

CHAPTER III: RESEARCH METHODOLOGY

This chapter looks into research implementation such as how the data are presented, and the textbook's detail. The activity of gaining the best quality data from own researchers and participants. This mixed methods research meets some ethical considerations through the teacher interviews. Then, this chapter also put on research timeline and progress as to how long the process of this thesis research.

3. 1 Research Paradigm and Design

This study is anchored in social constructivism, post-modernism, interpretative and hermeneutic traditions. I put two EFL textbooks entitled New Interchange Fifth Edition Student Book 3 and 3A (Richards, Hull, & Proctor, 2017) to analyze cultural representation and teacher interviews into international English textbooks as mixed method research. Social constructivist developed by Vygotsky which individuals are actives participants to give new interpretation of their own knowledge (Schreiber & Valle, 2013). This paradigm refers to the social of knowledge in how people use to interpret actions and events in the social phenomenon. Following to this, my research has also fit into post-modernism paradigm, as it mentioned in Best and Kellner (1991), post-modernism is a challenging theory which combined to a social theory and practice. This paradigm relates to the social interpretation in line with the current theory used in the field of research. Moreover, the interpretative paradigm highlights that any data gained from the participants in order to dig layered interpretations (Widodo, 2015a, 2015b). The participants fully contribute their interpretation regarding textbooks' cultural contents. While, hermeneutic tradition refers to the text interpretations particularly taking for human understanding in interpreting social meaning (Thiselton 2009). Regarding with my current research, this paradigm is in line with textbook analysis which looks for social meaning in both visual and textual analysis followed by teacher cultural interpretations. This paradigm fits well with current EIL material development in cultural representation.

In response to this, the study adopted Moran's 4P framework (2001) that refers to products, practices, perspectives and persons. The textbooks entitled New Interchange (5th) edition 3 and 3A were published by Cambridge University Press. The representation of culture focuses on five parameters in which product, practice, perspective and person. Further, the research approach on qualitative analysis in cultural representation and how depth the cultural context

are represented on both international textbooks. The researcher manually records the number of cultural perspectives in each lesson unit (chapter). The frequency counts to identify the cultural perspectives that appear on both textbooks. Afterward, I enrich the analysis by taking the teacher's perception of cultural contents on international textbooks. These interviews were defined into five groups through online zoom meetings within five meetings.

Referring by the general qualitative analysis of cultural representation, this research has also undertaken a discursive analysis that emphasizes the visibility of cultural representation in the two textbooks which use these social context parameters: (1) product, (2) practice, (3) perspective and (4) person adapted from Moran (2001). This research chose these contextual parameters because these social contexts showed how cultural perspectives were portrayed in the two textbooks. To guide this textual analysis, the researcher adopted the three-circle theory by Krippendorff (2013) that the textual and visual data from the textbooks selected are permanent, verifiable and replicable. The content analysis in this study refers to the categorizing, coding and counting of the data of cultural representation in two textbooks.

Further, this research implemented a social semiotic analysis to find out how cultural meanings are represented and to elaborate the cultural sense in the textbooks. The analysis is mainly built on the systemic functional model of social semiotics (Gray, 2010; Kress & Van Leeuwen, 1996; Van Leeuwen, 2005). According to this analysis model, visual meanings fall into three categories, which are representational meaning, interactive meaning, and compositional meaning. The purpose of this research is to point out based on these three meanings. Which representational meaning related to the questions such as what and how something is represented and what processes are involved in the textbooks; for interactive meaning, I mainly consider modality which is the degree to which the representation appears authentic or naturalistic, as well as compositional meaning, this research focus on which part of the image is made salient or highlighted.

