

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedure and steps in conducting the research. Mainly this chapter is about the elaboration of the research design which is further organized into four important sections: (i) research design (ii) data collection (iii) data analysis and (iv) data presentation. The first section presents the elaboration of the general concept related to the design of the research. The second section presents the steps taken in order to collect the data needed for this research. The third section presents how the data is analyzed. The last section presents how the data are presented.

3.1 Research Design

This research generally is descriptive qualitative research attempting to “investigate quality of relationships, activities, situations, or materials” (Fraenkel, Wallen, & Hyun, 2012, p.426). As the specific matter is thoroughly described in this research, this research is descriptive qualitative in nature. This research involved selecting text, determining the unit to be coded, developing content categories, and analyzing data. Thus, the method used in this research is categorized into content analysis (Frey, et al, 1999). Systematic technique for analyzing message content and message handling was employed in this research. How communication occurs between certain communicators in the textbook was also observed and analyzed. The result of the recorded data is shown in data percentages.

The data were categorized based on the types of culture in language materials by Cortazzi & Jin (1999) and the framework of four senses of culture proposed by Adaskou, Britten & Fahsi (1990). The limitation of cultural items belong to the source culture was based on *Culture and Customs of Indonesia* (Forshee, 2006), *Pemanfaatan Keberagaman Bahasa Indonesia dalam Pengajaran Bahasa Indonesia untuk Penutur Asing (BIPA)* (Ruskhan, 2007), and *Kajian Etnografi* (Arianto, 2011). The limitation of cultural items belong to the target culture and the international culture was based on *Culture and Customs of*

Australia (Clancy, 2004) *How Canadians Communicate: III* (Beaty, et al, 2010) *New Zealand: Culture Shock - A Survival Guide to Customs and Etiquette* (Oettli, 2009) *British Culture: An Introduction* (Christopher, 1999) *Culture and Customs of the United States* (Shearer ,2008) *Beyond Language* (Adelman and Levine, 1993) and some online references.

3.2 Data Collection

The data of this research were collected from an English textbook used by teachers and students in a senior high school in Cianjur, West Java, entitled *Look Ahead* book three written by Th. M. Sudarwati and Eudia Grace. This book was published by a private publisher, *Airlangga*. The reasons why the source was selected mainly were because of its practicability and usability. Practicability in this sense means that the source of the data was relatively easy to find due to wide publication of the source in society. Usability refers to the usage of the textbook especially in Cianjur, West Java. This book was recommended by English Teacher Association of Cianjur (MGMP Cianjur) to be used by learners and teachers in classroom. The textbook was developed based on the content standards of the previous curriculum, KTSP 2006. This book is still used by some schools in West Java which have not yet regulated the new curriculum. The table below shows the detailed information of the books:

Table 3.1 The Detailed Information of the Textbook Analyzed

Title	Author(s)	Pages	Year/Publisher	ISBN
Look Ahead Book 3	Th.M.Sudarwati and Eudia Grace	190	2007/Erlangga	(13) 978-979- 015-168-0

The data of the research mainly were in the form of reading passages. The reading passages were chosen since they have high possibility to contain cultural values (Adaskou, Britten & Fahsi, 1990). The data were collected by selecting the reading passages available in each unit of the textbook. Illustrations were analyzed only if they help describing the contents of the reading passages.

The textbooks users were Indonesian people categorized into The Expanding Circle countries people or EFL speakers. The socio-cultural context of the textbooks user was in the rural area where the local cultural values were still highly upheld. The tendency of the textbook users to encounter native speakers directly in the native-speaker cultural context was relatively low since less users aim at going to foreign countries. The textbook users might use English in the context of tourism and hotel works. Hence, the need to understand native speakers' culture was followed by the need to describe their own cultures due to the fields they are in.

3.2.1 Selection of the Text

The texts were selected from the textbook: *Look Ahead book three* for high school students. The analysis was focused into the reading passages presented in each unit. The illustrations accompanying the reading passages were analyzed only when it represented the contents of the reading passages. Reading texts intended for exercise or evaluation were not collected as data.

Look Ahead Book three comprised of five units. Each unit constituted of various types of texts such as narrative, descriptive, explanation, and exposition with certain topic chosen. The first unit was entitled "Telling Stories" containing most reading passages in the form of narratives text. The second unit was entitled "Finding Out Why It Happens" containing most reading passages in the form of explanatory texts. The third unit was entitled "Pros and Cons" containing most reading passages in the form of argumentative texts. The fourth unit was entitled "Tell Me the Story" containing most reading passages in the form of recount texts. The last unit was entitled "Thinking Critically" containing most reading passages in the form of review. There are 10 reading passages collected as the data in the first unit, five reading passages in the second unit, 10 reading passages in the third unit, five reading passages in the fourth unit, and eight reading passages in the fifth unit. Totally, the reading passages analyzed in the textbook were 38 reading passages. The possibility that cultural values were included in the textbook was high since cultural awareness was stated as one of the benefit of using this

textbook. In each content page of the unit, the reading passage aimed at raising cultural awareness was mentioned. Thus, based on the content page of each unit, the possible number reading passages containing cultural values were five.

3.3 Data Analysis

Data analysis was divided into two main steps. First, in order to reveal what cultures are represented in the textbook, the contents in the reading passages were categorized into the source culture, the target culture, the international culture, or culture neutral (Cortazzi and Jin, 1999). As elaborated earlier in the previous chapter, the source culture refers to Indonesian culture. The target culture refers to British, American, Canadian, Australian, and New Zealand cultures or the culture belong to The Inner Circle countries (Kachru, 1992), and the international culture refers to cultures which do not belong to the source culture and the target culture. Culture neutral contents are contents in the textbook which do not refer to any culture, such as scientific explanation.

