

CHAPTER III

RESEARCH METHODOLOGY

Sugiyono said that educational research methods can be interpreted as a scientific way to obtain valid data with the aim of discovering, developing, and demonstrating certain knowledge so that, in turn, it can be used to understand, solve, and anticipate problems in the field of education.¹ In general, there are three types of research objectives: discovery, proof, and development. Each research project has a specific purpose and use. Based on the information above, it can be concluded that the research method is a scientific activity carried out by the author as a form of activity involving topic determination, data collection, and data analysis so as to obtain an understanding of a topic.

A. Research Method

The research method is a scientific way to obtain data or information with specific purposes and uses.² Techniques in research vary, are not rigid, and depend on the formal object of knowledge, objectives, and the type of data to be disclosed. In this study, the authors used qualitative research methods. Qualitative research is intended to understand human behavior from the actor's own frame of reference, namely how the actor perceives and interprets activities from the point of view of its founder.

According to Sugiyono, qualitative research methods are referred to as naturalistic research methods because the research is carried out in natural conditions and the data collected and the analysis are qualitative in nature.³ This type of research uses field research and a descriptive-qualitative approach. The qualitative research method is a method used to examine natural objects where the researcher is considered an instrument. It involves collection techniques by triangulation, inductive or qualitative analysis, and dominant results.⁴ It uses approaches such as case studies or phenomenology to explore the experiences and perspectives of teachers and students involved in research.

¹ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015) Cetakan ke-22, page 6.

² Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 3.

³ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 14.

⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2006), page 6

From the explanation above, it can be concluded that qualitative research is research in which it describes the facts that exist in the field and is adapted to existing theories, namely obtaining an in-depth understanding of how the teachers' teaching style influences students' interest in Islamic values. The purpose of this qualitative research is a form of factual, systematic, and accurate observation related to the facts and characteristics of a particular population or area.

B. Research Setting

The setting of the research shows the location and time of the research. The researcher determines the research location as the place where the research will be carried out. The location of this research was carried out in the city of Kudus, in Central Java, to be exact, at MA Darul Ulum. The researcher is interested in choosing that location because it is easily accessible and the ability to understand various Islamic-values English teaching models to develop their English skills. In addition, researcher can learn from the experience of an English teacher in delivering material related to Islamic values. For this reason, researcher took in-service English teachers at MA Darul Ulum Bae Kudus as subjects in this study. The research can be carried out after the researcher gets approval from the parties concerned. If the planned time is felt to be insufficient to collect data in the field, the researcher will add time if it is sufficient to obtain relevant data.

C. Research Participants / Subjects

Research subjects are people, individuals, or groups that are used as units (cases) to be studied by researcher. The existence of this research subject is useful for obtaining data related to this research. The subjects of this study were two in-service English teachers who taught classes X and XI, respectively, at MA Darul Ulum Bae Kudus. The material object in this study is an English teacher-style teaching model with Islamic values. The primary data collection method of the research refers to data gathered by the researcher themselves, namely in the form of observations and interviews.⁵ This is carried out with English teachers, school principals, and curriculum representatives to obtain the results or objectives of the conducted research. In terms of

⁵ Victor Oluwatosin Ajayi, "Primary Sources of Data and Secondary Sources of Data." (2016): 1–11.

secondary data sources, the data is collected by previous parties.⁶ In this research, secondary data includes documentation, school-owned publication websites, and internal records.

D. Instruments and Data Collection Technique

According to Sugiyono, the data collection technique is the most strategic and important step in this research because the main objective of the research is to obtain data.⁷ Data collection techniques are very important in this study. Without techniques and data collection, researcher will never get data with existing rules.⁸ The data collection techniques used by the author in this study include three: observation, interviews, and documentation. The data sources used in this study were qualitative interviews and documentation on Islamic values in the English subject at MA Darul Ulum Bae. The instrument used in this research is structured by preparing questions related to the research title. The following will explain each data collection technique:

1. Observation

Observation is a data collection technique that involves researcher observing and recording the phenomena investigated. This activity is carried out to find data and information about phenomena systematically and based on the research objectives that have been formulated. Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires.⁹ This method uses frank or disguised observation, where the researcher, in collecting data, makes a frank statement to the data source that the researcher is conducting research.¹⁰ The technique of collecting data by observation used in research is the most effective way to complete the observation format as a research instrument.

⁶ Victor Oluwatosin Ajayi, "Primary Sources of Data and Secondary Sources of Data."

