

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the methodology of the study, i.e. research design, textbook(s), textbook(s) analysis, as well as data analysis. These topics will be thoroughly explained. Additionally, it is crucial to mention that the study aims to address two research questions, i.e. 1) How are males and females represented in the Indonesian EFL textbook for vocational school students? 2) What recommendations could be made to textbook authors to promote gender equality for males and females in the observed English language textbook?

3.1 Research Design

This study used a qualitative case study to embark on an investigation of gender representation in the Indonesian English language textbook for vocational school students with the following concerns, i.e. 1) How are males and females represented in the Indonesian EFL textbook for vocational school students? 2) What recommendations could be made to textbook authors to promote gender equality for males and females in the observed English language textbook? According to Creswell (2002), a case study is a research methodology that aims to provide a comprehensive understanding of a particular case through in-depth analysis. This present study is categorized as a case study based on some considerations, as follows: firstly, focus on specific cases or objects: this study is conducted to construct gender representation in the Indonesian EFL textbook designed for vocational school students, specifically: to construct the representation of males and females in the Indonesian EFL textbook for vocational school students and to give recommendations in promoting gender equality for males and females in the observed English language textbook based on the findings found in the first objective. Secondly, in-depth analysis: this present study uncovered the representation of males and females and provided recommendations to promote gender equality for males and females in the observed English language textbook series through an in-depth and detailed analysis.

Further, this present study employs a critical discourse analysis. Critical Discourse Analysis is a qualitative analytical approach aimed at describing, interpreting, and explaining the ways in which discourse contributes to the creation, reinforcement, and legitimization of social

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inequalities (Mullet, 2018). The approach of CDA originates from a critical paradigm that examines the interplay of various social factors such as gender, education, race, class, religion, economy, and power relations on participants within a social system (Asghar, 2014). Several scholars and researchers have employed this approach to uncover instances of gender issues (Ahmad & Shah, 2018).

Referring to the previous elaboration, this study specifically employs the Critical Discourse Analysis (CDA) model developed by Fairclough (2015), which takes a sociocultural approach to understanding discourse. According to Fairclough, discourse plays an active role in shaping and reinforcing social and cultural realities. This means that it affects people's views and attitudes towards various social and cultural issues, and that discourse itself is influenced by social and cultural factors (as outlined in Fairclough, 1989; Fairclough, 2013; Fairclough, 2015). Given this perspective, Fairclough's CDA model provides an ideal framework for analyzing and comprehending the study of the representation of gender in English language textbook(s), i.e. description, interpretation, and explanation.

3.2 English Language Textbook

This study looks into gender representation in the content of an English as a Foreign Language (EFL) textbook called "Forward: An English course for vocational school Students for grade 10th published by *Erlangga*. The textbook is chosen to be investigated in this present study for some reasons: firstly, the textbook is used as an English language material for vocational high school students in Indonesian educational practices. Therefore, it is important to examine gender representation in the EFL textbook to assess its effectiveness and appropriateness in representing both males and females. Secondly, the previous studies of gender representation in the Indonesian context mostly have been conducted in junior or senior high schools. Further, the examination of gender representation in EFL textbooks is an ongoing process due to the diversity of ideologies and the multitude of textbooks (Aljuaythin, 2018); therefore, it is both beneficial and worthwhile to conduct an examination of gender representation in English language textbook that has been specifically designed for vocational school students.

In addition, the considerations why the English language textbook, namely 'Forward and English Course for Vocational School Students Grade X,' is chosen in this present study are as

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follows. Firstly, when compared to textbooks addressed to XI and XII grades, the textbook intended for X vocational school students contains a significant number of pages or chapters. Accordingly, it is paramount for observing the effectiveness of this textbook in representing males and females. Secondly, since the X class represents the initial level of vocational school students, the content existing in the textbook, particularly in terms of how males and females are represented, could potentially influence students' perspectives on their identities and their future. Hence, it is beneficial to explore how males and females are represented at this level.

The following tables provide information related to chapters in the chosen English language textbook series designed for vocational school students for grade 10th used in this study:

Table 3. 1
Forward an English course for vocational school students 10th grade

Chapter (or unit)	Name of the chapter
1	Hello, everyone!
2	Congratulations!
3	What's your plan?
4	Describing people, things, and historical places
5	Attention, please!
6	Have you ever...
7	Stories to share...
8	Once upon a time
9	Look at the sign, please!
10	It's more expensive
11	Could you tell me the way?
12	What do you usually eat?
13	You should get some rest

