

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative content analysis approach to examine how Indonesian cultural content is presented in an advanced English textbook for senior high school students published by the Ministry of Education and Culture. Qualitative content analysis is a systematic method for interpreting and analyzing the content of textual materials, allowing researchers to identify patterns, themes, and meanings within the data Wati (2022). This approach is particularly suitable for evaluating textbooks because it enables an in-depth exploration of how language skills, topics, and cultural values are presented and integrated.

The analysis is conducted descriptively, following established criteria for textbook evaluation, such as the purpose and approach of book design, language content, language skills, topics, methodology, and cultural representation Akhmad et al. (2022). The data for this study include all written materials (such as reading texts, dialogues, quotes, and exercises) and visual materials (such as pictures and illustrations) in the textbook. The analysis focus on identifying and categorizing cultural content related to Indonesian culture. The findings are presented in terms of how well the

textbooks meet these criteria and how they support students' language learning and cultural understanding. This research design allows for a detailed and systematic investigation of the strengths and weaknesses of English textbooks used in high schools.

B. Research Subject

The subject of this research is an English textbook entitled “*Bahasa Inggris: Train of Thoughts*”, designed for twelfth-grade students and published by the Ministry of Education and Culture. This textbook is widely used in Indonesian senior high schools as part of the national curriculum and includes a variety of materials aimed at developing students' language skills through texts, dialogues, exercises, and visuals. Using Yuen's (2011) framework of cultural dimensions products, practices, perspectives, and persons the research analyzes how cultural elements are embedded in the content. The goal is to explore how Indonesian cultural identity is reflected in a nationally endorsed English textbook.

The textbook consists of five thematic units, each focusing on specific language skills such as reading, writing, listening, and speaking. Each unit typically includes descriptive texts, narratives, dialogues, vocabulary exercises, grammar sections, and discussion tasks, all presented with visual support such as illustrations and photographs.

The book is structured to support communicative and interactive learning and is aligned with the goals of the Merdeka Curriculum, which emphasizes context-based, student-centered learning. Some units integrate national themes, which potentially include representations of Indonesian culture, such as local traditions, historical figures, traditional attire, and cultural values. These features make the textbook a relevant source for analyzing how cultural elements especially those related to Indonesian identity are embedded within English language materials.

C. Research Object

The object of this research is the cultural content presented in the textbook, specifically the representation of Indonesian culture. The study focuses on how cultural elements particularly those related to Indonesian identity are embedded in the textbook's written and visual materials. Using Yuen's (2011) framework of cultural dimensions (products, practices, perspectives, and persons), the research analyzes the extent and manner in which Indonesian culture is portrayed in the learning materials.

D. Data

This study employs the document analysis method as the primary technique for data collection. Document analysis refers to a systematic procedure for reviewing or evaluating both printed and electronic materials (Bowen, 2009). Accordingly, this research focuses on examining a student

textbook through the lens of content analysis. In qualitative research, document analysis is widely recognized as one of the most commonly used data collection methods (Ary et al., 2018). Similar to other qualitative analytical approaches, document analysis involves a detailed process of data examination and interpretation to derive meaning, gain insight, and generate empirical understanding. A wide range of documents may serve as sources for such analysis, including books, journal articles, advertisements, and public records. In this study, the data were collected from the English textbook entitled “*Bahasa Inggris Train of Thoughts*” for 12th-grade senior high school students, published by the Ministry of Education and Culture.

The data for this study are collected from selected English textbooks used in senior high schools. The analysis focuses on various components, such as reading passages, dialogues, exercises, images, and cultural references Sitoresmi et al. (2023). The process involves reviewing all chapters and sections of the textbooks to ensure a comprehensive evaluation. Coding sheets are used to document the presence and quality of key elements, including language skills (listening, speaking, reading, writing), task types, and cultural content Arfani et al. (2022).