3.2 Research Context

Character education has a long history worldwide. In the United States after the independence war, the vehicle for America was school. Hence, a multicultural society positioned with the potential to detract from the homogeneity aims to unify the American culture (Lawrence & Levine. 1996). As it also points out in their school textbook contents emphasized culture through the social context of life. Further research, UK schools have developed the student's character by introducing their local culture. It has also appeared on the design of the textbooks

which inputs cultural sense in each unit as it is shown in the textbooks entitled New Interchange (5th) edition 3 and 3A published by Cambridge University Press. Thus, these textbooks serve cultural contents in several chapters to cultivate local and international culture introduced in textbooks. American high school textbooks are written according to the curriculum guidelines. In these curriculum guidelines, a significant change can be seen in the approach taken to the subject of English at the high school level as mentioned in Lawrence and Levine. As the contents of the textbook, it gives the students' knowledge about living conditions, societal issues and cultural phenomena in different contexts and parts of the world where English is used. Hence, the teaching should stimulate the students' curiosity about language and culture.

3.3 Textbooks for Analysis

Particularly in countries around the world, cultural representation is one of the most major aspects commonly used in every single country with different cultures according to its cultural context. From a culture perspective, culture has become a rising issue in an educational context as it has fluctuated curriculum management. In the international context, each country has a different cultural context as mentioned in the textbooks entitled New Interchange Fifth Edition Student Book 3 and 3A (Richards, Hull, & Proctor, 2017). In response to this, deep culture analysis can be another level of ways to increase the students' language proficiency (Tajeddin and Pakzadian, 2020). The first book entitled New Interchange Fifth Edition level 3 student's book contains 16 units and 150 pages. Second, New Interchange Fifth Edition level 3A student's book contains 8 units and 55 pages. Textbooks level 3A has equal contents with textbook 3 level on 1 to 55 pages. Moreover, both textbooks contain visual and textual forms in which all of the visual forms used real pictures.

For further detail of textbook's features are included as follows:

Table. 1 Detail features of the textbook entitled New Interchange Fifth Edition Student Book 3 and 3A

Unit	Titles/Topics	Activities
1	That's my kind of friend!	<ul style="list-style-type: none"> ● Speaking: Describing personalities; expressing likes and dislikes ● Grammar: Relative pronouns as subjects and objects; <i>it</i> clauses + adverbial clauses with <i>when</i> ● Pronunciation/Listening: Listening for description of people; listening of opinions ● Writing/Reading: Writing a description of a good friend ● Interchange Activity: Interviewing classmate to find out about personality characteristics
2	Working 9 to 5	<ul style="list-style-type: none"> ● Speaking: Talking about possible careers ● Grammar: Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs and past participles ● Pronunciation/Listening: Stress with compound nouns (Listening to the good and bad parts of a job; listening for completion) ● Writing/Reading: Writing about two career choices "The perfect Workplace?": reading about different types of workplaces ● Interchange Activity: Comparing people career's and personalities to make seating chart for a dinner party
3	Lend a hand	<ul style="list-style-type: none"> ● Speaking: Making direct and indirect requests; accepting and declining requests ● Grammar: Requests with modals, <i>if</i> clauses and gerund; indirect requests ● Pronunciation/Listening: Listening to people making, accepting and declining requests ● Writing/Reading: Writing a message with requests ● Interchange Activity: Asking classmate to borrow items; refusing to lend items
4	What happened?	<ul style="list-style-type: none"> ● Speaking: Narrating a story; describing events and experiences in the past ● Grammar: Past continuous, simple past, past perfect ● Pronunciation/Listening: Intonation in complex sentences: listening to news story, messages and podcast ● Writing/Reading: Writing a personal account ● Interchange Activity: inventing the story form the random elements
5	Expanding your horizons	<ul style="list-style-type: none"> ● Speaking: Describing cultural expectation; giving advice ● Grammar: Noun phrases containing relative clauses ● Pronunciation/Listening: Listening for information about living abroad; listening to opinions ● Writing/Reading: Culture shock: reading about moving another country ● Interchange Activity: comparing customs in different countries
6	That need fixing	<ul style="list-style-type: none"> ● Speaking: Describing problems

