

CHAPTER III

RESEARCH METHODOLOGY

This stage presents the methodology employed in this study. It describes five parts of research procedures, such as research design, research setting and participants, data collection, data analysis, and research schedule.

3.1. Research Design

This study investigated the teachers' and students' perspectives of literacy through reading activity in emancipated learning (*Merdeka Belajar*), using a case study design. Qualitative research is used to build and construct concepts and categories, thoroughly comprehend the study topic, or gain in-depth information on specific circumstances (Thuv, 2023). According to Vanwysberghe (2007), it would be implied that a case study is a strategy, procedure, or method for gathering evidence or obtaining data if the term "methodology" (which is frequently used similarly with "case study") was used. Thus, the case study is applied in numerous contexts to help our understanding of individual, group, organizational, social, political, and related issues. (Yin, 2009a). According to Alam (2021), by gathering data in the context of the issue, case study methods can explore and represent the research topic in various ways.

3.2. Research Setting and Participants

This research investigates the perspectives of English teachers and students in one of the junior high schools in Tasikmalaya, West Java, Indonesia. The school was chosen because, based on the preliminary interview results, the Merdeka Curriculum at this school began to be implemented in July 2023 and has implemented several learning activities related to improving students' abilities, both in literacy and numeracy, one of which happens in English class.

An English teacher who had implemented English reading activities in her class and a 7th grade student were selected to participate in this study. The teacher was chosen as a research participant because she has been teaching by focusing on the implementation of reading activities, one of which is reading activities from texts in English textbooks. Apart from the text in the textbook, she also always

allows the students to freely get information related to English reading materials through the Internet. In the learning activities, she also provides activities to evaluate students' abilities in the form of giving assignments, either in writing or by using technology in the form of video recording. Thus, she also mentioned that English reading activities in her class are carried out by applying three ways of learning, visual, audio, or audio-visual, and these ways of learning are carried out by looking at the concepts and abilities of each class, and this, of course, relates to the implementation of the *Merdeka* curriculum or emancipated learning itself.

Regarding the student participant, he was chosen due to his good background in literacy and English language learning. Based on the preliminary interview results with the teacher, this student good English language skills are supported by learning activities both inside and outside of school, such as active participation in English literacy competitions or join an English course. This is shown by how he can understand an English text and participate in a number of activities in English literacy in the classroom.

3.3. Data Collection

This research used semi-structured interviews to examine the teachers' and students' perspectives of literacy in reading activity through emancipated learning. Semi-structured interviews are well-suited for many valuable activities, especially when several open-ended questions ask for additional information (Adams, 2015a). According to Fylan (2005), semi-structured interviews are unstructured communication in which you already know what you want to discover; as a result, the questions you ask might vary and are likely to change significantly from participant to participant. In the semi-structured interview, the researcher asked the teachers and students several questions about their perspective of literacy through English reading activities in emancipated learning. Therefore, this semi-structured interview was conducted to allow the researcher and interviewee to have a more expansive exploration to answer research questions in more depth.

3.4. Data Analysis

In this research, the data will be analyzed using thematic analysis (Braun & Clarke, 2006a). The stages are as follows:

1) Familiarizing the data

In the first stage of thematic analysis, the researcher has completed repeated readings of the data and is actively analyzing it, looking for themes, patterns, and other matters. The researcher has also made notes or marked concepts for coding at this stage so that the researcher can return to them later.

2) Generating initial codes

In this second step, after getting familiar with the data, the researcher started coding by making notes on the text, using colored pens or highlighters to indicate possible patterns, or using “post-it” notes to indicate specific pieces of data.

