CHAPTER III
METHODOLOGY

Chapter three presents the methodology employed for conducting the research, encompassing three primary sections. Research design, research site and participants, data collection techniques and research instruments, data analysis and conclusion remark. Research design defines the method used in this study. In data collection, the research site and participants describe the setting and the participants of the research, and the research instrument shows the instruments used in this research, while data analysis describes how to analyse the collected data.

1.1. Research Design

Qualitative research design with a case study approach was applied since this is best suited when the aim is to have in-depth understanding of issues (Hamied, 2017). In addition, the research design of this study is described as an intensive study about a person, a group of people, or a community that intends to address a certain issue, as stated by Creswell (2009). Furthermore, the qualitative case study method is a good way to help researchers define a case or phenomenon of some short occurring in bounded context (Huberman & Miles, 1994). Yin (2013) Stated that case study is relevant when research questions seek to explain some present circumstances. Case study approach is useful when a study addresses a descriptive questions such as "what is happening?" or an explanatory question such as "how or why did something happen?" (Hamied (2017). Through this research design, I tried to analyse and describe how the English teacher integrated Islamic values and what challenges faced by the teacher and the students in integrating Islamic values into English online teaching and learning.

1.2. Research Site and Participant

This research of English teaching and Islamic values integration was conducted in an Islamic boarding school of junior high school level in Subang, West Java. This school has been chosen firstly, because it implemented online teaching and learning since the government's regulation about online teaching and learning activities during the pandemic. Secondly, it is one of the Islamic private schools integrating Islamic values in every subject, including English. Thirdly, I was

familiar with the institution where the research was conducted, the familiarity between I and the research site tended to lead to a more natural research conduction that avoids any students' unnatural behaviour performances. Lastly, the school is also open that was beneficial to both researcher and the school in the form of the research's quality, including factors such as expenditure in time, finances and resources.

However, this research involved an English teacher and nine presentative students as the participants. I considered an English teacher who taught the second grade of junior high school as the participating teacher owing to the recommendation of the head of the school. Further, I mentioned the participating teacher as The Teacher (TT). Additionally, I considered nine students in the class as the participating students to join the online interview section. Those nine students were selected as the preventatives of three classification achievements of the previous semester of English online class, Very Good, Good and Fair. Then I mentioned them as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), Participant 4 (P4), Participant 5 (P5), Participant 6 (P6), Participant 7 (P7), Participant 8 (P8) and Participant 9 (P9). To simplify and to add the participants' information, I provided **Table 3.1** Participated Teacher and **Table 3.2** Participated Students below.

Table 3. 1
Participating Teacher

Name (Pseudonym)	Current Position	Age	Professional Degree	Total Years of Teaching Experience
The Teacher (TT)	Second grade JHS Teacher	27 Years old	Bachelor of English Education	5 Years

Table 3. 2
Participating Students

No	Name (Pseudonym)	Age	Grade Level	Classification Achievements
1.	Participant (P1)	14 Years old	Second	Very Good
2.	Participant (P2)	13 Years old	Second	Very Good
3.	Participant (P3)	13 Years old	Second	Very Good
4.	Participant (P4)	14 Years old	Second	Good
5.	Participant (P5)	14 Years old	Second	Good
6.	Participant (P6)	13 Years old	Second	Good
7.	Participant (P7)	13 Years old	Second	Fair
8.	Participant (P8)	14 Years old	Second	Fair
9.	Participant (P9)	14 Years old	Second	Fair

1.3. Data Collections Techniques and Research Instruments

To gain the data of the study, the data were collected through online classroom observation followed by observation checklists as the instrument to the teacher, online interviews with the teacher and students, and document analysis of the teacher's lesson plan. In most qualitative research, data is gathered through participant observation, focused interview and document analysist (Hamied, 2017).

In order to visualize my explanation, I provided **Table 3.3** below about Data Collections Techniques and Research Instruments.

