

## **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, step of the research, and research schedule

#### **3.1. Method of the Research**

In this study, the research design used a qualitative descriptive case study. Yin (2012) states that a case study can be described as an in-depth empirical exploration conducted to shed light on the "how" or "why" of phenomena under investigation. Merriam (1998) also defines descriptive as 'rich' and 'thick' phenomenon descriptions (Yazan, 2015). According to Yin (2018), a descriptive case study is a method used to offer an in-depth portrayal of a phenomenon or a real-world case. Consequently, this approach is well-suited for conducting in-depth examinations of specific phenomena, yielding comprehensive analysis outcomes. Therefore, it described English teachers' challenges in implementing Merdeka curriculum in Tasikmalaya junior high school.

### **3.2. Focus of the Research**

This research focused on describing English teachers' challenges in implementing the *Merdeka* curriculum in Tasikmalaya Junior High School.

### **3.3. Setting and Participants**

This research was held in one of junior high schools in Tasikmalaya, West Java, Indonesia. This school was chosen because it has used the *Merdeka* curriculum in grade 7 and for grades 8 and 9 it is still using the 2013 curriculum but it has not been a year since the *Merdeka* curriculum, so researches are of the view that the English teachers at this school will be more complex in implementing the *Merdeka* curriculum.

This research involved two English teachers. Participants in this research are English teachers at Tasikmalaya Junior High School. Particularly, the participants in this research have more than 5 years of teaching experience as English teachers. They have been chosen because they have been implementing the *Merdeka* curriculum in the 7<sup>th</sup> grade, have experience, and behaviour in teaching English at Tasikmalaya Junior High School. Those things make the selected participants considered appropriate for this research, and they were agreed to participate in this study.

To adhere to compliance with research ethics, participants were provided with a detailed explanation of what, why, and how this study was carried out. Additionally, participants were requested to sign a consent form, indicating their agreement to participate in the data collection process, allowing the recording of interviews, and permitting the transcription of provided data

for analysis in the research. Furthermore, the confidentiality of participants' personal information was ensured. Their names were replaced with pseudonyms, such as P1 and P2. The scheduling of data collection sessions was adapted to accommodate the participants' availability, considering both date and time.

### **3.4. Technique of Collecting the Data**

The researcher used a semi-structured interview as the technique to collect the data. According to Longhurst (2003), a semi-structured interview entails the informal process of verbally posing questions to another individual to gather information. By using this technique, the researchers could collect data in detail and depth. Furthermore, a semi-structured interview was applied to explore English teachers' challenges in implementing Merdeka curriculum in Tasikmalaya Junior High School.

The interview was addressed to two English teachers in Tasikmalaya Junior High School who have implemented the *Merdeka* curriculum. Furthermore, the researcher provides ten questions adopted from Fitra & Tiarina (2022) English teachers' challenges, which were divided into five main categories. There are Designing Lesson Plan, Lesson Implementation, Use Media, Classroom Management, and Learning Assessment. The questions were flexible and opened-ended questions were given to get deeper information related to the English teachers' challenges in implementing Merdeka curriculum in Tasikmalaya Junior High School.

The interview was conducted in the participants using Indonesian as their primary language. This choice aimed to create a comfortable environment for participants to freely express their ideas, minimizing language barriers and misunderstandings during the interview process. These interviews were conducted personally.

### **3.5. Technique of Analyzing the Data**

Thematic analysis was employed to examine the collected interview data. Braun and Clarke (2013) define thematic analysis as a qualitative approach to analyzing data, applicable across various epistemologies and research inquiries. It serves to organize, describe, and report themes found within a data set. Moreover, it is a useful and effective technique for exploring the viewpoints of research participants, highlighting similarities and differences, and generating abrupt insights. As outlined by Braun and Clarke (2013), there exist six stages in the process of thematic analysis, which include:

#### **1) Familiarizing yourself with the data**

In this step, having read and reviewed the interview transcription while gathering information, The steps in this research includes establishing the significance, theme, or structure related to what are English teachers challenges in Implementing the *Merdeka* curriculum.

#### **2) Generating initial codes**

In this step, the researcher organized the data into meaningful groups by singling out the aspects of the data that appeared compelling for analysis. Using a colouring method, the researcher differentiated

potential patterns. However, the codes continued to encompass various pieces of information, necessitating simplification for theme identification. Then, the researcher's coding process was poised to uncover essential aspects of the data. Utilizing the colouring method facilitated the differentiation of each element pointed out by participants, leading to the formulation of initial codes.

**Table 3.1 Generating Initial Codes**

Excerpt	Initial Codes
<p>For that matter I sometimes participate in those activities, but most of them are done online via Zoom. In Tasikmalaya itself, I think there is still a lack of training regarding the Merdeka Curriculum.</p>	Lack of Training for Teacher
<p>For the implementation itself, the first obstacle is the information that is still incomplete, when designing lesson plan that are sometimes still confused.</p>	Lack of Pedagogy Knowledge
<p>For learning media, it is still lacking because the school only has a few labs. Ideally, learning facilities should be student-centered, with at least every classroom equipped with an interactive whiteboard. However, we still lack these resources.</p>	Lack of Infrastructure
<p>That's why I take turns with other</p>	

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teachers to use the lab due to incomplete facilities.

