

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Method

The researcher utilizes qualitative approach to perform the study. Qualitative researches are conducted to understand an issue by examining the overall picture instead of deconstructing it into variables. Its goal is to obtain a holistic picture and deep understanding towards an issue.<sup>1</sup> As this study focuses on how values of religious moderation represented in EFL textbook through texts, pictures, and so forth, this approach is suitable.

The research is conducted using the method of content analysis. According to Ary, content analysis is a method of identifying certain characteristics of written or visual materials.<sup>2</sup> The material can be newspapers, web pages, social media posts, blogs, speeches, advertisements, or in case of this study, a textbook. Meanwhile, Krippendorff defines content analysis as a research technique that can be used to make inferences that are valid and replicable from texts or other materials based on the context.<sup>3</sup> He also argues that content analysis employs a few conceptual components, namely: 1) a body of text or data; 2) a research question; 3) a context; 4) an analytical construct; 5) inferences; and 6) validating evidences.<sup>4</sup>

The first component, texts or data, are the starting point of the research that the researcher has no doubt of what they are.<sup>5</sup> In the case of this research, the data consist of texts, pictures, and other elements found in the textbook. The second component, research question, is necessary to make the research more efficient

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<sup>1</sup> Donald Ary et al., *Introduction to Research in Education*, 9th ed. (Belmont: Wadsworth Cengage Learning, 2014), 32.

<sup>2</sup> Ary et al., 488.

<sup>3</sup> Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, Sage Publications (Thousand Oaks, 2004), 18, <https://doi.org/10.1103/PhysRevB.31.3460>.

<sup>4</sup> Krippendorff, 29.

<sup>5</sup> Krippendorff, 30.

and empirically grounded.<sup>6</sup> By having the research question determined beforehand, researcher can focus on certain issue instead of exploring the meanings that come to mind while reading the texts. For this research, the question to answer is how does the textbook represent the values of religious moderation.

The next component of content analysis is context. Context is the world in which the texts are connected to the research question<sup>7</sup>. Any text can be analyzed from different worlds resulting in different inferences. For instance, the same text analyzed in the world of psychologists will yield different result from when it is analyzed by journalists. In content analysis, the context can be in the form of scientific theories, plausible argument, empirical evidence, intuitions, or knowledge of reading habits. The next component, analytical construct, can be defined as the rules in which the inference is made. To put simply, analytical construct takes the form of if-then statements, and is the practical application of the context.<sup>8</sup>

The next component, inferences, is the core of content analysis. In logic, there are at least three types of inferences, namely deductive, inductive and abductive inferences. However, content analysis only utilizes abductive inferences, that is a process of inference that proceed across logically different domains, from particulars of one kind to particulars of another kind.<sup>9</sup> For instance, logically, linguistic competence does not imply age and vice versa. However, if the analyst has experience with the linguistic competence of different age groups, they can infer the age of children by the way they speak.

When speaking about validating evidence, the last component of content analysis, Krippendorff argues that based on its framework, content analysis should be validatable in principle.<sup>10</sup> This is so that analysts do not use research questions that can be answered without empirical validation or produce results that are

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<sup>6</sup> Krippendorff, 31.

<sup>7</sup> Krippendorff, 33.

<sup>8</sup> Krippendorff, 34.

<sup>9</sup> Krippendorff, 36.

<sup>10</sup> Krippendorff, 39.

backed only by the analysts' authority. Although may not be stated explicitly, all these components are integral to the current research.

## B. Research Setting

The research was conducted from October 2020 to June 2021. The selection of the topic was done in October 2020, while the research problems were determined in February 2021. The data collection was done from April to May 2021, and the analysis was performed from May to June 2021. As the study focuses on analyzing the representation of religious moderation values in Indonesian EFL Textbook, the research was done in Indonesia.

## C. Research Subject

The subject of the research is the English textbook entitled "Bahasa Inggris: When English Rings a Bell" for 7th grade. The book is published by The Indonesian Ministry of Education and Culture, which means that they should best represent the Ministry's vision of the ideal English textbook and be the default choice for many English teachers in Indonesia. The identity of the textbook is as the following:

Title : Bahasa Inggris, When English Rings a Bell Untuk SMP/MTs Kelas VII<sup>11</sup>

Author : Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.

Publisher : *Kementerian Pendidikan dan Kebudayaan* (Indonesian Ministry of Education and Culture)

Edition : 4

Year : 2017

ISBN : 978-602-282-977-5

Pages : v + 194

The book mainly consists of activities that the students perform in class or at home, and the materials necessary to perform

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<sup>11</sup> Siti Wachidah et al., *Bahasa Inggris When English Rings a Bell, Ministry of Education and Culture*, 4th ed. (Jakarta: Ministry of Education and Culture, 2017).

those activities. The book consists of 8 chapters, each of which has its own theme as shown in the table below:

**Table 3.1 List of Chapters in the Book**

Chapter I	Good morning. How are You?
Chapter II	This is Me!
Chapter III	What Time Is It?
Chapter IV	This is My World
Chapter V	It's a beautiful day!
Chapter VI	We love what we do
Chapter VII	I'm Proud of Indonesia!
Chapter VIII	That's what friends are supposed to do

