CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the research method. It consist of research design, Data and data sources, Technique of data collection, technique of data verifications and data analysis

A. Research Design

The researcher conducts this study by using narrative inquiry with qualitative approach. Qualitative research is form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain, and bring a meaning to them (Anderson & Arsenault, 1998: 126). Moreover, the researcher's perspective also influences what might be found. Narrative inquiry according (Mc Ewan and Egan: 1995) note two contributions of narrative research, narrative provides an account of history secondly, narrative at level of individual consciousness, stories record personal conscious ness. According to (Clandian and Connelly: 2000) say "Experience happened narratively….. Therefore, educational experience should be studied narratively". There are many types of narrative research but, In this case researcher chooses a personal account or personal narrative because it is suitable with a domain of this study. The researcher infers that narrative inquiry is identity and individual perspective about a topic in narratives theme based on experience, personal and felling. The interconnection of narrative and human experience, as indicated in the above quotes, means that professional

experience cannot separate with story and cannot be captured just though empirical methods. This is the reason why researcher chooses narrative inquiry because the researcher wants to analyse the teacher perspectives based on this experience in teaching deaf student.

In this study, the researcher needs participant's story since it uses narrative inquiry with qualitative approach. The data will be collected in the form of words or narration. The researcher focuses on story from participant as teacher, how implementation speech reading teaching skill to deaf student and what are difficulties teacher do in teaching speaking to deaf student by using speech reading.

B. Subject Selection

Subject of research in individual or members who are being observed in this term, the researcher gives the reason about selecting the field of study, and the informants that are believed by writer to give accurate data. (Nasution 1991:119) explain that subject of research is the process selecting a number of individuals for study such as away individual represent the large group from they were selected. In this term, the researcher gives some reason about selecting the field of study and also informant who can give accurate data. Researcher choose English teacher in SLB-B Negeri Tulungagung and the researcher as assistant teacher to be a subject on this study, because the researcher have some reason in choosing the field of study and the informants of study as follows :

This study tells us about how implementation speech reading in teaching skill to deaf students at SLB-B Negeri Tulungagung and what are the difficulties in implementation speech reading. In this research the researcher uses narrative inquiry to analyze and accurate the data. The researcher also as assistant teacher for collaborating the story and data in field study, the other reason, SLB-B school is one of big school to disable student in Tulungangung especially for Deaf student or hard of hearing. Actually many school that specialist deaf student but only in this school have many activities, modern, and achievement. In this study the researcher choose a teacher initial R to be Interviewee. Because she also teaches other skill in that school such as, drawing, tailor etc. She was not graduated from education of deaf student faculty and never studies about how to teach a deaf student in learning English. She was graduated from STKIP Tulungagung in English department in 2014. She teach English since 2012 when she still studied in forth semester. The plus point from her, she has experience in teaching speaking skill by using speech reading at SLB-B Negeri Tulungagung. The next is accessibility SLB-B Negeri Tulungagung located on St. Panglima Sudirman V/2 Tamanan-Tulungagung Where street can be passed by private vehicle or public transportation.

C. Data and Data Source

1. Data

   (Bodgan and Biklen; 1998:106) define data as rough material researchers collect from the word they are studying. The data included material from the people doing actively record, such as Interview, transcripts, and participant observation etc. so the data information which is gathered by researcher in order to understand the phenomenon and answer the formulated problem.

   In this study, the researcher uses narrative inquiry and the data are information and narration about implementation speech reading in teaching speaking, challenge as English teacher, difficulties and problem in teaching speaking skill. Then the data consist of interview (Narrative) from teacher and the researcher as assistant of teacher, field note observation and documentation.

2. Data source

   Data source according (Lofland,1984: 47) primary data source in qualitative is words and action, data source is the rest is secondary data. The researcher gets information or data from it, this classification of data source according to (Surbayabrata;200:39), and the data are:

a. Primary data

Primary data is data that collected by researcher through the first object directly, and the data can be gotten from interview and observation. The primary data sources of this research are the result of interview means narration from English teacher and researcher.