In the data collection process, the researcher classified written and visual materials, including dialogues, reading texts, quotations, exercises, as well as illustrations or pictures, which represent local culture or Indonesian culture. This classification was carried out on the entire contents of the five

chapters in the English textbook entitled “English: Train of Thoughts” for grade XII high school students published by the Ministry of Education and Culture. Each data containing Indonesian cultural elements, both in the form of text and images, was identified and analyzed using the help of a classification table. Furthermore, the data were categorized based on the four dimensions of culture proposed by Yuen (2011), which are product, practice, perspective, and person.

E. Technique of Data Collection

This research employs the documentation technique as the primary method for collecting data. The researcher analyzed the English textbook entitled *Bahasa Inggris: Train of Thoughts* for 12th-grade senior high school students, published by the Ministry of Education and Culture. All chapters of the textbook were carefully examined to identify both written and visual materials that represent Indonesian cultural content.

The data collection procedure involved several steps. First, the researcher read through all five units of the textbook to identify passages, images, or tasks that potentially contain Indonesian cultural references. These include reading texts, dialogues, illustrations, assignments, and other components of the textbook. Second, the identified data were recorded in a coding sheet, allowing the researcher to organize the data systematically based on Yuen’s (2011) cultural dimensions: products, practices, perspectives, and

persons. The documentation technique ensured a structured and replicable process of collecting relevant data from the textbook for further analysis.

A research instrument refers to the tool utilized by the researcher to collect data (Sathiyaseelan, 2015). The nature of the data plays a crucial role in determining the appropriate type of instrument to employ. This study employs two instruments. The first instrument is the researcher, who functions as the primary analyst in examining the content of the textbook. The second instrument is a classification table developed by Yuen (2011), which serves to categorize and represent the cultural dimensions found in the textbook. This table allows the researcher to identify the extent of cultural representation based on the frequency with which each cultural dimension appears.

Table 3. 1 Data Classification in Textbook based on Yuen (2011)

No.	Topic	Page	Section	Cultural Aspect	Description
	Unit 1				
	Unit 2				
	Unit 3				
	Unit 4				
	Unit 5				

F. Data Analysis

This study employs a qualitative approach for data analysis, focusing on how Indonesian cultural content is represented in the selected English textbook. The data collected, which includes both written and visual materials, is analyzed through the following steps. The data collected in this research were analyzed using the six steps adapted from (Chelimsky, 1989):

1. Deciding to use content analysis

Content analysis is used in this present study because this research investigates the presentation of Indonesian culture in the textbook content.

2. Determining the materials

This research analyzes the written text and visual materials from all chapters of the English textbook entitled Train of Thoughts for 12th-grade Senior High School students. The analyzed materials include dialogues, reading passages, exercises, and illustrations that contain Indonesian cultural content.

3. Selecting units of analysis

The researcher used the Train of Thoughts textbook as the primary source for analyzing cultural representation.

4. Developing coding categories

The cultural dimensions proposed by Yuen (2011) were used to categorize the data. The written and visual data presenting Indonesian cultural content in the textbook were classified into four categories:

- a. Products (tangible cultural items such as food, artifacts, landmarks)
- b. Practices (cultural traditions, customs, and activities)
- c. Perspectives (beliefs, values, and worldviews)
- d. Persons (important figures in Indonesian culture)

The data is categorized as shown in the following table:

Table 3. 2 Data Classification in Textbook based on Yuen (2011)

No.	Topic	Page	Section	Cultural Aspect	Description
	Unit 1				
	Unit 2				
	Unit 3				
	Unit 4				
	Unit 5				

5. Coding the material

The collected data that represented Indonesian cultural content were categorized based on Yuen's cultural dimensions. A coding sheet was used to systematically classify the cultural representations found in the textbook.

6. Analyzing and interpreting the results

The results of this analysis were summarized to answer the research questions. The conclusion included information on whether the Train of Thoughts textbook contained all four aspects of Indonesian culture as classified by Yuen's framework and how these elements were presented in the textbook.