

CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of research, data and data sources, data collecting methods and instruments, and data analysis method.

A. Research Design

Research is one of alternative ways done to investigate and improve the knowledge. It is done based on the reality and it describes and measures the data systematically. Moreover, a research insists objectivity both in process of analyzing and drawing conclusion.

The study belonged to a Case Study Design. A Case Study is a type of qualitative research focusing on an individual or case of group. The group of individual is called extreme unique or extreme characteristic. In a case study the investigator attempts to examine individual or unit in depth. The investigator tries to discover all the variables that are important in the history or development of the subject (Ary et al, 2006: 440).

The case study here focused on how a teacher taught students who have extreme characteristics or students with special needs covering students of category A, B and D in one classroom at SMALB Kemala Bhayangkari 1 Trenggalek. The case study is directed to know how the teacher conducts teaching and learning English for students with special need.

The greatest advantages of a case study is the possibility of depth; it seeks to understand the whole child or the whole adult in totality of that individual's

environment. Not only the present actions of an individual but his or her past, environment, emotions, and thoughts can be probed (Ary et al, 2006: 441).

B. Subject of the research

In this research the writer choosed teacher as the subject of the study. Hopefully, the teacher gives much information during conducted the research reflected in her teaching activities.

C. Data and Data Source

This sub- heading presents the data of the study and the source where the data are collected.

a. Data

Arikunto (1998: 91) stated that data is the result of the research either as fact of the number. It means the data are numbers of facts found by researcher as result of research. The collected data must be relevant with the proposed research problem. In this research, the researcher used qualitative data in the form of fact.

In this research, the data were collected through the result of making field notes and doing an interview. The data belong to qualitative data that consisted of information about teaching and learning English covering students of category A, B and D in one classroom at SMALB Kemala Bhayangkari 1 Trenggalek. The data mainly related to the teacher's ways to prepare EFL instruction, present the material in teaching activities, kinds of strategies employed and to conduct evaluation for student with special need.

b. Data source

Data source refers to the source from where the data are collected. Data source is significant in every research. The research will not be able to get information without resource of the data. There are three resources of data, namely person, place, and paper (Arikunto, 2006: 144).

a. Person

Person is an individual who gives the data or information. The data can be gotten by interviewing or by giving questionnaire for the subject. In this research the person gave information to the writer was the teacher. Through interviewing the teacher, the data related to research questions could be collected.

b. Place

Place is the resources of data that deals with place or moving something. Place can be the room the location of the resources or material. The place of this research was SMALB Kemala Bhayangkari 1 Trenggalek.

c. Paper

Paper is resources of data that deals with symbol, picture the document, book number. The paper of this research was document about structure of SMALB Kemala Bhayangkari 1 Trenggalek.

Among the three data sources mentioned above, person was the main data source. From this source of data, information related to EFL teaching at SMALB were gotten. The teacher as the subject of the study gave sufficient data related to English instruction.

D. Method of Collecting Data and Instrument

Method of collecting data is standard and systematic procedures to get information needed (Nazir, 1988: 211). Furthermore, the data themselves have very important role in a research, because without data it is impossible to get the result of the research. When the researcher uses the method, they need instrument. Instrument is a tool used by researcher when she/ he use the method.

To answer the proposed research questions, the data in this study were collected by employing three methods of collecting data using the following three research instruments, they were observation sheet, field notes and semi structure interview.

There are many methods to collect data. In this research the writer uses conducting an observation, making field notes, and doing interview.

1. Conducting an observation

Ary et al (2000: 474) stated that observation is rely on narrative or words to describe the setting, behavior, and interaction. Observation was used to intepret setting, time schedule, and the meaning of the event, which observed. This method was used to get information about the teacher prepare EFL instruction, the teacher present material, kinds of strategies employed to help the students understand the material, and the teacher conduct evaluation. The ways in doing observation were: 1) The researcher prepared the concept of observation form, 2) The researcher joined in the classroom, 3) Researcher did observation in the classroom when selected subject were teaching English.

