#### **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 relistening 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.

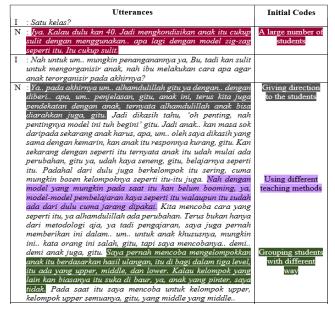


Figure 3.1 *The Process of Generating Initial Codes* 

#### Initial Codes

- · 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

with

- Collaborating counseling teacher
- Intilling PPK (Penguatan Pendidikan Karakter)
- 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 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
- Cara Belajar Siswa Aktif (CBSA) Curriculum: Giving the materials in a short time
- Teacher's language proficiency issue
- Kurikulum Berbasis Kompetensi (KBK): Teaching through the songs

- 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 without changing the technique 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 Kriteria Ketuntasan Minimal (KKM)
- The use of KKM tunggal which determined by the school parties
- KKM multi: 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 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 multi to KKM tunggal
- 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 Program Cawu that prepared beforehand
- Re-studying the grammar/structure before doing the teaching
- Using the songs on the learning CDs or looking for them on Youtube
- Applying song-related materials obtained from the training
- Using a personal projector
- Looking for other sourcebooks as supplementary
- Composing learning modules for
- 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.

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KKM multi: Parental misunderstanding     Assessing students with KKM as a benchmark     Assessing students fairly     Time constraints in conducting the assessment     Adjusting to Program Cawu that prepared beforehand     Re-studying the grammar/structure before doing the teaching     Using the songs on the learning CDs or looking for them on Youtube     Applying song-related materials obtained from the training     Using a personal projector							
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assessment the training  • Using a personal projector	• Time constraints in	for them on Youtube					
Using a personal projector	_						
	assessment						
		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							
• Lack of support in	Implementing a similar learning method in the							
implementing training results	simplest way							
Lack of support from the	Managing the learning time to be effective     Support from the colleagues							
school in providing	Collaborating with colleagues							
adequate facilities	<ul> <li>Collaborating with homeroom teacher</li> </ul>							
Time constraints     Difficulties in handling	Collaborating with other subject teachers							
Difficulties in handling students	Collaborating with counseling teacher Intilling PPK (Penguatan Pendidikan							
Building students'	Karakter)							
character	Holding a habituation program							
A large number of students     Students' motivation	Inviting students to clean the class     Holding religious activities							
issues	Approaching students							
Poor vocabulary mastery	Giving direction to the students							
Lack of reading interest	Using games and songs in the teaching							
Difficulty to respond     Difficulty to speak in	Using different teaching methods     Grouping students with different way							
English	Using L1 in teaching							
• Inadequate electricity in	<ul> <li>Accessing online reading materials via</li> </ul>							
school     Limited internet access	ellphone     Putting students in groups to aid them							
The unavailability of	Using IT assistance as a learning medium							
projectors in every	<ul> <li>Research as a solution to address problems</li> </ul>							
classroom	Writing personal notes as a result of observing							
<ul> <li>Inadequate facilities at school</li> </ul>	students Participating the training							
Unpredictable tools	Preparing alternative teaching strategies							
damage and state of the	<ul> <li>Requesting permission to use the projector in</li> </ul>							
electricity	advance							
Limited time for	Using a personal projector     Support from the colleagues							
conducting research	<ul> <li>Integrating research with the teaching and</li> </ul>							
m:	learning process							
<ul> <li>Time constraints in lesson planning</li> </ul>	Arranging schedule for designing the lesson plan							
The incompatibility of the	Changing teaching model or technique							
lesson plan for all classes	without changing the lesson plan content							
	Giving assignment to students to be discussed							
• The occurrence of	at the next meeting     Adjusting to Program Cawu that prepared							
unplanned school	beforehand							
programs	Re-studying the grammar/structure before							
Cara Belajar Siswa Aktif     (CBSA) Curriculum:	doing the teaching  Using the songs on the learning CDs or							
Giving the materials in a	looking for them on Youtube							
short time	Applying song-related materials obtained							
<ul> <li>Teacher's language proficiency issue</li> </ul>	from the training  Looking for other sourcebooks as							
Kurikulum Berbasis	supplementary							
Kompetensi (KBK):	Composing learning modules for students							
Teaching through the	Asking the permission of certain students to bring cellphones to school							
songs     Deficient learning source	orms compnones to senior							
Prohibition of carrying								
cellphones for students								
Complicated authentic assessment	Directing students by paying attention to the abilities of each individual							
Lack of students'	Motivating students							
awareness to complete	Collaborating with homeroom and counselor							
assessment     The enactment of Kriteria	teacher Negotiating with students							
Ketuntasan Minimal	Negotiating with students     Giving assignments according to the							
(KKM)	hampered meetings							
The use of KKM tunggal  which determined by the	Providing opportunities for following-up the							
which determined by the school parties	Giving assignments in lieu of examinations							
<ul> <li>KKM multi: Parental</li> </ul>	<ul> <li>Providing deadlines for performing the</li> </ul>							
misunderstanding	assignments							
Assessing students with KKM as a benchmark	Asking students to imitate or copy sentences according to the example							
Assessing students fairly	Changing KKM multi to KKM tunggal							
• Time constraints in	Helping students to obtain extra score through							
conducting the assessment	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				
Themes	Challenges	Solutions			
Challenges in     English Teaching     and Learning	Lack of support from the school     Difficulties in handling students     Students' motivation issues	Organizing and adjusting the teaching     Collaborating with colleagues     Approaching students     Instilling Penguatan Pendidikan Karakter (PPK)     Conducting research			
2. Challenges related to Language Curriculum and Materials Development	Lesson planning issues     Challenges that triggered by curriculum changes     Challenges that triggered by the government policy	Creating the personal schedule     Adjusting the teaching     Assigning tasks     Preparing the teaching needs			
3. Challenges in Assessing Students	Complicated authentic assessment     Lack of students' awareness to complete assessment     The enactment of Kriteria Ketuntasan Minimal (KKM)     Time constraints in conducting the assessment	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							