

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This research employed qualitative research with discourse analysis. Discourse analysis examines how language and its context interact with each other (McCarthy, 1991). There are several approaches in discourse analysis and one of them is multimodal discourse analysis. Specifically, this study applied Systemic Functional Multimodal Discourse Analysis (SF-MDA). The systemic functional (SF) approach in multimodal discourse analysis (MDA) aims to develop theories and methods in analyzing various types of texts, including written texts where semiotic elements such as spoken and written language, visual images, mathematical symbols, architecture, sculpture, and body movements collaborate to construct meaning (O'Halloran, 2008).

Furthermore, SF-MDA was selected based on its purpose as an approach to analyzing multimodality involving interpersonal, textual, and experiential functions (Mohammadi, Shirvan, & Akbari, 2018). Additionally, this research applied visual grammar theory by Kress and van Leeuwen (2006), which consists of several elements that help to analyze the visual meaning of the textbook, including representational, interactive, and compositional. Moreover, transitivity by Halliday (2004) was applied to analyze the linguistic features that appeared in the textbook. It consists of six recognized types of processes, each of which describes a different action, event, or state in a sentence or text. The processes are material, mental, verbal, relational, behavioral, and existential. These two theories in SF-MDA, namely visual grammar and transitivity, will support this research on gender representation in the textbook because both can identify differences in roles, activities, and visual placement between male and female characters, thus revealing differences in gender representation textually and visually.

B. Research Object

The research object is a third-grade Indonesian ELT textbook entitled “My Next Words: Student’s Book for Elementary School” published by the Ministry of Education, Culture, Research, and Technology which adopted the Emancipated Curriculum (*Kurikulum Merdeka*). This book consists of 153 pages and 10 units. Specifically, the material in this book focuses on developing listening, speaking, reading, and writing skills presented in various interactive activities. The learning structure is arranged contextually and gradually, prioritizing practical experience and activities that aim to enable students to interact effectively in English.

The selection of this book as the object of research is based on its relevance in studying gender representation in ELT textbooks at the elementary level, especially within the framework of the Merdeka Curriculum, which seeks to improve the quality of language education through easy-to-understand and interactive materials. Moreover, this selection is also based on Permendikbud Number 12 of 2024, which stipulates that English will be a compulsory subject starting from grade 3, specifically in phase B of elementary school. Phase B in the Emancipated Curriculum is aimed at grades 3 and 4 of SD/MI/Package A, A/equivalent. However, several studies have examined gender representation in Grade 4 Emancipated Curriculum books (Anjarwati et al., 2023; Karsena & Handayani, 2024; Vionisa & Zahro, 2024).

By conducting a multimodal analysis of the text and visual aspects of this book, this research can reveal the extent to which gender is represented and how this affects students' perceptions of gender roles in the context of English language learning in elementary schools. In addition, units 3 (*I Have Fried Chicken for Breakfast*) and 4 (*Do You Like Swimming?*) were chosen as the focus for the study because these two units contain materials that illustrate how gender characteristics are expressed through food choices, activities, and illustrations, which provide opportunities to explore gender bias, stereotypes, or neutrality in this textbook.

C. Data Collection

This research employed document analysis as a method for collecting visual and textual data. Document analysis is a method for analyzing or evaluating documents, whether printed or electronic (Bowen, 2009).

In this study, various strategies and methods are employed to determine document selection, including the selection of images and texts to be analyzed, sampling to gather information and ensure the credibility of data sources, and thematic analysis to categorize documents according to the theme being searched for. This document analysis stage helps the researcher analyze the data sources that will be used for text analysis in the next stage. The following are the steps in document analysis proposed by Morgan (2022):

