

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This study uses a qualitative research method because it aims to explore, describe, and understand how *Unit Kegiatan Belajar Mandiri* (UKBM) are implemented in the context of English language learning. A qualitative approach is appropriate as it allows the researcher to capture the participants' experiences, perceptions, and learning behaviors in a natural setting, without manipulating the variables. Unlike quantitative research, which focuses on numerical data and measurable outcomes, qualitative research emphasizes the depth and richness of meaning constructed by individuals involved in the process.

The rationale for using the qualitative method is based on the belief that the implementation of UKBM in the classroom is influenced by multiple subjective factors, such as student motivation, teacher roles, learning environment, and the nature of English as a foreign language. Therefore, understanding how UKBM supports or challenges students' independent learning requires detailed observation and interpretation.

This research adopts a case study approach as the chosen design. Case study is a type of qualitative research that investigates a specific phenomenon within its real-life context, especially when the boundaries between the phenomenon and its context are not clearly defined. In this case, the study focuses on the implementation of UKBM in an English class at MTsN 1 Bukittinggi, aiming to understand the process, experiences, and

meaning behind the use of UKBM from teachers' perspectives. The case study allows the researcher to collect in-depth information through multiple sources such as interviews, observation, and documentation. This qualitative case study provides a comprehensive and contextualized understanding of how UKBM influences English learning under the Semester Credit System (SKS).

B. Research Setting

This research was conducted at MTsN 1 Bukittinggi, a public Islamic junior high school located in Bukittinggi, West Sumatra. The school was selected because it had implemented the Semester Credit System (SKS) and applies *Unit Kegiatan Belajar Mandiri* (UKBM) in its English language classes. The setting provided a suitable environment for exploring how UKBM supported students' independent learning in an English as a Foreign Language (EFL) context.

The study focused on one English class that uses the UKBM system under the SKS model. One English teacher was involved in the research to gain deeper understanding of the implementation process and its impact on learning behavior. This setting allowed the researcher to observe how UKBM is applied in real classroom situations and how students respond to this learning method.

C. Data and Source of the Data

1. Research Subject

The subject of this research was the implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) in English language learning at MTsN 1 Bukittinggi. This subject was studied to understand how UKBM was used to support independent learning, especially in the context of the Semester Credit System (SKS). The focus was placed on how teaching and learning activities were designed and conducted using UKBM, and how these activities affected students' learning behavior and learning outcomes. This subject helped the researcher explore the process, challenges, and potential of UKBM in the classroom. Therefore, this research concentrated on observing and analyzing how UKBM was applied during English lessons.

2. Research Informants

The informant of this research was one English teacher at MTsN 1 Bukittinggi who implemented *Unit Kegiatan Belajar Mandiri* (UKBM) in the Semester Credit System (SKS) classroom. The teacher was selected as the key and sole informant because of direct involvement in planning, implementing, and managing the English teaching and learning process using UKBM. Students were not involved as interview informants in this research. Student learning activities, engagement, and responses toward the implementation of UKBM were examined through classroom observation. This

observation aimed to capture real classroom situations, learning interactions, and student involvement during the teaching and learning process.

Data were collected through three main techniques. The first was non-participant classroom observation to observe the implementation of UKBM and student learning activities. The second technique was an in-depth interview with the English teacher to obtain detailed information about instructional practices, implementation of UKBM, and challenges encountered during the learning process. The third technique was documentation, including UKBM materials, lesson plans, and supporting learning documents. The informant was selected using purposive sampling, considering the teacher's experience and active role in implementing UKBM within the SKS system. The combination of observation, interview, and documentation was used to ensure the credibility and depth of the research data.

D. Research Instruments

Instruments of this research were an observation, an interview, and a documentation. In qualitative research, the researcher is the key instrument, while supporting instruments help guide the collection of relevant data.(Creswell, 2012)

1. Observation

In this research, the observation was used to record and observe the actual implementation of *Unit Kegiatan Belajar Mandiri* (UKBM)

in English language learning within the SKS class at MTsN 1 Bukittinggi. According to (Creswell, 2012), an observation functions as a tool that containing specific indicators used by researchers to systematically record behaviors, activities, and events in the research setting.

