

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

There are two types of research used, namely field research and library research. The research studied by this researcher uses the type of library research. The name of library research is research whose problem formulation can only be answered from library data carried out in the library room so that researchers obtain data and information about the object of research through books or audiovisual tools<sup>1</sup>. The research approach can be divided into two as well, namely the qualitative approach and the quantitative approach. In this research, the researcher used a qualitative research approach by using content analysis. Qualitative research is research based on the philosophy of post positivism, used to examine the condition of natural objects, (as opposed to experimenting) where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is qualitative, and qualitative research results emphasize more meaning of generalization<sup>2</sup>. So the approach of qualitative research methods in this research is to describe the data obtained from the analyzed textbook. Qualitative approaches are usually used to describe phenomena in-depth, answer the formulation of research problems that are quite complex, holistic, and interpretive.

#### B. Research Setting

In this research, the researcher took library research namely book analysis so they used literature. So the place where the research takes place is uncertain. For the time of carrying out the research, the researcher takes from December 2020 for search and determine research titles. March until October 2021 for work on chapter 1, revise, and continue

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<sup>1</sup> Kinayati Djojuroto and M.L.A. Sumaryati, *Prinsip-Prinsip Dasar Penelitian Bahasa & Sastra* (Bandung: Nuansa, 2004), 10.

<sup>2</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 9.

working on chapters 2 to 3. Chapter 4, revision, and chapter 5 is worked on from February through March 2022.

### C. Research Subjects

In this section, the researcher informs the subject of this research. The subject of this research is the English textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture in the year 2018 for the twelfth grade of senior high school. This book has 11 chapters and 176 pages. The book was written by Utami Widiati, Zuliati Rohmah, and Furaidah. The object of this research is the character of education contained in the textbook entitled *Bahasa Inggris*. The material in this textbook needs to be analyzed based on the 18 character education formulated by the Ministry of National Education. This research also focuses on the technique of integrating characters in the textbook.

### D. Instruments and Data Collection Technique

According to Vanderstoep and Johnston, a research instrument is a tool that helps researchers gather material, collect it, and analyze it into a coherent report<sup>3</sup>. In this research, there are 2 instruments used by the researcher. The first one is the primary instrument. According to Bodgan and Biklen, the researcher was a major instrument in this research because it used a human instrument. They go on to say that the researcher’s responsibilities included planning, collecting, analyzing, and reporting the research findings<sup>4</sup>. The secondary instrument was also used by the researcher, namely coding. Coding can assist the researcher in identifying and analyzing data. According to Charmaz coding means, using names (codes) to categorize data segments and use these codes to sort and form an understanding of what is going on

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<sup>3</sup> Budi Tri Santosa, “An Analysis of The Main Female Character’s Efforts in John Steinbeck’s *The Grape of Wrath*,” (thesis, Yogyakarta State University, 2015), 43.

<sup>4</sup> Masyhudi Lathif, “An Evaluation of English Textbooks, 67.

in the social scenario being examined<sup>5</sup>. Meanwhile, there are other opinions, codes are the methods for interpreting and analyzing data, as well as how researchers come up with research findings and conclusions<sup>6</sup>. As said by Charmaz above, in this case, coding aims to categorize the data so that it is easy for the researcher to clarify the parts that are relevant to the topic of this research.

Here the researcher also adds some advantages of using coding in research instruments.

1. Get a deep, comprehensive, and in-depth understanding of your data.
2. Make the data easily retrievable and accessible.
3. Organizing and sorting your data.
4. Ensuring transparency.
5. Ensuring validity.
6. Giving one's participants a voice<sup>7</sup>.

For this research, the researcher was collecting data using the documentation technique. The following are the steps that must be taken in collecting data with documentation:

1. The researcher finds an English textbook entitled “*Bahasa Inggris*” for the twelfth grade of senior high school revised edition in the 2018 year is an English textbook published by the Ministry of Education and Culture.
2. The researcher read and observed the materials in an English textbook entitled “*Bahasa Inggris*” for the twelfth grade of senior high school as the main book to observe.
3. The researcher analyzes and identifies based on 18 character education that has been mentioned by the Ministry of Education and Culture that appear in the English textbook by observing.

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<sup>5</sup> Carmel Maher et al., “Ensuring Rigor in Qualitative Data Analysis: A Design Research Approach to Coding Combining NVivo With Traditional Material Methods,” *International Journal of Qualitative Methods* 17, (2018): 2.

<sup>6</sup> Sarah Church, Michael Dunn, and Linda Prokopy, “Benefits to Qualitative Data Quality With Multiple Coders: Two Case Studies in Multi-coder Data Analysis,” *Journal of Rural Social Sciences* 34, no. 1 (2019): 3.

<sup>7</sup> Mai Skjott Linneberg dan Steffen Korsgaard, “Coding Qualitative Data: A Synthesis Guiding The Novice,” *Qualitative Research Journal* 19, no. 3 (2019): 7-9.

4. The researcher found out of character education that has been mentioned by the Ministry of Education and Culture in an English textbook.
5. The researcher makes a data description as the goal of this research.