		<ul style="list-style-type: none"> ● Grammar: Describing problems with past participles as adjectives and with noun ● Pronunciation/Listening: Listening to complaints; listening to a conversation about “throwaway culture” ● Writing/Reading: Writing a critical online review ● Interchange Activity: Comparing problems in two pictures of an apartment
7	What can we do	<ul style="list-style-type: none"> ● Speaking: identifying and describing problems ● Grammar: Passive in the present continuous and perfect tense ● Pronunciation/Listening: Listening to environmental problems; listening for solutions ● Writing/Reading: Writing a post on a community website ● Interchange Activity: Choosing an issue and deciding on an effective method of protest
8	Never stop learning	<ul style="list-style-type: none"> ● Speaking: Asking about preference; discussing different skills to be learned ● Grammar: Would rather and would prefer ● Pronunciation/Listening: Listening conversation with guidance counselor ● Writing/Reading: reading about different studying styles ● Interchange Activity: making a choices
9	Getting things done	<ul style="list-style-type: none"> ● Speaking: Asking for and giving advice or suggestions ● Grammar: Making suggestions with modals + verbs ● Pronunciation/Listening: Listening to New Year’s resolutions ● Writing/Reading: Writing a message of advice ● Interchange Activity: Discussing different points of view parents and their children
10	A matter of time	<ul style="list-style-type: none"> ● Speaking: Talking about historic events ● Grammar: Referring to time in the past with adverbs and prepositions ● Pronunciation/Listening: Listening for dates and time periods ● Writing/Reading: Writing a biography ● Interchange Activity: Taking a history quiz
11	Rites of passage	<ul style="list-style-type: none"> ● Speaking: Describing milestones, turning points, regrets and situations ● Grammar: Time clauses: before, after, once, etc ● Pronunciation/Listening: Listening to descriptions of important events ● Writing/Reading: Writing a message of apology ● Interchange Activity: Playing a board game to talk about good and bad choices
12	Key to success	<ul style="list-style-type: none"> ● Speaking: Describing quality of success ● Grammar: Describing purpose with infinitive clauses

		<ul style="list-style-type: none"> ● Pronunciation/Listening: Listening for features and slogans ● Writing/Reading: Writing a TV or web commercial ● Interchange Activity: Creating a slogan and logo for a product
13	What might have been	<ul style="list-style-type: none"> ● Speaking: offering explanations; giving advice, etc ● Grammar: Past modals for degrees of certainty ● Pronunciation/Listening: Listening to explanations and for the best solution ● Writing/Reading: Writing about a complicated situation ● Interchange Activity: Drawing possible conclusions about situations
14	Creative careers	<ul style="list-style-type: none"> ● Speaking: Describing career in film, TV, etc. ● Grammar: The passive to describe process with <i>is/are</i> + past participle and modal + be + past participle ● Pronunciation/Listening: Listening for parts of movie ● Writing/Reading: Writing about a process ● Interchange Activity: Guessing famous people from clues
15	A law must be passed!	<ul style="list-style-type: none"> ● Speaking: agreeing and disagreeing ● Grammar: Giving recommendations and opinions with passive modals ● Pronunciation/Listening: Listening for solutions ● Writing/Reading: Writing a persuasive essay ● Interchange Activity: Deciding on punishment for common offenses
16	Reaching your goals	<ul style="list-style-type: none"> ● Speaking: Talking about the past and future ● Grammar: Accomplishment with simple past and present perfect ● Pronunciation/Listening: Listening for people's goal ● Writing/Reading: Writing for a personal statement for an application ● Interchange Activity: Taking a quiz about working remotely

3.4 Teacher Participants

The newly designed English textbook named “New Interchange Fifth Edition Student Book 3 and 3A” aimed at the intermediate level to develop student’s English proficiency (Richards, Hull, & Proctor, 2017). The lesson division varies in each textbook. These textbooks have been taught broadly in different countries around the world. The researcher's choice of these two EFL textbooks, namely New Interchange 3 and 3A was due to the fact that these textbooks have been taught broadly in different countries around the world and also in the context of this study and they were among the top global popular English course books at English language institutes. This textbook analysis conducts both manual analysis and English teacher perception in English textbooks which are positioned as primary actors in conducting teaching and learning processes to meet a high quality of classroom activities and professional development. The participants in the study are EFL teachers for both English and non-English teachers in several parts of a region in Indonesia. Furthermore, the teachers as a participant in investigating textbooks' contents also reinforced the researcher’s interpretation. Obviously, this is new insight research given the number of teachers as participants involved in textbook analysis from English majors but the result should provide a more in-depth research culture analysis compared with the previous research. The teacher background is presented as below:

Table. 2 Teacher participants background

Group 1					
Participant's general information	Age	Educational Background	Teaching Experiences	Gender	Province
Participant 1	40	Magister Degree	12	Male	South Kalimantan
Participant 2	45	Magister Degree	15	Male	Central Java
Participant 3	34	Magister Degree	10	Male	East Java
Participant 4	37	Magister Degree	10	Male	East Java
Participant 5	40	Magister Degree	11	Female	Central Java
Group 2					
Participant 6	50	Magister Degree	17	Female	South Kalimantan

Participant 7	38	Magister Degree	11	Male	South Sulawesi
Participant 8	34	Magister Degree	8	Male	West Java
Participant 9	44	Magister Degree	16	Female	Southeast Sulawesi
Participant 10	43	Magister Degree	20	Female	West Java
Group 3					
Participant 11	51	Magister Degree	27	Female	Riau
Participant 12	45	Magister Degree	6	Female	Central Java
Participant 13	34	Magister Degree	14	Female	Central Java
Participant 14	39	Magister Degree	17	Female	Central Java
Participant 15	48	Magister Degree	20	Male	West Java
Group 4					
Participant 16	47	Magister Degree	20	Female	East Java
Participant 17	48	Magister Degree	16	Female	Central Java
Participant 18	36	Magister Degree	6	Female	West Nusa Tenggara
Participant 19	47	Magister Degree	6	Female	Jakarta
Participant 20	52	Magister Degree	19	Female	West Sumatra
Group 5					
Participant 21	40	Magister Degree	15	Female	Lampung
Participant 22	40	Magister Degree	19	Female	West Java
Participant 23	35	Magister Degree	6	Male	Central Java
Participant 24	36	Magister Degree	11	Female	West Java
Participant 25	37	Magister Degree	15	Female	East Java

3.5 Data Collection

The analysis was chosen from two popular English language teaching series entitled New Interchange Fifth Edition Student Book 3 and 3A. Those textbooks were selected from the intermediate level of students. In fact, these new interchange textbooks have been taught broadly in different countries around the world. Thus, they are also positioned as the top two popular

textbooks used around the world. The researcher adopts quantitative mixed-method research on manual coding and teacher interviews. Both random samplings conducted through oral interviews with the teachers in an online zoom meeting by showing some textual and visual context of the textbooks regarding the culture contained in the textbooks. The analysis forms are attached in the appendix (see appendix 1) and teacher interviews forms presented as below:

Table 3. Reflection template (Smyth, 1989)

Name:		Date/Year:	
Institution:		Course subject:	
a. Informing	Describe what ideology presented in this picture related to the culture in the textbooks		
b. Informing	Give information about the cultural context presented in the picture		
c. Describing	Please write what your opinion to what extend this text is suitable to be adopted in your class activities		
d. Informing	Write what strategy used in designing your teaching materials		

3.6 Data Analysis

The analysis is mainly built on the systemic functional model of social semiotics (Gray, 2010; Kress & van Leeuwen, 1996; Van Leeuwen, 2005). According to the analysis model, visual meanings fall into three categories, which are representational meaning, interactive meaning, and compositional meaning. Further, the textbooks adopts Kachru's three-circle model (1985) and Moran's 4P framework (2001) that refers to products, practices, perspectives and persons. Further, I utilized mixed-method analysis through textbook analysis followed by the manual coding in cultural representation and English teacher interviews regarding their perspective, ideology, and cultural contents on textbook materials. Further, the teacher asks about the cultural materials used in the teaching process and its method.

In response to those statements, the frequency of cultural representation in both textbooks entitled New Interchange Fifth Edition Student Book 3 and 3A are measured by four parameters: (1) product, (2) practice, (3) perspective and (4) person adapted from Moran (2001). The

categories mentioned on the parameters include social, personal, religion/arts/humanities, politics and institutions, and environmental concerns. For the fashion habit including shopping, style, and choice or taste of clothes have also be considered. Social intercourse relates to the network, friends, and relationships with others. The social context of marriage includes the culture of marriage, the criteria of marriage partner, and others related to the marriage life. The family parameters relate to the family connection, housing, and other culture related to family life. This research put high attention on analyzing the textual and visual content in the textbooks related to the cultural forms through manual coding by counting the number of cultural representations in the textbooks. Moreover, this research has also conducted teacher interviews to strengthen the result of analysis.

