

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher analyzed the English teaching module and its implementation in the Merdeka Curriculum in English learning. The research approach used to achieve the results of this study was a qualitative. According to Fraenkel et al. (2012), qualitative research often refers to studies like the relationship quality, activities, circumstances, or materials. This study used a descriptive narrative method. A descriptive research aims to describe a phenomenon and its characteristics by giving more importance to what rather than how or why something happens (Nassaji, 2015). Meanwhile, a narrative research can be interpreted as the study of stories that tell and explain an event that is the focus of the researcher's attention based on a certain time sequence in detail (Darmanita & Yusri, 2020). The researcher used descriptive narrative method to describe in detail about the teaching module components and its implementation. Thus, the qualitative approach was suitable because the researcher aimed to describe narratively the results of the analysis of the English teaching module and its implementation in the Merdeka Curriculum.

B. Research Setting

This study took place at SMK Muhammadiyah 3 Banjarmasin, located on Jl. Mangga III No.48, RT.22, Kebun Bunga, Banjarmasin, South Kalimantan. The researcher chose this school as the location to research

because, based on the researcher's first-hand observation, the researcher discovered that SMK Muhammadiyah 3 Banjarmasin is one of the senior high schools that have fully implemented the Merdeka Curriculum. In addition, the school was appointed as a Center of Excellence school and received the Center of Excellence Digital Prowess Award. Hence, the researcher was interested in conducting the research at SMK Muhammadiyah 3 Banjarmasin.

C. Participants

The participants in this study included an English teacher at SMK Muhammadiyah 3 Banjarmasin and an English teaching module. The participants were selected based on two reasons. First, the teacher taught English subject. Second, the teachers taught at the school that implemented the Merdeka Curriculum and have designed teaching modules based on the Merdeka Curriculum. The school had two English teachers, and the researcher needed one Merdeka Curriculum teaching module from each teacher. The researcher chose one teaching module from each teacher because it already met the criteria that the researcher needed to describe the components of the teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum and how the implementation of the English teaching module of the Merdeka Curriculum. Unfortunately, one of the English teachers could not participate as a participant because of some constraints. Thus, there was only one English teacher and an English teaching module as participant in this study.

D. Technique of Data Collection

In this study, the data were collected using document analysis, observation, and interview.

1. Document Analysis

The researcher used a document to obtain data in the field. Document analysis is an ordinal step for analyzing and interpreting documents in a hard or soft file (Bowen, 2009). The document used was a soft file of the English teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin. The document was analyzed several times to collect relevant information and data about the components of teaching module using Merdeka Curriculum.

2. Observation

According to Ary et al. (2010), observation is an instrument the researcher uses to collect data to obtain an overview of the entire situation. The researcher observed how the teacher implemented the English teaching module into learning based on the Merdeka Curriculum. The observation was made after the researcher finished analyzing the English teaching module. The researcher observed without disturbing the learning activities to get data directly when the teacher implemented the teaching module in the class.

The teaching module had two meetings; therefore, the class observation was carried out twice in the same class, namely grade 11 MM. The first observation was carried out on Tuesday, August 8th, 2023, and the

second observation was carried out on Tuesday, August 15th, 2023. The observations was made using an observation checklist. The researcher observed the implementation of the English teaching module components by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum.

3. Interview

Creswell & Creswell (2018) claim that interview is conducted to obtain interviewees' opinions and views by involving open and unstructured questions. The researcher as the interviewer asked questions about a topic, and then the teacher as the interviewee provided the answers. The researcher used the interview to obtain in-depth information directly from the English teacher about the writing and implementation of the English teaching module in the Merdeka Curriculum at SMK Muhammadiyah 3 Banjarmasin.

After doing observations, the researcher conducted interviews with the English teacher. The interviews were done twice. The first interview was done face-to-face before the observation analysis on August 15th, 2024. The questions were created based on the teaching module writing using Merdeka Curriculum. Meanwhile, the second interview was conducted through *WhatsApp* after the observation analysis on December 23rd, 2024. The questions were created based on the components of teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin.

E. Data Analysis

Analyzing data is essential for qualitative research. This is because the conclusion of all the research will be the result. Miles et al. (2014) define three activities in the analysis: data condensation, data display, and conclusion drawing/verification. The researcher applied the model with the following steps to analyze the data.

1. Data Condensation

Data condensation retrieves extensive and straightforward data after compiling and condensing the initial data. The researcher summarized and selected essential things to reduce the data in this research. Data was collected from document analysis, observation, and interviews. The researcher separated the necessary and unnecessary data resulting from the English teaching module document analysis, implementation of the English teaching module observation, and interviews with the English teacher about the writing and implementation of English teaching module in the Merdeka Curriculum.

2. Data Display

Data display is concluding information that has previously been organized and compressed. In this study, the researcher described and interpreted data information previously selected. The researcher described and arranged the data display based on the formulation of the

research questions, namely: 1. What are the components of the teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum? 2. How is the implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum? At this stage, the information conclusion was presented descriptively and narratively to show the result of the interpretation of the data.

3. Conclusion Drawing

At this stage, patterns, explanations, causal pathways, and prepositions are interpreted and made into conclusions. The researcher merged the comprehensive data that had been interpreted and then concluded the research results about the components of the teaching module written by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum and the implementation of the English teaching module by the English teacher of SMK Muhammadiyah 3 Banjarmasin using the Merdeka Curriculum.