

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

The research design applied in this study was narrative inquiry, which according to Clandinin & Huber (2010) could be used as a way of studying about experience. This facilitated the researcher in digging Ningsih's experiences related to the challenges she faced throughout her teaching career and how she coped with these challenges. Likewise, the narrative inquiry helped her understand and reflect on this experiences (Johnson & Golombek, 2002). The procedures for implementing this research (Creswell, 2013, p. 73) consist of determining the phenomenon to explore (related to the challenges faced by the participant and the solutions performed during her teaching career), selecting the individual(s) to study (Ningsih), gathering stories from the participant (interviewing Ningsih), collecting information about the context of these stories (ensuring that the data to be analyzed was exactly what Ningsih meant), restorying or retelling the individual's story (analyzing the data by thematic analysis), collaborating with the participant by actively involving them in the research (negotiating the meaning of the stories and validation checking to the analysis), and chronologically ordering the meaning of those experiences (reporting findings of Ningsih's experiences in chapter 4).

3.2 Setting and Participant

This study involved a 50-year-old English teacher, Ningsih, who has been teaching at one of the junior high schools in Tasikmalaya District, West Java,

Indonesia for 24 years. She graduated in 1994 from English Education Department in a university then she became a *Pegawai Negeri Sipil* (PNS) in 1997. She has participated in plenty of training to intensify her performance in the career, such as computer courses (operator), in house training on learning models and assessment techniques, workshop for subject teachers to confront the national examination, training on *Karya Tulis Ilmiah* (KTI) and *Penelitian Tindakan Kelas* (PTK), the national level teacher professional education and training, *Sistem Informasi Manajemen* (SIM) training, and the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) implementation training. She also received a tribute from the President of the Republic of Indonesia as the appreciation for her services in the field of education as a capable, disciplined, and loyal teacher. Considering Ningsih's long career track record where she has experienced thrice curriculum changes and served as a curriculum vice-principal that clearly triggered plenty of challenges during the journey, the researcher was keen on exploring her experience related to the challenges she faced during her career as a teacher and the solutions carried out.

3.3 Data Collection

Before the researcher retrieved the data, the researcher provided the participant consent form in advance to be read and signed by Ningsih as an evidence that she has allowed the researcher to retrieve and analyze the data. After that, the researcher collected the data by utilizing semi-structured interview technique. The semi-structured interview is an in-depth interview consisting of dialogue between researcher and participant, guided by flexible interview protocol and supplemented by follow-up questions, probes, and comments to explore participant thoughts,

feelings, and beliefs about a particular topic (DeJonckheere & Vaughn, 2019; Jamshed, 2014). For constructing this semi-structured interview, the narrative framework by Barkhuizen & Wette (2008) was adapted as an instrument where the sentence starters converted into questions based on the research needs.

The interviews were conducted four times to explore Ningsih's challenges and how she dealt with these challenges. The first interview was related to second language teaching and learning, then the second interview discussed researching issue as well as language curriculum and materials development, followed by the assessment in the language curriculum in the third interview, and the final interview was conducted as an additional interview to confirm and complete what was missed in the previous interviews. The entire interview sessions recorded with an audio recorder by using the participant's native language, Indonesian. To aid the participant recalled the memories of challenges she faced from the beginning of her teaching until nowadays, some documents such as the portfolio and research papers were used to help the participant in narrating her experiences (stimulated recall). After conducting the interviews with Ningsih, the researcher carried out a confirmation and validation process by submitting the interview transcriptions and the analysis results that had been interpreted to ensure that there were no misinterpretations.

3.4 Data Analysis

Data retrieved from the interview subsequently be analyzed using thematic analysis seeing that it provided an accessible and theoretically flexible approach to analyze data from qualitative research. Thematic analysis could facilitate the

researcher in identifying, analyzing, and reporting patterns (themes) within data circumstantially, likewise, reporting experiences, meanings, and the reality of the participants that are the effects of a range of discourses operating within society (Braun & Clarke, 2006). The thematic analysis itself has six phases in the process.