## E. Research Data Validity

According to Ghauri and Gronhaug, validity refers to how well the data gathered is relevant to the investigation. While according to Field, validity is defined as “measuring what is supposed to be measured”<sup>8</sup>. To make this research useful and valid, the researcher uses the validity of the data by doing triangulation. According to Patton, in qualitative research, triangulation refers to the use of various methods or data sources to build a thorough understanding of phenomena<sup>9</sup>. Hoepfl states that in qualitative research, validity is earned by meeting 4 criteria: credibility, transferability, dependability, and conformability<sup>10</sup>.

But the researcher only use 3 of the criteria namely credibility, dependability, and conformability.

### 1. Credibility

Credibility is a method of obtaining high research validity. Triangulation is an effective method for obtaining it. The triangulation technique, according to Given, is the utilization of many sources of information to validate and improve the clarity and precision of research findings<sup>11</sup>.

### 2. Dependability

In qualitative research, credibility findings will never exist without the consistency of the data. The consistency aspect of the data itself is unquestionable if the credibility

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<sup>8</sup> Hamed Taherdoost, “Validity and Reliability of The Research Instrument; How to Test The Validation of A Questionnaire / Survey in A Research,” *International Journal of Academic Research in Management* 5, no. 3 (2016): 28.

<sup>9</sup> Nancy Carter et al., “The Use of Triangulation in Qualitative Research,” *Oncology Nursing Forum* 41, no. 5 (2014): 545.

<sup>10</sup> Fitiana Sulistiyaningrum, An Analysis of Characters in The Texts, 47.

<sup>11</sup> Budi Tri Santosa, An Analysis of The Main Female Character’s Efforts,

has been met. Text selected for reading checked for sure, and stable to achieve consistency. So the process of collecting and analyzing it is checked by matching the research questions that have been made by the researcher with the results of the data collection.

### 3. Conformability

In research, it is possible to maintain balance in conveying research findings without affecting the objectivity of the findings. On the researcher's personal interpretation, the real interpretation is not simply supported by the data interpretation; the researcher's interpretation takes into account the completeness of the data in order for the conclusion drawn to accurately depict the facts<sup>12</sup>.

## F. Data Analysis Technique

In this research, the researcher followed the content analysis procedure recommended by Klaus Krippendorff<sup>13</sup>. The data analysis technique is carried out with the following steps:

### 1. Unitizing

In unitizing, this is the first step of the data analysis technique. In analyzing it, the researcher distinguishes each character's education and each technique of integration. There are 18 characters and 2 techniques of integration listed for analysis.

### 2. Sampling

In this sampling section, the researcher selected the character education on the material in the textbook based on Dimiar's explanation and selected the technique integration of character education according to Zuchdi.

### 3. Recording/coding

In this section, recording/coding is the creation of a table for the data, then the data is coded. This coding step is to tell what character education are contained in each material. The researcher uses the first letters of the name

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<sup>12</sup> Fitiana Sulistyaningrum, *An Analysis of Characters in The Texts*, 48-49.

<sup>13</sup> Klaus Krippendorff, *Third Edition Content Analysis: An Introduction to Its Methodology* (USA: SAGE Publications, 2013), 84.

of the character education as a character code from sentences, dialogues, symbols, photos, instructions, and statement. The following table explains:

**Table 3.1 The Code of 18 Character Education**

Character Education	Code
Religiousness	Rel
Honesty	Hon
Tolerance	To
Discipline	Dis
Perseverance	Per
Creativity	Cre
Independence	Ind
Democracy	Dem
Curiosity	Cu
Nationalism	Na
Patriotism	Pa
Appreciation	App
Friendliness/Communication	FC
Love of Peace	LP
Reading Interest	RI
Environmental Awareness	EA
Social Awareness	SA
Responsibility	Res

4. Reducing

After making the code for the name of each character education, in this reducing section, the researcher then reduces unnecessary data to make the data more efficient and effective. The researcher also decided to incorporate character education into the material directly or indirectly.

5. Inferring

This step shows how the data is presented and concluded. The researcher displays the data found from the result of the calculation of each data, then add up the total data in tabular form.

6. Narrating

In the narrating section, this is the last step taken by the researcher. In this narrating, the researcher explains and develops a logical explanation. Data analysis is made through a detailed description in the form of a table.

**Table 3.2 The Analysis of Religiousness Character Education in The English Textbook**

No.	(Code)	Data	Explanation
1.			

**Table 3.3 The Analysis Explicit Technique of Character Education in The English Textbook**

No.	(Code)	Data	Integration		Explanation
			D	I	
1.					

Notes:

1. Table 3.2: character education analysis
2. Table 3.3: technique integration of character education analysis

(Code): (Rel/C7/P79) —>Character/Chapter/Page

D: Direct (explicitly)

I: Indirect (implicitly)

**G. Research Ethical Consideration**

In this section ethical consideration for research is very necessary and important. So that the researcher mentions some ethical considerations that were applied during the research period as follow:

1. The researcher protects research data to keep it confidential during research.
2. The researcher is honest during the research.
3. The researcher subject and data are completely original from a textbook published by the Ministry of National Education.
4. Researcher use references from reliable and complete sources.
5. The researcher uses consistent sentences from the beginning to the end of the chapter in this research.