

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents: (1) research method, (2) research setting, (3) research participant, (4) data source, (5) data collection technique, (6) research data validity, and (7) data analysis technique.

A. Research Method

This research is required to look for the answer relate with the problem which wants to be solved. In research, the researcher must have a design to make it easy in analyzing data. Basically, research method is a scientific way to obtain data with specific purposes and uses.¹ Research is a systematic process of inquiry consisting of three elements or components: (1) questions, problems, or hypotheses, (2) data, and (3) data analysis and interpretation.² So, a research method is a plan or strategy that used in conducting data. It is required to get valid and useful information.

To know what method which should be taken by the researcher, the first step is look at the problem of the research. As stated in the problem of the research, this research is conducted to describe how is the English subject assessments of Merdeka Curriculum in Islamic junior high school. Thus, in this study the researcher using qualitative research with a case study method. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically and described in words and language in a special context that is natural and using natural methods.³ Qualitative research methods are often called naturalistic research methods because the research is carried out in natural setting, also known as the ethnographic method, because initially this method was used for research in the field of cultural anthropology. It was in line with Sugiyono's opinion

¹ Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*," (Bandung: Alfabeta: 2013), 2.

² David Nunan, "*Research Methods in Language Learning*," (Cambridge University Press: 1992), 3.

³ Lexy J. Moleong, "*Metodologi Penelitian Kualitatif*," (Bandung: Remaja Rosdakarya, 2018), 6.

that stated, it called qualitative method because the data collected and analyzed are more qualitative in nature.⁴ Qualitative research has a natural setting as a direct source of data and the researcher is the key instrument, qualitative research is descriptive. The data collected is in the form of text, pictures, or tables rather than numbers.⁵

A case study method is one type of qualitative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals. The case are bounded by time and activity and researcher collect detailed information using a variety of data collection procedures over sustained period of time.⁶ In addition case study use multiple methods, such as interviews, observations, and documents to gather the data.⁷ The researcher found a case of the changing focus of assessment due to curriculum changes. Through this method, it is expected that in-depth data about the English assessment in Merdeka Curriculum can be obtained from the data sources or participants through what they said, felt, and performed. Therefore, collecting qualitative research data must be based on the facts in the field that were experienced and handled directly by the participants, so in-depth data will be obtained.

B. Research Setting

The setting of this research conducted in several Islamic junior high schools in Kudus which have implemented the Merdeka Curriculum or *Sekolah Penggerak*, there are School X, School Y, and School Z. The researcher chose these schools because for the level of Islamic junior high schools in Kudus, there are still a few that have implemented Merdeka

⁴ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*,” (Bandung: Alfabeta: 2013), 8.

⁵ David Nunan, “*Research Methods in Language Learning*,” (Cambridge University Press: 1992).

⁶ Sugiyono, “*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*,” (Bandung: Alfabeta: 2018), 5-6.

⁷ Donald Ary, et al., “*Introduction To Research in Education*,” (Belmont USA: Wadsworth, Cengage Learning: 2010), 29.

Curriculum, among them are these schools. The time of this research starts on July 21, 2023, until August 22, 2023.

C. Research Participant

Qualitative research is the process of research when deciding on a participant, researcher are free to decide and choose their participant. However, the participant must meet the criteria for information and data inclusion.⁸ The participants in this research were 7th-grade English teachers and vice principal of curriculum from several Islamic junior high schools or *Sekolah Penggerak* in Kudus: School X, School Y, and School Z. The reason the researcher chose those participants to support this study is that the informants are the teachers who had taught English subjects using Merdeka Curriculum, so they have implemented an assessment for students based on the Merdeka Curriculum and also vice principal of curriculum who knows the implementation of the curriculum in those school, including the assessment process.

The seventh-grade English teacher and the vice principal of curriculum are:

Numb.	Participant	Position	School
1.	MNA	English teacher	School X
2.	RB	Vice principal of curriculum	School X
3.	A	English teacher	School Y
4.	TY	Vice principal of curriculum	School Y
5.	IRA	English teacher	School Z
6.	NN	Vice principal of curriculum	School Z

Table 3.1 List of Participants

D. Data Source

Relevant data collection during research in scientific research is needed to solve the problem under study and become accurate data. The researcher took several data sources, including:

⁸ Aspers, P., Corte, U, "What is Qualitative in Qualitative Research," *Qual Sociol* 42, no. 2 (2019): 139–160, <https://doi.org/10.1007/s11133-019-9413-7>

1. Primary data sources

Primary data is the source of data provided directly to the data collectors.⁹ The primary data in this study were obtained from some English teachers and vice principal of curriculum at school X, school Y, and school Z. The researcher chose some of these teachers because they are teachers who have taught Merdeka Curriculum, so they have implemented assessments in accordance with Merdeka Curriculum and know the processes and obstacles they experience, and also vice principal of curriculum who knows the implementation of the curriculum in those school.

