

CHAPTER III

RESEARCH METODOLOGY

This chapter is now intended to describe the mechanism on how the research is made capable of meeting its objectives. This chapter will explain how research design, research sample, data collection, and data analysis are all customized in order to make the study on both reliably and feasibly actual progress.

3.1. Design of the Research

As what has been informed by prior chapters, the current research is managed to examine the portrayal of gender in English textbooks for Junior High School students, specifically manifested in stories. Thus, the research considered qualitative approach nodal and eligible to the intended purpose. Qualitative approach allows the research to interpret human actions, institutions, events, customs, and the like, which requires the researcher to construct a ‘reading,’ or portrayal, of what is being studied (Ary et al, 2010). In line with this, Fraenkel et al (2013) also profess that qualitative approach observes a phenomenon in-depth with its relation to social happening. Moreover, the ultimate goal of this kind of approach is to portray the complex pattern of what is being studied in sufficient depth and detail (Ary et al, 2010) and, as a result, one who has not experienced it can understand it through the descriptive explanations of the phenomenon discovery.

In order to conduct the qualitative research, Cresswell (2012) suggests that it is allowed to intentionally select the subjects or sites of the research in attempt to understand the central phenomenon. Hence, the research term used for qualitative sampling is *purposeful sampling* (Cresswell, 2012, p. 206). Referring to this description, the sample of the current research was deliberately chosen to depict the portrayal of gender contruction in English textbooks.

Additionally, the research did not only espouse qualitative approach, it was also supplemented by multidisciplinary approach to qualitative research, namely

content analysis. Content analysis is one of the main forms of qualitative data analysis. It is a common procedure in achieving data reduction of copious amounts of written data to manageable and comprehensible proportions in qualitative data analysis to respect the quality of the qualitative data (Cohen et al, 2007, p. 475).

Content analysis or what is commonly referred to as qualitative content analysis emphasizes an integrated view of speech/texts and their specific contexts. It goes beyond merely counting words or extracting objective content from texts to examine meanings that may be manifested in a particular text, instead, it allows the researchers to understand social phenomenon in a subjective but scientific manner (Zhang & Wildemuth, 2009, p.1). By implementing qualitative content analysis, the research was expected to be able to investigate the portrayal of gender representation manifested in textbooks by generating theory underlying the portrayal.

The research involved two English textbooks as its research object; two printed textbooks from two different publishers. The complete description of the textbooks used in the research was presented in table 3.1.

Table 3. 1. Description of Textbooks Used in the Research

No.	Authors	Year of Publication	Title	Place of Publication	Publisher
1.	Iragiliati, E., Iswahyuni., Ulfa, F., Anunsiata, M., & Haryana, F.	2014	<i>Interactive English</i>	Bandung	Yudistira
2.	Zaida, N.	2014	<i>Bright: An English Course for Junior High School Students Grade VIII</i>	Jakarta	Erlangga

The textbooks were chosen because of the purpose of the research, usability, and practicality. In terms of the purpose of the research, the textbooks enabled the research to obtain the data for the analysis to be conducted as they provide stories from which the analysis can be drawn. In terms of usability, those textbooks have been widely used in real teaching situation in Junior High Schools intended to teaching English for eight grade students. Furthermore, in terms of practicality, the textbooks were chosen because they were not difficult to find and contained textual materials the research attempted to analyze.

The analysis of the research focused on selected reading passages categorized as narrative (story). Story was chosen due to the assumption that story is the most powerful materials for young learners (Cameron, 2001). Additionally, story provides the representation of reality through the use of authentic language (Abbott, 2008; Wright, 1997; Garvie, 1990, cited in Cameron, 2001). The stories have been specified to gender matters involving the appearances of females and males. Thus, any other stories which did not involve 'human' characters were not included in the analysis.

3.2. Data Collection

As stated in research design, the sample of the research was purposeful sample (Cresswell, 2012) based on reading passages which were categorized as narrative. The data collection was accomplished through several steps which was adapted from the steps taken by Xiaoping (2005) in his research of gender representation in three Chinese reading textbooks. However, according to the formulated research questions, some changes were intentionally made in order to achieve the intended purposes. The modified steps were as follows:

- 1) Selecting the textual materials in two selected textbooks. For the purpose of the research, the texts from which the analysis was drawn were limited to narrative.
- 2) Determining each narrative into two main criteria; a) the presence of Participants, and b) the existence of gender of either female or male.

By employing the aforementioned steps, the research was expected to be able to collect relevant data in order to reveal the portrayal of gender manifested in two selected textbooks.

3.3. Data Analysis

Once the selected texts were obtained, they were then to be analyzed. The selected texts were broken down into the elements of Transitivity following the work of Halliday and Matthiessen (2004). Moreover, the analysis was further conducted to reveal the meaning of composition of Participants, Processes, and Circumstances resulting from the analysis of Transitivity. In order to clarify the portrayal, descriptive analysis was included as the last step of data analysis. The following section was intended to further elaborate the steps included in the analysis of data.

3.4.1. Analysis of Transitivity Elements

As what have been mentioned above, the selected stories were analyzed using the system of Transitivity to reveal experiential meaning of the text. The stories were broken down into the level of clauses to investigate the pattern of Processes attributed to females and males as Participants. According to the procedure of data collection, the text was omitted to its gendered clauses; hence, those clauses which did not involve any appearance of male or female characters were not included in the analysis. The following was an example of how the clauses were analyzed using Transitivity system. The sample was taken from textbook Interactive English.

Maya	is building	a sand castle.	
<i>Actor (female)</i>	<i>Process: Material</i>	<i>Range</i>	

Rudi	is playing	ball	with his dog.
<i>Actor (male)</i>	<i>Process: Material</i>	<i>Goal</i>	<i>Circumstance: Accompaniment</i>

Angela	likes	her school,	it's modern and big
<i>Senser (female)</i>	<i>Process: Mental</i>	<i>Phenomenon</i>	<i>Circumstance: Cause: Reason</i>

3.4.2. Classification of the Processes

Having identified each of the clauses of the texts using Transitivity analysis, this step was conducted in order to classify the Processes occurred in relation to female and male Participants. Moreover, the step was managed to clarify the view towards the employment of Processes to male and female characters.

3.4.3. Descriptive Analysis of the Portrayal of Gender Roles

After classifying the Processes based on the existence of male and female Participants, this step was conducted as an attempt to further discuss how the Processes employed to the Participants as a representation of males and females signified to gender representation. The step was particularly aimed to discover how gender was constructed; whether or not the portrayal of gender asymmetry appeared in the two selected textbooks.

3.4. Concluding Remark

This chapter has presented design of the research, object of the research, data collection and data analysis of the research. In the following chapter, the findings and discussions of the research will be further discussed.