

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the information of the research methodology, which consists of: (1) Research design; (2) Source of data; (3) Data collection; and (4) Data analysis. This chapter is used to explain the research methodology chosen in this research in more detail in order to answer the research question: What are the components of context of situation in the dialogues contained in the textbooks of the 2013 English curriculum for senior high school grade X and grade XII?

3.1 Research Design

This research utilized a qualitative research approach and a content analysis method. This research was conducted qualitatively as it described the results of the analysis of the dialogues presented in the textbook to identify pragmatics feature that focuses on components of contexts of situation. The content analysis itself is a research method that applied to written or visual materials to identify specified characteristics of the material (Ary et al., 2010). One of the materials analyzed is a textbook. This is in line with Krippendorff (1989), who said that the most prominent data sources appropriate for content analysis are texts in which meanings are conventionally attributed. Moreover, book is one of the most prominent sources of content analysis research in the literary context. Furthermore, the advantage of content analysis is its unobtrusiveness that disabled the presence of the observer to influence what is being observed (Ary et al., 2010). The unobtrusiveness of content analysis enhances the validity of this research. Therefore, the content analysis is considered an ideal research method for this research that aims to identify one of the pragmatic features, which is context of situation, in the spoken texts that focus on dialogues in two ELT textbooks.

3.2 Source of Data

The source of data for this research is two textbooks of the 2013 English curriculum for senior high school students, which the Ministry of Education and Culture develops. The first textbook is intended for students of grade X, which was

published in 2017 as the latest revised edition of the previous one in 2016. The second textbook is intended for students of grade XII published in 2018 as the revised edition of the previous one in 2013. Both textbooks are authored by Utami Widiati, Zuliati Rohmah, and Furaidah.

Generally, the selection of these textbooks is based on four main reasons. First, they both have implemented the 2013 Curriculum. Second, since the textbooks are the prescribed textbooks which the Ministry of Education and Culture develops, they are among ELT textbooks used by most EFL teachers and students in Indonesia. Third, the textbooks are distributed freely by the Ministry of Education and Culture to all senior high schools in Indonesia to achieve the equalization of education through the same learning materials and models. Moreover, as the textbooks are distributed freely, they are easy to access through school's library or the official website of electronic school books (*Buku Sekolah Elektronik*) provided by the Indonesian Ministry of Education and Culture. The last, the textbooks used in this research are the latest revised edition of the 2013 English curriculum, which were launched in 2017 and 2018, so they are likely used more currently by senior high school students throughout Indonesia.

Specifically, the reason behind the selection of these two textbooks among other senior high school textbooks is because each of the textbooks chosen contains only several dialogues; the textbook for grade X consists of 15 dialogues, and the textbook for grade XII consists of 10 dialogues. If this research only analyzes one textbook, it may not draw a proper conclusion of how the context of situation is presented in the dialogues contained in the textbook because the number of dialogues is too small. Thus, two textbooks of senior high school written by the same author are chosen for this study to get a better conclusion of how the context of situation presented in the dialogues contained in the two selected English textbooks.

Furthermore, the data investigated in this research are in the form of spoken texts (dialogues) that are presented in the textbooks. Krippendorff (1989) argued that the most obvious data sources appropriate for content analysis are texts to which meanings are conventionally attributed. Moreover, this research investigates

components of contexts of dialogues in the textbook of the 2013 English curriculum. The focus of the research was chosen because knowing the components of contexts of situation is essential for learners as it explains why people speak in different ways. Thus, it could avoid misunderstandings in using the language that is appropriate to the context.

3.3 Data Collection

As the research focuses on investigating components of context of situation, the data was limited to the spoken texts formed in dialogue, which form in complete sentences, in which pragmatic features are commonly available in the textbooks. Moreover, as the nature of the pragmatic study is spoken texts, the researcher excluded all texts which do not belong to English spoken text in nature. The data for this study was derived from documents which are English textbooks for senior high school grade X and grade XII. Then, the following technical procedures guided this research in collecting data from the selected textbooks.

1. The spoken texts focus on dialogues contained in the textbooks under this study were explored and selected.
2. All dialogues that fit with the focus of this research were collected from the two selected textbooks.
3. Every dialogue contained in both of the selected textbooks was read, then memos were written to become familiar with the data.

3.4 Data Analysis

This research followed Krippendorff (2004) steps in analyzing qualitative content analysis research data with some adjustments to the context of this research. The data analysis steps are explained below.

1. The research data was recorded into the data matrix.

2. The large data was reduced to manageable representations. In this step, the data was classified into smaller units based on the categorization of components of context of situation.
3. The answer to the research question was narrated in order to make the results of this research comprehensible to others.

In the first step of data analysis, which is data recording, the data was analyzed and recorded into the data matrix. The data matrix was constructed from the theoretical framework used in this research, that is Holmes' (2013) components of context of situation. The data matrix can be seen in the following table.

Table 3.1 Data matrix of context of situation

No	Chapter	Page	Dialogues	Context of Situation			
				Participants	Setting	Topic	function

Holmes' (2013) theory of context of situation is used to analyze the context of the situation presented in the dialogues. The context of situation proposed by Holmes (2013) covers; (1) participants, (2) setting or social context of interaction, (3) topic, and (4) the function of the utterances. The detailed description of every component of the context of situation is as follows:

1. The participants: who is speaking and who are they speaking to? (Participants refer to the speaker(s) and hearer(s) involved in the dialogue)
2. The setting or social context of the interaction: where are they speaking? (It refers to the place where the interlocutors communicate each other)
3. The topic: what is being talked about? (It refers to what the participants are talking about)
4. The function: why are they speaking? (It deals with the reason why the interlocutors talk to each other)