

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting the research, the writer uses qualitative approach. Maxwell (2005) stated that “the strength as qualitative research primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”. It can be concluded that the data that will be analyzed in this study is in the form of description and identification or analysis of the texts.

Moreover, qualitative research gives priority to analyze data. the data in this study is analyzed in the forms of description and identification of the texts or content. In this research, the wirter analyzes the cultural content presented in the EFL textbook.

This research method is actually content analysis. Cohen, Manion, & Morrison (2000) maintain that content analysis is used as a method to identify appropriate pattern or categories of the cultural content being analyzed on the main texts in the study. The content could be words, pictures, themes, ideas and any messages that are planned to be communicated, and the text can be written, visual or spoken forms that are served as a medium of communication, such as books, pictures, films and documents. Moreover, content analysis is usually considered as an objective and reliable method in historical or educational research because explicit rules are followed during the procedure of classifying and arranging data.

B. Research Setting

This research is qualitative which used content analysis as a research method. It means that the writer would not share questionnaire and test but the writer analyzed the representation of culture in the textbook carefully. The researcher came to Madrasah Aliyah Negeri (MAN) 2 Model Banjarmasin only to get permission from the headmaster in doing this research and got data of textbook including listening task file and answer key. Finally, the researcher has finished in analyzing the data approximately in 2 months, from June 1st 2016 until July 30th 2016.

C. Subject and Object of the Research

1. Subject of Research

The subject of this research is the English textbook entitled *Pathway to English for Senior High School Grade XI General Programme* that used by students at eleventh grade of Madrasah Aliyah Negeri (MAN) 2 Model Banjarmasin. This textbook is written by Th. M. Sudarwati and Eudie Grace, published by Erlangga Publisher in year 2014. It consists of twelve chapters. The writer has analyzed each of chapter and then got data about cultural information, categories of culture and types of culture. All of chapters can be seen as follow :

Chapter	Theme
1	You Should Keep Your Environment Clean
2	As Far as I'm Concerned
3	I Wish You All The Best
4	We Cordially Invite You
5	Dear My Beloved Mother
6	Do The Following Instructions
7	It's Found Near a Pond
8	If I Have a Lot of Money
9	Is It a Mammal ?
10	Why is It a Good Habit to Have ?
11	He was a Hardworking Man
12	I would Like to Teach the World to Sing

2. Object of research

The object of research is the cultural content that will be found by the researcher when analyzing the textbook, including cultural information, categories of culture, and types of culture. The cultural content includes all of reading text, dialog, sound recording and so on that are presented in the textbook then it will be analyzed.

D. Data and Source of Data

1. Data

The data that is being identified in this research consists of primary data and secondary data.

a. Primary Data

Primary data of this qualitative research can be seen as follows:

- 1) Types of cultural information, as follows :
 - a) Informative Texts
 - b) Text presenting foreign attitudes and opinions
 - c) Dialogues about daily life
 - d) Contextualized writing task
 - e) Idioms and collocations
 - f) Realia and pseudo realia
 - g) Visual illustration
 - h) Sound recording
- 2) Categories of culture:
 - a) Source culture
 - b) Target culture
 - c) International target culture
 - d) Culture free
- 3) Types of Culture:
 - a) Big “C” culture: politics, economy, history, geoghrpahy, literature/art, social norms, education, architecture and music

- b) Little “c” culture: food, holiday, lifestyles, customs, values, hobbies and gestures/body language.

b. Secondary Data

To support primary data, the writer of this research also gathers the secondary data that will be related to the research. They are including:

- 1) Description about the cultural content based on some theories.
- 2) Description about previous research related to cultural analysis

2. Source of Data

The writer tried to figure out mainly written sources such as books, journals, textbooks, and online sources that giving important information and support this research.

E. Data Collection Procedure

1. Documentation

Documentation is searching data about things or variable in the form of notes, transcripts, books, newspapers, magazine, meeting notes, ledger, agenda etc. In this research, the documentation for this research is an English textbook that used by students of eleventh grade at Madrasah Aliyah Negeri (MAN) 2 Model Banjarmasin. In this textbook the researcher would find the cultural content and analyze it.

Related to empirical research on the design and effectiveness of the cultural contents analysis was reviewed. Other information, such as coding procedure on the types and categories of culture were also studied. The

writer considered some ways in analyzing the cultural content which represented in the textbook.

First, the writer designed worksheet for cultural information according to Adaskou, Britten and Fahsi's (1990) classification. The researcher adapted the framework by Silvia (2014) then modified it. The framework is designed according to the needs of writer and to ease in collecting data about cultural information. The textbook consists of twelve chapters. Each of chapter contains five steps concerning on curriculum 2013. They are observing, questioning, Exploring, Associating, and communicating. Besides, it also has involve other section such *remember*, *do you know*, *cultural awareness*, *grammar* and such.

