

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents overview of research methodology of this study. It focuses on the design of the study, research procedures, site and participants of the study, data collection and data analysis.

#### **3.1 Research Design**

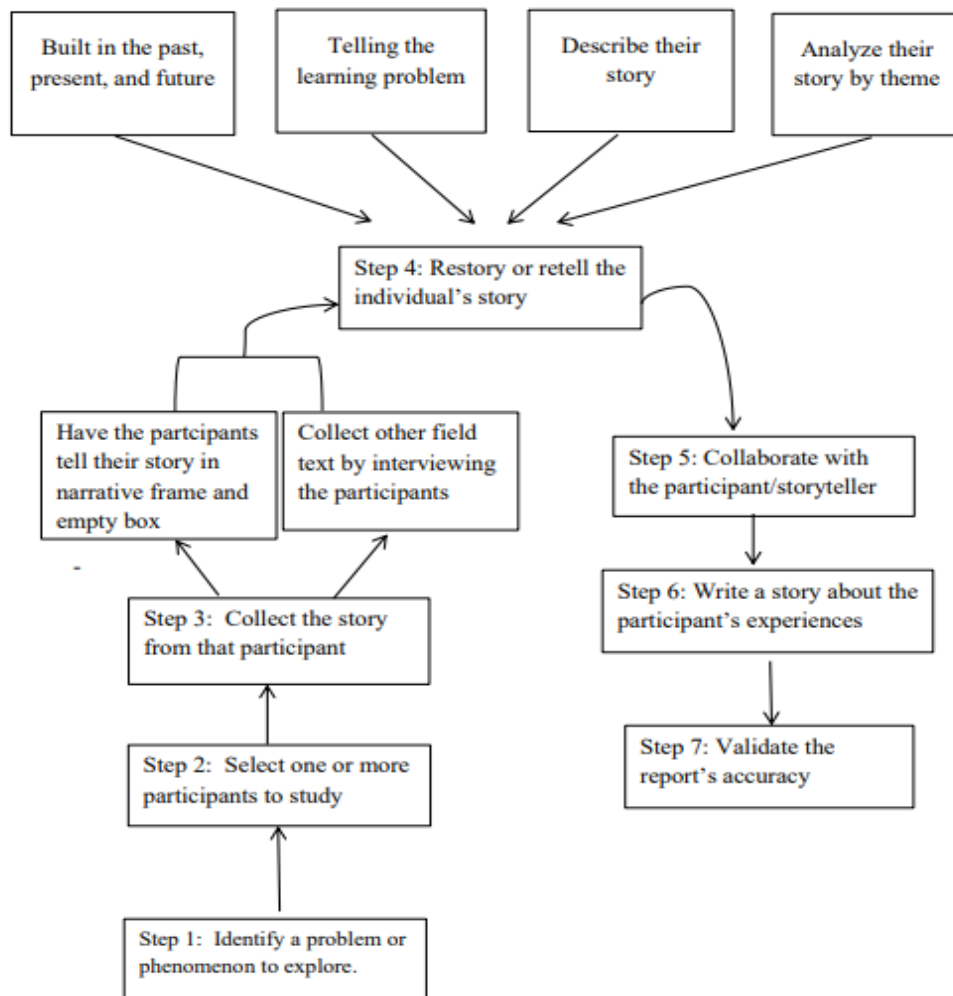
The research methodology used in this study is qualitative approach. The design of this study is narrative inquiry. It is appropriate for this study because Narrative Inquiry uses stories to describe human action. According to Creswell et al (2007), narrative research views the life experiences of individuals over time because it consists of obtaining and then reflecting on people lived experiences. Narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants. The inquiries either with engaging with participants through telling stories or through coming alongside participants in the living out of stories (Clandinin, 2006). As stated by Yuan & Lee (2016), narrative inquiry explored how student-teachers revealed their emotions and developed their identities through narrative interaction. Thus, the present research used narrative inquiry to explore the problems encountered by English teachers in implementing curriculum 2013 at Junior high school through their experience's story.

The narrative inquiry in this study as a way to capture the complexities of meaning and subjective stories representing an in-depth analysis of data (Abrar, 2019). Through inquiry, teachers can arrange and rearrange the issues and problems they face in their working lives. The advantage of narrative inquiry is that this methodology not only simplifies personal story in teachers but it also helps to carry the new meanings and significance to the work of teacher (Golombek & Johnson, 2002). As stated by

Barkhuizen, Benson, & Chik (2014), the main strength of narrative inquiry as a qualitative research is the fact that this methodology focuses on how people use stories to understand their experiences where it is important to discover phenomena from the perspectives of those who experience them.

