

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a case study design to provide a comprehensive analysis of the process and activities involved in learning the English subject. The research focused on the specific activities conducted by a teacher and students. This study approach addresses social issues by gathering responses from individuals or groups and involving them in data collection. Continue to use diverse data collection methods. The researcher analysed and wrote it with a flexible framework, and the researcher also concluded or interpreted the data obtained in the field (Creswell & Creswell, 2018). This study is written in the form of a description that describes an event in detail and finds out the evolution of possible phenomena seen physically or factually (Putri, 2019). This research explores the implementation of an independent curriculum in English classrooms, including teaching phases, benefits, and challenges. This is a list of the processes that the researcher followed in order to complete this case study (Creswell & Creswell, 2018):

1. Establish the broad case to investigate

The newest curriculum currently proclaimed by Nadiem Anwar Makarim is the independent curriculum. There are lots of updates from

the previous curriculum. This is an important case study of how the current independent curriculum is implemented.

2. Expanded the Literature

The researcher collected a wide range of reading materials, including books, journals, handouts, and previous studies, to expand the researcher's foundational knowledge and facilitate in-depth analysis later on.

3. Establish the research question

- a. How does the teacher implement Independent Curriculum in English subject?
- b. What are the benefits of independent curriculum implementation in English subject?
- c. What are the challenges of independent curriculum implementation in English subject?

4. Determine data collection

Data collection was conducted via observation and interviews. The researcher has created research tools, such as observation guidelines for learning stages and interview protocols, which were provided to students and teacher. These tools were built by studying existing literature to assure their effectiveness.

5. Analyzed the Data

The researcher uses thematic analysis to make it easier for readers to read research results based on themes. The researcher went through the data and put it into groups by checking and organizing the information in the field notes and the interview transcript. After reading all the results, the researcher evaluated the data by looking for both general and specific information. This information was then described based on the order of events.

6. Recap the research's findings

It was double-checked that the data was correct and matched up with the research questions and conversations. It was then summed up into a conclusion, and the researcher wrote a description of the research results.

B. Research Setting

The researcher conducted this research at SMP Islam Terpadu Madani, Banjarmasin, South Kalimantan, Indonesia. From the mini-observations conducted by the researcher before deciding which schools to study, there are several reasons. The reason the researcher chose the school was because it met several criteria from the study. The first factor is that the school implements an independent curriculum and becomes a driving school. The second factor is that in the education quality report cards, there are no red marks in the fields

of literacy and numeracy. The third factor is that the school gets the best ranking at the 3rd model level. The driving school has three model levels of the driving school model. 1st model level means that each one really needs guidance and supervision; 2nd model level means being in the middle; and 3rd model level is already independent; there is no need for further guidance. The school that will be studied is included in the 3rd Model Level. The last school that wants to be used as a research site is an Islamic boarding school, which, in previous research, was a public school.

C. Participant

The participants in this research were an English teacher and 7th grade students of SMPIT AL-Madani, Banjarmasin, South Kalimantan. This involved 3 classes consisting of 2 classes of male students (7A boys and 7B boys) and 1 class of girls, namely 7C girls. The research was conducted through a teaching and learning process in class and interviews by the teacher and five people from each class. The researcher chose five people from each class to represent the population, on the recommendation of the class teacher.

D. Data

In this research, data was collected through classroom observations and interviews with teacher and students involved in implementing the independent curriculum in English subjects. Researchers also explored the benefits and challenges of the curriculum. The research subjects, or data

sources, consisted of several seventh grade students and a teacher from SMP IT Madani Banjarmasin who were active participants in this research.

E. Technique of Data Collection

Observation and interviews were used to collect the data because the researcher picked up the case study as a strategy to investigate the IKM case. Participatory observation necessitates the researcher's involvement in all activities in the field where the observations are made (Satori & Komariah, 2010). To streamline an interview, the researcher will ask several questions using interview protocol and face-to-face. The question used open-ended questions, so there are many different answers, in order to make the information more clear.

F. Research Instrument

The researcher used two instruments to gather the qualitative data: the interview protocol and observation guidelines. It aimed to answer three research questions addressed in Chapter 1. Table 3.1 serves as the research instrument to answer each research question (RQ).

