

CHAPTER III

RESEARCH METHOD

A. Research Design

The research employed qualitative method to gain the data, and type of research used was *library research* that was collecting data or scientific papers that aim at research objects or data collection that was library (Akbar, p. 21). The researcher also used semiotic analysis using Roland Barthes' principle as a method in analyzing data to investigate the presented cultural in the textbook. The researcher also mixed with content analysis that got types of cultural categories in the textbook using cultural framework by Cortazzi and Jin (Musfirah, 2020, p. 71).

According to Karasar (2006), content analysis is study to develop the quantification criteria in advance and examines the material such as text, book, document etc. according to some specific expectations. It means that in content analysis, the researcher evaluates text, book or other documents based on the specific criteria (Sari, 2018, p. 195).

B. Research Subject

The data of the study from one English textbook widely used in Junior High School, this is *Bahasa Inggris Think Globally Act Locally for Grade Nine* (English for Junior High School / Vocational Junior High School/ Islamic Vocational Junior High School) is written based on the 2013 English Curriculum

this book was published in Jakarta in 2015 which is 14 chapters, 271 pages all of chapters was analyzed.

These textbook was chosen for several reasons. Based on deep reading some books from English Textbook for Junior High School and senior High School was found the textbook that contain rich of culture in images to find out image from criteria based on connected to the five dimensions of culture according to Moran (2001): ROPT represent cultural dimensions of practices, AOPP represent cultural dimensions of perspectives, AOPCP represent cultural dimensions of practices and products, and AWER, represent cultural dimensions of communities (Filza Inaini, 2019, pp. 547-548).

C. Research Instrument

The primary instrument of this study was the researcher because this study was categorized as a content analysis research. Since this study use a human instrument, the researcher acted as a key instrument (Bodgan & Biklen, 1982 p. 145). The Primary data taken from EFL textbook used in Junior High School published by the Ministry of Education and Culture. The textbook entitled Bahasa Inggris Think Globally Act Locally for Grade Nine (English for Junior High School / Islamic Junior High School) is written based on the 2013 English Curriculum this book was published in Jakarta in 2015.

The secondary instrument was checklist. According to Andrews in the Sage Encyclopedia of Qualitative Research Method (2008), if a checklist used during data collection, it effected a study's direction, findings and conclusion.

Instrument checklist adopted from table (Prananto, 2020, p.9) seen on appendix III provides 4 columns for categories of culture: source culture, target culture, international culture, and neutral culture. The researcher used a checklist to collect data on dimensions of culture and cultural categories in *Bahasa Inggris Think Globally Act Locally for Grade Nine* (English for Junior High School /Islamic Junior High School).

D. Data Source

The researcher used a document analysis as the method of collected the data. The Primary data taken from EFL textbook used in Junior High School published by the Ministry of Education and Culture. The textbook entitled *Bahasa Inggris Think Globally Act Locally for Grade Nine* (English for Junior High School/ Islamic Junior High School) written based on the 2013 English Curriculum written by Wachidah, Diyantari and Khatimah these book was published in Jakarta in 2015 and contain 14 chapter, 271 pages. The researcher used the English textbook as the source of the data, the main reason analyzed the multicultural values because visual artifacts tend to provide rich and accurate information about cultural values. The researcher analyzed visual artifacts that provide information about multicultural values in for junior high school EFL textbooks by using the visual semiotics of Barthes. Barthes (1977) argues that there are two layers in the visual semiotics' layering of meaning. The first layer is denotation that explains what and who is being depicted in the picture the second layer is a connotation that explores the ideas and values expressed through what is represented, and how it is represented in the picture. This study used both layers

to analyze the multicultural values represented in the visual artifacts provided in the EFL textbook used in junior high school, in order to reveal what those visual artifacts represent and how the ideas and values are represented in the visual artifacts (Isnaini, 2019, p.547).

The secondary data as data complement taken from library source and internet source as books, thesis, journal, website and etc.

E. Technique of Data Collection

In order to collect the data, the researcher employed two instruments. The instruments used in this research were document review and observation.

1. Document Review

The cultural materials in these EFL textbooks become the qualitative research project because they are classified into documentary analysis. It means that these document review utilized content analysis of the cultural material inside these books.

The first of data, the researcher has been deep reading. Deep reading is active process of thoughtful and deliberate reading focused read only in long functional text has cultural values in the text (Indriani, 2017, p, 9). The researcher read the book page by page, and chapter by chapter. Then the researcher marked carefully the images and the text which contains cultural meaning (Musfirah, 2020, p. 72) and researcher put them in some categories types of culture content according to framework Cortazzi and Jin (1999) source culture, target culture international culture and neutral culture. The visual artifacts were classify in terms of acts

which respect other people's traditions, appreciate other people's perspectives, appreciate other people's cultural products, and appreciate women's equal rights throughout the chapters in the textbook (Isnaini, 2019, p. 547).

After classified in terms of act, the researcher identified visual artifacts were coded on the four categories: ROPT (respecting other people's traditions), AOPP (appreciating other people's perspectives), AOPCP (appreciating other people's cultural products) which related to products, and AWER (appreciating women's equal rights). Those categories were connected to the five dimensions of culture according to Moran (2001): ROPT represent cultural dimensions of practices, AOPP represent cultural dimensions of perspectives, AOPCP represent cultural dimensions of practices and products, and AWER, represent cultural dimensions of communities. (Isnaini, 2019, pp. 547-548)

After coded on pictures into four categories, visual artifacts were selected purposively for analysis because they met the criteria for analysis: containing implicit and explicit messages about multicultural values as mentioned before, that is closely according to Moran's (2001) five dimensions of culture and Chao's framework (2011) of cultural categories, in analyzing visual artifacts by using visual semiotic analysis, visual artifacts will be analyzed denotatively in the first step, then they analyzed connotatively in the next step. In these present study, Source Culture (SC) refers to Indonesian Culture, Target Culture (TC) refers to English Speaking countries (Australia, Canada, Ireland, New Zealand, and the USA), and International Culture (IC) includes cultures of all countries in the world (European countries, countries in Latin America, Africa and Asia) except

for Indonesian and English-speaking cultures. After selected visual artifacts purposively, the next step were describing and interpreting the result of analysis. The final step was discussion of the results of analysis by comparing and constructing them to related theories and finding of previous studies (Isnaini: 2019, pp. 547-548).

