CHAPTER III
RESEARCH METHODOLOGY

This chapter presents a description of the research method which consists of research design, research subject, data collection method, research instrument, data analysis, and triangulation

A. Research Design

This research used a qualitative method with a case study approach. Qualitative research is conducted based on the phenomena that occur (Indrawan & Yaniawati, 2014: 68). Qualitative research aims to understand social phenomena from the point of view or perspective of the participants (Sukmadinata, 2017: 94). Case study research is research that describes or portrays the case under study (Sugiyono & Setiyawami, 2022: 689). Case study is an empirical study of phenomena in the context of real life and focuses on describing or understanding the phenomenon (Woodside, 2010: 1). Case study research involves detailed and intensive analysis of a particular phenomenon (Schoch, K., 2020:245). It can be concluded that research through case studies is a qualitative research that aims to understand a case on a research topic with a focus on describing based on the phenomenon. This research focused on the teaching methods used by the teacher in the implementation of *Kurikulum Merdeka* and how the impact on students' engagements in English learning at SMKS YP 17-01 Lumajang.

B. Research Subject

The subject in this study was an English teacher at SMKS YP 17-01 Lumajang and the English learning process in this institution. The implementation of the *Kurikulum Merdeka* is applied in grades X and XI. However, in this study only observed English learning in grade XI which consists of 40 students and is divided into 2 classes. The selection of grade XI was determined based on recommendations from the teacher who stated that the implementation of learning based on the implementation of the *Kurikulum Merdeka* optimally occurred in grade XI. While in class X, the learning process has not optimally run because many student activities are related to the introduction of the school environment.

C. Data Collection Method

According to Nashrullah, et al. (2023: 57), data collection methods are techniques or methods used by the researcher in collecting data about the object of study. In this study, the researcher used three methods in collecting data, namely observation, interview and documentation. Firstly, the researcher conducted observation. At this stage, the researcher conducted direct observation in the classroom during the English learning process to observe how students' engagements through behavioral, emotional, and cognitive aspects. In addition, this observation was carried out to find out what factors made students involved during the learning process through the implementation of teaching methods. Secondly, After conducting the observation, the researcher collected data through interview. In this method, the researcher directly interviewed the English teacher at SMKS YP 17-01 Lumajang to find out what methods were used by the teacher in English learning and how teaching methods encourage students' engagement. The last was documentation. Data collection through documentation was a data collection method to examine how the lesson plan has been set up by the teacher and what learning methods have been previously planned to be implemented. The documentation refers to the teaching module or lesson plan.

D. Research Instrument

In qualitative research, the researcher is the key instrument. However, in this case the researcher needs to use protocols/guidelines to help collect data (Creswell & Creswell, 2018). In this study, the researcher used the following instruments:

1. Observation

The type of observation used in this study was passive participatory observation. In this participatory observation, the researcher was involved in the activities being observed (object of research). For passive participatory observation means that the researcher is present at the scene of action but does not interact or participate (Sugiyono & Setyawami, 2022: 560). This observation was

conducted to find out directly what teaching methods are used by the teacher and observed how students were involved during the learning process. So, in this study the researcher directly attended to observe the situation and conditions that occured during the learning process directly, but did not participate in the learning process. In conducting observations, the researcher was assisted by a video-recorder to help documenting activities thoroughly and in detail. Furthermore, the following was an observation sheet that used as a guideline in helping the researcher conducted observations

Table 3.1 Observation Sheet of Teaching Method

NO	ACTIVITES
1	Teacher involved student actively in learning activity
2	The teacher facilitated student through given assignment discussion
3	Teachers design learning by considering and setting learning according to targets to be achieved
4	The teacher used more than one method to teach a Topic
5	Teacher facilitated student to reflect to gain the learning experienced that has been done
6	Teacher used teaching aids while teaching based on different method
7	The teacher gives appreciation to motivate learning
8	The teacher direct and guide student both individually or group
9	The use of small group
10	The teacher facilitated student in active learning

Source: A'yuninnisa, Qurrota (2022) An Anaylisis An English Teacher's Strategies In Teaching Speaking At SMAN 3 Kediri.

Table 3.2 Blueprint of Observation on Students' Engagement

NO	STUDENTS' ENGAGEMENTS	INDICATOR
1	Behavioral engagement	Regulatory compliance
		Engagement and attention in learning
		Availability to ask questions and Make a contribution
2	Emotional engagement	Positive Attitude towards Teachers
		Interest in the process Study
		Reaction to classmates
		Reaction to academics
3	Cognitive Engagement	Motivation to Learn
		Desire to seek information On a difficult task
		Flexibility in solving Problem

Source: Amanah, Nurul Hidayati (2020) Pengaruh Persepsi Siswa Tentang Iklim Kelas Dan Efikasi Diri Akademik Terhadap Keterlibatan Siswa (Students' engagements) Dalam Proses Pembelajaran BAHASA INGGRIS SMA Negeri 1 Kediri.

2. Interview

Interviews are conducted with the purpose of exploring an event or activity in relation to the research subject (Suharsaputra, 2012: 213). In qualitative research, it is important to conduct in-depth interviews. It aims to obtain information directly through questions asked to the source (Indrawan & Yaniawati, 2014: 136).

