

CHAPTER III

RESEARCH METHOD

A. Research Design

Using a qualitative study design and the theory underlying this research methodology. Creswell (1994) qualitative research is a methodological tradition-based process of inquiry that focuses on social or human issues. The researcher assembles an intricate overall picture, examines language, records the informants' in-depth opinions, and conducts the study in all contexts. The goal of qualitative research is to completely comprehend specific occurrences that affect the research subject and are depicted holistically using language that is specific to the situation.

A qualitative research methodology was selected because the primary goal of this study is to investigate how teachers use assessment to identify students' learning weaknesses and challenges in light of the significance of this kind of evaluation in the Merdeka Curriculum, in connection with the use of formative and summative assessments in their teaching practices. Researchers can learn more about the factors influencing assessment implementation and the viewpoints of educators by employing a qualitative method. The lesson plans utilized by English instructors at SMA 3 Banjarmasin, who have incorporated formative and summative assessments into their curricula to enhance student learning, constitute the research population.

B. Subject of The Research

The subject of the research is eight lesson plans implemented in one semester of the 2023/2024 academic year which were made by the English teacher in XI grade of SMA 3 Banjarmasin.

C. Data Collection Technique

Data collection strategies, or research activities, are how researcher gather the information they need. Data collection is very important to study. This is so that data collection can ensure that this research is successful.

Data collection methods used by researcher in this investigation are observation, interviews and documentation.

1. Documentary

Documentary studies according to Sukmadinata (2011, p. 221) are a method of collecting and evaluating written, image and electronic documents. The documents collected are then selected based on the problem objectives and focus points. The lesson plan created by the educator at Banjarmasin High School 3 is a document that the researchers utilized to gather data for this study.

D. Data Analysis

Data analysis is crucial to research studies because the findings all lead to research conclusions. Data analysis is the process of examining tabulated information to identify facts or character meanings. Usually, qualitative data is expressed in words (descriptions, observations, impressions, recordings, and the like). Large amounts of data need to be coded, organized, and organized so that they can be understood and interpreted by researcher.

The Miles and Huberman model will be used by the researcher to examine the data in this investigation. According to Abbas (2022) Three steps of data collection—observation, interview, and documentation—are utilized to examine the saturation of the collected data using the Miles and Huberman models. The data analysis steps used in this research are as follows:

1. Data reduction

Researchers examine the data that has been collected. The amount of data required for analysis from observations and interviews will be reduced in this research. In the next stage, the researcher took data from the documents in the form of lesson plans that had been made by the teacher, selecting and filtering the most common and typical factors displayed in the found data.

2. Conclusion

Researchers can validate their research by deriving inferences from the data. From this study, the researcher will make inferences about the assessments that the teacher has used in accordance with the lesson plan, including whether or not the teacher has used formative and summative assessments. Subsequently, the investigator arrived at a conclusion regarding the type of lesson plan that an educator should employ to ensure compliance with the principles of autonomous curriculum assessment.