

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used qualitative research design. According to Creswell (2018), qualitative research investigate understanding based on methodological traditions that explore social and human problems. In line with the statement, Huberman & Miles (2014) state that qualitative research is carried out through intense contact with participants in naturalistic settings to investigate the daily life of individuals, groups, and organizations. Meanwhile, Sugiyono (2012) states that descriptive research examines the condition of natural objects where the researcher is the key instrument.

In this research, the researcher analyzed the Study of Teaching English to Primary School Students in Pacitan in the Academic Year 2022/2023. In line with this statement, the researcher applied a descriptive qualitative design. This descriptive qualitative research aimed to describe the phenomenon of information obtained from conditions based on observation so that later the researcher could describe it naturally and objectively. The data obtained came from open-ended questionnaires and documentation.

B. Data Sources

According to Moleong (2007), in qualitative research, the primary sources of data were words and actions, while additional sources of data included documents and others. However, to complement the research data, two types of data sources were needed, namely primary data sources and secondary data sources.

Primary data was data collected through direct observation, interviews, field notes, and the use of documents. Primary data sources were data obtained directly through interactions with informants or relevant data sources. Primary sources were sources that directly provided data to the researcher (Sugiyono, 2015). In this study, primary data sources were obtained from open-ended questionnaire results, where there were 35 respondents from sixteen Elementary Schools in Pacitan who voluntarily acknowledged the teaching of English in the *Merdeka* Curriculum. The open-ended questionnaire was conducted due to the distant location of the schools. Meanwhile, secondary data was data used to support primary data through literature studies, documentation, books, magazines, newspapers, and written archives relevant to the research object. The use of secondary data sources facilitated the researcher in collecting and analyzing data to strengthen findings and enhance the validity of the research.

C. Time and Location of the Research

1. Time

The researcher managed the time of the research to make the research more effective and efficient. The time table was crucial for the researcher as a schedule for conducting the research. So, all the steps and research procedures could be done on time. The researcher started writing the S1-thesis proposal in October 2022. The report was compiled until June 2023. The time of the research was presented in the table below:

Table 3.1 Research Schedule

No	Activities	Month								
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Research preparation and submission									
2	Submitting proposal									
3	Seminar proposal									
4	Research approval									
5	Gathering data									
6	Data analysis									
7	Report Arrangement									
8	Examination									

