

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes: (1) subject, (2) the materials, (3) the procedures used in the collection and analysis of the data, and (4) the data analysis.

#### **3.1 SUBJECTS**

This study analyses *Super Goal Student Book 1* which includes Student book and Workbook. The textbook consists of 16 units and 4 expansions. All units are evaluated by using the research instruments as follows:

#### **3.2 THE MATERIALS**

The research instruments in the study were:

- 3.2.1 The Fry's readability graph
- 3.2.2 The Flesch-Kincaid reading level
- 3.2.3 The textbook checklist
- 3.2.4 The topic and subject content checklist

#### **3.3 PROCEDURES**

Data collection is described as following:

##### **3.3.1 Fry's Readability Graph**

The intersection of the average number of sentences and the average number of syllables determines the reading level of the content.

The instructions for this instrument are:

- Count the first 100 words from each reading passage beginning with the first sentence.
- Count number of sentences in each 100 words passage. The sentence ends with period, question mark, or exclamation mark. Use a decimal for each partial sentence.
- Then calculate the average number of sentences in all samples.

- Count number of syllabuses in each 100 words passage. A syllable is defined as a phonetic syllable. When counting syllables for numerals and initialization, count one syllable for each symbol.

- Calculate the average number of syllables in all passages.
- Round off all calculations to the nearest tenth.
- Then plot the average number of syllables and the average number of sentences on the graph. Finally the readability will be found at the point of intersection.

### 3.3.2 The Flesch-Kincaid Reading Level

- First type the first 100 words of each passage in Microsoft Word.
- On the Tools Menu, click Options, then click Spelling & Grammar tab.
- Select Check Grammar with spelling check box.
- Select Show Readability Statistics checkbox, and click OK.
- Microsoft Word will automatically report the Flesch-Kincaid reading level.

### 3.3.3 The Feature Checklist

- Skim through the textbooks and list all the different types of texts, including graphic texts like graphs, maps, etc.
- Find the different type styles and list the examples and where they appear.
- Find out the color, symbols, and icons that are presented in the textbooks.
- Find out images and graphics.
- Find out the format and printing which are presented in attractive and correct style.

### 3.3.4 The Textbook Checklist

This checklist is developed by previous research and checklist.

- Skim through the textbooks
- Check with the textbook checklist

### 3.3.5 The Topic and Subject Content Checklist

- Skim through the textbooks
- List the topic, content, and text type in each unit.
- Then check if the textbooks have a variety of text type

## 3.4 DATA ANALYSIS

The data analysis describes: (1) analysis, and (2) interpretation.

### 3.4.1 Analysis

#### 3.4.1.1 The Fry's readability graph

After evaluating the reading section in the textbook, the result presents the level of the textbook readability. This instrument evaluated only the Student book.

#### 3.4.1.2 The Flesch-Kincaid reading level

This instrument presents the reading level of reading sections in the textbook. After calculating from Microsoft Word, the result is reported. This instrument was calculated only in the Student book.

3.4.1.3 The feature checklist, the textbook checklist, and the topic and subject content checklist

After evaluating the textbook with the checklist, the result is reported.

### 3.4.2 Interpretation

The result from Fry's readability graph and the Flesch-Kincaid reading level are compared.

In summary, this chapter has shown the methodology that is used in this study. In the next chapter, the results, which are interpreted, evaluated, compared, and reported, will be presented.