

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures of the study to find out the answer to the research question that was previously stated in chapter one. This chapter covers the research design, site and participants, data collection, and data analysis.

3.1 Research Design

According to Sukmadinata (2009), research methodology is a series of methods or activities for conducting research based on basic assumptions, philosophical and ideological views, questions, and issues faced. This current research was conducted through a qualitative research approach. According to Creswell (2014), a qualitative approach is “a process of inquiry to understand a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and carried out in a natural setting.” In addition, a qualitative approach is a research method which uses research on natural object conditions, where the researcher is used as a key instrument and procedure for collecting data by doing it in triangulation. After that, the data analyzed is qualitative, as the results of this study emphasize meaning rather than generalization (Sugiyono, 2018).

The qualitative method is used based on the desire to get more accurate data from this research, as the use of the qualitative method provides more opportunities for conducting descriptive and exploratory research to search for a deeper understanding of a problem. It is hoped that the problems can be explored more deeply, thoroughly, and systematically using human instruments by the researchers themselves. As stated by Sukmadinata (2009), qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups. Qualitative data is taken from the actual situation in the field, and then the data from the field will be analyzed by researchers and described in narrative form. The work stages of the qualitative method consist of systematic

steps to obtain information and other data to answer the research questions described in Chapter I.

This research aims to investigate teachers' understanding of the English curriculum in the *Kurikulum Merdeka* at the primary school level. In this research, the researcher used a type of research in the form of a case study because the focus of this research was motivated by contextual problems. The case study approach is suitable for investigating curriculum innovation (Carless, 1998). It enables information to be collected from several sources and over a period of time. Furthermore, Yin (2009) described a case study as an empirical inquiry investigating a contemporary phenomenon in depth and within its real-life context.

The researcher collected data directly through interviews and observations of learning activities carried out by teachers in schools in natural environmental conditions. Bogdan and Taylor (1992) state that qualitative methods can describe the nature of research data realistically in accordance with the understanding of the sources. In addition, Lincoln and Guba (1985) added that "We suggest that inquiry must be carried out in natural settings because phenomena of study, whatever they may be, take their meaning as much from their context as they do from themselves ... No phenomenon can be understood out of relationship to the time and context that spawned, harbored, and supported it."

3.2 Research Site and Participants

The subjects of this study are two private primary school English teachers in different schools in Bandung with students aged 9-12 years. The participants were selected due to the following consideration:

The two teachers involved in this research, both of them have taken an undergraduate degree. Furthermore, more detailed data explained that the first teacher had an educational background in the English Language Education study program. On the other hand, the second teacher had an educational background in master's degree in Arabic Language Education with English Advanced certification. In addition, the two teachers selected as samples in this

research both have experience teaching English in primary school for more than five years. The data describing the reliable experience of teaching from both teachers are absolute. In accordance with Law Number 14 (2005), general requirements for becoming a teacher in Indonesia include completing a four-year university degree or four years of higher education, obtaining a teaching certificate, and demonstrating professional, pedagogical, personal, and social competencies.

The place of research is two private primary schools in Bandung with the criteria that both of them have several similarities. Although in the *Kurikulum 2013*, there is no English language learning at the primary school level, in private schools the subject is still needed as one of the prestige whereas private schools must be up to date with the curriculum changes including the *Kurikulum Merdeka*. Furthermore, as a private school, they have to initiate the implementation of the new curriculum gradually. The results of the match of schools used as research sites are School A and School B in Bandung.

The research was conducted in the 8th semester of the 2022/2023 school year. Starting from pre-research, collecting some data to drawing conclusions. To shorten the research time, the researcher wrote the table as follows:

Table 3.1 Table of Research Time

No.	Schedule	Feb	March	April	May	June	July
1.	Pre-research						
2.	Make a Research Proposal						
3.	Proposal Seminar						
4.	Preparing Research Instrument						
5.	Conducting the Interview						

6.	Do the Classroom Observation						
7.	Analyzing the Data						
8.	Drawing the Finding and Conclusion						

3.3 Data Collection

The researcher allocates time to conduct interviews, classroom observation, and documentation. Further explanation of the methods used in this research will be provided below:

3.3.1 Interview

Interview is a data collection technique by asking the research subject about matters related to the research. Furthermore, an interview is a meeting of two people to exchange information and ideas through questions and answers to construct meaning in an object (Sugiyono, 2010). In the current research, the researcher conducted structured and unstructured interviews as primary data. Structured interviews are conducted using interview guidelines and question sheets that have been organized and detailed according to the information needed. Unstructured interviews are adjusted to the needs and situation in the researcher's conversation with the subject.

In this research, the researcher interviewed two English teachers at School A and School B. The interview was conducted directly with the research subject, the teacher, which was carried out flexibly, not dictating but still referring to the interview guidelines that had been prepared to obtain the information needed by the researcher. As emphasized by Creswell (2014), the interview is unstructured text data obtained from transcribing audiotapes of interviews or by transcribing open-ended responses to questions on questionnaires, and public or private records available to the researchers. In addition, a structured interview is an

interview that is based on a list of predetermined questions (Sugiyono, 2009).