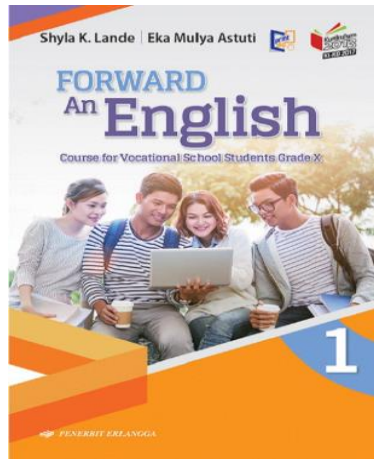


Figure 3.1
Forward an English course for vocational school student 10th grade

3.3 English Language Textbook Analysis

The English language textbook analysis is structured to address the research questions in this study, i.e. 1. How are males and females represented in the Indonesian EFL textbook for vocational school students? 2. What recommendations could be made to textbook authors to promote gender equality for males and females in the observed English language textbook? In addition, the data for this analysis is sourced in the content from all chapters in the observed English language textbook that pertain to the representation of males and females based on the used categories. The following paragraphs below describe the procedures of data analysis in this study:

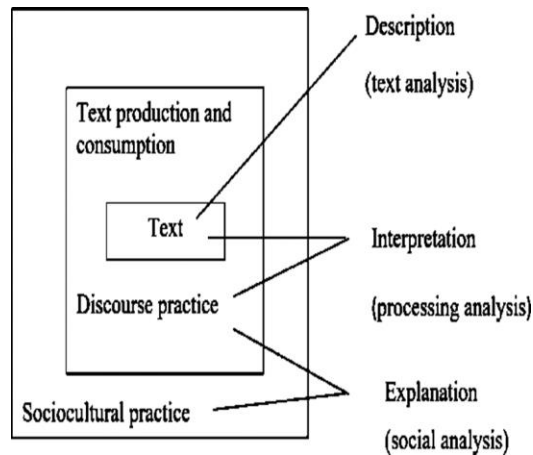


Figure 3.2

Three dimensions of discourse analysis in Fairclough's model of CDA

As stated previously, this study employs Fairclough's (2015) critical discourse analysis model, which is recognized as a socio-cultural approach. According to Fairclough, the discourse has a significant impact on shaping and strengthening the existing social and cultural realities. He asserts that discourse can alter people's perspectives and opinions towards various social and cultural subjects and that discourse itself is shaped by the prevailing social and cultural factors, as highlighted in (Fairclough,1989; Fairclough, 2013; Fairclough,2015). Therefore, the CDA model by Fairclough (2015) suggests three stages of data analysis, which are description, interpretation, and explanation.

Firstly, the initial step of data analysis, known as description, involves examining the linguistic features of a textbook using the category of gender representation proposed by Amerian and Esmaili (2015), namely: the visibility of males and females, domestic or public roles of males and females, activities related to males and females, and pictorial representation of males and females. It is worth mentioning that this category is selected for this study due to its widespread use by scholars and researchers in the field of gender representation study and because it aligns with the categories of gender bias in textbooks, as acknowledged by Zittleman and Sadker (2002). This includes the visibility of males and females: it is revealed by observing and counting the appearance of males and females in the textbook series. Hence, the use of pronoun(s) and noun(s) related to genders (i.e. females and males) in the textbook is used as the basis to reveal this category; domestic or public roles of males and females: it is conducted by observing and

calculating all roles related to both genders; activities related to males and females: it is explored by examining and counting all activities addressed to both genders in the textbook; and pictorial representation of males and females: it is conducted by counting the pictorial representation associated with males and females based on these criteria, i.e. male (s) only, more males, female(s) only, more females as well as analyzing what the picture is about.

Secondly, the empirical data collected using the four categories outlined by Amerian and Esmaili (2015) would be subjected to qualitative analysis in the subsequent two stages (i.e. interpretation and explanation). This interpretation stage incriminates the text and interpreter in terms of what is in the text and what is in the interpreter (Fairclough, 1989). The interpretation stage focuses on uncovering the underlying meanings and patterns based on the result of the description stage. In the context of this present study, the analysis in this stage will determine how males and females are portrayed in the observed English language textbook based on the used category as well as whether the selected English language textbook represents both males and females in a fair manner.

Lastly, in the third stage, called explanation, the focus is on comprehending the relationship between the results from the interpretation stage and the social and cultural context. This is because, as previously stated, Fairclough's CDA model posits that discourse is shaped by prevailing social and cultural factors (Fairclough,1989; Fairclough, 2013; Fairclough, 2015). Therefore, in the context of this study, the analysis in this stage aims to uncover Indonesian socio-cultural or historical factors related to gender issues that may influence the authors' views on how they represent males and females in the English language textbook designed for vocational school students ‘to find out the underlying agenda of discourse’ (Al-Kayed et al., 2020, p. 245).

3.4 Concluding Remarks

This chapter has provided an overview of the design of the research, the setting in which the study is taking place, textbook(s) analysis, and the methods used to analyze the collected data in the current study. The result of the analysis will be presented in the next chapter, i.e. chapter 4.