

CHAPTER 3

RESEARCH METHODOLOGY

This Chapter discusses some important aspects related to the research methodology used in this study. These include research design, data collection, data analysis, and data presentation.

3.1 Research Design

Qualitative methodology is used in this study to identify and interpret the manifestation of character values in the EFL textbooks of senior high school class XI semester 1 and 2. Since the qualitative method is the best method to explore a concept or phenomenon deeply (Creswell, 2003; Frankel and Wallen, 1996; Merriam, 1998). Dey (2005: 31) adds that the core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts were interconnected.

Since the goal of the study is trying to analyze the manifestation of character values in the textbook, the writer employs content analysis study. Content analysis is considered a suitable method to achieve the goal since content analysis is a form of qualitative research in which researcher interprets the documents by giving comments and meaning around the topic (Solihan, 2013). In addition, it employs a systematic technique for analyzing message content and message handling.

3.2 Data Collection

The data for the study are teaching materials of textbooks which are presented in the form of tasks because the approach used by the textbooks is task-based. Since the purpose of the study is to reveal character values from the text, the content of the tasks becomes a collected data which is obtained through document analysis.

The data will be collected by selecting all tasks available in each chapter of the textbooks. Those tasks are then analytically scrutinized to find out whether they consist any character values. The data collection involves careful separation of character values available within each task.

The selection of the data sources (EFL textbook) is mainly influenced by two important considerations: practicability and usability. Practicability in this sense means that the sources of the data are not difficult to find, while usability means that the textbooks are used in a real teaching situation in high school classrooms. An EFL textbook is selected to be the sources of data in this study. The textbook is a senior high school textbook grade XI which is published by Indonesian government through ministry of education 2014 to be used nationally as a source book of English subject based on the demand of National Curriculum 2013.

3.2.1 Categorization of Teaching Materials

From the chosen textbook, the analyses are specifically directed to teaching materials presented in the textbook which are classified into the tasks. All tasks are selected to discover whether they contain what this study tries to investigate.

Particularly, the tasks categorized into some parts based on the material development provided in the book. They are presented as follow:

Table 3.1 Categorization of Teaching Material

No	Procedure/ Activity	Definition/ Function
1	Prereading #1: Personal Connection	<ul style="list-style-type: none"> • Creating connection between the lesson and the students' lives. • Providing a mental picture for students about the lesson that they will learn
2	Prereading #2: Genre Connection	<ul style="list-style-type: none"> • Providing knowledge about genre and famous writers in that genre • Creating connection between the students and the specific text that they will learn.
3	Reading activity	-
4	Post Reading activity	<ul style="list-style-type: none"> • Providing students opportunities to speak their opinion, reaction, and responses about the text that they have read • Encouraging students to be brave to speak in public • Encouraging students to be critical
5	Personal journal writing	<ul style="list-style-type: none"> • Providing reflection towards what students think about the text • Providing students opportunities to write their observation result and connection between the new knowledge from the text and their existing knowledge.
6	Building Blocks (grammar)	<ul style="list-style-type: none"> • Providing grammar material, including concepts, examples of application, vocabulary, and pronunciation • Enabling students to learn grammar independently since the organization of the materials makes the materials easy to understand
7	Let's Practice	<ul style="list-style-type: none"> • Providing written exercises regarding materials in Building Blocks
8	Active Conversation (Speaking)	<ul style="list-style-type: none"> • Providing spoken exercises regarding materials in Building Blocks

		<ul style="list-style-type: none"> • Providing students opportunities to speak their opinion, reaction, and responses about certain topics using grammar materials that have been learned
9	Writing Connection	<ul style="list-style-type: none"> • Providing students opportunities to speak their opinion in written form
10	Let's Create and Contribute	<ul style="list-style-type: none"> • Providing students opportunities to apply knowledge that they have learned • Encouraging students to be critical and to care to the environment • Encouraging students to be creative • Creating conducive atmosphere for students to work in group, since the activity is potentially good at creating value togetherness, cooperation, tolerance, and respect among them (M)
11	Parent Connection	<ul style="list-style-type: none"> • Creating interaction between students and their parents regarding lesson that the students have learned • Enabling parents to be aware of what their children have learned at school • Enabling parents attention and support about what their children have learned at school
12	Evaluation	<ul style="list-style-type: none"> • Providing specific evaluation type and technique for the teacher

