

CHAPTER III RESEARCH METHODOLOGY

Chapter III presents a rationale for the method of research and analysis. The researcher describes the method of research and analysis, outlines the procedure for gathering and analyzing the data, and reveals the research's boundaries. Chapter III comprises the following sections.

A. Research Method

This type of research is descriptive research, which aims to describe the characteristics of a phenomenon. One of the main characteristics of descriptive research is that the presentation is narrative (lots of description words). Generally, qualitative descriptive research is used to answer research problems involving the questions of what, why, and how. Suppose all aspects of the phenomenon have been successfully explored. In that case, the researcher wants to describe the characteristics of the phenomenon completely and comprehensively with narrative descriptions of words and sentences. This research is said to be descriptive qualitative research because the research results emphasize the description objective regarding preparation for implementing the Merdeka Belajar curriculum learning in English learning.

The reason for using qualitative research methods is that the Merdeka Curriculum has become a very trendy phenomenon and a platform put forward by the Ministry of Education. The aim of using this method is to understand social phenomena through the big picture and deepen understanding. Central phenomena are key concepts, ideas, or processes studied in qualitative research.¹ This phenomenon must be understood carefully by interacting directly with research subjects through in-depth interviews. Apart from that, this can be done by observing the phenomenon.

B. Research Setting

This research took place in several junior high schools in Pati Regency that have implemented the Merdeka Curriculum. This research focuses on the Readiness of English Teachers Implementing the Merdeka Curriculum. The time is starting with the researcher conducting pre research in July 2023, and then interview and observations between 10th until 25th November 2023. This research

¹ John W. Creswell, "Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research", (Boston: Pearson Education, 2012), p. 1

aims to observe whether teachers are ready to implementing the Merdeka Curriculum in English language teaching and learning or not.

C. Research Participants / Subjects

The subjects of English Teachers were used as support in observing the phenomenon entitled “Analysis of English Teachers in Implementing the Merdeka Curriculum.” There are Mrs YM, Mrs SK, and Mr SU; the three of them are English teachers who have implemented the Merdeka Curriculum in English language learning in the junior high school they supervise.

D. Instruments and Data Collection Technique

In research, the data collection step is a very important activity because it is this stage that will determine the process and results of the research.² Data collection techniques are the most strategic step in research because the main aim of research is to obtain data. It is necessary to carry out further research to obtain the desired results. To obtain data in the field, the author used several data collection techniques as follows:

1. Observation

Observation can be defined as the activity of carefully observing an object directly at the research location and systematically recording the symptoms being studied. The observed research object is called a social situation, which is the subject's social environment. Social situations can be places, actors, types of activities, objects/objects, or feelings felt or expressed by actors when carrying out a series of activities.³ Observations were carried out to obtain direct data such as the geographic location of the research, observing teachers providing guidance and assistance, as well as witnessing the process of implementing the Merdeka Curriculum for English teachers, the results of which the researcher used as data in the background of the problem.

Observation is an important research method for understanding and enriching knowledge about the phenomenon being studied. Observations in qualitative research are carried out

² Mardawani, “*Praktis Penelitian Kualitatif Teori Dasar dan Analisis Data dalam Perspektif Kualitatif*”, CV Budi Utama, 2020

³ Mardawani, “*Praktis Penelitian Kualitatif Teori Dasar dan Analisis Data dalam Perspektif Kualitatif*”

by going directly into the field to observe the behavior and activities that you want to research. Researcher can become direct participants in data collection or become non-participants who only observe.⁴ 3 types of observation are⁵:

- a. Participant observation, namely, the observer is involved in the subject's activities are observed. Here are some types of participation in observation:
 - 1) Passive participation: observing without getting involved in the activity.
 - 2) Moderate Participation: Participating in only a few activities
 - 3) Active participation: taking part in activities but not yet completely complete.
 - 4) Complete participation: fully involved in the activity resource persons
- b. Overt observation, namely, the observer states frankly to the source that he would make observations.
- c. Structured observation, namely observation carried out by an observer if the focus of the observation is not clear.

In observation, 3 main observation techniques are necessary to note that⁶:

a. Participant Observation

Participant observation is where people do observation and takes part in activities or life subject of observation. This technique is generally used for exploratory research to investigate large social units such as tribal communities.

b. Systematic Observation

Systematic observation is also called observation structured. The content and extent of the situation to be observed with this technique are more limited and based on a more specific formulation. The scope of observation is limited strictly in accordance with the research objectives. Problems that have been formulated carefully are possible. Answers, responses, and reactions can be recorded carefully as well.

⁴ Sugiyono, "*Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*." Alfabeta, 2017, p. 48-49

⁵ Esty Aryani Safithry, "*Asesmen Teknik Tes dan Non Tes*", CV IRDH, 2018, p.50-52

⁶ Safithry, Esty Aryani "*Asesmen Teknik Tes dan Non Tes*".....p.53-54

c. Experimental Observation

Experimental observation is an observation that is carried out within a natural/natural scope. In naturalistic observation, the observer observes events or the behavior of the source that occurs naturally and pure without any attempt to control. This observation is considered a relatively pure investigation for monitoring the influence of conditions on the behavior of man.

