CHAPTER III
RESEARCH METHODOLOGY

This section is now intended to describe the mechanism on how the research is made capable of meeting its objectives. The discussion of this section involves research design, data collection technique, and data analysis.

The explanation of the purpose of the current research and how the chosen framework matches with the purpose are given in the research design. Next, data resource presents the detail of the chosen textbook, while data collection shows the criteria in selecting texts to be analyzed. Last, data analysis explains the procedures of analysis and how gender are portrayed in textbooks, all customized in order to make the study on both reliably and feasibly actual progress.

3.1 Research Design

As what had been informed in chapter I, this research was managed to investigate gender matter in one of educational tools, textbook grade XI, as it was aimed to answer this research question, "How are gender portrayed in an Indonesian secondary school English textbook for grade XI entitled 'Bahasa Inggris'?"

This research used descriptive qualitative approach by conducting content analysis framework in order to allow a better and more in-depth understanding of the collected data. It was used in this research as it is suitable with the framework in order to analyze gender matters. In addition, the description can provide better understanding of how particular gender is portrayed.

In this regard, in reaching the aim of this research, content analysis is used to examine gender portrayals. As the content analysis method is research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes of patterns (Hiesh & Shannon, 2005, as cited in Amaliananda, 2016). In order to find gender portrayals, the themes must be designed related with gender aspects,

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which are become the type of gender categories. Next, code the portrayals of gender in texts into different type of gender categories based on an adaption from Toçi & Aliu, 2013, p.36): occupation, family role, appearance, and personal trait.

3.2 Data Resource

The textbook was selected as the source of the data. The textbook was recommended by the Government to be used in public schools in Indonesia as the beginning for the implementation of the new curriculum in Indonesia, the English 2013 Curriculum. In addition, it was written under the supervision and coordination of Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*) of Indonesia. Both teachers and students could easily access the textbook since it was available and could be downloaded freely from Indonesia Ministry of Education and Culture's official website. In addition, the printed textbooks were nationally distributed to every student in Indonesia free.

The detailed description about the textbook used in the research presented in the table 3.1 below.

Table 3.1
Textbook's detailed description

Title	Bahasa Inggris
Author	M.B
Publisher	Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud
Pages	112 pages
ISBN	978-602-282-479-4

The textbook consisted of five chapters, which contained various titles: "Can greed ever be satisfied?"; "Bullying: that must be eradicated"; "Hopes and dreams!"; "Vanity, what is thy price?"; and "Benefit of doubt!".

There were numerous lessons in the first chapter, for instance reading a folklore, learning how to suggest, learning how to offer, having a discussion, writing a folklore, and creating a post card and poster. Lessons in the second

chapter consisted of reading an opinion article, discussing an issue, learning how to express opinions, giving an opinion on a social issue, writing an opinion on a social issue, and creating a poster. In the third chapter, the lesson were reading a speech, having a discussion, learning how to express hopes, learning to congratulate, writing hopes and dreams, and creating poster. In the fourth chapter, the students would learn to read a play, have a discussion, write a formal invitation, accept and decline invitations, write formal invitation, and crate a diorama. While, in the last chapter, the lessons were aimed to make the students learned to read a short story, write a personal letter, write a letter, create a skit, and illustrate a scene from the story.

Beside that, each chapter consisted of reading, speaking, and writing sections, also contains building blocks (brief explanations), word power (mini dictionary), variety kinds of exercises, journal writing, and formative assessment.

3.3 Data Collection

The current research used a secondary school English textbook entitled "Bahasa Inggris." It consisted of numerous texts, which had different kinds of topics and types, they were: The Enchanted Fish; Bullying: A Cancer that Must be Eradicated; President Soekarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1995; Vanity and Pride; and Letter to God.

The limitation of the current research had been set, focused on selected narrative texts, which were selected based on gender representations involving females and/or males. Notwithstanding, if there was any other text contained characters that characterized as "non-human", the texts would be analyzed as long as the characters had been gendered. In addition, if the text just had one particular gender either male or female only, it was considered as suitable with the text criteria as the aim of this research was to investigate how each gendered characters were portrayed in the texts.