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), Cetakan ke-19, page 224.

⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 308.

⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 203.

¹⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 312.

The observation format is arranged in a series of items about the event or behavior that is described as occurring. From the explanation above, it can be concluded that this observation is carried out directly and that the researcher acts as an observer who makes observations of phenomena or processes that occur in actual conditions. Direct observation is carried out by researcher to find out of English teachers who are teaching at MA Darul Ulum. In this activity, direct observation may involve the daily activities of the person being observed or be used as a source of research data.¹¹ This observation will assist in identifying various teaching styles used by teachers to develop students' interest in Islamic values.

2. Interview

Interviews are data collection techniques that involve asking questions of informants and recording the answers they submit. This activity is carried out between two people who exchange information and ideas through question and answer so that meaning can be contributed to a particular topic.¹² The interviews used in this study asked structured questions because researcher used interview guidelines that were arranged systematically and completely to collect the data sought. Structured interviews can be conducted face-to-face or by telephone. Thus, preparing a research instrument in the form of alternative written questions with prepared answers is a data collection technique in direct interviews.¹³ An interview is one of the important steps in this research.

An interview is one of the important steps in this research. Interviews in qualitative research are conducted openly by asking unstructured questions (because at first, the researcher does not know what he does not know). This means that informants are given the freedom and opportunity to express their thoughts, views, and feelings without too many rules from the researcher.¹⁴ According to Esterberg, interviews are divided into 3 types: a.) structured interviews; b.) semi-structured interviews. c.)

¹¹ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 204

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 231.

¹³ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 194-195

¹⁴ Zuchri Abdussamad, *Metode Penelitian Kualitatif*, (CV. syakir Media Press: 2021) Cetakan 1, page 143

unstructured interviews.¹⁵ However, the type of interview that is suitable for this research is a semi-structured interview because the researcher has a pre-designed question guide while providing space for respondents to provide their own thoughts and perspectives. Researcher can develop questions and decide for themselves which issues are raised.¹⁶

Researcher will use the method of direct interviews with informant subjects. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas.¹⁷ As for the subjects interviewed in this study, the researcher interviewed two in-service English teachers regarding a teacher's teaching style. These interviews can help to understand the approaches, strategies, and teaching methods they use to enrich students' experiences in understanding Islamic values.

3. Documentation

Document is a record of past events.¹⁸ Document can be in the form of writing, pictures, or monumental works by a person. Document study is a complement to the use of observation and interview methods in qualitative research. The documentation types used in this research involves using pictures of interviews between researcher and in-service English teachers to strengthen and support information obtained from observations and interviews and to collect data from research objects at MA Darul Ulum.

E. Research Data Validity

Qualitative research must reveal the objective truth. Therefore, the validity of the data in qualitative research is very important. When the writer analyzes the data, the researcher must also test the validity of the data in order to obtain valid data. If the researcher collects data by triangulation, the researcher actually collects data that simultaneously tests the credibility of the data,

¹⁵ "Qualitative_methods_in_social_research.Pdf," n.d., MUNI, https://is.muni.cz/el/1423/podzim2013/GEN107/um/qualitative_methods_in_social_research.pdf

¹⁶ Imami Nur Rachmawati, "PENGUMPULAN DATA DALAM PENELITIAN KUALITATIF :'" (n.d.): 35–40.

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 233.

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 240.

namely checking the credibility of the data using various data collection techniques and various data sources.¹⁹ To get credible data, the techniques used are:

1. Triangulation

Triangulation is a data collection technique that combines various data collection techniques and existing data sources.²⁰ In this case, it means that the researcher uses participatory observation, in-depth interviews, and documentation for the same source. The value of the data collection technique with triangulation is to find out if the data obtained is convergent (widespread), inconsistent, or contradictory.²¹ Therefore, by using the triangulation technique in data collection, the data obtained will be more consistent, complete, and certain.²² In Sugiyono's book, triangulation is divided into three parts, namely as follows:

- a. Source Triangulation

Source triangulation is used to test the credibility of the data, which is done by checking the data that has been obtained through several sources.²³ Combining data and information collected from various sources is similar to comparing the results of interviews with observations, as well as comparing the information provided directly with related documents, in the context of the English teachers' teaching style in an effort to increase students' interest in Islamic values. Data triangulation in this study took the form of interviews with English teachers, curriculum representatives, and principal at MA Darul Ulum to find out developments in English subjects.

- b. Techniques Triangulation

Triangulation of techniques to test the credibility of data is done by checking data from the same source using

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 241.

²⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 330.

²¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 241.

²² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 241.

²³ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 373.

different techniques.²⁴ In this qualitative research, researcher used interviews and observations of English teachers in positions at MA Darul Ulum as well as using documentation as evidence of this research.

c. Time Triangulation

Time triangulation also often affects the credibility of the data. When researcher collect data using interview techniques, they do so in the morning when the informants are still fresh and will provide more valid data so that the data is more credible. The process of data verification is conducted through interview, observation, or other techniques at different times.²⁵ This is done to ensure the correctness and consistency of the collected data. By using these methods, researcher can verify information obtained from various sources in greater depth.

In this study, triangulation was used for data source triangulation, time triangulation, and technical triangulation. The triangulation of data collection regarding the teaching style of English teachers in positions to develop students' interest in instilling Islamic values will be validated from various sources so that it becomes the basis for drawing conclusions. In this study, it is expected that the data collected will meet the conclusion construct. This combination of triangulation is carried out simultaneously with field activities so that researcher could record complete data. Thus, it is hoped that the data collected will be feasible to utilize.

2. Extension of Observation

Researcher returned to the field to make observation to find out the truth of the data that had been obtained and to find new data.²⁶ If the research time that has been planned is insufficient to collect data in the field, the researcher will add observation time if it is sufficient to obtain relevant data.

F. Data Analysis Technique

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other

²⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 373.

²⁵ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2018), page 373-374.

²⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 369.

materials so that they can be easily understood and the findings can be communicated to others.²⁷ This understanding can be gained by organizing data, describing it in units, compiling it into patterns, choosing names that are important and that will be studied, and drawing conclusions that can be told to others. Therefore, data analysis techniques are a systematic way of obtaining appropriate data with several steps starting with collecting, reducing, presenting, and creating narratives or descriptions.²⁸

1. Collecting Data

Collecting data is the process of collecting and selecting data through observation, interview, and documentation with the right strategy and in line with the research conducted in collecting data related to the data to be studied. In qualitative research, data collection is carried out in natural settings (natural conditions), using primary data sources, and data collection techniques involve participant observation, in-depth interviews, and documentation.²⁹ Researcher must understand and be responsive to something that is directly studied in the field by developing patterns of direction and causation.

2. Reducing Data

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns, and removing unnecessary ones. Thus, the reduced data will provide a clearer picture and make it easier for researcher to carry out further data collection and look for it when needed. In reducing data, each researcher will be guided by the goals to be achieved.³⁰ In this study, reduce data on the understanding of how English teachers can use various teaching style models to create learning environments that promote students' interest in understanding and applying Islamic values in the context of learning English.

3. Displaying Data (Presentation of Data)

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between

²⁷ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 334.

²⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&d)*, (Bandung: Alfabeta 2015), page 338.

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 225.

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 249.

categories, and the like. By presenting data, it will be easier to understand what happened and plan further work based on what has been understood.³¹ The presentation of data in this study can be done using tables and figures, as well as qualitative data such as interview transcripts or observation notes can be analyzed thematically. This is intended as data from observations or interviews with English teachers regarding their teaching style, as well as data regarding students' interest in Islamic values before and after the application of this teaching style.

4. Making a Narrative or Description

Making a narrative or description is the final activity in qualitative research. Making conclusions involves finding the meaning of the data that has been presented. As for this study, the conclusions put forward by researcher will be supported by data obtained by researcher in the field. However, the research data previously submitted may still change along with the development of research in the field.³² In making this conclusion, it can be stated that it provides insight into the effectiveness of various teaching styles in creating a learning environment that encourages students' interest in Islamic values. This research can also provide practical recommendations to English teachers on selecting and implementing appropriate teaching styles to develop students' interest in Islamic values.

With this data analysis techniques, researcher can acquire more specific information regarding the teaching style models of English language teachers as well as teaching strategies in cultivating students' interest in Islamic values.

G. Research Ethical Considerations

After obtaining approval and research permission from the participants, this study is conducted following research principles such as:

1. Before conducting research, the aims and objectives of the research must be clearly stated to avoid misunderstandings.
2. Allowing participants to fairly share their perspectives with each other.
3. Respecting the privacy of participants.

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 249.

³² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d*, (Bandung: Alfabeta 2013), page 252-253.

4. Mutual respect for the opinions of each participant.
5. Any communication related to research must be done with honesty, transparency, and without coercion.
6. Providing appropriate appreciation and recognition.