The observation was conducted through passive participatory observation, where the researcher was physically present in the classroom but did not participate or influence the learning process (Agustina, 2019). The purpose of the observation was to examine how the teacher applied UKBM, how students engaged with the modules, and how the SKS structure influenced the pace and flow of English learning.

The observation focused on the following aspects:

- a. Teacher's activities in implementing UKBM (explaining objectives, giving instructions, facilitating, monitoring, providing feedback).
- b. Students' activities in completing UKBM modules (reading, working independently, asking for guidance, reporting progress).
- c. Use of UKBM materials in English learning.
- d. Teaching techniques used to support independent learning.

2. Interview

The interview was used to guide the researcher in conducting semi-structured interviews with the English teacher who implemented UKBM in the SKS class. The interview questions were designed to explore the teacher's understanding, planning, implementation steps, material use, student engagement, and strategies that used by English teacher in implementing UKBM.

3. Documentation

Documentation was used to support and confirm findings from observations and interviews. According to (Prof.Dr.Sugiyono, 2015), documentation includes written records, images, or objects used to strengthen research data. (Creswell, 2012) also notes that documents help researchers understand the context, planning, and implementation of the phenomena studied.

E. Data Collection Technique

In this study, the researcher used three main data collection techniques: observation, interview, and documentation, as suggested by Creswell (2013). These techniques were chosen because they provide in-depth and comprehensive data related to the implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) in English language teaching within the Semester Credit System (SKS) at MTsN 1 Bukittinggi.

1. Observation

Observation was conducted directly in class VIII-E at MTsN 1 Bukittinggi to see the real process of English teaching and

learning using UKBM. The researcher conducted classroom observation in three meetings. The first observation was conducted on December 18, 2025 from 07.30 to 08.50 with the topic Invitation, taught by the English teacher, Mr. Ridwan Eka Putra, S.Pd.I. In this meeting, the learning process was carried out using UKBM as the main guide for students' learning activities. The second observation was conducted on December 19, 2025, from 08.40 to 09.20 a.m, with the same topic, Invitation. In this meeting, the researcher observed the learning process, students' engagement, and the teacher's strategies in facilitating learning using UKBM. The third observation was conducted on the same day from 11.00 to 11.40 a.m. This observation focused on the continuation of UKBM activities, differences in students' learning pace, and the interaction between the teacher and students in completing the UKBM. Through these observations, the researcher obtained data about how UKBM was implemented by the teacher, how students were engaged in the learning process, and what strategies were used by the teacher to support independent learning in the SKS class.

2. Interview

The interview was conducted on December 22, 2025, with the English teacher of class VIII-E at MTsN 1 Bukittinggi, Mr. Ridwan Eka Putra, S.Pd.I. The interview was not only aimed at

obtaining information that was not found during classroom observation, but also at exploring more deeply, confirming, and strengthening the findings from the observation results.

Through the interview, the researcher sought to gain a deeper understanding of the teacher's reasons, considerations, and perspectives regarding the implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) in English learning within the Semester Credit System (SKS) class. The interview was also used to explain observation findings, such as the teacher's strategies in facilitating independent learning and students' engagement in completing UKBM. The interview questions were prepared in advance and adjusted to the focus of the study, which included the implementation of UKBM by the teacher, students' engagement in completing UKBM, and the teaching strategies used by the teacher. Therefore, the interview functioned as a data deepening and verification tool to support the observation findings, so that the data obtained became more accurate and comprehensive.

The interview was conducted face-to-face and recorded to facilitate transcription and data analysis. The interview data were then analyzed and compared with observation and documentation data as part of the data triangulation process.

3. Documentation

Documentation was used to support and complete the data obtained from observation and interview. In this study, the main document analyzed was the English UKBM with the topic “Invitation” used in class VIII-E at MTsN 1 Bukittinggi. The UKBM document was analyzed to examine the structure of the material, learning stages, learning activities, types of exercises, and the assessment system designed in the UKBM. In addition, documentation was used to strengthen the research findings related to the implementation of UKBM in English learning in the SKS class.