Table 3.1 Generating initial codes

Data Item	Codes
<p><i>Kegiatan literasi yaitu suatu kegiatan di mana anak-anak tidak hanya membaca dan menulis saja, tetapi anak-anak juga menghafalkan dalam rangka meningkatkan ilmu pengetahuan.</i></p> <p><i>Menurut aku sih pribadi ya, literasi itu sebuah kegiatan atau aktivitas yang ada hubungannya dengan membaca atau menulis yang bertujuan untuk mengelola pengetahuan atau informasi.</i></p>	Defining literacy
<p><i>Literasi itu sangat-sangat penting ya bagi siswa karena apa, karena di era yang sekarang ini kalau misalkan kita tidak berliterasi itu kayaknya bakalan ketinggalan.</i></p> <p><i>Literasi itu penting di semua bahasa gitu ya, terutama bahasa Indonesia dan bahasa Inggris juga sangat penting karena dengan literasi ini kita itu bisa mengontrol, bisa mengumpulkan, dan mendapatkan informasi yang lebih. Serta dengan literasi ini kita bisa memperdalam informasi yang bakalan kita dapat.</i></p>	The importance of literacy
<p><i>Kegiatan GLS di sekolah kami dilaksanakan setiap hari Jumat pagi di minggu kedua. Anak-anak semuanya kumpul dilapangan dari kelas 7 sampai kelas 9 dengan membawa buku bacaan yang mereka suka. Kami beri waktu untuk membaca buku tersebut, setelah itu anak-anak diminta untuk mereview hasil dari bacaan tersebut.</i></p> <p><i>Di kegiatan literasi sekolah itu atau gerakan literasi sekolah biasanya siswa itu diperkenankan untuk membawa buku catatan atau buku cerita buat dibaca, terus siswa juga bisa diberikan kesempatan untuk menyampaikan apa yang dibacanya.</i></p>	Literacy activity in emancipated learning

Data Item	Codes
<p><i>Dengan literasi itu eee ... segala macam informasi bisa didapat, dan misalkan kalau kita sudah membiasakan itu akan menjadi suatu keterampilan ya.</i></p> <p><i>Selain melatih kemampuan untuk membaca, untuk mengelola informasi, siswa juga bisa di eee ... tanpa langsung gitu eee ... melatih kemampuannya untuk public speaking.</i></p>	Effect of literacy activity
<p><i>Jadi kalau misalkan memulai dengan kegiatan pembelajaran misalnya biasanya dikaitkan, jadi eee ... Ibu sekarang tuh enggak langsung ngasih misalkan, materi. Anak tuh harus disuruh nyari dulu gitu.</i></p> <p><i>Cara khusus yang aku gunain buat nyusun informasi dari bacaan yang aku baca itu biasanya aku nge-highlight.</i></p>	Literacy strategy in emancipated learning
<p><i>Lebih ditekankan ke anak, dan itu kalau misalkan anak nyari sendiri, itu nempelnya lebih dapet.</i></p> <p><i>Kalau misalnya aku itu nemuin nih kata kunci yang misalnya itu aku gak paham nih, nah itu aku bisa langsung gitu misalnya buka kamus, atau gak aku itu ke internet gitu nge-search gitu apa yang dimaksud dengan kata tersebut. Jadi itu juga sangat membantu aku buat eee ... memahami gitu apa sih kata tersebut, apa sih artinya gitu.</i></p>	Effect of literacy strategy in emancipated learning
<p><i>Misalkan ini ceritanya tentang apa, descriptive text, yakan ... kalau descriptive text itu kan eee ... apa, tenses yang digunakan simple present.</i></p> <p><i>Nah aku itu lebih suka ke yang novel digital, kayak novel digital itu kan banyak jenisnya ya kayak ada thriller, misteri, horror dan lain-lain.</i></p>	Reading material
<p><i>Itu tergantung ya. Kadang-kadang baca sendiri, baca yang disiapin, tapi ada juga yang misalkan, apa namanya..., anak-anak membaca buku punya sendiri.</i></p> <p><i>Mungkin kalau misalnya ada literasi nih yang ada kaitannya sama bahasa Inggris, aku bakalan pilih novel digital. Kenapa? Novel digital itu banyak sekali genrenya, temanya itu beragam lah. Terus, kenapa aku pilih novel digital karena menurut aku novel digital itu memiliki banyak sekali bahasa gitu, jadi gak cuma bahasa Indonesia aja, tapi ada bahasa asing juga kayak Korea, Jepang, terus salah satunya Inggris gitu.</i></p>	Reading activity in emancipated learning
<p><i>Heem ... Lebih kritis. Contohnya misalkan eee ... karena mereka membaca gitu, mereka otomatis eee ... pengetahuan yang didapat jadi lebih atau udah lebih gitu ya..</i></p> <p><i>Nah, apa yang aku dapet sih dari itu semua? Yang aku dapet itu yang pertama adalah untuk meningkatkan kemampuan aku membaca teks bahasa Inggris. Aku itu sekarang jadi lumayan bisa membaca teks bahasa Inggris dengan</i></p>	Effect of reading activity in emancipated learning

