CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

This study used qualitative content analysis. According to Ary (2010), content analysis is a research method applied to written material to reveal its characteristics. Material analysis can be public records, textbooks, letters, films, tapes, diaries, issues, reports, or other documents. In addition, Biggs et al. (2021) said that the qualitative content analysis method attempts to find and examine patterns of meaning formation and meaning formation in the communicative function of language by focusing on the content and underlying themes and meanings that appear in the text. Therefore, this method is appropriate to be applied in this present study to investigate grammatical elements in the language focus section of the textbook.

3.2 Focus of the Research

This study focused on analyzing the types of participants and processes that characterize grammatical elements by using transitivity analysis. Therefore, it appears that the dominant process and participant used in the textbook characterize grammatical elements.

3.3 Data Resource

As a source of data, the textbook entitled "English for Nusantara for Grade 7" was utilized. It was published in 2022 by the Ministry of Education and Culture and consists of 264 pages. There are five chapters for a year, and each chapter has three units which consist of several sections, including say what you know, listening, speaking, language focus, reading, writing, listening, and fun time. The themes of the textbook are "About Me", "Culinary and Me", "Home Sweet Home", "My School Activities", and "This is My School." Furthermore, the data were chosen using a technique called purposive sampling, which only selects the appropriate data for particular reasons (Oribhabor & Anyanwu, 2019). In this research, the researcher chose

the language focus section that contains grammar lessons as the data. The language focus section of the textbook contains grammar material such as pronouns consisting of singular and plural, then verbs in the form of be-affirmative, negative, and interrogative. Therefore, each unit was analyzed based on purposive sampling which only focused on discussing the grammar part.
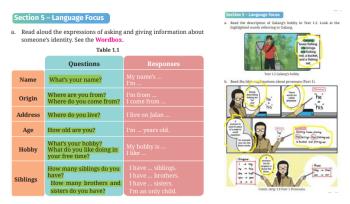

Figure 1 The Example of Language Focus Section of The Textbook

Based on figure 2 above, the researcher has highlighted the part being analyzed in yellow ink. Additionally, the clauses in the part of the practice and in the teacher's instructions are not analyzed, because several sentences are incomplete and require students' answers. Thus, the reseacher analyzed material explanation of the language focus section of the textbook.

Furthermore, unit 1 was about greeting people and saying goodbye, unit 7 was about describing rooms in a house, unit 9 was about describing clean up activities, unit 10 was about describing a class schedule, unit 11 was about talking about online class, unit 12 was about talking about study habits, unit 13 was about asking for and giving directions, unit 13 was about talking about extracurricular activities, unit 14 & 15 about describing a school festival. Those were focused on the verb forms, including be-affirmative, negative, and interrogative where the verb was related to the predicate.

Moreover, unit 2 was about introducing others, unit 3 was about describing people, unit 4 was describing one's favorite meal, unit 5 was about describing grocery shopping: grocery, foods, topping, unit/ weight/volume size, texture, taste, unit 6 was about informing recipe: goal, ingredients, steps,

utensils, and using imperative sentence, and unit 8 was about describe household activities and the things to use to clean up. Those were not only focused on the verb forms, including the affirmative, negative, and interrogative where the verb was related to the predicate. However, those were focused on the use of singular and plural pronouns which were related to the subject of the clause.

3.4 Data Collection

The data were collected through secondary data namely document or English textbook. It includes text (words) and images that were automatically recorded without the researcher's input (Bowen, 2009). As mentioned by Hutabarat (2020) a document as a data collection technique is a systematic procedure for reviewing or evaluating papers, such as books, diaries, journals, newspapers, radio and television program scripts; organizational or institutional reports, etc. Later, the data was analyzed by using Halliday & Matthiessen (2014) to determine the transitivity system embodied in Indonesian ELT textbook "English for Nusantara for Grade 7". In this case, the transitivity system focused on analyzing the types of participants and processes in the language focus section of the textbook. Then, the occurrence of each process was counted to find out the most dominant participant and process used in the textbook. After that, the implication of the most dominant process and participant found that characterize grammatical elements are described.

3.5 Steps of the Research

Before conducting this research, the researcher makes a plan, finds the object of research, reviews the book to be analyzed, formulates the problem, determines the method, analyzes the data, and creates the research report.

1) Research planning

   Before making a research design, the researcher observed problems that occurred in the field.

2) Finding the object of research

After finding the problem, the researcher searched for and read related journals based on the problems found. Then, the researcher took a student teaching material textbook entitled "English for Nusantara for grade 7" as the object of research.

3) Reviewing the textbook to be analyzed

In this step, the researcher observed and reviewed the textbook "English for Nusantara for Grade 7" which focused on grammar lessons in each unit.

4) Formulating the problem

After that, the researcher decided to analyze the clauses or sentences in the textbook to formulate the problem "What are the types of transitivity participants and processes that characterize grammatical elements in Indonesian ELT textbook English for Nusantara for grade 7?"

5) Determining the research method

The researcher used qualitative content analysis as a research method and the data will be collected through document or English textbook. And the data analyzed by using Halliday & Matthiessen (2014) to determine the transitivity system embodied in Indonesian ELT textbook "English for Nusantara for grade 7".

6) Analyzing the Data

In this stage, the researcher began to analyze the textbook by following the procedure of collecting the data that has been prepared. Then, interpreted the result and related them to grammatical elements.

7) Creating the research report

The researcher started to write down the results of the types of participants and processes analysis that characterize grammatical elements in a textbook entitled "English for Nusantara for grade 7".

3.6 Data Analysis

After acquiring the data required, the researcher analyzed by using the procedures as follows:

1) The researcher read the textbook entitled "English for Nusantara for Grade 7" carefully.

2) The researcher separated the clauses in the language focus section in the textbook.

3) The researcher analyzed the clauses using the transitivity system.

4) Then, the researcher calculated the dominance of the occurrence of participants and processes in percentages using the formula;

$$P = \frac{N \times 100\%}{T}$$

Note:

P= Percentage of a particular kind of process and participant

N= The number kind of process and participant

T= The total number of process and participant

5) The last was interpreting the participants and processes in the clauses that characterize grammatical elements in the textbook.

3.7 Research Schedule

This research was conducted at Siliwangi University. Meanwhile, the time of this research was conducted in the period from February to July 2023.

Table 1 Research Schedule

No.	Description	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023
1	Research proposal writing	■					
2	Research proposal examination		■				
3	Data collection			■			
4	Data analysis				■		