

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **A. Method of the Research**

This research used a qualitative approach with a case study method. The qualitative approach was chosen to explain how teachers implemented differentiated instruction in the Merdeka curriculum in English classes. The case study method was chosen because it focused on a specific context, namely the implementation of differentiated instruction in the Merdeka curriculum in English classes at senior high school. Thus, it provided an overview of the implementation process, challenges, and solutions from the teacher's perspective.

#### **B. Setting and Participants**

This research was conducted in February 2025 in one of the high schools in Tasikmalaya. This school was chosen as the research location because it is one of the favorite schools in Tasikmalaya, and some teachers, especially English teachers, participate in the *Guru Penggerak* program. Therefore, this location is relevant to the purpose of the research, which is to determine the implementation of differentiated instruction in English classes in senior high school and the challenges and solutions faced.

The participant in this study is an English teacher with nine years of experience teaching English. The pre-study interview revealed that he had been teaching at the research site since 2024, after previously teaching at one of the vocational high schools in Tasikmalaya. Under the guidance of an English teacher who participated in the *Guru Penggerak* program, he had implemented differentiated instruction in his English classroom. He was selected as a participant because he had experience implementing differentiated instruction in English classes, was familiar with the Merdeka curriculum, and was willing to share his experiences and strategies in implementing differentiated instruction. Thus, the results of this study provided an accurate and in-depth description of the

implementation of differentiated instruction in the Merdeka curriculum in English classes in senior high schools, including challenges and solutions.

Participation in this study was voluntary; the participant's name and the research location remained anonymous in all writing. Before data collection, the participant was informed of the purpose of the study and his role and asked to provide written consent. These steps were taken to ensure that the research was conducted responsibly, protected the participants' privacy and rights, and maintained data integrity.

### **C. Data Collection**

The data collection methods used in this research were non-participant observation and semi-structured interviews. Non-participant observation was conducted to examine the practice of differentiated instruction in the classroom directly. Meanwhile, the semi-structured interview determined the differentiated instruction process, challenges, and solutions. The observation and interview instruments were designed based on Tomlinson's differentiated instruction theory to obtain relevant data related to implementing differentiated instruction in the Merdeka curriculum in English classes in senior high schools.

Non-participant observation was conducted once to observe directly without being involved in class activities related to implementing differentiated instruction in the learning process. The procedures that were carried out were as follows:

1. Preparation: The researcher entered the classroom before the lesson started and opened the observation sheet.
2. Implementation of observation: The researcher sat behind the students without being involved in the learning and focused on how the participants implemented differentiated instruction for ninety minutes, according to the lesson schedule.
3. Reflection after observation: The researcher reviewed the observation sheet.

The semi-structured interview was conducted with participant who implemented differentiated instruction in English classes. The procedures that were followed were as follows:

1. Preparation: The researcher prepared interview guidelines, requested permission to record the interview, and provided a written consent form containing research information for the participant to sign.
2. Conducting the interview: The interview lasted twenty-three minutes. It began with opening questions, followed by the researcher asking the prepared questions and listening carefully to gain a deeper understanding of the answers given.
3. Closing: The researcher thanked the participant for her time and information.

#### **D. Data Analysis**

The analysis technique used in this research was the Miles and Huberman interactive model. This technique helped to systematically analyse and gain an in-depth understanding of teachers' steps, challenges, and solutions in implementing differentiated instruction in the Merdeka curriculum in English classes. This analysis consisted of three steps: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). In addition, triangulation was also used to ensure the validity and credibility of the findings. Triangulation was applied to produce holistic and in-depth findings regarding implementing differentiated instruction. In addition, to ensure the credibility of the data analysis results, a member check was conducted to avoid misunderstandings between the researcher's interpretation and the participants' experiences. Data collection and analysis were documented to facilitate verification by other parties and ensure transparency of the research process.

##### **1. Data Reduction**

At this stage, the researcher summarized and selected the main and important things, identified dominant themes and patterns, and removed

irrelevant data related to the implementation process of differentiated instruction, challenges, and solutions. Thus, a clear picture of the data was obtained, such as the example below:

**Table 1. Data Reduction**

<b>Transcript</b>	<b>Data reduction</b>
Pemilihan produknya memastikan sesuai sama tujuan pembelajaran, pilihan yang dikasih sesuai sama kelompok berdasarkan gaya belajar tadi. Kayak tadi kan mind map sama poster bisa untuk siswa visual, terus video bisa untuk siswa auditori, audiovisual, atau kinestetik	"I ensure the product follows the learning objectives, and the choices given are based on the learning style".

<b>Data</b>	<b>Note</b>	<b>Data Reduction</b>
Guru memberikan pilihan kepada siswa dalam menunjukkan pemahaman yang sesuai dengan kemampuan, minat, dan gaya belajar siswa.	Diakhir pembelajaran, guru memberikan pilihan kepada siswa untuk menulis hasil analisisnya dalam bentuk video, mind map, atau poster yang nantinya akan dipresentasikan dengan metode gallery walk	The teacher provides options for students to show their analysis results in videos, mind maps, or posters. <b>(Observation sheet)</b>

## 2. Data Display

The researcher organized the information in a table to understand the patterns and relationships in the findings, thus allowing research conclusions to be drawn. An example of data display in a table can be seen below:

**Table 2. Data Display**

<b>Transcript</b>	<b>Main idea</b>	<b>Categorization</b>
“I ensure the product follows the learning objectives, and the choices given are based on the learning style”. <b>(Interview)</b>	Basis for determining product variety	Product

  

<b>Data sources</b>	<b>Transcript of Data</b>
Observer <b>(Observation)</b>	The teacher arranges flexible seating arrangements according to learning activities, applies the attendance method by using vocabulary, and provides reflection and motivation before closing the lesson. In addition, the teacher also provides feedback to students with praise, suggestions, and appreciation.

## 3. Conclusion Drawing/Verification

In the last stage, the researcher concluded the implementation of differentiated instruction in the Merdeka curriculum in English classs, including the challenges and solutions based on the analysed data.

## E. Research Schedule

This table shows that the research was conducted from September 2024 to July 2025. It was conducted to fulfil graduation requirements at Siliwangi

University, starting with writing a research proposal and ending with a thesis examination.

**Table 3. Research Schedule**

<b>Description</b>	<b>Sept 2024</b>	<b>Oct 2024</b>	<b>Nov 2024</b>	<b>Dec 2024</b>	<b>Feb 2025</b>	<b>Apr 2025</b>	<b>May 2025</b>	<b>July 2025</b>
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								