Researcher observed the teacher conduct teaching English at SMALB Kemala Bhayangkari 1 Trenggalek.

2. Making Field Notes

Making field notes is a method of data collection by making records on whatever happens in the field in this study file note was used to collect the data related to:

- a. The teacher's preparation EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek.
- b. The teacher presents the material in teaching activity.
- c. Kinds of strategy are employed to help the students understand the material.
- d. The teacher conducts evaluation for students with special needs.

3. Doing Interview

Essentially, interview is a kind of method in collecting data which requires direct communication between the researcher with the subject or respondent. This research uses interview method to collect the data especially about the teacher's activity in ELT instruction to students with special need of category A, B and D of SMALB covering the teacher's preparation EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek, the teacher presents the material in teaching activity, kinds of strategy are employed to help the students understand the material, and the teacher conducting evaluation for students with special needs.

According to Arikunto's classification (2006: 227), there are three kinds of interview as follow:

- a. Unstructured interview. In this type of interview, the interviewer carries out the interview with no systematic plan of questions.
- b. Structured interviewed. The interviewer carries out the interview by using a set of question arranged in advance.
- c. Semi structure interviewed. The interviewer uses a set of question, which are developed to gain the specific information.

Based on the ideas above this research used semi structured interview. Applying this technique in interview was to create relax and flexible situation. The interview was conducted with EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek, and subject English teacher in which prepare EFL instruction, the presenting the material, kinds of strategies employed to help the students understand the material, and the teacher conduct evaluation for student with special needs.

E. Data Analysis Method

The collected data obtained from the result of observation sheet, field notes, and semi structure interview were analyzed to draw conclusion. Moreover, data in qualitative research involved narration of the findings. In other words, in qualitative the data were preresnted descrittively. The process of analysis data, in this study, was done gradually during the process of collecting data through doing observation, making fieldnotes and conducting interview.

In this research, the writer conducted a Case Study to know how the teacher conduct teaching and learning English for students with special need covering students of category A, B and D at SMALB Kemala Bhayangkari 1 Trenggalek. As it was started previously that the data in this study were collected from the teacher as the main subject. So, the technique is to make conclusion from the getting of data. According to Miles and Huberman as cited from Sugiyono (2011: 246), the data analysis consist of three concurrent flows of activities, those are:

a. Data reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. Data reduction involves making decisions about which data chunks will provide your initial focus. So, the reduced data can give description deeply to the observation result. In this research, data reduction is done by making summary contact, developing category coding, making reflection note and data selection.

b. Data display

Data display is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion.

c. Conclusion Drawing

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion is verified to the notes taken,

furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Verification means testing the provisional conclusions for their validity. Rianto suggests that after getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be gotten (Rianto, 2007: 32-4).

Based on the procedure above, the steps in analyzing data in this research were: The first researcher collected the data through observation, fieldnotes, and interview, then the researcher selected, transcribed, and focused on the data by referring to the formulation of the research problems being investigated in the study. In other words, the irrelevant data should be discarded while the relevant data should be included. Next, after collecting and reducing the data, the researcher displayed those transcribed data in the form of narrative.

In the process of reducing and displaying the data, it should be based on the formulation of the research problems. After displaying the data, conclusions are drawn. In this study, the researcher uses temporary conclusion and final conclusion drawing to make the data valid.

The conclusion drawing is started since the beginning of the research after the data are collected by making temporary conclusion. Then, in the last step researcher draws the final conclusion.

F. The Subject Selection

In this part the description of the subject selection. Subject should be selected using an appropriate sampling technique or an entire population may be used. Subject must be person who (1) have the desire information, and (2) are likely to be willing to give it (Gay, 1992: 224). The subjects of this research were the teacher who was taught English teacher at SMALB Kemala Bhayangkari 1 Trenggalek. The researcher investigates a study on EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek. So, the researcher could not take randomly.