### 3.2 Research Procedures

In order to collect data, the researcher uses systematic procedure to have deeper understand of teacher's teaching experiences. The research procedure was adopted from Creswell (2012). The procedure showed clear and comprehensive stage in conducting this narrative inquiry. The followings are the elaboration of each step.



(Taken from Creswell, 2012:154)

### Figure 3.1 Steps in conducting Narrative Inquiry

#### Step 1: Identify the phenomenon to explore

Identifying an issue or concern provides the purpose for a study and enables the researcher to understand personal or social experiences of an individual. The process begins by focusing on research problem of this study. The researcher views the phenomenon that appeared in implementing 2013 Curriculum in teaching English. Thus, the challenges that the teachers encountered in implementing 2013 curriculum and how to address those challenges were the focus of this study.

#### Step 2: Select one or more participants to study

The next step is selecting the participant who can meet the criteria to be a participant and understand the phenomenon. The criterions of selecting participant are English teachers in junior high school in Bandung who implemented the 2013 English curriculum in English teaching and learning process. The participants also had some challenges in implementing the 2013 English curriculum. The reasons that the researcher selected the three teachers to be participants were because the teachers has been teaching in junior high school for almost 15 years and have experiences in teaching English with 2013 curriculum.

#### Step 3: Collecting the teachers' story

In collecting participants' story, the researcher used narrative frame, narrative empty box and interview guide as instruments. The teachers as the participant sharing their story through narrative frame in written form and interviews in verbal. Table 3.1 describes the outline of data collection of this study.

**Table 3.1 Blueprint for Data Collection**

Data	Data Collection Method	Instrument	Procedure in Collecting Data
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Teachers' story or experience	Writing story about problem in speaking and writing challenges in implementing the 2013 English curriculum	Narrative Frame and Narrative Empty Box	Teachers were asked to fill the frames based statement starters.
	Semi-structured interview for exploring more experiences and for clarifying unclear stories about problem in narrative frame	Interview Guide	After finished with narrative frame and narrative empty box, the teachers were invited to have an interview session equipped with recorder. The teachers discussed their story, teaching experiences and challenges in implementing 2013 curriculum .

#### **Step 4: Re-story or retell the individual's story**

This step involves verifying the raw data, identifying key elements, organizing and sequencing these elements, and then retelling a story that describes the individual's experiences. Retelling helps the reader to understand the story by sorting in a logical order. Stories usually include the following factors: setting, characters, problems, actions, and resolution. In this step, the researcher analyzed the data by connecting of the whole data with examining the narrative frame, narrative empty box and the data from interview transcription. The researcher combined all the data that come from the narrative frame, narrative empty box and interview session into a story with consecutive order. After completing the retelling stories of participants, the researcher gave it to the participants so that the participants can check whether the story was accurate. Then, the researcher asked them to provide further information of their story if there were some missing information in the story. When the participants agreed with

the researcher's version of restory, then the researcher presented it into themes as suggested by Cresswell (2012). The themes were chosen by reading the whole data from narrative frame, narrative empty box and interview. The researcher also creates some codes for the theme in order to make the reader easier in differentiate the data. Table 3.2 shows the themes and descriptions that researcher used in this study.

**Table 3.2 Theme**

No	Theme	Description
1.	TC	Teachers' Challenges in Implementing 2013 Curriculum
2.	WOC	Ways to Overcome the Challenges

**Step 5: Collaborate with the Participant**

Throughout the collecting narratives process, the researcher worked collaboratively with the participants to ensure the participant's experiences were portrayed accurately. This step took place during the process of conducting research. It aimed to validate the data source. In the beginning, the researcher started to work with the participants in collecting narratives. The participants had to understand well what story to tell. Therefore, the researcher ensured them both pleasant or unpleasant stories were welcome as far as the stories were relevant to frame. The collaboration with the participants continued to the interview.

**Step 6: Report finding about the participant's experiences**

The researcher reported the findings by using thematic analysis. The findings section were divided into a number of subsections representing the main themes that resulted from the analysis of the data. The findings section consists of subsections depicting the major categories that resulted from the content analysis, and then further these were divided into the themes that pattern together as suggested by Barkhuizen et al., (2014).

**Step 7: Validate the report's accuracy**

The researcher kept collaborating with the participants throughout the process started from collecting, retelling, and reporting their narratives. The report on findings were finished after validating process by doing the participant checking.

### **3.3 Research Site and Participants**

The researcher conducted the study in one public Junior High Schools in Bandung. This place was chosen for two reasons. First, the school is one of the best schools in the city of Bandung in 2019 according to the website of the Indonesian Ministry of Education and Culture. Second, this school has been used 2013 curriculum for English subject since 2014.

The participants of this study are the three English teachers of Junior High Schools. The participants were selected because of the following reasons: (1) they have been teaching English for almost 15 years. (2) they experienced both 2013 curriculum and non 2013 curriculum.

