CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the procedure and steps in conducting the research. Specifically, this chapter exemplifies the research design which is distributed into four sections namely research design, data collection, data analysis, and data presentation. The first section exemplifies the elaboration of the general concept related to the design of the research. The second section exemplifies the subject chosen for the research. The third section exemplifies the steps taken in order to collect the data needed for the research. The fourth section exemplifies the analysis of the data that has been collected in the previous steps. The last section exemplifies how the data are presented.

3.1 Research Design

This study is considered as a descriptive qualitative design since it is conducting visual analysis using cultural content analysis framework and visual grammar framework. Qualitative research is defined as a research which includes procedural data collection resulting significantly in open-ended, non-numerical data which is primarily analyzed by non-statistical methods (Dornyei, 2007, p. 24). The qualitative approach is exploited since the study is intended at collecting, examining, analyzing, describing and categorizing data in order to discover the source culture and the target culture depicted in the pictures contained in English textbooks for junior high school. This is supported by Savenye & Robinson (1996) and Fraenkel, Wallen, & Hyun (2012, p. 426), they state that qualitative research is piloted to investigate the quality of relationships, activities, situations or materials in natural setting without intentionally manipulating the environment. Furthermore, it also fulfills the criteria as a qualitative research which endeavors to research the quality of materials by involving description and analysis rather than counting features for the reason that

the data of the study rely on pictures confined in the textbook (Creswell, 2009, p.173; Fraenkell, Wallen & Hyun, 2012, p.426; Wray & Bloomer, 2006).

3.2 Data Collection

This study employed English textbook for junior high school entitled *Bahasa Inggris: When English Rings a Bell for Grade VII,* published by Indonesia Ministry of Education and Culture in 2014. The textbook was selected as the source of the data since it was written under the supervision and coordination of Indonesia Ministry of Education and culture. It was also claimed to comply with the requirements set by *Badan Standar Nasional Pendidikan* and the textbook is recommended by the government to be used in public school in Indonesia. In addition, the textbook can be easily accessed both by teachers and students since the textbook can be downloaded for free in Indonesia Ministry of Education and Culture official website and the printed textbook is nationally distributed to every student in Indonesia for free. The detailed information about the book is presented in the table below:

Table 3.3.1

Textbooks' Detailed Information

Title	*Bahasa Inggris: When English Rings a Bell for Grade VII*
Author	- Yuli Rulani Khatimah - Asep Gunawan - Siti Wachidah
Publisher	Pusat Perbukuan Departemen Pendidikan Nasional 2014
Pages	210
ISBN	978-602-282-377-3

The data for this study were in form of pictures contained in each chapter. Pictures were purposively chosen as the data since it has high possibility in signifying cultural values and also informing the questions being investigated (Zhang & Wildemuth, 2009, p. 311). In addition, Yin (2011, p. 88) also asserts that purposive sampling method is appropriate for qualitative study due to its purpose to answer the research questions. One picture was taken from each chapter in the textbook so there were eleven pictures collected as the data. Reading texts intended to explain the pictures were also collected as the data. The pictures selected were pictures which represents the title of the chapter. Pictures in form of graph, table, and chart were not selected as the data.

There were eleven chapters in the English textbook used for this study. Chapter one entitled "How Are You?" explains about greeting, thanking, taking leave and apologizing.

Chapter two entitled "It's me" teaches students how to introduce themselves and how to introduce others. Since this chapter covers linguistic skill and social skill, the pragmatic sense occurs as a dominant sense. According to Adaskou, Britten, & Fahsi (1990, p. 4), the ability to conduct a successful communication, to adjust to politeness norms and to communicate socially are included to pragmatic sense or sociolinguistics sense.

Chapter three entitled "It's My Birthday" consists of lessons about names of the days, names of the months, names of the dates, names of the years and time. Chapter four entitled "I love People around me" consists of lessons about personal identity, family member's identity and other's identity. Chapter five entitled "How Many Pets Do You Have?" assists students to count things and animals around them and also to identify public places around them. Chapter three, chapter four and chapter five reflect the sociological sense of culture in which the organization and nature of a family, work, work, leisure and customs (Adaskou, Britten, & Fahsi, 1990, p. 3).

