LIST OF CONTRIBUTORS

Adelina Asmawi (PhD) is an Associate Professor and was the Deputy Dean of Undergraduate Studies and the Quality Manager at the Faculty of Education, University of Malaya from 2014-2017. She holds a PhD in Professional Development of Teachers, TESOL and Instructional Technology from Melbourne Graduate School of Education, Australia. She actively publishes in the areas of higher education, instructional technology, creative thinking, TESOL and professional development. An innovator-educator, she has won various awards for education and has published 'The Art of Teaching English' (2014), 'Understanding Play in Children's World' (2014), 'The Art of Reflective Thinking' (2016), and 'The Art of Creative Research' (2017). Email: adelina@um.edu.my

Adlina Ariffin (PhD) is a senior lecturer at the Department of English Language and Literature at the International Islamic University Malaysia. She received her Bachelor and Master degrees in Teaching English as a Second Language (TESL) from University of Malaya in 1998 and 2003 respectively. She then pursued her doctoral studies at the International Islamic University Malaysia and graduated in 2013. Currently, she is the Deputy Director (Grant Management) at the Research Management Centre, International Islamic University Malaysia. Her research interests are applied linguistics, English for Specific Purposes, language policy and language acquisition. Email: adlina@iium.edu.my

Alizi Alias (PhD) is a General Manager (Human Capital Division) at Medic IG Holdings Sdn Bhd and also the Chair of Shari`ah Compliance Committee at An-Nur Specialist Hospital. He also serves regularly as panel assessor for Malaysian Qualification Agency (MQA) for psychology academic programmes offered by higher education institutions in Malaysia since 2010. He is a former lecturer at the International Islamic University Malaysia (IIUM) from May 1996 until October 2018. He received his Bachelor of Islamic Revealed Knowledge and Heritage (1996) from the International Islamic University Malaysia (IIUM) (1995), Bachelor of Human Sciences (Psychology) from the International Islamic University Malaysia (IIUM) (1997), MSc in Applied Psychology from the University of Surrey, United Kingdom (1998), and PhD in Industrial and Organizational Psychology, Universiti Kebangsaan Malaysia (UKM) (2007). He has served as an academic visitor at the University of Gloucestershire, United Kingdom (2012-2013). He has also published 10 journal articles and book chapters, and presented 22 papers at local and international conferences on various topics including on Islamic psychology and organizational psychology.

Haliza Harun (PhD) holds a PhD from University of Essex in Applied Linguistics. She has been teaching English at the tertiary level for more than 20 years. Her area of research interests includes interaction studies, sociocultural theory, grammar teaching and learning and TESL methods and approaches. Presently, she is a Senior Lecturer at the Faculty of Major Language Studies, University Sains Islam Malaysia. Email: haliza@usim.edu.my

Hazleena Baharun (PhD) holds a Phd from University of Malaya and has a Master Degree from IIUM and a Bachelor Degree in TESL from UPM. She has been teaching for more than 20 years at tertiary level. She is currently a Senior Lecturer at the Faculty of Major Language Studies, University Sains Islam Malaysia. Her research interests include oral interaction and second language learning and second language acquisition. Email: hazleena@usim.edu.my

Nadzrah Ahmad (PhD) is an Assistant Professor of the Department of Qu'rān and Sunnah Studies since February 2004. She received her Ph.D in Qu'rān and Sunnah Studies from the International Islamic University Malaysia. Her previous degrees were from International Islamic University Malaysia (IIUM), majoring in Interpretation of the Qu'rān (*tafsīr*) and minoring in the area of Psychology. Her interests span from Qur'ānic studies to area of Psychology within Islamic perspective. She currently runs projects on Gender Equality Model based on Qur'ānic Perspective funded by the Ministry of Higher Education Malaysia. She is a member of Semantic Body of Knowledge Cluster IIUM and embarks on multiple researches and grants from the area of ICT to Social Sciences and Qur'ānic Studies. She authored number of articles on these areas of interest. Currently, she is the Head of Department Qur'ān and Sunnah Studies, Kulliyyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS), IIUM. She became the founding editor for al-Burhān Journal of Qu'rān and Sunnah Studies (JQSS), IIUM in 2017 and appointed Adjunct Fellow at the University of South Australia since April 2018. Email: anadzrah@iium.edu.my.

