

CHAPTER III

RESEARCH METHOD

This chapter describes the information of the research methodology which consists of: (1) Research Design; (2) Source, Form, and Context of Data; (3) Data Collection, and (4) Data Analysis. This chapter is used to explain the research methodology chosen in this present research in more detailed in order to answer these aforementioned research questions: (1) What are the elements of cultural contents identified in the dialogues of the textbook entitled “When English Rings a Bell” for junior high school grade VII? (2) What are the source of cultural contents presented in dialogues in the textbook entitled “When English Rings a Bell” for junior high school grade VII?.

3.1. Research Design

This research was a content analysis study to identify the cultural content in an English textbook. According to Weber (1990) content analysis is a research method that applied directly to texts or transcripts, i.e. the communication of the product, which is the core of social interaction. In a broader definition, Cohen et al (2007) explained that content analysis is the process of summarizing and interpreting written data, whereas, in a narrower context, it is a strict and systematic set a procedure for rigorous analysis, examination and verification of the contents of written data Weber, (1990 as cited in Sándorová, 2014). Therefore, this research focused on the overall cultural content analysis of the English student’s textbook by collecting, analyzing, and interpreting the data from the cultural content in the spoken texts, particularly focusing on dialogues in the textbook. All the dialogues were investigated and if one dialogue contained a cultural content, it would be placed under a suitable category.

The research was also qualitative descriptive research since it described the results of the cultural content analysis of the dialogues exhibited in the textbook. According to Creswell (2009), the qualitative study includes developing a description

of an individual or setting, analysing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically. However, this research also employed the element of quantitative in the form of how the data are recorded in percentages then illustrated by a table to make it more comprehensible. All the dialogues were investigated. Each dialogue and utterance was classified according to the type of cultural content and source of culture. It aimed to identify and focus on the types of cultural content in language materials proposed by Byram and Morgan (1994) and the source of culture by Cortazzi and Jinn (1999).

3.2 The Source of Data

The source of the data for this research is the English textbook for students entitled “When English Rings a Bell” for Grade VII (seventh) of junior high school, 4th edition (revised version). The textbook authored by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah was published in 2016 as the revised edition of the previous ones in 2013 (1st Ed.), in 2014 (2nd Ed.), and in 2016 (3rd Ed). The textbook was revised because there were some changes in the core and basic competencies of the English subject in 2013 Curriculum. Therefore, the chapters of the textbook were reduced from 12 (the previous one) to 8 (the current one). The details of the chapters can be seen in figure 3.1 as follows.

Chapter I.	Good morning. How are You?	1
Chapter II.	It's Me!.....	21
Chapter III.	What Time Is It?	37
Chapter IV.	This is My World	59
Chapter V.	It's a beautiful day!	99
Chapter VI.	We love what we do	127
Chapter VII.	I'm Proud of Indonesia!	149
Chapter VIII.	That's what friends are supposed to do	177



Figure 3.1
Chapter of the books

Among eight chapters in the textbook, only seven chapters include the dialogues or conversations. Hence, the present research analyzed seven chapters in the textbook. The analysis is to identify elements of cultural content and source of culture.

There are two main reasons why this book was chosen. First, the textbook has been prepared by the Indonesia Ministry of Education and Culture as a model for the learning materials to achieve the objectives of the 2013 Curriculum. Therefore, the textbook is automatically widespread to be used for all students of junior high schools in Indonesia, especially those in the seventh grade that had already applied 2013 Curriculum. Second, the textbook is as the latest version, which is being used as the primary resource in the classrooms.

The textbook provides clear information on what to learn in every chapter. It will help learners to know what topics to learn in every chapter. The example of chapter I and VIII with what to learn is on Table 3.1 as follows.

Table 3.1
Topic of study

Chapter	What to learn
	<p>Topic: Good morning. How are You?</p> <p>We will learn:</p> <ul style="list-style-type: none"> To greet. to take leave to say thank you to say sorry
	<p>Topic: I'm proud of Indonesia!</p> <p>We will learn to describe people, Animals, and things in order to</p> <ul style="list-style-type: none"> • to make them stand out • to show my pride in them • to promote them • to criticize them

From the Table 3.1, it is apparent that the authors have a set of topics topics in every chapter of the textbook which is in line with the implementation of Core and Basic Ccompetencies of Curriculum 2013 for seventh graders of junior high school. More information about the learning materials of each chapter in the textbook is available in appendix B.

The textbook also classified the types of dialogue into interpersonal and transactional types of dialogue in all chapters of the textbook. The interpersonal

dialogue promotes social relationship while transactional conveys propositional or factual information and the examples of the types of dialogues is in the table 3.2

Table 3.2
Example of Interpersonal and Transactional Dialogues

<p>Example of Interpersonal Dialogue in chapter I.</p> <p>S1: Hi, Good morning, How are you?</p> <p>S2: Hi, I'm fine. Thanks. And you?</p>
<p>Example of Transactional Dialogue in Chapter VII</p> <p>Student 1: Is it easy to find your house?</p> <p>Student 2: I think it is. I live in a new housing complex, so all the houses look the same. They all have a blue roof and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.</p> <p>Student 1: Is it near the small bridge on Jalan Teratai?</p> <p>Student 2: Yes. My house has a handicraft from Tana Toraja hanging on the front door. It is a triangle with a beautiful carving.</p> <p>Student 1: But when the door is open we can't see it from the street, can we?</p> <p>Student 2: You are right. Okay. In front of my house, there is also a big stone. Some children often sit and play there.</p> <p>Student 1: Okay. I'm sure we will find it.</p>

From the dialogue above the example of interpersonal dialogue is in the chapter I which content focuses on promoting social relationship by exchanging information about greeting and asking physical condition. Meanwhile, the example of transactional dialogue in chapter VII is to convey propositional or factual information by exchanging information about house description.

