

## **CHAPTER III**

### **RESEARCH METHOD**

In this part of research report, the research questions are restated as enabling readers to relate the questions and the procedures of seeking the answers. The research design, meanwhile, is elaborated along with the statement of research sites and participants. The instrumentation covers data collection procedures and also analysis of the data along with reliability and validity consideration of the instruments.

This study was aimed to answer three research questions as guiding its direction. Those questions are about (1) the condition in the research site in terms of the currently used syllabus, students' opinion about the syllabus, and the lecturer's belief and opinion about the syllabus regarding infusing Islamic culture in an English reading course, (2) the needs of the students, lecturer, and institution related to Islamic culture inducement in the English reading course, and (3) syllabus that can be provided in order to fulfill the needs of the students, lecturer, and institution's policy related to Islamic culture inducement in the English reading course.

#### **1.1 Research Design**

This study is qualitative in nature by employing case study research design. This research design is chosen since the data is expected to give a description rather than explanation related to the current phenomenon. The description then is expected to lead the researcher to the possible solution regarding the emerging condition or problem. However, quantitative analysis also took an ample portion as analyzing numerical data. The case in this study is about the gap between policy and implementation of teaching activity in one Islamic university in Palangka Raya, and the expected solution is a syllabus which considers the needs and situational analyses result.

To collect the data, three data collection procedures were used namely document analysis, questionnaire, and interview. Document analysis was used to analyze the current reading course syllabus to gather information about the current practice of teaching activity in which Islamic culture is expected to be infused. It also was used to analyze written policy to draw expected practice related to the Islamic culture inducement in

teaching activity. Questionnaire, on the other hand, was used to draw the current practice of the Islamic culture inducement in the perspective of the students as the emic perspective in which researcher allowed students to assess the current condition of the teaching and learning activities. The students were also required to response to the questionnaire to give information about their needs related to the issue being studied in this research. Meanwhile, interviews were conducted to some students, lecturer of the selected subject, and policy maker. It gives the researcher ample data to draw the current condition of Islamic culture inducement in teaching and learning activities, and the needs of the policy maker, academicians, and learners related to the Islamic culture inducement in TEFL. This procedure were also used to draw the students' opinion about the currently used syllabus.

## **1.2 Research Site and Participants**

The research site and participants were selected by employing purposive sampling. The research site was an English education department of an Islamic university in Palangka Raya. It is a state university under the governance of the Indonesia Ministry of Religion. All of the students and the academicians are Muslim, which is one of the requirement of the policy. The selection of the research site considers the necessary data which is intended to be collected. Since the issue of this research is about the inducement of Islamic culture in the context of Islamic institution teaching activity, the selection of the Islamic university in Palangka Raya previously stated suits the needs of this research.

The participants of the research were the policy maker which is one of the quality assurance department employee, an English lecturer of selected reading course, and students of the selected course in the research site. The other sources of data which were used to answer the research questions were a syllabus of selected reading course, and the institution policy documents of the teaching activity.

## **1.3 Data Collection Procedures**

Answering the research questions, two kinds of data are required, namely verbal and textual data. Verbal data is related to the information gathered from the policy maker, lecturer, and students' opinion of Islamic culture inducement both in the current and expected practices by employing interviews. Meanwhile, textual data is related to

information gathered from the written policy about the demand of Islamic culture inducement and currently used syllabus of selected reading course. Additionally, students' responses of the questionnaire were also in form of textual data.

As stated earlier, the data were collected by using three data collection procedures, namely document analysis, questionnaire, and interview. The data collected by the all of the data collection procedures were used to answer the first and second research questions. Especially for the third research question, the data used to answer the second research question were analyzed and developed furthermore by additional referencing to the theoretical review.

### **1.3.1 Document Analysis**

Document analysis procedure collected data related to the current practice and demanded condition of Islamic culture inducement activity in teaching. There are two kinds of documents in which were analyzed by two sets of document analysis sheets. The first is the institution policy document related to the curriculum. It comes into necessary to gather data from the curriculum or policy document since it is assumed that the general demand is stated in the document which is then realized by the study department into the practical curriculum. It is in line with Denscombe (2010) who states that the institution official document or publication becomes the main source of data since it can provide information which are authoritative, objective, and factual.

