

CHAPTER III

RESEARCH METHOD

In this Chapter, the researcher presented research approach and type of research, data and source of data, technique of data collection, technique of data analysis, and validity of data.

A. Research Design

In this study, the researcher employed a qualitative approach. According to Ary et al. (2010) qualitative research aimed to understand a phenomenon holistically, focusing on the overall picture rather than isolating variables for analysis. The primary goal was to achieve depth of understanding and to present findings descriptively rather than numerically. This approach was considered suitable for exploring and interpreting the content of reading Materials, as it provided a comprehensive and nuanced perspective on their characteristics.

The method used in this research was document analysis. Ary et al. (2010) described document analysis as a method for analyzing and interpreting recorded materials, such as textbooks, reports, or other documents, to understand human behavior and interaction. In this study, the researcher analyzed the content of the reading Materials in the English for Nusantara textbook for ninth-grade students, which was published under the Merdeka Curriculum.

By employing a qualitative content analysis method, the researcher systematically examined the textbook's reading Materials to assess their lexical complexity and appropriateness for the target learners. Damayanti and Mukarto (2024) also used qualitative content analysis in examining textbook materials,

showing that this method is suitable for analyzing language content in educational texts. The results of the study were presented in a descriptive format to provide a detailed and holistic understanding of the data.

This approach is in line with the nature of qualitative research, which aims to describe and interpret data in depth. Krishnapatria (2021) explains that qualitative approaches allow researchers to explore educational contexts more flexibly and comprehensively. Therefore, this method is appropriate for analyzing textbook content and understanding its relevance to students' learning needs.

B. Data and Source of Data

In this research, the main source of data was an English textbook entitled English for Nusantara for ninth grade of junior high school. This textbook was developed under the Merdeka Curriculum and was published to support language learning at the secondary school level. The reading Materials in the textbook served as the primary data for the study.

The textbook consists of several Chapters; however, only Chapters containing reading Materials were selected for analysis. The selected texts were examined to evaluate their Lexical Density and to determine their alignment with the language proficiency level expected for ninth-grade students. Chapters without relevant reading Materials were excluded from the analysis. The selected reading Materials are presented in the following table.

Table 3. 1 Selected Reading Materials

NO	Chapter	Page	Reading Materials
1.	Chapter 1	45	Orangutan
2.	Chapter 1	64	Cendrawasih
3.	Chapter 2	107	What an Experience
4.	Chapter 2	116	Text Section 6 unit 2
5.	Chapter 2	124	My First Snorkeling experience
6.	Chapter 3	162	Andre and Princess suripit
7.	Chapter 3	171,172, 173,174, 177,178,180	Time Travel Car
8.	Chapter 3	188, 189, 196, 197	Timun Mas Growing Up
9.	Chapter 4	235	They're on sale
10.	Chapter 4	247	SMP Merdeka Friday Shop
11.	Chapter 5	305	Internet Safety Rules and what to do Online
12.	Chapter 5	315	10 Ways to protect Yourself Against Cybercrimes
13.	Chapter 5	326, 327	step to spot Fake News

Based on the table above, the selected reading Materials are distributed across different Chapters and cover various topics and text types. These texts provide the data needed to analyze Lexical Density and evaluate their suitability for students' level.

C. Data Collection

The researcher used documentation as the data collection method. Ary et al. (2010). defined documentation as a technique used to collect and analyze written or text-based artifacts, such as textbooks, novels, and journals, or non-written records, such as photographs, audiotapes, and videotapes. This method was applied in this study because the data were in the form of written texts. Specifically, the data were drawn from an English textbook

The textbook analyzed in this study was entitled English for Nusantara for ninth grade of junior high school, developed under the Merdeka Curriculum. Several steps were undertaken by the researcher in the data collection process. First, the researcher obtained the textbook as the primary source of data. Next, the researcher read and reread the textbook repeatedly and carefully to identify important details within the reading Materials. The researcher then selected and organized the relevant reading Materials for analysis, separating them into an analysis table for clarity and systematic examination.

This textbook consisted of multiple Chapters; however, only the Chapters containing reading Materials were analyzed. Chapters without relevant reading content were excluded from the analysis. The reading texts from selected Chapters were analyzed. The final step involved conducting a detailed analysis of the data within the analysis table, focusing on the Lexical Density of the reading Materials and their alignment with the language proficiency level expected for ninth-grade students under the Merdeka Curriculum.

