

## CHAPTER III RESEARCH METHOD

### A. Data For Textbook Analysis

The researcher uses English textbooks from Indonesian high schools in this analysis. The textbooks that are examined are English textbooks for students in high schools that were published by the MEC (Ministry of Education and Culture) in order to introduce the 2013 Curriculum in compliance with the wishes of the Indonesian government. This textbook is often used as a guide to help students reach their full potential. And the researcher analysed the documents, including the photographs, collecting data using a documentary approach in order to see how the peace values discourse is represented in the English textbook as a unit of study. The documentary process, according to Bowen, is a method of gathering data by gathering and analysing both electronic and written materials such as books, newspapers, journals, survey data, and television programs.<sup>1</sup> Although the document includes texts, a text is more than just a list of words. Furthermore, the television show includes not just words but also photographs and sound effects. In discourse analysis, the text often includes a picture.

### B. Type Of The Research

To analyse the data, the research used qualitative descriptive methods and Critical Discourse Analysis (CDA) to understand and also analyse the peace values contained in the contents of the book in depth. The aim of this study is to examine the peace value education in high school textbooks published in 2013. This research focuses on the images, and texts. It is supported by Krippendorff, that research techniques to deduce meaning

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<sup>1</sup> Nicholas Tapia-Fuselier and Jemimah L. Young, —Texas Community Colleges Respond to the Threatened End of DACA: A Document Analysis,| *Community College Journal of Research and Practice* 43, no. 10–11 (2019): 807–11, <https://doi.org/10.1080/10668926.2019.1600605>.

from text or other material based on context.<sup>2</sup> In this case, content analysis was used to categorize the texts and images on the textbook into character building and peace values based on their meaning. Then, using visual semiotic analysis, examine it.

The steps for analysing texts and images that contain of peace values were follow: first, observe the data; second, collect the data from the textbook by gathering and reviewing the text (words and images); and third, through collecting and reading the text, you will collect data from the textbook (words and images). The second step is to classify the texts and images that have been found. To simplify this research, the researcher used code for the types of peace values such as inner peace (IN), social peace (SP), the Nature of Peace (NP), and peace in religion (PR). Furthermore, assigning code to the data is needed to facilitate categorization. The findings of this study were organized into categories. The dominant values among inner peace, social peace, existence of peace, and peace in religion were clearly visible.

### **C. Research Subject**

The English textbook used by high school students in the teachinglearning process in schools is the source of data in this study. It was created using the Indonesian Ministry of Education and Culture's 2013 Curriculum, which was released in 2013. This research was carried out in Indonesia, where English is a foreign language (EFL). The study's subject was an English textbook entitled "Bahasa Inggris," which was created using Curriculum 2013. MECI (Ministry of Education and Culture) published the fourth revised version of this textbook in 2017. It is appropriate for high school students. Since the government mandated the use of this textbook throughout the country, students and teachers can freely download and access it through the internet.

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<sup>2</sup> W Eb and POlICY, —International Education in the Digital UNiversity? | 42, no. 1 (2014): 9–12.

## D. Data Sources

The data source is the place where the study data was gathered. Since this is a library research project, the data is gathered from library materials.

### 1. Primary Data Resource

Primary data sources are data collected directly from research subjects; in this case, the researcher obtains data or knowledge directly from the Ministry of Education and Culture 2013 curriculum textbooks for Islamic Religious Education and Character Education for SMA / equivalent grades X, XI, and XII. This book was compiled by:

Table 1.1

Primary data source of English language textbooks for SMA / MA / SMK / MAK levels published by the Ministry of Education and Culture class X curriculum 2013

Writer	Utami Widiati, Zuliati Rohmah, and Furaidah
Researcher	Helena I. R. Agustien, Emi Emilia, and Raden Safrina
Publisher	Pusat Kurikulum and pembukaan, Balitbang, kemendikbud (Ministry of Education and Culture)

Table 1.2

Primary data source of English language textbooks for SMA / MA / SMK / MAK levels published by the Ministry of Education and Culture class XI curriculum 2013

Writer	Utami Widiati, Zuliati Rohmah, and Furaidah
Researcher	Helena I. R. Agustien, and Emi Emilia
Publisher	Pusat Kurikulum and pembukaan, Balitbang, kemendikbud (Ministry of Education and Culture)
Reviewer	Lina Mulyanti

Contributor of Manuscript	Mahrukh Bashir
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Table 1.3

Writer	Utami Widiati, Zuliati Rohmah, and Furaidah
Researcher	Emi Emilia, Helena Indyah Ratna Agustien, dan Tri Wiratno
Publisher	Pusat Kurikulum and pembukaan, Balitbang, kemendikbud (Ministry of Education and Culture)
Reviewer	Resi Yandhi Timosia
Editor	Rasti Setya Anggraini

## 2. Secondary Data Resource

Secondary data is a type of data that is used to support analysis and is relevant to research, which means that the author recognizes that the data source has a connection to the research topic. Thesis books, dissertations, journals, newspapers, magazines, records, state laws, and other sources are as supporting researchers relevant to the topics addressed and those that have relevance to this research and may improve data primary or something else are used as sources of knowledge and other sources as supporting researchers.

## E. Data Collection Technique

Data collection is a crucial stage in any research project. The process of gathering whatever data is required for research is known as data collection. Data is one aspect of analysis, which means that the data used in the study must be accurate. The data collection technique used in this research was documentation study. Researchers examined numerous

books, journals, records, and laws and regulations as part of this documentation review. Researchers chose peace values in English textbooks for SMA / equivalent levels which included classes X, XI, and XII published by the Ministry of Education and Culture 2013 curriculum. The researcher then gets a summary of the principles found in the textbooks. Further to that, the researcher gathers the data sources from the high school textbook. Further to that, the researcher sorts and categorizes the data into peace values using the content module theory published by the Indonesian corruption eradication commission. After the researcher has classified the data, the next step is to use CDA further to analyse the data.

#### **F. Data Analysis Technique**

Data analysis is a method used to analyse data that has been collected as a stage before drawing conclusions. So the authors can understand that data analysis is a process that a person goes through to select and sort out data that is important and which will be studied to obtain conclusions. To get a conclusion, it can be done by using data collection techniques from the source from which it was analysed. Analysis itself means a process of sorting data, structuring it into a pattern, and describing it. In this study, the analysis process had started at the time of data collection. Every data that has been collected, the researcher conducts an analysis in the form of understanding the data to get answers to research problems.

After the data is collected from textbooks and examined qualitatively using CDA before being reported descriptively. This study employs CDA because it examines the importance of character education in EFL textbooks for high school students. The CDA best shows how a textbook reflects and constructs social reality discourse related to a peace value structure by coded messages based on what is said and left unsaid since the chosen textbook is a curriculum document. The researcher analysed and represented data while analysing it. Bringing out the context, sharing stories, giving explanations, and developing reasonable justification are all

part of interpretation. The researcher then provides a summary, analysis, and clarification of the results.

