

CHAPTER III

RESEARCH METHOD

This chapter presents the relevant research method related to the study. This chapter discusses the research method about culture, research design, research setting, subject, data, technique of data collection, and data analysis.

A. Research Design

This method of this research was descriptive qualitative in nature and the technique was content analysis, it because the data studied requires a descriptive explanation. The study to reveal the cultural content in English textbooks for Language Development Unit's students. Bhaskaran (2008, p.7) in Mustofa's Thesis 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 intention contained in messages. It might be said that content analysis falls in the interface of observation and document analysis which the main research subject connected to some certain archives or documents to portrait society cited.

However, this study also employed the element of quantitative in the form of how the data were recorded in percentages. The sources of the data for this study was Language Development Unit's English textbook "Your English Partner Book A+" . The data for the study were in the form of written

texts and illustrations that may accompany the text of reading passages. The data were collected by analytically selecting potential sources of data. Selected parts of the books have been determined to be further analyzed to answer the previously formulated research questions.

B. Research Setting

This research conducted at Languages Development Unit, Antasari state islamic university Banjarmasin where located on A. Yani Street, KM 4,5, Banjarmasin, South Kalimantan, Indonesia.

C. Subject

The subject of this research was Languages Development Unit's English textbook "Your English Partner Book A+". This textbook was published by IAIN Antasari Press in 2016. This textbook was written by Rahmila Murtiana and Rasma 'Afifah. This textbook contain eight (8) units with different topics in every unit. The information was clearly explained as mentioned in table now:

Table. 3.1. List of Units, Topics and Structures of Textbook

Unit	Topic	Structure
1	Nice to meet you	Vocabulary & expressions (greetings); grammar focus (Possessive adjective); alphabets; listening; numbers; reading; writing.
2	That's my bag	Articles a, an, the; pronunciation; listening;

		reading.
3	Where is he from?	Listening; Subject pronoun with be (statement); reading; writing.
4	Do you like ice cream?	Expressing likes and dislikes; listening; simple present tense to express likes and dislikes; reading; writing.
5	It's raining here!	Weather in seasons; present continuous tense; colors; listening; reading.
6	What do you do?	Simple present tense Wh question; pronunciation; simple present tense with adjective; reading.
7	There aren't any chairs	There is, there are; reading; listening; writing.
8	I can swim	Can/can't; listening; reading; writing.

D. Data

1. Data

In this study, the writer need all of data about the cultural content in English textbooks for Languages Development Unit's students. It focused on written texts and Illustration. Written texts in this sense were limited to reading passages for they were believed to be a medium to disseminate culture. Illustration, which was usually next to the text, it analyzed only if it helped describing what the text tries to tell the readers.

2. Source of data

The source of the data for this study was language development unit 's english textbook "Your English Partner Book A+" for The source of the data for this study was language development unit 's english textbook "Your English Partner Book A+" for Languages Development Unit's students.

E. Technique of Data Collection

Data collection techniques were ways in which the researcher used to collect the data. This research used qualitative methods. Technique of data collection was observation and document review.

1. Observation

Observation allows for the study of the dynamics of a situation, or behavior as indicated by needs of the evaluation. Observation is good source for providing additional information about the documentation. Through this collection procedure, observation can produce narrative data (as the part of qualitative) and frequency counts (as the part quantitative).

2. Document review

The cultural materials in these EFL textbooks become the descriptive qualitative research project because they are classified into documentary analysis. It means that this document review utilizes content analysis of the

cultural material inside these books.

The research data was obtained by observing the research object consisting of language development unit 's english textbook "your english partner book A+" for students' language development unit. The data collected by selecting the reading passages, dialogues, pictures and activities presented in each unit of the textbooks. One of the ways to collect the data was setting up a check-list format based on the framework from several experts. (1) whose culture the textbooks disseminate is used the categorization of Cortazzi and Jin (1999). (2) how the culture is disseminated in the textbook is used the categorization from Adaskou, Britten and Fahsi (1990).