Then, in order to reveal how the cultures are represented in the textbook, the cultural contents found in the reading passages were categorized into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense (Adaskou, Britten & Fahsi, 1990). The aesthetic sense refers to the big “C” of culture, covering products of culture such as art and literature. The sociological sense refers to the small “c” of culture, or the term culture as the way of life or the codes of behavior and the standards of appropriateness. The semantic sense is the dimension of culture relating to the conceptual system embodied in the language such as the terms referring to food, clothes, institutions, time and space relations in every language. The pragmatic sense refers to the pragmatic aspects accommodating effective and successful communication in the socio-cultural contexts of the language.

Then, the frequency of the data categorized was converted into percentages. The percentage was compared and analyzed to investigate what culture occurred most frequently and how the cultures were represented most

frequently in the textbook selected. The findings are presented in form of tables and graphs. The results of the research then are discussed qualitatively.

In conducting the research, generally the steps taken were:

1. Selecting English textbook grade three for a senior high school in Cianjur, West Java.
2. Deciding possible parts of the book carrying cultural contents to analyze.
3. Deciding the limitation of cultural items belong to the source culture, the target culture, and the international culture.
4. Categorizing the data into the source culture, the target culture, the international culture, or neutral culture content.
5. Categorizing the data into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense.
6. Converting the findings into percentages and present them in graphs.
7. Making conclusion and suggestion for further research.

3.4 Data Presentation

The collected data were interpreted based on the categorization of culture proposed by Cortazzi & Jin (1999) and the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). The example of data interpretations is as follows:

“Breaking the Ice” in Britain

What is the most difficult thing for an overseas student in Britain? Many will say that it is “breaking the ice” with British people.

Unlike Americans who are open and friendly, British are reserved. They are quiet people, don’t like intruding on another person’s personal space, and value privacy much. They are not very ‘generous’ with their smiles. In Indonesia, friendliness is expressed by smiles. You are always surrounded by people who do not hesitate to give you big smiles.

Yet, there are some topics that can almost guarantee success in opening a conversation with the British people. One common topic is talking about the weather. If you say, “It’s freezing (very cold) outside,” followed by “winter come too early this year,” this will usually elicit at least a smile from another person. You may hear, “What is the weather like in your country?” To which you can reply, “Always warm and usually sunny”. The British are often envious of people who come from places with pleasant weather.

When the sun does actually appear, people are tempted to stay outside. They use the fine weather as an excuse to abandon their work. “It’s too nice to stay inside” is typical explanation.

Data interpretation:

The reading passage is related to how to build an effective communication with British people. The reading passage explains the difference between Indonesian, American, and British in term of friendliness. Americans in the reading passage are described to be open and friendly people, while British people are reversed. The sentence explains the target culture in term of generalization/stereotyping. Then, this content is categorized into the target culture represented in the sociological sense. Another sentence tells “In Indonesia, friendliness is expressed with smiles”, the sentence explains the source culture in term of generalization. Then, this content is categorized into the source culture represented in the sociological sense. The phrases “It’s freezing outside” and “What is the weather like in your country?” are also explained in the reading passage. The explanation is intended to provide readers the information, how to start an effective communication with British people. Hence, those two phrases are categorized into the target culture content represented in the pragmatic sense.

The data are also presented in the following tables to ease the identification of what cultures are represented and how the cultures are represented in the textbooks along with their frequency of occurrences.

Table 3.2 The Representation Example of Frequency of Cultural Contents in the Reading Passages of the Textbook

Cultural Reference	Numbers of reading passages	Percentage
Source Culture	1	2.63%
Target Culture	17	44.74%
International Culture	4	10.53%
Both Source & Target Culture	5	13.16%
Both Source & International Culture	0	0%
Both Target & International Culture	2	5.26%
Source, Target, & International Culture	0	0%
Culture Free	9	23.69%
Total	38	100%

The example of what cultures are represented in the textbook and the number of reading passages containing particular culture category are shown in the table above. One reading passage may contain more than one categories of culture or does not contain any cultural contents. Particular culture may be represented by more than one cultural content in a reading passage. For example, the number of reading passage containing the source culture is one reading passage, yet the cultural contents in the reading passage may be more than one. For example, the source culture is represented in the form of literature which belongs to the aesthetic sense and in the form of stereotyping which belongs to the sociological sense. Thus, it can be stated that the source culture is represented by two cultural contents in one reading passage.

Table 3.3 The Representation Example of the Frequency of Cultural Distinctive Occurrences in the Textbook

The Aesthetic Sense	The Sociological Sense	The Semantic Sense	The Pragmatic Sense	Total
23 (37.70%)	19 (31.15%)	7 (11.48%)	12 (19.67%)	61 (100%)

The example of how the cultures are represented in the textbook and the number of cultural contents found in the textbook are shown in the table above. The cultural contents found in the textbook were categorized into the source culture, the target culture, or the international culture. Then, the cultural contents were also categorized into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense. For instance, according to the table above, it can be stated that there are 12 cultural contents in the pragmatic sense. Then, it can be concluded that totally there are 61 cultural contents found in 38 reading passages in the textbook.

3.5 Concluding Remark

The elaborations of the procedure and steps in conducting the research: (i) research design (ii) data collection (iii) data analysis and (iv) data presentation have been presented in this chapter. The next chapter will present the findings and the related discussions of the research.