

CHAPTER III

RESEARCH METHODOLOGY

In this section, we delve into the research's methodology, focusing on the research's scope and objectives, the chosen subject of investigation, the methods employed for data collection, and the subsequent data analysis techniques.

3.1 Research Design

This research is qualitative. The method used in this research is the descriptive qualitative approach. There are several reasons why the researcher decides this method is suitable to be employed in this research. Firstly, it gives a straightforward description of a phenomenon (Sandelowski, 2010), the qualitative descriptive research method allows the researcher to gain a comprehensive and detailed understanding of the character values presented in the textbook. Secondly, its flexibility enables the researcher to adapt the analysis techniques to the unique nature of the data, and its straightforward analysis process suits the aims of uncovering character values and the strategies in integrating them without complex theoretical frameworks. Thirdly, this approach minimizes the researcher's interference and biases while handling the substantial textual data generated by content analysis. In summary, the qualitative descriptive approach provides a comprehensive, flexible, and practical method for uncovering character values within the textbook's content.

The goal of the study is to analyze the representations of character values in the textbook, therefore the writer employs a content analysis study. As widely promoted by Krippendorff in 2004, content analysis represents a research approach used to draw dependable and valid conclusions from texts or other meaningful materials concerning their specific usage context. Additionally, it uses a methodical approach to evaluate the handling and substance of messages. The content analysis is used to analyze the character values represented in the texts in the EFL textbook and the strategy for integrating them. The results of this research are presented in a descriptive manner; however, a quantitative approach is also incorporated by utilizing numerical data to expound on the findings.

3.2 Data Collection

3.2.1 Data Sources

This research employs an EFL textbook. The textbook is a senior high school textbook grade X which is administrated by the Ministry of Education, Culture, Research, and Technology of Indonesia as a sourcebook of English subjects based on the demand of National Curriculum 2013. The textbook's title is "Bahasa Inggris kelas X," authored by Widiati, Rohmah, and Furaidah (2017). It comprises 220 pages and includes fifteen chapters, encompassing four essential language skills: listening, speaking, reading, and writing. Additionally, the book offers exercises in each chapter, a final assessment section, bibliography, photo credits, glossary, index, listening script, and answer keys. Notably, every chapter contains functional texts. The analysis of the text elements and their interpretation to discern the character values being conveyed are the primary focus of the research.

Practicability and usability are two key factors that heavily influence the choice of data sources (EFL textbook). Usability, within the context of this research, pertains to the application of the textbooks in real teaching scenarios within high school classrooms. As these textbooks are employed in actual teaching settings across various Indonesian senior high schools for Grade X, it signifies their relevance to the teaching and learning process within EFL classrooms. This relevance extends to the research topic and objectives as well. Furthermore, usability encompasses the assurance that the chosen data source or sample aligns harmoniously with the selected qualitative research methodology. The selected source is also congruent with the intended data collection and analysis methods for the research.

Practicability pertains to the ease of finding the sources of data. It refers to whether the data source (the chosen EFL textbook) is easily accessible, readily available, and fits within the scope of the researcher's research requirements. Choosing an EFL textbook based on practicability is a good choice because it streamlines the research process. Given that this research involves content analysis of character values, choosing a readily available textbook reduces potential obstacles in data collection. It ensures that the researcher can efficiently access the

necessary information without undue difficulty. This practicability reason is particularly valuable in time-sensitive academic environments like high schools, where practicality can assist the researcher to meet research deadlines while focusing on the core analysis of character values.

The study uses an EFL textbook entitled “Bahasa Inggris Kelas X” as one of its data sources. This book is widely used throughout the senior high school institution in Indonesia. Moreover, the rational reason why the researcher chose a high school English textbook is that, according to Berkowitz and Hoppe (2009), an adult student would be more conscious of other people's feelings, and ethical issues, embracing other people's perspectives, and the like. According to Jeynes (2017), character education appears to have more a pronounced impact on high school students compared to those in elementary school level. As a result, character education proves to be more effective given to high school level students, and this research focuses more on tenth graders.

3.2.2 Instrument

This research employs two types of instruments. The main instrument utilized is the researcher, who plays a central role in gathering data from actual situations in qualitative research, as stated by Bogdan and Biklen (1992). As the primary tool, the researcher is responsible for managing the entire data process, including data collection, analysis, interpretation, and reporting of the research findings.

