

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It described seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

In this study, the researcher used a descriptive case study. Yin (2014) defined a case study as an empirical investigation into an everyday occurrence within its real-life setting, particularly when the limits and circumstances are unclear. A descriptive case study involves an in-depth investigation of one or more phenomena in a real-world context (Gall et al., 2007). Therefore, it described the teaching strategies of English learning in implementing *Merdeka Belajar* curriculum.

3.2 Focus of the Research.

This study focused on teaching strategies of English learning in implementing the *Merdeka Belajar* curriculum at the junior high school level.

3.3 Setting and Participants

The research was held in September 2023 at one of Junior High Schools in Tasikmalaya which implements *Merdeka Belajar* curriculum. This school has implemented the *Merdeka Belajar* curriculum since the early 2022/2023 academic year. This school implements *Kurikulum Merdeka Belajar Berubah*, which is only for the 7th grade. Meanwhile, the 8th and 9th grades still use *Kurikulum Darurat*. This school has implemented characteristics of *Merdeka Belajar* curriculum, such as project-based learning to strengthen *Pancasila* students' profile. This school has done projects to strengthen *Pancasila* students' profile with several themes such as sustainable lifestyle, local wisdom, and entrepreneurship. Regarding the teaching-learning process, differentiated learning has been elaborated in their learning activities. Moreover, the teachers have implemented the aspects of

differentiated learning such as content, process, and product into the teaching-learning process and teach based on the students' characteristics and abilities. Thus, English teachers in this school employ proper and suitable teaching strategies based on the aspects of *Merdeka Belajar* curriculum to meet students' needs and achieve Phase D learning outcomes.

The researcher involved two English teachers in one of junior high schools in Tasikmalaya, West Java, Indonesia. The participants were purposely chosen based on some characteristic namely; they had more than 15 years of teaching experience as the English teacher, they had experiences, behaviour, and role in the teaching-learning process in the 7th grade, they use teaching strategies that were in accordance with the implementation of *Merdeka Belajar* curriculum, and they agreed to participate in this research. Moreover, the chosen participants could give sufficient information to answer the research questions.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study would be conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collecting. They were assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. The participants' names were renamed into P1 and P2. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

3.4 Technique of Collecting the Data

The data were collected by using a semi-structured interview. Semi-structured data were employed because of its flexibility, balancing the constraints in statistical analysis resulting from using it. It gives the interviewees a degree of freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believed they possessed. Its questioning technique elicits fully comprehensive descriptions of phenomenon experiences (Nathan et al., 2019). Furthermore, a semi-structured interview was applied to explore teaching strategies used by the teachers in English learning in implementing *Merdeka Belajar* curriculum.

The researcher produced 10 main questions adapted from the theory from Kemendikbudristek (2022) on the teaching learning principles in the '*Merdeka Belajar*' curriculum. Five sub-indicators were used as the interview triggering of the research concept: strategies to teach at the right level, strategy to integrated the value of sustainable living into learning process, strategies to engage student social interaction that is related to real life context, strategies that purposefully provided to foster the development of individual students' initiative, self-reliance and self-improvement, strategies to develop students' competencies in the learning process. More specifically, the prescribed question topics for the interview cover teaching strategies teachers used in English learning in the '*Merdeka Belajar*' curriculum. Furthermore, the questions were flexible and open-ended to obtain more information and gain a deeper understanding of teachers' teaching strategies in English learning in the '*Merdeka Belajar*' curriculum.

The interview was conducted in the participants' first language, Indonesian, so they could express their thoughts freely without possible language barriers and prevent confusion and miscommunication among the participants. Furthermore, obtaining the information used voice recording. In addition, the data were transcribed in order to highlight the statements relevant to the study's research questions.

3.5 Technique of Analysing the Data

The data were analyzed by using thematic analysis. Thematic analysis is a technique for identifying, analyzing, and reporting recurring patterns (themes) in data. It organizes and describes the data set in (rich) detail in the simplest way possible (Braun & Clarke, 2006). However, it frequently goes beyond this, interpreting many facets of the research issue (Boyatzis, 1998 as cited in Braun & Clarke, 2006). Thematic analysis is straightforward to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. It enables the researcher's choice of theoretical framework to be flexible. While specific other analysis methods are inextricably linked to particular theories, theme analysis can be employed with any theory chosen by the

researcher. Due to its adaptability, thematic analysis enables the data description to be rich, detailed, and complicated. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Becoming familiar with the data

In this step, the researcher familiarized the data by reading through the interview transcripts related to what teaching strategies used by English teachers in English learning in implementing *Merdeka Belajar* curriculum. The data was presented in the form of an interview audio recording. The researcher completely transcribed the audio after listening to it. Following transcription, it is also read several times to become familiar with the data.

2) Generating initial codes

In the second phase, the researcher started to organize the data into meaningful groups. The researcher coded the data by generating an initial list of ideas about what was in the data and what was interesting, and it focused on a specific topic or matter that the researcher was interested in. Then, the researcher's coding should then reveal something important about the data. The researcher employed the colouring method to differentiate each aspect indicated by participants, which generated the initial codes.

