

CHAPTER III RESEARCH METHODOLOGY

In this chapter, the researcher explains the research methodology used for this study. It is divided into several subsections. These are the design of the research, the object of the research, the method of collecting data, and the method of analyzing data of the research.

A. Research Method

This research adopts the qualitative research method of content analysis. Qualitative research focuses on the overall situation, rather than breaking it down into variables to better understand the phenomenon. The purpose is the overall picture and the depth of understanding, not the numerical of the data¹. Therefore, the qualitative research method used in this research is to describe data obtained from textbooks. This research uses document/content analysis techniques to provide answers related to the research question. Content analysis is a research technique used to make replicable and effective inferences from text (or other meaningful things) in the context in which it is used². In addition, Ary explains that content or document analysis is a type of material used to identify specific characteristics of written or visual materials the analyzed material can be textbooks, newspapers, web pages, lectures, TV shows, advertisements, musical works, or any other types of documents³. The researcher used the eighteen character education values formulated by the Ministry of Education (Kemendiknas) to analyze the data and identify text, dialogue, symbols, examples, or photographs in the textbook.

Including the above explanation, content analysis is a research method in which documents, texts, symbols, and images are analyzed to determine the meaning or context of certain ideas, concepts, and purposes.

¹ Donald Ary, Lucy Cheser Jacobs, Chris Soresen, *Introduction to Research in Education*, Eight (Belmont: WADSWORTH CENGAGE Learning, 1390), 29, <https://www.modares.ac.ir/uploads/Agr.Oth.Lib.12.pdf>.

² Ary, Lucy Cheser Jacobs, Chris Soresen, *Introduction to Research in Education*, 29.

³ Ary, Lucy Cheser Jacobs, Chris Soresen, 457.

B. Research Participants / Subjects

The subject of this study is a textbook the 9th grade Junior High School student “Bahasa Inggris Think Globally Act Locally” published by the Ministry of Education and Culture (Kemendikbud) in the 2018 revised edition. The textbook was written by Siti Wachidah, Asep Gunawan, and Diyantri. The book has 11 chapters and 218 pages in the first and second semesters. This book is a student book produced by the government for the implementation of the 2013 curriculum. The considerations of choosing this textbook are. It provides character education values as suggested by Kemendiknas. The contained materials need to be analyzed based on the relation with character education values. It is encouraged by the Ministry of Education and Culture and it is written following the 2013 curriculum in which character education values are taken in. The object of this research was character education values in English materials entitled Bahasa Inggris Think Globally Act Locally for 9th grade of Junior High School. More specifically, this study focused on the emergence of character education and techniques of integrating characters into the textbook of teaching materials. These characters were based on 18 values developed by the Ministry of National Education (Kemendiknas).

C. Instruments and Data Collection Technique

Two types of instruments were used in this study. Ary says that the human investigator is the primary instrument for collecting and analyzing data in qualitative research⁴. So, the primary instrument was the researcher. As the primary instrument, the researcher information maintained the data or information from gathering to information reporting. The researcher then designed, collected, analyzed, and interpreted the data or information and reported the results of the research.

For the study, the secondary instrument was also used. It was a coding framework that the researcher could use to help identify and analyze the data. According to Creswell, coding is the process of dividing and naming text to form

⁴ Ary, Lucy Cheser Jacobs, Chris Soresen, 424.

descriptions and general themes in data⁵. Its goal is to categorize the data produced from research questions. These codes are essentially suggestions for organizing and rearrangement of word, sentence, paragraph, or discourse that is relevant to the research topics. This is aimed to make it easier for researchers to classify parts that are relevant to the particular research topic.

To collect data, the researcher used documentation. The researcher conducted the documentation from an English textbook. The following are the steps that must be taken to collect data:

1. The researcher found an English textbook “Bahasa Inggris Think Globally Act Locally” for the 9th grade of Junior High School 2018 revised edition, which is a textbooks issued by the Ministry of Education and Culture (*Kemendikbud*).
2. The researcher read and observed an English textbook. In this case, the textbook is “Bahasa Inggris Think Globally Act Locally” to the 9th grade of Junior High School as the main textbook to observe.
3. The researcher identified and analyzed the value of character education in English textbooks through observation.
4. The researcher concluded that values of character education were applied to the 2013 curriculum English textbook.
5. The researcher describes the data or information for the purpose of this research.