Nor Zainiyah Norita Mokhtar (PhD) received her PhD from the University of Sheffield, is currently attached to the Kulliyyah of Languages and Managament in Edu Hub Pagoh, Muar, Johor. She is currently teaching Intercultural Communication, International Business Communication and Research Methodology. Her postgraduate teaching courses include Teaching Methodology and also Research Methodology. Her research interests revolve around issues in higher education institutions, pedagogical approaches to teaching second language and second language learners. Apart from that, she is also passionate on areas involving communications, social linguistics, pragmatics, issues pertaining the Politeness Theory and Culture studies. Email: mnzainiyah@iium.edu.my.

Puteri Rohani Megat Abdul Rahim (PhD) has served as a classroom teacher for tertiary level students during a career spanning for over 25 years. She has taught B.Ed TESL students as well as proficiency courses to diploma and degree students. She holds a Ph.D. in Language Curriculum and Instruction and has presented at national and international conferences on areas covering reading, reading and writing, pedagogical instruction and second language learning. She is currently a senior lecturer at the Department of English, Academy of Language Studies. Her research and publications are in the areas of Second Language Methodology, Reading and Writing Development. Email: puterirohani.megat@gmail.com

Rosnani Kassim (PhD) is a senior lecturer at the Centre for Languages and Pre-University Academic Development (CELPAD), International Islamic University Malaysia. She obtained her Bachelor's Degree in TESL from Universiti Kebangsaan Malaysia, her Master's Degree in TESL from University of Malaya and her PhD in Education from the International Islamic University Malaysia. She is currently the Head of Department of the English Language Division at CELPAD and her areas of expertise are TESL, Academic Writing and English for Occupational Purpose. Email: masya@iium.edu.my

Roziana Mohd Rosli (PhD) is an Assistant Professor at Department of English Language and Literature, Kulliyyah Human Sciences and Islamic Revealed Knowledge, IIUM. She obtained her PhD from International Islamic University Malaysia. Her interests include Second language acquisition (SLA), English for Specific Purposes (ESP), Computer and Mobile Assisted Language (CALL & MALL) and Syntax. Email: rroziana@iium.edu.my.

PREFACE

In the Name of Allah the Most Glorious the Most Merciful

Everything begins with a dream and so is this book. The dream started when I was pursuing my doctoral studies at the International Islamic University Malaysia. One of the data collection methods I planned to employ in my research was 'think aloud protocol' (TAP). I searched the literature for this qualitative research method but failed to find suitable materials which could provide me a clear picture and guidance in terms of the procedures that TAP entails. Hence, upon completing my PhD studies, I dreamt of producing a book which would give a clear idea to the readers on the implementation of different data collection methods for qualitative research. Besides that, I also dreamt of highlighting the Islamic perspective embedded in each method. Hence, today my dream has come true with the birth of this book *Enriching the Islamic Tradition in Research Inquiry: Some Practical Guidelines in Using Qualitative Data Collection Techniques.*

Due to the huge interest for qualitative data, a thorough understanding on the implementation of the qualitative data collection techniques is indeed paramount. Hence, the fundamental intention of this book is to assist social researchers especially postgraduate students and novice researchers who are interested to conduct their research qualitatively. More often than not, they may have heard of certain techniques but they may not have an inkling on how to go about implementing them. It is hoped that this book will be able to shed some light on this issue.

Specifically, this book aims to capture and illustrate **how** certain qualitative **data collection techniques** are **utilised** in the social science research. It also emphasises the **practical considerations** that need to be made based on the experiences of the chapter contributors who had used the technique(s) before. Ultimately, by reading this book, readers will be able to:

- gain a clear picture as to how the techniques are applied in the different contexts
- gather useful and important tips on how to utilise them
- understand the shortfalls or constraints that they might face and how to overcome them.

The qualitative techniques delineated in this book are by no means exhaustive, however, they refer to creative and unique contemporary methodologies shared by each chapter contributor.

The book began by providing a general landscape of the social science research and its relation to the Islamic philosophy. In Chapter 1, Dr Alizi gives a clear illustration on the relationship between contemporary quantitative and qualitative research methods and the Islamic perspective. He also highlights some of the issues pertaining to both research paradigms as perceived from the Islamic lens. He eventually proposes an integrated Islamic-scientific social science research model.

In Chapter 2, Dr Adelina presents an uncommon approach in qualitative research where data can be gathered through something as abstract as graphics. She provides clear descriptions on how graphics are used as a supplementary form of method in a study on research instruction. It explores the way this study was carried out on undergraduates, and how they co-authored chapters of a book on research using graphics. The chapter therefore aims to offer an alternative lens through which the area of study is enriched. Some practical applications as well as related concerns are discussed as points of reference when using such a technique for research.