Additionally, the library lacks books that support English language learning. Moreover, I sometimes use flashcards to compensate for these shortcomings.

"For now, alhamdulillah, some are adequate because we received assistance in the form of a smart TV and a digital board. However, not all classrooms have an proyektor. It depends on the creativity of the teachers; some have it, but many teachers of my generation cannot use such media." Limited Resources

"Fortunately, for some platforms like that, I haven't been able to use them yet, so I have to learn first before starting the learning process." Lack of Technology Pedagogy Knowledge

In my personal opinion, it is still very inadequate because we do not have direct training, in the sense that we could receive it from PMM. So, we have to actively seek and participate in online training ourselves. The drawback of online training is Lack of Clarity and Guidance

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that it is affected if the network is unstable, making it difficult to receive explanations effectively due to network constraints. Additionally, sometimes online training is unsatisfactory because there is no Q&A session during the training.

The internet connection itself is sometimes unstable when conducting classroom learning.

Unstable Signal

except when the learning takes place in the lab where it is stable.

"Therefore, it is always there because the presence of COVID-19 greatly influences the character and motivation of students in learning, especially in English language learning. Many students in class sometimes find it difficult to focus and have a dislike for English."

The Impact of COVID-19

"Then some students often find it difficult to concentrate when learning is taking place, some of them talk to their friends, or are noisy in class."

Low concentration

"For myself, there are several challenges faced, such as a lack of motivation among students in participating in English language

Low Motivation

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learning. Additionally, there are some students who frequently ask for permission to go to the toilet." Meanwhile, when inside the Learning Interest classroom, the effectiveness remains insufficient, and there are several students who show less interest in learning English.

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**Table 3.2 List of Initial Codes and Their Frequency**

Initial codes	Frequency
Lack of Pedagogy Knowledge	8
Limited Resources	5
Lack of Infrastructure	2
Lack of technology pedagogy knowledge	3
Learning Interest	4
Lack of Clarity and Guidance	4
Unstable signal	4
Low concentration	2
The Impact of COVID-19	2
Low Motivation	6

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### 3) Searching for themes

In this step, the researcher arranged the data codes into potential themes, reflecting on how diverse codes could intertwine to construct an overarching theme. Throughout the sorting phase, the researcher used visual representations like tables, mind maps, or writing with a brief



description. The conclusion of this phase would showcase the identification of themes, sub-themes, and their relations.

No	Initial Codes	Potential Themes
1	Lack of Pedagogy Knowledge Lack of Clarity and Guidance Lack of Training for Teachers Lack of Technology Pedagogy Knowledge	Inadequate Training and Support for Teachers
2	Limited Resources Lack of Infrastructure	Lack of Resources and Infrastructure
3	Unstable Signal	
4	Low Motivation	Students' Low Learning Motivation
5	Learning Interest	
6	Low Concentration	

#### 4) Reviewing themes

In the review phase, the researchers revisited the findings from the third step, giving rise to various potential outcomes. The first possibility involves excluding a candidate theme if there is insufficient data to validate it or if the theme exhibits excessive diversity. The second possibility entails combining distinct themes if there are two separate themes that can be merged. The last possibility involves breaking down the candidate themes into separate themes.

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#### Potential themes

Inadequate training and support for teachers

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Lack of resources and infrastructure

Students' low learning motivation

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### **5) Defining and naming themes**

In this phase the researcher defined and refined the themes selected for analysis, delving into the data within each to identify the fundamental essence of the themes. At the conclusion of this phase, the relationships of the themes become evident, initiating the task of assigning brief, instantly informative names to each theme, ensuring readers quickly grasp the essence of each.

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#### **Themes**

Inadequate training and support for teachers

Lack of resources and infrastructure

Students' low learning motivation

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### **6) Producing the report**

In this phase, the researcher created a written text that conveyed the data, presenting a concise, coherent, logical, and non-repetitive was reported in this phase. Furthermore, the report offered adequate evidence regarding the data's themes, with the researcher providing narrative analysis that discussed arguments relevant to the research question.

### 3.6. Steps of the Research

<b>Step</b>	<b>Description</b>
1	Identifying and describing the research issue
2	Exploring for sources and deepen journals or books relevant to the research topic
3	Choosing a topic to be researched
4	Compiling research proposals starts from writing backgrounds, literature review, and research methodology
5	Examining the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Converting audio interview into written form (transcription)
8	Analyzing the data using thematic analysis of Braund and Clarke (2006)
9	Writing the research report (thesis)
10	Examining the thesis in front of the supervisors and examiners

### 3.7. Research Schedule

**Table 2**

*Research Schedule*

<b>Description</b>	<b>Oct/ 2023</b>	<b>Nov/ 2023</b>	<b>Des/ 2023</b>	<b>Jan/ 2024</b>	<b>Feb/ 2024</b>	<b>Mar/ 2024</b>	<b>Apr/ 2024</b>
Research Proposal Writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
Thesis Results Examination							
Thesis Examination							