The second document is the currently used syllabus from the selected reading course syllabus. Syllabus is a guidance document for teacher or lecturer in teaching. By examining the syllabus, the researcher found information about the components realization, especially the core materials of the course. As the result, the researcher knows the current condition of Islamic culture inducement in the teaching materials.

The data collection procedure follows the one which is proposed by Ary, Jacobs, Sorensen, & Razavieh, (2010). The first step is specifying the phenomenon which is going to be investigated. The document analysis is focused on revealing the obligation of lecturers to induce Islamic culture as stated in the institution documents, and the current practice of inducing Islamic culture content in the teaching materials as stated in the selected reading course syllabus. The second step is selecting the media from which the analysis is conducted. As stated before, the analyzed documents were the institution

curriculum document, and the syllabus of selected reading course. The third step is formulating the coding categories. As coding the Islamic culture data, the definition Islamic and Inner Circle countries' cultures are discussed in section 2.2 are applied. Especially for the syllabus, the Islamic culture definition is used as examining the components of syllabus which are referred to and developed from Krahnke (1987) and Posner (1992). Then for the policy or curriculum document, the document analysis sheet is adapted from Roden and Brady (2002) and The Education Staff of the National Archives and Records Administration (2003). The last then is analyzing the data. In this step, the information related to the demand of the curriculum about the teaching activity and the current practice of Islamic culture inducement as reflected in the syllabus were analyzed as examining the documents according to the developed coding categories.

### 1.3.2 Questionnaires

The questionnaires were compiled by following data collection procedure from Fraenkel, Wallen, and Hyun, (2012). The first step is deciding a clear variables which are required to be assessed. It was decided that the variables going to be examined are (1) the current practice of English Reading skill courses in the students' perspective, and (2) learners' needs and interest which are part of their needs analysis procedure. Therefore, questionnaire was chosen to collect the data from the students. The second is deciding the format. The questionnaires use two responses formats namely open-ended with fill-in response, and close-ended questions with likert-type and scaled items responses. Open-ended question response format is used to collect demographic data, socio-cultural information, attitude to learning and the target language, general expectation and additional response as concluding questions. Meanwhile, the close-ended question response is used as in the main questions to collect information about subjects' interest, expected notions and context.

The third step is compiling the items. The items for the questionnaire were constructed by referring to McGrath (2002) and Nation and Macalister (2010) about students' factors and needs, teachers' factor, and institution's factor, and to Irawan (2016) and Tantri's (2013) studies about infusing Islamic culture in EFL teaching materials. The forth is piloting the instrument. Piloting is expected to give a feedback about the deficiencies and suggestion for improvement. The end product of the pilot test is a revised

instrument which considers the feedback from the pilot test group. After considered as valid, the questionnaires were be distributed to the participants.

As stated earlier, the questionnaire items were developed by referring to several factors with several sub-factors of needs and situational analyses (please refer to section 2.9). Some aspect of the sub-sections are merged to have a fluid flow of thinking framework. See the following table for the questionnaire mapping.

**Table 3. 1 Questionnaire Items Mapping**

No	Section	Items number	Intended data
1	I	-	Respondent's identification
2	II	1 – 3	Socio-cultural background
3	III	4 – 6	Present condition from students' perspective of the syllabus application as stakeholders
4	IV	7 – 11	Attitude to learning and general expectation
5	V	12 – 15	Interest and notions
6	VI	16 – 20	Context of culture and situation

At the end of the questionnaire, students' are allowed to give more information or suggestion about further syllabus development.

