

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study use descriptive-qualitative research. According to Sugiyono (2017) defines the qualitative research technique is a research approach based on postpositivist philosophy. This strategy is used to get detailed data that has`meaning. In this case, the meaning is interpreted as genuine facts,a and qualitatiive research stresses meaning over-generalization.

The process of qualitative data collection is conducted in natural settings, with the researcher acting as the main instrument of the study. Common qualitative data collection techniques include observation, in-depth interviews, and documentation. Observation is used to obtain direct and contextual information about social phenomena, behaviors, and events as they naturally occur. In-depth interviews aim to explore participants' perspectives, experiences, and interpretations in greater detail, allowing the researcher to capture rich and meaningful data. Documentation serves as supporting evidence to strengthen the findings derived from observations and interviews, such as written records, archives, photographs, and other relevant documents related to the research focus (Sugiyono, 2017).

After the data are collected, they are analyzed descriptively through several systematic stages, namely data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, and simplifying raw data to ensure relevance to the research objectives. The reduced data are then presented in the form of narrative descriptions, tables, or matrices to facilitate interpretation. The final stage is drawing and verifying conclusions, which requires the researcher to interpret the data carefully to identify patterns, meanings, and relationships. Through this process, qualitative data

analysis not only describes the observed phenomena but also seeks to understand their underlying meanings in a comprehensive and credible manner (Miles & Huberman, 2014; Creswell, 2018).

B. Research Setting

This research will conduct at MAS Al-Falah Padang, Jl. Mekkah No. 10 RT 03 RW 06 kel. Koto Panjang Ikua Koto Tengah, Padang City, West Sumatera, Indonesi. The school is committed to providing students with a comprehensive education that combines academic excellence with Islamic

values. MAS Al-Falah Padang is situated in a strategic location, allowing easy access to various educational resources and facilities. The school's location also provides a unique context for studying the integration of Islamic values into English language teaching.

The participants of this study will be English teacher at MAS Al-Falah Padang who have experience in teaching English with Islamic content. The teachers will be selected based on their willingness to participate in the study and their experience in teaching English in an Islamic school setting.

According to the type of qualitative research conducted, the method used in this study is descriptive. This is congruent with the study's purpose, which was to describe how teacher can teach English in class with integrate islamic values.

Then, the fundamental goal of qualitative research is to provide an insight of a social situation or activity as seen through the eyes of the study participants. Gay et.al (2012) state that a case study is qualitative research method for investigating a subject matter or constrained system.

C. Research Subject

According to Sugiyono (2008) The research subjects were people who were sampled in a study included in the study. In qualitative research does not use the term population, but it is called a social situation consisting of three elements, namely place (place), actors (actors), and activities (activities) that interact synergistically.

The research subject of this research is English teacher at 11th grade of MAS Al-Falah Padang. The researcher interview English teacher to get information about the related to integrate islamic values in teaching English. Therefore, the interview session will do by researcher with the English teacher of 11th grade to know strategies in teaching English with applying islamic values and also strengths and weaknesses in applying islamic values in teaching at MAS Al-Falah Padang.

D. Data and Source of Data

The data will be collected from English teachers and 11th grade students at MAS Al-Falah Kota Padang. The study sample consisted of one English teacher and one class of eleventh-grade students, with data collected through observation and interviews about experiences, perceptions, and obstacles encountered during differentiated learning in English lessons.

E. Technique of Data Collecting

1. Documentations

The researcher gathered supporting documentation, including the Learning Implementation Plan (RPP), learning materials, student work results, and learning evaluation reports. This study tries to evaluate how learning planning and outcomes follow the concepts of differentiation.

2. Observations

Researchers conducted direct classroom observations to see how teachers teach English in the classroom. These observations focused on teachers' approaches for adapting material, processes, and learning products to meet the requirements of their students. Concerns were raised about student learning activities, interactions between teachers and students, and classroom management. Observations were recorded consistently using an observation guide to ensure accurate data. English teacher who actively integrate islamic values in classroom is the target audience for this observation. Non-participatory observation involves observes visiting a location to document data while refraining from participating in the activities conducted by the participant. Camera and field notes are the tools used for observation.