Table 3.1 Research Instruments

No of RQ	Point of Reseach Question	Research Instruments
1	The Implementation on Independent Curriculum in English Subject	Observation Guideline Interview Protocol
2	The Benefits on Independent Curriculum in English Subject faced by teacher and students	Interview Protocol
3	The Challenges on Independent Curriculum in English Subject faced by teacher and students	Interview Protocol

G. Data Analysis

Researcher have chosen to apply two approaches to data analysis techniques, namely the interactive data analysis model and thematic analysis. The use of these two techniques is designed to provide a comprehensive framework and simplify the data processing process at the next stage. Interactive data analysis models help in selecting and detailing critical data, while thematic analysis is used to identify significant emerging patterns or themes in the dataset. By combining these two techniques, it is hoped that the analysis results can provide a deeper and more holistic insight into the information obtained during the research.

1. Interactive Data Analysis Model by Miles et al. (2014)

The results of in-depth interviews and observations in class were processed using an interactive data analysis approach proposed by Miles

et al. (2014). In the steps of this data analysis, they explained four processes that were carried out simultaneously.

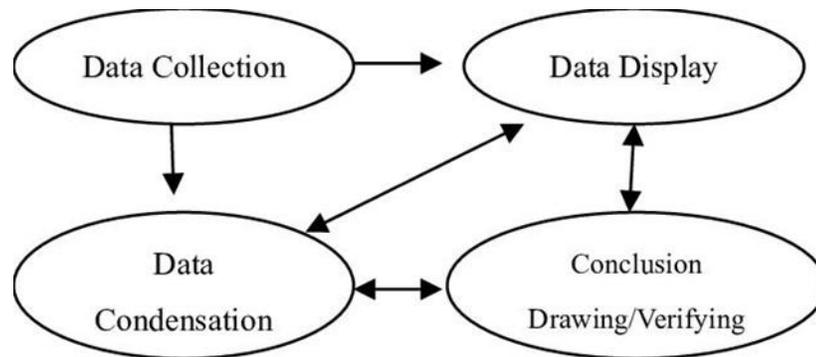


Figure 3.1 The Interactive Model of Data Analysis (Miles et al., 2014)

The Interactive Data Analysis Model proposed by Miles et al. (2014) describes three main steps in the analysis process. First, data reduction aims to select the most crucial data from the entire field data set while reducing the data volume to focus on the main categories. Then, data presentation is used to visualise all emerging categories, helping to identify relationships between them through tables, charts, or images that can be easily understood. The final step, drawing conclusions or data verification, aims to draw temporary conclusions from the data that has been collected. This process involves consultation with the research supervisor before making final conclusions.

2. Thematic Analysis

Researcher will analyze the data to find themes and identify patterns in the data that has been collected (Braun & Clarke, 2006). The researcher uses thematic analysis to analyze the data. This data analysis technique is very appropriate when a research aims to investigate what actually happens to an event from the viewpoint of the researcher (Fereday & Muir-Cochrane, 2006). Here is the phase of thematic analysis with the description of analysis process adapted from Braun & Clarke (2006).

Table 3.2 Thematic Analysis Phase

No	Phase	Description of Analysis Process
1	Familiarizing with the data	<ol style="list-style-type: none"> 1. Copying interview data in the form of <i>audio-to-text</i> (transcript) 2. Reading back the observation data. 3. Grouping data and giving names so that it is easy to analyze and well organized 4. Keeping transcripts, journals reflective observation notes 5. Saving backup
2	Generating initial codes	<ol style="list-style-type: none"> 1. Reading the deep meaning of a data 2. Generating the code for each data using 3. Re-examining the code that has been created
3	Searching for themes	<ol style="list-style-type: none"> 1. Describing a tentative theme through the phenomenon under study 2. Holding the notes related to theme creation
4	Reviewing themes	<ol style="list-style-type: none"> 1. Verifying that the themes and sub-themes match with the existing data 2. In reflexivity journals, ensure research questions are referensial with raw data 3. Evaluating research questions to ensure topics and facts are relevant
5	Defining and naming themes	<ol style="list-style-type: none"> 1. Assigning a label to each theme 2. Making sure the theme matches to current research question. 3. Carrying out documentation for theme naming
6	Producing the report	<ol style="list-style-type: none"> 1. Selection of vivid, compelling extract examples. 2. Final analysis of selected extracts. 3. Relating the analysis back to the research question, objectives, and previous literature reviewed.

