

CHAPTER III

RESEARCH METHOD

A. Research Design

This is a qualitative descriptive research design. In the context of textbook analysis, this research is an analytical research on the disclosure of cultural content in EFL textbooks in “Bahasa Inggris Train of Thoughts” for twelve grade students. (Barelson& Kerlinger 1948) defines content analysis as a method for studying and analyzing communication systematically, objectively and quantitatively regarding the visible message. Meanwhile (Krippendorff 2004) defines content analysis as a research technique for making inferences that can be replicated (imitated) with valid data by paying attention to the context.

This research uses content analysis as a research methodology to answer the question in this research. Content analysis itself is the analysis of documents such as text, images, print media, or online content, and written or spoken language (Waples & Barelson 1941); stated that content analysis requires a systematic reading of a collection of texts, image, and symbolic materials, which are not necessarily from the perspective of the author or user.

B. Data and Data Source

In this study, researchers analyzed documents “Bahasa Inggris Train of Thoughts” in the form of textbooks complied by the Indonesian Ministry of Education for use by grade 12 (twelve grade) teachers in senior high schools published by the Ministry of Education and Culture written by Sunengsih, Trisnendri Syahrizal, Maya Defianty, Winda Ari Anggraini, Gema August Setiawan, dan Dadan, with the help of reviewers Irfan Rifai, Rasus Budhyono, Supriyanto, Lenny Puspita Ekawaty, Awalyah Nurina Utami Umri, and Nening Daryati. The first version of the book was published in 2022. The contents of the textbook are divided into 5 chapters; each

chapter is presented in the form of a different theme. Research data in the form of written text and illustrations that can accompany reading texts about cultural content in textbooks, including words and sentences related to cultural comments.

Table 3.1 The Units and topics in Bahasa Inggris Train of Thoughts textbooks Progress XII

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Units	Topics
1	Digging the Hidden Gem of Borneo (Kalimantan)
2	Connected to Social Media
3	Get in Touch With Nature
4	Future Method of Payment
5	Today's Life

C. Research Instrument

This study is a content analysis of cultural content in English textbooks for tenth grade which is marked as a qualitative design, so the main instrument of this study is the researchers himself (Sugiyono 2014). Not only that as a research tool, researchers must use a theoretical framework to answer research questions.

Table 3.2 Instrument for Cortazzi and Jin (1999) and Bryman (2016) Framework

Culture Categories	Items	Yes	No	Page Number	Explanation
Source Culture (SC)	Text				
	Dialogue				
	Image				
Target Culture (TC)	Text				
	Dialogue				
	Image				
International Culture (IC)	Text				
	Dialogue				
	Image				

D. Technique of Data Collection

The data collection technique in this study is documentary analysis. Documentary analysis is a methodology in social science to study the content of communication. According to Sugiyono (2018:476) documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and image in the form of reports and description that can support research. Research data using English textbooks for grade twelve.

This study uses content analysis in analyzing textbooks using the following steps: (1) Selecting documents to be analyzed including text, dialogues, and images presented in each textbook unit. (2) Sorting documents into categories that have been determined based on Cortazzi & Jin's (1999) framework. This study was conducted manually using tables. (3) Because this study aims to analyze cultural aspects in English textbooks, the target cultural categories were analyzed qualitatively based on the main content themes and ideas based on Byrams (2016) framework.

E. Data Analysis Procedure

This study uses the Cortazzi and Jin (1999) framework which divides cultural content in textbooks into three types, namely source culture, target culture, international culture. Furthermore, text, images, and dialogues in textbooks are analyzed using the framework proposed by Bryman (2016) and Cortazzi and Jin (1999). Both frameworks will be used as a guide or checklist to identify cultural elements in the section. The findings will be presented in tabular form. Then the frequency of categorized data is converted into percentages.

Table 3.3. Categorization for Textbooks Coding

	Source Culture	Target Culture	International Culture
Text	Refers to materials presenting language learner's own culture	Refers to materials presenting the culture of English native speaker's countries	Refers to materials presenting a wide variety of culture in countries where English is used as international language
Dialogues			
Images			

The next, images, and dialogue in the text book were analyzed using the framework proposed by Pryman (2016) and Cortazzi and Jin (1999). Both frameworks were used as a guide or checklist to identify elements culture in the section. The framework helps to identify which culture the various materials in the puzzle book belong to. It is also intended to strengthen the research findings by providing a precise explanation of how culture is interpreted in the puzzle book.