

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedure in conducting this study. It encompasses the detailed explanation of the research methodology which is organized into five sections: (i) research design (ii) data collection (iii) selection of the text (iv) data analysis (v) data presentation. Section one presents the elaboration of the general concept related to the design of the research. Section two which is data collection, covers the steps taken in order to collect the data needed for this study. Since the data are in the form of reading passages, thus section three covers the selection of the text. The elaboration of how the data is analyzed to result in the findings is covered in section four which is data analysis. Lastly, the presentation of the data is covered in section five of data presentation.

3.1 Research Design

Qualitative research is employed as the approach to this study. Qualitative research is defined as the type of research study that “investigates the quality of relationships, activities, situations, or materials” (Fraenkel, Wallen, & Hyun, 2012, p. 426). Furthermore, according to Creswell (2008) qualitative research is defined as in the following definition:

... the type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner. (p. 46)

As this study employs systematic technique to analyze and describe how the cultural content is represented in the selected textbooks and the data collected are in the form of reading passages, thus qualitative approach is seen as the most suitable approach for this study. In addition, this study is descriptive in nature as it is thoroughly describing a specific matter (Fraenkel, Wallen, & Hyun, 2012, p.

15). The data were analyzed by using the types of culture in language materials of Cortazzi & Jin (1999) and the concept of four senses of culture adapted from Adaskou, Britten, and Fahsi (1990).

3.2 Data Collection

The data were collected from two English textbooks for Senior High School. The first one is *Developing English Competencies* and the second one is *Interlanguage*. Both were published by *Pusat Perbukuan Departemen Pendidikan Nasional*. The textbooks were selected as the source of the data as the textbooks were claimed to comply with the requirements set by *Badan Standar Nasional Pendidikan* and the textbooks are recommended by the government to be used in Indonesian public schools (Pusat Kurikulum dan Perbukuan, 2006). In addition, the source of the data was not difficult to find since the digital version of the books can be obtained on the Ministry's website and it can be downloaded for free.

The data collected are in the form of the reading passages in each textbook. The illustrations that accompany the text were analyzed if it assists the interpretation of the meaning. The reading passages were examined carefully to see how the culture is represented in the text. The following table presents the detailed information about the textbooks.

Table 3.1 Detailed Information about the Textbooks

Books	Author	Publisher/Year	Pages	ISBN
Developing English Competencies	Achmad Doddy, Achmad Sugeng, and Effendi	Pusat Perbukuan Departemen Pendidikan Nasional/2008	184	979-462-973-1
Interlanguage	Joko Priyana, Ph.D., Arnys Rahayu Irjayanti, and Virga Renitasari	Pusat Perbukuan Departemen Pendidikan Nasional/2008	207	979-462-895-6

3.3 Selection of the Text

The texts were selected from two textbooks: *Developing English Competencies* and *Interlanguage*. From the two textbooks, the analysis was specified into the reading passages presented in each unit. The illustrations juxtaposed with the reading passages were analyzed only when it constitutes the meaning of the reading passages.

Developing English Competencies comprises six units and two reviews. Each unit consists six sections: section one to four are related to four language skills (listening, speaking, reading, and writing), and each section is focused on one skill; section five is *Chapter Summary*: this section sum up the core material that have been learned in the unit; and last section is *Learning Reflection* which is provided for the students so that they can reflect on what have been learned and what they are expected to be able to do after learning the unit. The reading passages are presented mostly in ‘Reading’ section, but in a certain unit they are also presented in ‘Writing’ and ‘Speaking’ section. Therefore, the reading passages were taken from those sections.

Interlanguage textbook comprises ten units and two unit reviews. Each unit is divided into six sections: (a) *Let's Get Ready*: this is the pre-activity that will lead into the learning materials; (b) *Let's Act*: this section is divided into two cycles: oral cycle and written cycle. This section also consists of the explanation of language structure; (c) *Let's Do More*: this section provides exercises related to the materials; (d) *Let's Check Your Competence*: this section provides additional exercises; (e) *Let's Make a Reflection*: this section is provided with the table for their progress after learning the unit; and (f) *Let's Make a Summary*: this section consists of the review of the material that have been learned in the unit. The reading passages are mostly presented in the *Let's Act* section of written cycle and *Let's Do More*. The data from *Interlanguage* textbook were collected from these two sections of the textbook.

From the two textbooks, there are 75 reading passages altogether. The

number of the reading passages presented in each unit in the textbooks can be seen in table 3.2.

Table 3.2 The Distribution of the Reading Passages in Textbook

Unit	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
<i>Developing English Competencies</i>	5	6	7	8	10	10					46
<i>Interlanguage</i>	2	1	5	3	2	2	1	7	3	3	29

From table 3.2 it can be seen that the number of the reading passages increasing gradually from one unit to the next unit. *Developing English Competencies* provides the students with a few reading passages in one unit, but plenty of it can be found in another unit. Unlike *Developing English Competencies* textbook, distribution of the reading passages in *Interlanguage* textbook is erratic. In one unit, the reading passages could be plentiful, but in the other unit there is only one reading passage. This is seemingly related to the length of the reading passages. It is found that in unit 8 in which there are seven reading passages, the most of all units, all of the reading passages are composed of one short paragraph only. In terms of length, the textbooks consist of various reading passages with different length from a reading passage with only one short paragraph to a very long one with more than ten paragraphs.

