CHAPTER 3

RESEARCH PROCEDURES

In this chapter, the methodology used in conducting research will be described. It consists of research design, research focus, setting and participants, data collection, data analysis, and research steps.

2.1 Method of the Research

A case study was chosen as the qualitative research method design. Yin (2018) explains that a case study is an empirical investigation that explores a specific case to answer how and why questions about the phenomenon of interest. This method aligns with the research objective to explore the phenomenon of the implementation of English teaching in elementary schools under the *Kurikulum Merdeka*.

2.2 Focus of the Research

This research focuses on the perspective of elementary school teachers regarding their difficulties in teaching English under the *Kurikulum Merdeka*. Several topics were selected as benchmarks in conducting the study. These topics include teacher readiness, teaching process (objectives, modules, and assessment), student manner, Student readiness, and costs (Ndari et al., 2023).

2.3 Setting and Participants

This research was conducted at one of the elementary public schools in Ciamis, West Java, Indonesia. According to Kemendikbudristek decree no. 028/H/KR/2023 (2023), this school has been implementing the *Kurikulum Merdeka* since the beginning of the 2023/2024 academic year. English subjects are taught according to the *Kurikulum Merdeka* at this school. Following Kemendikbudristek decree 2774/H.H1/KR.00.01/2022 (2022), the *Kurikulum Merdeka* for elementary school can be implemented in grades 1 and 4. Therefore, this research involved two grades 1 and 4 teachers as participants. They are class teachers (non-English

background) with 11 years of experience teaching in elementary schools. Even though they are class teachers, they have been responsible for teaching English in their respective classes since this school's implementation of the *Kurikulum Merdeka*.

3.4   Technique of Collecting the Data

In this research, the researcher used interviews to collect the data. The Interviews were conducted using semi-structured interviews (SSIs). It has more potential than other types because they are flexible but still structured, allowing researchers to obtain in-depth information and evidence from interviews (Ruslin et al., 2022). Several steps are undertaken in the execution of semi-structured interviews (Adams, 2015):

1.   Selecting Participants and Scheduling Interviews

Participants fitting the research requirements are chosen and asked for their willingness. Pre-interviews are conducted online to delve into participants' backgrounds and to convince them to engage in the research. All interviews conducted are based on mutual agreement between both participants and researchers.

2.   Drafting Questions and the Interview Guide

The author adapted interview questions from research results regarding challenges in implementing the *Kurikulum Merdeka* by Ndari et al. (2023). These questions include teacher readiness, teaching process (objectives, modules, and assessment), student manner, student readiness, and costs.

3.   Starting the Interview

Interviews were conducted at a time and place agreed with each participant. First of all, the researcher verbally re-explains the purpose and objectives of the interview. Next, the researcher asks for participants' willingness and provides a consent form. Finally, they ask for permission to start the interview and record the interview process.

4.   Interview Technique Refinement

Interviews were conducted for 1 hour for each participant. This was done using Indonesian to facilitate communication between interviewers and sources. In addition to recording, the interviewer also takes notes during the interview to ensure that questions that have already been answered are not repeated.

5.   Analysing and Reporting

The interview records were transcribed and then translated into English. The results are then analysed using predetermined thematic analysis techniques.

3.5   Technique of Analyzing the Data

The researcher opted for thematic analysis to analyze the gathered data. Braun and Clarke (2008) emphasized that thematic analysis is a systematic tool to identify, organize, and provide insights into patterns of meaning (themes) within a dataset. This approach offers adaptability by interpreting data and structuring large datasets into manageable themes. Consequently, it facilitates a comprehensive, detailed, and intricate data description. This study focuses on teachers' challenges when teaching young learners under a new curriculum. Curriculum theory by Tyler (1949) and Kelly (2004) regarding curriculum implementation and theory about teaching English to young learners by Shin and Crandall (2013) serves as the foundation for scrutinizing the research data. Journals will also be used to strengthen the data. In practical application, several steps are involved in conducting thematic analysis (Braun & Clarke, 2008):

1.   Familiarizing the Data

The first step is to understand and familiarize the data. The researcher reads several times all the interview data and makes notes on the transcripts to understand elementary school teachers' challenges in English teaching under *Kurikulum Merdeka* and identify important patterns or main themes.

2.   Generating Initial Codes (Coding)

In the second step, the research process involves identifying all pertinent data from the complete dataset to address the research questions. The researcher

uses colour-coding to highlight codes related to the research objectives, distinguishing each aspect indicated by the participants.

