

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

The present study employed Discourse Analysis as a research method. It studies the connections between the use of tangible language and larger social and cultural structures (Titscher et al., 2000). It may concentrate on any spoken or written text (Flowerdew, 2012). Furthermore, there are several approaches to discourse analysis. One of them was applied in this study, namely Critical Discourse Analysis (CDA). Rogers et al. (2005) noted that education researchers employed CDA to understand how people construct meanings in educational contexts.

Additionally, as the basis of CDA, text and language are essential in supporting and legitimizing oppression, injustice, and social inequality (van Leeuwen, 2008). Therefore, power, ideology, and gender are all relevant textual analysis topics (Johnson & McLean, 2019). Thus, the present study employed CDA to examine how gender was represented, which can indirectly reveal ideology embedded in an Indonesian ELT textbook. The analytical perspective of this study relied on van Leeuwen's social actors' analytical perspective (van Leeuwen, 2008). The main reason for applying this framework was that the most suitable framework to investigate social actors represented in a discourse, according to studies conducted in CDA (Montaseri & Sahragard, 2018).

Nevertheless, in gender representation studies, only some features were viewed as relevant (Amer, 2017). The present study contained 5 out of 10 representational categories of the analytical framework, i.e., *inclusion & exclusion, role allocation, genericization & specification, individualization & assimilation, and nomination & categorization* (van Leeuwen, 2008) since they were the most appropriate, applicable, and relevant for examining social actors' portrayals (Sarani & Kord, 2018). Therefore, social actors in an

Indonesian ELT textbook were categorized according to specific representational categories, as mentioned above.

### **3.2 Corpus of the Study**

In this present study, the selected data source was an Indonesian ELT textbook entitled “*Bahasa Inggris Think Globally Act Locally for Grade IX*” written by Wachidah et al. (2018) and published by the Indonesian Ministry of Education and Culture of the Republic of Indonesia. It adopted Curriculum 2013 (K-13). The selection of such a data source was based on several considerations. Those were: (1) The use of this textbook as a learning material for grade IX students in Junior High Schools; (2) The validity of the data and the research question, particularly from the discourse-analytical perspective of gender representation in an ELT textbook; (3) The contents of the textbook contained gender-based portrayals; (4) The textbook fit the contribution of this research in examining gender representation, notably in the Indonesian context.

In addition, the textbook consisted of 11 chapters and 218 pages. Every chapter enclosed five competencies, including observing & asking questions, collecting information, reflecting, associating, and communicating. Nonetheless, the present study merely focused on spoken and written language in the form of texts from three chapters that contained gender portrayals due to the appropriateness of the researcher’s needs. These chapters encompassed chapter I, chapter V, and chapter VI. A more detailed explanation is described in the table below.

**Table 3.1** The Representation of Gender in an Indonesian ELT Textbook

Chapter	Theme	Description	Page	Gender Representation
I	Congratulations!	Congratulating others on their achievements in speech bubbles	2, 3, 11, 12	Male social actors congratulate others on their fortunes and achievement
V	Everybody is always in the middle of something	Sharing the information and giving the explanation through spoken dialogs	82, 89, 95 97, 98, 101, 102	Male and female social actors share the information and give the explanation about something to others
VI	We have been to an orphan home. We went there last Sunday	Sharing the information through spoken dialogs	112	Male and female social actors are talking about an orphanage child

### 3.3 Technique of Collecting the Data

The study employed document analysis to gather the data. According to Bowen (2009), documentation analysis was the procedure for assessing or evaluating printed or electronic materials. It was applied to collect data due to containing additional questions to ask, complementary data, tools to track changes and developments, and verification of findings from other data sources. Additionally, in qualitative studies, documents were good sources for collecting text (word) data and can be analyzed without transcription (Creswell, 2012). Hence, the steps of conducting document analysis were as follows (Creswell, 2012):

1. Identifying the types of documents that contain information to answer the research question.
2. Considering the documents that will be used as sources of information for research, whether public documents (e.g. school board minutes) or private documents (e.g. diaries).

3. Seeking permission to use the documents from the appropriate and responsible individuals.
4. Checking for documents' accuracy, completeness, and usefulness in answering research questions.
5. Recording information by taking notes or scanning some texts contained in the documents.

### **3.4 Technique of Analyzing the Data**

The present study attempted to examine gender represented in an Indonesian ELT textbook. Discursively, the data analysis technique of this study relied on van Leeuwen's analytical perspective, namely the social actors' approach (van Leeuwen, 2008), which generally described how social actors were portrayed in a discourse. Social actors that appeared in the texts were categorized based on gender (males and females). Further, the results were presented and interpreted based on 5 representational categories such as *inclusion & exclusion, role allocation, genericization & specification, individualization & assimilation, and nomination & categorization* (van Leeuwen, 2008).

### **3.5 Steps of the Research**

The researcher took the following steps in conducting the study:

1. Selecting the data  
The consideration of choosing specific texts in selected chapters of the textbook as data for the study was based on the texts that contain gender representation.
2. Determining the themes  
It was a part of analyzing the data. Both male and female social actors were categorized into themes.
3. Breaking the texts down into sentences  
The selected texts were extracted to analyze how male and female social actors were represented in the textbook.
4. Interpreting the data