The researcher discussed with English teacher at SMALB Kemala Bhayangkari 1 Trenggalek about the teacher prepared EFL instruction. The English teacher explained as clearly the prepared held in EFL instruction. The preparation was hold different with school in normally. The teacher must know the materials that appropriate with characteristic of the student different each other. Then, the English teacher must select the materials that appropriate with the competence with her/ his students at SMALB. It was not easy for the teacher; not only enough looked SKKD but also must make own words for material that delivered to the students.

Then the teacher explained that present the material in the teaching activities. It was consist of combining the material from other sources using own word. Besides, the researcher asked kinds of strategies that employed to help the students understand the material. The English teacher used some strategies to help the students. It was very difficult due to the teacher must choose strategy that appropriate for different character of student with special needs. The last duty of

the teacher explained conducted evaluation to measure the students' English mastery.

G. The Description of the Subjects

The presentation of the subject in this part, related to a study on EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek. Those could be gotten from the subjects' English teacher. The researcher presented the subjects' profile.

The subject's name is Mrs. Nasihatut Thobibah, S. Pd. I. She is an English teacher in the all grade of class at SMALB Kemala Bhayangkari 1 Trenggalek. She got degree s1 from State Islamic College of Tulungagung at year 2008. Then, she tried to work at Islamic Senior High School Nurul Fikri around fewer 2 years. Due to, so far from the house Mrs. Nasihatut searched the school nearby with the house. Finally, she found the school and joins with SMALB until now.

It was exciting and an adventure for Mrs. Nasihatut in which can teach the student with special needs. She tried to understanding the sign language or sign finger that used of their students. So, the teacher must learn sign finger before teaching activities hold. Sometimes, the teacher used gesture certain object as directly to delivered the material in the teaching activities.

She is patient English teacher. All of the student very comfort and enjoy when the teacher taught. She can make the students feel interest in English subject although the students have limit competence. The English teacher believed that student with special needs can learn English as student in normally although limit of the body. So, it makes the teacher must hard effort to prepare the material

during EFL instruction, present the material in the teaching activities, and strategies are employed to help the student understand the material. Then, the teacher conducted evaluation to measure the students' English mastery during in teaching and learning process.

According to Mrs. Nasihatut, there is not specific guideline for student with special needs. Although, there are 4 SKKD that achieved the students, in fact just 2 SKKD can achieve the students due to the situation and condition. The students can achieve 2 SKKD with hard effort maximalist from teacher.

Depended on the source and method in collecting the data, finally the researcher got the some data about a study on EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek, as the description in research findings.

H. Trustworthiness of the Study

In qualitative research there are some techniques that can be used to increase the researcher data validity. The validity of the study is very important in a research. One of them is triangulation. Bogdan & Bicklen (1998: 101) stated that "triangulation is used to convey the idea to establish a fact that needs more than one sources of information". In this research, the researcher used triangulation to check the validity of the data. Moleong (2008: 303) explains that "triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data". Denzin (in Lexy 2008: 330) revealed that there are four kinds of triangulation techniques: (1) source

triangulation, (2) methodology triangulation, (3) investigator triangulation and (4) theoretical triangulation.

a. Source Triangulation

Source triangulation uses different source to get the same data. It used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collecting method or others.

b. Methodology Triangulation

This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same source to test the data validity.

c. Investigator Triangulation

Investigator triangulation means that the validity of the research can be tested by some other researchers. From some researchers' point of view and interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the research validity.

d. Theoretical Triangulation

This triangulation mean uses more than one perspective of theory to discuss the research problem.

From those types of triangulation method, the researcher used methodology triangulation because to check the validity of the data the researcher uses different method to get same data. It meant that, to get the validity of the data in this research, the researcher not only conduct observation but also did making

field notes, and interview so that by using those method, the same data could be gotten.