

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter investigated to discuss the method of the study related to research design, research object, research data sources, instruments and data collection technique, checking the data validity, data analysis technique, and research procedures.

#### A. Research Method

This research is included in the type of library research, involves identifying and locating sources that provide factual information or personal or expert opinion on a research question; necessary component of every other research method at some point.<sup>1</sup> Related information by using materials or data obtained through literature research in the form of books, journals, theories, notes, documents, and other sources that are considered to have relationships and can support problem solving. The goal of the study was discovered through a variety of library sources, according to another study done at the library.

The research method of this research is a qualitative approach. Qualitative research is a method of investigating and comprehending the meaning that individuals or groups attach to a social or human issue.<sup>2</sup> Qualitative research can be used to capture and describe phenomenon, to manage the exploration of phenomenon, and to provide an explanation of the phenomenon under examination.<sup>3</sup> Qualitative research is concerned subjective assessment of attitudes, opinions, and behaviour.<sup>4</sup> The qualitative approach is assumed to be in line with the research that will be conducted. It means that the aims, process, and data in the English textbook for Islamic Junior High School students include multiple aspects of Islamic values.

The design of this research is a content analysis. Content analysis is described as the scientific study content of

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<sup>1</sup> Mary W. George, *The Elements of Library Research*, (United Kingdom: Princeton University Press, 2008), 6.

<sup>2</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publications, Inc., 2009), 4.

<sup>3</sup> Dedy Royadi, Nancy Susiana, and Fina A. Khumaida, “*Effectiveness Management of Qualitative Research in Writing Scientific Papers*”, (ATM), Vol. 3, No. 1, (2019), 86.

<sup>4</sup> C. R. Kothari, *Research Methodology Methods & Techniques*, (New Delhi: New Age International Publishers, 2004), 5.

communication. It is the study of the content of messages in terms of their meanings, contexts, and intentions.<sup>5</sup> This method is used to describe textbook content. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications and also a method that has wide applicability in educational research.<sup>6</sup> To put in another way, the analysis is a written communication's content. It can be article, a magazine, a textbook, a workbook, a song, or any other form of communication that can be studied. It utilized qualitative data in the content analysis, and the data was collected in the form of words. It is more concerned with comprehending circumstances and occurrences from the data's perspective.

Furthermore, in this study to find out what and how Islamic values can be presented in the English textbook. The use of this method can also support and reveal not only the superficial/visual aspects of the textbook, but also what information is hidden and contained in it. In other words, the study in this research would methodically and categorize Islamic values, as well as compare them other studies or references that were mentioned. The text is classified, or broken down, into manageable categories on a range of levels-words, word sense, phrase, sentence, or theme-and then investigated using one content analysis' core methods: conceptual analysis or relational analysis.

## B. Research Object

The English textbook that will be the focus of the research is *Practise Your English Competence* for the eighth grade students of Islamic Junior High School, published by Erlangga. The textbook is divided into twelve chapters consists of 124 pages. The textbook's lessons, texts, picture, dialogue are all examined in this analysis. The textbook was chosen because of the answers from teacher and student who were previously interviewed regarding the textbook used in the learning process at school.

While the researcher choose this book as the object of the study because it is primary textbook used by English students as a handbook with the curriculum 13 revision and the textbook used at

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<sup>5</sup> B. Devi Prasad, *Research Methods for Social Work*, (New Delhi: Rawat Publications, 2008), 173.

<sup>6</sup> Jack R. Fraenkel, et. all., *How to Design and Evaluate Research in Education*, (United States: The McGraw-Hill Companies, Inc., 2012), 478-479.

the Islamic Junior High School that never been used by another researcher before. The researcher focused on analyzing related to the Islamic values of selected textbook. The main reason for analyzing the Islamic values representing in the selected textbook such as in the texts and images could provide rich and accurate information about the Islamic values in the textbook.

### C. Research Data Sources

Source of data in taken in this study is in the form of data that presents in the form of letters, meaning documents or literature that in the form of scientific writings in the form of books, journal articles and others. Because this research is qualitative research, there are two types of research data sources, as follows:

#### 1. Primary Sources

Primary sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts.<sup>7</sup> Primary data is source of information that provides the data collector with information indirectly. The primary source of data for this study is “Practice Your English Competence” for the eighth grade students of Islamic Junior High School. This English textbook corresponds to the 2013 curriculum. It denotes the use of a scientific methodology and set learning process that includes observation, questioning, exploration, associating, and communication. Additionally, it offers character or attitude education in some conversations, readings of dialogue, and books.

#### 2. Secondary Sources

Secondary data are sources of information that give the data collector indirect information about the data. Secondary sources, the mind of a non-observer comes between the event and the user of the record.<sup>8</sup> Additionally, there are numerous literary works and some pertinent materials to support and complete the primary data sources, such as books on literature theory, values, and education, such as those book by Sahriansyah, and all the important document to analyze textbook that related to the Islamic values.

