

CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs may be classified as either qualitative or quantitative, depending on the principle underpinning the research technique. In this study, the researcher engages directly with the research participant through qualitative research methods, which enable the researcher to gain insight into the perspectives and points of view of an English teacher at SMAN 2 Kuala Kapuas.

One type of qualitative research design is the case study. The most appropriate situation to use a case study is when the research question asks “why” and “how”. Moreover, when the subject of the investigation is a modern occurrence and the researcher has little to no influence over behavioral events (Yin, 2014).

In this case, the focus of the study is English teachers’ perceptions about differentiated learning. Case studies are conducted using a variety of procedures. There are 7 steps mentioned by Yin, 2014.

First, the researcher chooses and determines what cases will be studied. In this study, the researcher has chosen a case about the perspective of an English teachers at SMAN 2 Kuala Kapuas on differentiated learning and the strategies used in implementing it.

Second, the researcher collected the data through observations at SMAN 2 Kuala Kapuas and interview an English teacher at this school.

Third, the researcher organizes and code them for analysis. The data are organized into several categories from the teacher's interview and aligned with the research questions and objectives.

Moreover, the researcher conducted a comprehensive analysis of the data, in order to find any reoccurring patterns.

Subsequently, the accuracy of the findings is ensured by the researcher. Peer debriefing, member checking, and triangulation are among the methods used for this purpose. This can be done by cross-checking the interview responses of an English teachers at SMAN 2 Kuala Kapuas.

Additionally, the researcher interprets the results of observations at SMAN 2 Kuala Kapuas and the results of interviews with the English teacher at this school.

Finally, after summarizing the results and the procedures for gathering and analyzing data, the researcher draws the proper conclusions in accordance with the research objectives.

B. Research Setting

This research was conducted at SMAN 2 Kuala Kapuas and took place from April to June 2025. The researcher chose SMAN 2 Kuala Kapuas as the study site because the school is classified as a *non-Sekolah*

Penggerak (non-catalyst school). This status means that the school does not receive regular or standardized training from the government regarding the implementation of the Independent Curriculum and differentiated learning strategies. Furthermore, this setting provides an authentic environment for investigating how differentiated learning is developed and implemented independently by the teachers during the curriculum transition phase.

C. Participants

The participant of this research was a senior English teacher at SMAN 2 Kuala Kapuas. The participant was purposively selected based on several specific criteria that supported the depth of this research. First, the teacher possessed extensive teaching experience in formal education, spanning approximately 27 years since 1998.

In addition to formal classroom teaching, the participant demonstrated a deep commitment to English pedagogy through various practical contexts. The teacher actively managed and instructed the English Club extracurricular activity at the school. Furthermore, the teacher concurrently operated an independent English tutoring agency (*bimbel*). These additional roles provided the teacher with a comprehensive understanding of diverse student characteristics, learning styles, and instructional needs outside the standard classroom setting. In this study, the researcher gathered qualitative data to examine the teacher's in-depth

perceptions of differentiated instruction and directly observed the pedagogical strategies that the teacher utilized during the classroom learning processes.

D. Technique of Data Collection

The reasearcher used the case study for this research, so the researcher collects data through observation and interviews.

1. Interview

In qualitative interviews, the researcher conducts in-person interviews. In order to elicit thoughts and opinions from the participants, these interviews consist of a predetermined number of open-ended, free-form questions (Braun & Clarke, 2013; Creswell, John W. & Creswell, 2018).

The data gathered from the interview included the teacher's conceptual understanding of differentiated instruction, the background reasons for choosing specific differentiation strategies, the teacher's personal reflections on its effectiveness, and the institutional or operational challenges faced during the implementation under the Independent Curriculum framework.

The semi-structured interviews were held in a single formal session on May 19, 2025, with each session lasting approximately 25 to 30 minutes. The audio-recorded data, obtained with the participant's

consent, was then transcribed verbatim for thematic coding and analysis. Observation

Qualitative observation is the process of taking field notes about people's actions and behaviors at the research site. The researcher utilizes these field notes to document the activities at the research location in an unstructured or semi-structured way, based on certain prior questions that the researcher wishes to know. Furthermore, qualitative observers are capable of assuming a variety of roles, such as full participant or non-participant. Usually, these observations are open-ended, allowing participants to freely express their ideas by responding to generic questions (Creswell, John W. & Creswell, 2018).

In this research, the observation focused heavily on collecting concrete data regarding the teaching practices employed by teachers. This included the methods, media, materials, and assessments used by teachers to implement differentiated instruction. The observation also covered the classroom used during instruction, as well as the patterns of interaction between teachers and students throughout the lesson.

The observations were conducted during two class sessions on May 20, 2025, and May 27, 2025, within the broader research period. Each session lasted 2 x 45 minutes, covering one complete instructional block per meeting. This focused approach ensured that the observed routines and strategies accurately reflected the teacher's consistent instructional habits in a natural classroom setting

2. Documentation

One technique for collecting supporting data in qualitative studies is documentation. As noted by Creswell (2018), these documents serve as primary sources of qualitative information, providing researchers with written or visual details related to their research topic.

In this research the documented data focused on the teaching and learning activities inside the classroom. This included specific records of the instructional methods and learning media employed by the teacher during the lessons. Furthermore, the researcher documented the specific learning materials and topics that were taught to the students throughout the study.

The documentation helped reinforce the findings from interviews and observations. The documentation consisted of photographs capturing classroom activities and other materials related to how differentiated instruction was implemented.

E. Data Analysis

In analyzing the data, the researcher adapted the framework theory from Miles & Huberman (2014). There are three components: data condensation, data display, and drawing and verifying conclusions.

1. Data Condensation

Miles & Huberman (2014) mentioned that data reduction means the process of reducing or simplifying the data that has been obtained. At this stage, the transcripts of the interviews are summarized and only the important points related to research. In addition, at this stage, the transcripts of the interviews were summarized and only took the important points related to the research are taken. In addition, irrelevant or redundant information is removed so that the research results are more accurate.

2. Data Display

Miles & Huberman (2014) stated that data display is the process of collecting and organizing information. In the conduct of research, good displays can make qualitative analysis valid. In this context, the displays in question are various types of matrices, graphs, networks and charts. These are designed so that all the information combined can be organized in a cohesive form.

3. Drawing and Verifying Conclusions

At this stage, the data are compiled and displayed, and the researcher draws conclusions that are backed by substantial evidence. Verification is also inextricably linked to drawing conclusions. The researcher needs to revisit the data as many times as necessary to double-check or verify the emerging conclusions. (Miles et al., 2014)