2. Secondary data sources

Secondary data are sources that are not provided directly to data collectors, for example through other people or documents.¹⁰ Secondary data can be used as supporting data. This secondary data source can be obtained through literature that is in accordance with the research being studied. The secondary data in this study were obtained from some documents related to the English subjects assessment in Merdeka Curriculum, those are assessment questions in each assessment technique.

E. Data Collection Technique

Appropriate data collection methods and techniques are required to process the data to obtain appropriate results. Data collection methods used in this study are interviews and documentation.

1. Interview

To obtain the data, the researcher used the interview technique of data collection. Esterberg defines an interview as *"a meeting of two persons to exchange information and ideas through question and responses, resulting in communication and joint construction of meaning about a*

⁹ Sugiyono, *"Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D,"* (Bandung: Alfabeta: 2008), 225.

¹⁰ Sugiyono, *"Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D,"* (Bandung: Alfabeta: 2008), 225.

particular topic".¹¹ Interview is an activity that involves the interviewer and interviewee where the interviewer gives some questions that have to be answered by the interviewee. There are several types of interviews, namely: (1) structured interviews, (2) semi-structured interviews, and (3) unstructured interviews.¹² Based on the types of interviews, the researcher used structured interview because the researcher already knew about what information would be obtained. In doing interviews, the researcher has prepared research instruments in the form of written questions with alternative answers have also been prepared.

The researcher prepares some questions according to the problem that has been formulated. The researcher makes some procedures for conducting data interview. Those are (1) preparing the concept of questions that want to be asked to the participants, (2) making some questions related to the research question, (3) asking some questions that have been formulated for the participants, and (4) transcripts the result of the participants.

2. Documentation

Documentation techniques are required to collect data from non-human sources. Documents are records of past events. Documents can be in the form of text, pictures, or monumental works of a person.¹³ Documentation also used to complement observation and interview techniques in qualitative research. In terms of documentation technique Bogdan states "*In the most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience, and belief.*"¹⁴ Documents in this research are

¹¹ Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*," (Bandung: Alfabeta: 2013), 231.

¹² Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*," (Bandung: Alfabeta: 2013), 233-234.

¹³ Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*," (Bandung: Alfabeta: 2013), 240.

¹⁴ Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*," (Bandung: Alfabeta: 2013), 240.

records of pictures with participants during interview and assessment questions in each assessment technique.

F. Research Data Validity

The data of a research must be valid. Validity of research data is necessary to determine whether the data reported by the researcher is consistent with what actually happened in the field. There are several data validity tests in qualitative research, namely: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability.¹⁵ Based on some data validity tests, the researcher used a credibility test. The researcher used the validity test because the data can be stated as valid or credible if there is a similarity between what the researcher has reported and what actually happened with the object under study.

There are various ways to test the credibility of data, namely: (1) extending observations, (2) increasing persistence in research, (3) triangulation, (4) discussions with colleagues, (5) negative case analysis, and (6) member checks.¹⁶ To get the validity of the data, the researcher applies triangulation. Triangulation in this credibility test is defined as checking data from various sources in various ways, and at various times. Thus there are triangulation of sources, triangulation of data collection techniques, and time.¹⁷ Triangulation is a data analysis technique from the combined available data. This triangulation is intended to cross-check the data obtained.

The triangulation that the researcher performed is the triangulation of sources. Triangulation of sources to test the credibility of the data is carried out in a way checking the data that has been obtained through several sources¹⁸. The sources of this research are 7th-grade English teachers and vice principal of curriculum from several *Sekolah Penggerak* in

¹⁵ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*,” (Bandung: Alfabeta: 2013), 270.

¹⁶ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*,” (Bandung: Alfabeta: 2013), 270.

¹⁷ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*,” (Bandung: Alfabeta: 2013), 273.

¹⁸ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*,” (Bandung: Alfabeta: 2013), 274.

Kudus: School X, School Y, and School Z. The data from several sources cannot be averaged as in quantitative research, but it is described and categorized based on the same views, which are different, and which are specific from the three data sources.

G. Data Analysis Technique

Data analysis of qualitative research is analysis data based on non-numeral data. Data analysis is the process of systematically searching for and compiling data obtained from the interviews, field notes, and documentation by organizing data into categories, describing them into units, carrying out synthesis, compiling into patterns, sorting out what is important and what will be learned, and draw conclusions so that it was easily understood by the researcher and others.¹⁹ The data analysis in qualitative research is divided into four steps based on the Miles and Huberman's opinion,²⁰ those are:

1. Data Collection

In qualitative research data collection is done by observation, in-depth interviews, and documentation or a combination of the three (triangulation).²¹ Data collection is done in days, maybe months, so that the data obtained will be a lot. In the early stages, the researcher conducts a general exploration of the social situation or object under study, everything that is seen and heard is recorded. Thus researcher will obtain a lot of data varied.

