

CHAPTER III

METHODOLOGY

This chapter explains the study's methodology. Further details about the research design, procedure, site, participants, data collection, and data analysis are provided subsequently.

3.1 Research Design

This research investigates the experiences of two primary English teachers in response to the removal of English from the primary-level core curriculum. To gain a deeper understanding of their experiences, I opted to utilize a qualitative approach, specifically narrative inquiry (Barkhuizen et al., 2013). Narrative inquiry is widely used in various fields, such as sociology, psychology, and language teaching and learning. Throughout history, stories have been used as a means of conveying experiences and providing insight for future generations (Pinnegar & Hamilton, 2012).

Furthermore, narrative inquiry is particularly effective in helping to comprehend the experience of individuals. This is because the narrative approach emphasizes the significance and worth that individuals attach to their experiences and expressed through the stories they recount and exchange (Moen, 2006). Barkhuizen, Benson, and Chik (2013) suggest that inquiry as a research design should concentrate on understanding the experience of participants in a given field to gain insight into phenomena from their point of view.

Moreover, narrative inquiry is a suitable research methodology for investigating the experience of English teachers in response to the removal of English from the primary-level curriculum for several reasons. Firstly, it allows the participants to share their experiences in their own words and from their perspectives, thereby providing valuable insights into their thoughts, feelings, and attitudes towards this significant change in the curriculum. Secondly, it recognizes the importance of context and the influence of individual and social factors on the experiences of the participants. This is particularly relevant in the case of English

teachers who operate within a complex educational environment with numerous stakeholders and competing demands. Finally, narrative inquiry is effective in uncovering the meaning and significance of the participants' experiences, which can inform future policy and practice in the field of language teaching and learning.

Overall, for some reasons above, I believe that narrative inquiry offers a comprehensive and nuanced approach to investigating the experience of English teachers in responding to the removal of English from the main to extracurricular.

3.2 Research Participants

The study focuses on two English teachers operating in distinct educational contexts. The first teacher, with 10 years of teaching English experience was denied teaching English at all because the new administrative policy required that his major be linear with the Primary Education policy. The policy has terminated his teaching position.

In this case, the 2013 Curriculum, with its associated restrictions, significantly impacted his teaching career. Administratively, English teachers were excluded from official recognition and registration in the DAPODIK system due to the curriculum's treatment of English as an extracurricular subject. This left teachers with the dilemma of returning to primary school or continuing to teach without government acknowledgment. Moreover, unstandardized implementation of the curriculum across the country has resulted in various pedagogical challenges.

Given the teachers' experiences with the curriculum's impacts on his profession, his perspective becomes crucial in understanding the dynamics of English teaching in elementary schools over the past decade.

The second teacher was also impacted by the curriculum change. She initially taught English at an elementary school but had to resign due to administrative reasons following the regulation's implementation. The curriculum's non-recognition of English as a subject led to her exclusion from the DAPODIK system, hindering participation in teacher training and certification. Consequently,

she transitioned to a higher school level, teaching 7th grade, where students had not formally learned English in primary school.

Despite the challenges, the 2013 Curriculum mandates the teaching of basic English at the 7th-grade level. This situation has made the achievement of basic competency (KD) challenging due to delayed exposure to basic English. This is a unique situation in ASEAN because Indonesia is the only country where English is not taught at the primary school level. Therefore, the mandate to teach English was a drawback in the teaching of English in Indonesia.

Considering the implications discussed, understanding the challenges faced by the English teacher transitioning from elementary teacher to middle school teacher becomes crucial. The study explores her perspectives on the curriculum and her experiences at both primary and high school levels, offering insights into two consecutive educational stages.

The deliberate selection of these two teachers has taken into account differences between private and public schools and their varied responses to the norms, resulting in distinct career decisions. Despite these differences, they share the same experience of being impacted by the new curriculum. Recognizing their shared experience is vital for the study as it provides the potential for a comparative analysis that might unveil communal and personal differences as well as similarities. The analysis might also enrich and deepen the understanding of the regulation's impact from multiple perspectives.

3.3 Research Site

This study was conducted in two areas of Bandung. English is unquestionably in high demand throughout the city. This is because this city is home to various worldwide businesses, including the creative industry, technology, and trade. Almost all of these industries use English to conduct their business. As a result, English has become a necessity for some people. However, the 2013 Curriculum makes English unavailable in primary schools because English teaching

is not one core lesson. This has resulted in unstandardized English teaching in primary schools.

