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## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 The Research Design

This study used case study design. Yin (2003:46) stated that a common example of using this design is “a study of school innovation, the use of new curricula, or new educational technology”<sup>54</sup>. This research is related to the use of new curricula or the implementation of 2013 curriculum. In this study, three senior secondary schools were selected as this study’s cases. Moreover, by definition, a case study is ‘an intensive, holistic description and analysis of a single entity, phenomenon, or social unit’ (Merriem in Raihani, 2006, p.76). Furthermore, in term of case study, there is phenomenon that will be focused on individual experiences, beliefs and perception. (Sokolowski in Absor,2007,p.67). This is very suitable for this research which conduct about english teachers’ perception on implementaion of 2013 curriculum.

There are, at least, three justifications for using the case study approach. First, this study is aimed to understand deeply the phenomenon of English teachers’ perception toward the implementation of 2013 curriculum. In this regard, according to Lincoln and Guba and Yin in Raihani, a case study approach is considered appropriate. Yin in Raihani (2006:76) argues

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<sup>54</sup> Robert K.Yin, *Case Study Research: Design and Methods*. Third Edition, (California: Sage Publication, 2003), p.46

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that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.<sup>55</sup>

Second, this study is conducted to meet Yin's in Raihani (2006) criteria that a case study is used when a "how" or "why" question' is being asked about a contemporary set of events over which the investigator has little or no control. Also, perception in this research was studied as a contemporary phenomenon, not as an historical event.

Last, this study is expected to provide wide description of English teachers' experiences of, thought about, and feelings for, the implementation of 2013 curriculum. The experiences, thoughts, and feelings could not be collected fully and described widely by using a quantitative method of inquiry. This is because a quantitative method focuses on the frequency or quantity of an event, and results in findings that are precise and numerical. On the contrary, a qualitative case study focuses on the quality of a phenomenon, and results in findings that are comprehensive, holistic, expansive, and richly descriptive (Merriem in Raihani:2016).

### 3.2 Research Sites

Three different secondary high schools in Sungai Apit district were selected for this research. The first school is SMAN1 Sungai Apit, the second

<sup>55</sup> Raihani, Successful School Leadership in Indonesia: *A Study of the Principals' Leadership in Three Successful Senior Secondary Schools*. A dissertation. (Australia: The University of Melbourne, 2016), p.76

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is SMKN1 Sungai Apit and the last is Madrasah Aliyah Nuruh Hidayah Sungai Apit. There are two reasons why these schools were selected. First of all, those schools are the schools in Sungai Apit that implemented 2013 curriculum when the policy of new curriculum is set by Ministry of National Education in 2013 although just last for one semester but in 2017 three schools reimplement the 2013 curriculum. Therefore, it is expected that the schools have adequate experience in applying the education and teachers have their perception about the curriculum. The second, choosing the three schools that located in Sungai Apit district support the researcher's mobility so the research can conduct effectively as the researcher conduct the research by own and not supported from any institution.

### 3.3 The Participants

The idea behind qualitative research is to purposefully select participants or sites (documents or visual material) that will best help the researcher understand the problem and the research questions. This does not necessarily suggest random sampling or selection of a large number of participants and sites. Beside that, as stated by Miles and Huberman that a discussion about participants and site might include four aspects namely the *setting* (where the research will take place), *the actors* (who will be observed and interviewed), *the events* (what the actors will be observed or interviewed

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doing), and *the process* (the evolving nature of events undertaken by the actors within the setting).<sup>56</sup>

Sampling is the technique to identify, select, and get access to the informants and the sources of the data (Mason, 2002). Purposive sampling technique is used in this research as it is important to find the informants that provide data to answer the problem of the research (Patton, 2002). The informant chosen in this research are assumed have the potential to answer the research questions.

In this study, researcher selected informants who are considered to know the information about the implementation of 2013 curriculum in depth and can be trusted. The informants are English teachers who teach and implement 2013 curriculum at the three schools where the research be conducted. There are two English teachers at SMAN1 Sungai Apit, one English teacher at SMKN1 Sungai Apit and one English teacher at Madrasah Aliyah Nurul Hidayah Sungai Apit. So total the informants of this reserach are four English teachers.

### 3.4 Data collection

In this research, interview is used as the technique of data collection.

#### 3.4.1 Interview

<sup>56</sup>John W. Cresswell. *Research Desgin:Qualitative, quantitative, and mixed method approaches*. 3rd Edition. (California: SAGE Publication, 2009), h.178

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Interview is very common form of collecting data in case study research. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer<sup>57</sup>. In qualitative research, this technique is usually in form of *unstructured interviewing*, *intensive interviewing*, and *in-depth interviewing*<sup>58</sup>.

To get extensive information about the teachers' perception about the implementation in teaching learning English process, interview questions were formulated. In this research, the English teachers will be interviewed.

