

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this study, content analysis—also known as document analysis—is linked to descriptive qualitative research methods. It is because the research is in the form of written materials that is textbook. Qualitative descriptive research was chosen because it is highly relevant to the study of assessing cultural values in the textbook “English for Nusantara” and focuses on complex descriptions, in-depth comprehension, and theory development. This letter descriptive qualitative is methodically explained by employing a list of previously created stages¹.

B. Research Subject

The topic of an English textbook for junior high school students in the seventh grade is the focus of this study. The most recent textbook from the Ministry of Education and the Center for Curriculum and Books, “English for Nusantara,” is based on the participated curriculum. Additionally, this textbook is designed to fulfill the demands of junior high school pupils in the seventh grade for a learning tool following the co-19 epidemic.

C. Instrument and Data Collection Technique

The textbook “English for Nusantara” is used as a key data source to identify cultural values in this study, which is in line with the competency outcomes of the participated curriculum. The textbook “English in Mind,” which also includes the participated curriculum book released in the UK, serves as the secondary data source. Depending on where the textbooks are assembled and

¹ Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide* (Durham: Family Health International, 2005), [https://www.fhi360.org/sites/default/files/media/documents/Qualitative Research Methods - A Data Collector's Field Guide](https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide).

published, the two English textbooks mentioned above use some examples from various source language cultures.

Based on the aforementioned variations, researchers conducted a content analysis on textbooks created and released in Indonesia under the English for Nusantara imprint to gather information and ascertain the degree of cultural balancing employed there. The purpose of content analysis, a discrete qualitative research technique, is to comprehend the phenomena researched by the topic of tangible written material². It can be employed alone or in conjunction with other methods of data gathering. Afterward, a thorough examination of the text's structure, aims, and any supplemental study aids is conducted as part of the textbook analysis. The following are the steps taken by researcher in collecting data³:

1. Document review: consistently and thoroughly read,
2. Observation (spotting important details in each material in the textbook):
 - using the aspects of cultures developed by researcher from Brown (2001) and Dweik and Al-Sayyed (2015) to categorize the types of culture and
 - using the eight cultural values to categorize the six dimensions of Pancasila Student Profile.

D. Data Analysis Technique

In this data analysis session, researchers used content analysis by the steps proposed by Donald Ary et al⁴ as follows:

1. Organizing and familiarizing
The first step is to carefully read to identify the sections that fit into the categories chosen by the researcher to facilitate his analysis.

² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th Edition*, Eighth Edition (Canada: Wadsworth Cengage Learning, 2010), <https://repository.unmas.ac.id/medias/journal/EBK-00124.pdf>

³ J.R. Raco, *Metode Penelitian Kualitatif Jenis, Karakteristik, dan Keunggulannya* (Jakarta: PT. Gramedia Widiasarana Indonesia, 2010), 122.

⁴ Ary, Jacobs, and Sorensen, *Introduction to Research in Education 8th Edition*.

2. Coding and reducing
 The following step is rereading, that is followed by coding each piece of data to be studied. The source culture (SC), target culture (TC), and international culture are the three components of the cultural type code (IC). The six categories of cultural characteristics include social conduct, religion and tradition, language, nature and literature, products, and governance. The researcher then distilled into several established cultural values.
3. Interpreting and representing
 Restating the sections of the textbook that demonstrate cultural values by providing descriptive explanations is the final step in the data analysis process.

Table 3.1: Encoding and classification of the types of culture based on Brown (2001) and Dweik and Al-Sayyed (2015)

Aspects of Culture	Types of Culture		
	SC	TC	IC
Social Behavior			
Religion and Tradition			
Language			
Nature and Literature			
Product			
Government			

Table 3.2: Encoding and classification of the types of the cultural values

Cultural Values	English for Nusantara
Tolerance	Chapter
Cooperation	Chapter
Discipline	Chapter
Solidarity	Chapter
Responsibility	Chapter
Equality	Chapter

Love motherland	Chapter
Belief	Chapter