Thus, to answer the research questions regarding cultural representations and teacher perceptions on to what extent they adopt the existing textbook materials into their teaching process. This present study begins by classifying the verbal and visual data found in the two international textbooks (see Table 1). For my textual analysis, I selected both visual and verbal text imparting cultural meanings through dialogues, instructions, images/pictures, and other relevant textbook contents. The deep analysis looks into social semiotic model (Gray, 2010; Kress & van Leeuwen, 1996; Van Leeuwen, 2005). Further, I also emphasized on Kachru's three-circle model (1985) and Moran's 4P framework (2001) that refers to products, practices, perspectives and persons as the parameters analysis. In doing so, the example of textbooks analysis and teacher interviews are as follows:

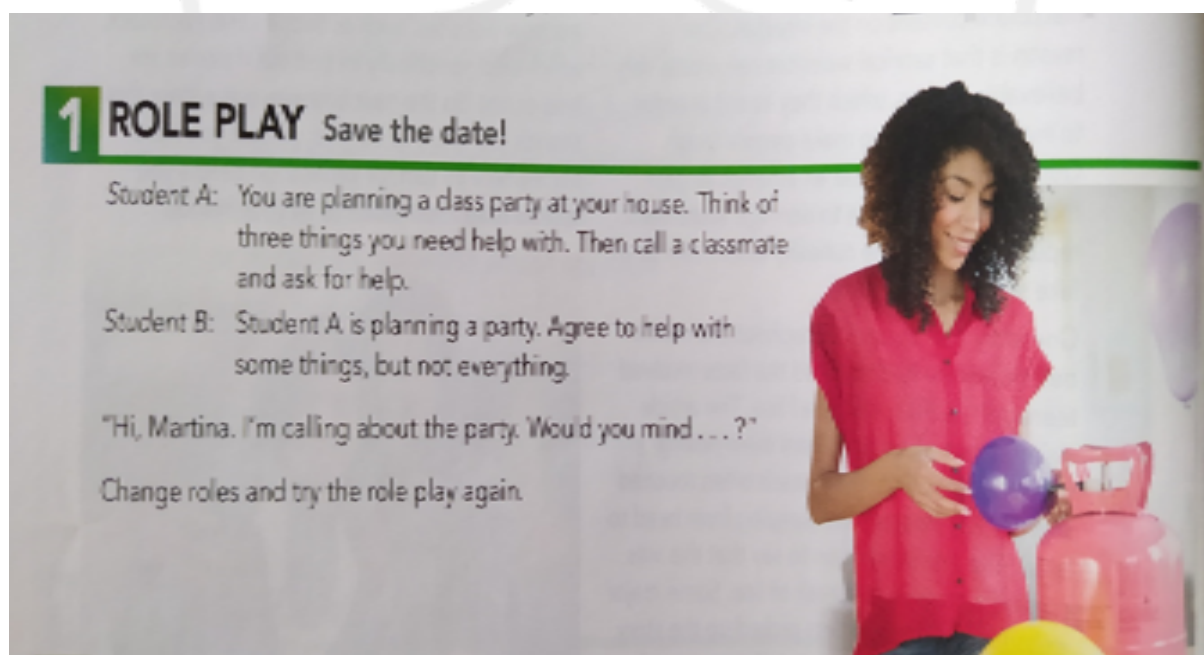


Fig. 1. Source: *New Interchange First Edition (3 & 3A)* p. 28.