1. Familiarizing the data

Since the data obtained was the verbal data, then it was transcribed first.

After that, the researcher read and reread the data transcription while re-listening to the recording, noting things that might be missed.

2. Generating initial codes

While rereading the data transcription, initial codes identified by keywords, phrases, or sentences that indicated ideas related to the challenges experienced by Ningsih during her teaching career along with the solutions she made to face those challenges were sought and marked by using different colors.

| Utterances | Initial Codes |
|--|--|
| I : Satu kelas? | |
| N : <i>Ya. Kalau dulu kan 40. Jadi mengkondisikan anak itu cukup sulit dengan menggunakan.. apa lagi dengan model zig-zag seperti itu. Itu cukup sulit.</i> | A large number of students |
| I : Nah untuk um.. mungkin penanganannya ya, Bu, tadi kan sulit untuk mengorganisir anak, nah ibu melakukan cara apa agar anak terorganisir pada akhirnya? | |
| N : <i>Ya.. pada akhirnya um.. alhamdulillah gitu ya dengan.. dengan diberi.. apa, um.. penjelasan, gitu, anak ini, terus kita juga pendekatan dengan anak, ternyata alhamdulillah anak bisa diarahkan juga, gitu. Jadi dikasih tahu, 'oh penting, nah pentingnya model ini tuh begini' gitu. Jadi anak.. kan masa sok daripada sekarang anak harus, apa, um.. oleh saya dikasih yang sama dengan kemarin, kan anak itu responnya kurang, gitu. Kan sekarang dengan seperti itu ternyata anak itu udah mulai ada perubahan, gitu ya, udah kaya seneng, gitu, belajarnya seperti itu. Padahal dari dulu juga berkelompok itu sering, cuma mungkin bosen kelompoknya seperti itu-itu juga. Nah dengan model yang mungkin pada saat itu kan belum booming, ya, model-model pembelajaran kaya seperti itu walaupun itu sudah ada dari dulu cuma jarang dipakai. Kita mencoba cara yang seperti itu, ya alhamdulillah ada perubahan. Terus bukan hanya dari metodologi aja, ya tadi pengajaran, saya juga pernah memberikan ini dalam.. um.. untuk anak khususnya, mungkin ini.. kata orang ini salah, gitu, tapi saya mencobanya.. demi.. demi anak juga, gitu. Saya pernah mencoba mengelompokkan anak itu berdasarkan hasil ulangan, itu di bagi dalam tiga level, itu ada yang upper, middle, dan lower. Kalau kelompok yang lain kan biasanya itu suka di baw, ya, anak yang pintar, saya tidak. Pada saat itu saya mencoba untuk kelompok upper, kelompok upper semuanya, gitu, yang middle yang middle..</i> | Giving direction to the students Using different teaching methods Grouping students with different way |