3.2.2 Research Framework

To gain a thorough description of the idea of character values contained and manifested in every task of the textbook, a framework is established in synchronization with Nunan's task-based material development since the categorization of the data is based on Task-based approach. The task components to be analyzed are then synchronized with Shabaan's framework in the term of theme, learning material, and methods (include learning and assessment activities). Still, for the aim of the study, at

the beginning, the character values considered in this study need to be clarified. Character values in this sense are focused on teaching material available in senior high school class XI.

3.2.2.1 Research Framework to Identify What Values are Manifested in The Textbooks

A growing body of research in the field of character education has been conducted and the framework and theories used in this study is taken from various theories suggested by many scholars, such as Shaaban (2005), Ryan (1986, 2002), Ghaith and Shaaban (1994), Lickona (1991), and Samani and Hariyanto (2011), etc.

The attempts to introduce character education in a systematic manner into the ESL/EFL classroom are, however, still in their early stages. The present framework is modelled after the framework for peace education suggested by Ghaith and Shaaban (1994). Initially, it is intended to provide broad guide to the implementation of any character education programme in the ESL/EFL classroom. However, in this study, the framework is employed to elicit character values manifested in learning task/activities in the textbook and analyzed how they are promoted throughout the textbook.

The framework consists of four components, as follows:

- (1) Character Value

Main values that are attempted to be imparted through ESL/EFL learning. In the early stages of character education, nurturing universal values should become a priority, such as honesty, responsibility, respecting others, etc. In the latter stages, the aim should be the development of independent critical thinking, capability of making informed decisions and justifying the principles that guide such decision (Satz, 2000). This study only limits the analysis into the character values manifestation, not the latter stages.

(2) Theme

Themes are topics that may be incorporated into ESL/EFL learning, related to English language and moral issues. Experts suggest some specific topics to be brought in the ESL/EFL classroom to convey character education. Cates (1999) proposes geographical literacy, world themes, and global issues, belief and value systems of foreign cultures. Urch (1992) suggests the study of world cultures and major global topics, etc. However, since EFL learning emphasizes on contact and interaction between cultures, so that the purposes of character education in the EFL context are to prepare students to possess characters as an individual, as a member of society, and as a citizen of the world (Shabaan, 2005). therefore, the themes that are realized through character values are in line with the purposes. In this study, values as a responsible individual are value Confidence, Creativity, Honesty, Religiousness, Thankfulness; values as a member of society are value Love for peace, Politeness, Cooperation, Tolerance, Being

friendly/communicative, Social Care; values as a citizen of the world are value Spirit of Nationality, Care for Environment, Democracy.

(3) Learning Materials

Learning materials that are suggested to be used in character education are history texts, literary texts, data taken from information technology, mainly in the form of the internet articles, multimedia, and videos. The two most recommended and normally draw upon resources of learning materials for ESL/EFL classes are history and literature, mainly in the textbook. Since textbooks are often thought to be something permanent which teachers can rely on, unlike technology-based tool/learning materials for teaching that requires computers in each classroom and multimedia learning resources that somewhat need more time and skill to prepare (Lappalainen, 2011).

In the primary grades, researchers and educators recommend the use of fairy tales/stories. Stories are favorite instruments used by moral teachers. The stories can be in the forms of real-life experiences or fiction. They are proven to be powerful to move people's hearts, because they seem to "invite" rather than "bother". Story-telling is a natural way to bind and develop emotional side of a child's character (Lickona, 1991). In higher grades, experts recommend the use of well-known works of literature that deal with controversial issues that inevitably explores moral issues, and writers take stands on these issues (Shaaban, 2005).

