

CHAPTER III

METHODOLOGY

In this chapter, the researcher describes the methods used to conduct the study, including the research design, data sources, data collection procedures, research instruments, and the steps taken to analyze the data.

A. Research Design

This research uses content analysis; a qualitative method widely used to systematically analyze and make inferences from text and other forms of qualitative data. According to Krippendorff (2004), content analysis is a research technique for making inferences that are reliable and valid from data to context. This technique involves analyzing text data to identify specific patterns or themes.

According to Ary, Jacobs, and Sorensen (2010), document or content analysis is used to identify specific characteristics in written materials such as textbooks, newspapers, or web pages. The writer used content analysis to analyze, interpret, and report the data provided in the textbook. From a total of 8 chapters in the "BRIGHT: An English Course 1 for Junior High School Student Grade VII". Using this approach, the researcher systematically analyzed the content of the textbook, interpreted, and described the findings based on qualitative research standards.

B. Object of Study

In this research, the researcher used the textbook "*BRIGHT: An English Course 1 for Junior High School Student Grade VII*" as a research subject. It is published by Erlangga, one of the famous publishers of learning textbooks. The author is Nur Zaida. It is published in the year 2022 in ISBN 978623266625. "*BRIGHT*" textbook consists of three levels. The textbook is sold for seventh, eighth, and ninth junior high school students. The researcher focuses on seventh grade textbook.

C. Data collection Procedure

Because the data source used is in the form of documents, the method chosen to collect data is the documentation technique. Documentation technique is a data collection method that uses written sources and other documents as the object of research. Documents can be past records, articles, pictures, or someone's monumental work. Documents in written form can be diaries, biographies, policies, or regulations, while in the form of images can be photographs, films, or vignettes. According to Sugiyono (2013), documents in qualitative research include any form of personal narrative produced by individuals who describe their actions, experiences, and beliefs.

In this study, the documentation method was conducted through three steps: first, referring to the evaluation criteria of English textbooks issued by BSKAP; second, determining the object of research, which is Bright 1 textbook; and third, analyzing the textbook, interpreting the findings, and presenting conclusions.

D. Research instrument

In this study, the main instrument for data collection is the researcher, who is the human instrument. According to Creswell (2013), the researcher plays an important role in qualitative research, where understanding is the main goal. This human instrument is able to be responsive and adaptive immediately, making it ideal for collecting and analyzing qualitative data (Merriam, 2002).

The researcher's responsibilities include:

1. Determining the focus of the research.
2. Selecting informants as data sources.
3. Collecting and assessing data quality.
4. Analyzing, interpreting, and concluding the findings (Sugiyono, 2013).

E. Data analysis

In this study, the data analyzed includes the materials in the textbook, which are then reduced and categorized based on the eligibility instrument from the Education Standards, Curriculum, and Assessment Agency

(BSKAP), which includes several criteria such as the material, presentation, design, and graphic standards. Each criterion in the instrument is used to analyze the suitability of the textbook material with the learning objectives set out in the Merdeka Curriculum. The data obtained from the instrument is then categorized based on the percentage of fulfillment of each aspect measured. According to Miles and Huberman (1994), the steps in qualitative data analysis include data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

The first step is data reduction, which is filtering out information that is relevant to the research focus. The reduced data was then categorized based on the themes and aspects studied, such as the suitability of the material with the learning objectives and the correctness of the concept. The categorization process was carried out using a checklist prepared based on the BSKAP assessment instrument.

2. Data Display

After the data is categorized, the data display will be presented in the form of tables and percentages to see how much the textbook content complies with the set standards. The percentage will be calculated using the formula:

$$P = \frac{F}{N} \times 100\%$$

where P is the percentage, F is the frequency of appearance of certain aspects, and N is the total items analyzed. The results of this percentage are used as the basis for drawing conclusions about the quality of textbooks based on BSKAP standards.

3. Drawing conclusions

The results of the data analysis were then classified into four categories based on the percentage of fulfillment. These categories are based on standards adapted from BSKAP and based on general evaluation guidelines in education (Arikunto, 2013). The following table shows the range of percentage scores and categories of fulfillment quality:

Table 3. 1

Category of Fulfillment Quality Based on Percentage Range

Range of Fulfillment	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-49%	Poor

F. Triangulation

In qualitative research, triangulation is used to check the validity of data by comparing it with other sources. Patton (2002) identified four types of triangulations, including: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation. An investigator triangulation is one of the most commonly used methods, which reduces bias in data collection and analysis.

Investigator triangulation is applied by involving more than one researcher to evaluate the data collected. This method makes the research results more objective. However, the researchers involved must be experts in their fields and have no personal interests so as not to cause bias (Patton, 2002). In addition, according to Sapto (2020), data validity will be more reliable if this investigator triangulation involves academics or experts who are experienced in qualitative data analysis.

In this study, investigator triangulation was applied by involving Mrs. Nur Afifi, M.App.Ling., Ph.D., a lecturer at the State Islamic Institute (IAIN) of Kediri, as a validator. The role of this validator ensures that the data analysis is conducted objectively and follows the standard evaluation that has been set, such as in the textbook assessment criteria by BSKAP.