The interviews were conducted after the learning activities were completed. In the current research, the researcher asked several questions about teachers' understanding of curriculum design and learning used in English classrooms, curriculum implementation and learning, and factors that influence the English teaching and learning process at school. To collect data from interviews, the researcher used the following procedure:

1. The researcher prepares the concept of questions that will be asked to the English teacher.
2. The researcher asked in a friendly manner, recording the concept of questions that had been prepared based on the interview guidelines. The recording technique is recording conversations with recording media. In this case, the researcher interviewed teachers to determine their understanding of the English curriculum on the *Kurikulum Merdeka*.
3. The researcher transcripts the interview based on the recordings.

Table 3.2 Interview Guideline of Teacher Activity in Understanding the English Curriculum on the *Kurikulum Merdeka*

No.	Aspect	Indicator	Interview Result
1.	Educational background and teaching experience.	1.1 Educational background 1.2 Teaching experience 1.3 How long has the teacher taught in grade IV?	
2.	Teachers' understanding of the key concept of the <i>Kurikulum Merdeka</i> .	2.1 How is your readiness to implement the <i>Kurikulum Merdeka</i> ? 2.2 Does the school socialize the <i>Kurikulum Merdeka</i> with the teachers?	

		<p>2.3 Have you attended upgrading and training on the <i>Kurikulum Merdeka</i>?</p> <p>2.4 Have you received the guidelines for the instructions and implementation of the <i>Kurikulum Merdeka</i>?</p>	
3.	Teachers' understanding of the learning process on the <i>Kurikulum Merdeka</i> .	<p>3.1 What is the learning process that you do?</p> <p>3.1.1 (Elements of listening - speaking) How do you guide students in using English to interact within the scope of social situations? For instance, in conveying feelings, expressing needs, and asking for help.</p> <p>3.1.2 (Elements of reading - viewing) How do you guide students in understanding words that are often used daily with the help of pictures or illustrations?</p> <p>3.1.3 (Elements of writing - presenting) How do you guide students in communicating their ideas and experiences through pictures and written copies?</p> <p>3.2 Is it in accordance with the implementation of the learning process mandated by <i>Kurikulum Merdeka</i>?</p> <p>3.2.1 Does students change and replace some sentence elements in expressing feelings, needs, and asking for help?</p> <p>3.2.2 Does students understand the main idea of information conveyed orally with visual aids?</p>	

		<p>3.2.3 Does students use simple vocabulary?</p> <p>3.2.4 Does students follow simple instructions related to classroom procedures and learning activities with visual aids?</p>	
4.	Teachers' understanding of the assessment process on the <i>Kurikulum Merdeka</i> .	<p>4.1 How do you assess students?</p> <p>4.1.1 Do you conduct a pre-learning assessment to identify students' learning needs? If yes, do you modify the plan and make adjustments for some students?</p> <p>4.1.2 Do you conduct final assessments to determine the achievement of learning objectives?</p> <p>4.2 How do you evaluate students' competence?</p> <p>4.2.1 Does the writing assessment rubric include accuracy (grammar), completeness, and mechanics (pacing, spelling, capitalization)?</p> <p>4.2.2 Does the rubric include correct vocabulary and grammatical aspects?</p> <p>4.2.3 Does the speaking assessment rubric contain fluency, vocabulary, and grammatical aspects ranging from 1-10?</p> <p>4.2.4 Does the reading assessment rubric contain aspects of accuracy, punctuation, and intonation?</p>	
5.	Learning environment.	5.1 How is the availability of school facilities and infrastructure for English	

		learning activities in accordance with the <i>Kurikulum Merdeka</i> ? 5.2 What are the obstacles to implementing the <i>Kurikulum Merdeka</i> in the learning process?	
--	--	---	--

3.3.2 Observation

In this research, an open observation was used, which was known by the research subjects. On the other hand, the research subjects voluntarily allowed the researcher to observe the events that occurred and realized that people were observing the events carried out by them (Moleong, 2010). In the current research, observations were made to describe all teacher and learner activities during English teaching and learning. In accordance with Cresswell (2008), observation is the process of gathering open-ended, firsthand information by observing people and placing them at a research site as a form of data collection. This observation is carried out to obtain empirical data by observing and recording all phenomena that appear during learning activities.

The research process was carried out using tools such as image recording devices to record the stages of the learning process by the teacher. Observations in this research were carried out during the learning process in the classroom. The researcher observed teachers' and students' responses as a whole from the beginning of the learning process from start to finish to get data on how the teacher explained the learning objectives to be achieved with students, conditioned students to be ready to learn, explained the material to be taught, used media/tools in explaining the subject matter, provided exercises both individually and in groups to evaluate learning outcomes. The researcher collects data using notes.