Data Item	Codes
<p><i>lumayan benar, pronunciationnya itu aku harus ditingkatkan lagi. Yang kedua itu eee ... kita itu eee ... mengisi waktu luang juga bisa nih, daripada kita main game terus, kita juga bisa baca novel digital untuk bisa meningkatkan minat bahasa asing terus juga bisa eee ... mengisi waktu luang dengan bermanfaat gitu kan, apalagi ini kan literasi gitu ...</i></p>	
<p><i>Nah dari sana (menjawab pertanyaan) anak lebih apa eee ... menggali informasi dari menjawab-menjawab pertanyaan itu.</i></p> <p><i>Disana (teks digital) itu terdapat kayak bagaimana sih cara membuat ecobric, apa aja alat yang dibutuhin, bahannya apa aja gitu.</i></p>	<p>Managing information</p>
<p><i>Nah biasanya nanti kelihatan nih kemampuan anak eee ... menulis itu kan berarti daya pikirnya juga kan beda dengan anak yang literasinya biasa-biasa aja, nah darisana kita ngeliatnya itu.</i></p> <p><i>Kalau misalkan kita cuma baca selewat nih, kita gak review lagi, mungkin kita juga apa gitu, misalnya eee ... sampah yang kita butuhin itu berapa banyak gramnya gitu, kalau misalkan kita baca, karena mungkin bisa aja baca sampah doang..</i></p>	<p>Understanding information</p>
<p><i>Kalau biasanya kalau untuk membaca itu untuk pasti ... apa, eee ... menjawab pertanyaan dari teks itu ya.</i></p> <p><i>Oh iya, setelah guru ngejelasin materinya, kita itu biasanya dikasih soal beberapa gitu ya ada di buku paket buat kita ngerjain gitu si soalnya. Itu juga sekalian bahan buat nguji eee ... apakah materinya udah sampai ke kita atau enggak gitu.</i></p>	<p>Strategy to check managing and understanding the information</p>
<p><i>"Ibu, aku bawa cerita ini nih..." misalkan. "aku jadi nyari tahu nih, ceritanya tentang apa," "aku cari tahu tentang translate-annya," gitu.</i></p> <p><i>Nah aku itu dengan tujuan baca novel digital itu aku pengen mengetahui si cerita ini, si novel ini tuh menggunakan aksen British atau aksen American? Aku itu pengen tahu apa sih bedanya gitu. Aku juga ingin menikmati gitu alur ceritanya itu bagaimana gitu, ini sekaligus untuk melatih dan mengasah gitu kemampuan analitis aku gitu. Jadi untuk membedakan, apa sih bedanya, dan untuk mencari apa bedanya aku bisa cari di internet dan sumber lain gitu.</i></p>	<p>Receptive activities</p>
<p><i>Itu kalau untuk membaca itu biasanya kalau sendiri kan kurang ini ya, jadi misalkan berdiskusi dengan banyak kepala (grup) ...</i></p>	<p>Strategy in receptive and productive activities</p>

Data Item	Codes
<i>Nah untuk mendapatkan informasinya, biasanya aku itu bikinnya itu eee ... diskusi ya sama satu kelompok gitu. Kita biasanya bagi-bagi tugas nih.</i>	
<i>Seperti yang Ibu bilang, kalau misalkan literasinya eee .. tinggi gitu ya, jawaban yang mereka kasih juga lebih apa namanya, lebih beda gitu ya, lebih luas lagi lah. Waktu itu aku pernah ikut lomba baca sumpah pemuda dalam bahasa Inggris, terus aku juga pernah ikut lomba story telling yang temanya itu "The Crying Stone."</i>	Productive activities
<i>Ibu biasanya ambil dari youtube - Ibu kan orangnya fleksibel ya, "Ibu boleh gak kita nyanyi dulu?" "Boleh, tapi nyanyinya Bahasa Inggris." Mungkin media yang sering aku pakai ketika aku sedang niat belajar itu dengan YouTube - Apabila aku sedang beristirahat gitu abis pulang sekolah, aku biasanya sih eee ... di TikTok ya, di TikTok juga banyak tuh tips and trick eee ... verb atau tenses gitu, yang berhubungan dengan bahasa Inggris.</i>	Modalities beyond written language
<i>Kalau misalkan dari video, rasa penasaran anak-anak tuh jadi tinggi, selain menanyakan ke guru, anak juga nyari sendiri. Aku itu belajar bahasa Inggris itu motivasinya itu unik. Jadi kalau misalnya gaada gambar, aku kurang suka, kalau ada gambar gitu, seperti di hias-hias mungkin aku lebih suka untuk meningkatkan kemampuan bahasa Inggris aku.</i>	Effect of using modalities beyond written language
<i>Kalau sekarang ... yang kemarin itu Ibu membuat eee ... video. Jadi saat si anak misalkan, kemarin itu ya contohnya eee ... pembuatan descriptive text. Disana (YouTube) itu kan aku bisa mengakses banyak hal tentang bahasa Inggris, apalagi hanya sekedar tentang poster atau media yang menggabungkan seperti gambar, tulisan, video, dan lain-lain.</i>	Literacy activity using modalities beyond written language

The interview transcriptions from participants revealed multiple aspects, which were represented by 18 initial codes. This is a list of the initial codes and their frequency.