Table 3. 3

Data Collections Techniques and Research Instruments

NO	The Research Questions	Participants		Data collections techniques and research instruments		
		Teacher	Students	Observation	Interview	Doc Analysis
1.	How does the English teacher integrate Islamic values into EFL online teaching and learning process?	✓	X	✓	✓	✓
2.	What challenges are faced and solutions offered by the teacher and the students when integrating Islamic values into EFL online teaching and learning process?	✓	✓	✓	✓	X

1.3.1. Documents

The first instrument is the document analysis of the teacher's lesson plans, written teaching instruments and teacher's handbook. The teacher's lesson plan analysis was purposed as a reflection of teaching and to triangulate the two other instruments, observation and interview. According to Nurtanto et al. (2021), lesson plans forced teachers to think deeply and carefully about their students, particularly their challenges and strengths, difficulties, potential solutions, and other issues, which was essential for navigating the complex reality of today's classrooms. Document holds significant meaning in the context of communication and message delivery. It emphasizes that written information tends to be clearer, more comprehensible, and has a longer-lasting impact compared to verbally spoken messages (Hauptman & Ong, 1983). Written (document) has the advantage of conveying information in a detailed and structured manner (Hauptman & Ong, 1983). When the teacher wrote lesson plans, the teacher had the opportunity to formulate and plan her words carefully, avoiding ambiguity, and presenting

arguments clearly. Written document allows for the use of evidence, data, and references that support the intended message. As a result, written communication tends to provide a deeper understanding to readers or recipients. Those documents examined the English teacher in integrating Islamic values into online English teaching and learning and found the integration model that was being applied.

1.3.2. Observations

The observation was aimed at obtaining the whole information about how the teacher integrated Islamic values into online learning, what challenges the teacher faced, and what solutions were offered by the teacher during integrating Islamic values into EFL online learning in all meetings. I decided to utilize structured observation in this study since this study in fieldwork is usually conducted in a rather systematic at the same time flexible manner, proceeding by using a measurable observation guideline. Structured observation refers to a technique of standardized (coded) observation or refers to analysis observation (When the observation was recorded) (Stausberg, 2011). I conducted five meetings of observation during three weeks (August 9th- August 30th 2021). When I joined to observe the online class, the classes had already started.

The Online Classroom observation checklist was used as the observation instrument when the integrated approach was applied to whether it fulfilled the principles criteria. The checklist was made based on the principles of the integrated approach in learning criteria by Fogarty and Pete (2009). The checklist has Y=Yes (the aspect is observed and happened in class) and N=No (the aspect is not observed in class) for the observation aspects.

Table 3. 4
Observation Checklist of Principles of Integrated Teaching and Learning

Observation Elements	Descriptions	Y	N
1. Relevance	Meaningful, Purposeful, Life experiences, Real.		
2. Richness	Multi-layered, Ambiguous, Multiple intelligences, Depth of content.		

3. Relatedness	Genuine overlaps, Intentional, Natural hook-ups across disciplines.
4. Rigor	Problem-solving, Decision making, Higher-order thinking, and Expert performance.
5. Recursion	Recurs, Applies, Threads through and carries over, Flops back and returns to.

In addition, to identify the type of qualified integrated approach applied during the English online teaching and learning process, I also used the checklist table developed by Fogarty and Pete (2009).

Table 3. 5
Integrated Approach Table: Language and Arts Table

Criteria for Evidence of student learning	Not yet	On our way	This is it	Above and beyond
1.Content knowledge	Little evidence of knowledge base	Emerging of knowledge of facts and events	Basic understanding of fundamentals	Expert knowledge of critical aspects
2. Persuasive essay	Not organized	Organized, yet no strong point of view	Organized with strong point of view	Well-presented and highly convincing
3. Evidence of literary and references	No evidence of going beyond the facts	Mostly factual recall level with hints of deeper understanding	Makes appropriate inferences	Makes insightful inferences and applies them to today
4. Application of skills	Insert knowledge	Understanding evidence with little real application	Applied appropriately	Relevant and robust applications in language arts

Moreover, the other observation checklist was conducted, especially in identifying the implementation of Islamic values in the teaching and learning process. The observation checklist was made based on the implementation of Islamic values of EFL teaching and learning by Lubis et al. (2021). Those main principles are provided in **Table 3.4** below.

