

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study uses qualitative approach. According to Creswell (1994), qualitative approach is a process of knowledge that investigates a social or human issue and is based on several methodological traditions. One of the kind of qualitative approach is Narrative Inquiry research. The researcher used narrative research to find out the Pre Service English Teacher's experience in Implementing Merdeka Curriculum especially challenges faced by the pre-service teacher at Teaching Practice Program. Besides that, this study also wanted to find out the perception of Pre-Service English teacher about Merdeka Curriculum. So, through this it can become a reference for pre-service English teachers to increase their knowledge in implementing the merdeka curriculum in schools.

The research procedure was taken from Creswell (2012) with the following steps:

1. Identify the phenomenon to explore

In this step the researcher focused on the experience of Pre-Service English teachers to implementing Merdeka Curriculum in Teaching Practice Program. The aim of this research is to find out the challenges faced by pre-service English teachers in implementing Merdeka Curriculum based on their experience that is teaching practice at school and

to find out what pre-service English teachers' perspectives are regarding the implementation of the Merdeka Curriculum, so that it can be a reference for pre-service English teachers to increase their knowledge in implementing the merdeka curriculum in schools. To identify this phenomenon, researcher conducted in-depth interviews with Pre-Service English teachers.

2. Select one or more participants to study

The criteria for participants in this research were ten Pre-Service English teachers class of 2020 who took Teaching Practice at school that implementing Merdeka Curriculum. So that researcher know more deeply about the challenges faced by pre-service English teachers in implementing the Merdeka Curriculum based on the teacher's experience and perception.

3. Collect the story from the participant

In this step, pre-service English teachers are asked to tell what challenges they face in implementing the Merdeka Curriculum. Apart from that, the researcher also wanted to know the pre-service English teacher's perception in implementing the Merdeka Curriculum, especially in English subjects. So that with in-depth interviews, researcher can better explore this matter.

4. Re-story or retell the individual's story

In this step, the researcher tries to describe the challenges that occur in implementing Merdeka Curriculum faced by pre-service English teacher. So, this can be references for readers.

5. Collaborate with the participants/storyteller

In order to make sure that the experiences described are accurate, researcher maintain constant contact with participants throughout the process of gathering data in the form of tales. This phase continued for the duration of the investigation. This aims to validate the data sources to be obtained by researcher. Therefore, the researcher ensured that the story was fun or not related to the topic the researcher was researching.

6. Write a story about the participant's experiences

The researcher wrote down had been obtained in the form of pre-service English teacher using data analysis in the form of Narrative Analysis.

7. Validate the report's accuracy

The researcher continued to collaborate with participants throughout the process by beginning with collecting, retelling, and reporting their narratives. Findings reports completed after validation processes such as member checking, triangulation, data sources, and disconfirming evidence searches

## **B. Research Setting**

The setting of this study took at Antasari State Islamic University by specification of English Education Department study Program. The researcher was chosen Antasari state islamic university because at the time had not yet fully implemented or studied about merdeka curriculum and the student just

focus 2013 curriculum, especially class of 2020 in English Education Department. This research carried out in December 2023 to Januari 2024.

### **C. Participant**

The participants in this research were ten Pre-Service English Teachers English Education Department Major class of 2020. The researcher was chosen this subject because Class of 2020 students had not yet fully studied the implementation of the merdeka curriculum, especially in the curriculum material development course in third semester. The researcher also was chosen the ten pre-service because only ten of these people were competent and implemented merdeka curriculum when they took teaching practice 2 program. So, there are still many English students who experience difficulties in implementing the merdeka curriculum.

### **D. Data**

The data for this research is pre-service teacher challenges in implementing merdeka curriculum in teaching practice 2 program. Apart from that, the perception of pre-service teacher in implementing merdeka curriculum is also the data in this research. The data obtained from pre-service English teacher in English education department at UIN Antasari Banjarmasin.

### **E. Technique of Data Collection**

#### **1. Interview**

In this study, researcher conducted in-depth interviews with ten pre-service English teachers in implementing the Merdeka Curriculum in teaching practice program at school based on their experience. This is to

find out or explore what challenges of Pre-Service English Teachers faced in implementing this curriculum. The questions asked in this research were eight items, with details of five items for questions related to challenges faced by pre-service English teachers in terms of understanding merdeka curriculum, lesson implementation like media and methods that use, facilities infrastructure, and assessment. Apart from that, the other three question items relate to the teacher's perception in implementing this merdeka curriculum such as several points that changing k13 to merdeka curriculum, positive perception, and negative perception.

## **F. Research Instrument**

### **1. Interview**

There are several kinds of commonly used data collection methods in qualitative research. Among these are interviews, which involve face-to-face communication between participants and researchers to fully comprehend their perspectives, experiences, and opinions regarding the subject of the study (Merriam, 2009). A list of questions or subjects to be covered in a qualitative interview can be found in an interview guide. The interview guide offers a structure that enables the researcher to pose pertinent and comprehensive queries to the research subjects. Additionally, example questions that the researcher can utilize as a guide may be included in the interview guide (Merriam, 2009). In order to learn more about the experiences pre-service teachers had, the researcher in this study conducted in-depth interviews. The researcher was conducted interviews

for about one month. It was online meeting via google meet and whatsapp video call platforms with ten participants and twice interviews each participant. In addition, the researcher use is subjective research data, which reflects the point of view and experience of each subject under study, including opinions. For instance, in this research collected challenges and perception of pre-service English teacher in implementing merdeka curriculum based the experiences.

### **G. Data Analysis**

According to Bogdan in Sugiyono in Wuangian (2017), data analysis is the methodical process of looking for and gathering information gleaned from data collecting so that it is clear and the conclusions may be shared with others. In Narrative Inquiry, researcher used narrative analysis as data analysis. According to Rheasman (1993), the narrative technique of data analysis includes the following three steps:

#### 1. Telling

This interview started a dialogue where the participant or storyteller and the researcher or listener collaborate to create meaning. Open-ended, in-depth interview questions may be used for this. Getting the whole story from the source's point of view is the primary goal.

#### 2. Transcribing

Following receipt of the narrative, the researcher wrote the source's discussion or story. Story analysis requires both transcription and recording. An unpolished transcription is essentially the first draft of the

full interview, excluding all but the phrases and conversational cues that are most noteworthy when recorded. Rewrite the selected passages of the transcription to allow for a subsequent, more thorough examination. Generally, relatively basic narratives can be defined by listening for entrance and exit discussion (Jefferson, 1979).

### 3. Analyzing

At this point, the transcribed text is thoroughly examined by the researcher. This entails figuring out the story's major themes, patterns, and important details. Coding, classification, and delving deeper into the story's underlying meanings are all possible analytical techniques.