Figure 3.1 The Process of Generating Initial Codes

| Initial Codes | |
|---|--|
| <ul style="list-style-type: none"> • Lack of support in implementing training results • Lack of support from the school in providing adequate facilities • Time constraints • Difficulties in handling students • Building students' character • A large number of students • Students' motivation issues • Inadequate electricity in school • Limited internet access • Implementing a similar learning method in the simplest way • Managing the learning time to be effective • Support from the colleagues • Collaborating with colleagues • Collaborating with homeroom teacher • Collaborating with other subject teachers • Collaborating with counseling teacher • Intilling PPK (<i>Penguatan Pendidikan Karakter</i>) • Holding a habituation program • Inviting students to clean the classroom • Holding religious activities • Approaching students • Giving direction to the students • Using games and songs in the teaching • Requesting permission to use the projector in advance • Using different teaching methods • Grouping students with different way • Participating the training • Preparing alternative teaching strategies • Inadequate electricity in school • Unpredictable tools damage and state of the electricity • Limited time for conducting research • Difficulty to speak in English • Support from the colleagues • Integrating research with the teaching and learning process • Preparing alternative teaching strategies • Using IT assistance as a learning medium • Research as a solution to address problems • Writing personal notes as a result of observing students • Poor vocabulary mastery • Lack of reading interest • Difficulty to respond • Time constraints in lesson planning • The incompatibility of the lesson plan for all classes • The occurrence of unplanned school programs • <i>Cara Belajar Siswa Aktif</i> (CBSA) Curriculum: Giving the materials in a short time • Teacher's language proficiency issue • <i>Kurikulum Berbasis Kompetensi</i> (KBK): Teaching through the songs | <ul style="list-style-type: none"> • The unavailability of projectors in every classroom • Deficient learning source • Prohibition of carrying cellphones for students • Using L1 in teaching • Putting students in groups to aid them • Arranging schedule for designing the lesson plan • Changing teaching model or technique without changing the lesson plan content • Giving assignment to students to be discussed at the next meeting • Asking the permission of certain students to bring cellphones to school • Complicated authentic assessment • Lack of students' awareness to complete assessment • The enactment of <i>Kriteria Ketuntasan Minimal</i> (KKM) • The use of KKM <i>tunggal</i> which determined by the school parties • KKM <i>multi</i>: Parental misunderstanding • Assessing students with KKM as a benchmark • Assessing students fairly • Time constraints in conducting the assessment • Directing students by paying attention to the abilities of each individual • Motivating students • Collaborating with homeroom and counselor teacher • Negotiating with students • Giving assignments according to the hampered meetings • Providing opportunities for following-up the exams • Giving assignments in lieu of examinations • Providing deadlines for performing the assignments • Asking students to imitate or copy sentences according to the example • Changing KKM <i>multi</i> to KKM <i>tunggal</i> • Trying to provide the assignments according to students' abilities • Motivating students to target their grades above the KKM • Providing exercises for students • Accessing online reading materials via cellphone • Adjusting to <i>Program Cawu</i> that prepared beforehand • Re-studying the grammar/structure before doing the teaching • Using the songs on the learning CDs or looking for them on <i>Youtube</i> • Applying song-related materials obtained from the training • Using a personal projector • Looking for other sourcebooks as supplementary • Composing learning modules for students • Helping students to obtain extra score through assignments |

Figure 3.2 *Initial Codes*

3. Searching for themes

In this phase, the codes that indicated challenges encountered by Ningsih and the solutions she performed were grouped separately.

| Initial Codes | |
|--|---|
| Challenges | Solutions |
| <ul style="list-style-type: none"> • Lack of support in implementing training results • Lack of support from the school in providing adequate facilities • Time constraints • Difficulties in handling students • Building students' character • A large number of students • Students' motivation issues • Inadequate electricity in school • Limited internet access • Unpredictable tools damage and state of the electricity • Limited time for conducting research • Difficulty to speak in English • Poor vocabulary mastery • Lack of reading interest • Difficulty to respond • Time constraints in lesson planning • The incompatibility of the lesson plan for all classes • The occurrence of unplanned school programs • <i>Cara Belajar Siswa Aktif</i> (CBSA) Curriculum: Giving the materials in a short time • Teacher's language proficiency issue • <i>Kurikulum Berbasis Kompetensi</i> (KBK): Teaching through the songs • The unavailability of projectors in every classroom • Deficient learning source • Prohibition of carrying cellphones for students • Complicated authentic assessment • Lack of students' awareness to complete assessment • The enactment of <i>Kriteria Ketuntasan Minimal</i> (KKM) • The use of KKM <i>tunggal</i> which determined by the school parties • KKM <i>multi</i>: Parental misunderstanding • Assessing students with KKM as a benchmark • Assessing students fairly • Time constraints in conducting the assessment | <ul style="list-style-type: none"> • Implementing a similar learning method in the simplest way • Managing the learning time to be effective • Support from the colleagues • Collaborating with colleagues • Collaborating with homeroom teacher • Collaborating with other subject teachers • Collaborating with counseling teacher • Intilling PPK (<i>Penguatan Pendidikan Karakter</i>) • Holding a habituation program • Inviting students to clean the class • Holding religious activities • Approaching students • Giving direction to the students • Using games and songs in the teaching • Requesting permission to use the projector in advance • Using different teaching methods • Grouping students with different way • Participating the training • Preparing alternative teaching strategies • Support from the colleagues • Integrating research with the teaching and learning process • Preparing alternative teaching strategies • Using IT assistance as a learning medium • Research as a solution to address problems • Writing personal notes as a result of observing students • Using L1 in teaching • Putting students in groups to aid them • Arranging schedule for designing the lesson plan • Changing teaching model or technique without changing the lesson plan content • Giving assignment to students to be discussed at the next meeting • Asking the permission of certain students to bring cellphones to school • Directing students by paying attention to the abilities of each individual • Motivating students • Collaborating with homeroom and counselor teacher • Negotiating with students • Giving assignments according to the hampered meetings • Providing opportunities for following-up the exams • Giving assignments in lieu of examinations • Providing deadlines for performing the assignments • Asking students to imitate or copy sentences according to the example • Changing KKM <i>multi</i> to KKM <i>tunggal</i> • Trying to provide the assignments according to students' abilities • Motivating students to target their grades above the KKM • Providing exercises for students • Accessing online reading materials via cellphone • Adjusting to <i>Program Cawu</i> that prepared beforehand • Re-studying the grammar/structure before doing the teaching • Using the songs on the learning CDs or looking for them on <i>Youtube</i> • Applying song-related materials obtained from the training • Using a personal projector • Looking for other sourcebooks as supplementary • Composing learning modules for students • Helping students to obtain extra score through assignments |

