

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research methodology used in this study. It covers research design, subject and object of the study, technique of the data collection and technique of the data analysis.

A. Research Design

The current study deals with linguistic evidences related to gender construction in ELT textbooks at junior high school level. This study scrutinize gender issues represented in those textbooks especially related to gender stereotypes and genders bias contextualized in certain discourses provided in the ELT textbooks at junior high school level. To reach the objectives of this study, the research design chosen to this study is textual analysis combined with discourse analysis as part of qualitative approach. The reason to choose this such analysis is considered from the definition by Yule (2010) who said that analysis of discourse is typically concerned with the study of language in texts.

Thus, textual analysis is conducted as a first step of discourse analysis whose investigation goes beyond the text. The analysis of discourse is used to analyze the construction of gender in terms of how the specific gendered-character in the certain context. It is based on Fairclough (1999) who claimed that detailed textual analysis is potential to strengthen discourse analysis. Textual analysis, here, carries a broader meaning, both linguistic texts and visual images. However, the main focus of this study is only in in one of textual analysis parts that is visual analysis. Thus,

the unit of analysis in this study is about visual images related to gender construction in the three textbooks used at junior high school level.

B. Subject and Object of Study

The subject in this study is an ELT textbook for the ninth grade of junior high school students entitled *Bahasa Inggris Think Globally Act Locally*. This textbook was republished in 2018. The authors are Siti Wachidah, Asep Gunawan, Yuli Rulani Khatimah and Diyantari. The board of editors is Lestari Manggong, Wawan Gunawan and Ouikurema Purwati. Meanwhile, the object of the study is visual images related to gender matters which were provided in the components of the textbooks.

C. Data

The data used in this study is only visual images in the textbooks related to gender matters. These are corresponded with pictures containing characters where they can be individual or collective characters. Furthermore, the unit of data analysis covers all visual images provided in the textbook which show gender representation. Those visual images are analyzed from the cover of the textbook to the end.

D. Technique of Data Collection

The technique of the data collection in this study is divided into three main parts. They are namely determining the textbooks for the main sources of the data, reading and highlighting the Data and citing the data.

1. Determining the Textbooks for Main Sources of the Data

This step is very important since this step becomes the door to do this study. The consideration to choose for the ninth grade of junior high school students entitled *Bahasa Inggris Think Globally Act Locally* is as what is conveyed in the background of the study in this research that junior high school level is the first time English becomes a compulsory subject in Indonesia since Indonesian government does not recommend English taught at elementary school level. Even though some of private elementary schools teach English, Indonesian government acknowledges English to be compulsory subject started in junior high school level. Then, the ninth grade was chosen to be investigated since in this level students have felt that they have been adolescent so it is very important to introduce them about the gender equality. Furthermore, as starting point, this textbook deserves to be observed to get the depiction of gender matters taught in it.

In addition, the ELT textbook published by the ministry of education and culture, National Office for Research and Development (BALITBANG), for the ninth grade students of junior high school students was chosen because this book becomes standard ELT Textbook recommended by the ministry of education and culture. Moreover, this textbook is mostly used in state junior high schools and private junior high schools in Indonesia. Nevertheless, the selection of the textbooks is based on purposive sampling. It does not seek to generalize from the data collected. Each sample only represents itself. At last,

the result of this study hopefully can be additional information to fix the content of these textbooks related to gender matters.

2. Reading and Highlighting the Data

After the textbook was gained, it was read and highlighted based on the occurrence of gender representation found within the textbook in order to make sure that it contained the desired data. The textbook should also provide the data adequacy which means the number of data is also taken into account. Then, the findings were categorized in terms of spectrum of the textbook namely course material, reading passages and exercise.

3. Citing the Data

Through the instrument adopted from Van Leeuwen (2008) and Painter & Martin (2010) based on Kress and Van Leeuwen's narrative system (2006), the gender related evidence was cited. The identification was executed from the first page till the last one. The presentation of the data in each textbook was assured to be equal and appropriate. The number of data presentation did not have to be the same as long as they are appropriate.

E. Data Analysis

The technique of data analysis is divided into 4 main parts. They are namely identifying the data, classifying the data, tabulating and quantifying the data and interpreting the data.

1. Identifying the Data

After all intended data were gathered, the visual images related to the gender matters were identified from the textbook based on the theories used. They

were isolated from the other contents of the textbook and were ready to be analyzed in further steps.

2. Coding the Data

This point is used to make easy for doing classification. After identifying the data, those are coded based on the instruments proposed by Van Leeuwen (2008) to analyze the participants in images and Painter & Martin (2010) based on Kress and Van Leeuwen's narrative system (2006) to analyze actions, circumstances and characters in visual images.

3. Classifying the Data

The data were classified into categories of participants (Van Leeuwen, 2008), action and circumstances in images (Painter & Martin, 2010 based on Kress and Van Leeuwen's narrative system, 2006). Then, each visual image was placed under its category. This helped the researcher to organize results.

4. Tabulating and Quantifying the Data

After coding the data, the data were tabulated and quantified. All features are provided in order to make detail information of findings. Of course, this study also employed a simple quantification to supporting data in analysis. The data were calculated on each classification and the percentages were provided to make the results clear.

5. Interpreting the Data

The analysis steps were ended by interpreting the data. The phenomena were explained with respect to theories proposed by Van Leeuwen (2008) and Painter & Martin (2010 based on Kress and Van Leeuwen's narrative system

(2006) and other related theories. By that result, patterns and causality behind the phenomena could be identified.