

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the method which was employed in this study. It includes the object of the study, research question, research methodology, technique of data analysis, source of the data, and data presentation.

3.1 Research Design

The method employed in this study was qualitative method equipped with descriptive textual analysis. It was chosen because the data used in this study are in form of text. Qualitative method is suggested by Hancock (2002) because it may lead to the development of new concept or theory in order to help people understand the subject of the study. It is more focused on the certain event not number, but more on words (Maxwell, 1996). Thus, qualitative method which was equipped with descriptive textual analysis helped the researcher in describing more and understanding more about the integration of moral values addressed in this textbook.

Textual analysis is defined by Frey et al as the method communication researchers use to describe and interpret the characteristics of a recorded or visual message. It is purposed to describe the content, the structure, and the functions of the message contained in texts (1999). It is supported by McKee (2001) who says that textual analysis is defined as a technique to gather the data. This method was employed to answer the research question. It tried to analyze and describe the moral values addressed in the tasks contained in the students' English textbook.

3.2 Object of the Study

This study aims to find out the moral values addressed in students' English textbook. Students' English textbook for 7th grade was chosen as the object of this

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study because of some reasons. First of all, English subject starts to be learnt in that grade. Second, the textbook is designed and published by the Ministry of Education as the fundamental source of teaching and learning process of 2013 curriculum. The tasks in this textbook are used as the lesson plan and the minimum standard of teaching and learning process. Lastly, students in junior high school are in a transition period so that they need a strong foundation during the earlier grades to reinforce and build upon the foundation during the later grade (Lickona, 1991).

The textbook is entitled “When English Rings a Bell” published in 2014. It is a revised version of the previous one which is entitled “When English Rings the Bell” published in 2013. It contains eleven chapters with specific theme in each chapter. Those themes are “How are You?”, “It’s Me”, “It is My Birthday”, “I Love People around Me”, “How Many Pets do You Have?”, “I Love Things around Me”, “She’s so Nice”, “My Grandfather is a Doctor”, “Attention Please!”, and “I am Proud of My Teacher”. This textbook was designed with task-based approach in which each chapter contains of some tasks that should be done by the students. Like what has been said before that, the tasks in the textbook are the minimum standard of teaching and learning process in the classroom. It can be adapted or modified based on the school condition. Textbook which is prepared by the government has fulfilled the standard of the content, the presentation, the language, and the graphic. This textbook has great potential to develop students’ character in learning process (Ministry of Education, 2010).

3.3 Research Question

This study tries to answer the following question:

- a. What are moral values addressed in students’ English textbook 2013 curriculum?

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3.4 Research Procedures

In conducting the study, the following steps have been taken:

1. Read carefully each chapter throughout the textbook multiple times in order to understand the moral values subsumed in it.
2. Prepared the moral values based on the Ministry of Education. The moral values as the social goal of teaching and learning process are stated in the *Kompetensi Dasar* (KD) point two.
3. Prepared the value indicators formulated by the writer based on Lickona (1991), Ministry of Education (2013, Kemendiknas (2010), Smith (2002), and Collier County Public School (2004).
4. Selected the communicative tasks each chapter proposed by Nunan (2004) related to the moral values addressed as the social goal of the teaching and learning process in that chapter.
5. Listed the textual evidences in the form of table based on the moral values indicator in the previous section.
6. Analyzed the evidences found related to the moral values addressed in the textbook within the related theories in order to answer the research question.
7. Discussed the findings based on the result of the analysis in order to gain the conclusion of this study.

3.5 Data Source

The data which have been gathered in this study were taken from students' English textbook in 7th grade which is entitled "When English Rings a Bell" published in 2014 and designed by the Ministry of Education in 2013. It is prepared as the fundamental source to all 7th grades students in Indonesia for 2013 curriculum implementation. The other data about the goal of the task and the procedures were taken from the teachers' book.

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3.6 Data Presentation

The data were presented in form of textual evidences which is then summarized in form of table in finding out the moral values addressed which are integrated in the students' English textbook. Six moral values addressed; responsibility, honesty, self-discipline, care, politeness, and self-confident were taken from KD point two.