CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology that will be used in this study. It particularly deals with the topics related to research design, data source, data collection and data analysis.

1.1 Research Design

Fundamentally, this study was conducted within qualitative case study design. This study chose a single textbook as the main unit of analysis. This textbook is developed specifically as a part of the Indonesian 2013 curriculum and has been recommended to be used by every public school Indonesia since it was first published. When seeing the textbook for the first time, anybody can probably tell that the textbook is filled with artefacts of Indonesian culture.

As suggested, the main characteristic of a case study is the existence of a single specific instance which is often referred to as a bounded system (Cohen, Manion, & Morrison, 2000; Merriam, 2009). A bounded system means there are boundaries that exclude the unit being studied with other units. This bounded system can be a person, an institution, a program, etc. In this study, the bounded system is the analysed English textbook. The results obtained from studying the textbook cannot be directly generalize other English textbooks. Furthermore, this study was qualitative because the data was taken in its natural context without any interruption and the data was analysed to construct description and themes using text analysis (Creswell, 2012).

1.2 Data Source

This study focused on analysing cultural contents in an EFL textbook. The textbook that was analysed as the source of data was the one used by 9th grade students in Indonesia. This textbook was written and edited completely by local authors. It was published under the title of *Think Globally Act Locally* by the Ministry of Education and Culture as a part of the new 2013 curriculum. In 2018,

this book was revised to improve its effectiveness as an English learning material. This revised version of the textbook was the one used in this study. It consists of 273 pages in the textbook including 14 chapters. Some of the chapters are based on the expressions or linguistic contents that are contained as the main teaching materials. Teachers or students are probably able to tell what they are going to face from reading the title, such as Congratulations!, What should I do that for?, What will be will be, etc. There are also chapters with more thematic title such as *Sangkuriang*, *They are made in Indonesia* and *You can always come back home*. This textbook is accompanied by teacher's book as a guideline for teachers to use this textbook in the classroom. The teacher's book will not be analysed in this study, but it will be put into consideration for analysing the textbook.

This book was chosen to be analysed in this study for several reasons. Firstly, English is a mandatory subject that all junior and senior high school students are required to take in order to graduate from schools. Other studies have been found to analyse the recommended textbook used in senior high school in Indonesia (Widodo, 2018; Setyono & Widodo, 2019), but there were no detailed study on the textbook used in by junior high school students. Second, since it was firstly published in 2015, this book has been recommended by the government to be used in junior high school. This causes this textbook to be used massively in many public schools in Indonesia, making it the most widely used English textbook in different geographical locations in Indonesia which in turn could enhance the readership validity (Setyono & Widodo, 2018). Then, this textbook is not just a regular textbook. It is developed as a part of the 2013 curriculum. It is authored by a team of prominent experts in EFL teaching consisting of teacher and lecturer. It is also reviewed and edited by experts in English literature. This textbook was also published with the intention of incorporating culture into English language teaching and learning. It is mentioned in the teachers' book that the learning process includes science, technology, arts, social values and other elements which are parts of culture (Wachidah, Khatimah, & Diyantari, 2018). It is also further mentioned that it includes concrete phenomena and events related to culture. Even the title itself promotes global and local culture. Finally, to select the textbook among 7th, 8th, and

9th grade, the researcher conducted a preliminary study to see which textbook contains more cultural contents. The decision then fell to the textbook used by 9th grade students.

Furthermore, one of the textbook authors was chosen to be interviewed. This particular author actively works in junior high school. He did not only write the textbook, but he also actively teaches English for school students as well as provide trainings for English teachers concerning the use of the textbook. Therefore, it was hoped that by interviewing this author, he could provide an insight not only from an author's perspective, but also a teacher

1.3   Data Collection Procedure

There are two types of data collected in this study. The first type of data is the texts taken from the textbook that include every element of the textbook such as pictures, reading passages, dialogues and tasks. The second type of data is the data taken from the interview to obtain the authors opinion regarding cultural contents.

1.3.1   The Textbook

The first data in this study was taken from the textbook. In order to collect the data from the textbook, the researcher firstly selected the textbook to be analysed based on the consideration above. After the textbook had been selected, the researcher tried to obtain the textbook. However, the printed form of the textbook is not suitable to be used as the source of the data in this study. Taking pictures of the textbook contents one by one will take a lot of time and there is not guarantee that the results will be clear. Therefore, the study analysed the PDF version of the textbook so that the excerpts from the textbook could be captured more efficiently. The contents are completely the same with the printed version of the textbook. In order to get the PDF version of the textbook, I contacted the author directly. The author then sent the PDF to my email.

