CHAPTER III
RESEARCH METHOD

This chapter discusses the description of research method that includes research design, subject of the study, research instrument, data collection, data analysis, and collaborating with the informants.

A. Research Design

In this study, to investigate the perception of English teachers towards the challenges and strategies on Islamic values integration in English language teaching. To uncover the perception of subjects in certain phenomena, it is urgent to guarantee their convenience feeling in order to make them reveal anything. By giving the platform to speak anything they feel, they will be able to be more open at having a look inside of certain phenomenon. Creswell 2012 stated that "Narrative Inquiry" or "narrative research" is term applied to be able to investigate a case in reality based on data through research procedure by revealing from a single person's experience or story that can be discussed and discovered the meaning from those experiences. Implementing narrative research in class situation provides both of the teachers and the students to have a diverse point of view related issues happening in that class setting.

This study is aimed at exploring English teachers' experiemces in teaching English with Islamic integration. The Islamic value that is integrated in English language teaching is considered as teaching English with value or character. The word of "value" here can be explored only by suffering deeper to the real circumstance as the reflection explored from the realities. The data are considered as natural facts that can be reflcted through research procedure and it is coded according to the theme, this study is aimed at revealing past and present experiences from English teachers (Islamic value integration on reflection through perception and experience, strategy, role of workbook, and the impact for teaching activity).

Narrative inquiry is to lead the teachers and the students through reflection to

learning activity. The integration of value in English language teaching which needs to be investigated directly by surfing in depth and naturality to the data is considered on the integration of Islamic value in this study. The Islamic value integrated is greatly and dominantly possesed by the teachers and students in English language activity which means that it is investigated from the reflection of their experience as the subject who gets involved in direct circumstance. Therefore, it can be stated that narrative inquiry is the most appropriate research design based on the objectives mentioned in the previous sentence.

B. Subject Of The Study

The identification or the selection process of the teachers will be conducted to filter English teachers at MTsN 2 Kota Kediri and English teachers at SMPIT Bina Insani Kediri who have been teaching English with more than 7 year teaching experience and more than 2 year teaching English with Islamic value integration. It is also mentioned as purposive sampling. Having expectation to get 2 teachers to come to an assumption that they will have different strategy in integrating Islamic value and different teaching context as well. The difference is expected to be as a comparison that will be grouped according to the theme and it will be able to be drawn a general conclusion to fulfill more specific and broader scope. Each teacher surely has different story about integrating Islamic value in their English language teaching. It is expected to be able to give support to another teacher's life if it comes to a similar story. However, if it comes to various story, it can be assumed as something that can broaden the perspective.

C. Research Instrument

The research instrument is the researcher's self, himself, because he is the one who explores a phenomenon from stories of persons and it is greatly related to the researcher subjectivity and bias. However, the researcher will confirm to the people who give story to minimize the factor of subjectivity.

Blue Print of Instrument

Table 3.1 Blueprint

DATA	DATA COLLECTION METHOD	INSTRUMENT	PROCEDURES IN COLLECTING THE DATA
TEACHERS' EXPERIENCES	Writing stories by recollecting their experiences for some years integrating islamic value in English language teaching	Narrative frame and empty box	The teachers could fill the narrative framework at anytime and at anywhere. They may also write aditional information that is not included in narrative frame.
	semi-structured interview to surf deeper experience, asking them to show and tell related documents, and clarifying unclear story.	Interview guide	After finishing the narrative frame, The data were transcribed.
	Semi-structured interview to the students to have a different angle and serve deeper data	Interview guide	
	from teachers' esperiences.		

Sub-topic	indicator	Question number
Islamic values	Praying	1
	Avoiding hand contact between women and men	2
	Covering aurat	3
	Balancing discussion related to world and here after deal	4
	Avoiding consumtive lives	5
	No saying bad words	6
	No riya', gossip, and envy	7
	fitrah	8
past	Experience in the past	9-14
present	Things had by teachers	15-22
future	Expectation and future plan	23

1. **Empty Box**

The empty box is used as a means from the researchers for the participants to express anything they feel related the integration of Islamic values in English language teaching. The empty box will make them express anything without burden, determination, interference from the researchers.

