

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains the methodology used in this research. It elaborates research design, research site, data source, data collection, data analysis, and research procedure.

#### 3.1 Research Design

This research is a descriptive qualitative research that involves data collection procedures that primarily in open-ended, non-numerical data and then analysed by non-statistical methods to maximize understanding about the representation of nationalism values in two textbooks (Dornyei, 2007; Hatch & Farhady, 1982). It uses descriptive approach to describe the phenomenon and its characteristics (Nassaji, 2015). This research focuses on the representation of nationalism values in English Textbooks grade X. It investigates the representation of nationalism values in senior high school English textbooks, how teachers use nation and national narratives to transfer and negotiate the values, and the students' English vlogs reproduction of nationalism values.

#### 3.2 Research Site

This research sites are two state senior high schools in Salatiga, Central Java, *SMA Pertiwi* and *SMA Nusantara*. Those sites are selected by considering the location and access to the school. Those schools occasionally are used as school models in Salatiga city and its surroundings because of their innovation in education, curriculum, and facilities. Both schools used blended learning and the latest teaching and learning method, implemented 2013 curriculum, and were supported by sufficient school facilities such as language laboratories and LCD.

#### 3.3 Data Source

This research explores the nationalism values in English textbooks grade X that is recommended by the government in Indonesia and how these values are embedded in teaching English. *The government through Ministry of Education and Culture* established *Bahasa Inggris* and private publisher *Erlangga* published

Pathway to English. *Bahasa Inggris* authors are *Utami Widiati*, *Zuliati Rohmah*, and *Furaidah* while *Theresia M. Sudarwati* and *Eudia Grace* are the writers of *Pathway to English*. All of the authors have either the background of Javanese or Central Java and East Java citizens.

Some selected chapters and passages were chosen to be analyzed. “*Bahasa Inggris*” is published by the Ministry of Education and Culture, it consists of fifteen chapters. Nationalism values through some chapters are explicitly taught such as “*Which one is your best getaway*”, “*My Idol*”, “*The Battle of Surabaya*” and “*Cut Nyak Dien*” (Widiati, Rohmah, & Furaidah, 2017). The second textbook is “*Pathway to English*” 3rd edition, it presents special chapters “*It’s a Wonderful Place*” and “*Past Echoes of the Nations*”(Sudarwati & Grace, 2016). The other chapters presented in the textbooks are analyzed according to its relevancies to the research. In addition to document analysis, an observation is conducted in the schools to know the implementation of nationalism values as one of character building fostered by the government. This observation was done to know how teachers used nation and national narratives to transfer and negotiate nationalism values in English classrooms. The interviews involved ten students from two senior high schools to know their perspectives, beliefs, experiences in their inquiry of nationalism values through vlogging activity. Moreover, the teachers of both schools were also interviewed to investigate their perspectives and beliefs in embedding nationalism values in their school curriculum and syllabus, teaching material, and their lessons.

### 3.4 Data Collection

Qualitative research collects the data through observations, interviews, and document analysis (Merriam, 2009). One characteristic of qualitative research is its limited number of participants to reveal their perspectives (Creswell, 2012). This research uses purposive sampling in consideration of the curriculum in the selected classrooms. The prior observation was conducted to know the implementation of nationalism values in the 10th grade of senior high school.

Through semi-structured interviews, students from two senior high schools provided the required informations about their views related to the teaching and learning process, the use of nation and nationalism narratives in speaking English classes, and their vlogging experiences. A semi-structured interview allows open-ended questions followed by why and how questions in a relaxed and engaging way to delve deeper around the topic (Newcomer, Hatry, and Wholey, 2015). The semi-structured interviews were conducted and the questions were generated from many frameworks (Muslim, 2017).

Besides interview, the documents collected consist of senior high school English textbooks for tenth grader and students' English vlogs. The data for textbook analysis was collected from English textbooks for 10th grade of senior high school students "*Bahasa Inggris*" and "*Pathway to English*" which adopted the 2013 curriculum, both textbooks provided their transformation and revision in terms of textbooks' content and technology. In this research, the textbooks analyzed were the students' textbooks. The students' vlogs were retrieved from YouTube channel that was uploaded by the students. There were 22 vlogs collected for this research. The vlogs evaluation involved three raters; they were the researcher herself, English teachers of *SMA Pertiwi* and *SMA Nusantara* who taught the tenth grader.

### 3.5 Data Analysis

Qualitative research involves analyzing and interpreting texts and interviews to find meaningful patterns descriptive of a phenomenon (Auerbach & Silverstein, 2003). The data analysis involves consolidating, reducing, and interpreting the participant utterances and the researcher's finding to make meaning. The data are categorized into the same theme, pattern, and findings (Merriam, 2009).

The data analysis uses textbooks evaluation frameworks and nationalism values frameworks. The textbooks being analyzed entitled "*Bahasa Inggris*" published by *Kemendikbud*, "*Pathway to English 1*" 3rd ed published by Erlangga. Those textbooks are evaluated through an adapted textbook evaluation

framework from Sheldon (1988), Garinger (2002), Mukundan, Hajimohammadi and Nimehchisalem (2011), and BNSP frameworks. The document analysis analyzes the nationalism content in *Pathway to English* and *Bahasa Inggris* textbooks for grade X. The content analysis uses Billig's banal nationalism in general and Guilliver banal nationalism for English textbook analysis framework (Billig, 1995; Guilliver, 2011). Besides those two textbooks, Students' English vlogs also passes the banal nationalism content analysis, as well as evaluation of language and speaking aspect.