3. Interview

Interviews with English teachers will be undertaken to learn about their experiences, tactics, and issues in teaching English. This method is used to gather detailed information that cannot be obtained by observation alone. Some students can also be interviewed to learn about their perspectives on the learning style used. The researcher asks the informant a few question on the research issues during the interview phase in order to gain the information about strategies in applying islamic values in ELT by the teacher in MAS Al-Falah Padang. The researcher interview English teacher in MAS Al-Falah Padang especially at grade 11th. Before the interview take place, the researcher made a list of questions to be asked as an interview guidelines. The interview conducted after observations in class at MAS Al-Falah Padang.

Intreview stages

1. Warming Up

- a. The researcher introduces themselves to the informant
- b. The researcher explains her purpose to conduct the interview
- c. The researcher asks the informant for permission to be recorded
- d. The researcher asks the biodata of informant

2. Probing(Main or In-Depth Interview)

Tabel 3. 1 Interview List

No	Komponen	Pertanyaan
1.	Contextualization	Bagaimana cara ibu menerapkan unsur-unsur nilai islami dalam konteks pembelajaran ?
2.	Differentiated and Creative Instruction	Bagaimana strategi mengajar ibu dalam menerapkan nilai keislaman di pengajaran bahasa Inggris?
3.	Collaborative and Contextual learning	Apakah dalam pembelajaran dengan menerapkan nilai-nilai islam ibu menerapkan grup diskusi atau

		berpasangan ?
4.	Storytelling and Role Modelling	Apakah ibu menggunakan cerita dan suri tauladan untuk menyampaikan nilai-nilai keagamaan?
5.	Interactive and Reflective Learning	Apakah siswa secara aktif berpartisipasi dalam pembelajaran menerapkan nilai- nilai keislaman?
6.	Use of Technology and Multimedia	Apakah Bapak/ Ibu mengintegrasikan penggunaan teknologi dan multimedia dalam pembelajaran yang mengaplikasikan nilai-nilai islam ?

3.Closing

- a. Researcher says thanks to the informant for the interview
- b. Researcher asks the informant permission to contact them again
- c. Researcher closes the interview with informant

F. Technique of Data Analysis

In this study, researcher use a observation and interview to collect data and confirm the result.

1. Observation Guide : This instrument will use observation checklist to collect data in the classroom. The observation checklist is a list of thing that an observer would look at while observing a class
2. Interview Guide : This instrument will be analyze thematically. The interview guide is a set of questionss and statements that respondents will be asked to answer or respond.

Miles and Huberman (1994) state there are four techniques to anlyze the data, as follow :

1. Data Reduction

Data reduction is the process of choosing, focussing, reducing, abstracting, and transforming data found in field notes or transcriptions. Data reduction occurs continuously throughout one's life, particularly in qualitatively focused undertakings. The data reduction/transformation process continues with field work until the final report is produced. Data reduction is a type of analysis that sharpens, sorts, focuses, discards, and organizes data in a way that allows final conclusions to be derived and validated.. In this case, the data selected by the writer was relevant to this study in order to solve problems or to answer the research problems.

2. Data Display

Data display was an organization, compression assembly of information that permits conclusion drawing and action. The display comprises a variety of matrices, graphs, charts, and networks. These displays present organized information in a concise format, allowing for easy analysis and decision-making. They may also recommend additional steps for further investigation. Based on the result of the data reduction, the writer systematically made a report which can be understood and

reasonable of the data that will be gotten in the field. Data display can be done by simple explaining, draft, relation inter categories and flowchart.

3. Conclusion & Verification

Conclusions are verified as the analyst proceeds. Verification can be as brief as a fleeting second thought that crosses the analyst's mind while writing. with a brief return to the field notes, or it could be thorough and complicated, with protracted argumentation and review among colleagues to achieve "intersubjective consensus" or with intensive efforts to duplicate a discovery in another data set. The writer drew conclusion by re-checking of the data reduction and data display. The conclusion was about the teaching strategies used by English teacher at MAS Al-Falah Padang

