CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the research methodology is covered. It explains how the data are gathered, categorized, and then eventually examined. It consists of the research design, subject of the study, research instrument, data collection method, data analysis, and trustworthiness.

A. Research Design

The methodology used in this study is qualitative. Creswell & Poth assert that qualitative research addresses a research problem by examining an issue and gaining a thorough comprehension of a primary occurrence. The main notion, idea, or procedure investigated in qualitative research is known as a "central phenomenon "[48]. This approach is chosen because the researcher tries to explore and make meaning of teachers' perspectives in their English class that applies *Merdeka* curriculum, which makes it written in more word-based data rather than the statistical one.

Concerning the approach chosen, this study itself applies narrative inquiry as its research design which the term "narrative" takes on point. Experts have proposed some definitions related to what "narrative" is. Squire et al. define narrative as a set of signs that may involve verbal or other sounds, visuals, writing, acting, building, or making elements that convey meaning[49]. Cobley even states that narrative is intertwined with "story" and "plot"[50]. It also has sequence, space, and time. Fludernik adds that narrative allows readers to immerse themselves in a new world and the life of the character by reading a story, which is a depiction of a conceivable universe in a linguistic and/or visual medium that concentrates on the experience of the characters [51].

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[48] John W. Creswell and Cheryl N. Poth, Qualitative Inquiry and Research Design: Choosing among Five Approaches, 4th ed. 2016).

[49] Corinne Squire et al., Reseousand Oaks, CA: Sage Publications, 201 Research? (New York, NY: Bloomsbury Publishing, 2014).

[50] Paul Cobley, Narrative (New York, NY: Routledge, 2013).

[51] Monika Fludemik, *Towards a "Natural"* Narratology (London: Routledge, 2002), https://doi.org/10.4324/978020343250.

When it comes to narrative research or inquiry, according to Creswell, it is a method that focuses on researching a single subject, collects data through the telling of stories, reports personal experiences, and discusses the significance of those events for the individual[52]. Based on Clandinin and Connely, narrative inquiry is a collaborative effort between researchers and participants with the aim of gaining insights into the personal and human factors of experience over time. It also takes account the connection between a person's experience and their culture [53].

The use of narrative inquiry in teaching and learning, according to Latta and Kim, has substantial ramifications for classroom pedagogy since it encourages students to see their classroom experiences from a variety of perspectives"[54]. According to Lawler, narrative inquiry is employed as an "interpretative device" to comprehend the students and their experiences[55]. The aim of this study is to investigate, explore, and make meaning of teachers' perspectives in their EFL class in *Merdeka* curriculum related to feeling when they firstly apply it, challenges, solution they have to overcome the obstacles faced, and the reflection as well as future direction for next period of implementation, hence this research methodology design is chosen. In using narrative inquiry, the researcher is careful to create a kind of interview guideline for participants who have difficulty telling stories and to act as a trigger from the beginning of the story so that it also becomes a highlight of the story that will be told. This guideline interview is not mandatory when participants are comfortable telling stories. Researchers do not have to use guideline interviews.. Therefore, the

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[52] John W. Creswell, Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed. (Boston, MA: Pearson Education Inc., 2012).

[53] D. Jean Clandinin and F. Michael Connelly, Narrative Inquiry: Experience and Story in Qualitative Research (San Francisco, CA: Jossey-Bass, 2004).

[54] Margaret Macintyre Latta and Jeong-Hee Kim, "Narrative Inquiry Invites Professional Development: Educators Claim the Creative Space of Praxis," The Journal of Educational Research 103, no. 2 (November 30, 2009): 137-48, https://doi.org/10.1080/00220670903333114.

[55] Steph Lawler, "Narrative in Social Research," in Qualitative Research in Action, ed. Tim May (London: SAGE Publications Ltd, 2002), 242-58, https://doi.org/10.4135/9781849209656.

researcher tries to make meaning of the findings of those experiences in past, present, and future direction toward it.

B. Subject of the Study

According to Spardley's opinion quoted by Sugiyono, social situations consist of three elements, namely: place, actors and activity which interact synergistically[56]. Apart from these elements, natural events, plants, animals, vehicles, nature, and so on can also be included in social situations. Determining the sample in qualitative research is adjusted to certain considerations and objectives (pupose sample). The names of samples in qualitative research are sources, participants, informants, friends, company owners, managers in research and so on. Sampling techniques or sampling techniques are generally divided into two (2), namely probability sampling and non-probability sampling. Probability sampling includes, simple random, stratified random, cluster sampling[57]. Non probability sampling includes purposive sampling and snowball sampling.