CHAPTER	Cultural Information								Total
	A	B	C	D	E	F	G	H	
Share Your Experience									
Observing									
Questioning									
Exploring									
Associating									
Communicating									
Remember									
Ways to Say it									
Cultural Awareness									

Table 3.1 Formal Framework for Analyzing Cultural Information

Second, for the second and third research question the writer has decided to analyze the data by adapted framework from Xiao (2010). He categorized the cultural content based on Cortazzi and Jin's (1999). Then, he modified version of Chen's (2004) and Lee's (2009) concepts were divided into two main groups:

- a. Three categories of culture (source, target and international culture)

Note : Free Culture refers to the culture that cannot be said as source culture, target culture and international target culture.

- b. Types of culture (big "C" culture and little "c" culture)

Finally, the formal framework of "Analysis criteria of cultural contents" was completed for the textbook analysis adapted and modified from Xiao (2010) as shown in the following table

Chapter ...	Categories Of Culture			
	Source Culture (SC)	Target Culture (TC)	International Target Culture (ITC)	Culture Free (CF)
Share Your Experience				
Observing				
Questioning				
Exploring				
Associating				
Communicating				
Total				

Table 3.2 Formal Framework for Analyzing Categories of Culture

Chapter I		SYE	O	Q	E	A	C	Total
Big “C” Culture	BC1							
	BC2							
	BC3							
	BC4							
	BC5							
	BC6							
	BC7							
	BC8							
	BC9							
Little “c” Culture	LC1							
	LC2							
	LC3							
	LC4							
	LC5							
	LC6							
	LC7							
Total								

Table 3.3 Formal Framework for Analyzing Cultural Types

The data will be collected into several stages. First, the writer will read all of material chapter by chapter. Then, the writer will collect all of cultural content includes reading passages, listening task and script (if it is available), visual illustration, and songs. After that, all of data will be categorized into some of categories according to the consideration in determining data.

F. Data Analysis Procedure

After collecting the data, the next step is analyzing the data. The data for cultural content analysis is gathered from “*Pathway to English for Senior High School Grade XI General Programme*” will be analyzed through the following steps :

1. Consturcting the checklist

Using the framework which consist of two framework that mentioned earlier. This framework is adapted and developed from Silvia (2014) for analyzing the types of cultural information and Xiao (2010) for analyzing categories and tyeps of culture. He categoried the cultural content based on Cortazzi and Jin's (1999). Then, he modified version of Chen's (2004) and Lee's (2009) concepts were divided into two main groups:

- a. Three categories of culture (source, target and international culture)
- b. Types of culture (big "C" culture and litle "c" culture)

2. Contructing the guidelines for coding

The guidelines for coding were needed to understand the definition of each criteriion in order to classify each data to the suitable column on the famework. Guidelines for tabulating each worksheet can be seen from the expalanation of each category on the framework.

3. Identifying the textbook

The next step that will be done by researcher is identifying the textbook. In doing this step, the researrcher will read carefully page by page, pay attention to line by line, picture by picture on every unit of textbook. Pages which contain some elements of culture is the marked by using a post-it note.

4. Coding

Coding is needed to ease the classification and find the cultural content on the textbook. Codes for the types of cultural information can be seen as follow :

A = Informative texts

B = Text presenting foreign attitudes and opinions

C = Dialogues about daily life

D = Contextualized writing tasks

E = Idioms and collocations

F = Realia and pseudo realia

G = Visual ilustration

H = Sound recording

Codes for the categories of culture:

SC = Source Culture (in this research, it means Indonesian Culture)

TC = Target Culture

ITC = International Target Culture

CF = Culture Free

Codes for types of culture and its themes:

BC = Big “C” Culture

BC1 = Politics

BC6 = Social Norms

BC2 = Economy

BC7 = Education

BC3 = History

BC8 = Architecture

BC4 = Geography

BC9 = Music

BC5 = Literature/ Art

Codes for little ‘c’ culture and its themes:

LC = Little ‘c’ Culture

LC4 = Customs

LC1 = Food

LC5 = Values

LC2 = Holiday

LC6 = Hobbies

LC3 = Lifestyles

LC7=Gestures/Body Language

5. Data Tabulation

After all pages of each of unit are coded, marked, and noted, the researcher inputs the data on each worksheet manually. The data then compiled into each chapter. After that, it will be compiled as a whole, a book title.

6. Analyzing

The data gained from each unit of the textbook is then analyzed based on the categories of culture and types of culture. The most frequent occurrence, the less frequent occurrence will be analyzed. Then, it is consulted to the literature and the previous research which conducted the similar researcher in other countries.

7. Reporting

The result of the analysis then reported and explained in the chapter four in the section findings and discussions.

G. Research Procedure

In doing this research, the researcher passed some procedures. First, the researcher decided to go to book store in order to buy an English textbook entitled *Pathway to English for Senior High School Grade XI General Programme* which used by students at the Eleventh grade of Madrasah Aliyah Negeri 2 (MAN) Model Banjarmasin. Then, to complete all of data which is needed, the researcher came to the school at July 18th, 2016 and get permission to collect the complete data about book including listening task audio and script, key answer, teachers guide, lesson plan which concerning on Curriculum 2013. After all of data is gathered, then the researcher analyzed the data based on data analysis procedure. Finally, the researcher had finishid in analyzing the data on July 30th 2016 then revised it several times until get the final result.