In other hand, a data source is a person, something, or place that provides information for a research. The researcher can get the data from these sources. In this study data source derived from interview and observation, the persons who were interviewed by the researcher are:

1. The English teacher

In this case, the researcher interviewed the English teacher to ask about everything that deals about challenge as teacher, experience, problem and students interaction when using speech reading in teaching speaking skill to disable students at SLB-B Negeri Tulungagung, but in this research focused in implementation of speech reading and difficulties.

2. Researcher as assistant of teacher

In this section the researcher as teacher assistant helps the teacher to teach speaking skill by using speech reading in the class. It is something interested, why? Because of in this case the researcher immediately has a role in conducting the research as participant. The researcher collaborate narrative

data from the English teacher and himself as assistant or usually called by (construct narrative).

b. Secondary data

Secondary data is data that gotten from resources, it is usually has been arranged in a document form, for example the data of geographic situation of place, magazine, picture, etc. the secondary data of researcher is the document about certificate, observation, transcribe, syllabus, lesson plan, hand book for teacher and hand book for student, etc. it means secondary data is the data that gotten from documentation usually use for appendix.

D. Technique of Data Collection

The data collection technique that uses in this study based on the formula of research question, including:

a. Interview

(Spredeley,1980:91) defines interview is "meeting two person to exchange information and idea though question and response, resulting in communication and join construction of meaning about particular topic". From definition above researcher can conclude that interview is a conversation between interviewer and interviewee that has certain objective to obtain information. In this case the researcher use interview guide, questionnaire to control answer of participant, this method was used to gain the information about implementation speech reading in teaching speaking

skill and experience as a teacher, but the researcher asked to participant to retelling story based on interview guide about their experiences while teaching speaking skill using speech reading. In other hand the researcher also retelling story about his experience, when teaching speaking class. Because the researcher as assistant of teacher. The interview held once after teaching speaking class.

b. Observation

There are many reasons why in qualitative research observation is use primary according to (Goba and Lincoln,1981:191-193). Firstly, observation is based on directly experience, secondly, observation technique allows the researcher to observe and guard by self. Third observation technique allows the researcher to write event in situation that relates proportional knowledge although a knowledge directly gotten from data. Fourth, often the researcher hesitates the data is bias and missed when collected from interview. Fifth, observation technique allows the researcher understands complicated situation. Based on the reason researcher can infer that observation should be strengthener data in data collection.

(Marshall,1995:39) states that through observation, the researcher learn about behavior and the meaning attached to behavior. Observation is to get data by doing survey and making note systematically about phenomenon being presented. Gay (1990:276 states "For certain research question, observation clearly the most appropriate approach". Observation type used

in this research is participant observation. Participant observation is the observation when the observer is directly involved in the location to be observed is in place, looking in the object of observation.

In this case, the researcher asks permission to head master to observe how is implementation of speech reading in teaching speaking skill to deaf student by carrying research license. The researcher observed English teaching in speaking class. Researcher makes field note include the notes of weather the researcher does during conducting the research from beginning until the end. The researcher conducted observation three times in speaking class.

c. Documentation

Documentation according (Ary,2010:442) states that documentation is one data collecting method that get some information from written material such as book, magazine, document, curriculum, picture, etc. in this study the data was used by researcher to collecting information about problem, implementation and difficulties in teaching speaking skill using speech reading, curriculum in SLB-B, hand book, teacher book, picture and lesson plan. The researcher also make lesson plan for teaching speaking skill to deaf student using speech reading. The lesson plan based on SLB-B curriculum and syllabus, then the researcher try to apply in teaching speaking class in SMAL-B grade X.

E. Technique of Data Verification

In qualitative research there is famous technique data verification that is triangulation. The researcher chooses it, for verified the study. According to (Cresswel,2009:185). Triangulation of data, data will be collected thought multiple sources, additionally (Ery et. All, 2010:498) said that the use of multiple sources of data, multiple observes, and multiple methods are referred to as triangulation. (Denzin: 1978) differentiates the kind of triangulation that used for varied the data, there are; triangulation with source, method, theories and investigation.