The data sources in this study are data in textual form. To analyze the textual data, the researcher used a content analysis instrument. It is used to help the researcher identify the patterns in the text. This instrument is used to answer the first and second research questions. It is used to list the evidence of the instances of character values in the EFL textbook and outline the strategy for integrating the character values within the EFL textbook. The instrument here is in the form of a table or datasheet that involves identification and coding to transform a large amount of text into a concise summary of key results. The basis of coding in this study is the judgment framework proposed by Feng (2016) and the 24-character

values proposed by Peterson and Seligman (2004). The following is a presentation of the datasheet's format.

Table 3. 1

Research Instrument to Identify How the Values are Promoted in The Textbook

Sample	Textual Evidence	Codes	Themes	
			Character Value	Strategy
Chapter 1, Page 2	<p>WARMER: CHINESE WHISPER</p> <p>Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.</p> <p>Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.</p>	<p>This activity can promote a teamwork character value. Chinese Whisper requires effective communication and cooperation among the participants. It promotes teamwork by encouraging collaboration, active listening, and the ability to work together towards a common goal.</p>	Teamwork	Implicit

3.2.3 Data Collection Procedure

The process of data collection comprises various stages that need to be followed. The writer analyzes the data based on the categorization of the data to determine the presence of character values in each chapter of the textbook. The first step in collecting the data follows the steps in doing content analysis by Krippendorff (2004). These steps include unitizing, sampling, recording or coding, simplifying data to more manageable forms, making abductive inferences about contextual phenomena, and presenting a narrative that addresses the research question. Each step plays a vital role in collecting and analyzing data. The process

for gathering the data is based on the first four elements, and the last two elements are used as the data analysis. The description of the steps to be taken in collecting the data is explained below:

a. Unitizing

The researcher collects the appropriate data. In this case, the researcher takes the data in the form of texts in an EFL textbook used by teachers for teaching X-grader students. The book is published and standardized by the Indonesian government's ministry of education, culture, research, and technology.

b. Sampling

In the sampling stage, the researcher does not take all the texts used in the textbook but only takes some parts of the textbook which bring out the character values conveyed. The following is an example of a sample excerpt from the textbook.

Figure 3. 1

The sample excerpt.

Task 1:

Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel	: Alif, congratulations. You deserved it, Man.
Alif	: Thank you very much. This is because you always help me.
Sinta	: I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will

c. Recording/Coding

The researcher codes the data to identify the codes of character values found in the textbook. In this coding stage, the researcher uses the 24-character values proposed by Peterson and Seligman (2004) as the coding

category to reveal the character values and the judgment framework proposed by Feng (2016) to find out the strategy for integrating those character values. Using the coding category, the researcher assigns tags to the texts that represent the content of character values in them. The following is an illustration of the activities that are taken at this stage.

Figure 3. 2

The process of coding

Task 1:
Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Implicitly indicates perseverance value

Samuel : Alif, congratulations. You deserved it, Man.
Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will

d. Simplifying data to more manageable forms

During the data collection phase, the data was condensed as required through the utilization of the content analysis coding table tool.

Table 3. 2

The content analysis coding table and example

Sample	Textual Evidence	Codes	Themes	
			Character Value	Strategy
Chapter 2, Page 23	After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.	The value of perseverance is implicitly represented in the text. It is implied through the description of Alif's hard work and struggle to attain the position of director in the company.	Perseverance Value	Implicit

3.3 Data Analysis

The data collected from the documents of the EFL textbook is analyzed with the use of content analysis. In order to analyze the data from the written sources, the researcher applies the last two steps of content analysis proposed by Krippendorff (2004). The description of the steps in analyzing the data is explained below:

a. Abductively inferring contextual phenomena

The researcher analyzes the data further by looking for the meaning of the existing unit data. This phase serves as a link between descriptive explanations of texts and their underlying meaning, reference, implications, provocations, or causes.

b. Presenting the narrative that addresses the research question

In this last stage, the researcher narrates the result of the content analysis. This research provides insights into the character values portrayed in the EFL textbook and explores the integration of these characters within the context of the research questions.