

CHAPTER III RESEARCH METHODOLOGY

A. Research Method

This study aims to analyze the Islamic values listed in EFL textbooks. Because this study focuses on analyzing the value of belief, Critical Discourse Analysis (CDA) is the most suitable method. Critical Discourse Analysis defined as a theory and approach for studying how people and institutions utilize language.¹ There are numerous expert definitions of Critical Discourse Analysis, however in this study, the theory of Norman Fairclough is applied as this study examines values of textbooks. Fairclough stated that Critical Discourse Analysis is an interdisciplinary discourse study that seeks to inquire and analyze the relation between semiotic data and social practice.²

According to Fairclough, discourse is the language used in portraying a given social practice from a specific point of view. Fairclough continued, the discourse functions are ideational, interpersonal (identity and relational), and relational. Discourse is a social structure constructor. It has three types of constructive effects: the development of social self or identity, the construction of interpersonal social relationships, and the construction of knowledge and belief systems.³

When using CDA in a study, it is important to remember the concepts that Fairclough describes as the foundation of Critical Discourse Analysis, which is founded on eight basic principles. They are as follows:

1. Critical discourse analysis examines the linguistic nature of social and cultural processes and institutions to address social problems. Therefore, social and political processes have partially linguistic or discursive character in nature, as evidenced by the use of particular linguistic and discourse strategies and choices.

¹ Mariaelena Bartesaghi, "Critical Discourse Analysis", *University of South Florida*, (2017)

² Mariaelena Bartesaghi

³ Amal Ibrahim Shousha, "A Critical Discourse Analysis of the Image of Arabs in the

American Press", (Thesis, Alexandria University, 2013) p. 33

2. In discourse, power relations are exercised and negotiated.
3. Discourse constitutes society and culture in the sense that language not only reflects but also participates in and reproduces social connections.
4. Ideologies are frequently formed through conversation. Their creation encompasses ways of representing and building society, such as power relations, domination and exploitation, and gender and ethnicity relations.
5. Discourse cannot be considered in isolation from the discourses that have come before and will come after it. It cannot be generated or understood without taking into account these intertextual relationships and sociocultural knowledge.
6. Critical discourse analysis connects social and cultural structures to textual processes and features. These relationships, however, are complex and frequently indirect rather than direct, that is, they are frequently mediated.
7. Critical discourse analysis is interpretative and explanatory, going beyond description. In addition, these interpretations and explanations are subject to fresh readings and contextual information.
8. Critical discourse analysis is a type of social action that attempts to intervene and transform communicative and socio-political practices by exposing opaqueness and power relationships.

B. Research Setting

The research focuses on analyzing EFL textbook entitled “*English for Nusantara*” which published by The Ministry of Education, Culture, Research, and Technology of Indonesia; thus, the research was done in Indonesia. This Critical Discourse Analysis research was conducted start from January 2024. The data collection was in January 2024 and the data analysis was done in March 2024.

C. Data Sources

The subject of this research is the EFL textbook entitled “*English for Nusantara*” for eighth grade students of junior high

school. The book is officially published by The Ministry of Education, Culture, Research, and Technology of Indonesia. Considering that the publisher is the ministry itself, it means the EFL textbook is carrying values seen from the official's perspective which has strong impact in social changes occurred in Indonesia. Besides that, the EFL textbook also represents the ideal standard of how EFL textbook should be arranged and becomes the primary reference for English teachers in Indonesia.

The secondary data obtained by the researcher from various existing sources used in this research was taken from a research conducted by Baihaqi, et al entitled "*The representation of Islamic value in government-mandated English language textbook: A critical discourse analysis*".

D. Instrument and Data Collection Technique

The researcher is the primary tool for data collecting and analysis. The researcher, as the primary research instrument, is responsible for collecting and analyzing data based on the researcher's expertise and experience. Before doing an in-depth analysis of the chosen textbook, the researcher will select visual-textual components in the textbook that represent Islamic values through declarations, instructions, conversations/dialogues, and other pertinent data. The researcher then will categorize the selected data based on data type, textual and visual data. After that, the researcher will insert the categorized data into the data collection form.