Table 3.1 Example of Generating Initial Codes

Example quotes	Initial Codes
Kalau pelatihan Kurikulum Merdeka yang pernah saya ikuti cuman baru di tahap KKG. Jadwalnya satu bulan satu kali tapi pada kenyataanya kadang tidak rutin. Selain KKG paling saya tau Kurikulum Merdeka dari aplikasi merdeka mengajar, tapi saya harus belajar sendiri dan perlu waktu soalnya videonya banyak.	Lack of training in *Kurikulum Merdeka*
Pendapat saya, mengajar Bahasa Inggris menggunakan Kurikulum Merdeka harus lebih lebih kreatif. Saya harus menyediakan media yang menarik karena mengajar Bahasa Inggris tidak hanya mengucap saja tapi harus memperlihatkan juga. Siswa kelas 1 tidak cukup dengan kata-kata saja tapi harus dengan visual agar paham.	Teaching method
Tentu saja, background saya bukan guru Bahasa inggris jadi merasa tidak memiliki ilmu yang cukup untuk mengajar Bahasa Inggris. Saya belajar Inggris lebih ke otodidak jadi saya tidak pernah belajar secara langsung ilmu yang pastinya seperti apa. Terkadang itu bikin saya takut salah menyampaikan, misal yang saya dapatkan dan pahami di internet seperti	Lack of teacher knowledge Lack of training in English teaching Teacher apprehension

ini tapi pada kenyataannya mungkin bisa saja salah.

Iya, sementara materinya sudah tinggi. Jadi guru dituntut harus menerapkan materi yang sudah ada di buku, tapi dasarnya aja belum ada. Kesulitan dalam mengajar bahasa Inggris ya ini, soalnya kalau dari kelas satu sudah belajar mungkin kelas empat sudah ada dasar dan tinggal lanjutin. Kalau ini kan materi sudah ada tapi anak-anak dasarnya saja belum tahu.

Learning outcomes

Terlalu banyak materinya, takut tidak tersampaikan semua. Siswa kan memiliki kemampuan yang berbeda jadi tidak semuanya dapat memahami dengan mudah. Ada siswa yang membutuhkan waktu lebih lama untuk memahami cara membaca dan menulisnya. Sementara itu di kelas 2 tidak bisa dilanjutkan atau dititipkan ke guru kelas 2 karena disini kelas 2 belum menerapkan Kurikulum Merdeka. Pengennya sedikit tapi menyerap. kalau memaksakan kasian tidak terserap oleh anak.

Time management
Lack of student ability

Ada sih kesulitannya. Kadang mengajar, kadang mengajar sesuai kondisi kelas, padahal kan sudah dibuat modu ajar. Pas pembelajaran nggak sesuai kriteria dan nggak cocok. Ya udah, situasinya gimana, sesuaiin aja sama kondisi yang terjadi.

Class situation

Kalau untuk buku sekarang baru ada empt, kalau nggak salah. Jadi, kadang, pengerjaan soal atau penyampaian media-media gambar, kalau tidak menggunakan infocus harus diprint dulu baru dikasih lembarannya ke siswa. *Selain itu kalau ingin menggunakan proyektor ada kendala internet yang lemot.* Disini ada wifi tapi kecepatannya lambat karena keadaan tempat jadi tidak ada kabel langsung jadi menggunakan sinyal tembak. Kemudian, listriknya cuma satu paket, meskipun ada dua unit proyektor, jika dua-duanya dipakai, *listriknya nggak kuat.* Jadi, paling kalau mau pakai infocus harus gantian dengan guru lain.

Karena disini tidak ada guru Bahasa Inggris jadi mau sharing-sharing atau berbagi pendapat susah. Kemudian, disini kan pakai bahasa sunda jadi siswa sedikit bingung dalam memahami Bahasa Inggris. Jadi saat mengajar guru dituntut untuk menggunakan Bahasa Indonesia, sementara itu bahasa Indonesia siswa juga masih belum bagus Kemudian yang dipelajari Bahasa Inggris, jadi *terkadang cukup merepotkan karena harus menggunakan 3 bahasa.*

Paling nyelipin di materi tentang tingkah laku yang baik kaya apa. Terus Bahasa

Lack of learning media
Lack of facilities

No experts
Mother tongue

Implementation of Pancasila
Student Profile

Inggris ngasih contoh di kaitkan dengan yang baik-baik sesuai Pancasila. Kalo kesulitan nerapinnya paling ngepraktekinnya langsung terus mikir nyari-nyari contoh yang sesuai sama siswa kaya apa.