This research adapts five textbook evaluation frameworks from Sheldon (1988), Garinger (2002), Mukundan, Hajimohammadi and Nimehchisalem (2011), and BNSP to evaluate the two textbooks used in each school. It is divided into two aspects including content aspect and presentation aspect. The content aspect comprises the relevance of material to the curriculum, the material coverage, and the aspect of supporting learner material. The first sub-aspect uses Mukundan, Hajimohammadi, & Nimehchisalem (2011), Garinger (2002), and Sheldon (1988) checklist to evaluate the curriculum and syllabus. Second, material completeness employs BNSP framework. Third, the material depth utilizes BNSP, Sheldon, Billig framework (Guilliver framework for banal nationalism and Third sila of *Pancasila* for hot nationalism). The material coverage uses BNSP framework to evaluate the social function, generic structure, and language features in all activities and texts (short functional texts and monologues). As for the supporting learner material checklist, it adapts BNSP framework in terms of the relevance of the material to the topic discussed and the development of insight to internalize students' appreciation of diversity, as well as Sheldon framework that works on the cultural biases domain. The presentation aspect uses BNSP framework for systematization aspects and the balance among units, while the aspect of layout or graphics employs the framework of Sheldon (1988) and Mukundan et al.,(2011).

The evaluation of teaching and learning process uses many frameworks from Sheldon (1988), Garinger (2002), Sun (2009), Mukundan, Hajimohammadi,

and Nimehchisalem (2011), Moya rubrics (as cited in Maulidah, 2017), Muslim (2017), and BNSP which cover the teaching and learning technique and the nation and national narratives and nationalism aspect in teaching and learning process particularly in speaking class. The teaching and learning techniques in transferring and negotiating nationalism values using nation and national narratives are evaluated using Garinger (2002), Mukundan, Hajimohammadi and Nimehchisalem (2011), and Sheldon (1988) frameworks. On the other hand, the evaluation of vlogging activity process includes many sub-aspects such as the teaching and learning process, motivation, presentation, participation, exposure, and autonomous learning.

Besides textbook evaluation frameworks, this research adapts five rubrics, they are, Watkins (2012), Mukundan et al.(2011), Ayhan and Turkeyilmaz (2015), Moya rubric (as cited in Maulidah, 2017), and BNSP, to evaluate the students' English vlogs. The students' English vlogs evaluation covers language aspects, speaking skill aspects, and content aspects. The language aspects include the vocabulary and grammar mastery while the speaking skills aspects comprise the pronunciation, stress, intonation, fluency, and the presentation skill. Furthermore, the content aspects are categorized into the vlog duration, goal, evolution, knowledge, inquiry, communication, and the use of visual aids.

As for the analysis of banal nationalism in the textbooks, teaching and learning process, and students' English vlogs, this study adapts Bilig's (1995) definition of banal and hot nationalism. The banal nationalism uses Guilliver frameworks, which includes the marking of nation and the national representation. Following both frameworks, the marking of nations categories are flags and maps of the nation, as well as the national symbols.

Furthermore, the observation checklist scale, it provides four alternatives (1-4) answer. It employs Syafrina's mean category of textbook (2017), they are (1) scale 3,41 – 4,00 as very good, (2) scale 2,81 – 3,40 as good, (3) scale 2,21 – 2,80 as fair, (4) scale 1,61 – 2,20 as poor, and (5) scale 1,00 – 1,60 as very poor. Since the focus of the content is nationalism values, the analysis of the

nationalism values uses Guilliver (2011) framework which derived from Bilig definition of nationalism and indicators of (hot) nationalism values generated from third principle/*sila* of *Pancasila*.

### 3.6 Research Procedure

This research was conducted from February to early April 2020 before the outbreak of COVID 19 in Indonesia. The procedure of the classroom observation, document, and interview is explained as follows:

Observations were conducted in two senior high schools to understand how teachers embedded nationalism values in English classrooms and how the teaching and learning process was. The classroom observation started from 11 February until 17 March 2020 once a week. In *SMA Pertiwi*, the schedule was every Friday and *SMA Nusantara* was Tuesday. There were three classroom observations' field notes for each school and the chosen classes were the tenth grader. The four classes are X MIPA 2 and X MIPA 4 in *SMA Pertiwi* and X MIPA 1 and X MIPA 2 in *SMA Nusantara*.

The interview started from 4 February until 20 March 2020. The participants consisted of two English teachers and ten students. The purpose is to find out the teachers' understanding, beliefs, perspectives, and experience in teaching English using nation and national narratives and how they embeds the nationalism values. It was recorded in a digital recorder after asking the participants' permission (Newcomer, Hatry, and Wholey, 2015). In conducting students' interviews, it used *Bahasa Indonesia* for in-depth questions. It was done to make the students easier and more communicative in expressing their opinions, and to bridge the language barrier since some of the students could not speak Javanese and English fluently.

### 3.7 Concluding Remarks

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