

CHAPTER III

RESEARCH METHODS

As it is indicated in the title, this chapter includes the research methodology of the study. In more details, this part of the study outlines the research design, research questions, the subject of the study, methods of data collection, data analysis, and data presentation.

3.1 Research Design

Since the data analyzed in this present study are the content of the textbook, qualitative study which employs content analysis as its framework is chosen. According to Hancock (2002), a research study based on qualitative method focuses on description and interpretation that may lead to development of new concepts or theory in order to help people understand the subject of the study. By using qualitative method which is supported by content analysis, the collected data are identified in order to meet the aim of the study. Moreover, Maxwell (2010) states that qualitative study focuses on certain events not numbers, but more on words. In addition, Alwasilah suggests that there are four actions that the researchers should fulfill: “(1) establishing familiarity with the respondents, (2) determining the sample, (3) collecting the data, and (4) analyzing the data” (Alwasilah, 2000, p. 100).

Content analysis, according to Krippendorff (2004, p. 18), is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use.” Texts mentioned above do not specifically refer to written materials. Work of arts, images, maps, sounds, signs, symbols, and even numerical records are also considered as texts because they provide meaning to the readers.

This qualitative content analysis draws inferences from the examination of topics and themes and data. Therefore, this kind of analysis is mainly inductive (Sándorová, 2014). Unlike quantitative content analysis that chooses its sampling randomly, the sampling of qualitative content analysis is intentionally chosen and the

results of the study brings descriptions (ibid.). Therefore, this technique, particularly the content analysis technique, is employed in this study to unearth to what extent the character education values embodied in the textbook published by the Ministry of Education and Culture after the removal of K-13 KI-2 and discover the way the values are promoted in the textbook.

3.2 Research questions

The present study attempted to address the following research questions:

1. To what extent are character values focused on social attitude development embodied in the seventh grade English textbook entitled *When English Rings a Bell* published by the Ministry of Education and Culture?
2. How are the social values promoted in the textbook?

3.3 Subject of the study

This research sought to examine the extent to which social character values were embodied in the seventh grade English textbook published by the Ministry of Education and Culture and to discover the way the character values were promoted in the textbook. The subject of this study was the seventh grader's government-issued English textbook entitled *When English Rings a Bell*. The book was published by the ministry of education and culture in 2017. The object of the study was the social-oriented character values embodied in the textbook.

3.4 Collection Procedure

The primary source of this study is Indonesia Ministry of Education and Culture's latest versions of "When English Rings a Bell", English student's book for seventh grader published in 2017. The book is available for download from the Ministry of Education and Culture's website. In this revised edition, the core competency containing social values is taught indirectly, not required to be encompassed in the content of the textbook. In 2016, the government launched the

new regulation regarding the removal of KI-2 where social values are present. In the previous version, teachers are required to teach character values to students in direct manner and then assess it. With the new regulation, the character values are still present within the core competencies however teachers are no longer required to teach those values directly and conduct individual assessment for students.

This study was trying to find out whether this textbook still encompassed the social values required by the curriculum even though they were not explicitly stated anymore. The data required for the study were collected through close reading and analyzing the textbook. The findings from the analysis were put into tables of identified values with variables that were relevant with such as activities and textual form.

As this study concerns with qualitative content analysis in which the results were in a description, several steps were taken.

1. Close reading throughout the textbooks multiple times in order to understand and to discover the social values cultivated in the textbooks.
2. Identifying and categorizing the social values found in the textbooks that were congruent with KI 2 values prescribed in K-13 for junior high school seventh grader students. The variables of the table included activities, identified values, and textual forms.
3. Interpreting the data as well as presenting the data framed within the related theories in order to answer the research questions.
4. A conclusion was drawn based on the theories related to character education and comparison with previous studies. Finally, some suggestions and recommendations were also stated accordingly.

3.5 Data Analysis

There are four processes in conducting content analysis i.e. coding, categorizing, comparing, and concluding (Cohen, et. al. 2007, cited in Sándorová, 2014). Coding refers to simplifying or reducing the data while emphasizing their specific features in order to connect them to broader concepts such as categories.

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Code, on the other hand, is simply defined as a label attached to a chunk of text in order to make the information manageable and malleable (ibid.).

In the context of this study, coding refers to attaching labels to data gathered from seventh grader's *When English Rings a Bell* textbook, in this case any written text related to teaching-learning process that consists of values. They were analyzed and then labeled with the values mentioned in the 2013 curriculum as well as those mentioned by experts. These values were analyzed using the framework of Lickona (1991), Dimerman (2009), McElmeel (2002), and Samani and Hariyanto (2017). The labels are responsibility, honesty, discipline, caring, tolerance, teamwork, confidence, courtesy, friendship, initiative, respect, and humility. As limitation, written text in sections such as preface, table of content, editors' profile, etc are not considered as subject of analysis.