The type of observation that will be applied in this research is passive participation, where the researcher only makes observations without getting involved in the resource person's activities. The observation technique applied is systematic observation. The aim of using this technique is that researcher can carry out observations in a structured manner so as not to deviate from the flow and objectives of the research. Observation is used to observe classroom learning carried out by English teachers using the Merdeka Curriculum.

Table 3.1.
Observation Guide

Research Question	Element	Aspect	Standart
How is the readiness of teachers for implementing the Merdeka Curriculum	Analysis Readiness of English teachers	Understanding meanings and structures of Merdeka Curriculum	The teachers understand or not about lesson hour for weekly and yearly.
		Learning Plan Readiness in English Subject	The teachers can make a CP, TP, ATP, and teaching modhule.
		Learning Process Readiness	The teachers can manage class with reference to differentiated learning.
		Learning P5 Readiness	The teacher can apply the theme of P5 in English learning
		Readiness of Facilities and Infrastructure	The teacher can utilize the facilities in school.
		Learning	The teachers can apply

		Assessment Readiness	one of the three assessments in one academic year
How the factors support and inhibit the Merdeka Curriculum?	The support Factor		The teacher can make the best use of the support factors
	The inhibit factor		Teachers can face problems that hinder them

2. Interview

According to Kahn & Cannell in a book entitled *Qualitative Data Analysis*, an interview is defined as a discussion between two or more people with a specific purpose.⁷ The interview technique used in the interview process is in-depth, namely the process of obtaining information for a specific purpose by conducting face-to-face questions and answers between the interviewer and the informant or subject being interviewed with or without using an interview guide. The interviewer and informant have been involved in social life for a relatively long time. Interviews can be conducted structured or unstructured.⁸

- a. **Structured Interviews:** Structured interviews are used if the researcher or data collector knows exactly what information will be obtained.
- b. **Unstructured Interviews:** an unstructured interview is an interview that is carried out freely where the researcher does not use an interview guide that has been prepared systematically for data collection. Interviews only use guidelines with an outline of the problems to be asked.

In this research, the researcher used a semi-structured interview type, where the researcher has prepared a series of questions to guide the interview so that the interview can proceed smoothly, relaxed, without pressure, flexible, and, of course, not straying far from the topic of the problem. So that both parties can

⁷ Samiaji Sarosa, "*Analisis Data Penelitian Kualitatif*", PT Kanisius, 2021, p.21.

⁸ Mardawani, "*Praktis Penelitian Kualitatif Teori Dasar dan Analisis Data dalam perspektif Kualitatif*", Yogyakarta: CV Budi Utama, 2020, 2020, p.50-52.

be more relaxed and comfortable during the interview, this interview was aimed directly at several English teachers in order to obtain data about the readiness of English teachers in Implementing the Merdeka Curriculum. The interviews were all conducted by researcher meeting with each of the 3 teachers separately at the school. Each interview lasted (10-15) minutes.

Table 3.2.
Interview Guidelines and Question List

Research Question	Element	Aspect	Interview Question	Following Question
How is the readiness of teachers for implementing the Merdeka Curriculum	Analysis Readiness of English teachers	Understanding meanings and structures of Merdeka Curriculum	Do you clearly understand what is meant by the Merdeka curriculum?	Since when and where did you know the information about the Merdeka curriculum?
			What do you know about the curriculum structure	For intracurricular learning, how much total teaching time or lesson hours do you need?
		Learning Plan Readiness in English Subject	In planning your learning, have you created learning tools that are in accordance with the Merdeka	Have you implemented the P5 principles in learning? Do you make CP, TP, or ATP, manually or according to the regulations set by the government?

			Curriculum?	Do you prepare and carry out diagnostic assessments?
				Do you develop teaching modules according to the needs and character of each student?
				How do you achieve achievement of learning English Subject in this Merdeka Curriculum?
				What form of assessment do you use?
				How do you evaluate and report student learning outcomes?
		Learning Process Readiness	How is P5 applied in English language learning?	
		Learning P5 Readiness	What is the theme used in the P5	What products will result from

			project?	the project?
		Readiness of Facilities and Infrastructure	Do the facilities and infrastructure at the school that you attend help the process that supports learning?	What facilities and infrastructure might you need to support learning in this Merdeka Curriculum?
		Learning Assessment Readiness	Do you use summative and formative assessment in learning?	What assessments do you use in the Merdeka Curriculum-based English learning process?
How the support and inhibit the Merdeka Curriculum?	The support Factor		What factors support the implementation of this Merdeka curriculum?	
	The inhibit factor		What are the factors that hinder the implementation of this Merdeka Curriculum?	

3. Documentation

The documentation technique is collecting data by examining or analyzing documents created by the subject or others about the research subject. During the research process, researcher collect qualitative documents. They are public documents (for example, minutes of meetings, official reports, and lesson plans) or personal documents (e.g., personal journals

and diaries, letters, and emails). Some of them are photos and documentation files that are used as documents in this case.