D. Research Data Validity

To ensure this study is reliable, valid, and valuable, the researcher uses triangulation to apply data validity. Sugiyono believes that the validity of test data in qualitative research includes credibility, transferability,

⁵ John Creswell, W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* /, Fourth ed. (Pearson Education, 2012), 243.

reliability, and consistency⁶. However, this study used only three of these, except for transferability.

a. Credibility

Credibility means the trustworthiness of the data. The validity of data is related to the discovery data. In line with the actual situation, in this study, the use of triangulation to verify data is a process of cross-checking data through various data to obtain data. In other words, triangulation is another way to validate the data, such as multiple data sources or different times.

The researcher checks the data by combining the data result from the data collecting books, documents, and other printed materials. Source and theories were used as the triangulation technique in this research. The source is the English textbook entitled *Think Globally Act Locally* for the ninth grade of Junior High School. Then, theories of character, character education, and textbooks were referred to in this research.

b. Dependability

Without data consistency, the results of qualitative research will never be credible. Once the aspect credibility is established, the data consistency is no longer questioned.

To establish certainty, the researcher re-reads the selected texts of study to ensure accuracy and consistency. The texts of study should be related to the research questions. Therefore, the process of collecting and analyzing them is investigated by matching the research questions to the data collection.

c. Conformability

The result of the study relevant to the process can be used to examine conformability. The research's result must be derived from the study's process without any manipulation. The researcher's interpretation is not only unsupported by the data interpretation, but it is also done without taking into account the completeness of the data so that conclusions drawn can accurately describe actual facts. Besides, the theories of this research were consulted

⁶ Sugiyono, *METODE PENELITIAN Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2015), 270–77.

with the advisor who had mastered the theory in which the data findings were related.

E. Data Analysis Technique

This study was carried out in accordance with the content analysis procedure proposed by Krippendorff⁷. Data analysis was carried out in the following stages:

1. Unitizing

Unitizing was the initial step in assessing qualitative data. The data was organized into chapters by the researcher so that it could be easily analyzed. In the textbook, there are 11 chapters.

2. Sampling

At this point, the researchers chose data from the textbook material “Bahasa Inggris Think Globally Act Locally” for the 9th grade of Junior High School and designated it as one of the 18 values of character education developed by the Ministry of education.

3. Recording/coding

Coding is the process of creating concepts from raw data. The data was deconstructed and rearranged into categories by the researcher. The code shows the character education values that are present in each material. The researcher used the first word of the character education name as the code for a character in a sentence, conversation, symbol, or photo. Table 3.1 explains the meaning of each code used in this analysis. Therefore, the 18-character education is shown below.

Table 3.1: The code of the 18 Characters Education

Characters Education	Symbol
Religiousness	Rel
Honesty	Ho
Tolerance	To
Discipline	Di
Perseverance	Pe
Creativity	Cr

⁷ Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 31:83–85.

Independence	In
Democracy	De
Curiosity	Cu
Nationalism	Na
Patriotism	Pa
Appreciation	Ap
Friendship/ Communication	FC
Love of Peace	LP
Reading Interest	RI
Environmental Awareness	EA
Social Care	SC
Responsibility	Res

4. Reducing

The reduction can be used to symbolize information. As mentioned earlier, the researcher has some limitations, so the researcher did not analyze every sentence of the material. The researcher then decided to incorporate the value of character education directly or indirectly into the material.

5. Inferring

Inference involves the presentation and conclusion of data. In this phase, the researcher provides data results in the form of a percentage table. To calculate the percentage, the researcher used the following formula:

Percentage:

$$\frac{\text{The number of each value found}}{\text{Total values found}} \times 100\%$$

6. Narrating

Narration is about making meaning, telling a story, giving an explanation, and developing a rational explanation. The researcher draws conclusions from the data by providing easy-to-understand description details in the form of tables.

Table 3.2: Analysis of Result of Character Education in the Textbook Material of “Bahasa Inggris Think Globally Act Locally” for the 9th Grade of Junior High School.

No.	Character (Code)	Data	Integreation		Explanation
			D	I	
1.					
2.					

Notes:

Code: (Rel/C1/P15) (Character/Chapter/Pge)

D: Directly integration

1. Using the characters from the learning materials to express selves.
2. Integrating the characters into the components of the learning materials.

I: Indirectly integration

1. Use images to compare similar situations in students' lives.
2. Turn a negative situation into a positive one.
3. Using discussions and brainstorming to express the characters.
4. Use stories to present characters.
5. Tell the life story of great men.
6. Use songs and music to incorporate characters.
7. Use drama to describe events that include characters.
8. Use various activities such as ministry, club, or group activities for field practice to bring out a humanized personality.