Table 3. 6
Observation Checklist of Islamic Values in Teaching and Learning Process

Observation Elements	Descriptions	Y	N
1.Faith Values	Teaching the student to believe in the existence of the one and only God, namely Allah.		
2.Worship Values	Teaching students to do good deeds according to the teachings of the Islamic religion according to the teachings of the Islamic religion based on the Quran and Hadith		
3.Moral Values	Teach students to behave according to the teachings of the Islamic religion based on the Quran and Hadith		

Next observation checklist used to collect the data of this study was the observation checklist of online teaching and learning principles by Adebo (2018) and Johnson and Aragon (2003) as in **Table 3.7** below.

Table 3. 7
Observation Checklist of Online Teaching and Learning Principles

No	Observation Elements	Y	N
1.	Encourage student participation		
2.	Encourage student cooperation		
3.	Encourage active learning		
4.	Provide prompt feedback		
5.	Emphasize time on assignments		
6.	Respect for diverse talents and ways of learning.		
7.	Motivating students		
8.	Avoiding information overload		
9.	Creating real-life contexts		
10.	Encouraging social values		

The last observation checklist used as the instrument was the observation checklist table by Krish (2008) and Son (2018) to confirm and validate the findings about challenges faced by the teacher when conducting online teaching and learning. The observation checklist is presented in **Table 3.8** below.

Table 3.8

Observation Checklist of Online Teaching and Learning Challenges

No	Observation Elements	Y	N
1.	Connecting pedagogies to technologies		
2.	Developing interactive activities		
3.	Boosting formal learning		
4.	Getting students' support		
5.	Resolving technology-related issues		
6.	Adhering to scheduled participation and learning		
7.	Sustaining persistent engagement		
8.	Developing into a self-directed learner with a high level of motivation		
9.	Socializing, communicating and interacting		
10.	Students' inability to buy smartphones, internet quotas		
11.	Inconsistent internet connections		
12.	Preparing for online education takes longer than preparing for an offline.		

I used the Google Meet platform during the observation due to the pandemic Covid- 19. The observation data collection involved audio and video recording of the online teaching and learning process. In this study, I acted as a nonparticipant observer within the online teaching and learning process during the observation. A nonparticipant observer is an observer visiting a site and recording or taking notes without being involved in the activities (Schwandt, 1996). In addition, non-participant observation or external observation observer has advantage of not being emotionally involved with the people being involved (Hamied, 2017).

1.3.3. Interviews

The second is online interviews. The English teacher and the nine presentative students became the participants in this interview section. The interview was applied to measure and validate the data obtained through online observation to the teacher and to find students' comments or perceptions on Islamic values and English teaching integration in their online teaching and learning activities. I also recorded the online interview by screen recorder and took notes in order to keep the information from the participants during the online interview session.

However, this research employed a semi-structured interview since I expected open-ended answers from the participants to strengthen, develop and confirm important data through observation before. A semi-structured interview is opened to allow new ideas to be generated in the interview following what the participant says (Aryanti et al., 2020). This kind of interview allowed the interviewees to communicate and express their thoughts and feelings based on a general pattern provided (Herdiansyah, 2019). The interview section was conducted twice through the Google Meet platform to both of the teacher and the nine presentative students. The first interview was delivered to the English teacher about how the teacher integrated Islamic values and English teaching. The instrument of the questions list is as follows.