Itu tergantung karakter siswa. Karena saya mengajar di kelas satu mungkin sedikit unik, siswa mudah berubah-ubah suasana hatinya. Kadang banyak alesan kalau disuruh nulis, males, capek, atau malah diem saja.

Students' behavior

Table 3.2 List of Initial Codes and the Frequency

No	Initial Codes	Frequency
1	Lack of training in *Kurikulum Merdeka*	3
2	Lack of training in English teaching	6
3	Teaching method	6
4	Lack of teacher knowledge	5
5	Teacher apprehension	3
6	Learning outcomes	2
7	Time management	2
8	Lack of student ability	15
9	Class situation	2
10	Lack of learning media	6
11	Lack of facilities	3
12	No experts	2
13	Mother tongue	1
14	Implementation of Pancasila Student Profile	4
15	Students' behavior	8

3.   Searching for Themes

The third phase involves analyzing interconnected codes to form main themes. The process entails selecting data transcripts and identifying something notable or intriguing in the data related to the research questions.

Table 3.3. Example of Reviewing the Themes

No	Codes	Potential Themes
1	Lack of training in *Kurikulum Merdeka*	Lack of professional development
2	Lack of training in English teaching	
3	Teacher apprehension	
4	Lack of teacher knowledge	
5	Teaching method	
6	Time management	Teachers' pedagogical competencies
7	Class situation	
8	Implementation of Pancasila Student Profile	
9	Learning outcomes	
10	Lack of student ability	
11	Students' behavior	Characteristics of young learners
12	Mother tongue	
13	Lack of learning media	
14	Lack of facilities	Lack of educational resources
15	No experts	

4.   Reviewing Themes

The fourth step involves reviewing the themes by assessing how well they correspond to the coded extracts and the overall dataset.

5.   Defining and Naming Themes

The fifth step involves creating appropriate names and definitions for each theme and delving into the data within each theme to identify their underlying core.

No	Themes
1	Lack of professional development
2	Teachers' pedagogical Competencies
3	Characteristics of young learners
4	Lack of educational resources

6.   Producing the Report

The final step is to create a written report on the research findings regarding elementary school teachers' challenges in English teaching under the *Kurikulum Merdeka*.

3.6   Research Steps

1.   Explore the Phenomenon of English Teaching in Indonesia

English teaching is always interesting to explore. Through this research, the researcher tries to find new things that need to be researched and have benefits for teaching English in the future.

2.   Determine the Phenomenon That Interests

Exploring carried out found that Indonesia had just implemented *Kurikulum Merdeka*. This implementation presents challenges for elementary school teachers. Class teachers who incidentally do not have an English educational background are required to teach English in their classes.

3.   Literature Review Based on Previous Research

In supporting the research, researchers reviewed previous studies related to the selected phenomena through books or journal articles.

4.   Determine Research Aims

Previous research studies have examined teachers' difficulties in implementing the Independent Curriculum. In this study, researchers examined teachers' difficulties in teaching English. This research aims to explore elementary school teachers' difficulties in English teaching under *Kurikulum Merdeka*.

5.   Determine the Participants and Place of Research

Research should be conducted on teacher who has experience teaching English using *Kurikulum Merdeka*. So, the researcher chose two teachers from an elementary school in the Ciamis area that has implemented *Kurikulum Merdeka*.

6.   Collecting the Data

Data was collected by semi-structured interviews. Interviews were conducted to seek in-depth information about the research.

7.   Analysis of the Data

The results of the interviews analysed using thematic analysis.

8.   Presenting the Data

The results from all stages, from the exploration of phenomena to data analysis, are presented in written form as a thesis.

3.7   Time and Place of the Research

This research was conducted after the researcher had finished writing and passed the proposal exam. The research occurred at a public elementary school in Panjalu, Ciamis, West Java, Indonesia.

3.8   Research Timeline

Table 3.4 Research Schedule

Description	Oct 2023	Nov 2023	Dec 2023	Jan-Mar 2023	Apr-May 2024	June 2024	July 2024
Research proposal writing	███						
Research proposal examination		███					

Data collection	
Data analysis	
Report	
Thesis result seminar	
Thesis examination	