

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology employed in this study. It describes seven parts of research methodology, namely research design, research object, data collection, data analysis, and research schedule.

A. Research Design

This research employed a qualitative approach with discourse analysis as its main method. A qualitative approach was selected because it allowed the researchers to explore values represented through language in depth. As Bogdan and Taylor (as cited in Muhammad, 2011) defined, qualitative research is a procedure on observable objects that produces descriptive data in the form of written words. In addition, Discourse analysis was chosen because it focuses on how language is used to construct meaning, reflect values, and ideology (Taylor, 2013). This method was considered the most appropriate for analyzing the textbook content, as it enables the researchers to uncover how the values of *PPP* were encoded in the language choices. Within discourse analysis, the study applied the Appraisal framework by Martin and White (2005) from Systemic Functional Linguistics. It focuses on the Attitude system includes: Affect, Judgment, and Appreciation. This was selected to identify the evaluative expression and how it functioned to promote certain values.

B. Research Object

The research object is an eighth-grade ELT Textbook entitled “English for Nusantara”. This textbook was published by the Ministry of Education, Culture, Research, and Technology from the *Merdeka* Curriculum. It consists of five chapters and 312 pages. The selection of this textbook was based on several inclusion criteria. First, the textbook was officially published and distributed nationwide by the government, ensuring its credibility. Second, it was widely

implemented in junior high schools across Indonesia, making it representative. Lastly, it is rich in textual data, supporting the validity of the research result.

The focus of the analysis was on the dialogue and narrative sections from three chapters. Chapter 1 (Celebrating Independence Day), Chapter 3 (Love Our World), and Chapter 4 (No Lettering). These chapters were chosen because they contain rich textual data on various topics. Chapter 1 focuses on celebrating Indonesia's Independence, which strengthens national identity. Meanwhile, Chapters 3 and 4 discuss environmental issues related to climate change education. Therefore, dialogue and narrative sections were prioritized because they often became the main media for conveying moral values (Arwanto et al., 2024; Putri & Maisarah, 2023). These sections show social interaction where they show their feelings and attitudes that reflect values.

C. Data Collection

This study uses document analysis to collect textual data. Document analysis is a method to review or evaluate documents in printed or electronic (Bowen, 2009). The document analyzed was the English for Nusantara Grade VIII ELT textbook. The analysis focused on dialogue and narrative sections from Chapters 1, 3, and 4. These chapters were purposively selected due to their rich textual data on various topics. The analysis only focused on dialogue and narrative sections. Only texts containing evaluative language were included. The selected data were documented in detail. It includes chapter, page, and thematic relevance. This documentation will facilitate further data analysis.

D. Data Analysis

This study analyzed the data using Martin and White's (2005) Appraisal Theory framework. The analysis focused on the Attitude system, which included Affect, Judgment, and Appreciation. The aim was to reveal how the textbook represented the values of the *PPP* through evaluative language. The analysis process was conducted in the following four stages:

1. Defining Focus and Categories

The main focus of this study was on the expression of attitudes found in the narrative and dialogue of the textbooks. The attitudes were divided into three main categories:

Category	Subcategories	Example Expressions
Affect (expression of emotion)	inclination, happiness, security, satisfaction	“I like watching the parade.” (hap+)
Judgment (evaluation of behaviour)	normality, capacity, tenacity, veracity, propriety	”you're leaving the faucet running. It wastes the water.” (prop-) “The straw incident proved how dangerous plastic was to animals in the oceans.” (val-)
Appreciation (evaluation of thing or phenomena)	reaction, composition, valuation	

2. Data Analysis and Coded

Each sentence that met the criteria was analyzed to determine the appropriate attitude type, subcategory, and the associated relevant *PPP* values.

Chapter, Page	Excerpt	Attitude Subtype	PPP Values	Explanation
I, 40	“I like watching the parade”.	hap+	Global Diversity	Expresses enjoyment and pride in a cultural event that showcases Indonesia’s rich traditions.
III, 143	”you're leaving the faucet running. It	prop-	Noble Character	Demonstrates sensitivity to environmentally harmful practices (

	wastes the			water waste),
	water.”			showing care to
				nature.
	“The straw			
	incident			Able to evaluate and
	proved how			conclude the
IV, 210	dangerous	val-	Critical	negative impact of
	plastic was to		Reasoning	plastic on the
	animals in the			environment.
	oceans.”			

The following abbreviations represent different types of *Attitude* in the analysis:

+	‘positive attitude
-	‘negative attitude’
des	‘affect: desire’
hap	‘affect: un/happiness’
sec	‘affect: in/security’
sat	‘affect: dis/satisfaction’
norm	‘judgment: normality’
cap	‘judgment: capacity’
ten	‘judgment: tenacity’
ver	‘judgment: veracity’
prop	‘judgment: propriety’
reac	‘appreciation: reaction’
comp	‘appreciation: composition’
val	‘appreciation: valuation’

3. Frequency and Percentage Calculation

The frequency of each attitude type and subtype was initially counted manually by closely reviewing the analyzed textual data. To ensure the

accuracy of the manual counting, the “Find” feature in Microsoft Word was used as a supporting tool to verify the frequency of each expression based on certain keywords. After confirming the frequency for each category, the data was then transferred to Microsoft Excel. It was used to calculate the total and percentage of each Attitude type.

4. Interpretation of Result

The calculated data were interpreted to identify what attitude features appear in the textbook and how they reflect *PPP* values. The interpretation focused on the function of each attitude type in supporting character formation as intended by the *Merdeka* Curriculum.

E. Research Schedule

This research was conducted in the period from September 2024 to July 2025 as follows:

Description	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	2024	2024	2024	2024	2025	2025	2025	2025	2025	2025	2025
Research Proposal writng											
Research Proposal Examination											
Data Collection											
Data Analysis											
Thesis Result											
Thesis Examination											