

CHAPTER III

RESEARCH METHOD

A. Research Type

This study employs a qualitative descriptive method with a content analysis approach. The primary objective is to explore and describe the cultural contents embedded in the English textbook "Bahasa Inggris Life Today" for Senior High School Grade XII. Content analysis is utilized to interpret the presence and representation of cultural elements within various components of the textbook, including dialogues, reading passages, illustrations, and exercises. This method allows the researcher to systematically identify and categorize cultural aspects presented in the material.

According to Krippendorff (2004), content analysis is defined as “a research technique for making replicable and valid inferences from data to their context”. This definition emphasizes the importance of context in drawing conclusions from textual or visual data. Additionally, as stated by Waples and Berelson (1941), content analysis involves the examination of documents such as texts, images, print media, or online content, as well as both written and spoken language. It requires a systematic reading of a collection of symbolic materials not necessarily from the perspective of the author or user to derive meaningful patterns and interpretations. Therefore, content analysis is adopted in this study as an appropriate methodology to answer the research questions by offering insights into how culture is embedded and represented in the selected textbook.

B. Source of Data

The primary source of data in this research is the English textbook entitled "Bahasa Inggris Life Today", which is specifically designed for Grade XII of Senior High School and published by the Ministry of Education and Culture of the Republic of Indonesia. This textbook is an official part of the national curriculum and is widely used in high schools across Indonesia. The research focuses on data in the form of written texts and illustrations found within the textbook. These include materials such as dialogues, reading passages, instructions, and visual elements that may reflect or convey cultural content. The analysis specifically examines words, phrases, and sentences that contain cultural references, comments, or representations to identify how culture is embedded and communicated throughout the learning materials. This source is chosen because of its authoritative status in the national education system and its role in shaping students' understanding of English language and cultural context through formal education.

C. Research Instrument

The main instrument used in this research is a researcher-made checklist developed based on the theoretical framework of cultural content proposed by Cortazzi and Jin (1999). This framework categorizes culture into three types:

1. Source Culture: Refers to Indonesian culture;
2. Target Culture: Refers to the culture of English-speaking countries;
3. International Culture: Refers to cultures from other countries besides Indonesia and English-speaking countries.

This study is a content study of cultural elements contained in English textbooks for twelfth grade, which are grouped in qualitative design, so that the researcher acts as the main instrument in this study (Sugiyono 2014). In addition, researchers also need to apply a theoretical framework as a tool in research to answer the questions asked.

Table 3.1 Instrument for Cortazzi and Jin (1999) and Bryman (2016)

Framework

Cultural Kategories	Items	Yes	No	Page Number	Explanation
Source Culture (SC)	Texts				
	Dialogue				
	Image				
Target Culture (TC)	Texts				
	Dialogue				
	Image				
International Culture (IC)	Texts				
	Dialogue				
	Image				

Since this research employs a qualitative content analysis design, the primary instrument is the researcher himself, as emphasized by Sugiyono (2014). In qualitative research, the researcher functions as the key instrument who is directly involved in data collection, data analysis, and interpretation. The researcher is responsible for interpreting and categorizing the cultural content

based on the checklist and relevant contextual understanding. The checklist serves as a tool to systematically identify and classify cultural references found in the textbook, including written texts, dialogues, reading passages, images, and activities that reflect cultural values, practices, or symbols. Not only that as a research tool, researchers must use a theoretical framework to answer research question.

D. Data Collection Technique

The data in this study were collected using the documentary analysis technique. Documentary analysis is a method commonly used in social science research to systematically 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, numerical data, and images that can support the research process. In this study, the primary source of data is the English textbook for Grade XII entitled Bahasa Inggris Life Today, published by the Ministry of Education and Culture of the Republic of Indonesia. The data collection was conducted through the following steps:

1. Selecting Documents: Identifying relevant components of the textbook to be analyzed, including texts, dialogues, reading passages, and illustrations presented in each unit.
2. Categorizing Content: Sorting the identified content into cultural categories based on the framework of Cortazzi and Jin (1999), which includes source culture (Indonesian culture), target culture (English-speaking countries), and international culture (other world cultures).

This categorization was conducted manually using tabular forms for better organization.

3. **Analyzing Cultural Content:** Conducting a qualitative analysis of the identified content based on thematic interpretation. While the primary framework used is Cortazzi and Jin's (1999) categorization of cultural types (source, target, and international culture), Byram's (2016) perspective is referred to only as a supporting lens to provide broader cultural context when needed, without being the main analytical focus.

E. Data Analysis Procedure

This study adopted the framework proposed by Cortazzi and Jin (1999), which groups cultural content in textbooks into three categories, namely source culture, international culture and target culture. Furthermore, analysis was carried out on the texts, images, and dialogues contained in the textbooks using the framework recommended. Both frameworks will serve as guidelines or checklists to identify cultural elements in the section. The results of the study will be presented in a table format.

Table 3.2 Categorization for Textbooks Coding

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

Next, the pictures and conversations in the textbooks were analyzed using the framework proposed by Bryman (2016) and Cortazzi and Jin (1999). Both frameworks serve as a guide or checklist to find cultural elements in the section. This framework helps explain what cultures are found in the various materials in the textbook. This analytical procedure provides a systematic approach to identifying and interpreting type culture across various components of the textbook.