The reading passages in each unit written in different form such as narrative, announcement, invitation, etc., yet the variation of the reading passages form is not that different in the two textbooks. The textbooks comprises mainly of recount text, procedural text, narrative text, descriptive text, news item, and announcement. It is because the textbooks followed the guidelines of the standard competence given by the government which requires those types of text to be included in the materials (Badan Standar Nasional Pendidikan, 2006). Apart from those texts, there is also another type of additional text in the textbooks, such as invitation text in *Interlanguage* textbook and brochure in *Developing English Competencies* textbook.

Moreover, the arrangement of the topic in each unit are generally alike, for instance unit 1 in both textbooks focused on recount text telling about experience, stories/narrative texts were found in two units in the textbooks (unit 2 and 4 in *Developing English Competencies* textbook, unit 4 and 6 in *Interlanguage* textbook), and the news items were found in the last unit in the two textbooks. Apparently, narrative text is given more attention than the other types of text. The detailed information related to the topic in the textbooks can be found in the appendix.

3.4 Data Analysis

The data analysis consists of three stages. First, to establish the presence of the cultural items, the reading passages from each textbook are first divided into three types of culture: source culture, target culture, and international target culture (Cortazzi & Jin, 1999) in order to see which culture is prominently presented in the textbooks. The source culture here refers to Indonesian culture; target culture refers to the culture where English is the first language or according to Kachru ‘the inner circle country’ which are UK, USA, Canada, Australia, and New Zealand; and international target culture refers to the culture of the country that does not belong to the source culture or target culture.

Second, in order to reveal how the cultural content is represented in the reading passages, the source culture, target culture, and international target culture are analyzed by using the concept of culture in four senses adapted from Adaskou, Britten, and Fahsi (1990), which are: (i) the aesthetic sense; (ii) the sociological sense; (iii) the semantic sense; and (iv) the pragmatic (sociolinguistic) sense. The aesthetic sense refers to culture in a capital C; the sociological sense comprises the vast area that often seen as culture in a small c, which is culture as ‘the way of life’; the semantic sense is the conceptual system embodied in the language, such as food, clothes, institutions, time and space relations, emotional states, colours, lexical hyponymy, and so forth; and the pragmatic (sociolinguistic) sense covers the background knowledge, social skills, and paralinguistic skills including: the

ability to use appropriate exponents of the various communicative functions and appropriate intonation patterns, to conform to norms of politeness, where different from the learners' culture, including taboo avoidance; awareness of conventions governing interpersonal relation-questions of status, obligation, licence, where different from learners' culture; and familiarity with the main rhetorical conventions in different written genres.

Third, interpretations are built to measure how the cultural content is represented in the reading passages of the two textbooks.

3.5 Data Presentation

The collected data are interpreted based on the framework theory of culture in four senses proposed by Adaskou, Britten, & Fahsi (1990), and the types of culture proposed by Cortazzi & Jin (1999). In the following is an instance of data interpretation.

Swimming

When I was a boy, I liked swimming very much. Each year my two brothers and I spent the holiday with our uncle and aunt in their house by the sea. It was only twenty yards from the water. The water was warm, the sun shone brightly, and most days there were no waves. In the middle of the day a wind always began to blow, but it was not strong and did not make the sea rough.

One day, we put on our swimming-shorts before breakfast. Then, we ran down to the sea across the sand and jumped in. We were in the sea or on the beach until late at night. When our aunt rang a bell, we went back to the house for food, but we ate it in our swimming-shorts and soon went back in the sea again. We were all very good swimmers. We dived through the waves or rode towards the beach on top of them until we were tired and hungry.

Adapted from: L.A. Hill, 1963

Data interpretation:

The text is related to the activities during holiday. Someone talks about his holiday experience when he was a boy. The setting was on the beach, but no specific beach mentioned. However, the text seemingly refers to the target culture as it used the measurement system of the target culture, "It was only twenty yards from the water". 'Yard' here refers to the unit of measurement to measure the

length/distance which is commonly used in the target countries, not in Indonesia. This item constitutes the presence of target culture associated with the semantic sense, in relation to the space.

The data is also presented in the following tables in order to see the cultural representation more clearly and to see the prominent culture represented in the textbooks.

Types of Cultural Content in Textbook

Unit	Topic of reading passage	SC	TC	ITC

SC: Source Culture TC: Target Culture ITC: International Target Culture

Source Culture in Four Senses

Unit	N o	Topic	The aesthetic sense	The sociological sense	The semantic sense	The pragmatic (sociolinguistic) sense

Target Culture in Four Senses

Unit	N o	Topic	The aesthetic sense	The sociological sense	The semantic sense	The pragmatic (sociolinguistic) sense

International Target Culture in Four Senses

Unit	N o	Topic	The aesthetic sense	The sociological sense	The semantic sense	The pragmatic (sociolinguistic) sense

