CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the research method will use in this research. It includes: (1) Research design, (2) Research participants, (3) Data collection, (4) Data analysis and (5) Trustworthiness of The Research.

3.1 Research Design

The researcher in this research used qualitative research with a case study approach because the researcher wanted to describe students' perspectives regarding the use of translanguaging in Islamic Economics international class at Universitas Jambi. One way to do this is by making an appeal to the root term that the phrase was historically formed from. According to Erickson (2011), this etymological method, *qualitas* comes from Latin and refers to a primary focus on qualities, the features, of entities - to distinctions in kind. As stated by Bryman (2008), qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. Sandelowski (2004), contributed his opinion regarding the definition of qualitative research, according to him qualitative research is an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world. One kind of scientific study is qualitative research. Broadly speaking, scientific research encompasses an inquiry that looks for responses to a query, to answer the question, an established set of procedures is used systematically gathers evidence, produces unexpected discoveries and produces results that are applicable beyond the scope of the research. These features are applied to qualitative research. Furthermore, it looks at a study problem or topic from the viewpoints of the local people that are involved. Finding culturally unique information regarding the values, opinions, behaviors, and social settings of distinct people is particularly well-served by qualitative research. Qualitative research excels in providing comprehensive textual

representations of people's experiences with a particular study subject. It offers details on the "human" aspect of a problem, or the sometimes-contradictory behaviors, viewpoints, emotions, and interpersonal connections of people.

The reason the researcher chose qualitative research is because qualitative research is more flexible, allowing for more spontaneity and adaptation of the interaction between the researcher and the study participants. For instance, the majority of questions asked using qualitative methods are "open-ended," meaning that they are not always asked of every participant in the same way. Participants are free to choose their own language while answering open-ended questions, and their answers are typically more complex than simply "yes" or "no".

In addition, compared to quantitative research, the interaction between the researcher and the participant is frequently less formal when using qualitative methods. Participants can answer in more detail and with greater elaboration than is usually possible with quantitative methods. The researcher can then react to the participants' answers right away by modifying the questions that follow based on the information they have given.

A case study approach is a type of research that focuses on describing, comprehending, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture, or nationality). According to Yin (1994), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. A major feature regarding the concept of case study is that it is not confined to contemporary phenomena or real-life situations, particularly when the boundaries between phenomenon and context are blurred. The distinguishing aspect of a case study is the researcher's emphasis on data collection, which results in describing, understanding, predicting, and/or controlling the individual case. The researcher in this study used a case study approach in describing students' perspectives regarding the use of translanguaging in Islamic Economics international class at Universitas Jambi.

3.2 Research Participants

Recruitment in qualitative research refers to the process by which the researcher selects and invites (recruits) individuals to participate in the study. Qualitative researchers strive to involve participants who meet the research criteria and represent the richest and most complicated source of information (data) related to the phenomena under investigation.

After knowing the importance of selecting participants who are relevant to the study, the researcher only selects students from the class of 2021 from the Islamic Economics study program who are part of the international class at Universitas Jambi as participants in this research because they meet the research criteria and they have willingness to participate to this study.

In this research, the researcher used simple purposive sampling in selecting the participants. Purposive sampling is a technique frequently used in qualitative research to identify and choose information-rich situations to make the most use of limited resources (Patton, 2002). This is identifying and selecting individuals or groups of individuals who are particularly knowledgeable or experienced with a topic of interest (Cresswell & Plano Clark, 2011). In purposive sampling, the researcher deliberately select participants who have specific characteristics or experiences that are relevant to the research question. The objective is to identify and recruit participants who can provide rich and diverse data to enhance the research findings.

3.3 Data Collection

In this research, the researcher used semi-structured interviews as data collection. The semi-structured interview is a method of research commonly used in social sciences. Magaldi and Berler (2020) define the semi-structured interview as an exploratory interview. It was suitable for this research objective to describe students' perspectives. There are some reasons why the researcher selects semi-structured interviews for data collection. First, the semi-structured interview is more powerful than other types of interviews for qualitative research because it allows the researcher to acquire in-depth information and evidence from interviewees while considering the focus of the research. Second, it allows

flexibility and adaptability for the researcher to hold their tracks as compared to an unstructured interview because its direction is fully controlled. Hence, the semi-structured interview could potentially enable qualitative researchers to amend their research questions throughout their research while maintaining their track.

3.3.1 Research Instrument

A research instrument is a tool that has been scientifically and systematic designed to collect, measure, and analyze data related to research interests and alignments. Research instrument can be interviews, surveys, tests, scales, questionners, or even checklists. In this research, the researcher used interview to collect data. Moreover, the researcher used an interview protocol to lead the interview process. The interview protocol was adapted by the researcher from an article published in 2019 written by Moody, Chowdhury and Eslami.

3.4 Data Analysis

Data analysis is a crucial component in conducting research. The data that the researcher collected is analysed to get research findings. Data analysis in qualitative research is described as the act of carefully finding and organizing interview transcripts, observation notes, or other non-textual resources accumulated by the researcher to better knowledge of the phenomena being studied. In this research, the researcher used thematic analysis as data analysis. Thematic analysis (TA) is a method for systematically identifying, organizing and providing insight into patterns of meaning (themes) in data collection.

The researcher in this study used thematic analysis because thematic analysis enables the researcher to see and understand shared or collective meanings and experiences by concentrating on meaning throughout data collection and thematic analysis is a flexible method that allows the researcher to focus on the data in a variety of ways. With TA, the researcher can properly concentrate on analyzing meaning throughout the entire data collection, or the researcher can investigate one specific component of a phenomenon in depth. Before the researcher analyzed the data, the researcher transcribed the data from the interview results were collected from audio recordings. There are 6 phases guide to performing thematic analysis.

Table 3.1 Phases Guide to Performing Thematic Analysis by Braun & Clarke (2006)

No	Phase	Description of the procedure
1	Familiarizing with the data	Transcribing data, reading and re-reading the data, and making notes on preliminary concepts.
2	Generating initial code	Coding noteworthy data features in a methodical manner in the full data collection, compiling data relevant to each code.
3	Searching for themes	Organizing codes into potential themes and collecting all data relevant to each potential theme.
4	Reviewing themes	During this phase the researcher review, modify and develop the preliminary themes that the researcher identified in step 3. At this point, it is useful to collect all the data that is relevant to each theme.
5	Defining and naming Themes	Ongoing analysis to enhance the specifics of each theme as well as the overall story told by the analysis, resulting in unambiguous definitions and titles for each theme.
6	Produce the report	The final opportunity for analysis. Selection of vivid, engaging extract examples, final analysis of selected extracts, connecting back to the research question and literature, and production of a scholarly report on the analysis.

3.5 Trustworthiness of The Research

Trustworthiness is required in this research. According to Cope (2014), the utility and integrity of qualitative research findings are dependent on the findings'

trustworthiness or truth value, as well as the transparency of the original study conduct. Lincoln and Guba (1985) contend that accurate descriptions or interpretations of phenomena are inherently credible, and therefore, member checking is recommended as a means of enhancing rigor in qualitative research. In its implementation, the researcher used member checking by returning the interview transcription to the participants to be checked or updated before proceeding to the data analysis procedure.