

CHAPTER III

RESEARCH METHOD

This chapter presents approaches in carrying out the research, specifically discussed about the elaboration of the research design which further organized into research design, data and data source, data collection, trustworthiness of the study, and data analysis and interpretation.

A. Research Design

Related to the textbook analysis, this research is categorized as a content analysis study because this research was conducted to reveal the cultural contents within the textbooks entitled “When English Rings a Bell” 2017 revised edition for eight grade students of junior high school. Content analysis is a method in social research (Bhaskaran, 2008). Content analysis which is one of the types of literature study also described as a scientific study to discuss about content of communication which associated with contexts, intention, and meanings contained in messages. According to Chao (2011), the content analyzed can be in the form of words, themes, ideas, pictures and any messages that was communicated, and the text can be in the form of written, spoken or visual that might be served as a medium of communication, including books, films, pictures, and documents. It could be said that content analysis falls in the interface of observation and file analysis which the main research subject connects to a few certain information or documents to portrait society.

The researcher used content analysis method in conducting the research. According to Walliman (2001), descriptive is the characteristic of data in qualitative research. The data was taken from the cultural content material within the English textbooks by analyzing the book especially each parts of every chapter within the English textbooks entitled “When English Rings a Bell” 2017 revised edition for eight grade students of junior high school. The data was collected from reading passages, conversation, exercises and pictures.

B. Data and Data Source

In this study, the main source of the data was taken from a published series textbook entitled "*When English Rings a Bell*". The book was designed for eight grade students of junior high school. This book was the revision series that have been designed by the Ministry of Education and Culture of Indonesia in 2017 as the revision for 2013 Curriculum. This book was written by Siti Wachidah. The data for the study are in the form of written texts and illustrations that may accompany the text of reading passages related to the material of cultural content inside the textbook including words and sentence related to cultural content.

C. Data Collection

Data collection procedures allow the researcher to systematically gather the information about object of the study. In the data collection, the researcher has to be systematic. This research used qualitative methods. Since the object of this research was about cultural content materials in English textbooks entitled “When English Rings A Bell”, the researcher used document analysis as the data

collection method. Through this collection procedure, the analysis is able to produce narrative data through frequency counts. The data was collected from the reading passages and illustrations presented in every unit of the textbooks. One of the methods in collecting the data was setting up a checklist format based on the framework from several experts.

To reveal what cultures are represented in these textbooks the researcher used the theories of Cortazzi and Jin (1999) and Adaskou, Britten & Fahsi (1990) to analyze the five dimensions of culture. There are some cultural contents that should be included in the English textbook. Cortazzi and Jin (1999) proposed three types of cultural information to be included in language textbooks. The first type of culture is target culture materials. The second type is source culture materials, and the last type is international culture materials. Cultural content of a textbook is additionally categorized based on the four senses of the culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the big C and the small c culture. The culture within this framework was categorized into four senses which are pragmatics sense, sociological sense, aesthetic sense, and semantic sense.

D. Trustworthiness of The Study

In gaining the validity and trustworthiness in this study, the triangulation needs to be carried out. Triangulation is a way of checking the integrity of the inferences on draws. It may involve the use of more than one facts source, multiple investigators, multiple theoretical perspectives and a couple of

techniques. The method of triangulation is regularly wedded to the assumption that data from different sources or method must necessarily converge or be aggregated to reveal the truth (Schwandt, 2007, p. 298). The following items are the detail how triangulation was used in this research.

1. Credibility

The researcher took more information from more resources within the term of data regarding English textbooks and their cultural content including cultural information, elements of culture and intercultural communicative competence by using three different theoretical frameworks about cultural content to support valid resources which are stated by Nurjannah & Umaemah (2019), Faris (2014) and Silvia (2014). The theories of the researchers strengthen the findings of this research since the findings have the same conclusions.

2. Confirmability

The researcher puts all procedures of entire data and checks the whole data of the research for several times. The researcher attaches all collected data in the form of frequency counts by setting up checklists from analyzing the textbook to make sure that the research findings are the result of experience not the preference of the researcher.

3. Transferability

The researcher inserts data analysis to answer research questions. It could be accessed through each person who wanted to. The result of this

research is to present additional reference for other researcher who investigates cultural content material analysis in EFL textbooks. It means that this research could be transferred in other researchers.

E. Data Analysis and Interpretation

The analysis of the data was divided into two steps. The first step was using the theory of Cortazzi and Jin, (1999) to reveal what cultures are represented in the textbook include the reading passages, dialogues, pictures and activities presented in every unit of the book categorized into source culture, target culture, and international culture. The second step was revealing how cultures are represented within the textbooks. All components of the materials were categorized into semantic sense, pragmatic sense, sociological sense and aesthetic sense based on the theory of Adaskou, Britten, and Fahsi (1990). The frequency of categorized data transformed into percentages. The percentages were compared and analyzed to know what the most occurred culture and how the cultures were represented most frequently in the textbooks. The findings presented in the form charts. Then, the outcomes of the research were discussed qualitatively. In this study, the researcher used five steps in analyzing the data:

1. Constructing Checklist

The researcher used the frameworks from Cortazzi and Jin (1999) to analyze the existence of cultural types in English textbooks entitled “When English Rings a Bell” 2017 revised edition for eight grade students of junior high school.

Table 3.1. Instrument Check list of Cortazzi and Jin (1999) Framework

Chapter	Pages	Types of Culture		
		Source Culture	Target Culture	International Culture
1	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	Etc.			

The researcher used the frameworks from Adaskou, Britten and Fahsi (1990) to analyze how cultures are represented in the textbooks entitled “When English Rings a Bell ” 2017 revised edition for eight grade students of junior high school.

Table 3.2. Instrument Check list of Adaskou, Britten and Fahsi (1990)**Framework**

Chapter	Pages	Sense of Culture			
		Aesthetic Sense	Pragmatic Sense	Sociological Sense	Sematic Sense
1	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	Etc.				

2. Analyzing the textbook

The researcher read each pages of the textbook include activities, picture, dialogues, and reading passages which contain the elements of culture.

3. Coding

The researcher gave the codes for each elements of the culture based on the framework used to help classification process. This study used the open

coding which according to Saldana (2009), this is one of the processes of analyzing textual content includes labeling concepts based on their aspects.

4. Analyzing

The data gained from each chapters of the textbook were analyzed by using the framework from Cortazzi and Jin (1999) and Adaskou, Britten and Fahsi (1990).

5. Reporting

The results of the data analysis before then reported in the next chapter contain findings and discussion.