Table 3.1 *Generating Initial Codes*

Data	Initial Codes
Yang pertama tentunya kalau secara umum saya melakukan dulu assessment awal atau diagnostic non-cognitive assessment itu untuk mendiagnosa tentang kebutuhan anak, profil belajarnya, termasuk minatnya juga	Conducting non-cognitive diagnostic assessment
Untuk mengetahui kemampuan	Conducting cognitive diagnostic

Bahasa Inggris anak saya assessment
 melakukan cognitive diagnostic test
 di setiap awal chapter atau tema
 baru

Jadi yang pertama itu kita menganalisis CP terlebih dahulu yang sudah tersedia di platform. disana tersedia CP untuk fase D yaitu SMP yang harus dicapai dalam tiga tahun setelah itu kita melakukan MGMP bersama guru-guru Bahasa Inggris mulai dari kelas 7,8,9 kita menganalisisnya bersama untuk diturunkan menjadi CP elemen yang kaitannya dengan kemampuan bahasanya yang ada 6 yaitu reading, writing, listening, speaking, viewing, dan presenting, nah setelah itu kita baru membuat tujuan pembelajarannya yang tentunya disesuaikan dengan konten yang ada setelah itu kita membuat alur tujuan pembelajaran yang disesuaikan dengan alokasi waktu dan pemetaan tujuan pembelajaran barulah dari sana kita membuat modul ajar

Contoh diferensiasi yang bapak lakukan misal terkait konten dan proses itu menyediakan media yang

Implementing differentiated instruction

bisa melayani gaya belajar siswa yang berbeda beda tadi, paling lebih jelasnya itu diferensiasi produk hasil akhir jadi bapak memberi pilihan kepada anak-anak

menurut saya modeling itu lebih Modelling tepat untuk anak kita juga memberikan pemodelan untuk kata-kata yang ungkapan-ungkapan yang benar-benar kita sudah pahami dan acceptable untuk digunakan

Lalu anak juga diberikan tugas Contextual Learning untuk mendeskripsikan rumah mereka jadi mereka familiar dengan nama barang barang yang ada di rumah mereka dalam Bahasa Inggris karena itu sesuai dengan kehidupan nyata mereka

lalu biasanya juga dengan diskusi Collaborative Learning dengan teman sebangku atau berkelompok gitu untuk saling bertanya seperti itu jadi meningkatkan interaksi mereka juga karena sering berkolaborasi

media-media audio visual, Using Various Teaching Medias flashcard digital, gambar gambar, ya pokoknya sih sekarang media-mediana pun lebih diintegrasikan ke digital

Ibu biasanya memberikan refleksi diakhir seperti hal apa yang mereka suka pada pembelajaran hari itu, yang mereka kurang suka sehingga itu menjadi bahan evaluasi dan pada pembelajaran selanjutnya ditingkatkan agar menjadi lebih baik	Reflection
Bapak selalu memberikan feedback yang melibatkan siswa juga	Giving feedback
Dalam proses pembelajaran Saya selalu bertanya untuk memastikan bahwa anak itu sudah paham apa yang saya sampaikan	Questioning

12 initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency

Table 3.2 List of Initial Codes and Their Frequency

Initial Codes	Frequency
Conducting Non-Cognitive Diagnostic Assessment	3
Conducting Cognitive Diagnostic Assessment	3
Steps Of Formulating Learning Objectives	7
Differentiated Instruction	8
Modelling	4
Contextual Learning	5
Collaborative Learning	3
Using Various Teaching Media	4
Reflection	2
Giving feedback	2
Questioning	2

3) Searching for themes

After getting a long initial code, the data were turned into themes in this stage. The researcher sorted them into the potential themes and collated all the relevant coded data extracts within the identified themes. Indeed, the themes are usually broader than the codes. It identified major patterns in the initial codes, so it could be considered as the next level in interpreting the text.

Table 3.3 Searching for Themes

No	Initial Codes	Potential Themes
1	Conducting Non-Cognitive Diagnostic Assessment	Conducting Diagnostic Assessment
2	Conducting Cognitive Diagnostic Assessment	
3	Steps of formulating learning objectives	Collaboratively Formulating Learning Objectives
4	Differentiated Instruction	Differentiated Learning
5	Modelling	Modelling
6	Contextual Learning	Combining Teaching Methods
7	Collaborative Learning	
9	Using Various Teaching Media	Utilizing Different Teaching Media based on Students' Learning Profile
10	Reflection	Implementing Formative Assessment
11	Giving Feedback	
12	Questioning	

4) Reviewing themes

In this phase, the researcher mapped out a set of candidate themes which was examined to the original data. The researcher has to ensure whether the themes fit the context or not. It is possible if the themes are not fully defined or even refined. Perhaps, the particular themes might not have enough data to support them, or it might need to be divided into two different themes, or it might categorize particular codings which do not fit the themes. Thus, the researcher reviewed the themes as well.

5) Defining and labelling themes

In this step, the researcher defined and refined the essence of each theme and determined what aspect of the data each theme captures. The researcher defined and described each theme's scope and content. Then, at the end of this step, the researcher started to think about the names of each theme. Those theme definitions and labelling were connected to answer the research question.

Table 3.4 Defining Themes

Sub Themes	Themes
1. Conducting Diagnostic Assessment	Teaching Preparation of English Learning
2. Collaboratively Formulating Learning Objectives	
1. Differentiated Instruction	Implementing Students-Centered Teaching
2. Modelling	
3. Combining Teaching Methods	Approaches and Methods
Utilizing Different Teaching Media based on Students' Learning Profile	Utilizing Different Teaching Media based on Students' Learning Profile
Implementing Formative Assessment	Implementing Formative Assessment

3.6 Research Steps

Table 3.6 Steps of The Research

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants

7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

3.7 Research Schedule

Table 3.7 Research Schedule

Activities	Month											
	Ja n	Fe b	Ma r	Ap r	Ma y	Ju n	Ju l	Au g	Se p	O ct	No v	De s
	2023											
Research Proposal Writing												
Research Proposal Examination												
Data Collection												
Data Analysis												
<i>Telaah Komprehensif</i> Examination												
Final Thesis Examination												