CHAPTER III
RESEARCH METHODOLOGY
A. Research Method

This research used descriptive qualitative method and content analysis technique. Qualitative research, namely research procedures that produce descriptive data in the form of written or spoken words from people or observed behavior. Descriptive research is research that is directed to provide symptoms, facts or events in a systematic and accurate manner, regarding the characteristics of a particular population or area.[70] Meanwhile, content analysis is research conducted systematically on records or documents as data sources.[71] In other words, content or document analysis is aimed at collecting and analyzing official documents, documents whose validity and legality are guaranteed, both statutory documents and policies as well as results.[72]

This research focuses on analyzing the cultural content in an English textbook by describing each content contained in the textbook which is represented in the form of pictures, texts, and assignments by linking these contents with several related theories of cultural analysis.

B. Research Setting

The writer used English textbooks as an appropriate medium for analyzing cultural content on the grounds that the writer is a prospective English teacher. The writer chose the textbook used in the learning process at one of the private schools in Bojonegoro, then analyzed the cultural content in the textbook and the cultural competences contained therein. This research was officially conducted from the beginning of January 5 to February 23, 2021.

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[70] Hardani. et al, *Metode Penelitian Kualitatif Dan Kuantitatif*, ed. Husnu Abadi (Yogyakarta: CV.Pustaka Ilmu Group, 2020), 54.

[71] Hardani. et al, 72.

[72] Hardani. et al, 72.

C. Research Subject

According to Amirin, the research subject is a source where to obtain research information or more accurately interpreted as someone or something about which information is wanted to be obtained.[73] The research subject in this study is the textbook "Bahasa Inggris" revised edition 2018 for the twelfth grade. This textbook is issued by the Ministry of Education and Culture of the Republic of Indonesia which refers to the curriculum 2013.

Textbook Tittle   : *Bahasa Inggris*
Intended for   : *SMA/MA/SMK/MAK* Class XII
Writers   : Utami Widiati, Zuliati Rohmah, and Furaidah
Printing   : 2nd, 2018 (Revised Edition)
Publisher   : *Pusat Kurikulum dan Perbukuan*, Balitbang, The Ministry of Education and Culture

Table 3.1 Chapters in the Textbook

Chapter	Topics	Page
1	May I Help You?	1-14
2	Why Don't You Visit Seattle?	15-30
3	Creating Captions	31-42
4	Do You Know How to Apply for a Job	43-60
5	Who is Involved?	61-80
6	Online School Registration	81-90
7	It's Garbage In, Art Works Out	93-108
8	How to Make	109-118
9	Do it Carefully	119-134
10	How to use Photoshop?	135-148
11	Let's Make a Better World for All	149-159

The table 3.1 shows all the chapters in the textbook entitled "Bahasa Inggris" for the twelfth grade. The writer analyzed all the content displayed in the chapters in the textbook which consists of 11 chapters in total.

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[73] Tatang M. Amirin, *Menyusun Rencana Penelitian* (Jakarta: Raja Grafindo Persada, 1995), 92–93.

D. Instruments and Data Collection Technique

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data.[74] Without knowing data collection techniques, the writer will not get data that meets the data standards set.[75] There are two types of data collection techniques including techniques interactive and inactive. Interactive techniques include: in-depth interviewing, participant observation, and noninteractive techniques including: content analysis, open-ended questionnaire.[76]

In qualitative research, the writer as the instrument, and this study used content analysis or document analysis for data collection technique. Data in content analysis can be collected through written or oral questions, or by observation techniques, and transforming the data into written text.[77] Related to the subject of this study is a textbook, so the writer observed and took notes the contents in the form of pictures, texts, and tasks, by connecting them with related theories, including Xiao's theory to classify cultural themes, Cortazzi and Jin's theory to classify types of culture and Byram's theory to classify intercultural competences, then the writer changed the observation result data into written text. Because this content analysis used a descriptive qualitative method in which the process of collecting and analyzing data in a qualitative study is carried out simultaneously, it means that during data collection, the writer has made data analysis efforts.[78]

E. Research Data Validity

To test the validity of qualitative research data, the writer used several criteria that are usually used in testing the validity of data in qualitative research, including credibility, transferability, and confirmability.[79]

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[74] Hardani. et al, *Metode Penelitian Kualitatif Dan Kuantitatif*, 120.

[75] Hardani. et al, 121.

[76] Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa* (Surakarta: Cakra textbook, 2014), 294.

[77] Mariette Bengtsson, "How to Plan and Perform a Qualitative Study Using Content Analysis," *NursingPlus Open* 2 (2016): 3.

[78] Suyitno, *Metode Penelitian Kualitatif: Konsep, Prinsip Dan Operasionalnya*, ed. Ahmad Tanzeh (Tulungagung: Akademia Pustaka, 2018), 96.

[79] Hardani. et al, *Metode Penelitian Kualitatif Dan Kuantitatif*, 201.

1. Credibility

The writer made observations on the document used as research subjects, namely observing each content in the textbook entitled "Bahasa Inggris" revised edition 2018 for the twelfth grade. The results of the observations show that the book contains cultural elements and intercultural competence. Then to ensure the validity of the data by using some procedure of data collection technique and data analysis technique. The writer also used several theories to analyze cultural themes, types of culture and intercultural competences, so that the results of the analysis could ensure the accuracy of the frequency of themes and types of culture as well as intercultural competence in the textbook material.

2. Transferability

The writer displayed explanation on how to analyze the contents in the textbook. The writer included the details of the data, including: data numbers, chapters, pages, to make it easier for parties who want to review the research, besides that it can also be used as a reference for further research, as well as evaluation material for book compilers and publishers based on the data analysis results that the writer has done.

3. Confirmability

The writer double-checked the data and attached the data in appendices to ensure the data is truly the result of analysis and through the correct stages.

F. Data Analysis Technique

Actually, there is no set of rules in content analysis, because content analysis is flexible. However, Downe explained several steps that are generally taken for content analysis, including: [80]

1. Selecting the unit analysis.
   The unit of analysis in this study is in the form of images, text and assignments. Cultural representations were analyzed from each image and text, while intercultural competence was analyzed from images, texts and assignments.
2. Creating and defining the categories

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[80] Barbara Downe-Wamboldt, "Content Analysis: Method, Applications, and Issues," *Health Care for Women International* 13, no. 3 (1992): 315.

The writer categorizes every content that is presented in the form of images, text to define it into the category of cultural themes and what kind of culture. Meanwhile, intercultural competence adds analysis to assignments other than pictures and text.

3. Encode all data

In this stage, the writer encoded the data on cultural themes, types of culture, and intercultural competencies to make it easier to process the data.

Table 3.2 Coding for Cultural themes

Code	Meaning	Code	Meaning
GOV	Government/Politics	MUS	Music
ECO	Economy	FOO	Food
HIS	History	HOL	Holiday
GEO	Geography	LIF	Lifestyle
LIT	Literature/Art	CUS	Custom
SOC	Social Norms	VAL	Value/Belief
EDU	Education	HOB	Hobbies
ARC	Architecture	GES	Gesture

Table 3.3 Coding for Types of Culture

Code	Meaning	Code	Meaning
SC	Source Culture	IC	International Culture
TC	Target Culture	CN	Culture-Neutral

Table 3.4 Coding for Intercultural competences

Code	Meaning
KN	Knowledge
AT	Attitude
SK-IN	Skills of Interpreting and Relating

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SK-DI	Skills of Discovery and Interaction
CR	Critical Cultural Awareness

4. Interpreting
   The writer interpreted the data findings by using three theories, namely cultural themes, types of culture and intercultural competence.

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