Table 3.2 List of initial codes and their frequency

No	Initial codes	Total
1.	Defining literacy	2
2.	The importance of literacy	12
3.	Literacy activity in emancipated learning	20
4.	Effect of literacy activity	24
5.	Literacy strategy in emancipated learning	42

No	Initial codes	Total
6.	Effect of literacy strategy in emancipated learning	10
7.	Reading material	11
8.	Reading activity in emancipated learning	13
9.	Effect of reading activity in emancipated learning	10
10.	Managing information	5
11.	Understanding information	8
12.	Strategy to check managing and understanding the information	8
13.	Receptive activities	2
14.	Strategy in receptive and productive activities	3
15.	Productive activities	3
16.	Modalities beyond written language	12
17.	Effect of using modalities beyond written language	14
18.	Literacy activity using modalities beyond written language	8

3) Searching for themes

In this step, the researcher created codes and then combined them to develop potential themes related to the research questions. Not only that, in this step the researcher has also eliminated codes that are not relevant to the theme or research question.

Table 3.3 Searching for themes

No	Initial codes	Potential themes	
1.	Defining literacy	Understanding a literacy activity	
2.	The importance of literacy		
3.	Literacy activity in emancipated learning	Enhancing literacy skills from literacy activities in emancipated learning	
4.	Effect of literacy activity		
5.	Managing information		
6.	Understanding information		
7.	Reading material		
8.	Reading activity in emancipated learning		
9.	Effect of reading activity in emancipated learning		
10.	Receptive activities		
11.	Productive activities		
12.	Literacy strategy in emancipated learning		Implementing literacy strategies in emancipated learning
13.	Effect of literacy strategy in emancipated learning		
14.	Strategy to check managing and understanding the information		
15.	Strategy in receptive and productive activities		

No	Initial codes	Potential themes
16.	Modalities beyond written language	Exploring multimodal literacy in teaching and learning activities in emancipated learning
17.	Literacy activity using modalities beyond written language	
18.	Effect of using modalities beyond written language	

4) Reviewing themes

At this stage, the researcher reviewed the potential themes by reviewing the coded data extracts and determining whether they formed a coherent pattern to get the final themes.

Table 3.4 Reviewing themes

Potential Themes	Themes
Understanding a literacy activity	Reading and Writing Activity to Gain Knowledge and Information
Enhancing literacy skills from literacy activities in emancipated learning	Literacy Skills through Literacy Activities
Implementing reading strategies in emancipated learning	Strategies to Improve Reading Skills and Ask Students to Learn Independently
Exploring multimodal in teaching and learning activities in emancipated learning	Using Multimodal in Teaching and Learning Activity in Emancipated Learning

5) Defining and Naming themes

At this stage, the researcher defined the themes, and turned them into study findings.

Table 3.5 Defining and naming themes

Themes	Sub-Themes	Definition
Reading and Writing Activity to Gain Knowledge and Information	Understanding the literacy activity	Teachers' and students' perspectives on understanding the meaning and importance of literacy

Themes	Sub-Themes	Definition
Literacy through Activities	Skills Literacy Enhancing literacy skills from literacy activities in emancipated learning	Teachers' and students' perspectives on improving literacy skills from literacy activities in emancipated learning
Strategies to Improve Reading Skills and Ask Students to Learn Independently	Implementing reading strategies in emancipated learning	Teachers' and students' perspectives on implementing reading strategies in teaching and learning activities in emancipated learning
Using Multimodal in Teaching and Learning Activity in Emancipated Learning	Exploring multimodal in teaching and learning activities in emancipated learning	Teachers' and students' perspectives on the use of multimodal in teaching and learning activities in emancipated learning

6) Producing the report

At this stage, the researcher provided a brief, logical, non-repetitive analysis that requires an explanation of the data's story —both as a whole and within themes.

3.5. Research Schedule

In guiding the researcher in working on the research proposal, the researcher made a research schedule as follows:

Table 3.6 Research schedule