### 1.3.3 Interviews

Interviews were conducted to the policy maker, lecturer and students. For the students, the interview procedure was started by preparing the interview schedule. It covers the objective of the interview, the variable, questions, and interview format. The objective of the interview is to collect more elaborated data related to the students' responses of the questionnaire. Hence, the questions were derived by the students' response to the questionnaire. On the other term, it is known as member checking procedure. The variable is about the infusing of Islamic culture in EFL teaching materials, which is the narrowed down version from the questionnaire. The interviews were conducted in semi-structured interview. This kind of interview is intended to have an interview which merely like a dialogue rather than simply ask questions. Then, the interviews were conducted to the learners by considering their previous responses to the

questionnaire. For the sake of data analysis, the interviews were recorded by using digital voice recorder for then transcribed in the data analysis procedure.

For the lecturer, the objective of the interview is to gather data of the students' current ability in English, the current practice of Islamic culture inducement in the teaching of English, and the teachers' factors component of situational analysis. Some of the questions are adapted from Saefullah (2013) and also developed by referring to needs and situational analyses theories from McGrath (2002) and Nation and Macalister (2010), and some findings about Islamic culture inducement from Tantri (2013) and Irawan (2016). The interview was also conducted in semi-structured.

The interview schedule consists of 10 questions. Information drawn from some of the questions can be used as in different discussion. It depends on how to put the perspective by referring to the theory. A clear presentation of the interview schedule can be seen as in the following table.

**Table 3. 2 Interview Questions Mapping for Lecturer**

No	Intended Data	Question number
1	Present condition of development and usage of syllabus	7 – 10, and 14
2	Familiarity aspect with the target and students' culture	1 – 4, and 10
3	Attitude to teaching and students	5 – 7, and 9
4	Belief about teaching and learning activity	8, and 11 – 14

The policy maker was interviewed as one of data source to answer the research questions. The objective is to gather information about the institution factor in situational analysis. Some of the questions are adapted from Saefullah (2013) while the rest of them are developed by referring to needs and situational analyses theories from McGrath (2002) and Nation and Macalister (2010), and some findings about Islamic culture inducement from Tantri (2013) and Irawan (2016). The interview was also conducted in semi-structured.

Interview schedule for the policy maker consists of 6 questions. The factor in which the information is needed to be collected has three sub-factors i.e. (1) public sector

versus private, (2) aims of the program or education, and (3) cultural and religious consideration. The mapping of the questions can be seen as in the following table.

**Table 3.3 Interview Questions Mapping for Policy Makers**

No	Intended Data	Question number
1	Public sector versus private	6
2	Aims of the program or education	1 – 2
3	Cultural and religious consideration	3 – 5

#### 1.4 Data Analysis Procedure

The research questions of this study are required to be answered by using multiple data collection procedures. It means that the data were analyzed simultaneously one to another. As in this study, the data analysis procedures are presented as the data collecting procedures order.

Before taking the data into the analysis procedure, all of the data were treated in several ways in order to ease the process of analysis. First, the data were taken into a same format, in this case is written format. Hence, all recordings were transcribed as necessary. Second, the data were duplicated to anticipate a mistake in which researcher requires a clean data. Third, the data were coded as its purpose to answer each research question. In this part, the code identifies what research question the data can be used to answer it.

##### 1.4.1 Documents Analysis

The data collected by analyzing the syllabus and policy documents were analyzed by following the qualitative data analysis procedure for document analysis proposed by Denscombe, (2010). After the data were collected, the researcher broke down the data into smaller unit. In this case, the unit can be a sentence, or a paragraph. Then researcher developed relevant categories to analyze the data. The document analysis data were analyzed by using syllabus components realization and ideas relation about the teaching policy. Based on the category, researcher coded the data accordingly.

### 1.4.2 Questionnaires

The collected data from questionnaires were analyzed by employing Maxwell stages of qualitative data analysis. According to Maxwell (in Ary et al., 2010), qualitative data analysis procedures are begin with reading or listening the data for organizing and familiarizing with it. Then it starts the coding and reducing steps by coding, mamboing, and categorizing the data. The next is connecting the related data to interpret the information, and the last is reporting.