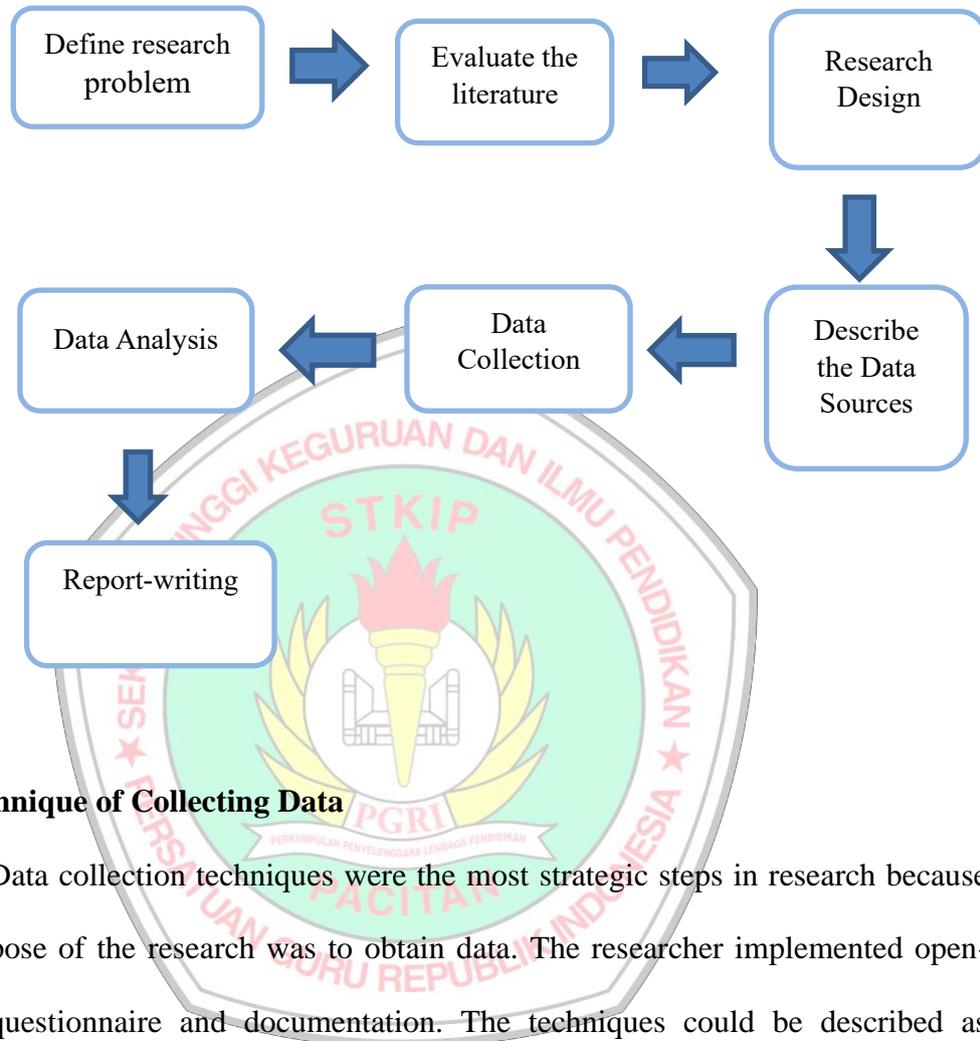
2. Location

The research was conducted at the Elementary School level in Pacitan Regency. This was intended to determine whether English language learning had been implemented according to the latest curriculum, namely the *Merdeka* Curriculum.

D. Research Procedures

In conducting qualitative research, several steps needed to be taken. The following was an overview of the research procedures:

Figure 3.1 Research Procedures



E. Technique of Collecting Data

Data collection techniques were the most strategic steps in research because the purpose of the research was to obtain data. The researcher implemented open-ended questionnaire and documentation. The techniques could be described as follows:

1. Questionnaires

Questionnaires were data collection techniques through forms that contained questions submitted in writing to a person or group of people to obtain answers, responses, and information needed by researcher (Gault, 1907). This research used open-ended questionnaire. This technique was used to obtain data about the

implementation of learning English in elementary schools based on the *Merdeka* Curriculum.

2. Documentation

Documentation came from the word document, which meant written items. Researcher implemented the documentation method to investigate written objects such as books, magazines, diaries, etc. Through the documentation method, researchers used it to collect data in the form of documents related to learning English, including syllabi, lesson plans, assessment documents, reference books for learning English, schedule of learning activities, media/learning resources, facilities, and infrastructure, documentary photos, etc.

F. Research Instruments

1. Questionnaires-Sheet

The data collection through the distributed open-ended questionnaire was conducted using a prepared list of questions by the researcher. The open-ended questionnaire consisted of 5 questions and 3 closed-ended questions. The open-ended questions included: 1) What was your name/initials? 2) What was the name of your school? 3) Was English taught in specific classes or for all grades? If only in specific classes, please specify which grades? 4) Based on the implementation of the *Merdeka* Curriculum, how was the implementation of English language teaching in the classroom? 5) What challenges did you experience when implementing English language teaching in the classroom? Meanwhile, the closed-ended questions included: 1) According to the implementation of the *Merdeka* Curriculum, was English taught at your school? 2) Were there specialized English language teachers at your school?

3) In your opinion, was it important to teach English language from the Elementary School level?

2. Mobile Phone

Mobile phones were used as tools to document objects that supported a classroom learning process. This documentation was used to gather data in English language learning research, including syllabi, lesson plans, assessment documents, English language reference books, learning activity schedules, learning media and resources, facilities and infrastructure, and documentary photos.

G. Technique of Analyzing Data

Qualitative data analysis involved working with data, organizing it, sorting it into manageable units, synthesizing it, identifying patterns, recognizing what was important and what was learned, and determining information that could be conveyed to others.

The steps in data analysis according to Creswell's model involved general procedures and specific steps in data analysis, which were as follows:

1. Data processing and preparation for analysis.

This process involved transforming interviews into written texts, scanning materials, typing field data, as well as categorizing and organizing the data based on their types, depending on the sources of information used. In this study, the researcher prepared the open-ended questionnaire and documentation data for analysis and grouped them according to the questions asked.

2. Reading the entire data.

The initial stage was to develop a general understanding of the obtained information and reflect on its overall meaning. At this stage, the researcher gained an overview of the information obtained from the open-ended questionnaire involving 35 teachers who volunteered to participate in this study.

3. Coding the data.

Coding was considered as the process of transforming material or information into written segments before giving them meaning. At this stage, the researcher took the collected data in the form of images or text and divided sentences or images into relevant categories.

4. Applying the coding process to describe the setting.

At that stage, the researcher provided a detailed description of the research subjects, research locations, and events that occurred during the research process. After the detailed description, the researcher identified the 35 respondents into 6 categories based on the questions asked, specifically related to the implementation of the Merdeka Curriculum in English teaching and the challenges encountered.

5. Presenting the data description in narrative form.

At that stage, the researcher provided a detailed description in narrative form. The researcher narrated in detail all the events discovered during the research process. Additionally, the researcher also provided a detailed explanation of the findings from the open-ended questionnaire administered to the respondents.

6. Interpreting the data.

In that study, the researcher interpreted the data based on the analysis conducted in the previous stages. Interpreting the data in qualitative research meant revealing

new findings that were previously unknown. These findings could be in the form of descriptions or representations of an object that was previously unclear but became clearer and more detailed after being studied.