Therefore, the situation has led to a decision to choose the school without standardized criteria. The chosen schools are located in separate regions, one a private school in the center of Bandung and the other a public school in a Bandung suburb. In this case, those schools have teachers who have been affected by the 2013 curriculum, causing them to be unable to teach English in primary school since then. This is owing to my decision to undertake qualitative data analysis, in which he wishes to collect data from a small number of participants but with a high level of detail. Yet, there may be certain similarities between one location and another that might be used to represent Indonesia in general in this study.

3.4 Data Collection Techniques

This study was framed within a narrative inquiry in which interviews and documents in the form of Curriculum documents and Indonesia's law served as the major data collection techniques. The narrative interviewing tool enabled a nuanced exploration of participants' perspectives and lived experiences, while document analyses served to enrich our understanding of their contextualized narratives.

The research journey, in its course, traversed a considerable stretch owing to the necessity of eliciting direct responses from individuals. Despite the prevalent ease offered by contemporary data collection methods like Zoom interviews and voice notes, a conscious decision was made to cultivate a sense of camaraderie. This manifested through personal visits to two individuals, adopting a conversational tone akin to that of a receptive friend, keen on absorbing and comprehending their narratives.

Certain compromises were inevitable, demanding the researcher's patience and measured anticipation of responses throughout the process. Nevertheless, both data collection techniques proved instrumental in yielding the desired insights. The rationale behind opting for these methods lies in a pursuit to unravel the intricacies of participants' experiences and discern the impact of a curriculum on the socio-

economic facets of a teacher's life. Subsequent elucidation delves into the specifics of the data collection techniques operationalized in this study.

3.4.1 Interviews.

According to Patton (2002), qualitative data should be collected if I want to learn more about the individuals' life experiences and opinions. Additionally, an interview is one of the qualitative data collection procedures that can delve deeply into the life experiences, history, and even worldviews of the participants or samples. Additionally, there are three main strategies for qualitative data collecting via interviews: informal conversational interviews, standardized open-ended interviews, and the general interview guide approach (Patton, 2002).

This study used a semi-structured interview method. A semi-structured interview is a data collection approach in which questions are asked in the framework of a predetermined theme. However, the questions are not in any particular order or format. In qualitative research, semi-structured interviews are widely used (Barkhuizen et al., 2013). In addition to semi-structured interviews, this study employs episodic narrative interviews in practice.

I used episodic narrative interviews as an interview approach method in this study for a variety of reasons. Secondly, unlike narrative interviews, which provide detailed and colorful anecdotes that convey the complexities of teachers' experiences and perceptions, this type of interview provides deeper and more detailed data. Second, it allows for different points of view. Episodic narrative interviews, which allow teachers to relate their personal experiences, perspectives, and emotions, can provide a more nuanced understanding of the complexity of enforcing regulations. Finally, it captures varied experiences, as the episodic narrative interview method can capture a wide range of experiences and viewpoints, including those of teachers who may have been omitted or underrepresented in other research methods.

The participants were asked the following interview questions in Bahasa Indonesia. There were three sessions in this interview, each representing a distinct topic. These are the Participant Profile and Background, perspectives on teaching in two curricula, and perspectives on how the curriculum affects them.

Table 1 Interview questions

1 st Participant: Mr Ali		
No	Episode	Questions
1	1 st Episode: Participant Profile and Background	Can you tell me about your decision to become an English teacher even though it was not officially recognized at the time?
2		How has your teaching experience been over the years, and what motivated you to continue teaching despite the challenges?
3		How do you think your teaching approach has evolved?
4		What are some of the most rewarding moments you have experienced as a teacher?
5		What are some of the biggest challenges you have faced in your teaching career, and how have you overcome them?
6	2 nd Episode: Teaching English without Core Curriculum Status	Can you describe how you have adapted your teaching approach after English was no longer included in the core curriculum?
7		In your opinion, what are the benefits and drawbacks of teaching English as an extracurricular subject?
8		How have you been able to find or create materials to support your English teaching since there are no official reference teaching materials from the government?
9		How did you, as the homeroom teacher, gradually teach English to your students?
10		How did you measure the success of your English teaching without being able to rely on government standards or assessments?
11	3 rd Episode: Perspective on the curriculum that abolished English	What is your opinion on the decision to abolish English in the core curriculum?
12		How do you think this decision has impacted the overall English teacher career in your country?

