

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will discuss six subchapters those are research design, data source, instrument, data collection, data analysis technique, and research validation

A. Research Design

The researcher used qualitative research to conduct this research. In qualitative research, data were collected in the form of words or pictures rather than numbers. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data (Ary, 2010, pg.29). So, in this research the data will show descriptively. The kind of qualitative in this research was document analysis, because this research analyzed a textbooks.

According to Bowen (2009) stated that Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.

B. Data Source

Creswell (2015) states that document analysis represents a good source for text data in a qualitative study. He explains that this data analysis will understand central phenomena through textbook, essays,

newspaper, novels, magazine articles, pictures, songs, and public or private documents. The data source was taken from students' textbook *Bahasa Inggris for SMA/MA/SMK/MAK Grade XI* by Otong Setiawan and Supeni.

C. Research Instrument

Research instruments are tools developed by researchers to achieve their stated objectives when conduct a research study. In other words, research instruments are designed tools that contribute the collection of data for the purpose of analysis. In this study, the instrument was researcher itself.

Researcher is the person who conduct the research that looks for the data, do an observation, do an analysis and report it. So, the researcher was the primary instrument, because if there was not researcher the research will not conduct.

D. Data Collection

The researcher used document analysis to collect the data. According to Ary et al (2010) said that qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, computer

images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).

The first thing that researcher do to collect the data was come to the school and ask permission to lend the book to do the analysis. Then the researcher analyzed each chapter which were 18 values of character education based on the standard of the government. There are 9 chapters in *Bahasa Inggris for SMA/MA/SMK/MAK Grade XI*.

E. Data Analysis Technique

After collecting the data from the textbook as a document in this research. The researcher analyzed the document by using an analysis procedure based on Ary et al, the steps are:

1. Organizing and Familiarizing

The first stage in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. The researcher must be immersed in the data. Field notes, audiotapes, videotapes, observer comments, and other data must be put into a form ready for analysis. In the first step, researcher organizes the data based on each chapter (from chapter 1 until chapter 9) become familiar with the document and put into form that ready for analysis. Then, the researcher categories the same character education values in every figure.

2. Coding and Reducing

After familiarizing yourself with the data and organizing them for easy to take the data, you can begin the coding and reducing process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. In this step, researcher codes and reduces the data based on character education values table and eliminate some data according to limitation in this research. Researcher analyzed the textbook on the sentence or materials that showed character education values.

3. Interpreting and Representing

Interpreting involves reflecting about the words and acts of the study's participants and abstracting important understandings from them. It is an inductive process in which you make generalizations based on the connections and common aspects among the categories and patterns. Interpretation is about bringing out the meaning, telling story, providing an explanation, and developing rational explanations. In the last step, researcher gave explanation, interpretation and description related with the data.

F. Research Validation

In qualitative research, data can be categorized good data if the data were valid. To get the validity of the data. Creswell (2009, pg.191) classified the validity of the data. One of them is triangulation. Triangulation is different data sources of information by examining

evidence from the sources and using it to build a coherent justification for themes. Triangulation can be interpreted as a way for researchers so that the research is not subjective. In this research, researcher doing triangulate which evaluate by Fitriatul Masitoh, M.Pd. as English Lecturer and Fatma Puri Sayekti, M.Psi as Psychology Lecturer of IAIN Kediri.