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<sup>7</sup> Donald Ary, et. all., *Introduction to Research in Education (Eight Edition)*, (Wadsworth: Cengage Learning, 2010), 467.

<sup>8</sup> Donald Ary, et. all., *Introduction to Research in Education (Eight Edition)*, 467.

#### D. Instruments and Data Collection Technique

The data for this study was gathered using a document analysis technique. Document data analysis, according to Corbin and Strauss, is a systematic process for assessing or evaluating documents, including printed and electronic content (computer-based and internet-based).<sup>9</sup>

Researcher participate directly in research tasks such as data gathering, data processing, and the process of presenting the findings. However, a supporting instrument will be used in this study, namely an observation sheet in the form of data collection table. A data collection table will be used to collect and process data in the form of Islamic values representation features from Erlangga's textbook Practise Your English Competence for Eight Grade Students in Islamic Junior High School. The Islamic values representation will be inspected in the word or sentence in the book.

To obtain the data and information in this research, the researcher used the data collection technique as follows:

##### 1. Interview

In collecting the data, the researcher started by interviewing to the English teacher and also with the student at Islamic Junior High School in Pati. This step aims to obtain information related to the textbook used in the teaching and learning process. Based on the results of a short conversation with the related parties, it was found that the textbook they used during the learning process was "Practise Your English Competence" published by Erlangga. It is a 2013 curriculum revision textbook.

##### 2. Observation

The unique aspect of observation as a research method is that it allows researchers to collect "live" data from naturally occurring social interactions.<sup>10</sup> Observation in this research is non-participant observation, the researcher is not involved and only as observers independent. In practice, the researcher only focuses on observing the books used at the school by identifying Islamic values in the words or sentences that contained in the textbook.

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<sup>9</sup> Glenn A. Bowen, "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal*, Vol. 9, No. 2, (2009), 27.

<sup>10</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education sixth edition*, (New York: Routledge, 2007), 396.

3. Documentation

During the process of the research, the investigator may collect qualitative documents. These may be public documents (e.g., newspaper, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).<sup>11</sup> this way by collecting data that produce important notes related to the problem researched, by recording documents in the form of records related to research. So that get complete data, valid not base on thought. In this research documentation is carried out by taking primary data in the form of “Representation of Islamic values in English textbook for eight grade of Islamic Junior High School.

In this analysis of the research study, the researcher has distinguish aspects of Islamic values in essence into 3 (three) types, namely the value of *Akidah*, the value of *Ibadah* and the value of *Akhlak*. In the data collection process, the researcher read all contents of the textbook carefully and repeatedly. Then, determine the data that indicated Islamic values by marked and listed. After that, categorize the data and collected based on three aspects of Islamic values in the form of the table.

As an instrument to collect data, the researcher used several attributes, namely a list of observations that are explored according to categories.

1. The values of *Akidah* according to the pillars of Faith

**Table 3.1**  
**The Values of *Akidah***

The Values of <i>Akidah</i>	Evidences	Page	Chapter
Faith in Allah			
Faith in His Angels			
Faith in His Books			
Faith in the Messengers			
Faith in the Day of Judgement			
Faith in <i>Qada'</i> and <i>Qadar</i>			

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<sup>11</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publications, Inc., 2009), 181.

2. The values of *Ibadah* according to the pillars of Islam

Table 3.2

The Values of *Ibadah*

The Values of <i>Ibadah</i>	Evidences	Page	Chapter
<i>Syahadah</i>			
Prayer ( <i>shalat</i> )			
Charity ( <i>zakat</i> )			
Fasting ( <i>sawm</i> )			
Pilgrimage ( <i>hajj</i> )			

3. The values of *Akhlak* according to Sahriansyah's book<sup>12</sup>

Table 3.3

The Values of *Akhlak*

The Values of <i>Akhlak</i>		Evidences	Page	Chapter
<i>Akhlak</i> towards Allah	Worshipping to Allah			
	Praying to Allah			
	Zikr to Allah			
	Be grateful			
	Obey to Allah			
<i>Akhlak</i> towards Humans	<b>a. <i>Akhlak</i> towards oneself</b>			
	Honest and trustworthy			
	Be polite			
	Patient			
	Hardworking and Disciplined			
	Sincere			
	Simple life			
	<b>b. <i>Akhlak</i> towards family</b>			
	Being good attitudes to parents and close relatives			
	Respecting the children life			

<sup>12</sup> Sahriansyah, *Ibadah dan Akhlak*, (Banjarmasin: IAIN Antasari Press, 2014), 201-210.