Figure 3.3 Grouping the Codes

4. Reviewing themes

After being grouped, the codes were rechecked to ascertain whether they were truly suitable and there was enough data to support them. Some codes that not qualified for including into the theme could be discarded.

| Initial Codes | |
|--|---|
| Challenges | Solutions |
| <ul style="list-style-type: none"> Lack of support in implementing training results Lack of support from the school in providing adequate facilities Time constraints Difficulties in handling students Building students' character A large number of students Students' motivation issues Poor vocabulary mastery Lack of reading interest Difficulty to respond Difficulty to speak in English Inadequate electricity in school Limited internet access The unavailability of projectors in every classroom Inadequate facilities at school Unpredictable tools damage and state of the electricity | <ul style="list-style-type: none"> Implementing a similar learning method in the simplest way Managing the learning time to be effective Support from the colleagues Collaborating with colleagues Collaborating with homeroom teacher Collaborating with other subject teachers Collaborating with counseling teacher Intilling PPK (<i>Penguatan Pendidikan Karakter</i>) Holding a habituation program Inviting students to clean the class Holding religious activities Approaching students Giving direction to the students Using games and songs in the teaching Using different teaching methods Grouping students with different way Using LI in teaching Accessing online reading materials via cellphone Putting students in groups to aid them Using IT assistance as a learning medium Research as a solution to address problems Writing personal notes as a result of observing students Participating the training Preparing alternative teaching strategies Requesting permission to use the projector in advance Using a personal projector |
| <ul style="list-style-type: none"> Limited time for conducting research | <ul style="list-style-type: none"> Support from the colleagues Integrating research with the teaching and learning process |
| <ul style="list-style-type: none"> Time constraints in lesson planning The incompatibility of the lesson plan for all classes The occurrence of unplanned school programs <i>Cara Belajar Siswa Aktif</i> (CBSA) Curriculum: Giving the materials in a short time Teacher's language proficiency issue <i>Kurikulum Berbasis Kompetensi</i> (KBK): Teaching through the songs Deficient learning source Prohibition of carrying cellphones for students | <ul style="list-style-type: none"> Arranging schedule for designing the lesson plan Changing teaching model or technique without changing the lesson plan content Giving assignment to students to be discussed at the next meeting Adjusting to <i>Program Cawu</i> that prepared beforehand Re-studying the grammar/structure before doing the teaching Using the songs on the learning CDs or looking for them on <i>Youtube</i> Applying song-related materials obtained from the training Looking for other sourcebooks as supplementary Composing learning modules for students Asking the permission of certain students to bring cellphones to school |
| <ul style="list-style-type: none"> Complicated authentic assessment Lack of students' awareness to complete assessment The enactment of <i>Kriteria Ketuntasan Minimal</i> (KKM) The use of KKM <i>tunggal</i> which determined by the school parties KKM <i>multi</i>: Parental misunderstanding Assessing students with KKM as a benchmark Assessing students fairly Time constraints in conducting the assessment | <ul style="list-style-type: none"> Directing students by paying attention to the abilities of each individual Motivating students Collaborating with homeroom and counselor teacher Negotiating with students Giving assignments according to the hampered meetings Providing opportunities for following-up the exams Giving assignments in lieu of examinations Providing deadlines for performing the assignments Asking students to imitate or copy sentences according to the example Changing KKM <i>multi</i> to KKM <i>tunggal</i> Helping students to obtain extra score through assignments Trying to provide the assignments according to students' abilities Motivating students to target their grades above the KKM Providing exercises for students |