D. Data Analysis

In this study, the researcher used content analysis, guided by the theory of Ary et al. (2010) to analyze the data systematically. The data analysis process involved several key steps, as described below:

1. Familiarizing and Organizing

a. Familiarizing

The researcher immersed themselves in the data by thoroughly reading and rereading all the selected reading Materials in the English for Nusantara textbook. These materials, chosen for their relevance to the research focus, were analyzed to understand their content and lexical composition.

b. Organizing

The researcher carefully examined the reading Materials in each Chapter to identify how many texts were analyzed and Titles of reading Materials were listed in a table. The researcher transcribed the selected reading texts into Microsoft Word and prepared them in digital format for annotation. The analysis was conducted directly on a tablet using digital reading tools. This step enabled the researcher to systematically identify and code content words and grammatical function words, facilitating the calculation of Lexical Density for each text.

2. Coding

For the first research question, the researcher analyzed the genres found in the reading materials by examining their communicative purposes, generic structures, and language features. Through this process, the researcher identified how each genre reflected particular characteristics of the reading materials. For example,

narrative texts were identified through the presence of characters, conflicts, and chronological events, while procedure texts were identified through step-by-step instructions and imperative verbs. This analysis helped the researcher explain how different genres reflected different characteristics in presenting information and organizing ideas

For Lexical Density analysis, the researcher classified each word in the text into content words and grammatical function words.

- 1) Content word analysis was conducted by highlighting each content word in green and coding it using abbreviations: N (noun), V (verb), Adj (adjective), and Adv (adverb)
- 2) Grammatical functions words were underlined.

These indicators helped the researcher distinguish between content words and grammatical function words in each sentence, which was necessary for calculating the Lexical Density.

After the classification process, the researcher calculated the Lexical Density of each text using the following formula:

$$\text{Lexical Density} = \left(\frac{\text{Number of Lexical Words}}{\text{Total Number of Words}} \right) \times 100\%$$

Qualification of the Lexical Density:

- 1) 41 – 50% = low (easy to understand)
- 2) 51 – 60% = medium (still quite easy to understand)
- 3) 61 – 70% = high (difficult to understand)

4) >70 % = very high (very difficult to understand)

3. Interpreting and Representing

a. Interpreting

For the first research question, the researcher analyzed how the genres found in the reading materials reflected the characteristics of the texts. The analysis focused on the communicative purposes, generic structures, and language features of each genre. Through this process, the researcher identified how different genres, such as narrative, descriptive, recount, report, and procedure texts, showed different characteristics in presenting information and organizing ideas within the reading materials.

For the second research question, the researcher analyzed the proportion of lexical density in each reading text by calculating the number of content words and grammatical function words using Ure's formula. The researcher then classified the lexical density results into levels of difficulty to determine whether the texts were categorized as low, medium, high, or very high lexical density. The findings were interpreted to explain the overall complexity of the reading materials.

b. Representing

The findings of the first research question were presented descriptively by explaining the genres found in the textbook and the characteristics reflected by each genre. Meanwhile, the findings of the second research question were presented through tables containing lexical density calculations and classifications of text difficulty levels. This approach helped the researcher clearly present both the genre analysis and lexical density analysis in relation to the research objectives.

Through this systematic process, the researcher provided a comprehensive analysis of the reading materials in the English for Nusantara textbook by examining how genres reflected the characteristics of the texts and analyzing the lexical density of the reading materials.

E. Validity of Data

The researcher employed triangulation to ensure the validity of the data. Triangulation is a widely recognized method for enhancing the credibility of qualitative research by cross-verifying information from multiple sources. In this study, the researcher applied investigator triangulation. According to Ary et al., investigator triangulation involves multiple researchers independently collecting and analyzing data before comparing their findings.

The investigators in this study included the researcher, an English teacher, and an English lecturer with expertise in reading instruction. The triangulation process consisted of several steps:

1. Individual Analysis

The researcher independently analyzed the data obtained from the reading Materials in the English for Nusantara textbook. The initial analysis focused on identifying the Lexical Density and text genres based on the Merdeka Curriculum standards.

2. Validator Review

After completing the independent analysis, the researcher met with two external validators. The first validator was an English lecturer

specializing in reading, and the second validator was an English teacher experienced in junior high school instruction. Each validator reviewed the research findings, discussed potential discrepancies, and provided feedback to improve the credibility of the analysis.

3. Comparison and Consolidation

Following the reviews, the researcher compared the results from the three analyses, namely the researcher's analysis and those of the two validators. Any differences or inconsistencies were discussed and minimized. The final version of the data analysis was compiled based on the consensus among all parties, ensuring that the results were valid, reliable, and aligned with the objectives of the research.

Through these systematic steps, the researcher ensured that the findings regarding Lexical Density and genre alignment in the English for Nusantara textbook were accurate, credible, and relevant to the Merdeka Curriculum standards.