This research uses a purposive technique where participants are taken based on the researcher's subjectivity with several criteria mentioned by the researcher to suit the researcher's objectives. First, this research will be carried out in English classes in several junior high schools in the city of Kediri, East Java. secondly, several schools selected include public and private schools that have implemented the *Merdeka* curriculum. The researcher chose four teachers from public and private schools because the researcher wants to understand how the *Merdeka* curriculum implements between the two schools so that the researcher would find differences in perspectives on implementing the *Merdeka* curriculum. Third, English teachers are the teachers who have had experience of several curriculum changes in Indonesia, have been experienced at least two curricula. so that

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[56] Sugiyono. (2019). Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D. Bandung: ALFABETA.
[57] Husein Umar, Desain Penelitian Manajemen Strategik: Cara Mudah Meneliti Masalah-masalah Manajemen Strategik untuk Skripsi, Tesis, dan Praktik Bisnis, (Jakarta : PT RajaGrafindo Persada, 2013), hal. 73.

teachers can feel the difference and then have a perspective regarding the implementation of this *Merdeka* curriculum.

Researchers will take participants from two public school teachers, including that are A and C accreditation status, then two participants of teachers from private schools that are A and C accreditation status. In taking this subject, the researchers will pay attention to their experience in implementing the curriculum and their experience in teaching, proven during their service at the educational level.

C. Data Collection Method

In collecting the data, the researcher gathered the teachers' experiences orally, then chronologically arranged them into the past experience (the first time the teachers applied *Kurikulum Merdeka* in their English class), the present (the challenges and the strategies they use to overcome it), and the future (evaluation, aspiration, benefits and hope for their English learning in *Kurikulum Merdeka*). Creswell explains seven steps in conducting narrative inquiry. The first is identifying a phenomenon to be explored. The second is purposefully selecting the participants. The third is collecting the stories from the participants. The fourth is re-storying or retelling the stories. The fifth is working together with the participant-storyteller. The sixth is drawing conclusion from the participants' experiences that are reported. The last is verifying the report's accuracy (Creswell). Look the figure 1.
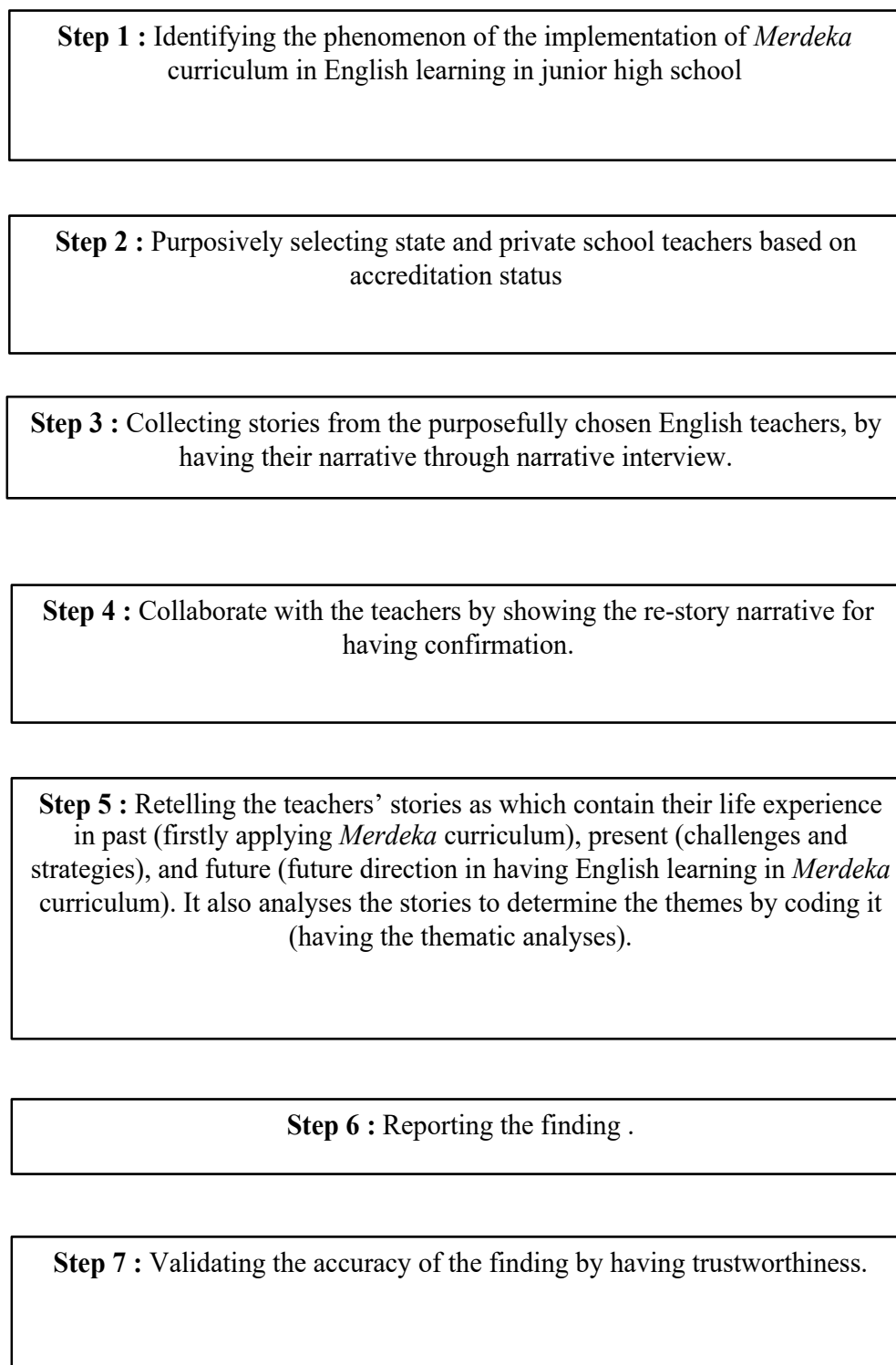
Step 1 : Identifying the phenomenon of the implementation of *Merdeka* curriculum in English learning in junior high school