Table 3.3 The Matrix of the Research Instruments and Data Analysis Techniques

No of RQ	Technique of Data Collection	Instrument	Participants	Investigated Data	Design	Data Analysis
1	Interview and Observation	Interview guideline	<ul style="list-style-type: none"> • Teacher • students 	<ul style="list-style-type: none"> • Steps for implementing the independent curriculum in English Subject • Elements that appear in the independent curriculum 	Qualitative Phenomenology	Interactive model of data analysis Thematic analysis
2	Interview	Interview guideline	<ul style="list-style-type: none"> • Teacher • students 	<ul style="list-style-type: none"> • Benefits felt by teacher and students after implementing independent curriculum 	Qualitative Phenomenology	Interactive model of data analysis Thematic analysis
3	Interview	Interview guideline	<ul style="list-style-type: none"> • Teacher • students 	<ul style="list-style-type: none"> • Challenges felt by teacher and students after implementing independent curriculum 	Qualitative Phenomenology	Interactive model of data analysis Thematic analysis

H. Technique of Data Trustworthiness

In each research project, the researcher must go through several validation phases so that the research can be accepted by the public and persuade readers to trust their research (Syahran, 2020). Sugiyono (2020) claimed that the data validity checking technique has the highest degree of confidence that can be obtained and is responsible for the truth. Pinpointed to Connelly et al. (2011), research protocols and procedures must be established by researchers so that their findings are suitable for use. On the authority of Lincoln and Guba (1985), there are four steps to test the validity of the data:

1. Credibility (Internal validity)

Credibility is a criterion for fulfilling the true value of the data and information that are collected. It means the research results must be able to be trusted by all readers critically and by respondents as information (Sarwono, 2013). Data validity (trustworthiness) in this research is determined by using the criterion of the degree of trust (credibility). Credibility is meant to prove that what is successfully collected by the researcher is in accordance with the facts that exist in the field. These are how to obtain credibility in research results:

a. Extended observation

Extend research conducted by researcher with the aim of seeing and know in-depth about the benefits and challenges of the

Independent Curriculum to the required data can be collected completely and can answer all research focuses. After researcher gets the data complete, the researcher returns to the research location to check or re-check whether the data obtained previously has been changed or not. If there is no change in data, then the researcher ends the research.

b. Increase accuracy

The researcher increases the persistence of continuous observation in collecting data by reading and checking the data that has been carefully gained by the researcher from the results of interviews and observation with key informants. Various related sources were also read by the researcher for additional information so that accurate and systematic results could be obtained.

c. Triangulation

The activity of checking data from various sources (Wiersman, 2016) and through literature studies, field observations, and discussions with informants to check the credibility of the data. There are three types of triangulation (Sugiyono, 2009).

1) Triangulation of Source

As mentioned by Sugiyono (2012), source triangulation

means getting data from different sources by checking a data that has been obtained from several sources. The researcher double-checks the data obtained from the respondents who were interviewed. The data obtained was analyzed by researcher to produce a conclusion.

2) Triangulation of Technique

In proportion to Sugiyono (2012), triangulation of technique is the collection of different data by checking the same source data with different techniques. The researcher re-checked the interview transcript and observation results. If there are different data sources, the researcher will conduct further discussions to ensure that the data obtained is correct.

d. Using Reference

Supporting materials provided by the researcher demonstrate that the researcher is conducting the research, such as recorded interviews, notes on results interviews, and photographs that can aid in conducting qualitative data research so that the data can be trusted.

2. Transferability (External Validity)

Sugiyono (2015) explained that the transferability test is a technique for testing external validity in qualitative research. This test can

show the degree of accuracy or applicability of research results to the population from which the sample was taken. Then Moleong (2016) explained that transferability is an empirical issue that depends on the similarity of the sender's and recipient's contexts. To apply the transferability test in this research, the researcher will provide a detailed, clear, and systematic description of the research results. The aim of explaining the research results in detail, clearly, and systematically is so that this research can be easily understood by others and the research results can be applied to the population from which the samples in this research were taken.

3. Dependability (Reliability)

Dependability Reliability is research that can be trusted, in other words, several experiments carried out always get the same results. Dependability or reliability research is research if research carried out by other people with the same research process will obtain the same results. Dependability testing is carried out by conducting an audit of the entire research process. By means of an independent auditor or independent supervisor auditing all activities carried out by researchers in conducting research. For example, it can start by determining the problem, going into the field, selecting the data source, carrying out data analysis, testing the validity of the data, and even making a report on the results of

observations. As claimed by Sugiyono (2020), if this technique can be executed, it could be called dependability, which means that the research process can be repeated.

4. Confirmability (Objectivity)

Sugiyono (2009) pointed out that a confirmability test can be obtained after completing the verbatim processing of data. The researcher provided a transcript to the respondents regarding the results of the data obtained so that they could check again whether there was additional information or errors. Furthermore, the researcher asked the supervisor for approval and requested suggestions. When the results of the data are agreed upon by a large number of people, it is said to be objective.