In this stage, the researcher used interview and documentation techniques. In the interview technique, The researcher provided a table containing assessment techniques in accordance with the guidelines of the learning and assessment guidebook in the Merdeka

¹⁹ Sugiyono, "*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*," (Bandung: Alfabeta: 2018), 131.

²⁰ Sugiyono, "*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*," (Bandung: Alfabeta: 2018), 133.

²¹ Sugiyono, "*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*," (Bandung: Alfabeta: 2018), 134.

Curriculum. Then after the participants filled in the types of assessment techniques used, the researcher asked several questions that were in accordance with the assessment techniques used. While in the documentation technique, the researcher asked for several examples of questions in each assessment technique.

2. Data reduction

The data obtained from the interview and documentation are massive and it needs to be reduced. Reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Thus the reduced data provide a clearer picture, and make it easier for researcher to carry out further data collection, and look for it if needed.²²

In this stage the researcher sorts and categorizes the data obtained from the previous data collection. Due to the large amount of data and the complexity of the data, the researcher analyzed the data through the reduction stage. It was done by the researcher by selecting whether or not the data is relevant to the final goal. The researcher also classifies which data can be used and which data cannot be used in this study.

3. Data display

The next step after reducing the data is to display the data. In qualitative research, data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. Through the data display, it will be organized, and arranged in a pattern that is interconnected, so that it will be easy to understand.²³ Displaying data helps the researcher understand how to analyze the data and display it in the research findings.

In this stage, the researcher presented data that had been previously reduced in the form of descriptions. The

²² Sugiyono, “*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*,” (Bandung: Alfabeta: 2018), 135.

²³ Sugiyono, “*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*,” (Bandung: Alfabeta: 2018), 137.

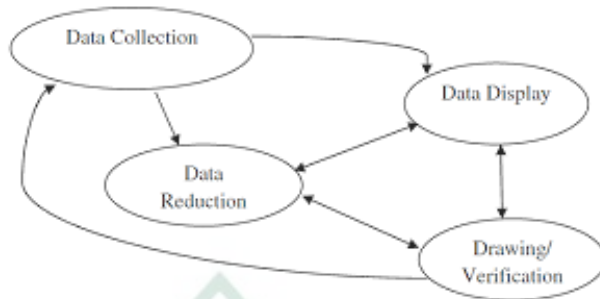
data is presented based on each assessment technique so that the differences are more visible and easier to understand. Through this process, the data will be organized and arranged in a systematic interrelated pattern, so that it will be easier to understand and easier to draw conclusions.

4. Verification or drawing conclusion

The last step after reducing and displaying data is verifying the data. Conclusions in qualitative research may be able to answer the formulation of the problem formulated at the beginning, but may also not answer because as has been stated the problems and problem formulation in qualitative research are still temporary and will develop after the research is in the field.²⁴ Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description of an object that was previously unclear so that after research it becomes clear. In this stage, researchers draw conclusions and verify data as the final stage in qualitative data analysis techniques, this is done to ensure that the results of the data still refer to the purpose of the analysis to be achieved.

So, to get credible data, the researcher must find the fixed data. The researcher had to draw conclusions from the data that had been collected. The conclusion in qualitative research must be able to answer the research question that was formulated in the beginning.

²⁴ Sugiyono, “*Metode Penelitian Kualitatif Untuk Penelitian yang Bersifat: Eksploratif, Enterpretif, Interaktif dan Konstruktif*,” (Bandung: Alfabeta: 2018), 142.



Picture 3.1 Technique Analysis Data
(Miles and Huberman, 1992)

In short, the steps in analyzing the data used by the researcher are: (1) collect the data through the interview process, (2) select, identify, and focus the data based on the formulation of the research problem, (3) displays the data into good sentences, (3) the last step is drawn the conclusion.

H. Research Ethical Consideration

After receiving consent and permission for the research, it would be ethical to ensure the security of the participants. Although there is no potential for physical harm, the researcher still maintains the confidentiality of the participant's data. In this study, the researcher felt that using pseudonyms was the ethical thing to do. The researcher also valued the participants' answers and allowed the participants to share their perspectives. In addition, to avoid misunderstanding, the researcher explained the purpose and objectives of this study. The researcher anonymized the names of individuals and institutions in this study to make the participants feel comfortable and safe. In this study, the researcher and participants received comparable reciprocity.