3.3 The Form of Data Instrumentation

The data of this present research are in the form of spoken texts, particularly in the form of dialogues. In the textbook, there are 98 dialogues found as the models of scripted spoken texts of the target language made by the local/non-native English speakers authors. The scripted dialogues contained in the English textbook under study are mostly presented in role plays and performed by characters with certain names or roles such as Siti, Lina, Dayu, Beni, Edo, Udin, Mrs. Rita, Father, Son, etc. which are visualized with the picture of the characters and the setting of time and place. However, not all of the dialogues are illustrated with the picture of the characters or the situation of the conversation as it can be seen in the examples of the dialogues from a Chapter I page 4, Chapter 7 page 150 and Chapter IV page 67 provided in figure 3.2.



FIGURE 3.2

Dialogue with pictures

From Figure 3.2 it is clearly stated that dialogues or conversation are presented with pictures, setting and characters clearly. For example. Picture 1 with a man as father greeted his son in his room and picture 2 shows that the dialogue took place in the kitchen and the mother greeted her daughter and asked her physical condition but the dialogue on Chapter IV page 67 is presented without pictures.

3.4 Research Instrument

The instrument for this research is in the form of textbook evaluation checklist adapted from the framework proposed by Byram and Morgan (1994) and Cortazzi and Jin (1999). It was used to analyze the categories of cultural contents exposed in the dialogues consist of nine categories, namely: (1) Social identity and social group; (2) social interaction; (3) belief and behavior; (4) socio-political institutions; (5)

socialization and the life cycle; (6) national history; (7) national geography; (8) national cultural heritage; (9) stereotypes and national identity.

Related the checklist from Cortazzi and Jin (1999) framework, the checklist was adapted to identify type of cultural information contained in the dialogue in the textbook. (1) Source Culture (SC), It refers to the native culture/ the culture of the learners. (2) Target culture (TC), It includes English-speaking countries 'culture (Australia, Canada, New Zealand, UK, and USA). (3) International Target Culture : it includes cultures of all countries in the world (european countries, countries in latin America, Africa and Asia) except for Indonesian and English speaking cultures.

The present research focused on investigating the cultural content exposed in the dialogues. There were several reasons underlying such selection. First, understanding the types of cultural content and source of cultural content in the textbook will be helpful for students in enriching their knowledge and cultural awareness. Second, knowing the target of culture is important because it could avoid misunderstanding, prejudices and stereotyping in using the language. Furthermore, there is a tendency that the learning materials such as dialogues included in the textbook especially in the newest version of Curriculum 2013 would be varied in terms of cultural contents.

Therefore, there are two fundamental theories used to analyze features of cultural contents analysis presented in the present research. They are Byram and Morgan (1994) checklist of cultural contents and Cortazzi and Jin (1999) source of culture in language materials.

3.5 Data Collection and Analysis Techniques

The data in this research were collected from the dialogues contained in an English textbook for seventh grade. In line with the purpose of the present research, qualitative data were collected. The qualitative data derived from the description of the analysis of each type of cultural content and source of culture in the analysis sheets in addressing the research questions.

Even though the number of dialogues in every chapter has different numbers, they provide information on what to learn and the topics for each chapter. There are the transparency of each instrument is as follows.

3.5.1 Procedure

In order to collect the qualitative data, the present research followed the content analysis approach in conducting the research as it is commonly used for evaluation (Malik & Hamied, 2014). Since the source of data derived from a document (an English textbook for seventh grade), the data collection is limited to the spoken texts. Therefore, to get the data, the present research adopted from Murti (2016) with two following steps; (1) Selecting the spoken texts contained in the textbook, focusing on all dialogues provided in the textbook understudy as the data being investigated in the analysis sheets. (2) Recording the data into the analysis sheets and taking some notes for further information needed.

3.5.2 Data analysis techniques

The data analysis in the present research was conducted by using the steps by Richard (2003) as follows.

1. Reading the dialogues sentence by sentence.
2. Identifying the data related with cultural contents in every chapter of the book by classifying the dialogue into nine checklists of types of cultural content categories By Byram and Morgan (1994).
3. Identifying and categorizing the data into nine checklists of types of cultural content.
4. Identifying and categorizing the data into source of culture, target culture, international target Culture and free culture by Cortazzi and Jin (1999).
5. Describing and interpreting the data to answer the research question in descriptive writing.
6. Asking a linguist expert to check the data for the data analysis reliability.

7. Presenting the findings in form of description and explanation of the analysis, the related tables and figures of the data, and some examples of dialogues.
8. Drawing a conclusion.

After those previous steps, description and interpretation of the data were conducted in order to answer the research questions in descriptive ways. Second, the presentation of the findings was in forms of description and explanation from the related tables and figures strengthened by some examples of the dialogues as the representative excerpts. Finally, the conclusion was drawn from the findings.

3.6 Concluding Remarks

This chapter has presented the methodological aspects applied in this study covering the research design, the source of data, the form of data instrumentation, research instrument, and data collection techniques included procedure and data analysis techniques.