

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains the research design, research background, research subjects and objects, data and data sources, data collection techniques, and data analysis techniques used in the research.

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

The study utilizes a narrative-qualitative research method to explore the teaching strategy employed in the implementation of the Merdeka Curriculum within the domain of English learning. The narrative method is a research approach focused on comprehensively addressing current problems in natural settings.

According to (Creswell W. J., 2016), Qualitative research is an approach used to explore and understand the meanings given by individuals and groups to a social or humanitarian issue. This approach emphasizes an in-depth understanding of the experiences, perspectives, and conditions experienced by research subjects. According to Merriam (2009), Narrative research is a type of research that recounts a sequence of events in detail. In this research, researchers describe the lives of individuals, collect stories about people's lives, and write down accounts of individual experiences. Stories or narratives are a natural form of meaning-making, a way of understanding experiences, communicating with others, and understanding the world around us. This research takes the form of biographies, life histories, oral histories, autoethnographies, and autobiographies (Waruwu, 2024).

The researcher obtained narrative qualitative research data through the qualitative analysis of interviews. The collected information, initially in Bahasa, was translated into English, organized, and presented in tabular format. Based on the information, it can be inferred that the research design of this study was employed a narrative qualitative, with a specific focus on a phenomenon within the environment of MTsN 2 Hulu Sungai Selatan, specifically examining the implementation and challenges faced by teachers in implementing the Merdeka Curriculum.

## **B. Research Setting**

This research are carried out at MTsN 2 Hulu Sungai Selatan which was it located on *JL. Bukhari, Wasah Hulu, Kec. Simpur, Kabupaten Hulu Sungai Selatan*. The first reason MTsN 2 Hulu Sungai Selatan stands out as a public school that implements the Merdeka Belajar Curriculum, serving as the primary motivation for selecting it as the research site. Additionally, the school offers convenient administrative access for researchers, further facilitating the research process. Another compelling factor is the presence of a *Guru Penggerak* (Educator Facilitator) actively involved in the implementation of the *Merdeka Belajar* Curriculum among the participants at the school.

## **C. Participants / Subject**

The subjects of this study were English teachers who had implemented the Independent Curriculum in schools, specifically at MTsN 2 Hulu Sungai Selatan. The selection of English teachers as research subjects was based on their strategic role in implementing the curriculum, particularly in subjects that require mastery of language skills, creativity, and the ability to adapt to a learner-centered learning approach. Furthermore, English is a subject with a high level of complexity and often faces various obstacles in the learning process, making it relevant to study it more deeply within the context of the Independent Curriculum.

The research focused on teachers' experiences, strategies, and perspectives in facing and overcoming the challenges of implementing the Independent Curriculum in English language learning. This approach was chosen because teachers are the primary implementers of curriculum policies in the classroom, so their experiences and perspectives can provide an authentic picture of real-world conditions. MTsN 2 Hulu Sungai Selatan was chosen as the research location because the school has implemented the Independent Curriculum, allowing researchers to obtain relevant and contextual data related to curriculum implementation and the challenges faced in daily learning practices.

#### **D. Data**

The data required for this study encompasses the various challenges experienced by English teachers in implementing the Independent Curriculum in English language learning at the junior high school level. This data encompasses experiences, obstacles, and constraints that emerged during the curriculum's implementation in the school environment. The data cover challenges in lesson planning, lesson implementation, and assessment, including the diversity of student abilities, the application of differentiated learning, the use of technology, and teacher participation in professional development.

The data sources for this study were English teachers at MTsN 2 Hulu Sungai Selatan, which has implemented the Independent Curriculum. Data were obtained through in-depth interviews between the researcher and the teachers to explore their experiences, perspectives, and the challenges they face in their teaching practices.

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

The researcher employed multiple methods to gather data for this study. These methods is interviews.

##### **1. Intreview**

The researcher also employed interviews as a data collection technique. According to Frankael & Wallen (2009), an interview involves the researcher posing pertinent questions to assess accuracy. The effectiveness of an interview relies on the interviewer's ability to interpret information from the respondent and the interviewer's creativity in extracting additional data. Additionally, Moleong (2009) describes an interview as a purposeful conversation between two individuals, namely the interviewer and the interview.

During the interview phase, the researcher engaged in discussions with the English teacher at MTsN 2 Hulu Sungai Selatan. The researcher opted for a structured interview approach, characterized by a systematic set of predetermined questions (Sugiyono, 2013). These questions were designed to explore various issues related to the implementation of the Independent Curriculum in the teaching and

learning process, thus aligning with the research problem formulation. Through these questions, the researcher sought to obtain relevant and in-depth information on the topic under study. In collecting data through interviews, the researcher also followed a series of established procedures to ensure a systematic and directed data collection process.:

- a. The researcher prepare a set of questions intended for the English teacher and made arrangements for a recorder to capture and document the responses provided by the respondent during the interview.
- b. The researcher conducted the interview in a friendly manner, using the questions outlined in the prepared interview guide. The interaction was recorded by employing recording media to document the conversation. In this particular case, the interviews were conducted with teachers to identify the challenges they encountered in implementing the Merdeka Curriculum.
- c. The researcher transcribed the interviews based on the recorded conversations.

## **F. Data Analysis**

Analyzing the data is a complex process, as it involves integrating information gathered from various sources to create a comprehensive description of the researcher's observations and findings. According Sugiyono (2013) to data analysis is the systematic process of searching and compiling data obtained from interviews, field notes, and other materials. This process aims to make the information easily understandable and to provide insights that can inform others about the research findings.

In this study, the researcher employed the data analysis approach proposed by Miles and Huberman. According to Miles & Huberman (2014), data analysis involves three activities that are conducted simultaneously:

### **1. Data Reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data derived from observation sheets or written transcriptions. In this study, the researcher conducted data

reduction by refining the information obtained from interview transcripts, about the challenges faced by English teacher in implementing the Merdeka curriculum in English language teaching at MTsN 2 Hulu Sungai Selatan. The selection and exclusion of specific details from these sources were based on the research problem at hand.

## 2. Data Display

A display refers to an organized compilation of information that enables the drawing of conclusions and actions. During this step, the data selection process involves presenting information in the form of words, sentences, and narratives, allowing the researcher to control the collected data and draw appropriate conclusions. In this study, the data display encompasses information regarding the strategies and challenges faced by teachers in executing the Merdeka Curriculum for English learning. The researcher systematically compiled the data to derive conclusions as the research findings.

## 3. Drawing Conclusion and Verification

The conclusion is the process of summarizing the contents of the collected data into well-articulated and clear statements. It serves to unveil insights into the strategies and challenges faced by teachers in executing the Merdeka Curriculum for English learning at MTsN 2 Hulu Sungai Selatan. Verification involves testing the validity of these preliminary conclusions, indicating that after obtaining and continuously analyzing the data, their accuracy and reliability are confirmed.