### **3.4 Data Collection**

The methods of data collection of this study were narrative frame, narrative empty box and interview. In gaining the data, the researcher chose the following instruments:

#### **3.4.1 Narrative Frame**

Narrative frame is defined as a written story template consisting of a sequence of incomplete sentences and blank spaces of varying lengths (Barkhuizen & Wette, 2008). Writing frames are used to provide a story to scaffold writing in skeletal form (Warwick & Maloch, 2003). The purpose of writing frame is for respondents to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these. Narrative frames provide guidance and support in terms of both the structure and content of what is to be written. From the researcher's perspective, the frames ensure that the content will be more or less, what is expected

(and required to address the research aims) and that it will be delivered in narrative form.

Narrative frame used in this study in order to encourage the teachers to write their story or reflection on their teaching lives. The researcher designed one template which consisted of thirteen sentence starters organized in such a way that the teacher would determine the direction the story would take, very much like the plot of the story. An instruction on the templates asked the teachers to read all the starters before they started to write so that they would get a sense of the structure of the story, the point being to write a coherent story instead of several unrelated responses. The aim of the frames was to encourage the teachers to tell their story about challenges in implementing 2013 curriculum in English language teaching.

#### **3.4.2 Narrative Empty Box**

To anticipate the restriction of narrative frame such as limitation of in-service teachers' stories and researcher's accessible data. The researcher's provide narrative empty box with appropriate sentence at the beginning and end of the actual sentence-smarter frame for participants to write freely and additional information that they want add and share as stated by Barkhuizen et al., (2014). The narrative empty boxes also followed above narrative elements so the participants just fill in as before. The researcher present empty box for the participants to write their story that is not enough in narrative frame and also to get more accurate data. The data from narrative frame and narrative empty box were combined by adding similar cases from narrative empty box to narrative frame.

#### **3.4.3 Interview**

This research used semi-structured interview because it is common to use in language teaching and learning research. The researcher uses an interview guide with pre-set questions as Richard (2003) said that a resource that can be drawn on in whatever way and to whatever extent is appropriate. Generally, the interviewer has a set of core questions to anchor individual interviews, and to provide coherence across

interviews. However, the use of semi-structured interviews also gives a certain level of flexibility so that as the interview progresses the interviewer will ask follow-up questions for interviewees to clarify or elaborate.

Interview used to get details answer of teachers' experience in facing challenges in implementing 2013 curriculum and the solutions to address the challenges. The interview consisted of the numbers the open-ended questions about the teachers' experience in implementing 2013 curriculum that could elicit the participants to answer the question with their own views and opinions. The questions are mostly open-ended to enable participants to elaborate and researchers to pursue developing themes (Barkhuizen et al., 2014). The data is taken from the audio recording while the researcher interviews the participants about their experience in implementing the 2013 curriculum. The interview was conducted for approximately 30 minutes on different days for each teacher. The language used for the interview session was Indonesian language. As stated by Filep (2009), the researcher can conduct interviews in several different languages in order to get balanced interview data. The researcher chose Indonesian language in conducting the interview in order to avoid communication problems with the participants.

### **3.5 Data Analysis**

The data from narrative frame, narrative empty box and the interview result of teachers' experience in implementing the 2013 English curriculum were analyzed through thematic analysis. The result of interview analyzed by transcribing the conversation into written text and then interpreting the data to answer the research question. The data gained from the interview have been analyzed by using coding.

Furthermore, narrative inquiry as a form of qualitative research aimed to describe, explore and discover realities that are subjective and individual as well as socially developed. As suggested by Barkhuizen et al. (2014), the researcher had to pay attention on exaction and trustworthiness to keep the quality of this research. The



researcher analyzed the data by reading and coding frequently to understand the theme and to discover the useful experience.

In elaborating the findings, this study used coding as seen at Table 3.3.

**Table 3.3 Coding**

No	Item	Coding	Remark
1.	Teacher (T1,T2,T3)	P1, P2, P3	P1 = Teacher One = Participant 1  TC = Teachers' Challenges  WOC = Ways to Overcome the Challenges
2.	Teachers' Challenges	TC_(P1,P2,P3)_1,2,3..	
3.	Ways to Overcome the Challenges	WOC_P1_1,2,3.....	

### 3.6 Concluding Remark

This chapter has presented the methodology of this study. At first, the statement of the problem was presented. Then, statements of the problem were continued by the design of the study, site and participants of the study, data collection, and research procedures. This study used qualitative approach and conducted in one Junior High schools in Bandung. The data that were collected from narrative frame, narrative empty box and interview were analyzed descriptively. The next chapter will focus on findings and discussion of the study.