	Get used to deliberation			
	Getting along well			
	Helping underprivileged families			
	<b>c. Akhlak towards society</b>			
	Respecting neighbors			
	Helping each other			
	Helping the weak			
	Not arrogant			
Akhlak towards Nature	Maintain and preserve nature			
	Maintain environmental cleanliness			
	Being good attitudes towards nature			

4. The ways of the Islamic values represented in the textbook

Table 3.4

The Ways of Islamic Values Represented

The Ways of the Islamic Values Represented	Evidences	Page	Chapter
Title of chapter			
Learning objective			
Summary			
Reading passage			
Dialogue			
Picture			
Practice			

E. Research Data Validity

The research data validity is the most essential thing in this research, it aims to determine the validity and reliability of the research to be held. Validity is an important key to effective research. A piece of research is worthless if it is invalid. As a

result, both quantitative and qualitative data must be valid.<sup>13</sup> Based on this research that will use content analysis, it means participating in this research and will read particularly to the contents of the textbook to avoid bias in this research.

This research conducted to use triangulation to check the data by another ways such as multiple data sources or a variety of time. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. The employment of many methods. Often known as the multi-method approach, contrast with the common but generally more vulnerable single-method approach that characterizes much social science research.<sup>14</sup>

The goal of triangulation is to improve the findings' credibility and validity. The researcher utilize the triangulation approach to assess the data's validity and reliability. The researcher compare the findings with other researchers. Data validity can be obtained in this manner.

Serious reading, checking, deepening data analysis, and confirmation (confirmability) called objective research test if it would be agreed by others, with peers of experts who are qualified in accordance with the subject of the study in research are some examples of validity procedures (triangulation of sources).

## F. Data Analysis Technique

Following the collection of data, the researcher moves on to the work of analyzing it. Overall, it can be concluded from the two studies that data analysis was a systematic process of gathering and organizing the data obtained from interviews, observations, and documentation by organizing in specific categories, displaying into units, and breaking down into parts until drawing conclusions or verifying them. Qualitative data analysis consist of three current flows of activity formulated model analysis by Miles and Huberman: data reduction, display, and data verification.<sup>15</sup> Each of the stage was presented in the following:

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<sup>13</sup> Louis Cohen, *Lawrence Manion, and Keith Morrison, Research Methods in Education sixth edition*, (New York: Routledge, 2007), 133.

<sup>14</sup> Louis Cohen, *Lawrence Manion, and Keith Morrison, Research Methods.....*, 141.

<sup>15</sup> Mathew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, (California: SAGE Publications, Inc., 1994), 10.



1. Data Reduction

Data reduction means summarizing, classifying primary data, focusing on the essentials, and looking for themes and patterns. In this research, the researcher doing this step by looking and selecting for important things and classifying the material according to the provisions, looking for Islamic values contained in the English textbook. The data reduction stage carried out by the researcher is to examine the overall data collected from analyzing Islamic values in the English textbook, then selecting and sorting them according to certain categorized of Islamic values.

2. Data Display

The next stage is to display the data after it has been reduced. Data can be presented in a variety of ways, including tables, graphs, piecharts, pictograms, and more. According to Miles and Huberman, most narrative texts are utilized by researcher to portray qualitative study data.<sup>16</sup> Data views, on the other hand, are advised to be exhibited alongside graphs, matrices, networks, and graphs, with the exception of narrative text.

The researcher in this study by providing a table that focuses on Islamic values in the English textbook. Likewise in this research, after reduction the data, the researcher will present it in the form of narrative text in the form or search result data to the process of analyzing Islamic values in the textbook.

3. Drawing Conclusion or Verification

The last step after displaying the data is drawing conclusion and verification. The conclusion in qualitative research is the perspective of the latest findings that have ever existed. The discovery perspective can be descriptive, or descriptive of an unclear object that needs to be researched to get a clear picture, formulated with a hypothesis or theory.

After all the data reduced and presented, the researcher take this step by drawing a conclusion from the data display above that for some purposes. Conclusion where the researcher did it during conducting research take place by re-observing notes from observing the book and provide Islamic values which are represented in the English textbook for

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<sup>16</sup> Mathew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, 11.

Islamic Junior High School students. Data will be presented based on what data are researched by researcher.

## G. Research Procedures

In this research, there were several procedures to analyzing the data, the procedures are:

### 1. Creating the Analytical Categories

The researcher employed two types of data analysis to solve two research questions. The researcher focused on the values of *Akidah*, *Ibadah*, and *Akhlak* for the first research question of what Islamic values are represented in textbook. The researcher looked at whether Islamic values were reflected in the title of chapter, reading passages, dialogues, pictures, exercises, songs, or introducing material for the second research question on how the Islamic values are represented in the textbook.

### 2. Conducting the Data Analysis

Every item of Islamic values, which had been limited, was coded by the researcher. This was done to make clarification easier. The researcher counted the frequency of each code once it had been classified and categorized. The researcher next estimated the frequencies of each value in each textbook using the percentage procedure, as follows:

$$P = \frac{f}{n} \times 100\%$$

P is the percentage, f is the frequency of each item of Islamic values, n is the number the Islamic values were found and 100 is the constant value. As a result, the researcher could continue the research and identify all of the Islamic ideals in textbook.

### 3. Reporting

The results of the data analysis were reported in the following chapter. And to assess the Islamic values balance in the textbook, the researcher draws conclusions.