

CHAPTER III

RESEARCH METHOD

A. Research Design

This study aims at finding out how culture is represented in the English course books. To discover the cultural representation in the English course books, this study examined the cultural information and cultural categories in the English course books. The cultural information analyzed was source culture, target culture, and international culture (Cortazzi & Jin, 1999). Meanwhile, there were eight cultural categories, which were adopted from Adaskou, et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015), namely food and drinks, places, art, traditional ceremony, social behavior, beliefs and values, history, and person. The cultural information and cultural categories were depicted through the written texts and images in the English course books.

To make this study easier to discover the cultural representation, the number of occurrences of each cultural information and categories were counted. In other words, the data in this study were dealt with the number of words and pictures. Therefore, a suitable method for this study is content analysis.

Ary, Jacobs, Sorensen, and Razavieh (2010) argue that content analysis is a research method to identify specified characteristics of the

material. Noeng Muhadjir (2011) said that content analysis is an analysis based on content from language interpretation and it makes an interaction about mutual framework and language used as communication. In this case, this study investigated how culture is represented in the English course books.

The cultural information and cultural categories were examined to disclose the representation of the culture in the English course books.

B. Data And Sources of Data

The subject of this research is the English course books, specifically the English course books for Senior High School. Many English course books for Junior High School are published and used in Indonesia, thus, data criteria in selecting the course books were decided. The Data in this research are utterances, sentence, words, and pictures which are contained in the chapter. This study used purposive sampling to select the course books. Purposive sampling means the researcher is deciding as to what units he or she deems appropriate to include in the sample" (Neuendorf, 2002). The purposive data sources in this study were two series of English course books, in which each series consists of three English course books.

One English book entitled *Bahasa Inggris* published by *Balitbang, Minister of Culture and Education*. And another entitled *Pathway to English* was written published by *Erlangga*. Those books were selected

because they employ the 2013 Curriculum. Besides, those books were in the national scope and published by the trusted publishers. Related to the primary data, the researcher analyzed twelve chapters in the course books to manage the data easily. Therefore, this study used a random sample to select the chapters by employing systematic random sampling. Systematic random sampling consists of selecting every x th unit, either from the sampling frame or in some flow of occurrence over time (Neuendorf, 2002). Twelve chapters were decided as the sample. Hence, the selected sample is presented in the following table.

Table 3.1: The Selected Sample

Course Books	Numbers			The Selected Units
	Chapter	Review	Pages	
Bahasa Inggris 1	15	7	224	<ol style="list-style-type: none"> 1. Chapter 1: Talking about Self 2. Chapter 3: Expressing Intention 3. Chapter 5: Let's Visit Niagara Falls 4. Chapter 7: The Wright Brothers 5. Chapter 9: The Battle of Surabaya 6. Chapter 12: Issumboshi 7. Chapter 14: Strong Wind
Forward an English 1	10	5	174	<ol style="list-style-type: none"> 1. Chapter 1: Hi, My Name is 2. Chapter 3: Congratulations 3. Chapter 5: It's Wonderful Place 4. Chapter 7: I've been there 5. Chapter 9: A long time ago

C. Research Instrument

In this study, the researcher will make the coding and categorization by researcher itself. Therefore, the primary instrument used in this

research is a human instrument (Ary et al., 2010). Since the researcher becomes the primary instrument, it is important to guarantee that the results of this study are objective. Thus, this study used a table checklist (see Table 3.2).

D. Data Collection

Pratiwi (2017) suggests that a content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. words, 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 occurrences of words, codes, and categories. To count the occurrences of the words and pictures, a table of the checklist was developed. There is one table checklist used in this research. Table 3.2 will use to help the researcher to manage the data categorization. The table checklist is presented in the following table.

Table 3.2: The Distribution of Cultural Categories

Cultural Categories	Bahasa Inggris for grade X			Pathway to English for grade X		
	SC	TC	IC	SC	TC	IC
Food and Drinks						
Places						
Art						
Traditional ceremony						
Social behavior						
Beliefs and Values						
History						
Person						

Source: Liu & Laohawiriyanon, 2013 and Xiao, 2010

E. Data Analysis

This study used a content analysis method. Content analysis is a method that focuses on analyzing and interpreting recorded material to learn about human behavior (in this case about cultural interpretation). The materials in this study are English textbooks. Ari et.al (2010) explain the step to analysis the data clearly throughout six steps. Firstly is specifying the phenomenon to be investigated. In this case, the researcher shows up the cultural representation of English books for Senior High School. Secondly is selecting the media from English books for senior high school. They are Bahasa Inggris for X grade published by Minister of Education and Culture and Pathway to English published by Erlangga. Third, the researcher employs a table checklist to answer the research problem. Besides, this study will use codes and categorizations to analyze the data, which will be provided in the table checklist. The codes and categorizations are the types of cultural information and the cultural categories in English books. The cultural information consists of source culture, target culture, and international culture (Cortazzi & Jin, 1999). The cultural categories were developed from some experts, namely Adaskou, et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015). From those theories, eight cultural categories were used, namely food and drinks, places, art, traditional ceremony, social behavior, beliefs and values, history, and person.

After that, the textual data in the form of utterances, sentences, and words and the picture data in the form of pictures in the English books will analyze according to the cultural information and cultural categories. Thus, the data in this research are utterances, sentences, words, and pictures. Next, the number of occurrences of the data will count to help the analysis of this study.

F. Triangulation

Triangulation may be defined as “the use of two or more methods of data collection in the study of some aspects of human behavior” (Cohen, et al., 2007, p. 141). Triangulation is used to guarantee the trustworthiness of the results of the research. Triangulation in content analysis is necessary since the primary instrument is the researcher. It is to avoid bias in this study.

In this study, the credibility was achieved through consultation with material designers and experts, advisors, and colleagues. Besides, the table checklist employed in this study has been used in previous studies (Liu & Laohawiriyanon, 2013; Xiao, 2010). Then, to achieve the transferability, the categories used in this study have been used in the previous research works. The dependability could be shown through the consistency of coding and categories. Since this study uses a table checklist, the table checklist should be understandable. Besides, the table checklist will be piloted.