

CHAPTER III

RESEARCH METHODOLOGY

This chapter is a systematic procedure carried out by the researcher in an effort to achieve objective of research to solve problems on certain phenomena step by step. There are several kinds of sub points in this chapter that is research design, source of data, research instrument, research procedures, technique of data collection, technique of data analysis.

3.1 Research Design

The design of this research used descriptive qualitative method with content analysis in this study to find the cultural content in English textbook for tenth grade in Senior High School. According to (Nassaji, 2015) state that qualitative research is more holistic and often involved a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspective and attitudes. In addition, research often involved exploring inductive data to identify recurring themes, patterns or concepts and then describing and interpreting those categories. While, the goal of descriptive research is to describe a phenomenon and its characteristics as well as more concerned how or why something has happened. Content analysis is a research tool to determined the presence of a word, concept, themes, phrase, character, as well as collection of texts and to quantify this presence objectively (Shahmohammadi, 2013). In this research, the text and picture in English textbook designed for first semester of tenth grade Senior High School will be analyzed using cultural categories, cultural

elements and cultural sense. Furthermore, the data was analyzed in the form of identification or analysis.

3.2 Source of Data

In this research, the data was taken from the English textbook entitled “*Bahasa Inggris*” designed for first semester of tenth grade Senior High School based on Revised 2013 Curriculum. There are six chapter has been analyzing by the researcher in the textbook. The data taken from all chapters based on cultural categories by (Chao, 2011), cultural elements by (Yuen, 2011) and cultural senses by Adaskou, Britten & Fahsi (1990).

3.3 Research Validity

The researcher used a theoretical framework to answer the research questions and divided cultural content into several aspect based on theories. There were five categories of culture based on theory of (Chao, 2011). While, there were four elements of culture based on theory of (Yuen, 2011) and there were four sense of culture based on theory of Adaskou, Britten & Fahsi (1990).

ASPECT OF CULTURAL CONTENT	KINDS OF CULTURE
1. Categories of Culture	<ul style="list-style-type: none"> - Source Culture - Target Culture - International Culture - Intercultural Interaction - Universality Across Culture

2. Elements of Culture	<ul style="list-style-type: none"> - Product - Person - Practice - Perspective
3. Sense of Culture	<ul style="list-style-type: none"> - Aesthetic Sense - Sociological Sense - Semantic Sense - Pragmatic Sense

3.4 Research Procedures

According to (Cohen et al., 2020) state that content analysis is took texts and analysis, reduces and interrogates them into a summary from through using of both pre-existing categories and bringing them up to generate or test a theory. There are several steps by the researcher in conducting this study. First, the researcher choose the appropriate textbook to be analyzed as sample of texts. Then, the researcher defined the unit of analysis and the categories to be used for analysis. After that, the researcher analyzed the cultural content inside the textbook based on the theory of cultural categories by (Chao, 2011), cultural elements by (Yuen, 2011) and cultural sense by Adaskou, Britten & Fahsi (1990) using checklist (the checklist is presented in Appendix 1). Furthermore, the data was entered in code to facilitate the researcher in analyzing the data. From the data, the researcher classified them into groups

based on cultural categories, cultural elements and cultural sense. The last, the researcher counted the data and made the percentage and conclusions.

3.5 Technique of Data Collection

Techniques of collecting the data are the most strategic step in research, because the main purpose of this research is to obtain data (Sugiyono, 2016). In the process of collecting the data, the researcher collected the data from the covers and all pages in the textbook entitled “Bahasa Inggris” designed for first semester of tenth grade Senior High School based on Revised 2013 Curriculum using page number checklist. There were six chapter has been analyzed. The data collection of techniques is observation by observing. According to Marshall in (Sugiyono, 2016) state that through observation, the researcher learn about behavior and the meaning of the behavior. Meanwhile, the data fom this research was collected by seleting reading passages, dialogue, text, picture and etc. The researcher analyzed each page according to the cultural content of the aspect categories of culture from Chao (2011), element of culture Yuen (2011) and senses of culture Adaskou, Britten & Fahsi (1990) using page numbers are put in the checklist to know the place. At the end, the researcher counted and makes conclusion the result of the study.

3.6 Technique of Data Analysis

Data analysis involves organizing accounting for and explaining the data. In this research, the researcher used coding to analyze the data. Coding is the process of disassembling and reassembling the data. The researcher adapt

the coding from (Noviani, 2019). (the coding is presented in Appendix 2). The coding consist of number of the data, number of chapter, number of page, categories of culture, cultural elements and cultural sense. There are several steps to analyzing the data.

1. Constructing the Checklist.

This study used instrument checklist to help her coding in the cultural content by the researcher. The following is an example of a checklist in this research.

CHAPTER (...)														
No	Page	Data Recording	Elements of Culture				Categories of Culture				Cultural Senses			
			PRO	PER	PRA	PET	SC	TC	IC	UC	AS	SO	SES	PS

2. Analyzing and categorizing the textbook.

The researcher read carefully page by page, looking into line to line, picture by picture, activities and all reading passages which contain the cultural content. Then, Categorizing the data cultural content using checklist.

3. Coding

This study used open coding to deconstruct the data in order to facilitate an understanding of the data phenomenon in question. The

researcher codes up the data, creating new codes and categories which appropriate in this study, and integrating codes where relevant until the coding is complete (Cohen et al., 2020). The researcher gave the code for every aspect of culture to ease the classification. The coding consist of number of data/ number of chapter/ number of page/ cultural categories/ cultural elements/ cultural sense. Here is the coding in this research.

01/CH.01/P.05/PER/TC/SOS

02/CH.01/P.05/PRO/SC/SOS

4. Comparison

The researcher compared new data according to existing categories, so that the categories achieve a perfect fit with the data.

5. Reporting

The result analysis of this study were reported in the chapter of finding and discussion.

After the all process of coding and counting, the researcher converts the data into percentage (%). From the percentage, the researcher can find out which cultures occurs most often and which culture appears least. Here is the formula to calculate the data adapt from (Noviani, 2019).

$$x = \frac{N}{\sum N} \times 100\%$$

Note:

x = the percentage of cultural content that found in the textbook

N = the number of each type of cultural content that found in the textbook

$\sum N$ = the total number of the cultural content items in the textbook

