

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In completing this research, the researcher uses case study as a research method. Arikunto (2014) revealed that a case study is an approach that is carried out intensively, in detail and comprehensively on certain symptoms. Meanwhile, Basuki (2006) expressed his opinion that the definition of a case study is a study or investigation of a specific problem, which can be carried out both qualitatively and quantitatively, with the target of individuals or groups, even the wider community.

As a case study, the data collected comes from a variety of sources and the results of this research only apply to the case under investigation. Case studies usually combine data collection methods such as archives, interviews, questionnaires, and observation. However, in this study, the data collection methods used were only interviews and observations.

The purpose of the case study research is to find out what challenges EFL teachers face in implementing the independent curriculum. This case study research uses Yin (2003) research stage procedure, which is as follow:

1. Define and elaborate the research question

In this stage, the researcher created a research question related to the challenges EFL teachers face in implementing the independent curriculum. The researcher used a variety of data collection methods to

answer the question.

## 2. Select and determine the research design and instruments

In this case, the research subjects are EFL teachers who implement the independent curriculum. The design used in this research is a single case design, which is case study research that emphasizes research on only one case unit. And the instruments in this study used interviews and observations.

## 3. Collecting Data

In this stage, the researcher chose interviews and observations to collect data. The researcher conducted in-depth interviews to find out more about the challenges faced by EFL teachers in implementing the independent curriculum. In addition, the researcher also used unstructured interviews to find out more by developing questions based on the answers given by the EFL teachers. The researcher also conducted observation as a method of data collection, by observing the process of implementing the independent curriculum by EFL teachers.

## 4. Determine data analysis techniques

At this stage, the data obtained was analyzed by marking and placing the data according to the theme. Furthermore, the data was grouped based on similar themes and analyzed manually to find out the final results of the research. The researcher makes an effort to describe, compare and combine some of the marks that have been made to create the final research formula.

## 5. Prepare a case study report

In this final section, the researcher reported the final results, which are about the challenges faced by EFL teachers in implementing the independent curriculum.

### B. Research Setting

This research was conducted at Darussalim Islamic Boarding School, and the implementation was carried out in 2024. The researcher determined the Islamic Boarding School as the research site because based on the researcher's observation, the school had experienced with the implementation of the independent curriculum, especially in English subjects. However, the researcher also saw some of the obstacles faced by teachers in implementing the independent curriculum, so the researcher decided to choose the Darussalim Islamic Boarding School as a research site.

### C. Participants

The participants in this study are 3 EFL teachers who have implemented an independent curriculum at Darussalim Islamic Boarding School with 3 different levels, namely Madrasah Tsanawiyah (MTS) or equivalent to Junior High School, Madrasah Diniyah Wustha (MDW) which is also equivalent to Junior High School and MTS, but belongs to a non-formal educational institution that focuses on teaching Islamic religion in depth. And finally the Ulya level, which is equivalent to Senior High School, but the education system also focuses on teaching Islamic religion

in depth. In this case, the researcher gathered information about the challenges faced by EFL teachers in implementing the independent curriculum. Below is a table of each EFL teacher with different levels:

Table 3. 1 Levels of EFL Teachers

No	Teacher	Level
1	Teacher A	Ulya
2	Teacher B	MTS
3	Teacher C	MDW

#### D. Data

Data for this study came from observation and interviews with EFL teachers who implemented the independent curriculum in their instruction as well as observations made in the classroom. In this study, the researcher used an observation sheet to find data on EFL teachers' planning in implementing the independent curriculum, and how the EFL teachers' implementation process in implementing the independent curriculum. The challenges faced by EFL teachers in implementing the independent curriculum will be known based on the results of interviews with three EFL teachers at Darussalim Islamic Boarding School who became active participants in this study.

#### E. Technique of Data Collection

Data collection techniques are one of the important elements in a study, because through data collection, important data can be used to solve problems in this study. In this qualitative research, the research was

conducted using a case study design, so the data collection techniques used in this research are interview and observation methods.

In this study, the researcher chose to use in-depth interviews. Before going into the field, the researcher first prepared carefully about what questions the researcher would ask the EFL teacher during the interview process. The researcher also conducted unstructured interviews to find out more deeply by developing questions based on the answers that EFL teachers have given. The interviews conducted by the researcher took place in stages with three meetings from 21 September 2024 - 26 September 2024. The following is a table of the interview schedule conducted by the researcher:

Table 3. 2 Interview Schedule

No	Teacher	Date	Time	Level
1	Teacher A	26 September 2024	14.00-14.30	Ulya
2	Teacher B	25 September 2024	09.00-09.30	MTS
3	Teacher C	21 September 2024	10.00-10.30	MDW

