

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provided research methods that are relevant to this research. The explanation on this part divided into some points; there are the research design, subject and object, technique of data collection, and data analysis.

#### **A. Research Design**

The method of this study was qualitative research and the descriptive content analysis approach as the research design because the interpretation of data was based on descriptive data, so this study attempted to investigate the data acquired in the form of words or phrases. Therefore, this research used content analysis methods for two purposes, there are to identify and classify the cultural dimensions and the cultural categories. This study used descriptive that mean to describe the content by using phrases and words (Mulyana 2005). As Fraenkel (1996) states that content is a message that can be communicated such as symbols, words, meanings and text is something that functions as a medium to communicate. (Nurjanah, 2019).

The study was limited to investigate what cultural dimensions and categories presented in the textbook chosen. The textbook analyzed from the cultural aspects: the cultural dimensions (Moran, 2001) and the cultural categories (Cortazzi & Jin, 1999). The data was taken from the reading passages and the illustrations in the textbook because it was believed to be a medium to promote culture in learning English. The research contained about the cultural content of the learners' English book. Data was collected by

selecting appropriate reading passages and illustrations. First, reading passages and illustrations were analyzed based on the frameworks. Then, the reading passages and illustrations were divided into the dimensions and categories use Moran's and Cortazzi and Jin's checklist. Next, After all cultural content materials were classified; the data presented in the form of an explanatory table.

## **B. Subject and Object**

The chosen textbook entitled "Passport to the World A Fun and Easy English Book" for grade VII as a subject and for the object was the cultural dimensions and the cultural categories contained the selected textbook. The textbook chosen to be analyzed because the selected book contains cultural values that are implied through reading texts and illustrations that contain moral messages that can be explored more deeply in this book. The textbook was published by Tiga Serangkai in 2019. This textbook is written by Djatmika, Agus Dwi Priyanto, and Ida Kusuma Dewi. The textbook included ten (10) chapters with different topics in every chapter.

## **C. Data of The Research**

In this study, the researcher needed the cultural content materials from the English textbook "Passport to the World A Fun and Easy English Book" as the main data. The data was the reading passages and illustrations in the textbook because it was believed to be a medium to promote culture in learning English.

The source of the data was the English textbook entitled "Passport to the World A Fun and Easy English Book" for grade VII.

#### **D. Technique of Data Collection**

The technique of data collection was the steps used to gather the data. The researcher used document review as the technique for collecting data.

##### **1. Document review**

The cultural content materials were classified as a documentary analysis because it was a descriptive qualitative research project. It can conclude that the use of document review was appropriate for the content analysis of the cultural material in the textbook chosen.

The research data collection was carried out by doing observation the object of research in the form of an EFL textbook for grade VII entitled "Passport to the world A Fun and Easy English Book". The collecting data was selected from the reading passages and illustrations in every chapter of the textbook. Creating a checklist format based on a framework of multiple experts was one way to collect data. (1) the cultural dimensions are presented in the textbook based on Moran's (2001) cultural dimensions. (2) the cultural categories are presented in the textbook based on the theory of Cortazzi and Jin's (1999).

#### **E. Data Analysis**

Data analysis was classified into two steps. First, to identify the cultural dimensions presented in the textbooks, the reading passages and illustrations

contained in every chapter in the textbooks were categorized into the culture as products, practices, perspectives, communities, and person according to Moran (2001).

After that, to classify the cultural categories presented in the textbook, all the cultural content materials were categorized into source culture, target culture, and international culture (Cortazzi & Jin, 1999). Then, the cultural content materials were presented form of an explanatory table. Then, the results of the study described qualitatively.

In analyzing the research data, the researcher adapted the interactive model analysis scheme from Huberman, Miles, & Saldana (2014). The scheme consists of four steps there are data collection, data reduction, data display and conclusion from all data.

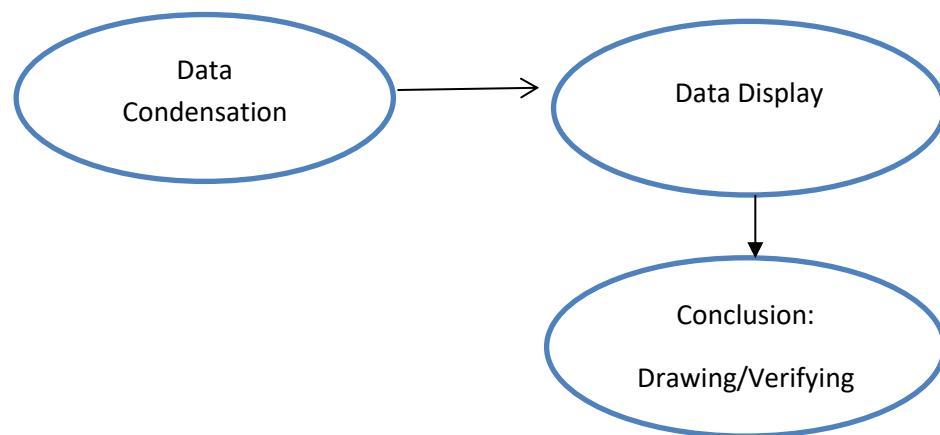


Figure 3.1. Model analysis scheme from Huberman, Miles, & Saldana.

Adopted from *Qualitative data analysis a methods sourcebook* (p. 10) by A. Michael Huberman, Matthew B. Miles, Johny Saldana, 2014, SAGE Publications. 2014 SAGE Publications, Inc.

The following below were the detail steps of analyzing the data for this research:

1. Constructing checklist

After the researcher read carefully a whole of the textbook chosen, the researcher identify and classify the cultural content materials by using the frameworks from Moran & Cortazzi and Jin. The framework can be seen as follow:

a. Framework from Moran (2021)

The researcher used this instrument checklist to classify cultural dimensions that textbooks provide. Table 3.1. showed 5 columns for dimensions of culture: products, practices, perspective, communities, and persons. Every reading passage and illustration in each chapter were analyzed in term content by using this checklist, as describe in the following table.

Table 3.1. The Cultural Dimensions Checklist

Chapter	Cultural Dimensions				
	Products	Practices	Perspectives	Communities	Persons
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

b. Framework from Cortazzi and Jin (1999)

The researcher used this instrument checklist to classify the cultural categories that textbook provide. Table 3.2. showed 3 columns for the cultural categories such as source culture, target culture, and international culture. Every reading passage and illustration in each chapter were analyzed in term content by using this checklist, as describe in the following table.

Table 3.2. The Cultural Categories Checklist			
Chapter	Cultural Categories		
	Source Culture	Target Culture	International Culture
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

2. Analyzing the textbook

The researcher analyzed carefully the cultural content materials in the textbook. Next the researcher took and discard the data needed.

3. Identifying and classifying

The researcher identifies and classifies the cultural dimensions and cultural categories provided codes for each page in the chapter that contains the cultural content materials based on the checklist.

#### 4. Reporting

After all the steps, the result of the analysis of the cultural content was reported in chapter IV.