F. Data Analysis

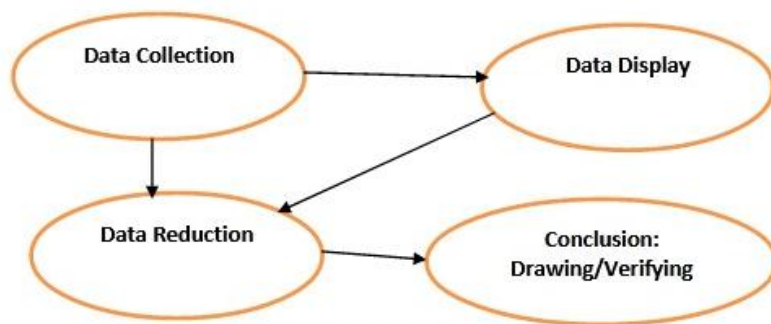
Data analysis divided into two main steps. Firstly, in order to reveal whose culture the textbooks disseminate, the reading passages, dialogues, pictures and activities present in each unit in the textbooks were categorise into source culture, target culture, and international culture (Cortazzi and Jin, 1999).

After that, to reveal how the culture is disseminated in the textbook, all aspects of the materials were categorised: Aesthetic sense, Sociological sense, Pragmatic sense and Semantic sense (Adaskou, Britten, and Fahsi, 1990).

Then, the frequency of the data categorise was convert into percentages. The percentages were compare and analyse to investigated what cultures occur most frequently and how the cultures are represent most frequently in the

textbooks. The findings were present in forms of tables and graphs. Then, the results of the study discussed qualitatively.

In analyzing the data of the research, the writer adapted the scheme of interactive model analysis from Huberman and Sladana, 2004 in Woro's Thesis. The model analysis consists of four steps; data collection, data reduction, data display and conclusion from all data.



Picture 3.1 The Scheme of interactive Model Analysis

The followings were the detail practical steps of analyzing the data for this study:

1. Constructing checklist

The writer used the frameworks from several experts to help her coding the cultural content. Instruments checklist use in this study:

- a. Framework from Cortazzi and Jin (1999)

This instrument checklist used by the writer to analyze whose culture the textbooks disseminate

Table 3.2. Instrument Check list for Cortazzi and Jin Framework (1999)

Items	Pages							
	1	2	3	4	5	6	Etc	
Source Culture	The stories about Indonesian legend							
	Picture of Indonesian people							
Target Culture	Culture belong to the inner circle's countries							
International Culture	Culture of the countries that use English as an international language							

b. Framework from Adaskou, Britten and Fahsi (1990)

In analyzing those textbooks the researcher used the framework from Adaskou, Britten and Fahsi (1990) to analyze how the culture is disseminated in the textbook. The instrument can be seen below.

Table 3.3. Instrument checklist for Adaskou, Britten and Fahsi (1990) categories.

Items	Pages			
	1	2	etc	
The Aesthetic Sense	Media			
	The cinema			
	Music			
	Other literature			
The Sociological Sense	Organization and the nature of family			
	Home life			

	Material condition			
	Work and leisure			
	Custom			
	institution			
The Semantic Sense	Food			
	Clothes			
	Institutions			
The Pragmatic Sense	Vocabulary			
	Social skills			
	Grammar			

2. Analysing the textbook

The writer read carefully page by page, all reading passages, dialogues, looking into line to line, picture by picture, and activities which contained the elements of culture.

3. Coding

The writer gave the codes for every element of the culture based on the framework to ease the classification. This study used the open coding. Open coding is one of the processes of analyzing textual content and it includes labelling concepts based on their aspects.

4. Analyzing

The data gain from every chapter of the book was analysis by using the framework from Cortazzi and Jin (1999) and Adaskou, Britten and Fahsi (1990).

5. Reporting

The results of this analysis was report in the findings and discussion chapter.