In response to the teacher's perception on to what extent cultural contexts should emphasize on teaching materials. As the interview result in the first group as example of cultural analysis on English teacher's cultural perceptions which in total three cultural contents in the first group interviews. Thus, the international textbooks are able to be used as the teaching platform as they have to modify the sense of culture in the textbook materials. The teachers are clear to give their response:

Response to the picture

This cultural classroom activities also could adopted to Indonesian culture particularly in South Kalimantan which is Islam as their main religion. The teacher and students could conduct Islam prayer and thanksgiving agenda as sign of the gratefulness through the class activities, task and examinations. "Participant 1. Via Zoom meeting (28 April 2021)"

A class party is a well-known agenda in inner circle country to build togetherness between teachers and students after the class session. This culture is important with positive culture brought to Indonesian culture followed by slight elaboration. The majority of Indonesian religion is Muslim which emphasized dua means gratefulness. Consequently, a class party could be changed as "*tasyakuran*" agenda as the students as finished all the courses which reflect the third principle of Pancasila, '*Unity of Indonesia*'. As seen in the fig. 1, a class party is seen as international culture which position as the inner circle of English to celebrate their happiness after the whole class activities. Linguistically, the sentence, "*You are playing a class party at your house*" said the teacher to their students is used to build cultural togetherness of class party. The teacher may teach the students class party routine as the tighten students relationships. This also represent in the words "*at your house*". Besides, as highlights in text instruction above "*Then, ask a classmate for ask a help*" taught students for teamwork and collaboration both in the classroom and outside the classroom. The multimodal text also reinforces the importance of keeping a good collaboration which can be taught at an early age. In Moran (4P) (2001), as the main parameter analysis, this cultural contents emphasized the parameter of practice of class party.

3.7 Ethical Positioning

Before I collect the data in the field, I schedule the participants' debriefing session. This session provides the prospective participants with a short description of the research topic, goals and objectives, benefits and the contribution of prospective participants in the field. For this reason, I

decide the research roles in order to minimize some potential conflict of interest (e.g., the roles of the researcher in the field or the roles of the prospective participants as key informants).

More crucially, in conducting research in the field, I as a researcher have a responsibility to safeguarding my prospective participants. In response to this, I also need to identify the potential risks that faced by my prospective participants such as potential risks physically, psychologically, socially, economically, and legally or politically (Sieber, 2000). Moreover, in my research, I have do fieldwork in conducting short interviews with the English teacher. Thus, there may be minimal potential risks that are psychological risks, including increased anxiety, decreased confidence in others, embarrassment, fear, and inconvenience (Hermeren 1983; Seiber, 2000). Regarding the benefit of finding empirical data, I provide a consultant to participants about the textbook contents and materials focused on culture. From their experience, the participant can see and feel what a teacher should do and not to do in their teaching context. It helps them establish their identity as a teacher and make them be a professional teacher. Moreover, conducting research in the field with my prospective participants highly needs ethical research consideration. In this phase, I keep the participant's privacy and all of the empirical data such as names, status, details and pictures of all the participants by blurring the pictures and numbering notes for detailed information (Mendoza-Denton, 2008). In other words, blurring pictures and censoring other information build respect for all of the participants (Folkman, 2000). As I conduct the human subjects' research, informed consent is one of the ethical requirements for human research (Marshall, 2006). For this reason, one of the ethical requirements for human research is getting informed consent from my prospective participants. This consent is a legal form agreed and negotiated between the prospective participants and me. Hence, before this study starts, I distribute each informed consent and get their signature to each participant. Moreover, I also make a copy of informed consent for me and my prospective participants. In response to this, the informed consent form can be used as a piece of written evidence (Wiles, Crow, Charles, & Heath, 2007).

3.8 Trustworthiness and Rigor

Rigorous analysis of qualitative data through analytical processes is appropriate for digging into the phenomenon of interest and analyzing the relevant data from the wider lens of the researcher's theoretical and epistemological commitments. Thus, a core methodological challenge for qualitative approaches is conducting data analysis by applying frameworks that enable rigorous analyses informed by and coherent with the respective epistemological and theoretical assumptions underlying and guiding a study (Denzin, 2009; Howe & Eisenhart,

1990). Further, conducting rigorous analyses grounded in epistemological and theoretical assumptions of qualitative research helps in establishing the trustworthiness of these interpretations and rendering defensible knowledge claims (Gee, 2005; Wood & Kroger, 2000).

