

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used the descriptive qualitative method based on (Bhaskaran, 2008, p.7) defines content analysis is as a method in social science research. It is described as the scientific study to discuss content of communication. It is related to the content with reference to the meanings, contexts, and interface of observation and document analysis which the main research subject connects to some certain archives or documents to portrait society. Descriptive is the characteristic of data in qualitative research because it was taken from the cultural material inside EFL textbook as the document.

B. Research Setting

This research is English Textbook Used in The Tenth Grade of Senior High School.

C. Object of Research

The object is Cultural Content Analysis of English Textbook Used in The Tenth Grade of Senior High School.

D. Source of Data

The sources of the data for this study are the EFL Textbook which meant by researcher in recent study is an English Textbook entitled Bahasa Inggris for Senior High School used in the Tenth Grade. This book is written by Utami Widiati, Zuliati Rohmah, dan Furaidah. It is published by

Kementrian Pendidikan dan Kebudayaan. The curriculum implemented in this book is curriculum 2013. There followings are the chapter and theme inside English Textbook entitled Bahasa Inggris for Senior High School in detail.

Table.3.1 Chapter and theme inside English Textbook

Chapter	Theme
Chapter I	Talking About Self
Chapter II	Complimenting and Showing Care
Chapter III	Expressing Intention
Chapter IV	Congratulating Others
Chapter V	Describing People
Chapter VI	Visiting Ecotourism Destination
Chapter VII	Visiting Niagara Falls
Chapter VIII	Describing Historical Places
Chapter IX	Giving Announcement

E. Technique of Collecting Data

1. Document review

The cultural materials in the English Textbook become the descriptive qualitative research project because it is classified into documentary analysis. Content analysis is a research method of studying documents and communication artifacts, with might be texts of various formats, pictures,

audio or video. It means that this document review utilizes content analysis of the cultural material inside the book.

F. Data Analysis

In analyzing the data of the research, the researcher adapted the scheme of interactive model analysis from Huberman and Sladana, 2004. The model analysis consists of four steps; data collection, data reduction, data display and conclusion.

1. Data collection

The researcher collects the data from English Textbook Used in The Tenth Grade of Senior High School about Cultural Content Analysis of English Textbook Used in The Tenth Grade of Senior High School by document review.

2. Data reduction

The researcher focus on the data that directly concern to analysis English textbook and find the culture content on the book.

3. Data display

The researcher gives explanation, draft, relation categories, and flowchart of the data and then researcher is going into describe the data qualitatively.

4. Conclusion

After the data have been found, the data is concluded and verified by recheck every step or analyzing from data collection, reducing and displaying. In this step, the researcher concludes the data to answer the research question.

The followings are the detail practical steps of data analysis employed in this research:

1. Perusing

In analysis the textbook analysis, the researcher uses two main stages. First, to see the presence of cultural content, the texts are investigated by employing the concept of culture theoretical framework used in this research. Also perusing texts are analyzed in terms content. Second, after classifying and recording the cultural loads in the text, the frequency of each cultural load is then converted to percentages for comparison purpose. Furthermore, in doing textbook analysis, the researcher peruses the cultural material carefully page by page, line by line, and picture by picture. All pages, lines and pictures contain cultural material will be marked by carefully.

2. Coding

Codes are used in this research. A code is of a way of organizing data in terms of subject material matters. Coding is more than simply organizing data. Coding also helps the researcher to begin process of systematically analyzing data. The researcher uses several codes to ease classification of cultural contents in this research. The followings are the codes used:

Table.3.2 Coding for Types of Cultural Information

No	Codes	Meaning
1.	DT	Descriptive Text
2.	CT	Culture Note
3.	DHA	Dialogues for Habitual Action

4.	CWT	Contextualized Writing Task
5.	IC	Idioms and collocation
6.	R	Realia
7.	SR	Sound Recording
8.	VS	Visual Illustration

Table.3.3 Coding for Elements of Culture

No	Codes	Meaning
1.	SO	Social Organization
2.	CT	Customs and Tradition
3.	R	Religion
4.	L	Language
5.	AL	Arts and Literature
6.	FG	Forms of Government
7.	ES	Economic System

3. Marking/Checklist

The researcher use marking/checklists to help coding the cultural content. Checklist 1 is used to show the types of cultural information based on (Adaskou, Britten&Fashi, 1990, p.3-10). Checklist 2 is to show the elements of culture based on (Brown , 2001, p.27). The followings are detail:

Table.3.4 Checklist of Types of Cultural Information

Data	Types Of Cultural Information							
	DT	CN	DHA	CWT	IC	R	SR	VS
C.I								
C.II								
C.III								
C.IV								
C.V								
C.VI								
C.VII								
C.VIII								
C.IX								

Table.3.5 Checklist of Elements of Culture

Data	Elements of Culture						
	SO	CT	R	L	AL	FG	ES
C.I							
C.II							
C.III							
C.IV							
C.V							
C.VI							

C.VII							
C.VIII							
C.IX							

4. Classifying

The data gained from the book is then classified into two categories of cultural load previously: the types of cultural information and elements of culture. They will be brought into the most frequent occurrence, the less frequent occurrence and the frequent occurrence. Later, it is consulted to the literature and compared to the similar researcher conducted in other countries.

5. Tabulating

After all pages are marked, the researcher inputs the data on each worksheet manually. Each data in each page are compiled into each chapter then compiled as a whole. Input the book and then compiled into a total tabulation.

6. Interpreting

Since this research belongs to qualitative research and the research instrument is the researcher herself, it is highly important to have good interpreting about the material related to cultural content in the book. The researcher interprets this research uses two theories which related to research question. The theories are (Adaskou, Britten&Fashi, 1990, p.3-10) for types of cultural information and, (Brown 2001, p.27) for elements of culture.