#### **CHAPTER III**

#### RESEARCH METHODOLOGY

This part of study deals with research methodology which is designed as technique to collect and analyze the data.

# A. Approach and Research Design

This study based on the field work research or naturalistic research. Therefore, the researcher used descriptive qualitative approach to conduct this study. Descriptive qualitative method used when the researcher wants to describe the condition and situation specifically. Qualitative research is concerned with subjective assessment of attitudes, opinions and behavior. In this study, the researcher defined research variable as "everything which is decided by researcher to be researched for getting the information and finding out the conclusion".

The data gained from the observation in the class by checking observation checklist and taking field note to know how the integration process of Islamic values in English teaching. Besides, the researcher analyzed the lesson plan design which used at seventh grade. The interview session did by the researcher with the English teachers of seventh grade to know types of integration being used and also

<sup>&</sup>lt;sup>1</sup> Donald Ary. Introduction to Research in Education, (USA:Wadsworth, 2010), 452

<sup>&</sup>lt;sup>2</sup> C.R. Kothari. *Research Methodology Methods and Techniques Second Revised Edition*, (India : New Age International Publisher, 2014), 5

<sup>&</sup>lt;sup>3</sup> Sugiyono, Statistika untuk Penelitian (Bandung: Alfabeta, 2010), 2.

the strengths and weaknesses of integrating Islamic values in teaching English implementation in SMP Al-Hikmah Surabaya.

### **B.** Researcher Presence

According to Buford Junker cited in Moleong, the role of observer in a research can be classified into four kinds, the complete participant, the participant as observer, the observer as participant, and the complete observer.<sup>4</sup>

### a. A Complete Participant

In this part, an observer takes a part in the activity and follows every activity. Hence, the observer can get the information needed, including the secret information.

## b. A Participant As Observer

In this part, an observer is not fully participating during the activity, but rather doing a job as an observer.

# c. An Observer As Participant

In this part, an observer's role is not only observing whatever happened in the field, but also taking a part in the activity sometimes when needed.

<sup>4</sup> Moleong, Lexi J, *Metodologi Penelitian Kualitatif, edisi revisi* (Bandung: PT. Remaja Rosda Karya, 2014), 176-177

### d. The Complete Observer

In this part, the observer's role is fully observing whatever happened in the field. It means that the observer does not take a part in the activity, yet he/she observe from the place or position where he/she will not disturb the activity.

In this research, the researcher acted as fully observer in which she only observed the English teachers at seventh grade while integrating Islamic values in the teaching and learning process. Therefore, the presence of the researcher was significant. Hence, the human instrument could understand the meaning of every interaction, read mime and see through opinion and values of each subject's statement or deed. In the qualitative method, the researcher becomes everything in the whole research process.<sup>5</sup>

Beside as an observer, the researcher also had role as interviewer in this research. The researcher interviewed the teachers to take the data type of integration used in integrating Islamic values in teaching English, strengths and weaknesses of integrating Islamic values in teaching English in SMP Al-Hikmah Surabaya in academic year 2015-2016.

<sup>&</sup>lt;sup>5</sup> Moleong, Lexi J, *Metodologi Penelitian Kualitatif, edisi revisi* (Bandung: PT. Remaja Rosda Karya, 2014), 176-177

# C. Setting of Research

### 1. Subject of the Study

The main subject of this research is English teachers at seventh grade of SMP Al-Hikmah Surabaya in academic year 2015-2016. There are three English teachers at seventh grade. The researcher interviewed them all to dig deeper information about the related to implementation of integrating Islamic values. Therefore, the interview session was done by the researcher with the English teachers of seventh grade to know type of integrating Islamic values being used and also the strengths and weaknesses of the implementation of integrating Islamic values in SMP Al-Hikmah Surabaya.

### 2. Place

This study conducted in SMP Al-Hikmah Surabaya. It was located in Kebonsari Elveka V, Gayungan, Surabaya. The researcher conducted the observations in seventh grade in the academic year 2015-2016.

### **D.** Data and Source Data

According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.<sup>6</sup> In research, data and source of the data is the key to answer the problems in the field.

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<sup>&</sup>lt;sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 1996) p. 123

### 1. Types of Data

There are two types of data to answer the problems in the field. They are primary and secondary data. The primary data in qualitative research are words and action, the secondary data such as documents and others. Those data explained in detail below:

### a. Primary Data

Primary data is data obtained or collected by the researcher directly from the source. There two primary of data in this research. First, the data about the implementation of integrating Islamic values in teaching English. This primary data were obtained by conducted observation when the teacher integrating Islamic values during the teaching and learning process in classroom. Second, the primary data also taken from interviewing the three teachers at seventh grade to know the type of integrating Islamic values in teaching English and also strengths and weaknesses of integrating Islamic values in teaching English in SMP Al-Hikmah Surabaya.

### b. Secondary Data

The secondary data was the forms of supporting data obtained from some sources. In this research, the secondary data were document; observation checklist and field note, lesson plan, interview guideline, script of interview result, interview recordings and teacher teaching schedule.

#### 2. Source of Data

The primary source of the data was observation classroom. In this research, the researcher observed the teacher during teaching and learning process. The researcher used observation checklist and field note to dig the data of the implementation of integrating Islamic values in teaching English. Besides, the English teachers at seventh grade in SMP Al-Hikmah also as primary source of this research. They were interviewed by the researcher based on the questions that would be asked by the researcher about the type of integrating Islamic values in their teaching and also the strengths and weaknesses of integrating Islamic values in teaching English in SMP Al-Hikmah Surabaya.