13	in the core curriculum	Do you believe that English should be reinstated in the core curriculum? Why or why not?
14		How do you think the government could support English education in schools, even if it is not in the core curriculum?
15		In your opinion, what steps could be taken to improve the English language skills of students in your country, regardless of whether it is in the core curriculum or not?
2 nd Participant: Ms.Ratna		
16	1 st Episode: Participant Profile and Background	What motivated you to become a teacher, and how did you get started in the field of education?
17		Can you tell me about your educational background and your teaching experience so far?
18		What do you consider to be your strengths and weaknesses as a teacher, and how do you work to improve yourself professionally?
19		How do you build rapport with your students, and what strategies do you use to engage them in the learning process?
20		How have your personal experiences and values shaped your teaching philosophy, and how do you incorporate them into your classroom practices?
21	Episode 2: Perspectives on Teaching English with Two Curricula	What is your perspective on the 2006 Curriculum for teaching English, and how does it differ from the 2013 Curriculum?
22		How have you adapted your teaching approach to the 2013 Curriculum, and what challenges have you faced in doing so?
23		Can you describe your experience teaching English under both curricula and how did it affect your students' language proficiency and motivation?
24		What do you think are the strengths and weaknesses of the current English language education system in Indonesia, and how do you see it evolving in the future?
25		How do you balance teaching English as a second language with the demands of the other subjects in your curriculum, and what

		strategies do you use to integrate language learning into your students' daily lives?
26	Episode 3: Perspectives on Being a Secondary Teacher Directly Affected by the Curriculum	How do you feel about being bound by the rules of the curriculum, and how do they impact your ability to teach effectively?
27		What do you think are the biggest challenges facing secondary school teachers in Indonesia, and how do you address them in your teaching?
28		How do you assess your students' language proficiency, and what role do assessments play in your teaching?
29		What strategies do you use to help students who did not formally learn English in primary school catch up with their peers, and how do you differentiate instruction to meet their needs?
30		How do you stay current with the latest research and best practices in language education, and how do you incorporate them into your teaching?

3.4.2 Document Analysis

As per Creswell's conceptualization (2012), a document is construed as an assemblage of both public and private records systematically amassed by qualitative researchers within a designated site or gleaned from study participants. In the context of this inquiry, the subject of examination pertains to textual artifacts, specifically the draft iteration of a curriculum. The textual corpus subject to scrutiny is characterized as an impersonal and universally applicable document, denoting the curriculum draft in and of itself.

The curriculum draft earmarked for evaluative scrutiny in this investigation connotes a composite synthesis of two antecedent curricular paradigms, namely the Kurikulum Tingkat Satuan Pendidikan (KTSP) promulgated in 2006, and the Curriculum of 2013, initially disseminated in 2013 and subsequently subject to revision in 2017. Moreover, the consideration extends beyond mere pedagogical constructs to encompass

legal instruments, exemplified by legislation draft emanating from the Ministry of Education and Culture. The imperative lies in the meticulous examination of such legal documents to facilitate alignment with prevailing legal frameworks and pedagogical praxes operational in the field.

3.5 Research Procedure.

I used Clandinin and Connelly's (2000) model of narrative inquiry to conduct my research on the challenges faced by primary school English language teachers in Indonesia as a result of the abolishment of English in the core curriculum, as well as the perceived benefits of this decision. The steps I follow are as follows:

1) Biographical research:

I began by collecting biographical information about the primary school English language teachers in Indonesia who have been directly affected by the abolishment of English in the core curriculum. This information included their professional background, teaching experience, and any relevant personal experiences related to English language education.

2) Narrative inquiry:

Once I had identified potential participants, I engaged in narrative inquiry with them. This involved conducting interviews or facilitating focus group discussions, where I invited the teachers to share their stories and experiences related to the challenges they have faced since the abolishment of English in the core curriculum. I encouraged them to provide detailed narratives that capture their perspectives, emotions, and reflections.

3) Data analysis:

After collecting the narratives, I analyzed the data using qualitative analysis techniques. This involved transcribing and organizing the narratives, identifying recurring themes, and examining patterns and connections within the teachers' stories. I paid particular attention to the challenges they describe, such as changes in curriculum, teaching methods, resources, and professional development opportunities.

4) Interpretation:

With the data analysis complete, I moved to the interpretation phase. Here, I delved into the teachers' narratives, seeking a deeper understanding of their experiences and the meaning they attach to the abolishment of English in the core curriculum. I explore the teachers' perspectives on the challenges they face, examining how they perceive these challenges concerning their teaching practices, professional identities, and the broader educational context.