The data from the textbook includes the excerpts regarded as cultural contents taken from the textbook. In order to collect this data, I carefully read the textbook several times. This study does not limit its' analysis into certain elements

of the textbook such as reading passages, pictures, dialogues, etc. All elements of the textbook including reading passages, dialogues, tasks and pictures were inspected in order to determine whether they bear cultural values or not. All those excerpts were then put into a table to allow further analysis.

1.3.2   The Interview

Before conducting the interview, I firstly contacted an author of the textbook in order to ask for his consent to be interviewed. After the author had agreed to be interviewed, the interview was conducted in his workplace. The questions asked were related to the author's opinion concerning the cultural contents in the textbook. The questions were adapted from Karabinar and Guler (2013), and Sadeghi and Sepahi (2017). The interview was recorded to be transcribed later.

1.4   Data Analysis Procedure

After the data had been collected, the data was analysed to find out the types of the cultural contents. The data was also analysed to determine the culture that those cultural contents represent, whether they represent source, target, or international culture.

1.4.1   Data from the Textbook

In order to analyse the cultural contents, all excerpts collected from the textbook were firstly put into a table. After the data had been put into a table, the data was labelled based on the cultural contents category from Moran (2001) that includes the following:

Table 0.1 Cultural Dimension

No.	Dimension	Examples
1	Products	Different artefacts of culture such as clothes, food, tools, places, famous buildings, national monuments, songs, paintings, linguistic terms etc.
2	Practices	Communicative practices that involve interactions between and among members of culture. Examples: language used in sending invitation, making conversation, giving speech, etc.
3	Perspectives	Perceptions, values, attitudes and beliefs embedded in language. It is embodied in words, phrases, idioms and expressions unique to a certain culture as well as expressions such as *the buck stops here, call me by my first name, etc*.
4	Communities	Communities include groups of people and their variations of language use such as group of farmers, teachers, doctors, etc. that have their own terminologies.
5	Persons	They are personal elements of culture. They cover individual members of culture and their unique language use such as different tone, accent, a certain way of pronouncing, famous people, imaginary characters etc.

In addition to analysing the types of cultural contents, the data was also analysed to find out whose culture the contents of the textbook represent. In order to do it, the following framework from Cortazzi and Jin (1999) was used:

Table 0.2 Cultural Representation

No.	Type	Description
1	Source	It refers to the culture in which students are engaged in their daily life, in this case Indonesia.
2	Target	Target culture includes the culture of the native speakers of the target language. This includes the inner circle of English speaking countries such as UK, USA, Australia, New Zealand, Canada, etc.
3	International	International culture includes other cultures that are not included in source and target language.
4	Neutral	Neutral culture is every element of textbook that bears cultural value but does not belong to source, target, or international culture.

Both framework in Table 3.1 and Table 3.2 were used to categorize the data. Each excerpt taken from the textbook was labelled based on the type of cultural contents and the culture that those cultural contents represent represent. The following is an example of how the data was analysed:

Table 0.3 Data Analysis

No	Excerpt	Ch/Pg	Dimension	Representation
1	"We'll go out and have *bakso* in **Pak Man**."	2/30	**PRO**	**SOC**
2		10/193	**PRO**	**SOC**
3		3/49	**PRO**	**TAR**

Table 3.3 above was used to analyse the data. It was used to label each

excerpt based on Moran's (2001) cultural dimension and category of culture from

Cortazzi and Jin (1999). The data in the table was also counted to determine the proportion of cultural contents in the textbook.

1.4.2   Data from the Interview

The interview that was conducted in November, 2019, was firstly transcribed in order to ease the analysis. After the interview had been transcribed, the transcript was read carefully to find key points that match the main topic of the interview. Any point related to the theoretical framework was marked for further analysis. Coding was used to mark the important points related to the research questions. The codes are based on the categories in Table 3.1 and Table 3.2 presented in the previous section.

1.5   Concluding Remarks

This chapter has presented the methodology of the present study. Discussion related to how and in what manners this study was conducted has been presented. It includes research design, data source, data collection, and data analysis.