Step 2 : Purposively selecting state and private school teachers based on accreditation status

Step 3 : Collecting stories from the purposefully chosen English teachers, by having their narrative through narrative interview.

Step 4 : Collaborate with the teachers by showing the re-story narrative for having confirmation.

Step 5 : Retelling the teachers' stories as which contain their life experience in past (firstly applying *Merdeka* curriculum), present (challenges and strategies), and future (future direction in having English learning in *Merdeka* curriculum). It also analyses the stories to determine the themes by coding it (having the thematic analyses).

Step 6 : Reporting the finding .

Step 7 : Validating the accuracy of the finding by having trustworthiness.

Figure 3. 1 Research Procedures

D. Research Instrument

The stories of the teachers' experiences for this study are gathered in oral narratives. Then, the instrument of this study is the narrative interview. Based on Jovchelovitch & Bauer, it might be regarded as an "anti-hegemonic" action that is started by the elicitation of experiential or perceptual "truths" relating to creative life occurrences. It is composed of open-ended questions[58]. The purpose of having it is to provide participants the chance to speak up on their own initiative about their experiences in *Kurikulum Merdeka* in their English class for the first time (past), challenges faced and how they solve them (present), and reflection as well as future direction for their better English learning in *Kurikulum Merdeka* (future).

Narrative interview is reliable to be a research-based data collection instrument because it consists of procedural and chronological narrative phases. The first is "Introduction". It talks explanation of the research, preparation and initiation that the researcher would like to hear their story in their own words and gaining consent. The second is "Narrative". It tells main narration and the researcher should use non-verbal encouragement and avoid interrupting when the participant shares his/her stories. The third is "Questioning". It is the climax or falling action when the active listening by the researcher becomes useful since he/she can use the participant's own language to fill in any gaps or to ask for more detail about an issue of interest, such as saying 'What happened then/before/after?" rather than asking for opinions or attitudes. The last is "Conclusion" which remarks the concluding talk about the conclusion of the story as well as reflection and whether the participant will have further input[59]. The narrative interview used in this study is adapted from Jones[60]. Concerning explanation as was

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[58] Sandra Jovchelovitch and Martin W. Bauer, "Narrative Interviewing," in Qualitative Researching with Text, Image and Sound: A Practical Handbook, ed. Martin W. Bauer and George Gaskell (London: Sage Publications, 2007).
[59] Claire Anderson and Susan Kirkpatrick, "Narrative Interviewing," International Journal Clinical Pharmacy 38, no. 3 (2016): 631-34, https://doi.org/10.1007/s11096-015-0222-0.
[60] Juliet Jones, "A Narrative Inquiry into Experiences and Perceptions of Creative Education in 2 Century Carribean/OAS Contexts" (The University of Sheffield, UK, 2018).

previously discussed, the use of single instrument applied in this study is considered allowing the researcher as a full to gain the needed and relatable data narratives which covers past , present and future and reflection towards their experiences.

The participants will invit to have a private individual interview for around sixty minutes and will conduct in Bahasa Indonesia and Javanese to give the teachers more freedom in sharing their life experiences. Look the table 3 1.