E. Research Data Validity

Validity is an essential key to effective research. If research is not valid, then it is useless. Validity is thus a reasonable requirement in qualitative/naturalistic research. Researcher must be accompanied in depth at the location to obtain accurate and reliable data. Because in qualitative research, the researcher is the instrument. This means that interviews and triangulation can check the degree of validity of the data. According to Cohen, triangulation is the use of two or more data collection methods to study several aspects of human behavior. So, the triangulation technique means that the researcher uses two or more techniques in collecting data to obtain validity. Triangulation aims to increase the credibility and validity of the findings. The author will use the triangulation method to test the data's validity and reliability. Here, the author will compare the results obtained from the interviews. In this way, data validity can be achieved.

Data triangulation is a data collection technique that combines various existing data and sources. There is the triangulation of sources, triangulation of data collection techniques, and time triangulation.⁹

1. Source Triangulation

Source triangulation to test the credibility of data is carried out by checking data that has been obtained from various data sources such as interviews, archives, and other documents.

2. Engineering Triangulation

Triangulation techniques for testing the credibility of data are carried out by checking data that has been obtained from the same source using different techniques. For example, data obtained from observations is then checked using interviews.

3. Time Triangulation

Time can affect the credibility of data. Data obtained using interview techniques in the morning when the source is still fresh will usually produce more valid data. For this reason, testing the credibility of data must be checked using observation, interviews, and documentation at different times or situations until credible data is obtained.

⁹ Sugiyono, "*Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*." Alfabeta, 2017, p. 274

F. Data Analysis Technique

The researcher used statistical techniques to analyze the data collected from the research results. In this analysis, there are three stages, namely:

1. Data Reduction Stage

Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from rough notes in the field. Data reduction includes summarizing data, coding, searching, and creating clusters. The method is a strict selection of data, summaries, or brief descriptions and classifying them into broader patterns. This process takes place continuously throughout the research. Reduction of the data taken was carried out by observation by collecting data, interviews, & documentation related to “Analysis of English Teacher Readiness in Implementing the Merdeka Curriculum.”

2. Data Presentation Stage

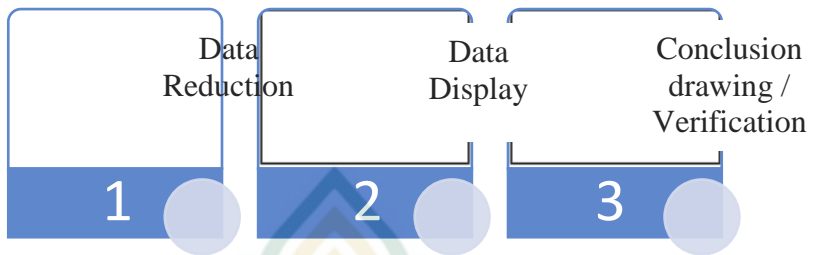
Data presentation is the stage when a collection of information is compiled, thereby providing the possibility of drawing conclusions and taking action. This data presentation stage takes the form of data analysis using the Milles & Hubberman theory with triangulation.

3. Conclusion Drawing Stage

Drawing conclusions is carried out continuously by a researcher while in the field. From the first to collect data, then look for the meaning of objects, note the regularity of patterns, explanations, possible configurations, cause and effect flow, and proportions.

The conclusions are also verified during the research by rethinking during writing, reviewing field notes, reviewing and exchanging ideas with colleagues to develop an intersubjective agreement, and making extensive efforts to place a copy of a finding in another set of data. In this process, triangulation was carried out, and saturated data was collected from the interview process with English teachers.

Figure 3.1.
Data Analysis Steps



G. Research Ethical Considerations

Ethical considerations are ways or rules of action. Additionally, ethical considerations are made to describe a complex problem. In analyzing a problem, researchers have norms that must be used as a benchmark. Norms will help researchers adapt their activities while in the field. Therefore, ethical considerations are used by researcher realizing scientific truth, namely intending to advance science and produce innovation from the objects that have been carried out. Moreover, researchers carry out activities within the limits determined by interested parties, such as those in power at the research object. Thus, ethical considerations, researchers regarding responses, criticism, and suggestions of the research process and results. Researchers have equal opportunities and reciprocal treatment, mutual respect in conducting discussions, and exchanging experiences or scientific information objectively.

In terms of ethical considerations, a researcher has four responsibilities in research, namely:

1. Fulfill ethical considerations of the research process scientific standards.
2. Ethical considerations regarding research results that reveal science as the basis of human well-being.
3. Ethical considerations for the scientific community giving recognition in science, of which researchers are a part improvement of human civilization.
4. Researchers must maintain the honor of the institution support the implementation of research.

Thus, it can be concluded that ethical issues are important issues that researchers need to pay attention to prepare research reports. Therefore, ethical considerations can be anticipate problems

that arise at all stages of the research process, in this research the resource person did not wish to have their profile mentioned so the researcher only mentioned their initials from beginning to end in accordance with the wishes of the resource person as a form of respect so the researcher agreed and applied it to this research.