1. Why do you integrate Islamic values into EFL online learning?
2. How do you determine Islamic values themes to integrate into online teaching and learning activities?
3. What aspects do you consider integrating Islamic values in your English teaching?
4. How do you explore objects or real events of Islamic values close to the students' daily environment when teaching English?
5. What do you usually do if you find your English teaching theme/ topic has nothing to do with Islamic values?
6. What is your consideration in selecting relevant contexts of Islamic values which are appropriate to the students' age, ability, and interests?

7. What makes it different when integrating Islamic values between online English teaching and learning and conventional English teaching and learning?

8. Do you integrate faith values into your teaching and learning activities? Why?

9. How do you integrate faith values into your teaching and learning activities?

10. Do you integrate worship values into your teaching and learning activities? Why?

11. How do you integrate worship values into your teaching and learning activities?

12. Do you integrate moral values into your teaching and learning activities? Why?

13. How do you integrate moral values into your teaching and learning activities?

The next interview was derived to confirm the challenges faced and the solutions provided by the teacher in conducting Islamic values in EFL online teaching and learning. These interview questions were still addressed to the teacher. It is possible that the questions are as follows.

1. What are the difficulties in integrating Islamic values into online English teaching and learning?

2. How do you solve difficulties integrating Islamic values into online English teaching and learning?

3. How effective is integrating Islamic values in online English teaching and learning?

4. Do you think integrating Islamic values into online English teaching and learning is much easier than integrating it when offline learning? Why?

5. What are the advantages of integrating Islamic values into online English teaching and learning?

6. Did you find it difficult when integrating Islamic values into your English class through technology?

7. How do you usually develop interactive activities in English online learning while integrating Islamic values?

8. Do you feel preparing for online teaching and learning takes longer than preparing for offline?

9. How do you sustain students' persistent engagement during online teaching and learning?

10. What do you do to overcome inconsistent internet connection issues?

The last interview was addressed to the nine presentative students to question their perspective comments of integrating Islamic values during the students conducting online learning. It is possible that the questions is as follows.

1. What do you think about English online teaching and learning?

2. Did you find yourself challenged when online teaching and learning?

3. What challenges did you experience when online teaching and learning?

4. How did you deal with an inconsistent internet connection?

5. How did you operate platforms used when online teaching and learning?

6. Do you have the inability to purchase supporting media to study online?

7. What do you think about integrating Islamic values into English online learning?

8. What challenges did you find when learning English online while learning Islamic values in the same time?

9. How do you solve the challenges you faced?

10. Why do you think students need to learn Islamic values while learning other subjects, especially English subject?

The interview result then were transcribed, each of verbatim transcripts was returned to the participants so then the participants were able to leave some comments on the transcript to validate.

1.4. Data Analysis

The data analysis concentrates on the observation checklist, interview, and the English teacher's lesson plan. The observation checklist shows whether or not all indicators of good Islamic values and English online teaching and learning have been observed. To present clearer data, the description in the observation checklist explains whether the item is observed or not. I provided additional analysis of the potential reasons of those indicators are overlooked if it appears from the observation checklist. The data taken were given to the English teacher in order to crosscheck if the collected data was valid.

The interview was conducted via Google Meet with the participants' permission and subsequently transcribed. The verbatim transcripts of the interview was sent to the participants for approval and validation. After that, the interview transcripts then were coded until it was analysed.

Furthermore, the teacher's lesson plan intends to uncover how the teacher integrates Islamic values and English online teaching and learning. Meanwhile, Bagir et al. (2015), Fogarty and Pete (2009) and Lubis at al. (2021) framework evaluate Islamic values integration models to determine the integration models used during online English teaching and learning.

The data of this research come from various interconnected sources, including interviews, document analysis, and classroom observations to triangulate the collected data, to corroborate ideas from different perspectives. Thus, the results are valid. In qualitative research, triangulation refers to using various methods or data sources to build a holistic understanding of phenomena (Shakman et al., 2017).

Figure 3. 1
Data Triangulation

1.5. Concluding Remarks

This chapter has provided research design, data collection, including research site and participants and research instruments, and data analysis was applied in this research.