In this study the researcher used methodology triangulation with source, by comparing and verifying credibility and validity data that have been collected by researcher through different time and instrument (Moleong; 2005). That case should be achieved with: (1). Comparing data interview with data observation, (2). Comparing data narration 1 with narration 2. (3). Comparing the data interview with related document. For checking the truth wornness of data can be using a variety of instrument collect data. The purpose of triangulation in other hand is increase the credibility of the result. When a conclusion is support by data collected from number different instrument, its validity is enhanced. Miles and Huberman (1984:102) said that triangulation is application of use combination of several research methodologies of data collection in study similar aspect of human behavior.

Researcher uses this method for conducting this study; methodological triangulation was done by employing different method of collecting data,

namely observation, interview and documentation. To get related study , the researcher interviewed English teacher in Narratives approach it means the researcher asked to the interviewee as a teacher to retell story about, experience, challenges, felling and student interaction when teaching speaking using speech reading. In this section the researcher also design lesson plan for teaching speaking in the class in two meeting by using speech reading. Researcher wants to know a feeling, experience, challenges and interaction when teaching deaf student using speech reading. After interviewing and data collecting from SLB-B Negeri Tulungaung, checking trustworthiness of data interview was support by data observation and compared again by documentation, in other word, each instrument is supported by the use of other instruments, for examples, when the researcher observed English teacher teaches speaking to deaf student using speech reading. To check validity of this data, researcher makes some categories in interview guide and comparing the data from observation and documentation.

Cohen (2000:117) explained that triangulation is using the similar method on different occasions or different method on the similar object of study.

Table 1.1 Table methodological Triangulations;

Method of collecting data	The source of data	Kind of data will be get
Interview	English teacher	To know the difficulties, challenges, problem and experiences teacher do in teaching speaking by using speech reading.

	Researcher itself	To know the difficulties, challenges, problem and experiences teacher do in teaching speaking by using speech reading. The researcher data will be compared with the data from English teacher.
Observation	The students	To know the interaction of student in speaking class using speech reading
	The English teacher	To know implementation of speech reading in teaching speaking
Documentation	Curriculum	To know the role of speaking curriculum at SLB-B Negeri Tulungagug.
	Lesson plan	To know material and media used by English teacher to teach speaking class by using speech reading

From table above, the researcher can attract valid conclusion because researcher compared all data and the researcher also as participant that means the data was collected is not bias. In narrative inquiry researcher have to ask a feedback to participant to check the story that missed.

F. Data Analysis

Data analysis typically relies on qualitative coding processes and focuses on description and sense making (Ary et. al., 2010: 556). Data analysis is the

process of compiling data that is taken from the results of observation, interview, and some of field notes. Analyzing qualitative data is a systematic process that organizes the data into manageable units, combines and synthesizes ideas, develops constructs, themes, patterns or theories and illuminates the important discoveries of your research (Anderson and Arsenault, 1998: 138). Ary (2010: 481) believe that data analysis can be described in three stages; they are organizing and familiarizing, coding and reducing, and interpreting and representing but in narrative inquiry there is small different in conducting data analysis there are: collecting stories, re-story, coding, and collaborating.

1. Data reduction

In this step, the researcher choses which is relevant and irrelevant with the purpose and the research problem then summarize, give the code, grouping or organizing based on topic. The researcher must be really familiar and know all the data that had been collected by reading some related literatures and understanding the transcript of interview and the observation result.

2. Re- Story

The researcher conducts interview and write the story or record by using tapes recorder, after that the researcher transcript the story from participant or interviewee and the researcher identify by coding, theme and key word of story. In this section researcher retelling story by organizing codes and keyword in researcher language and perspective, then the researcher collaborates the reflection data from participant an researcher based on theme, plot and setting.

3. Data display

The next step in analysing data is data display. It is done by displaying or presenting the data related to the proposed research questions. The data is in the form of description. Researcher summarizes the data based on the formulated research questions.

4. Drawing conclusion

The last step is drawing conclusion. In this step, the conclusions were drawn step by step. First is arranging the temporary conclusion or tentative. Second is drawing conclusion by comparing the suitability of the subject's statements with the researcher questions. The form of this data is descriptive data which is to express the meaning of the data.