In addition, researchers also made observations. Sugiyono (2021) explains, observation is a data collection technique that has specific characteristics when compared to other techniques. Observation in this study is by making direct observations in the field to find out the process of implementing the independent curriculum by EFL teachers at Darussalim Islamic Boarding School. The researcher observed all activities

related to the research interests from 6 August 2024 - 24 August 2024. Observation data was collected by closely observing the implementation of independent curriculum learning activities that took place in classrooms with three different levels and different teachers, namely: 1 Ulya A, 1 Ulya B, 2 Ulya A, 8 MTS A, 8 MTS B, 3 MDW A and 3 MDW B. Observations were conducted 12 times by the researcher with four times observations for each teacher. The following is a table of observation schedules carried out by researchers:

Table 3. 3 Observation Schedule

No	Teacher	Date	Time	Class
1	Teacher A	06 August 2024	14.30-15.30	1 Ulya B
2	Teacher A	08 August 2024	14.30-15.30	2 Ulya A
3	Teacher A	10 August 2024	14.30-15.30	1 Ulya A
4	Teacher A	17 August 2024	14.30-15.30	1 Ulya A
5	Teacher B	09 August 2024	10.30-11.30	8 MTS A
6	Teacher B	10 August 2024	08.30-10.00	8 MTS B
7	Teacher B	14 August 2024	08.30-10.00	8 MTS B
8	Teacher B	21 August 2024	08.30-10.00	8 MTS B
9	Teacher C	17 August 2024	08.30-10.00	3 MDW B
10	Teacher C	17 August 2024	10.30-12.00	3 MDW A
11	Teacher C	24 August 2024	08.30-10.00	3 MDW B
12	Teacher C	24 August 2024	10.30-12.00	3 MDW A

#### F. Research Instruments

An instrument is a tool used to collect data so that the work is easier and the results are better and easier to process (Arikunto, 2014: 203).

In qualitative research, the main tool or instrument for data collection is human or the researcher himself. In order to obtain valid data, in this case the researcher collected data using two instruments, namely, interview protocol and observation guidelines, with the aim of getting answers to two research questions.

#### G. Data Analysis

Data analysis in this study utilized a qualitative analysis approach with thematic analysis techniques. Braun and Clarke (2006) state that thematic analysis may be a way to analyze data with the point of distinguishing patterns or to discover themes through the data that has been collected by researchers. In the interim, Fereday and Muir-Cochrane (2006) contend that thematic analysis may be an exceptionally successful method on the off chance that a study intends to investigate in detail the qualitative data they have in order to discover interrelated patterns in a phenomenon and explain the degree to which a phenomenon happens through the eyes of the researcher. In this case, the researcher collected research data in the form of observations and interviews in the field which were then analyzed using thematic analysis techniques.

After the research data was collected in the Case Study research

method, the research data was analysed through several stages. Braun and Clarke (2006) assert that there are six steps that can be used to identify themes and patterns in the data, namely:



Figure 3. 1 The Steps of Thematic Analysis (Braun and Clarke, 2006)

#### 1. Familiarization of data

- Convert the interview recordings into transcripts.
- Re-reading the interview transcripts and observation notes that have been collected.
- Making personal notes regarding the key points found during reading the interview transcripts and observation notes.

#### 2. Generating initial codes

- Determine which data in the interview transcripts need to be coded.
- Reviewing all the codes that were created
- Evaluating which codes are relevant and which are irrelevant.

#### 3. Searching for themes

- Categories the codes
- Determining tentative theme

#### 4. Reviewing themes

- Evaluate the themes that have been discovered



- Ensure themes are consistent and relevant to the data
  - Revising irrelevant parts
5. Defining and naming themes
- Determine a clear definition for the theme
  - Giving names that match the content of each theme
6. Reporting of findings
- Produce a systematic and comprehensive report based on predetermined themes.
  - Include data citations to support the analysis and explain the themes
  - Ensure the report provides a clear answer to the research question

In this case, to achieve the research objectives, the researcher made a serious effort to ensure the validity of what the researcher had obtained, the researcher carried out a process of rechecking the results of observations from the beginning of the interview, so that a valid description of the results is obtained to answer the formulation of the problem that has been formulated.

#### H. Technique of Data Trustworthiness

Each research project needs a standard to determine the level of veracity or (trustworthiness) in the findings. This standard is frequently known as data validity or trustworthiness in qualitative research. Checking

the validity of data is an important component. Data validity is done to test the data and ensure that the research is truly scientific research.

In this qualitative research, the validity of data or trustworthiness is tested at various stages, in line with what has been developed by Lincoln and Guba (1985) stating that the validity of data in qualitative research includes four test stages:

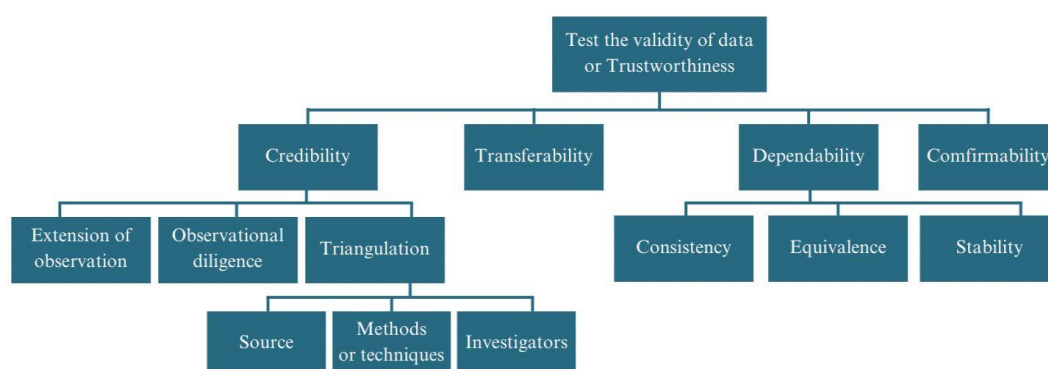


Figure 3. 2 Technique of Data Trustworthiness (Lincoln and Guba 1985)

### 1. Internal validity (*Credibility*)

One of the criteria used to satisfy the truth value of the data and information gathered is credibility. This means that the results of the study must be trusted by all critical readers and from the respondent as the provider of information. A qualitative research result is said to have a high level of credibility if the findings are able to achieve their purpose of exploring problems or describing settings, processes, social groups or complex patterns of interaction. Here are some ways that researchers do to gain credibility:

#### a. Extension of observation

In this case, researchers met or went to the field 3 times, the goal is that researchers and participants have an increasingly close relationship, so that there is no wrong or hidden information.

At this stage, researchers focus on testing the data that have been obtained for the first time, whether the data will change or not at the next meeting. If there is no change and it is correct, then the observation extension time is ended.

b. Observational diligence

In this way, researchers are able to see carefully, in detail, and in depth about each information that has been obtained. So that researchers can provide accurate and systematic data descriptions about what is observed. In addition, researchers can distinguish what is meaningful and what is not.

c. Triangulation

In this way, researchers can recheck their findings, by comparing them with various sources, methods or theories. Such as asking questions again but with different variations, the aim is to test the consistency of the answers that have been given by participants.

Denzin (in Syahran, 2020) distinguishes between various forms of triangulation, which is a strategy for verifying that makes use of sources, methods/techniques, and investigators.

1) Triangulation of sources

Patton (in Moleong, 2017) states, in qualitative research, triangulating with sources refers to comparing and cross-checking the degree of confidence of information received through various periods and instruments. The way that can be used is :

- a) Contrasting data from observations and interviews;
  - b) Contrasting what people say in public with what people say in private;
  - c) Contrasting opinions expressed about the research situation with opinions expressed over time.
  - d) Contrasting one's own circumstances and viewpoint with those of other individuals, including common people, those with middle-class or higher education, wealthy people, and government officials;
  - e) Contrasting the data from an interview with that from a relevant document. The important thing here is to be able to find out the reasons for these differences.
- 2) Triangulation of methods/techniques

Patton (in Moleong, 2017) determined two strategies, which are as follows:

- a) Checking the degree of trustworthiness in the research findings With using a variety of data collection methods (checking data to the same source with different methods).

b) Checking the degree of trustworthiness of several data sources with the same method.

3) Triangulation of investigators

That is, by using other observers or researchers to double-check the degree of data confidence.

2. External validity (*Transferability*)

A qualitative indicator called transferability is used to evaluate how accurate a research result is. Specifically, it indicates how much the results of a study conducted on one group may be applicable to other groups under similar circumstances. In order to guarantee the validity of qualitative research, this criterion is crucial.

To achieve the transferability standard, the researcher describes the entire research series in full, detailed, clear and systematic way, so that the research context can be clearly illustrated and in accordance with the researcher ability. A detailed description of the findings obtained will greatly help other researchers when they want to use the data from this study as a basis for conducting further research related to the data or research results that have been conducted.

3. Reliability (*Dependability*)

Dependability is a criterion for assessing the extent to which qualitative research findings show consistency of findings when carried out by different researchers at different times, but carried out with the

same methodology and interview script. Dependability means reliability by replicating the study, conducting an audit involving a thorough and detailed review of the data and supporting literature by an external reviewer.

Based on Brink and Wood (1998), there are three types of tests that can be used to assess the dependability of qualitative research data, namely consistency, equivalence, and stability.

a. Consistency

If the researcher uses an interview script or questionnaire list to interview participants, and the participants' responses are cohesive and aligned with the topics/questions posed, then consistency can be evaluated.

b. Equivalence

Equivalency can be tested by comparing the agreement of two researchers' observations or by using different question formats with comparable meanings in a single interview to generate identical data.

c. Stability

Stability can be tested when asking the same question to participants at different times but producing the same answer.

In order to satisfy the dependability requirement, researchers gather all relevant data and then organize it as best they can. Subsequently, the investigator carefully examined the information.

#### 4. Objectivity (*Confirmability*)

In qualitative research, confirmability is better understood as the idea of transparency, researchers freely provide details about their methodology and study components to let other people assess the findings.

In order to satisfy the confirmability standard, qualitative researchers typically validate their research findings by publishing their findings in relevant journals, seeking advice from more experienced researchers, or presenting their findings at conferences to gather additional feedback for the refinement of their findings.