5) Writing:

Finally, I wrote a narrative inquiry report that documents the entire research process, including a comprehensive description of the research design, data collection methods, and data analysis techniques employed. I presented the findings of the study, which include a detailed account of the challenges faced by primary school English language teachers in Indonesia following the abolishment of English in the core curriculum. Additionally, I discussed the perceived benefits associated with this decision, as reported by the teachers. The report also included an interpretation of the data, highlighting the significance of the findings and their implications for English language education policies and practices in Indonesia.

By following this research procedure, I aim to gain valuable insights into the challenges faced by primary school English language teachers in Indonesia due to the abolishment of English in the core curriculum, as well as the perceived benefits that have emerged as a result. Through the narratives of the teachers, I hope to contribute to the understanding of the complex dynamics surrounding language education policies and inform future decisions and initiatives in the field.

3.6 Data Analysis

The next step in the research process involves a thorough examination of the collected data. Data analysis is a systematic and rigorous process of deriving meaning from the data. It involves systematically processing qualitative data to extract its essence and understand its implications. For the analysis, I utilize Clandinin's three-dimensional narrative inquiry framework, which comprises the

personal, social, and professional dimensions. This framework provides a comprehensive understanding of an individual's experience by thoroughly examining each dimension (Clandinin, 2006; Saleh et al., 2014).

This approach is particularly valuable in comprehending the challenges and benefits faced by primary school English language teachers in Indonesia due to the removal of English from the core curriculum. To analyze the narrative data on these challenges and perceived benefits, I followed a systematic process outlined by Clandinin. The following steps guide my comprehensive analysis:

1. Reading the data carefully and repeatedly

I began by carefully and repeatedly reading the collected narrative data, which consists of stories shared by primary school English language teachers in Indonesia. This initial immersion in the data enabled me to become acquainted with the teachers' experiences and identify key themes and patterns within their narratives.

2. Adopting the Narrative inquiry framework

To provide a comprehensive understanding of the teachers' experiences, I utilized Clandinin and Connelly's (2000) three-dimensional narrative inquiry framework. This framework emphasizes the following dimensions:

- a. Personal/Professional Practical Knowledge:

By exploring teachers' personal and professional practical knowledge, I aim to understand how the shift of English from the core curriculum impacts their instructional practices, pedagogical approaches, and professional identities.

- b. Place:

Investigating the physical and social contexts in which teachers live and work sheds light on the broader educational landscape in Indonesia and its influence on their experiences. This dimension encompassed the school environment, community dynamics, and the cultural significance of English language teaching.

c. Time:

Analyzing the temporal aspect of teachers' experiences is essential for understanding how the past, present, and future intersect in shaping their lives and work. This dimension explored historical perspectives, current challenges, and future implications resulting from the abolishment of English in the core curriculum.

3. Coding the data:

To organize and categorize the narrative data, I engaged in the coding process. This entails assigning codes to different parts of the stories, including characters, events, and themes. Coding facilitated the identification of recurring elements and helped me uncover underlying patterns and connections.

4. Identifying Patterns and Themes.

By comparing and contrasting the coded data, I searched for patterns and themes that emerged across the narratives. This analysis involved looking for commonalities in language use, recurring words, phrases, and ideas, as well as identifying consistent challenges and perceived benefits expressed by the teachers.

5. Interpreting the Findings:

Once patterns and themes have been identified, I delved into the interpretation of the findings. This step involves making sense of the data, examining the nuanced details, and drawing conclusions regarding the challenges faced by primary school English language teachers as a result of the abolishment of English in the core curriculum, as well as the perceived benefits associated with this decision. I considered the broader educational context in Indonesia and incorporated relevant theoretical perspectives to enrich the interpretation.

6. Writing up the Findings

Finally, I presented the findings of my analysis clearly and concisely, employing evidence from the narrative data to support my claims. I crafted a research paper that highlights the challenges faced by primary school

English language teachers in Indonesia due to the abolishment of English in the core curriculum, as well as the perceived benefits associated with this change. By adopting an engaging narrative style, I aim to effectively communicate the experiences of the teachers and provide insights that can contribute to educational discourse and policymaking.

Through a thorough analysis of the narrative data, I gained valuable insights into the experiences of teachers affected by the 2013 curriculum. This exploration revealed that a curriculum's impact extends beyond pedagogical aspects for students. Specifically, the unexpected shift of English lessons to extracurricular activities within the 2013 curriculum has led to disappointment and uncertainty among teachers. This change not only influences their professional dimension but also has socio-economic implications. In essence, the narrative data provided a comprehensive understanding of the multifaceted effects of the curriculum on both pedagogy and the broader aspects of teachers' lives.