Figure 3.4 *Reviewing Themes*

5. Defining and naming themes

The themes presented in this study were named based on the representation of the sub-themes. The process of determining names for each theme was linked to aspects of the narrative framework proposed by Barkhuizen & Wette (2008), namely challenges in English teaching and learning, challenges related to language curriculum and materials development, and challenges in assessing students. Those names were modified to corresponding with the focus of this study.

| Themes | Initial Codes | |
|--|--|--|
| | Challenges | Solutions |
| 1. Challenges in English Teaching and Learning | <ul style="list-style-type: none"> • Lack of support from the school • Difficulties in handling students • Students' motivation issues | <ul style="list-style-type: none"> • Organizing and adjusting the teaching • Collaborating with colleagues • Approaching students • Instilling <i>Penguatan Pendidikan Karakter</i> (PPK) • Conducting research |
| 2. Challenges related to Language Curriculum and Materials Development | <ul style="list-style-type: none"> • Lesson planning issues • Challenges that triggered by curriculum changes • Challenges that triggered by the government policy | <ul style="list-style-type: none"> • Creating the personal schedule • Adjusting the teaching • Assigning tasks • Preparing the teaching needs |
| 3. Challenges in Assessing Students | <ul style="list-style-type: none"> • Complicated authentic assessment • Lack of students' awareness to complete assessment • The enactment of <i>Kriteria Ketuntasan Minimal</i> (KKM) • Time constraints in conducting the assessment | <ul style="list-style-type: none"> • Adjusting the assessment based on the students' conditions • Collaborating with colleagues • Motivating students • Giving assignments • Negotiating with students |

Figure 3.5 *Defining and Naming Themes*

6. Producing the report

After the entire themes were set, the results of the analysis were reported and discussed into the findings of this study.

3.5 Research Schedule

This research has been conducted since September 2019 and completed in August 2020.

Table 3.1 *Research Schedule*

| No. | Steps | Sept. 2019 | Oct. - Dec. 2019 | Jan. 2020 | Feb. 2020 | Mar. 2020 | Apr. - Aug 2020 | Sept. 2020 |
|-----|------------------------------|------------|------------------|-----------|-----------|-----------|-----------------|------------|
| 1. | Research Topic Approval | ■ | | | | | | |
| 2. | Writing Research Proposal | | ■ | | | | | |
| 3. | Proposal Approval | | ■ | ■ | | | | |
| 4. | Seminar Proposal Examination | | | ■ | | | | |
| 5. | Conducting the Research | | | ■ | ■ | ■ | | |
| 6. | Transcribing Data | | | ■ | ■ | ■ | | |
| 7. | Analysing Data | | | ■ | ■ | ■ | ■ | |
| 8. | Writing Research Report | | | | | | ■ | |
| 9. | Final Thesis Examination | | | | | | | ■ |