Table 3.3 Observation Guideline of Teacher Activity in Understanding the English Curriculum on the *Kurikulum Merdeka*

No.	Aspect	Indicator	Check (√)	Observation
-----	--------	-----------	-----------	-------------

			√	x	Results
1.	Implementation of the <i>Kurikulum Merdeka</i> on teaching and learning process.	<p>1.1 The teacher conveys the learning objectives and subject matter to be achieved to the students before the lesson begins.</p> <p>1.2 The teacher explains the subject matter in detail, coherently, and in accordance with students' characteristics.</p> <p>1.3 The teacher demonstrates a good understanding of the learning material.</p> <p>1.4 The teacher associates the learning material with other relevant knowledge.</p> <p>1.5 The teacher conducts learning according to the objectives to be achieved and the students' characteristics.</p> <p>1.6 The teacher conducts learning according to the planned time allocation.</p> <p>1.7 The teacher uses the media efficiently and effectively.</p> <p>1.8 The teacher involves students equally in explaining the subject matter.</p> <p>1.9 The teacher gives students the</p>			

		<p>opportunity to ask questions.</p> <p>1.10 The teacher uses varied methods of learning.</p> <p>1.11 The teacher motivates students to learn independently.</p> <p>1.12 The teacher provides opportunities for students to present their work both individually and in groups.</p> <p>1.13 The teacher gives reinforcement to students for important things that must be mastered.</p> <p>1.14 The teacher involves students in making conclusions at the end of the lesson.</p> <p>1.15 The teacher gives evaluation to students both orally and in writing at the end of the lesson.</p>			
--	--	---	--	--	--

3.3.3 Documentation

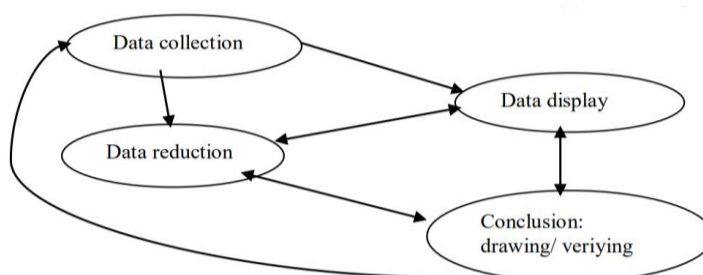
Documentation is a way to collect data and information through books, documents, writing numbers, and pictures in the form of reports that can support the research (Sugiyono, 2015). According to Sukmadinata (2009), a documentary study is a data collection technique by collecting and analyzing written, pictorial, and electronic documents. In addition, Creswell (2008) emphasized that documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable

information in helping researchers understand central phenomena in qualitative studies. In the current research, documents used as data sources focus on curriculum documents at school in the form of students' worksheets or assessments.

3.4 Data Analysis

Data analysis is a valuable step to obtaining accurate information in making valid decisions. Qualitative data are attractive as a source of well-grounded and rich process descriptions. According to Smith (1978), qualitative data preserve chronological flows and derive fruitful explanations, which can help researchers move beyond their initial assumptions and frameworks. To analyze the data, the researcher uses the triangulation technique adopted by the framework developed by Miles and Huberman (1994) to describe the major phases of data analysis.

Figure 3.1 Components of Data Analysis: Interactive Model
(Miles & Huberman, 1984) as cited in (Sugiyono, 2013, p.247)



3.4.1 Data Reduction

Data reduction is activities to process analysis to make selections, focus attention, simplify, abstract, and transform existing data on the acquisition of environmental records. Throughout the life of any qualitatively oriented project, data reduction occurs continuously.

In this research, researchers classified the data into summarizing and selecting the main things that focus on essential things only. The reduced data will provide a clearer picture and make it easier for researchers to conduct further data collection. In the current research, researchers

categorized the data into several categories: interview data, observation data, and documentation records.

3.4.2 Data Display

The second element of analysis activity is data display which organizes reduction data. As a result, it will become an arrangement in relational relationships, which will be easier to understand in the form of text, diagram, chart, or matrix that provides a new way of arranging the textually embedded data. However, according to Miles and Huberman, the most commonly used data presentation in qualitative research is narrative text. In this research, the researcher presented the data in a narrative, which makes it easier to understand what is happening and plan the next stage based on what has been understood.

3.4.3 Data Verification

The third element of analysis activity is data verification. The qualitative analysis decides what things mean after the data is collected. It means drawing a conclusion from the data found in the field and verifying it through its plausibility, sturdiness, and validity. The expected conclusion in qualitative research is new findings in the form of a description of an object that was previously unclear as a means to become more apparent after research. In this research, the data analysis describes and explains events in the study setting where researchers pay attention to the relationship between information and the data collected.

In the current research, the researcher used several numbers of coding to indicate which kind of data sources in the research findings. For example **I/15-6-23/K/SNA**

I: Interview

O: Observation

D: Documentation

15-6-23: Date of collection

16-6-23: Date of collection

K: Teachers' understanding of Key Concept on the *Kurikulum Merdeka*

L: Teachers' understanding of Learning Process on the *Kurikulum Merdeka*

A: Teachers' understanding of Assessment Process on the *Kurikulum Merdeka*

E: Teachers' understanding of Learning Environment on the *Kurikulum Merdeka*

SNA: English teacher in School A

Q: English teacher in School B