2. Observation

Observation allowed 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).

For analyzed the data, the researcher used the framework by Cortazzi and Jin to found out the types of culture with the data whether the data concludes in source culture, target culture, international culture and neutral culture. All the cultural content found in the EFL textbook is classified in the table to categorized data into four cultural content proposed by Cortazzi and Jin (Hinkel, 1999).

Table 3.1 *The Analysis of the Types of Cultural Categories in the EFL Textbook*

	Source Culture	Target Culture	International Culture	Neutral Culture	Total
Image					
Text					
Total Appearance					
Total in percentage	%	%	%	%	%

(Husain, 2020, p.72)

Then, it is verified into percentage to know the most frequent occurrence. In calculating the frequency of occurrence of types of culture, the researcher used following formula (Walizer & Wienir, 1978):

$$B : b / \text{tot} \times 100\%$$

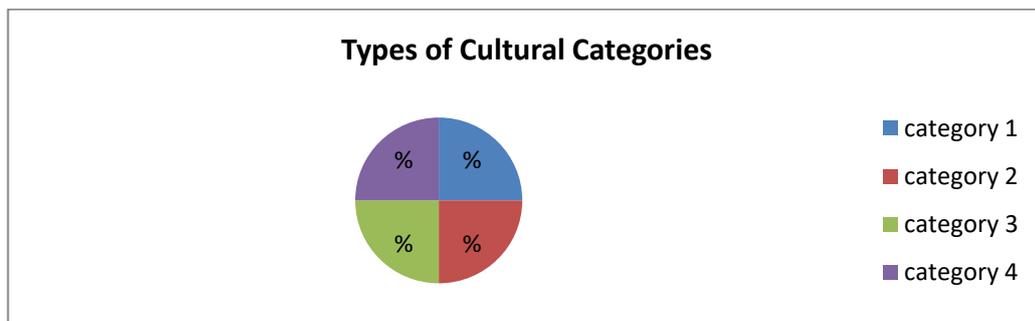
Note: B : Percentage of occurrence of certain types of cultures

b : Frequency of occurrence of certain types of cultures

tot : Total frequencies of occurrence of certain types of culture

Then, the data that has been categorized, it is analyzed qualitatively used Roland Barthes (1977) theory to know possible culture potential in order to described and analyzed qualitatively used Roland Barthes that interpretant and Object. After the writer put all data into percentages, the researcher made charts as the data display.

Figure 3.1 *Diagram of Types of Cultural Categories*



Where:

Category 1: Source Culture

Category 2: International Culture

Category 3: Target Culture

Category 4: Neutral Culture (Indriani, 2017, p.10).

F. Data Analysis

In the terms of qualitative data analysis, According to Bogdan in Sugiyono (2013, p. 334) Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

In this research the process of analyzing data use those steps:

1. The researcher found and read all text and classified visual artifacts that found in the textbook and put some categories to identifying types of cultures according to framework Cortazzi and Jin (1999), source culture, target culture, international culture and neutral culture, after the researcher determine types of culture categories and count of them into percentages after that interpret in the text.
2. Classified the visual artifacts in the textbook in terms of acts which respect other people's traditions, appreciate other people's perspectives, appreciate other people's cultural products, and appreciate women's equal rights throughout the chapters in the textbook.
3. Identified visual artifacts were coded on the four categories: ROPT (respecting other people's traditions), AOPP (appreciating other people's perspectives), AOPCP (appreciating other people's cultural products) which related to products, and AWER (appreciating women's equal rights).

4. Selected visual artifacts purposively to analysis containing implicit and explicit messages about multicultural values according to Moran's (2001) five dimensions of culture and Chao's framework (2011) of cultural categories. In analyzing visual artifacts by using visual semiotic analysis, visual artifacts will be analyzed denotatively in the first step, and then they will be analyzed connotatively in the next step.
5. Reported the data analysis and describing and interpret in the next chapter (chapter 4) in the section finding and discussion.

This study used descriptive qualitative research especially library research, the procedure of data analysis are: (1) the researcher has been deep reading *Bahasa Inggris Think Globally Act Locally for Grade Nine*. (2) The researcher identified used categorization proposed Cortazzi and Jin (1999) *Source Culture, Target Culture, International Culture and Neutral Culture* to determine types of culture, calculated into percentages and interpreted them in the text (3) Text and visual artifacts categorized into cultural dimension theory according Moran (2001): products, practices, perspectives, communities and persons. (4) Text and images classified into four categories: Source Culture, Target Culture, International Culture and Neutral Culture. (5) The percentages of dimension of culture occurrence in the textbook are calculated. (6) The researcher reveal the cultural meaning and the researcher used visual semiotic theory of Roland Barthes to examined the multicultural values represented in Junior High School through visual artifacts in the textbook and classify the visual artifacts in the textbook in *respect other people's traditions, appreciate*

other people's perspectives, appreciate other people's cultural products, and appreciate women's equal rights and coded of them. (7) Visual artifacts will be analyzed denotatively (what and who is being depicted in the picture in the first step and they will be analyzed connotatively (explores the ideas and values expressed behind the pictures) in the next step (8) Describing and interpretating the result of analysis.