

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the procedure in conducting the study. It is mainly about the elaboration of the research design which is further organized into two important sections, namely data collection and data analysis. Data collection covers the steps taken in collecting the data to be analyzed. Data analysis, in addition to this, is an elaboration of how the collected data are processed and analyzed to result in some meaningful findings.

#### 3.1 Research Questions

The statement of the problem is formulated in to the following research questions:

1. Whose culture do the textbooks disseminate?
2. How the culture is disseminated in the textbooks?

#### 3.2 Research Design

This study is a content analysis to reveal the cultural content in English textbooks for primary school. This study is descriptive qualitative in nature. It employs a systematic technique for analyzing message content and message handling. This study investigates and analyzes how textbooks communicate the message content and handle the message within. However, this study also employs the element of quantitative in the form of how the data are recorded in percentages. The reading passages are analyzed by employing the concept of culture in four dimensions proposed by Adaskou, Britten, and Fahsi (1990).

### 3.3 Data Collection

The data for the study are in the form of reading passages in each unit of the textbooks. The data are collected by selecting all reading passages available in each unit of textbooks to answer the previously formulated research questions. Those reading passages are then analytically scrutinized to find out whether they consist any cultural items. The data collection involves careful isolation of the cultural content available within each reading passage.

The selection of the data sources is mainly influenced by two important considerations: practicability and usability. Practicability in this sense means that the sources of the data are not difficult to find, while usability means that the textbooks are used in a real teaching situation in elementary school classrooms. Three English textbooks are selected to be the sources of data in this study. These books are published by the same publisher and are written by the same author. The table below shows the detail information of the books:

**Table 3.1 Detailed information of the textbooks analyzed**

Books	Author	Pages	Year/Publisher	ISBN
Grow with English book 4	Dr. Mukarto, M.Sc., Sujatmiko B.S., S.Pd., Josephine Sri Murwani, S.Pd., and Widya Kiswara, S.Pd.	112	2007 Erlangga	(13) 978-979- 015-023-2
Grow with English book 5	Dr. Mukarto, M.Sc., Sujatmiko B.S., S.Pd., Josephine Sri	128	2007 Erlangga	(13) 978-979- 015-024-9

	Murwani, S.Pd., and Widya Kiswara, S.Pd.			
Grow with English book 6	Dr. Mukarto, M.Sc., Sujatmiko B.S., S.Pd., Josephine Sri Murwani, S.Pd., and Widya Kiswara, S.Pd.	120	2007 Erlangga	(13) 978-979- 015-025-6

### 3.3.1 Categorization of Text

From three textbooks, the analyses are specifically directed to reading passages presented in each unit of three textbooks. Reading passages often comprise many ideas about culture. All reading passages in the textbooks are selected to discover whether they contain what this study tries to investigate. Illustrations, which sometimes accompany the texts, are involved only if they help describing what the texts are trying to say. The following table (table 3.2) presents a detailed distribution of the data to be further analyzed. From three textbooks, there are altogether 54 textual forms which can be categorized as follow:

**Table 3.2 the distribution of the text to analyze.**

Text to analyze	Books			Total
	4	5	6	
Reading passages	15	16	23	54

### 3.3.2 Categorization of Culture/Coding Scheme

To gain a thorough description of the idea of culture contained and presented in the passages, a coding scheme with some categories has been established. However, for the purpose of the study, first of all, the cultural dimension considered in this study needs to be clarified. Culture in this sense is outlined into four dimensions: The Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic (or Sociolinguistic) Sense which are adapted from Adaskou, Britten, and Fahsi' Four Meanings of Culture framework (1990). The four dimensions are described in the following table:

**Table 3.3 the meaning of culture**

The Aesthetic Sense	The Sociological Sense
Culture: The media, the cinema, music (whether serious or popular), literature (the study of which are often to be one of the main reason for language teaching).	Culture: The organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs, traditions, name, and institution.
The Semantic Sense	The Pragmatic (or Sociolinguistic Sense)
The conceptual system embodied in the language, conditioning all our perceptions and thought process, time and space relations, emotional states, colors.	The background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication: <ul style="list-style-type: none"> <li>- the ability to use appropriate exponents of the various communicative functions;</li> <li>- the ability to use appropriate intonation patterns;</li> <li>- the ability to conform to norms of politeness, where different from the learners' culture, including taboo avoidance;</li> <li>- Awareness of conventions governing interpersonal relations-questions of status. obligation, licence, where different from the learners' culture;</li> <li>- Finally and above all, familiarity with the main rhetorical conventions in different written genres e.g., different types of letters</li> </ul>

In order to unearth whose culture is disseminated in the textbooks, a coding scheme with two categories is established. They are the items which contain the elements of local or Indonesian culture and those which do not contain local culture, or in other words, foreign culture. In order to ease the process of identification of cultural items, the limitation of culture in each dimension is specifically established. Those specifications are mainly taken based on Jill Forshee's (2006) report of Indonesia on his book "Culture and Custom of Indonesia".

### **3.4 Data Analysis**

Data analysis consists of two main stages. First, to see the presence of cultural content, the texts are investigated by employing the concept of culture in four dimensions. Reading passages were analyzed in terms of content. Content refers to the ideas contained in the text and the way they are handled in the context of author. Content reading passages are classified in terms of Local culture, which refers to Indonesian culture and Non-local culture which refers to the foreign culture. Those classifications are based on Kachru's Circles of English concept of English diverse cultural context (1991). Culture in this context will be perceived in terms of Aesthetic Sense, Sociological sense, Semantic Sense, and Pragmatic (Sociolinguistic) Sense (Adaskou, Britten, and Fahsi, 1990). Second, after classifying and recording the cultural loads in the text, the frequency of each dimension of culture is then converted to percentages for comparison purpose.

These percentages are then analyzed to determine which culture disseminates in the books and which dimension of culture occurs the most frequently. Findings are then presented in the form of tables and graphs. The findings are then discussed qualitatively to retort the research questions.

In conducting the study, several steps have been taken:

1. Selecting English textbooks grade four, five, and six for primary school that are used in some schools in Bandung.
2. Deciding parts of textbooks which can carry cultural content to analyze.
3. Establishing a coding scheme based on Adaskou, Britten, and Fahsi's Four Dimensions of Culture to ease the classification of the data.
4. Classifying the data.
5. Analyzing the data using the framework of the presentation of local and foreign culture adapted from the notion of the spread of English by Kachru and Jenkins.
6. Making conclusion and suggestions for further study.

### 3.5 Data Presentation

The collected data are then presented in table such as the following:

Distribution of Cultural Content in Textbooks  
A. Cultural Content with reference to Indonesian/Local Culture

Book 6		Total
U	Topic	
Culture Distinctive Occurrence		

UNIT	of Reading passage	Frequency	The Aesthetic Sense	Frequency	The sociological sense	Frequency	The Semantic Sense	Frequency	The Pragmatic/Sociolinguistic sense

B. Cultural Content with reference to Non-Indonesian/Foreign culture

		Book 6							Total
UNIT	Topic of Reading passage	Culture Distinctive Occurrence							
		Frequency	The Aesthetic Sense	Frequency	The sociological sense	Frequency	The Semantic Sense	Frequency	

C. The ratio of cultural items with Indonesian and non-Indonesian culture reference in reading passages:

Culture reference	Book 6	Book 5	Book 4	Total
Items with Indonesian culture reference	14	23	14	51
Items with Non-Indonesian culture reference	25	7	10	42