Chapter six entitled "Let's listen to the Songs" is aimed at engaging students to identify the meaning of the song, the rhyme in the song and name singular and plural nouns. This chapter covers the aesthetic sense of culture since it deals with culture in form of music (Adaskou, Britten, & Fahsi, 1990, p. 3). Chapter seven entitled "I Love Things around Me" helps students to name things in the classroom, things in the bag, things in the house, and animals in my school and in my home.

Chapter eight entitled "She's so Nice" helps students to describe people and animals. Chapter nine entitled "My Grandfather is a Doctor" consists of lessons about what people do, where they do the activity, what animals do and what things are for. Chapter ten entitled "Attention, please!" makes students learn how to create instructions, short notices, and warning or cautions. The last chapter is chapter eleven entitled "I am Proud of My Teacher" where students are going to learn about how to describe students' idol teacher, cute pet, and lovely house. The last four chapter of the textbook are presenting culture in the sociological sense because of interpersonal relations, naming, home life and nature of family (Adaskou, Britten, & Fahsi, 1990, p. 3).

There were eleven pictures taken from eleven chapters. The picture that likely contains cultural values and the most signifying the chapter title was taken for analysis needs.

3.3 Data Analysis

The data analysis in this study was divided into two core steps. The first step employed cultural framework developed by Adaskou, Britten & Fahsi (1999) in order to reveal how the source culture and the target culture are addressed in the textbook. The framework entitled the four senses of culture which distributes culture into the aesthetic senses, the sociological sense, the semantic sense and the pragmatic sense. The aesthetic sense of culture refers to the big "C" of culture covering pragmatic culture in form of art, literature, and media. The sociological sense refers to the small "c" of culture comprising the way of life, behavior, and

appropriateness codes held by certain community. The semantic senses covering culture related to the conceptual system exemplified in the language such as cultural terms referring to foods, clothes, institutions, time, and space relations. The pragmatic sense refers to pragmatic aspects accommodating effective and successful communication in social context.

Then, it employs cultural framework by Cortazzi & Jin (1999) to reveal the cultures exemplified in the textbook. The pictures taken were categorized into three categories of culture specifically the source culture, the target culture and the international culture. Source culture refers to Indonesian culture since the study was conducted to analyze English textbook used by Indonesian students. The target culture refers to British, American, Canadian, Australian, and New Zealand cultures that belong to the inner circle countries where English is their native language (Kachru, 1992) while the international culture refers to cultures owned by countries that does not belong to source culture country and target culture countries.

Next, visual grammar framework developed by Kress & van Leeuwen (2006) is utilized to discover the depiction of the source culture and the target culture in the selected pictures. Data in form of pictures were chosen due to its presence in English textbook which represents culture to language learners. In addition, Kress and Van Leeuwen (2006) affirm that *"... image, color, music, typography and other visual modes are similar to language and they can simultaneously fulfill and realize the three broad communicative metafunctions as language does"*.   In this step, pictures' elements such as the presence of gaze, social distance, and color are carefully evaluated.

After analyzing the data using cultural framework and visual grammar framework, the findings of the analysis were presented in form of description and elaboration. In conducting the research, the steps taken can be divided into several steps as follow:

1. Choosing English textbooks for junior high school grade VII as the subject of this study.

2. Selecting pictures that may carry cultural contents from each chapter in the textbook. Eleven pictures were selected as the data for this study.

3. Examining the data using the four senses of culture which covers the aesthetic sense, the sociological sense, the semantic sense or the pragmatic sense in the pictures.

4. Determining the scope of cultural aspects that belongs to the source culture, the target culture and the international culture.

5. Analyzing the pictures using culture theories and visual grammar framework. The presence of gaze, size of frame and social distance, and color in the picture were carefully examined.