In the next chapter, Dr Rosnani shares her experiences in using 'Diary Studies as a Research Tool'. This chapter provides an overview of diary studies and some background information on diary study research as well as its limitations. She also presents a detailed account of a research on second language learning where diary writing was employed as a research tool. Insights from the application of the technique are also discussed followed by the implications and suggestions for the benefit of young researchers.

Chapter 4 is a good start for an enlightening journey of verbal discourse where Dr Puteri Rohani shares her employment of a case study method in reading classroom which allows her to capture the essence of reading engagement among the students. In this chapter the researcher focuses on a qualitative technique which enables her to reflect on the students' voices and their experiences as they tackle their reading tasks. By employing a pedagogical approach in a reading classroom that promotes interaction among students, it will develop the students' hearts and minds as they progress to the status of engaged readers. Consequently, students will approach their reading in a more versatile and strategic manner.

Another fascinating research on interaction in the context of applied linguistics is shared by Dr Haliza and Dr Hazleena in Chapter 5. This chapter helps researchers in the qualitative field to understand the basics of interaction analysis and its differences to that of conversational analysis and discourse analysis. The important steps in utilising interaction analysis are also presented plus the nature of data that will be gathered.

Researchers who wish to embark on focus group discussion and interview will find Dr Nor Zainiyah's work an enlightening read. In this chapter, she discusses some of the important issues pertaining to these research methods such as the role of the moderator-researcher, language setting, number of participants etc. She also highlights the advantages of using both focus group discussions and interview.

Human minds are indeed very complex and mysterious. Doing a research that taps into the minds of individuals requires some fundamental comprehension on the method used. In Chapter 7, Dr Adlina through her work on 'Demystifying the Minds via Think Aloud Protocol' aims to highlight the use of think aloud protocol (TAP) as a research procedure. It begins by providing some background information on TAP as a suitable procedure in delving into the

mysteries of the minds. This is followed by a deliberation on the criticisms related to TAP as found in the literature. The use of the procedure in an actual research context is also shared in the hope that readers can learn on the steps and approaches taken by the researcher in handling the criticisms pertaining to TAP. This knowledge is indeed crucial in ascertaining the credibility and validity of the data collected.

The current rapid advancement of technology has touched every facet of human life including communication where social media networks have gained prominence in our lives. Not only that, social media has become important tools in the research paradigm too. Chapter 8 presents an overview of how storytelling is exploited in social network platforms via WhatsApp and Facebook to improve students' communication ability. Dr Roziana presents a thorough description of the research and how students' communication ability has improved via this method. Setbacks found from the research are also discussed as a guide for future researchers.

Document analysis, interview transcription and observation field notes are the most popular and rapidly expanding techniques for collecting data in a qualitative research, especially in Qur'anic studies. These techniques have been applied to many areas of inquiry and has been used to study the methodology of Qur'anic exegesis, the exegetes' thought and the thematic interpretation of the Qur'an. However, occasionally the process of collecting and analysing data is not properly done, and this could affect credibility and accuracy of a description, explanation or finding of a research. Thus, in Chapter 9, Dr Nadzrah delineates the use of Cohen's Kappa Index to provide a scientific, valid and reliable research in the Qur'anic studies. The chapter also presents a few examples of Qur'anic research that applied the Cohen's Kappa index for better understanding.

It is indeed the hope of the editor and all chapter contributors that this book will be of great use and benefit to all researchers involved in qualitative research.

Adlina Ariffin
Editor
IIUM
20 February 2020/ 26 Jamadil Akhir 1441

ACKNOWLEDGEMENTS

In the Name of Allah the Most Gracious the Most Merciful

My utmost gratitude to Allah Almighty for giving me the ilham, inspiration and fortitude to complete this formidable task.

This piece of work would not have seen the light of day without the patience, determination and perseverance of those who have helped to make it possible.

My sincere thanks to all chapter contributors – Dr Alizi, Dr Adelina, Dr Rosnani, Dr Puteri Rohani, Dr Haliza, Dr Hazleena, Dr Nor Zainiyah, Dr Nadzrah and Dr Roziana – for their willingness to share their experiences and insights in producing each unique chapter. Their hard work in completing the writing task and submitting them was remarkable and much appreciated.

