

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

Most of all research method needs a resource of a book (library) to combine their research. There is a little difficult to distinguish between library research and field research, both of them need a literature. The main differences are based on the purposes, functions and the position of the each research. In the field research, literature is needed as a basic theory to prepare the research design. While in the Library research, literature not only used as the preparing of research design but also it more than that , it used to get data collection of the research. The Purpose of this research is to analyze the writing exercise in *Look Ahead 2*, an English textbook for senior high school grade XI years. The writer uses a library research approach because in this research, the writer will analyses writing exercises in *Look Ahead 2*, an English course book for senior high school grade XI.¹

The characteristics of Library research are²:

1. Researcher analyses a documentation of a text directly. The data is not getting from a field or variable and population. Critics of texts or evaluating text materials are a method which is usually used as a basic method in researching.
2. The documentation of data is ready made. It means that the researcher do not go anywhere, the researcher not looking for a data from a field.
3. The documentation of data is a secondary resource; because the literature has written by a certain writer which is always have a subjective opinion.
4. A condition of data is not limited by a time.

p.1¹ Mestika Zed, *Metode Penelitian kepustakaan*, 2004, Jakarta : Yayasan Obor Indonesia,

² *Ibid.*, p.5

B. Object of The study

The object of the study in this final project is Look Ahead 2 an English course book for senior high school grade XI published by Erlangga.

By doing the research on the mentioned textbook, the writer wants to evaluate writing exercises in Look Ahead 2 in term of the kinds of tests, KTSP curriculum, basic competence in writing skills, kinds of classroom writing performance, types of writing exercise, teaching ability, presence of example, aims, and kinds of practice exercise.

C. Source of Data

The exercises that had been analyzed were the writing exercise found in *Look Ahead 2* (English Course Book for Senior High School Students Year XI) published by Erlangga, 2007 written by Th. M. Sudarwati and Eudia Grace. The exercises are derived from all writing exercise. There are seventy four writing exercises available from unit one until six.

D. Procedure of Data Collection

In collecting data, the researcher uses documentation study. “Documentation study may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc.) used to explain some attributes of an object, systems or procedure”.³

The technique in collecting data in this analysis involves several activities:

1. Reading

The first step of data collection procedure was reading the “Look Ahead 2, an English Course for Senior High School Students Year XI “published by Erlangga, 2007. I read all text and exercises in the text book to find which exercises which are considered as the data. The data are the only the writing exercises in the textbook.

³ *Research Document*, retrieved from <http://www.answers.com/topic/documentation-study%20data>.

2. Identifying

After the complete reading was done, the next step was identification. I identified the number of writing exercises in every units of *Look Ahead* 2.

3. Classifying

The next step was classification. The data that had been identified was then classified based on the competency and skill which are emphasized in the exercises.

E. Procedure of Data Analysis

Analysis is the study by examining its part.⁴ Other opinions say that analysis is the process of breaking a complex topic or substance into smaller part to gain a better understanding of it. By examining each part of something. Someone will find the character of it; it means that analysis benefit a lot for those who are examining something, so they can judge something good or not.⁵ In this research, the writer using a library research approach, which is it is analyses a material (textbook evaluations) or content analysis.

Content analysis is simply defines the process of summarizing and reporting written data, the main contents of data and their messages. In other word it is a strict procedure for rigorous analysis, examination and verification of the contents of written data.⁶

In other words, content analysis start with a sample of texts (the units), defines the units of analysis (e.g. word, sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrence words, codes and categories.

⁴ A S., Hornby, *op. cit.*, p. 14

⁵ *Explanation of analysis*, retrieved from.
<http://www.total.or.id/info.php?kk=Qualitative%20da>. 1 October 2009

⁶ Louis Cohen, Lawrence Manion and Keith Marrison, *Research Method in Education*, (USA : Routledge, 2007), p. 475

The whole process of content analysis can follow ten steps;⁷ define the research questions to be addressed by the contents analysis, define the population from which units of text are to be sampled, define the sample to be included, define the context of the generation of the document, define the units of analysis, decide the codes to be used in the analysis, construct the categories of analysis, conduct the data analysis, summarizing, and making speculative inference.

Since the data in this study are in the form of words, the researcher used material analysis (textbook evaluation) which is specific on material of writing exercise in analyzing the data. The researcher has certain some aspects of writing exercise criteria from combining some theories which is consider to arrange writing exercise. The result of combination theory will be used to analyzing data.

There are some steps in analyzing the data. However, in this study the researcher only take four steps those are; selecting, categorizing, analyzing, and making inference.

1. Selecting

The writer reads *Look Ahead 2* and then selects which exercise could be considered as the writing exercises in every unit of the course book.

2. Categorizing

After selecting the writing exercises, it will be categorized into some aspects of writing exercise which is will be used to analyze the data. Some aspects which are will be used to analyzing data are:

1. Are the test

- a. Discrete items tests
- b. Communicative tests
- c. Combination of both

2. Are the writing exercises relevant or not with the *KTSP* curriculum of Senior High School grade XI?

3. Which basic competences of writing skills are taught?

⁷ *Ibid*, p. 502

- a. Communication
 - b. Composition
 - c. Style
4. What kinds of classroom writing performance?
- a. Imitative
 - b. Display writing
 - c. Real writing
 - d. Intensive, or controlled
 - e. Self-writing
5. What type of writing exercise?
- a. Arranging scrambled paragraphs into essays in form of report, narrative, analytical exposition, spoof and hortatory exposition.
 - b. Completing texts
 - c. Writing sentences dealing with grammar
 - d. Writing essays in form of report, narrative, analytical exposition, spoof and hortatory exposition
 - e. Writing short functional texts
 - f. Revising sentences or essays
6. Are the writing exercises Teachable or not, it means that do they ready to use, well organized, easy to find in our way around?
7. Does the exercise present example or not?
8. What does the aim of the exercise?
9. What does the practice exercise included on :
- a. Controlled Exercise
 - b. Guided Exercise
3. Analyzing
- After categorizing the writing exercises in *Look Ahead 2*, the writer analyzes them by using those nine aspects of evaluation.
4. Inferencing
- Based on the findings of analysis, the writing exercises in *Look Ahead 2* will be inferred.