Table 3. 0.1 Blueprint of the narrative interview

No.	Phase		Parallel Elements of Plots	Narrative Elicitation Guidelines	Narrative Elicitation prompts
1.	Introduction	preparation	Exposition (5-W's re:back-story, context/setting characters	Exploring and eliciting background details	-First, could you tell me a little background and how did you join and teach in this school ? -at first, did you know about implementation of *Merdeka* curriculum ?
		Initiation	Inciting incident	Explaining the narrative procedure and identifying the experiential story event	-How did you feel when you implement *Merdeka* curriculum in your English class for the first time ? -What is your impression or message regarding this policy regarding the curriculum? -What do you think about the implementation of teacher training? -What is your opinion in preparing *kurikukulum operasional satuan Pendidikan* (KOSP) in *merdeka* curriculum?
2.	Narrative		Rising action	Giving initiating prompt, making no interruptions, giving non-verbal affirmation	Please tell me about that experience ! (initiating prompt)

No.				Could you tell me, please, do you find any challenges that you experienced on planning, implementing and evaluating ? how did you solve them ? and could you tell me, that strategies do you get form the implementation *Merdeka* curriculum ?
3.	Questions	Falling action	Asking questions that explore challenge(s) and strategy(es), about preparation, implementation and evaluation.	
4.	Conclusion	Resolution/ denouement	Asking question that engender reflective and summative responses	How did you feel about that experience ? what is your perspectives about benefits of that experience ? how were you impacted by that experience ? what is your hope in the future ?

E. Data analysis

The data analysis process actually runs in step 4, re-storying or retelling the teachers' stories, and step 5, having collaboration with the teachers by showing them the re-story narrative to get their confirmation toward it. First, looking at the narrative data from the narrative interview transcription, the researcher first makes sense of the entire data set. Second, using literary features such as setting, characters, actions, problems, and resolutions, the researcher isolates the components of a story and arranges them into a logically organized narrative. The researcher can now establish connections between their experiences from the past, present, and future. Third, the researcher gives it to the teachers to verify and confirm whether the story version that has been arranged by the researcher represents the teachers' life stories and experiences. The students are free to add further details or revise their accounts as they see fit.

Fourth, the researcher's coding procedure concentrates on the narratives' primary meaning to make understandable signs in order to represent every single experience. The coding for the participants is shown in table 3.2. Fifth, the researcher divides the narrative data into themes or categories that are integrated into the research questions, leading to a search

for evidence related to it, once all teachers concur with the researcher's story version. The themes are based on theoretical and pedagogical aspects by doing literature review on *Kurikulum Merdeka* and how English is subjected to it, as well as empirically relevant data findings encountered. Figuring out the similarities in the participants' narratives is the result.

Sixth, the researcher reports the findings of the teachers' perspectives. According to Barkhuizen, the theme is given priority placement in the findings' first section. As a result, the report employs theme analysis through a single instance, which means that the narratives are initially examined separately at first. Then, it goes on the discussion portion that follows summarizes all of the narratives into a holistic viewpoint of the application of *Merdeka* curriculum in EFL class. The last step is validating the data through trustworthiness.

Table 3. 0.2 coding system for the participants

Participants

Code	Meaning	Rank of Accreditation	School status
S1	Teacher 1	High	private
S2	Teacher 2	High	public
S3	Teacher 3	Low	public
S4	Teacher 4	low	private

Table 3.0.3 blueprint of the data analysis

Research questions	Data analysis	Prompts/ Question	Results
What are the Challenges of implementing *Kurikulum Merdeka* ?	Identifying & interpreting Teachers' past experience about *Kurikulum Merdeka* and their challenges in planning, implementing and evaluating thought or action when they implemented *Kurikulum Merdeka* in English class.	Narrative interview : question A 1-4, question B 1-3	Findings on teachers' experience and challenges during the time when they apply *Kurikulum Merdeka* in their English class
What are the Strategies of implementing *Kurikulum Merdeka* ?	Identifying & interpreting Teachers' past experience about reflection, hope and their strategies in planning, implementing and evaluating thought or action when they implemented .*Kurikulum Merdeka* in English class.	Narrative interview : question B 1-3, question C 1-4	Findings on teachers' strategies in applying *Kurikulum Merdeka* in their English class by looking for their reflection and hope for future direction

F. Trustworthiness

In order to avoid bias that is subjective and personal, the researcher constructed trustworthiness by having data triangulation and member check. The data triangulation comes by collecting narratives from more than one participant to gather multiple perspectives and validate the data related

to its chronological and theme sequence of the stories[61]. The member check itself is conducted by the researcher to maintain the study's credibility. For member checking, the researcher conducted steps 5. So, after finishing the re-story process, the researcher gives it back to the teachers to confirm whether or not it represents their narratives. It is chosen since the researcher needs to confirm the accuracy and verify the teachers' narratives. The researcher also collaborates actively with the students to furnish data or narratives for each step of the procedures [62]. So that, the trustworthiness process run back and forth during the data analysis and not just as 'directed the next step'.

[61] Lisa A. Guion, "Triangulation: Establishing the Validity of Qualitative Studies," EDIS Journal 2011, no8 (2011): 1-3, https://doi.org/10.32473/edis-fy394-2011.
[62] Gary. Barkhuizen, Phil. Benson, and Alice. Chik, Narrative Inquiry in Language Teaching and Learning Research (New York, NY: Routledge, 2014).