1. Document Selection: Select the cover and several images from Unit 3 and Unit 4 in the book *My Next Words Grade 3—Student’s Book for Elementary School*. This step ensures the authenticity, credibility, representativeness, and meaning of the documents used so that the analysis's results can accurately represent gender representation.
2. Sampling Technique: using a purposive sampling technique to select relevant images and texts. This technique will ensure that the selected data is able to answer the research questions regarding gender representation in third-grade ELT textbooks in the Merdeka Curriculum.
3. Thematic Analysis for Documents: the process begins with selecting relevant documents, reading and noting initial patterns, and coding small elements in text and images that reflect gender roles or stereotypes. These codes are grouped into initial themes, such as interactions, illustrations, and character activities, which are then evaluated and refined using the Systemic Functional Multimodal Discourse Analysis (SFMDA) framework to explore the relationships between visual and textual elements. Once themes are clearly defined, interpretation is conducted to conclude how gender is represented in the document. This approach provides an in-depth analysis of the patterns of meaning in multimodal elements.

D. Data Analysis

This research used systemic functional multimodal discourse analysis as the main approach in analyzing data, by combining the visual grammar theory by Kress and van Leeuwen (2006) and transitivity by Halliday (2004). These two theories serve as the primary analytical tools for examining how gender is represented in visual and textual elements of textbooks. The visual aspect is analyzed using the visual grammar theory (such as representational, interactive, and compositional meaning), while the textual aspect is analyzed through the transitivity process to see how the process, participants, and circumstances shape gender roles.

In addition, content analysis is also applied to scrutinize the gender representation in the textbook. Mayring (2015) stated that there are three forms of content analysis to interpret: reducing, explicating, and structuring procedures. In the context of this research, the reducing procedure is more suitable to be applied. One of its distinct forms is inductive category formation. The following is the process model of it:

1. **Defining Selection Criteria:** Based on the research objectives, relevant criteria for analyzing gender representation, such as roles, activities, and visuals, were identified.
2. **Creating Categories:** Clear and descriptive labels were assigned to represent different aspects of gender-related content in the textbook, both in text and images.
3. **Ensuring Category Relevance:** Categories were reviewed regularly to ensure they aligned with the research objectives.
4. **Data Checking:** Each page in Units 3 and 4 was examined line by line. Textual and visual elements were matched against the selection criteria and grouped into relevant categories.
5. **Grouping Data:** Data matching an existing category was assigned to that category. This process was repeated to refine the category system.

6. Initial Review: After analyzing 10–50% of the data, the categories and criteria were reassessed to confirm their relevance and effectiveness.
7. Final Categorization: Once the categories were finalized, all data was reanalyzed to ensure consistency.
8. Thematic Grouping: Categories were grouped where needed to explore broader themes related to gender representation.
9. Analysis and Interpretation: Relationships between categories were analyzed, and their frequency was calculated. This process provided insights into gender representation in the ELT textbook, aligning with the research question.

To maintain data credibility, the main data source in this study comes from textbooks officially published by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which guarantees that the material has gone through a formal review and standardization process. In addition, the coding process was carried out carefully and consistently. Each textual and visual element was re-examined based on established criteria, and the categorization system was refined through repeated reviews. Furthermore, discussions with fellow researchers and input from supervisors were also carried out to minimize subjective bias.

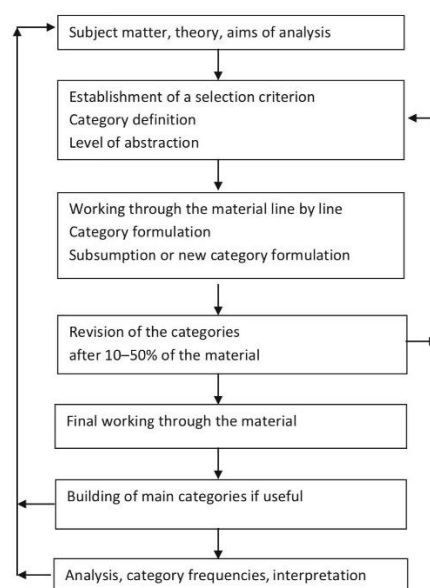


Figure 3.1 Inductive Category Formation's Process Model

E. Research Schedule

Table 3.1 Time of Research

Description	2024									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Research Proposal writing										
Research Proposal examination										
Data Collection										
Data Analysis										
Thesis Result										
Thesis Examination										