

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Method

The title of this research is “The Representation of Indonesian and Western Culture in ELT Textbooks: Yuen’s Checklist Evaluation”. The researcher uses content analysis method which belongs to qualitative research to investigate how is the portrayal of Indonesia and Western cultural value in the ELT textbook that was published by MONEC for Junior High School and to make the data balanced, the writer uses a textbook for junior high school which published by private publisher, Erlangga. These textbooks were chosen as a set of source data because the textbooks are widely used almost all over school in this country and the users of these textbooks have different cultural backgrounds and ethnic. So, it is really important to reveal the representation of cultural content in these textbooks both the culture of Indonesia and Western countries. By using a content analysis method, the writer is not just examining whether there is representation of cultural content in the textbooks but also to introduce Indonesia and Western culture by using ELT textbooks to increase student interest and cultural awareness in the learning process. And in this method, the writer will examine some aspects. Those are visuals and verbal that in the form of image or illustration and utterance, dialogue, and passage in the textbook.

### B. Object of the Research

The data of this study is the content or the material contained in the ELT textbook entitled “When English Rings a Bell” for 7<sup>th</sup> and 8<sup>th</sup> grades and “Think Globally Act Locally” for 9<sup>th</sup> grade of SMP/MTs published by MONEC and arranged by Siti Wachidah, Asep Gunawan, and Diyantari. Each textbook consists of 194 pages for 7<sup>th</sup> grade published in 2017, 234 pages for 8<sup>th</sup> grade published in 2017, and 218 pages for 9<sup>th</sup> grade published in 2018. In addition, the writer also uses a textbook published by Erlangga entitled “Bright an English” for SMP/MTs for 7<sup>th</sup> grade with 164 pages and published in 2016, 8<sup>th</sup> grade with 224 pages and published in 2017, and 9<sup>th</sup>

grade with 224 pages and published in 2018, these textbooks arranged by Nur Zaida. Both of these type textbooks use the newest curriculum, Curriculum of 2013 that is aimed to achieve the target of national education which focuses on preparing Indonesia's Golden Generation in 2045 and developing learner's communicative skills especially in writing and speaking skill.<sup>1</sup>

### C. Instrument of The Research

To obtain relevant data, the research instruments used in this study is Yuen's checklist which aims to reveal how cultures are represented in the textbooks, in this case cultural elements such as mentioned in Yuen<sup>2</sup>. Those elements are *product, practice, perspective and persons*. *Product*: cultural elements in the form of physical, including man-made products which refer to specific culture (e.g., food, historical sites, songs, folklores, books/novel, comics, invention, etc.). *Person*: figure or famous individuals which refers to specific culture (singers, poets, writers, national figures, athletes, artist, heroes). *Practice*: cultural elements in the form of rituals, activities, and cultural practices which feres to certain culture (e.g., holiday celebrations, ceremonies, passed traditions and etc). *Perspective*: the way particular group of individuals see something which differs them from others cultures (e.g., native speakers consider that giving gift to teachers is unprofessional).<sup>3</sup> This instrument has more practice and an easy list to do because the four elements have covered almost all the cultural aspects that are mentioned in the textbook. The

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<sup>1</sup> Suci Noer Wulan Sari and Niken Anastasia Kusuma Wardani, 'An Analysis of Indonesia's 2013 ELT Curriculum and Turkey's National English Language Curriculum for Secondary Schools', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 3.1 (2018), 23 <<https://doi.org/10.21093/ijeltal.v3i1.113>>.

<sup>2</sup> Ka Ming Yuen, 'The Representation of Western Cultures in English Textbooks', *ELT Journal*, 65.4 (2011), 458–66 <<https://doi.org/10.1093/elt/ccq089>>.

<sup>3</sup> Ayu.

previous studies that used this instrument were Ka Ming Yuen<sup>4</sup> and Mutiara Ayu<sup>5</sup>.

#### **D. Data Sources**

The data of this research is related to cultural content, both visual and verbal content in a set of ELT textbooks for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades published by MONEC entitled “When English Rings a Bell” for 7<sup>th</sup>, 8<sup>th</sup>, and “Think Globally Act Locally” for 9<sup>th</sup> graders and arranged by Siti Wachidah, Asep Gunawan, and Diyantari and a set of textbooks for junior high school published by Erlangga entitled “Bright an English.” for 7th grade, 8th grade, and 9th grade which was arranged by Nur Zaida.

#### **E. Data Collection Technique**

In collecting the data, the researcher starts observing and analysing each page of the textbooks, both verbal and visual such as utterance, dialogue, passage, and image/illustration aspects in the textbooks which contain cultural elements using Yuen’s checklist. In the analysis process, the researcher also decides which one is included in source culture (Indonesia) and target culture (Western) and to know the place of the data, the researcher also writes down the page number in the checklist. After that, the data is counted of how many cultural elements exist in the textbooks, and the researcher counts the result in the form of frequency while employing content analysis method in elaborating the result and seeing how much gaps are given both for Indonesia and Western cultures in the textbooks<sup>6</sup>.

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

To analyse the data, content analysis is chosen as the method of this study. And this method has been used by some

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<sup>4</sup> Yuen.

<sup>5</sup> Mutiara Ayu, ‘Evaluation of Cultural Content on English Textbook Used by ELT Students in Indonesia’,

<sup>6</sup> Vidya Mandarani, Oikurema Purwati, and Dian Rahma Santoso, ‘A CDA Perspective of Cultural Contents in the English Junior High School Textbooks’, *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5.2 (2021), 237–50.

researchers that is related to cultural content. The first step in analysing the data is the writer observing the textbook then continuing by analysing each page and categorizing it into cultural elements conducted by Yuen. Yuen's checklist is chosen by the researcher to see how many products, persons, practices, and perspectives that are portrayed in the textbooks. At the end, after counting the result in form of frequency has been got and findings is described by the writer.

