CHAPTER III
RESEARCH METHODOLOGY

This chapter consists of several parts which tell the readers about the research method, research population, research setting, research participant, instrument and data collection technique, research data validity and data analysis technique.

A. Research Method

In this study, the researcher used a qualitative research method. A qualitative study is one that generates descriptive data in the form of written or oral words of the people or behaviors observed. This approach is geared toward the individual's overall background.[1] The current study is a qualitative investigation aimed at determining what Islamic values are reflected in English teaching and learning process. It is defined as a study that generates descriptive data in the form of words or verbal of the people or behavior observed. This method focuses on the entire background of the individual.[2] As a result, the researcher analyzed the data using the descriptive analysis method.

Some techniques used in qualitative research include observation, interviews, and text review. This research is descriptive in nature, which means it is well-described and focuses on the research objectives. To gain a thorough understanding of the data, researchers employ a qualitative descriptive approach. The researcher is conducting qualitative research in order to clearly understand the reflection of Islamic values in the English teaching and learning process.

B. Research Setting

The object of the study is the process of reflecting Islamic values in the English teaching and learning which are produced by the eight grade students. The research was conducted at MTs QP Kudus in academic year 2020/202.It's located at Lambao street

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[1] Bogdan, R.C, & Biklen, S. K., *Qualitative Research for Education: An Introduction to Theory and Methods* 5th ed, (Needham Heights, MA: Allyn and Bacon, 2006), p 186.

[2] Conger, J., "Charismatic and Transformational Leadership in Organizations: An Insider's Perspective on These Developing Streams of Research," *Leadership Quarterly* 10 no. 2, (1999): 145-179 ISSN : 1048-9843 from

https://mycourses.aalto.fi/pluginfile.php/1623877/mod_folder/content/0/Conger1999.pdf?forcedownload=1

number 1, Singocandi, Kota District, Kudus City, Central Java. This school was chosen based on consideration that MTs QP Kudus reflected the Islamic value in the English teaching and learning. For this research, the researcher works with English teacher and choose students randomly. The research was conduct offline at school.

C. Research Participants / Subjects

a. Population

Population is a category of interest to the researcher, the group to which he or she would want the findings of the analysis to be generalized.[3] The students of MTs QP Kudus will be the object of research; it means that the result on the findings of the research will only apply to the students of MTs QP Kudus. The target population of the research is eight graders of MTs QP Kudus in the academic year 2021/2022. In addition, the researcher works with English teacher and students.

b. Sample

A good sample is one that is representative of the general population from which it was selected, and the selection of a representative sample is not a random process.[4] Some techniques for selecting a sample are relevant and depends on the situation. For this study, researcher involves 5 students from eight graders because they have more class for English.

D. Instruments and Data Collection Technique

The data collection technique, according to Sugiyono, is the most strategic step in the research because the main goal of the research is to collect information. The purpose of data collection is to collect information relevant to the research question posed in chapter one.[5] The researcher used two methods to collect data. They are as follows interviews and an observations. A semi-structured interview was performed to explain some of the questionnaire details. Five students engaged in the interviews. The interviewer made sure that the interview included accurate information on students' attitudes. An interview was created using for collecting and comparing responses. All the questions are asked on the basis of the

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[3] Peter Airasian L.R. Gay, Goeffrey E. Mills., *Educational Research* 10th ed (London : Pearson, 2012), p 130.

[4] Peter Airasian L.R. Gay, Goeffrey E. Mills, p 132.

[5] Sugiyono, *Metode penelitian kuantitatif, kualitatif dan Research & Design,* (Bandung: Alfabeta, 2009), p 161.

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theoretical research in literature review that is their experience of the English class of the Islamic values' reflection.

In this research, the researcher's using three techniques, observation, interview, and documentation.

1. Observation

Observation is an activity that planned and focused to view and record a set of behaviors or the course of a system which has a specific purpose, as well as revealing what behind the emergence of behavior and foundation such a system.[6] The main purpose of observation are, first, collection of data and knowledge on a phenomenon, either in the form of events or behavior, whether actual or artificial. Second, Measure the behavior of the classroom (teacher and learner behavior), the relationship between learners and instructors, and the variables that may be noticed by others, in particular social skills.[7]

In this research, the researcher observes students to know the English teaching and learning process in instilling of the Islamic values. The researcher observes the English teaching and learning activities in several materials such as song, tenses, expression, degree of comparison and several occasion such as in the class or at school environment.

2. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents.[8] The interview is a particular method of acquiring sample results. Rather than have respondents read questionnaires and enter their own answers, researchers have interviewers ask the questions verbally and report the responses.[9] According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview

[6] Catherine Marshall, Gretchen B. Rossman, *Designing Qualitative Research* 6th ed, (California: SAGE publications inc, 2016), p 79.

[7] Zainal Arifin, *Evaluasi Pembelajaran*, (Bandung: PT. Remaja Rosda Karya, 2011), p 92.

[8] Umar Sidiq, Moch Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*. (Tegal : CV. Nata Karya, 2019), p 75.

[9] Earl Babbie Lance W. Roberts, *Fundamentals Of Social Research* 4th ed, (Toronto: Wadsworth, Cengage Learning, 2018), p 168.

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guide.[10] The researcher conduct a semi-structured interview. A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. However, the questions are not set in order or in phrasing.[11]

The questions were designed on purpose in order to be easily understood by participants. The chosen teacher and students in this study as the participants were:

Teacher   Students

Teacher 1 (IT)   1.   Student 1 (KY)
                         2.   Student 2 (RM)
                         3.   Student 3 (SN)
                         4.   Student 4 (HM)

3.   Documentation

Documentation cover all sources, both written sources and oral sources. It can be a reliable source of insight in qualitative analysis. Sugiyono stated that the document is a record of events that has passed in the form of writing, pictures, or monumental works of someone.[12] Based on definition above, it can be stated that documentation is one of the techniques used to obtain the data from the document and written materials. In this research, researcher takes documents related to the students' names, interviewed school's academic community, syllabus, English textbook, Schools' visions and missions and organizational structure.

E.   Research Data Validity

A descriptive analysis will be used to validate the data in this study. The interview data is analyzed and a narrative conclusion is written. The information is organized into various parts. Each section is divided into sub-sections. The data is anatomyzed by the writer by reading and analyzing it several times. The goal is to gain a better comprehension of the evidence provided by participants. During the interviews, similarities, themes, and interesting responses between teacher and students are also recorded. In addition, digital recording is used to ensure that the data is completely transcribed.

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[10]   Nata Karya and Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua*, (Jakarta: Kencana Prenada Media Group, 2007), p 111.

[11]   Earl Babbie.

[12]   Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: CV Alfa Beta, 2005), p 189.

Furthermore, document analysis is carried out in order to acquire particular evidence about Islamic values in the syllabus.

The researcher analyzes the document using a content analysis approach, which focus on the intensity of the appearance of statements or categories within text. Content analysis refers to the process of categorizing information in relation to the research's central questions.[13] Document analysis produces data, excerpts, quotations, or entire passages, which are then categorized into major themes, categories, and case examples using content analysis.[14]

According to Sutopo, there are four types of triangulation techniques[15]:

1. Data triangulation, which includes determining the reality of knowledge using a variety of data collection methods and sources.
2. A triangulation investigator collects and analyzes data with the help of several people.
3. Methodological triangulation, which entails comparing data or knowledge in various ways.
4. Theoretical triangulation

   A formulation of knowledge or a thesis argument is the end product of qualitative analysis. The data is then compared to the related theory's viewpoint in order to avoid individual researcher bias in the results or conclusions reached.

In this research, the researcher used methodological triangulation. It is commonly understood in qualitative research circles that researchers do not focus on any single source of evidence, whether it is an interview, evaluation or survey instrument. For this purpose, the importance of qualitative analysis lies in its multi-instrument methodology, or triangulation. Triangulation is the process of using various approaches, data collection techniques and data sources to get use a more full view of the subject under analysis and to crosscheck details.[16] Triangulation also helps to eliminate bias and can help

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[13] Silverman, *The Sage Handbook of Qualitative Research*, 5th ed, (London : Sage Publications inc, 2018), p 444.