As in line with the limitation, the current research analyzed some texts in the textbook since they contained male character, female character, and even both. Nevertheless, "President Soekarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1995" and "Bullying: A Cancer that Must be Eradicated" were not included into selected data. The reason for the first text was that the text was a script of President Soekarno's speech, which not contained any portrayal of gender. The script contained motivation to Indonesian in facing colonialism, which must be eradicated from the earth. While, even the second one contained both male and female characters, the text just focused on bullying, so the characters just became the example of the case and did not being portrayed in terms of gender categories, which had been set in the current research: occupation, appearance, personal trait, and family role.

Thus, the current research analyzed "The Enchanted Fish" (pp.3-5), "Vanity and Pride" (pp.70-74), and "Letter to God" (pp.92-95).

3.4 Data Analysis

This research investigated the portrayals of gender in Indonesian secondary textbook for grade XI entitled "Bahasa Inggris" by conducting Content Analysis. Procedures of analysis consisted of some steps: collect source material; open coding of the texts; and selective coding.

Step 1: Collect source material. 'Source material' referred to texts in textbook because text was the subject of analysis. Textbook consisted of variety kinds of texts but in this research, texts referred to narrative texts which contain male and/or female characters. This implied that if the text just had one particular gender either male or female only, it was considered as suitable with the text criteria as the aim of this research was to investigate how each gendered characters are portrayed in the texts. In this regard, here was the first paragraph in "The Enchanted Fish", which would be analyzed.

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves

and watching his line, all of sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. *"Wow! This will feed us for days."*

From the paragraph above, there was an explicit description about fisherman (male character) who lived with his wife (female character). This meant the text contained male and female characters, which in line with the aim of the current research that was investigating how each gender character was portrayed in text.

Step 2: Open coding of the texts. In this step, texts were analyze without the use of a predefined coding instrument. The most important guideline was not to focus on what a text was about, but on how the female and male characters were portrayed.

> There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. *"Wow! This will feed us for days."*

From the paragraph above, one kind of gender category was found in underlined text: description of occupation with contrast. The main character was male character, he was a fisherman, while because of no occupational role mentioned for female character–fisherman's wife–so there was a tendency that she just a housewife.

Step 3: Selective coding. This step was sorting out the codes by filling in the cells of an analysis table. Therefore, to complete the analysis table, search for logical combinations across the columns. The aim was to look for a limited number of gender category that were mutually exclusive and in which each link was meaningful. This research uses notions that related with gender matters, which then called as gender categories. Gender categories consisted of occupation, family roles, appearance, and personal trait (adapted from Toçi & Aliu, 2013).

After the particular gender categories had been found, the sentence could be coded into one type of gender category, which had been set previously (occupation, family role, appearance, and personal trait). Thus, this sentence coded into occupation category as it described occupational roles carried by each character. When the whole steps had been done, they could be shorted into analysis table in order to make the analysis became easier. Analysis table consisted of the result of the whole steps, (1) collect source material produced *sentence*, (2) open coding of the text produced *description*, and (3) selective coding produced *type of gender category*. From the example above, the result of analysis table could be seen in the following table 3.2.

Table 3.2

Occupational roles in 'The Enchanted Fish'

Sentence	Description	Gender Category
There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go to go fishing every day.	Description of occupation with contrast: worker vs housewife (no activity was mentioned)	Occupational role

As type of gender category is found, each character could be easily portrayed. For instance, in this source text, male character portrayed as someone who had occupational role as he went fishing every day. In the contrary, female character just portrayed as housewife as there was no occupational role carried by herself, which might be indicated she just stayed at house.

3.5 Concluding Remark

This section has expounded research methodology, which involves approaches and procedures on how the research is made capable of converging its objectives. It has elaborated purposes of the research & research questions, design of research, data collection technique, and data

analysis. Then the result of content analysis, which covers findings and discussions, will be elaborated in the following chapter.