

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a research methodology. The discussion includes research design, data source, data collection technique, and data analysis technique.

A. Research Design

This study used a qualitative descriptive approach to analyze strategies that teachers use in the teaching of reading comprehension under Merdeka Curriculum. A qualitative approach was selected because it allows exploring in-depth understanding of complex phenomena, like teaching strategies, and teacher's views about the effectiveness and challenges encountered in the process of implementing this new curriculum (Creswell, 2014). The qualitative descriptive approach presents no priority in the testing of hypotheses or generalization. The main goal is to present a comprehensive description of strategies that teachers implement in the context of teaching reading comprehension.

This design of the research emphasized the teaching process and strategies that teachers apply, and the barriers they meet while implementing Merdeka Curriculum. The researcher applied observation and hold in-depth interviews to directly obtain primary data from the subjects of the research: English teachers who are directly involved in teaching reading comprehension at the secondary school level. This, therefore, gives a view of the research on teaching strategies, but also into teacher's experiences and challenges.

By so doing, it is in agreement with the purposes of the research, which is to describe in detail the strategies that teachers engage in, and further probe into how they adapt to the demands of Merdeka Curriculum while teaching reading comprehension. It is hoped that this can provide some contribution to the development of teaching practices in Indonesia amid a curriculum with great flexibility and student-based approach.

B. Data Source

The sources of data for qualitative research can come from many sources including interviews, observation, documentation, audio visual record, and physical artefacts (Creswell, 2014). The data of this research was gathered from the teachers and sources.

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comprehension in merdeka curriculum at MA YTP Kertosono. The data sources obtained of a teacher's about strategies in teaching reading comprehension in merdeka curriculum.

C. Research Subject and Location

The subjects of this study are English teachers at MA YTP Kertosono who are involved in teaching reading comprehension using Merdeka Curriculum. The teacher who became the research subject was chosen because the teacher had implemented this new curriculum. This teacher selection aims to gain insight into the adaptation of teaching strategies in the context of Merdeka Curriculum and understand the reasons behind choosing different teaching methods.

This research was conducted at MA YTP Kertosono, a high school located in Nganjuk, East Java. The selection of this location is based on the characteristics of the school that has adopted Merdeka Curriculum in the learning process. This school was also chosen because of the availability of teachers who are willing to be research subjects and have experience in implementing the new curriculum. This research location provides a real context for exploring how reading comprehension teaching strategies are implemented and adapted to conditions in the field.

D. Research Instrument

This study uses three main instruments to collect data, namely Observation, Interview, and Documentation. These three instruments are used to obtain comprehensive information about the strategies used by teachers in teaching reading comprehension and the challenges they face in implementing Merdeka Curriculum.

1. Observation

According to Ary D et al (2015), Observation is a basic method to obtain data in qualitative research and is more than just "hanging out". Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The purpose of this is to understand the complex interactions in natural settings.

2. Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the

experiences people have and the meaning they make of them rather than to test hypotheses. The interview questions covered the following topics:

- Teacher's understanding of Merdeka Curriculum.
- Approaches and techniques chosen to teach reading comprehension.
- Challenges faced in implementing this new curriculum.
- Teacher's evaluation of the effectiveness of the strategies used.

The reason why researchers use interviews is because interviews may provide information that cannot be obtained through observation, so it can be used to verify observations (Ary, et al. 2015:438).

3. Documentation

According to Cresswell (2012:223) documentation is one of a valuable source of information in qualitative research. Documentation is combining collection of the data that the researchers get from the process of observation, interviews, field notes and file from the institution.

These three instruments-observation, interviews, and documentation-are used in triangulation to ensure data validity and reliability, as well as to provide a comprehensive picture of the implementation of reading comprehension teaching strategies under Merdeka Curriculum.

E. Data Collection Technique

Data collection in this study was carried out through three main techniques: observation, interviews, and documentation. Each data collection technique is designed to complement each other, providing in-depth information regarding reading comprehension teaching strategies in the context of Merdeka Curriculum.

1. Observation

Observation is carried out with the aim of directly observing the teaching strategies applied by English teachers at MA YTP Kertosono in teaching reading comprehension. This observation is carried out in the classroom during the teaching process, using an observation sheet containing important indicators, such as teaching methods, reading techniques, teacher and student interactions, and learning stages. Observations were conducted several times to capture variations or consistent patterns in teacher's teaching practices, thus providing authentic and valid data on the implementation of strategies in the field (Patton, 2002).

2. Interview

Semi-structured interviews were conducted with the English teachers to gain an in-depth view of the teaching strategies and challenges they face in implementing the Merdeka Curriculum. Each interview took approximately 30-45 minutes, carried out outside learning hours to minimize distractions. Questions were asked concerning the teacher's reasons for choosing particular strategies, experiences in adapting to the new curriculum, and views of how good these implemented strategies are. Interviews were recorded (with teacher's permission) to ensure the accuracy of the data obtained and allow for a more thorough analysis (Creswell, 2014).