(4) Method (includes Activities and Assessment)

Method is the plan for organizing the presentation of learning material, including what skills and content to be taught and how they are carried out. While activities are realization of the method and approach in the forms of specific learning activities in the classroom that are related to character education, such as identification, simulation, film-viewing, guest presentations, mini-research projects, and many more. The activities are suggested to enable students to approach difficult moral dilemmas by means of researching the issues, discussing ideas with others, reflecting on the results of their research, and finally making informed decisions. How method and activities are related (and later assessment), is elaborated as follows.

3.2.2.2 Research Framework and Instrument to Identify How the Values are Promoted in The Textbooks

To identify how the character values are promoted in the EFL textbook, a used framework is suggested by Ryan (1986, renewed in 2002) which involves what he calls ‘the five E’s of moral education: Example, Explanation, Exhortation/Emotion, Environment/Ethos, And Experience. To be noted, the E’s are not strictly sequential, each can stand on its own or made as sequential. In order to identify each value’s device of promotion, the following instrument is used based on the theories in the framework (the example is value Confidence).

Table 3.2 Research Framework and Instrument to Identify How the Values are Promoted in The Textbooks

HOW IS CONFIDENCE PROMOTED IN THE TEXTBOOK?				
METHOD FOR PROMOTING VALUES	EVALUATION QUESTIONS	ANSWER		IF YES, CHAPTER WHERE IT EXISTS
		Yes	No	
E1/Example <i>(indicator: the value contained in section Post-Reading Activity)</i>	Is the example of the value implementation discussed in the content of Reading Section?	V		in Chapter 3, 4, 9, 10
E2/Explanation <i>(indicator: the value contained in section Post-Reading Activity)</i>	Is the value discussed/ explained in the terms of right or wrong in the content of Post Reading Section?	V		in Chapter 3, 4, 9, 10
E3/Exhortation/ Emotion <i>(indicator: the value contained in section Post-Reading Activity)</i>	Can the value be converted into exhortation through the content of Post Reading Section?	V		in Chapter 3, 4, 9, 10
E4/Environment/Ethos <i>(indicator: the value contained in section Prereading #1: Personal Connection, Post Reading activity, Active Conversation (Speaking), Let's Create and Contribute and also partially Personal journal writing)</i>	Is the value implemented and exercised through special learning method, such as cooperative learning method? In which section?	V		The value consistently appears in all chapters through sections: <i>Personal Connection, Post Reading activity, Active Conversation (Speaking), Let's Create and Contribute</i>
E5/Experience <i>(Probable indicator: the value contained in section Let's Create and Contribute)</i>	Is the value implemented and exercised through hands-on activities?	V		In chapter 3

3.3 Data Analysis

The data analysis consists of some steps. First, to see the presence of character values in each chapter of the textbooks, the writer analyzes the data based on the categorization of the data.

Second, the character values are obtained from the tasks which are classified in terms of task components mainly in the form of task inputs and procedures. However, the roles of the teachers and the students are also analyzed to emphasize the manifestation of character values in each task.

Third, after classifying and recording character values loads in each task, the frequency of character values is then converted to percentages for comparison purpose. These percentages are then analyzed to determine which character values are dominant and what character values needs to develop. Then, the way how character values promoted in the tasks is analyzed and interpreted based on theory of character education proposed by Lickona (1991), and Samani and Hariyanto (2011). Finally, Findings are then presented in the form of tables and explanations. The findings are then discussed qualitatively to answer the research questions.

In conducting the study, several steps will be taken:

1. Selecting EFL textbooks for senior high school that are used in grade XI which is standardized and published by Indonesian government through ministry of education.

2. Deciding parts of the textbooks which bring out the character values to analyze.
3. Establishing a framework to ease the classification of the data.
4. Classifying and analyzing the data.
5. Interpreting the data based on the research framework.
6. Making conclusion and suggestions for further study.