#### **D. Instruments and Data Collection Technique**

Because the research is qualitative in nature, the main instrument for data collection and analysis is the researcher himself. As the main research instrument, the researcher is responsible for gathering and analyzing the data based on his knowledge and experience. To support the process of data collection the researcher used laptop and internet connection to download the digital copy of the book. The researcher then used the program Adobe Acrobat Reader DC to open the pdf file as well as taking snapshots of various parts of the book that may contain relevant data. After that, the researcher used Microsoft Paint to save the snapshots as image format to retain high resolution, then organized the images in a table in Microsoft Word based on the values they contain while also taking note of from what page was each snapshot taken. The format of the table used for this process is as shown below:

**Table 3.1 Data Collection Form**

<b>Value</b>	<b>Item No.</b>	<b>Item</b>	<b>Chapter, Page</b>
Wisdom			
Sincerity			
Courage			
Nationalism			
Tolerance			
Anti-violence			
Accommodative towards local culture			
Open-mindedness			
Non-Discrimination and Equality			
Liberty			
Humanity			

Pluralism			
Justice			
Balance			

As for the data collection process, first, researcher retrieve the book entitled “Bahasa Inggris: When English Rings a Bell” from the official webpage of the Indonesian Ministry of Education and Culture. Then, the researcher utilized the content analysis procedure proposed by Krippendorff. According to Krippendorff, there are six components that analysts need to proceed from text to results. He further elaborates that the first four components constitute data making, that is creating data that can be analyzed from raw texts. The four components are:

1. Unitizing

Unitizing is the process of systematically distinguishing different segments of text, images, or other materials to be analyzed. In the case of this research, the textbook consists of various pictures, dialogues, monologues, instructional monologues, short texts, and songs. For the purpose of this research, each of these pictures, dialogues, and other items that are narratively independent of one another was classified as one unit. For example, there is a section in the textbook consisting of a series of 6 small pictures depicting various interactions that are thematically similar. However, because the pictures are narratively unrelated to one another, each of them is considered one unit. On the other hand, there is also a dialogue that is considered one unit even though it is long and nearly takes up a whole page.

## 2. Sampling

Sampling is the process of limiting observations into a subset of units that are representative of all units. This is done to simplify the research so that it is manageable. In qualitative researches, as the case of this research, the quotes and examples presented in this paper served the purpose of samples.

## 3. Recording/coding

Recording or coding is often done to create durable records of temporary phenomena so that it can be analyzed at a later time. However, because this research analyzes textbook, which in this sense has already been recorded, this is no longer necessary. Instead, coding is done to transform original texts, images, and other materials into an analyzable form. In this research, this is done by taking snapshots of various elements of the textbook to be analyzed and categorized based on the different values they contain.

## 4. Reducing

Reducing data is done to make the representations more efficient, especially if the data is large. In this research, the data was also presented as a list of values and the frequencies of the occurrence of each.

### **E. Research Data Validity**

According to Ary, the term often used to refer to the validity of the data in qualitative research is credibility. Credibility refers to the degree of truthfulness of the research's findings.<sup>12</sup> To enhance the credibility of the current research, some methods had been implemented by the researcher.

One of the sources of invalidity in a qualitative study is researcher bias. As a human being, researcher is prone to being partial to certain side of an argument. The researcher may

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<sup>12</sup> Ary et al., *Introduction to Research in Education*, 532.

unknowingly let their preferences and feelings to affect the interpretation of the data. To combat this bias, the strategy of reflexivity is used in this research. Reflexivity is an act of self-reflection to actively seek and recognize one's own bias.<sup>13</sup> To do this, the researcher recorded a list of relevant thoughts, emotions, experiences, and biases on the topic and discussing them with others. This was done in various points in the process of the research to minimize the influence of the bias towards the research.

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

This research was a descriptive-qualitative research using content analysis. As mentioned before, the research followed the procedure of content analysis proposed by Krippendorff. The first four components of the procedure, which constitutes data creation have been elaborated. The remaining two constitute data analysis, which include:

##### **1. Inferring**

Inference allow researcher to analyze texts beyond their descriptive accounts and explore what the texts mean, refer to, entail, provoke, or cause. The type of inference used in content analysis is abductive inference, which requires warrants that are backed by evidence. In the case of this research, the warrants are provided by the theories related to religious moderation and its values elaborated in chapter II

##### **2. Narrating**

To make the results comprehensible to others, researcher have to narrate the answers to the research question. In this research, this was done for instance by explaining the findings' practical significance and contributions to the literature. Furthermore, the researcher also gives recommendations for actions such as the practical use of the findings or further research, which constitutes as narration.

#### **G. Research Ethical Considerations**

This research analyzed the value content of a textbook; therefore, the subject of the research is the textbook itself. The

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<sup>13</sup> Ary et al., 534.



textbook was obtained legally from the Ministry of Education and Culture website as it was made available to download for free. Apart from the researcher and the advisor, no other person was directly involved or affected while the research was carried out.