I am very much indebted to the International Institute of Islamic Thought (IIIT) (SP17-059-0321) for the financial assistance rendered in the form of a research grant as well as their willingness to publish this manuscript without which the knowledge contained in the book shall never be savoured by its intended readers.

To my family, thank you for the support and understanding.

"*If you have knowledge, let others light their candles in it*" – Margaret Fuller

"*Shared knowledge epitomises trust in friendship and wealth of intellect*" – Adlina Ariffin

CONTENTS

List of contributors	i
Preface	iii
Acknowledgements	vi
Table of Contents	vii
CHAPTER 1	
Islamic- Scientific Social Research: Philosophy, Methods, Issues and a Proposed Model	
• Learning objectives	1
• Introduction	1
• The philosophy of social scientific research from the Islamic perspective	1
• Research methods from the Islamic perspective	4
• Issues in social science research from the Islamic perspective	6
• Proposed integrated Islamic-scientific social science research	8
• Conclusion	11
• References	12
• Exercises	15
CHAPTER 2	
An E-Graphics Book for Research: Gulps and Gasps	
• Learning objectives	17
• Introduction	17
• Graphics from the Islamic perspective	21
• The study	22
• The research questions and selected methods	22
• Creating graphics for better understanding of research	24
• The Wow factor: the ebook creation	25
• What could have been better	27
• Additional pages of improvement	31
• Conclusion	32
• References	33
• Exercises	36
CHAPTER 3	
Diary Studies as a Research Tool	
• Learning objectives	37
• Introduction	37
• Background of diary writing as a research tool	39
• Limitation of diary studies	40
• Summary of research using diary studies	41

• Dairy entries that correspond to research questions of the study • Lessons learnt • Setbacks • Implications • References • Exercises	46 51 52 53 53 56
CHAPTER 4	
Foregrounding Students' Voices in a Reading Classroom: Using a Qualitative Case Study • Learning objectives • Introduction • Research design from the perspective of Islamic research inquiry • The techniques employed • Pedagogical approach • Data collection • Data analysis • Implications for other researchers applying the technique • Conclusion • References • Exercises • Appendix 4A • Appendix 4B • Appendix 4C	 57 57 59 61 61 64 71 71 72 73 76 77 79 82
CHAPTER 5	
Exploring Second Language Learners' Patterns of Interaction – An Interaction Analysis • Learning objectives • Introduction • The Quranic exegesis by Muslim scholars • Discourse analysis, conversational analysis and interaction analysis • Interaction analysis – strengths and shortcomings • Interaction analysis – verbal data • Analysis of verbal data – input driven or theory driven • Conducting an Interaction analysis • Conclusion • References • Exercises	 83 83 85 86 88 89 90 92 99 99 102
CHAPTER 6	
Focus Group Discussion and Interview: Some Basic Guidelines • Learning objectives • Introduction • *Shura* from the Islamic perspective	 103 103 103

• The Western perspective	106
• FGD and Shura as an approach to research	
• Language setting	107
• Number of participants	107
• Advantages of focus group discussion	107
• Interview and its advantages	108
• The role of researcher in FGD and interview	108
• Conclusion	110
• References	110
• Exercises	111
	112
CHAPTER 7	
Demystifying the Minds via Think Aloud Protocol	
• Learning objectives	
• Introduction	113
• TAP from the Islamic perspective	113
• Some contentions on TAP	114
• Using TAP in a research	115
• Analysis of TAP	116
• Findings from TAP	124
• Implications in using TAP	126
• Conclusion	131
• References	132
• Exercises	132
• Appendix 7A	135
	136
CHAPTER 8	
Cybernated Storytelling: Social Network as a Research Tool in the Classroom	
• Learning objectives	139
• Introduction	139
• Summary of the research	140
• Instructions for students	142
• The stories chosen	144
• Research findings	145
• Setbacks	148
• Lessons learnt	149
• Further research and conclusion	149
• References	150
• Exercises	152
CHAPTER 9	
Determining Content Reliability in Quranic Studies Using Cohen's Kappa Index	

• Learning objectives	153
• Introduction	153
• Validity and reliability in qualitative research	154
• Analysis of Cohen's Kappa index	154
• The importance of reliability and validity from the Islamic perspective	156
• The application of agreement value of Cohen's Kappa co-efficient in Quranic research	156
• Conclusion	162
• References	162
• Exercises	163