For the data collected by the questionnaires, researcher tabulated the students' responses into one new framework. This framework is in form of a table in which all of the students' responses were summarized. It helps the researcher to find the overall response and draw out the pattern. This step is the coding, mamboing, and categorizing of the data. The categorization is based on three categories i.e. present condition, students' needs, and students' factors (Irawan, 2016; McGrath, 2002; Nation & Macalister, 2010; Tantri, 2013). At this step, the data were ready to be connected to other data to form a meaningful findings.

### 1.4.3 Interviews

For the interviews, the transcribed data were coded according to the definition of Islamic and Inner Circle countries' culture discussed in section 2.2, and also the category generated from the review of related literature about teacher's factor, institution program, and present condition in the syllabus development (Irawan, 2016; McGrath, 2002; Nation & Macalister, 2010; Tantri, 2013). The last one is talking about the possible approach in inducing the Islamic culture as in need analysis. The coded data were then re-organized to give a more comprehensive display of the findings related to the current practice condition and needs of expected syllabus.

### 1.4.4 Developing a Syllabus

Answering the third research question, three sets of data from three different data collection procedures which are used to answer the second research question. Those data are from (1) the analysis result of the policy document of the Islamic university which is the quality guide document of the institution, (2) the students' responses to the



questionnaire, and (3) interview data from selected students, lecturer, and the policy maker. Since the data which are used to answer the third research question are the same as to answer the second research question, the analysis procedure were done in the same way.

Data collected from those three instruments were analyzed furthermore. As the data were collected, the researcher analyzed it in order to develop the syllabus. The information of learners' needs, lecturer, and policy maker which reflect the current condition were connected with the theories which have been discussed in chapter two. After that, the syllabus was limitedly evaluated by the participants after it was well-developed. The lecturer evaluated the syllabus components realization along with the core materials elaboration. The students, on the other hand, evaluated the topic selection only. Then, the policy maker evaluated the syllabus in general as whether it fulfills the institution demand or not. The result of this limited validity evaluation is another syllabus which is attached along with the previously developed syllabus (see appendix three).

### **1.5 Reliability and Validity**

Reliability and validity are two essential characteristics of measurement, in this case is related to the instruments of collecting the data. Reliability deals with the consistency of measurement (Oskamp & Schultz, 2004). It consists of internal consistency which shows agreement between different items intended to assess the same concept, and stability which indicates a consistency of scores on a same items given in separate times. Both can be assessed by correlation coefficient which is split-half coefficient, alternate-form agreement, and the alpha coefficient of internal homogeneity for the internal consistency, and test-retest coefficient for the stability (Oskamp & Schultz, 2004).

Validity deals with the accuracy or correctness of the measurement (Oskamp & Schultz, 2004). Validity can be assessed by calibrating the instrument with the master instruments such as in weight scaling or IQ test. In the case of no well-established master instrument, construct validation can be done by reviewing the related theories (Oskamp & Schultz, 2004). The other validity aspect is face validity. It deals with the way the instrument is constructed related to wording. The word selection should be considered wisely, hence the participants can get the main point and respond well.

As for this research, validity issue is covered since the items of the questionnaires and interviews were adapted and developed from related theories and current research findings. It means that the instruments have a good construct validity. As for the face validity, the researcher decided to use Indonesian language, which is the national language of the participants, to construct the items. It helped the participants to avoid miss interpretation of the questionnaires and interviews questions.

According to Oskamp and Schultz (2004), there are four problems from the participants which might affect the validity of the measurement i.e. carelessness, social desirability, extremity response, and acquiescence (yea-saying). In this study, the research can only take into account two of those four problems which are careless and social desirability. Carelessness is a condition when the participant is careless or unmotivated to respond to the interview of questionnaire. To cope with this problem, researcher made a good rapport with the participants, stressed the importance of the research, and engaged the participants' interest. Meanwhile, for social desirability is a condition in which the participants are more about to give the most social acceptance answer or known as "fake good". To cope with that problem, the researcher decided to not collect any personal identification information. It is believed that it can persuade the participants to give a more precise information.

