

CHAPTER 3. RESEARCH METHODS

This chapter will discuss a few aspects of the research method. These include the research design, research context, data collection method, and data analysis method.

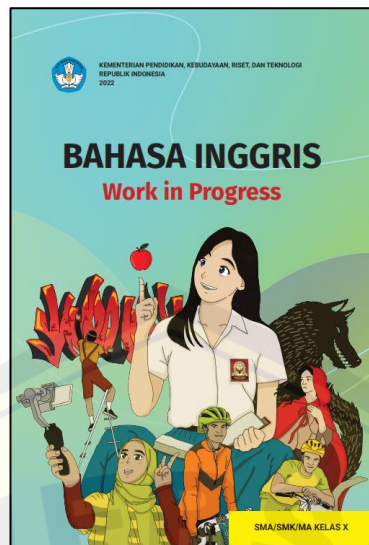
3.1 Research Design

According to Creswell (2009), research design is a research procedure that includes detailed methods for data collection and analysis. The choice of research design was determined by the need to address the research question and objective. This research aimed to identify the various types of writing tasks in the ELT textbook for tenth-grade students in senior high school. Thus, the researcher chose qualitative research as the design to be relevant to the topic. Qualitative research aims to obtain a holistic picture and depth of understanding, not to analyze quantitative data (Ary et al., 2010). It means that qualitative research is a research method that emphasizes explanation or description to investigate and conceive the meaning of things. There are many types of qualitative research, such as content or document analysis, case studies, narrative inquiry, and so on (Ary et al., 2010).

In this research, the researcher used content analysis to examine an ELT textbook intended for tenth-grade students in senior high school. According to Schreier (2012), the research method in the form of content analysis is utilized to analyze textual or visual data systematically and objectively. More particularly, this content analysis examines the images, text, or symbols documented. This content or document analysis aims to identify specific documents from the analyzed material, such as newspapers, journals, textbooks, web pages, advertisements, and so on (Ary et al., 2010).

3.2 Source of Data

The research context was the ELT textbook for tenth-grade students in senior high school. The following picture represents more about the ELT textbook profile:



Picture 3.1 The ELT textbook cover

The ELT textbook entitled “Bahasa Inggris Work in Progress” for the tenth graders of senior high school because the ELT textbook was published by the Ministry of Education and Culture of Indonesia as part of the emancipated curriculum implementation and it is very easy to get by downloading it for free via the internet. This ELT textbook was written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih. The ELT textbook contained 169 pages divided into 6 chapters. The ELT textbook was not only useful for students but also for teachers in the English learning process, and the ELT textbook presented content that refers to a text-based learning approach, both oral and written. In conducting this research, the researcher only focused on the writing tasks presented in the ELT textbook for the tenth graders of senior high school.

3.3 Data Collection Method

The research used documentation as a data collection method. The documentation was sourced from the ELT textbook for the tenth graders of senior high school. According to Ary et al. (2010) documents encompass various forms of physical, written, and visual materials, including what other writers describe as artifacts. Document analysis can consist of written or text-based materials such as letters, textbooks, newspapers, journals, and so on. Thus, the researcher chose the

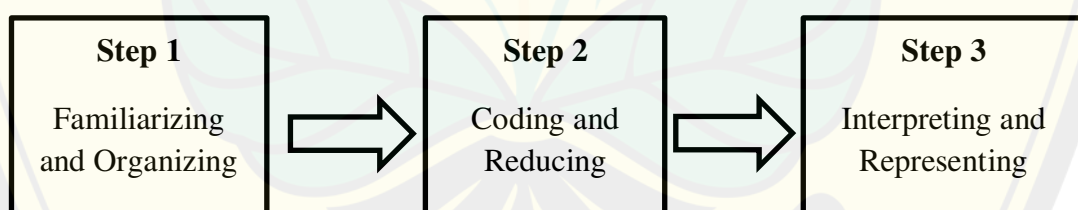
document analysis to analyze the types of writing tasks presented in the ELT textbook for the tenth graders of senior high school.

The steps for gathering data in this study involved thoroughly reading and observing the data source, starting from chapters 1 to 6 of the English Language Teaching (ELT) textbook intended for the tenth graders of senior high school students. Then, I found the types of writing tasks based on Raimes (1983) in Kobayakawa (2011) in the ELT textbook. Next, I used a checklist as a tool to collect data and I sorted the data in the form of types of writing tasks based on Raimes (1983) in Kobayakawa (2011) which were divided into three types: controlled writing, translation, and free writing. After the data was collected, the last step was to analyze the data and I explained the data that supports the attainment of the writing learning outcomes in the curriculum using the content analysis method proposed by Ary et al. (2010).

3.4 Data Analysis Method

This research used content analysis research based on the framework of Ary et al. (2010). The steps applied to analyze the data were familiarizing and organizing, coding and reducing, interpreting and representing.

Flowchart 1. The Steps of Content Analysis



Adopted: Ary et al. (2010)

A brief explanation of the steps of content analysis in the flowchart above could be explained as follows:

1. Familiarizing and Organizing

The first step in analyzing the data was to familiarize and organize the material. The researcher read and reviewed all the tasks contained in the ELT textbook entitled “Bahasa Inggris Work in Progress” for the tenth graders of

senior high school students published by the Ministry of Culture and Education. Reading and reviewing all the tasks in the ELT textbook was aimed at identifying and finding which tasks were considered data. The tasks selected as data are all writing tasks. After reading carefully, the researcher organized the writing tasks obtained from the ELT textbook from chapters 1 to 6. Then, the data was entered into a form ready for analysis. After that, the researcher clustered the same types of writing tasks found in the ELT textbook.

2. Coding and Reducing

In this step, the researcher reread all the data, looking at each piece in detail. Researchers will code the data by identifying the type of writing task, following Raimes (1983) in Kobayakawa (2011). Giving codes these types of writing tasks to facilitate data retrieval, the examples of coding in this study can be found in Appendix C. The researcher manually recorded the writing tasks from the selected textbooks. After that, the researcher identified and listed the writing tasks in the provided document sheet.

3. Interpreting and Representing

In this step, the researcher provided interpretations and representations of data through further explanations of how and why the data can be included in one type of writing task, based on Raimes (1983) in Kobayakawa (2011). The researcher also explained which writing tasks support the attainment of writing learning outcomes in the emancipated curriculum. And finally, the discussion of the results of this analysis was combined using books or journals that contain theories related to this research.