2. **Narrative frame**

Narrative frame is mentioned as a written story template that can give a guide for those who try to reveal the story. It is in form of one until three sentences followed by blank space so that it is able to stimulate the people's idea and it is adapted from Barkhuizen, 2014. It is greatly emphasized as well that the narrative frame should provide three aspects, such as: interaction (feeling, hope, and reaction), continuity (now and then), and situation (time, context and space). The

teachers are informed about the purpose of the narrative frame. Moreover, the narrative frame is adapted from Barkhuizen, 2014. The original version of the narrative frame is to improve teaching. However, it is still in line with the goal and expectation of this research focusing on integrating Islamic value in English language teaching. To anticipate the limit of the teachers in telling their story, it is provided as well a blank space paper to reveal what they have not told yet.

3. Interview

It can be said as something beneficial to have another perspective by conducting interview for the narrative frame. In another words, it is revealed that the interview is like the follow up of the narrative frame. The three aspects are considered as well as the significant things to be discussed, such as: the life's history for revealing the past, contemporary story for present, and the reflection for the future needs. The interview is also expected to provide freedom talking for the informant that is not shaped and guided by the certain guiding sentences. The interview is also expected to provide a clarification about the story that needs to be followed up the researcher. The interview is adapted from Annisa, 2017 and Alfian 2022. The interview is to explore the teachers' perspective towards the integration of Islamic value in English language teaching and the strategy from the teachers to reveal something beyond the experience to contribute to the availibility of knowledge. In the interview section, the teachers are also expected to show their documents for the context a story that she or he is trying to tell. The document will not be observed but it is to provide deeper explanation from the informant's answer.

D. Data Collection

Collecting stories or narratives will be derived by using the instruments mentioned such as: empty box, narrative frame and interview. However, the interview is conducted by the reserchers to confirm the story from the informants obtained from narrative frame and empty box as well as the aswers missed by the informants. The informants at first are given the empty box to have reveal

anything they feel deeply. However, if they think that they have already told anything, and they are confused what to tell, they are provided narrative frames to help them revealing their perception. However, the informants have different dominance of having instrument. Teacher 1 prefers to have narrative frame first then he got empty box, vice versa teacher 2 prefers to have empty box first followed by narrative frame. It means that the researcher will try to prioritize in surfing the data by collecting stories from other people. It also means that the teachers are pleased to reveal anything about integrating Islamic value in English language teaching, during the data collection the informant also showed the materials used in class (book or module from government). By doing so, it is expected that they will be able to contribute to give new and important things to be shared to the others. It can be assumed as the most convenient way for the informant to deliver what they think about Islamic integration in English language teaching. So that, Their willingness is greatly prioritized. The instrument to collect data will be delivered in Bahasa Indonesia to avoid the language barrier. It will be conducted face to face to facilitate them and make them easy to deliver the story. The face to face data collection is recorded by using mobile phone. However, they are also pleased to state the stories through whatsapp voicenotes to have their privacy, and their convenience. Then, the data are transcribed and translated into English.

E.   Data Analysis

Major way to analyze the data can be done through thematic analysis Bremmer, et all, 2014. The process of thematic analysis can be from the data group and classification. After being coded, the data are classified so that it is easier for everybody to understand it without needing worrying to ask the certain informant as well as the readers can avoid doing the same mistake or the same success.

Narrative research fundamentally deals with qualitative data analysis. Core of the core from the data analysis is by identifying and interpreting the data derived from narrative frame and the empty box. The interview section will be

transcribed to make the analysis. The data will be tabulated from the elements of narrative study by considering the action, problem, character, resolution and reflection. The points are also considered if there are similarities from across the informants so that it makes the tabulation easier.

