

CHAPTER 3

RESEARCH PROCEDURES

This section provides an overview of the methodology employed in the research. The overview includes method of the research, focus of the research, data and source data, technique of collecting the data, technique of analysing the data, steps of the research, time and place of the research.

3.1. Method of the Research

This study examined the cultural identity in English textbook for seventh-grade students. In addition, a qualitative method applied as the approach of this research to answer the research question. Further, the researcher collected the data in words rather than numbers and used the documentary method to gain insight into certain phenomena. The writer gathered, examined, and interpreted data before describing it in this situation.

Hence, the writer used content analysis to analyze this research entitled, “Cultural Identity in The English Textbook 'English for Nusantara' for Seventh Grade in Junior High School.” As stated in Novianti & Ambarwati (2023), Anderson (2007) defined “a content analysis is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation, and evaluation.” This method was used to find out how are cultural identity conveyed by the authors of English textbooks at schools, especially in English language textbooks for grade 7 *Kurikulum Merdeka* entitled 'English for Nusantara'.

3.2. Focus of the Research

This study discovered the cultural types in the textbook using the cultural frameworks, those are: Cortazzi & Jin (1999) related to the categorizations of culture and Moran (2001) related to the dimensions of culture to describe the interpretation of each sign's meaning or idea from the images or texts containing cultural potential in the textbook. Therefore, the focus of the research was to

analyze cultural identity content in a textbook entitled "English for Nusantara" based on the cultural frameworks of Cortazzi & Jin (1999) and Moran (2001).

3.3. Data and Source Data

The data for this research were English material containing cultural identity contained in the English textbook entitled 'English for Nusantara' both in text and image form. Chao (2011) stated that written, visual, or spoken forms that serve as a medium of communication, such as books, images, films, and papers, can include the data content, which could include words, pictures, themes, ideas, and any messages that are intended to be communicated (Cohen et al., 2000; Neuman, 1997). In this research, the researcher used all textual and visual material related to cultural content in the English textbook. Textual material includes dialogues about everyday life, text information, and writing tasks, while visual materials are gathered from illustrations and photographs.

The source data for this research was an English textbook entitled 'English for Nusantara' class VII junior high schools produced by the Ministry of Education and Culture based on the *Kurikulum Merdeka*. The textbook consists of 5 chapters and 264 pages. Each chapter title in this English book includes "About Me," "Culinary and Me," "Home Sweet Home," "My School Activities," and "This is My School." This book was published in 2022, and the authors are Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Febrianti, Pipit Prihartanti, Aji Jehan Fellani, Raymon Rahmadhani, and Gilang Asri Devianty. This textbook was chosen because it has been used in almost all junior high schools in Indonesia and is provided by the Ministry of Education and Culture. Apart from being commonly used in schools, this textbook was chosen because it is likely to contain various cultural contents.

3.4. Technique of Collecting the Data

This research used content analysis to reveal the cultural content in the textbook and used documentary analysis to gather the data. Content analysis, as explained by Kleinheksel et al. (2020), is a research method for systematically analyzing and

interpreting content across various fields. By providing a structured approach to coding and categorizing data, it allows researchers to uncover meaningful patterns and themes, offering insights into the content's underlying messages and context. A research technique called content analysis involves categorizing and recording textual elements to analyze the textbook using the cultural framework by Cortazzi and Jin (1999). While a documentary research method is a research method which refers to the analysis of documents which contain information about the phenomenon we wish to study (Bailey, 1994) cited in (Ahmed, 2010).

The main instrument was the researcher herself as this research applied a qualitative design. As a human instrument, the researcher's duties include choosing the study's focus, choosing informants as data sources, gathering data, evaluating the quality of the data, analyzing and interpreting the data, and making conclusions.