[14] Labuschagne, A., "Qualitative research: Airy fairy or fundamental," *The Qualitative Report* 8 no. 1, (June 1st, 2003): 100-103 from http://www.nova.edu/ssss/QR/QR8- -1/labuschagne.html

[15] H.B. Sutopo, *Metodologi Penelitian Kualitatif (Dasar Teori Dan Terapannya Dalam Penelitian)*, (Surakarta: Sebelas Maret Press, 2006), p 125.

[16] Peter Airasian L.R. Gay, Goeffrey E. Mills.

detect errors or anomalies in researcher's discovery.[17] The researcher compared interviews from students and English teacher.

F. Data Analysis Technique

Qualitative data analysis, according to Miles and Huberman, consists of three steps[18]:

1. Data reduction

    Data reduction is the process of reducing and organizing the large amount of qualitative data obtained during an interview, making a choices which pieces of data are coded, discarded, summarized and so on.

2. Data Display

    Data display is the process of simply displaying data in the form of words, sentences, narratives, tables, and graphics in order for the writer to master the data collected as the foundation for drawing appropriate conclusions.

3. Creating and Validating a Conclusion

    During this stage of analysis, the writer should be able to begin making conclusions about the study. These preliminary findings can then be validated or tested by referring to existing field notes or gathering additional data.[19]

    The qualitative researcher starts the interpretation of the data from the initial interaction with the participants and continues the interaction and analysis throughout the whole study. Once the data has been compiled, the romance of fieldwork is done and the researcher focus entirely on the task of data processing. The researcher thoroughly analyze each piece of information to strive to make sense of the data as a whole, drawing on the observations and insights obtained through data collection. According to L.R. Gay et,al.,[20] there are some data analysis procedures; they are:

1. Reading or memoing

    The first step in the research is to read and write memos on all field observations, transcripts, and observational notes in order to get an initial understanding of the results. To begin with, find a quiet place and prepare to spend a few hours reading through the details.

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[17] Peter Airasian L.R. Gay, Goeffrey E. Mills.

[18] Miles, M. B., & Huberman, M., *Qualitative Data Analysis: An Expanded Sourcebook* 2nd ed,. (California: Sage, 1994), p 214.

[20] Peter Airasian L.R. Gay, Goeffrey E. Mills.

2. Describing

The next step, describing, includes developing a detailed and concise overview of the participants, the environment and the phenomena investigated in order to express the rich complexity of the study. The explanations are focused on your impressions, interview details, field notes and objects. The purpose of this phase is to provide a narrative image of the environment and events that take place in it so that you can appreciate the context in which the research is taking place. Attention to the context of re-search is a common and important concept in qualitative study since the context affects the behavior and interpretation of the participants.

4. Classifying

Qualitative data processing is a method by which data is broken down into smaller units, their import is defined and the related units are grouped together in a more general, empirical form. Qualitative data is usually broken down by the classification or coding process; the data is then classified. A category is the classification of ideas or concepts; the categorization, then, is the sorting of details into themes. When concepts in the data are analyzed and compared and links are identified, categories are created.

G. Research Ethical Considerations

Ethical issues are essential in all areas of study, concerns are becoming more relevant in qualitative research, especially with regard to the involvement of vulnerable groups of participants. It is the duty of the qualitative researcher to ensure that participants have the right of choice to participate in the research, to protect the privacy of participants in the recruiting and dissemination process, and to encourage clear and truthful reporting of findings without deceiving readers.[21]

Careful assurance from the researcher that there is still a lurking risk of harm to the researchers in a naturalistic field study.[22] Anonymity will never be ensured, if only because it is not completely

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[21] Arifin, S. R Mohd, "Ethical Considerations in Qualitative Study," *International Journal of Care Schola1* 1 no. 2, (August, 2018) from http://irep.iium.edu.my/66611/1/IJCS%20Aug%202018.pdf

[22] Stake, Robert E, *The Art of Case Study Research*, (London : Sage Publications, 1995), p 31 from https://books.google.com.br/books?id=ApGdBx76b9kC&printsec=frontcover&hl=pt-#v=onepage&q&f=false

in the jurisdiction of the researcher. Once students fill out the Consent Form, whatever is in the Form has the ability to become public and is correctly or incorrectly assigned to each student. The researcher, however, wishes to alert our readers that ethical questions are never easy. Careful foresight in preparation and vigilant watchfulness in practice was responsible for the decision to conduct qualitative study.[23]

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[23] Stake, Robert E.