In this research, semi-structured interview was used. Semi-structured interview is included in the in-depth interview category (Sugiyono & Setiyami, 2022: 568). Fiantika (2022: 99) argues that conducting semi-structured interview allows researcher to find information more openly from the results of interviews based on guidelines. So, the results obtained cover all aspects needed with a

complete and in-depth explanation (Arikunto, 2014: 270). This type of interview is useful for obtaining information on the researcher's initial assumptions. (Norman & Wallen, 2000: 446). In this interview, the researcher asked the teacher some questions about the teaching methods used by the teacher. In addition, this interview was used to identify the reasons why the teacher uses these methods and how the teaching methods encourge students' engagement. In conducting interview, the researcher did not only use interview guidelines as a guide. The researcher also used a notebook to note down the results of the interview and an audio-recorder to help record the conversation accurately and completely. The use of audio-recorder was intended to prevent the researcher from losing detailed information that might be missed during the note-taking process. The following was guideline for conducting interview with the teacher

Table 3.5 Blueprint of Interview

Research Questions	Aspect	Indicators	Technique (No)	Data Sources
What method are used by teacher in the learning process?	Teaching method and its implementation	methods used and implemented by the teacher in the learning process	Interview (Question number 1 - 10)	English teacher SMKS YP 17-01 Lumajang
What are the strengths and weaknesses of used the method by teacher in the learning process?	Teaching method strengths and weaknesses	Strengths and weaknesses faced by teachers in using methods in teaching	Interview (Question number 11,12)	English teacher SMKS YP 17-01 Lumajang

Source : A'yuninnisa, Qurrota (2022) An Anaylisis An English Teacher's Strategies In Teaching Speaking At SMAN 3 Kediri.

3. Documentation

The method of collecting data through documentation is data collection obtained from documents (Hardani, 2020: 149). Data collection through documentation is one of the methods used in qualitative research by viewing and analyzing documents that have been made by research subjects (Nasution, 2020: 64). According to Nasrullah (2023: 62), data collection through documentation refers to a technique that doesn't directly target the object, but through documentation that's relevant to the required information. Nasution also argues that the results of interviews or interviews will be more credible if supported by that document. Through this source, researchers will obtain information that helps to understand the phenomenon in general (Creswell, 2015: 223). Lesson plan or teaching module was a document studied in this research. The researcher observed the lesson plan prepared by the teacher to find out what teaching methods have been planned by the teacher and implemented in the learning process. In addition, the observation was used to provide an understanding of how the teacher designs learning and how the teacher ensures that students are actively involved in learning.

E. **Data Analysis**

Data analysis in this study was carried out according to the methodology described by John W. Creswell (2012: 285-286).

1. Preparing and organizing the data for analysis: at this stage, the researcher collected and organized data obtained from observations of the learning process, the results of interview with the teacher, and data collection through document examination, namely lesson plans

2. Exploring and coding the data: after the data are collected, the researcher reduced the data that were not relevant to the focus of the research. Then, coding the relevant data. The data was coded or labelled based on aspects or categories to identify patterns to the findings in the research

3. Coding to build description and themes: at this stage, the researcher developed the coding or patterns that emerge to be described in the form of a narrative/description

4. Representing and reporting qualitative findings: research findings organized based on each code/label, then represented and reported or described through narrative/descriptive which also included direct quotes from interviews. At this stage, the findings of the research were represented and reported according to the formulation of the problem that has been formulated previously

5. Interpreting the findings: at this stage, the researcher examined the findings thoroughly and then the results of the analysis were interpreted to develop an understanding of the findings/results of the research.

Figure 3.1 **The Qualitative Process of Data Analysis according to John W. Creswell**
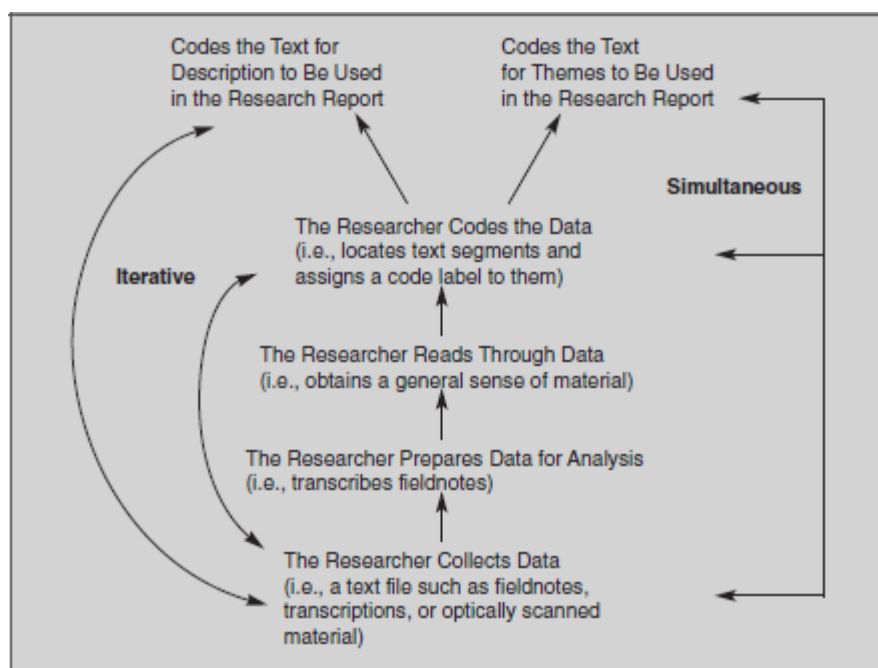
F. Triangulation

The triangulation data collection technique is a data collection technique that combines existing data sources through different data collection

techniques (Hikmawanti, 2017: 84). According to Sugiyono and Setiyawami (2022: 577), if the researcher collects data one of which is through triangulation, then the researcher at the same time also tests the credibility of the data with various collection techniques and data sources. To check the truth of the information and check the validation of the data collected, this research used triangulation. In this study, the researcher used triangulation techniques. In technical triangulation, the researcher used different data collection techniques to obtain the same research sources, namely observation, interview and documentation.