The secondary source of this research are observation checklist and field note, lesson plan, interview guideline, script of interview result, interview recordings and teacher teaching schedule. It used to arrange the schedule of conducted research, dig information and made interpretation.

### E. Instrument of the Study

#### 1. Observation checklist

Observation checklist is used for observing the implementation of integrating Islamic values in English classroom. In this study, the researcher obtained the data from the observation by checking observation list and taking field note in the class. The researcher used this instrument to know how the teacher integrates Islamic values in English teaching and the activity in the seventh grade class while teaching and learning process of English lesson.

### 2. Interview guideline

Interview guideline used to gain the data of the type of integration used in English teaching and learning also the strengths and weaknesses of that type due to the implementation in SMP Al-Hikmah Surabaya.

### F. Data Collection Technique

According to Arikunto, there are some techniques of collecting data. They are test, questionnaire, interview, observation, rating scale, and documentation.<sup>7</sup> To answer the statements of the problem, the writer takes some collection techniques as mentioned in the following:

#### 1. Observation

Observation is monitoring activity, including attention activity to an object using the five senses. Therefore, observation can be done through seeing,

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<sup>&</sup>lt;sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 2002), p.127.

smelling, listening, feeling, and tasting.<sup>8</sup> In this research, the researcher used observation to observe the implementation of integrating Islamic values conducted by the English teacher in the classroom including English teacher's activity in the classroom.

#### 2. Documentation

Documentation often used to gain an understanding of the phenomenon under study. These document maybe personal, such as autobiographies, diaries, and letters; officials such as files, reports, or minutes that have been prepared by observers of an event or setting; or documents of popular culture, such as books, films, and videos.<sup>9</sup>

In this study, the researcher used some kinds of documentation to enrich and to strengthen the data. There are; observation checklist, field notes, lesson plan design, tape recorder and interview guideline.

#### 3. Interview

Interview is a dialogue who is done by interviewer to get information from informant.<sup>10</sup> The researcher interviewed the teachers by giving interview guideline. This interview contains some questions dealing with teacher's perception about type of integration being used and strengths and weaknesses

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<sup>8</sup> Ibid

<sup>&</sup>lt;sup>9</sup> Donalt Ary, etc.al., "Introduction to Research in Education", 442.

<sup>&</sup>lt;sup>10</sup> Suharsimi Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik, Ed Revisi VI, (Jakarta:PT. Rineka Cipta, 2006)p.155

of that type in the implementation in at seventh grade of SMP Al-Hikmah Surabaya.

# G. Data Analysis

The researcher collected and analyzed the data based on the data of collection technique which gain from observation, documentation and interview result. In this study, the results of the data presented how the implementation of integrating Islamic values in teaching English, what is the type of integrating Islamic values in SMP Al-Hikmah and what are the strengths and weaknesses of integrating Islamic values in teaching English in SMP Al-Hikmah.

### H. Checking Validity of Findings

The researcher used some techniques to check the validity of findings, they are:

# 1. Triangulation

Triangulation is the most common way used to increase the validity of the data in qualitative research. Triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or compare the validity of data. Triangulation compares the observed data with the results of interview and results of documentation. Thus it will be evidence when compared to similar data which obtained from other different source. 12

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<sup>&</sup>lt;sup>11</sup> Ibid,. p.178

<sup>&</sup>lt;sup>12</sup> Ibid., p. 179

In checking the validity of findings, the researcher compared data with the result of observation and field note, lesson plan analysis and the result of interview with the teachers. Based on the data that was collected, the data was compatible each other.

### I. Research Stages

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are preliminary research activity and intensive analysis.<sup>13</sup> The researcher also writes the research report as the last stages.<sup>14</sup> In this research, the researcher uses some stages, they are:

# 1. Preliminary research

In the preliminary research, the researcher formulated research title and research questions, examined related literature, choose the research location based on the suitability of research question, determine research subjects and choose collecting data instruments.

# 2. Research Design

In the research design stage, the researcher did some activities, they were wrote research proposal, decided research instruments, constructed research instruments and prepared research activity.

<sup>13</sup> Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 1990). 84

<sup>14</sup> Ibid, p.84

### 3. Research activity

In this study the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into three parts, they are:

### a. Recognizing research background and self-preparation

In this part the researcher firstly the researcher asked permission to conduct the research to Al-Hikmah Islamic foundation. After got permission from the foundation, the researcher asked the permission of the head master of SMP Al-Hikmah Surabaya. Next, the researcher met with the three teachers at seventh grade. Finally, the researcher prepared instruments and others things to prepare the field research

### b. Doing the research

In conducted the research, SMP Al-Hikmah gave one week to do the research. In one week, the researcher firstly observed the teacher at seventh grade while doing teaching. Then, the teacher interviewed three teachers at SMP Al-Hikmah Surabaya to answer research question number 2 and three. The last, the researcher completed the information by interviewed the teachers again.

# c. Intensive Analysis

In the intensive analysis stage, the researcher analyzed the data was collected.

# 4. Writing the research report

In the study, the researcher considered some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the reports.