After the researcher will restory, the researcher will try to confirm it to the informant so that they may crosscheck. Besides, crosschecking, they are pleased to give additional information as well. After, they figure it out and confirm that it is based on truly what they feel, the researcher will come to next point to group and categorize the data according to the theme. The theme is categorized the coding leading to the research question. It can be said, such as: the perception, experience, experience from the teachers in diagnosing students' feeling, role of workbook, the strategy, the obstacle, the way to integrate, and unexpected things, and also the reflection and impact to the teaching activity (pre teaching, whilst teaching and post teaching)

In another words, it makes the researcher come to decision to use thematic analysis in this research. The theme will be correlated with the theoritical things from reputable journals so that it makes the data have clarity. The coding will be conducted by researcher to help categorizing the data.

The coding

Table 3.2 Coding and Abbreviation

CODES	MEANING
T1	TEACHER 1
T2	TEACHER 2
N	NARRATIVE FRAME
E	EMPTY BOX
I	INTERVIEW
UNPXTH	UNEXPECTED THINGS
STRE	STUDENDENTS' RESPONSES
ELT	ENGLISH LANGUAGE TEACHING

F. Collaborating with The Informant

Collaborating with the teachers as the main informant that leads to the core of this research is greatly helpful. It means that, during the whole process starting from the beginning to the end of this study will be based on the real condition from the informant. The contribution from the informant to be involved

in each process will provide clarity as a help for the researcher. The collaboration will begin from the urgent thing, the purpose of this study. The communication is greatly needed by the researcher to provide good understanding for the informant. The next collaboration will be from the way the informant will try to understand about the whole prospect of this study. The last result of this study is returned to the informants to have confirmation as the trustworthiness of this study.

In narrative research, the theme is the core. In another words, the sequence of the data from narration or story delivered by the informant is well considered. The thematic analysis is used to facilitate the researcher to arrange the data, because there is no certain arrangement for this narrative research. The discussion is correlated with the previous findings conducted in previous studies. It is compared with similar and contrastive points. The discussion is about the values that is involved in language teaching. In this case, the value is represented by islamic values.

Stages in conducting this narrative inquiry (adapted from Cresswell, 2012:514)

The perception, strategy, workbook, and the impact to teaching activity of Islamic Integaration in English language teaching context **(past, present and future)**

Telling the teaching context

Describe their problem, resolution

Analyze story to det ermine the themes of the

Restory or retell the individual's story

Have them tell their story in narrative frame and empty box

Collect other field texts by interviewing and showing

The teaching

Collaborate with teachers by showing the restoried narrative for confirmation

Collect stories from teachers

Reporting the findings based on the themes

Purposefully select teachers who Integrate Islamic value and students who learn English with Islamic value