In the data collection process, first researcher read all contents of the textbook. Then, the data that showed cultural content was listed and marked. Then, the data were collected based on Cotarzzi & Jin theory in the form of table. It consisted of five categories, those are: source culture, target culture, and international culture. The codes used for categories of culture are:

SC : Source culture

TC : Target Culture

IC : International culture

The table can be seen below:

Table 3. 1*The Examples of Cultural Categories Coding*

Data	Code
Parkour is an activity in which the goal is to move from one place to another as quickly and eiciently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas (https://kids.kiddle.co/Parkour).	13/CH.01/P.32/IC

Note :

175 : Number of data

CH.04 : Number of chapter

P.53 : Number of page

SC : Code of cultural category

After recording the data of categories of culture, the data was also recorded using Moran's theory who divided the culture into five dimensions: products, practices, perspectives, communities, and persons. The codes of Moran's dimensions of culture are :

PRO : Products

PRA : Practice

PERS : Perspectives

COM : Communities

PER : Person

Here the example of table of the culture categories:

Table 3. 2*The Examples of Cultural Dimension Coding*

Data	Code
Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas (https://kids.kiddle.co/Parkour).	13/CH.01/P.32/IC/PRA

Note :

175 : Number of data

CH.04 : Number of chapter

P.53 : Number of page

SC : Code of cultural category

PRO : Code of cultural dimension

3.5. Technique of Analyzing the Data

For analyzing the data, the researcher used the framework by Cortazzi and Jin (1999) to determine the types of cultures with the data, whether the data concludes in source culture, target culture, and international culture. Then, used dimensions of cultures by Moran (2001) namely products, practices, person, perspectives, and communities. The technique of analyzing the data in content analysis, researcher used theory by Krippendorff (2018).

3.6. Steps of the Research

There were several steps to analysis the data in this research. According to Krippendorff (2018), the activities of analyzing data in content analysis are unitizing, sampling, reducing data, recording/coding, inferring, and narrating. The

process of data analysis in this research was done with only five steps because the sampling activity was not used.

a. Unitizing

In this first step, the researcher read all data in the textbook. All the data that tend into cultural content were summarized, chosen and focused on the important things, finding the theme and pattern. The way that has been done to this step was marking and listing the required data, so it could be seen which data would be analyzed.

b. Reducing data

After all the data were marked and listed, they were filtered based on the cultural frameworks by Cortazzi & Jin (1999) related to the categorizations of culture and Moran (2001) related to the dimensions of culture to ensure that the data used was only data that was appropriate based on research needs. This step was used to eliminate unnecessary data and make the data more efficient to represent.

c. Recording/coding

In recording/ coding step, the data were arranged in a table. Next, the information was tagged according to the guidelines, which included the number of data, chapter, page, cultural category, and cultural dimension codes. The purpose of this coding stage was to create a shared understanding of the data by bridging the gap between the researcher's goal and the readers' comprehension.

The process of data coding was divided into two phases. All of the data that were classified into the categories of source culture, target culture, and international culture were marked and listed throughout the first stage of the process. Subsequently, the information was divided into subcategories and superfluous material was eliminated. The data that had previously been divided into cultural categories was further divided into cultural dimensions in the second phase, which included products, practices, perspectives, communities,

and persons.

d. Inferring

In this step, the data were displayed with its explanation. This is done to make contextual conclusions based on grouped data. The data were presented into narrative sentences, picture/scheme, matrix and table. Here the examples of data display:

Table 3. 3

The Examples of Cultural Dimension Coding

Data	Code	Explanation
Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas. (https://kids.kiddle.co/Parkour)	13/CH.01/P .32/IC/PRA	Parkour is an activity or sport that originates from France. This is one of international cultural practices in the form of acts.

The data that has been displayed and explained using the data then serves as the basis for figuring out the percentage for each category and cultural dimension. The data was totaled based on every cultural dimension and category. The total was then transformed into a percentage, and the formulation by (Walizer & Wienir, 1978) was used to calculate the percentage. This percentage serves as the foundation for drawing conclusions.

B: $b / \text{tot} \times 100\%$

Note: B : Percentage of occurrence of certain types of cultures

B : Frequency of occurrence of certain types of cultures

tot : Total frequencies of occurrence of certain types of culture

e. Narrating

The final step of the data analysis process is narrating. After that, the data percentage was narrated and concluded as the answer to the research question. Based on the statistics with the highest and lowest percentages, conclusions are made. The data calculation described in the following chapter 4 served as the foundation for the conclusion drawing at this point.

3.7. Time of the Research

This research conducted in the period from September 2023 to July 2024.

Table 3. 4

Time of the Research

