

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The researcher used the descriptive qualitative design to gain data about the advantages and challenges of implementing the Independent Learning Curriculum. Cohen et al., (2007) stated that descriptive is conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are/being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a current condition or event. This is related to the researcher's objective, to find out how the Independent Learning Curriculum affects the students and teachers.

#### **B. Research Setting**

The researcher conducted this research at SMPN 16 Banjarmasin. The researcher chose this school because the school was the pioneer school among the school which already used Independent Learning Curriculum. The school has implemented the curriculum since 2020. Therefore, all the classes in this school use Independent Learning Curriculum. And the last,

The location is conveniently accessible, making administrative issues for doing research at that school is easy to access.

### **C. Participants**

The study involved two English teachers and three classes of SMPN 16 Banjarmasin. The researcher observed and interviewed the teachers. The researcher also interviewed the students. There were 15 students were interviewed related to the Independent Learning Curriculum. There were 5 student from each grade. 5 students were taken from each 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade. The students were chosen by their activeness in class.

### **D. Techniques of Data Collection**

To collect the data, there are two kinds of techniques employed in this research: classroom observation and interview.

#### **1. Classroom Observation**

Anggraeni & Puspita (2021) claim that Observation is the systematic observation of symptoms and the acquisition of information about the symptoms (which are in the form of behavior). While (Hatch, 2002) claimed that observation as understanding the culture, setting, or social phenomenon being researched from the participant's point of view. From the statements above, we can conclude the purpose of the observation was to sense what the participants were experiencing by listening to and watching what they

were saying and doing because observation added important data that interviews can not provide. The researcher did observation to obtain real-condition pieces of information in class. The researcher joined the class, observed the students and the teachers in the English subject. In the class the researcher intended to see real-condition from the learning-teaching process and confirmed whether the real-condition of the class was in accordance with teachers' answers in interview. The researcher conducted class observation three times in three different classes. There are three classes. One observation was conducted on 9<sup>th</sup> October 2023, the researcher was observe 8<sup>th</sup> grade class B and other two observations were conducted on 20<sup>th</sup> October 2023., they were 7th grade class and 8th grade class A.

## **2. Interview**

According to Cohen et al., (2007), the functions of interviews were to delve into participants' experiences and concerns about events from their point of view. The interview addressed specific concerns about students' and teachers' perceptions of the Independent Learning Curriculum. The interview was utilized to discover what individuals are thinking, feeling, and doing. In other words, it is designed to learn about what happens to individuals. Interview was used as an instrument to gain deeper information after the researcher conducted class observation. As a result, to answer the first and second study questions, the researcher interviewed the teachers and students about Independent Learning Curriculum. Researcher conducted an interview to teachers to answer 2 points question. For teachers, the 2 main

questions were “Do you have any benefits in implementing Independent Learning Curriculum? what is/are the benefit/s?” and “Do you find any difficulties in implementing Independent Learning Curriculum? what is/are the challenge/s?”. While the interview with the students to gain information to the question “Does Independent Learning Curriculum have benefits for you? How?”.

## **E. Data Analysis**

Since a researcher used descriptive qualitative research, the researcher gathered data, analyze it, organize it, and present it by articulating what the researcher has uncovered. The researcher provided a qualitative description of the data acquired. According to Miles et al., (2014), the researcher will employ data analysis through observation and interview, which consists of three components:

### **1. Data Reduction**

It refers to selecting, simplifying, and transforming the available data in written form. Qualitative data can be reduced through paraphrasing, summary, and selection.

### **2. Data Display**

The researcher presented the compressed data from observation and interviews. The researcher showed the interview data in written material that had been minimized. These methods were designed to make it easier for the researcher to analyze all the data gathered and reduce. Once the

data was examined, the data became the studied data, which led to conclusion formulation and verification.

### **3. Conclusion Drawing and Verification**

The researcher completed the studied data after the data display process. The first phase was for the researcher to develop conclusions for each result from the data for the first observational question. Second, the researcher drew a conclusion representing all of the findings to address the research's initial question, although the conclusion appeared just momentarily. The researcher double-checked the observation data and confirmed the preliminary results. To validate such results, the researcher supplemented the limited data with additional data collected through interviews to get in-depth information to conclude. Following that, the researcher validates the interpretations derived from the results. Finally, the researcher used the descriptive qualitative approach to get a conclusion to answer the first study question. Although the second research question was collected through an interview, the researcher answered it similarly to the first. The researcher revisited the data acquired to confirm the result for the second study question.