6. Constructing conclusion and suggestion for further research.

3.4 Data Presentation

In this section, the collected data were analyzed and interpreted using the four senses of culture framework established by Adaskou, Britten and Fahsi (1990) supported by *the world Englishes* model invented by Cortazzi & Jin (1999) and visual grammar theories designed by Kress and van Leeuwen (2006). The example of data analysis and interpretation is served in the following table:

Picture 1

((*Taken from When English Rings a Bell, p. 4*)

Picture Description	The first picture was taken from the first chapter in English textbook entitled *When English Rings a Bell.* It shows a junior high school girl greets her teacher. The conversation may take place in front of the school since there is a fence between the student and the teacher. The girl is wearing a distinctive Indonesian junior high school uniform which is white shirt, blue tie, blue skirt, and yellow "OSIS" badge. The teacher is wearing a dark brown blazer matched with her dark brown skirt.
The four Senses of Culture - **The Aesthetic sense** - **The Sociological Sense**	The picture represents Indonesian local culture in form of sociological sense (Adaskou, Britten, & Fahsi, 1990). It is categorized into sociological sense because it is a common culture in Indonesia and in other cultures where younger

- **The Pragmatic sense** - **The Semantic Sense**	person initiated to greet older person, in this case the student greets her teacher as a form of respect. The sociological sense also exemplified by the setting in which the conversation takes place.
Cultural Aspects - **The Source culture** - **The Target Culture** - **The International Culture** - **The Culture free**	In this picture, the semantic sense of culture also represented by the student's uniform and the teacher's clothes (Adaskou, Britten, & Fahsi, 1990). The uniform worn by the student is a typical of Indonesian junior high school uniform consists of white shirt, blue tie, blue skirt for girls or blue short for boys and a yellow "OSIS" badge. The teacher's clothes also represent the semantic sense of Indonesian culture. It can be sorted to that category since Indonesian teachers are usually wear two pieces clothes consist of blazer and skirt in neutral color such as brown, khaki, or green. The clothes worn by the participants are categorized into the target culture because the clothes are in form of shirt, tie, and skirt. those clothing are not considered into the students' source culture although those are usually worn by Indonesian. It is well known that Indonesian traditional clothing are *kebaya* and *kain batik*.
Visual Grammar - **Mood (gaze)** - **Size of Frame and Social Distance** - **Color**	- *Gaze* The picture is complemented by greeting expressions in speech balloons by both participants. The depicted participants do not look at the viewer so, no contact is made. The absence of gaze in the picture indicates that the participants do not 'demand' information but they 'offer' information to

the viewer. Regarding to the absence of gaze, Kress and van Leeuwen (2006: 119) explain that,

"Other pictures address us indirectly. Here the viewer is not object, but   subject of the look, and the represented participant is the object of the   viewer's dispassionate scrutiny. No contact is made. The viewer's role is that of an invisible onlooker. All images which do not contain human or   quasi-human participants looking directly at the viewer are of this kind."

- *Size of frame and Social Distance*

This picture has medium long shot frame since the teacher presented in a full figure and the student placed in the half height of the frame. It is in line with Kress & van Leeuwen (2006, p. 124) conveying that the medium long shot presents the participants in full figure or placed in the half height of the frame. In terms of distance, the participants are positioned not too far from each other but they cannot reach each other. In relation to this reason, the distance between the participants is far personal distance.

Far personal distance is defined by Kress and van Leeuwen (2006, p. 124) as the distance extending from a point in which a person is outside the easy touching distance or where the participant can touch another participant if they both spread their arms. The picture also categorized into far personal distance due to the relationship between the

participants as a student and a teacher in which the student should respect the teacher.

- *Color*

The use of color in visual analysis is important to examine since particular color may represents particular things or culture. This statement also supported by Nodelman in a book entitled *Words about Picture* which is affirms that *"...color in visual art speaks not only conventional meanings but also the unconscious thought of language and culture*" (1998, p. 59). Both ideas are realized by the depiction of certain culture in this picture through the student's uniform and the teacher's clothes.

The girl in this picture is wearing a typical Indonesian junior high school uniform. Colors in school uniform signify certain rank in Indonesia. It is well- known that white and blue are the colors of junior high school uniform. In Indonesia, white symbolizes purity, simplicity and modesty while blue indicates dynamic, peace, creativity and communication. Meanwhile, the teacher is wearing a brown tailored blazer and skirt which represents the earth, modesty, and patience (de Bortoli & Maroto, 2001).

3.5 Concluding Remark

The elaborations of the procedure and steps in conducting the study have been presented in this chapter. The next chapter will present the findings and the related discussions regarding the study.