E. Research Data Validity

The credibility of discourse analysis depends on the interpretation of text that equally critical, highlighting the function of language in preserving and reproducing social, political, economic, and structural imbalances and supremacy in relation to the actors involved. The validity of Critical Discourse Analysis is based on the following assumptions, constructions, questions, and analysis tools from three topics: semiotics, systemic functional linguistics, and critical theory.⁴

1) Semiotics: knowledge and social codes

⁴ Kamini Jaipal Jamani, "Assessing the validity of discourse analysis: transdisciplinary convergence", *CSSE*, (2013)

- 2) Systemic functional linguistics: typology of language functions
- 3) Critical theory: situational and social circumstances.

This study will analyze the content of EFL textbook, thus expert judgement is the suitable data validity method to be applied. Escobar-Pérez and Cuervo Martinez define expert judgement as an informed view from individuals with a track record in the subject who are considered by others as competent experts and who can provide information, evidence, judgements, and assessments.⁵ Expert judgement evaluation entails asking a group of people to make a decision on an instrument or to convey their opinion on a certain element.⁶ To validate content using expert judgement, content validity and expert judgement must be conceptualized, an implementation strategy must be devised, and statistical alternatives for data analysis must be supplied in order to make conclusions.⁷

F. Data Analysis Technique

Textual analysis in Critical Discourse Analysis is carried out with the assistance of a multifunctional theory of language such as systematic-functional linguistics, that examines grammar and other aspects of language form in a functional manner, the connection between the texture of texts (form) and its social setting.⁸ According to Fairclough, textual analysis can be done in two ways: linguistic analysis and intertextual analysis. Fairclough's ascending framework analyzes texts linguistically under four primary headings: vocabulary (individual words), grammar (words integrated into clauses, sentences), cohesion (how clauses and phrases are linked together), and lastly text structure (text organization). The combination of intertextual and linguistic analysis would improve the number of meanings reached. Intertextually, the writer's choice of genres and discourse, which is influenced by the social situation, should be considered. As a result, the social setting influences the discourse and type of text employed. According to Fairclough, this study will enhance

⁵ Elisabet Fernández-Gómez, "Content Validation through Expert Judgement", *Nutrients*, Vol. 12 No. 1, (2020), p. 2

⁶ Elisabet Fernández-Gómez, p. 3

⁷ Elisabet Fernández-Gómez, p. 3

⁸ Fairclough, *Language and Power*, (London: Longman, 1989)

the relationship between text and context for deeper understanding.⁹

This research focuses on visual and textual data, thus the data analysis will be carried out as follows:

1) Data Segregation

Considering the aim of this study is to analyze both visual and textual data, data segregation is required to ensure that the data is not mixed up. The visual and textual data will be separated using data collection form.

2) Analysis of Textual Dimension

Text dimension analysis encompasses traditional forms of linguistic analysis such as vocabulary and semantic analysis, sentence, grammar, and smaller units, as well as sound systems (phonology) and writing systems.

3) Analysis of Discourse Practice

The interpretation of this dimension is done on discourse processing, which incorporates aspects of income, distribution, and text use.

4) Analysis of Practical Social-Cultural Dimension

This analysis is founded on the belief that there is a social environment that exists and has an impact. The discussion of practical social-cultural dimension is divided into three levels:

- a. The situational level, which is concerned with the production and context of the situation,
- b. The institutional level, which is concerned with the influence of institutions both internally and externally, and
- c. The social level, which is concerned with more macro situations such as the political system, the economic system, and the cultural system of society.¹⁰

G. Research Ethical Consideration

Based on *Handbook of Research Ethics and Scientific Integrity*, concerns about informed and voluntary consent, confidentiality and anonymity, and minimizing the danger of harm should be addressed by discourse analysts. Furthermore, they should be aware of any ethical and research integrity issues

⁹ Fairclough

¹⁰ Fairclough

that may occur during the process of interpretation, publishing, and prospective application.¹¹ According to Graham, analysts of critical discourse should acknowledge and define their viewpoints in connection to the issue, goal, and method of their analyzes.¹² Consequently, critical discourse analysts must examine the veracity of their analysis results without changing or removing data that could potentially harm a particular party.¹³ As a result, the book that is the subject of this study was obtained from the official site, and no other people were involved in the study.



¹¹ Ron Iphofen, *Handbook of Research Ethics and Scientific Integrity*, (Switzerland: Springer, 2019), p. 2

¹² Phil Graham, "Ethics in critical discourse analysis", *Critical Discourse Studies*, (2018), p. 200

¹³ Phil Graham, p. 202