F. Data Validation Technique

To maintain the credibility and integrity of the data, this research employed several validation strategies rooted in qualitative inquiry, as recommended by Creswell (2012). One of the main techniques was triangulation, which meant comparing information gathered from multiple sources such as interviews, classroom observations, and documents. By looking at the same phenomenon from different angles, the researcher was able to check for consistency and minimize the influence of bias. This approach strengthened the trustworthiness of the findings, especially in a natural classroom setting. It allowed the data to speak from more than one voice. Another important step was member checking. After analyzing the interviews, the researcher returned the findings to the participants to confirm

whether the interpretations reflected what was meant. This was not just a formality it was a way of honoring the voices of those involved. If any misunderstandings arose, the researcher revised the analysis accordingly. This process ensured that meaning was negotiated, not assumed.

Spending sufficient time in the research setting was also essential. The researcher conducted prolonged observation, allowing for a deeper understanding of the school's culture, routines, and how UKBM was actually used. It was not enough to visit once and draw conclusions. Trust and insight were built over time. This approach also helped identify subtle patterns that might not have been visible in short-term data collection. Lastly, the researcher engaged in peer debriefing. This involved regular discussions with academic advisors or fellow researchers to reflect critically on the research process. Through these conversations, blind spots were challenged and new insights emerged. This served as a way of staying honest and open throughout the study. Altogether, these validation strategies aimed to produce findings that were not only rich, but also reliable and grounded in the lived experiences of the participants.

G. Data Analysis Technique

Data analysis techniques refer to the steps taken by a researcher to examine and interpret the data that have been collected. Data analysis is the process of organizing, examining, and interpreting field notes, interview transcripts, documents, and other collected materials in order to gain a deeper understanding of the research phenomenon and to communicate the

findings clearly. In qualitative research, data analysis involves several stages, including collecting, preparing, organizing, and interpreting data. This process aims to reduce large amounts of data into meaningful information that can be understood and explained. In this study, the data were analyzed using the interactive model proposed by (Miles et al., 2014) qualitative data analysis consists of three main stages: data condensation, data display, and drawing and verifying conclusions. These stages are interactive and cyclical, meaning that they occur continuously throughout the research process. The application of each stage in this study is explained as follows

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, interview transcripts, and documents (Miles et al., 2014) Data condensation occurs continuously throughout the research process, starting from the early stages of data collection until the completion of the final report. In this study, data condensation began when the researcher selected data related to the implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) in English language learning in the SKS class at MTsN 1 Bukittinggi. The researcher focused on data obtained from classroom observations, interviews with the English teacher, and UKBM documents. The researcher summarized and organized the data

based on the research focus, including how the English teacher implemented UKBM, students' engagement in completing UKBM, and the strategies used by the teacher to facilitate independent learning. Irrelevant data were reduced, while important information was coded and grouped into categories and themes to make the data more manageable and meaningful.

2. Data Display

Data display is an organized and compact presentation of information that helps the researcher draw conclusions and take further analytical steps (Miles et al., 2014). Data displays allow the researcher to see patterns, relationships, and trends in the data. In this study, the condensed data were displayed in the form of tables and narrative descriptions. The data display was organized based on data sources (observation, interview, and documentation) and research indicators, namely the implementation of UKBM by the teacher, students' engagement in completing UKBM, and the teaching strategies used in the SKS class.

Through data display, the researcher was able to compare findings from different data sources and identify similarities and differences. This stage helped the researcher understand how UKBM was implemented in English learning and how it supported independent learning in the SKS system at MTsN 1 Bukittinggi.

3. Drawing and Verifying Conclusions

The final stage of data analysis is drawing and verifying conclusions. According to (Miles et al., 2014) conclusion drawing involves interpreting the meaning of the displayed data, while verification refers to checking the validity and consistency of the findings. In this study, conclusions were drawn based on patterns and relationships identified from the data display. The researcher interpreted the findings related to the implementation of UKBM, students' engagement, and teachers' strategies in English learning within the SKS system.

To ensure the trustworthiness of the conclusions, verification was conducted through methodological triangulation by comparing data from observations, interviews, and documentation. This process helped reduce bias and ensure that the conclusions were supported by consistent evidence. The data analysis process was conducted continuously and interactively to ensure that the findings were valid, reliable, and meaningful.