3. Documentation

Documentation techniques were used to obtain supporting data relevant to the observed teaching process. The documents collected included lesson plans, learning materials, evaluation records, and other documentation that could provide information about the planning and implementation of reading comprehension teaching strategies. This documentation helps increase the validity of observation and interview data and provides concrete evidence regarding the application of Merdeka Curriculum in classroom learning (Bowen, 2009).

The use of these three data collection techniques-observation, interview, and documentation-was done triangulatively to increase the validity and reliability of the data. This triangulation technique allows researchers to verify data from various sources and ensure that the data obtained is an accurate representation of the actual situation.

F. Research Procedure

This research procedure was conducted in several structured stages to ensure the data collected was relevant and supported the research objectives. The stages in this research procedure are as follows:

1. Preparation Stage

At this stage, the researcher makes preparations by determining the subject and location of the research, namely the English teacher at MA YTP Kertosono who teaches reading comprehension in the context of Merdeka Curriculum. Researchers also compiled research instruments which included semi-structured interview guidelines, observation sheets, and documentation formats. In addition, researchers

take care of research permits to the school and ensure the teacher's willingness as a research subject.

2. Data Collection Stage

Data were collected through three main techniques: observation, interviews, and documentation. The following are the details of the data collection stages:

- Observation was conducted by observing learning activities in the classroom, especially in the reading comprehension session. The researcher noted the strategies used by the teacher, interaction techniques with students, as well as students' responses to the teaching methods.
- Interviews were conducted after the observation to dig deeper into the teaching strategies, teacher's experiences in implementing the curriculum, and challenges faced. These interviews were semi-structured and recorded (with permission) to facilitate the analysis process.
- Documentation was collected by taking copies or photographs of lesson plans, teaching materials, and relevant evaluation records to support the observation and interview data.

3. Data Analysis Stage

Collected data is analyzed utilizing techniques in thematic analysis. This will involve organizing data into themes that are relevant to the research objectives, which include the types of strategies used by teachers, reasons for selecting the strategies, and challenges faced within the context of Merdeka Curriculum.

4. Research Reporting Phase

Finally, the researcher could compile a research report based on the findings obtained. The report will include data analysis results, discussion of research findings, and conclusions relevant to the research objectives. More than that, there are recommendations for teachers and other education stakeholders so that teachers may be supported in the implementation of effective teaching strategies in Merdeka Curriculum.

The entire research procedure was also documented in a reflective journal that includes detailed notes on each stage, including preparation, data collection, and analysis. This journal is attached as **Appendix 10 page 78** and serves as supporting evidence of the research's validity, consistency, and transparency throughout the process.

G. Data Analysis

Data analysis in this study used a thematic analysis approach to identify and organize the main themes of the data collected. The data analysis process was conducted in the following stages based on the framework by Braun & Clarke (2006):

1. Initial Data Collection and Grouping

After the data was collected through observations, interviews, and documentation, the researcher started by rereading all the data to get an initial understanding of the information obtained. The data were then classified by type, namely observation, interview, and documentation data, to facilitate the next thematic analysis process (Creswell & Poth, 2017).

2. Data Coding

At this stage, researchers applied a coding process to identify pieces of data that were relevant to the research objectives. Coding is done by labelling parts of the data that show important information, such as the types of teaching strategies used by teachers, the challenges faced in implementing strategies, and the adaptation of strategies in accordance with Merdeka Curriculum (Braun & Clarke, 2006).

3. Searching for Major Themes

After the coding process was completed, the researcher identified the main themes that emerged from the data. These themes were organized based on the occurrence of recurring patterns or ideas, reflecting teaching strategies, teacher's views and challenges faced (Braun & Clarke, 2006; Nowell et al., 2017). Some of the themes that may emerge include types of teaching strategies, effectiveness of strategies in improving reading comprehension, and barriers in implementing the new curriculum.

4. Theme Review and Refining

The identified themes were then reviewed to ensure their relevance and consistency with the research objectives. This process involved refining themes or combining similar themes. Researchers ensure that each theme can provide a clear picture of the teaching strategy and the context of implementing Merdeka Curriculum (Clarke & Braun, 2013).

5. Interpretation and Conclusion Drawing

The final stage in data analysis is the interpretation of the findings. Researchers connect the main themes with the research questions and theories underlying this study, and draw conclusions based on these findings (Nowell et al., 2017). The results of this

thematic analysis are used to answer research objectives and provide recommendations regarding effective teaching strategies in the context of Merdeka Curriculum.

Using a thematic analysis approach, this research is expected to reveal in depth the strategies used by teachers and the challenges they face in implementing the new curriculum. This approach also helps in ensuring that the research results are relevant to the educational context and practical needs in the field.