

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

In this research, the researcher used a qualitative descriptive research type and CDA method for the analysis. This research aims to analyze the value of integrity character education in curriculum 2013 textbooks used at the junior high school level. Qualitative study involves the systematic collection, description and interpretation of textual, verbal or visual data. Qualitative research is used to understand conditions, experiences or events and 'analysis of texts and documents', such as media articles, websites or diaries, to learn about distributed or private knowledge.¹ The nature of this research is descriptive, which means it is clearly described and focuses on the research objectives. Researcher use qualitative descriptive approach is to understand the data in depth. The reason for conducting qualitative research is because the researcher wants to understand the meaning of the textbook content and analyze it clearly. This qualitative research seeks to understand the phenomenon by focusing on the content of textbooks especially on integrity value. Qualitative methods have been used to reveal. Meanwhile, the reason for conducting research using CDA is because the researcher wants to reveal the hidden intentions of ideological systems and social practices that are constructed by depicting the context in the form of text or images contained in textbooks and analyzing it explicitly.

B. Research Subject

The subject of this research is the English textbook used by junior high school students in the teaching-learning process in schools. The textbooks are "When English Rings a Bell for Grade VII SMP, When English Rings a Bell for Grade VIII SMP, and BAHASA INGGRIS Think Globally Act Locally

¹ K. Hammarberg, M. Kirkman, and S. De Lacey, "Qualitative Research Methods: When to Use Them and How to Judge Them," *Human Reproduction* 31, no. 3 (2016): 498–501, <https://doi.org/10.1093/humrep/dev334>.

for grade IX". Those books were developed based on the 2013 Curriculum launched in 2013 and published by the Indonesian Ministry of Education and Culture.

C. Data Sources

The source of data in this research is the English textbook used by junior high school level students in the teaching-learning process in schools. It developed based on the 2013 Curriculum launched in 2013 and published by the Indonesian Ministry of Education and Culture. The research data can be in the form of written text and illustrations that can accompany reading texts on the value of integrity in the textbook including words and sentences related to integrity values.

D. Data Collection Technique

Data for analysis were collected from English textbooks for Junior High Schools. This book was developed based on the 2013 Curriculum launched in 2013 and published by the Indonesian Ministry of Education and Culture. As for the data collection techniques in this research, the researcher reads and observes carefully and thoroughly the data sources which are images, text, and symbols contained in junior high school textbooks. After finishing carefully observing the sources of the data. Then the researcher gets an overview of the values contained in the textbooks. Thereafter the researcher takes and collects the data sources obtained from the junior high school textbook. Afterward, the researcher sorts and classifies the data in the form of the integrity character value based on the principle of material module published by the Indonesian corruption eradication commission. After the researcher classifies the data, and the final step is to analyze the data more deeply using CDA method.

E. Data Analysis Technique

After collecting the data from textbooks the data were analyzed qualitatively by using CDA and reported descriptively. This research uses CDA because it investigates the value of integrity character education in the EFL textbooks used at the junior high school level. Because the chosen

textbook is a curriculum document, CDA best reveals how such a text represents and constructs social reality contextually linked to a specific ideological (value) system through hidden messages based on what is said and left unsaid.² Moreover, Fairclough's three-dimensional frameworks are implemented to analyze the data source taken from the junior high school EFL textbook. The Fairclough model for CDA consists of three interrelated analytical processes with three interrelated dimensions of discourse, which include: the object of analysis (including verbal, visual or verbal, and visual text), the process by which the object is produced and received (writing / speaking / designing and reading / listening / viewing) by human subjects, the socio-historical conditions which govern these processes.³ Concisely, these three dimensions are text/ visual analysis (description), processing analysis (interpretation), social analysis (explanation).⁴ The researcher analyzing data by interpreting and representing. Interpretation is about bringing out the meaning, telling stories, providing explanations, and developing rational explanations. And then the researcher gives a description, interpretation, and explanation related to the data.

² Handoyo Puji Widodo, "A Critical Micro-Semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook, *Situating Moral and Cultural Values in ELT Materials*, English Language Education 9," (2018), 131–152, https://doi.org/10.1007/978-3-319-63677-1_8. 1.

³ Nasir. H.S. Bukhari, "Critical Discourse Analysis and Educational Research," *IOSR Journal of Research & Method in Education (IOSRJME)* 3, no. 1 (2013): 09–17, <https://doi.org/10.9790/7388-0310917>.

⁴ Habib Gowhary et al., "A Critical Discourse Analysis of the Electoral Talks of Iranian Presidential Candidates in 2013," *Procedia - Social and Behavioral Sciences* 192 (2015): 132–41, <https://doi.org/10.1016/j.sbspro.2015.06.020>.