Validate the accuracy of the findings to teachers

Identify the integration of Islamic value in English language teaching
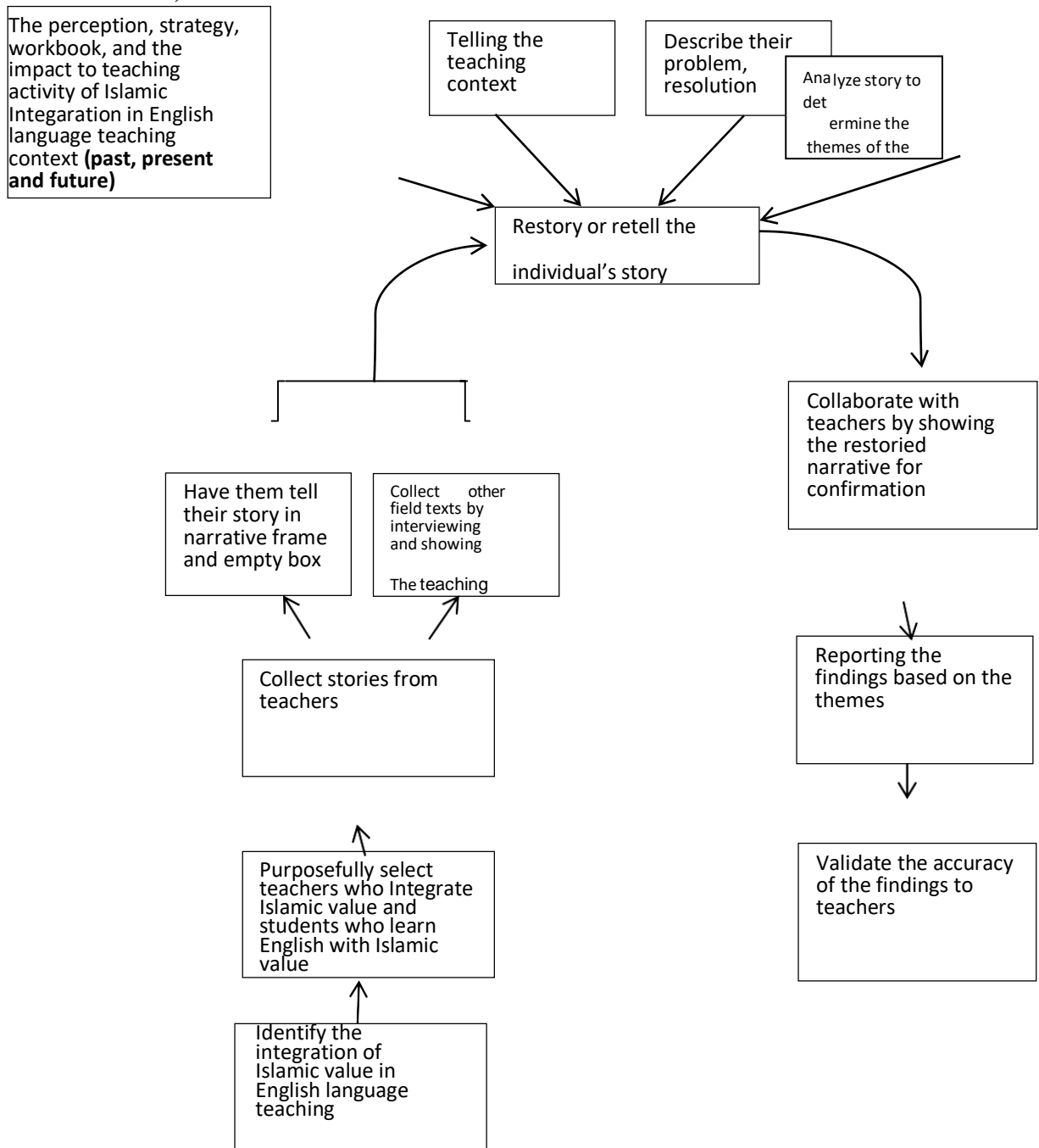
Figure 3.1

(*Adapted from Creswell 2012:514*)

The integration of Islamic value in English language teaching is considered as a phenomenon that is urgent to be explored by having a look at the lack of previous studies concerning on this topic. This special phenomenon is identified as a significant discussion to bridge the gap between the ideal expectation of the integration of Islamic value in English language teaching context. It is discovered that Indonesia as the country with the biggest moslem in the world, therefore, It is considered that the Islamic value must be integrated in all aspects as a country with Islamic and moral value. Previous studies lead the researcher to have strong belief to conduct this research and believe that it is able to provide a good novelty in supporting the English language teaching context in Indonesia.

Integrating of Islamic value in English language teaching context has begun since couple years ago. By the process of the implementation, it led the researchers to focus on investigating the problem as the gap between the expectation and the reality. The process of the integration of Islamic value can be implemented in the students' activity at school. However, it has not been integrated yet in the process of English language teaching. The delay of the process can be discovered from the syllabus, lesson plan, and even the learning process activity (Zaitun, 2018). Moreover, the perception of English teachers who are in effort to integrate Islamic values considered as data to develop the quality leads to the finding that the reality or the implementation of Islamic value integration in English language context is not as ideal with the expectation (Alvian, 2022).

The accuracy of the report of a narrative research is greatly correlated with the step of clarification about the pre research activities, the data analysis until the findings. All of the evidence and findings is paid attention well so that it is similar to what the informant greatly means. The meaningfulness is also considered, it means that by the end the novelty and the contribution of this study will provide good things to learn by others. Therefore, besides confirming to the informant, confirming to other people is needed as well.