The next step is categorizing which refers to developing meaningful categories into which words, phrases, sentences, etc. as the units of analysis can be grouped. After written text were labeled with the name of values, they were then categorized based on its form in the textbook. The categorization includes instruction, task, dialogue, monologues, and task. Finally, the written texts are also categorized based on whether they are values mentioned in the curriculum or additional values mentioned by experts.

The written text that had been categorized in form and values were then compared. This is done to examine the connection between the categories. From categorization, values' occurrence frequency emerges and this was used as the basis of comparison.

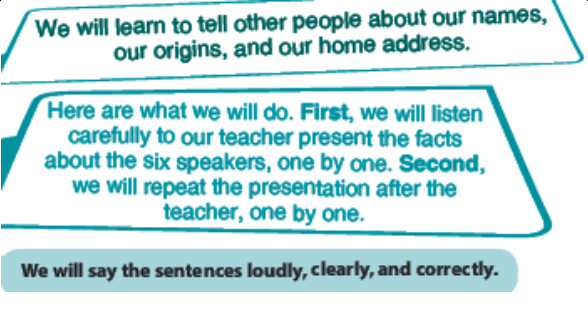
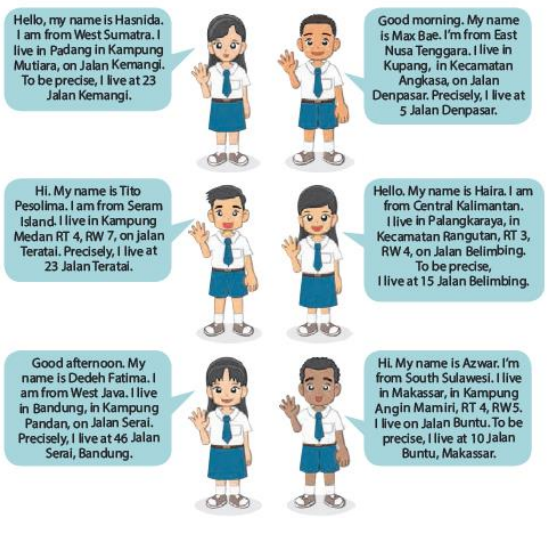
Finally, concluding is described as drawing theoretical considerations on the basis of the text and the results of the analysis (ibid, p. 98). The written instruction, dialogue, monologue, and task in the textbook were analyzed using essential features mentioned by Cohen et. al. (2007). They are "breaking down text into units of analysis, undertaking statistical analysis of the units, and presenting the analysis in as economical a form as possible" (ibid., p. 476, cited in Sándorová, 2014). After

coding, categorizing, and comparing, the findings were concluded and argument made.

3.6 Data presentation

Since the data were in the form of labels and descriptions, the data then were presented in the form of both tables and description related to the primary concern of the study.

Table 3.4.1 Sample of categorization of data according to social values it embodies.

Activities	Form	Identified values
 <p>We will learn to tell other people about our names, our origins, and our home address.</p> <p>Here are what we will do. First, we will listen carefully to our teacher present the facts about the six speakers, one by one. Second, we will repeat the presentation after the teacher, one by one.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	Instruction	Responsibility
 <p>Hello, my name is Hasnida. I am from West Sumatra. I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.</p> <p>Good morning. My name is Max Bae. I'm from East Nusa Tenggara. I live in Kupang, in Kecamatan Angkasa, on Jalan Denpasar. Precisely, I live at 5 Jalan Denpasar.</p> <p>Hi. My name is Tito Pesolima. I am from Seram Island. I live in Kampung Medan RT 4, RW 7, on Jalan Teratal. Precisely, I live at 23 Jalan Teratal.</p> <p>Hello. My name is Haira. I am from Central Kalimantan. I live in Palangkaraya, in Kecamatan Rangsutan, RT 3, RW 4, on Jalan Belimbing. To be precise, I live at 15 Jalan Belimbing.</p> <p>Good afternoon. My name is Dedeh Fatima. I am from West Java. I live in Bandung, in Kampung Pandan, on Jalan Serai. Precisely, I live at 46 Jalan Serai, Bandung.</p> <p>Hi. My name is Azwar. I'm from South Sulawesi. I live in Makassar, in Kampung Angin Mamiri, RT 4, RW 5. I live on Jalan Buntu. To be precise, I live at 10 Jalan Buntu, Makassar.</p>	Monologue	Confidence Discipline Tolerance

The table presented the content of the textbook in the form activity that encompassed instruction and task. Then, possible values were identified. Analysis and interpretation were presented in findings and discussion. The complete data presentation is available in the appendix section.