The connection between the research questions and interview questions are displayed in Table 3.1

Table 3.1 The table of interview guideline of teachers perception of the implementation of 2013 Curriculum at each schools in Sungai Apit district.

| Research Questions  | Interview Questions  |
|---|--|
| What are the teachers' perception about the implementation of 2013 curriculum | <ol style="list-style-type: none"> <li>1. Would you please tell me your view when you knew the curriculum had changed?</li> <li>2. What is your interpretation when the 2013 curriculum was stopped after one semester has been implemented?</li> <li>3. How is your understanding about 2013</li> </ol> |

<sup>57</sup>John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Ed. 4th. 2008, 225

<sup>58</sup>Robert K. Yin, *op.cit.* p. 133

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|   |  |
|---|--|
| <p>in teaching learning English process?</p>  | <p>Curriculum?</p> <ol style="list-style-type: none"> <li>4. Have you ever got the training of 2013 curriculum?</li> <li>5. The transformation of teacher center to student center is one of the main parts of 2013 curriculum. Can you share your point of view about this topic?</li> <li>6. Do you always prepare your teaching? Why?</li> <li>7. Can you define what preparation are they? Daily, monthly, annually?</li> <li>8. Do you regard that the program development, approach learning and the evaluation in the implementation of 2013 curriculum are able to reach the learning goals? Can you explain about that?</li> <li>9. How do you select your teaching media?</li> </ol> |
| <p>What are the factors which influence English teachers' perception on the implementation of</p> | <ol style="list-style-type: none"> <li>10. Based on your view, is the implementation of 2013 curriculum suitable with your need?</li> <li>11. Which one do you prefer between the implementation of 2013 curriculum or the implementation of previous curriculum? Why?</li> </ol>  |

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|  |   |
|--|---|
| 2013 curriculum<br>in English<br>Teaching<br>Learning Process<br>at Sungai Apit<br>district? | 12. We know that 2013 curriculum is quite new in teaching process, do you have any difficulties in implementing it?<br><br>13. What's your colleague teacher's understanding about 2013 curriculum? Does it influence your understanding about 2013 curriculum?<br><br>14. We know that 2013 curriculum is quite new thing in teaching process. Do you consider any obstacles in applying it? |
|--|---|

### 3.5 Data Analysis

In this part, researcher would like to understand, describe, explain, and interpret the objects or event to which researcher's data refers. Therefore, data analysis in every research was absolutely important to elicit the real and structural information based on research question.

Data analysis is a process of resolving data into its constituent components, to reveal its characteristic elements and structure<sup>59</sup>. Data analysis is a process of seek and arrange the data which gathered from interview, field note and documentation systematically by organize it into category, describe into units, synthesize, arrange into form, choose which the important one and

<sup>59</sup>Ian Dey, *Qualitative Data Analysis a User-Friendly Guide for Social Scientist*. (New York: Routledge Taylor & Francis, 2005), p. 31

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will be discussed and summarize in order to be understood easily by self and others<sup>60</sup>.

Data analysis will be conducted after the data have been collected. The following procedures will be applied to analyze the data (Patton & Cochran, 2002):

a) Transcribing

All the data collected from the interview will be transcribed. The transcript will be transcribed in verbatim style and will be sent to the participants of interview to do the member checking step.

b) Identify themes (Coding)

After transcribing the data, the next stage is identifying some themes in the transcript. Priory coding method will be used in identifying the theme of the data, in which, some code related to the theme will be given at some part of the data transcription, based on the themes that have been designed.

c) Categorizing

After identified the themes of the data, the next step is categorizing all of the data into groups in order. The data that is not useful for the study will be reduced. The researcher will categorize the main theme and the sub-theme of the entire themes relate to the study. After categorizing the theme, the overview of the case will be drawn.

<sup>60</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&B*, 2009, (cetakan ke-9), Bandung : ALFABETA, hlm. 329



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## d) Interpreting

The next stage after categorizing the theme is interpreting the data. Based on the group of themes that have been categorized, the researcher will start to interpret the data to make the conclusion of the study.

If the data is considered not enough or complete, the researcher will again conduct the interview to collect the needed data to achieve the purpose of the research. The process of collecting and analyzing the data will be done continuously until the researcher collect the satisfied data to answer all the research questions and achieve the purpose of the study.

### 3.6 Ethical Consideration

In social science like this research, ethical issues were essential for doing any research, it is like Wellington in Absor (2016:78) argued that “ethic is an important aspect in all forms of research”. Bryman support this point by stating “ethical issues can not be ignored as they relate to the integrity of a piece of research and of the discipline that are involve”. Therefore, this research was conducted in such an ethical ways.

Before taking the data of this research, approvals from related institutions were obtained respectively. The Post Graduate Program (PPs) of UIN Sultan Syarif Kasim Riau administers some administration procedures and endorsed formal letters related to local government office to get consents. PPs issued a formal letter sent to Public Service Office located in Pekanbaru

and then Public Service Office would formally issued the recommendation and sent to the office of Pps UIN Suska Riau. The approval was used to gain the intended data instructed by director of PPs UIN Suska and then the researcher would bring and approached the principals of the three selected schools. They all gave their approval for this study to be conducted in their schools. After gathing the permission from the principals, and when the research plan had been exposed and negotiated well, the researcher began the data collection—interviews and documentation. Before doing the interview, participant consents form were required for this research. These consent forms also clearly informed that the data collected would be recorded and stored savely, confidentially and only used for this research.

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