

CHAPTER III

RESEARCH METHOD

This chapter presents methods that the researcher uses, including research design, data preparation (participants, types of data, sources of data, and informed consent), data collecting techniques, data analysis and trustworthiness of the research.

3.1. Research design

This research used qualitative research as its design. A research design may be defined as the initial set of questions to be answered, and there is some set of conclusions (answers) about these questions as Yin (2014) mentioned. It is including the collection and analysis of relevant data to answer where, when, and how data are collected and analyzed in a research. Likewise, Creswell, (2009) defined research designs as plans and specific procedures that involves several decisions from broad assumptions to detailed methods of data collection and analysis.

The type of the qualitative research in this study is case study. As written by Yin (2014) case study research is an empirical inquiry study that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident or phenomenon and context are not always distinguishable in real-life context. In the same line, Creswell (2009) mentioned that case studies are a strategy of inquiry in which the researchers explored in depth a program, event, activity, process, or one or more individuals. It means that

the focus of this type of qualitative research is in depth analysis of individuals, program, process, event, activity, and so forth. Thus, in this study, the focus is on investigating and describing teaching strategies used and as perceived by English teacher in teaching English to visually impaired students, which is the main unit of analysis in this study. Teaching English strategies used by teacher-participant at YAKETUNIS was chosen as the single case of this research.

3.2. Data Preparation

There are several aspects in data preparation that researcher needs to do during this research. Those aspects are research setting and participants of research, types of data, sources of data, and informed consent.

3.2.1. Setting and Participants of Research

Research setting is an environment where the phenomenon being studied takes place. Meanwhile, participants of research are chosen by the researcher to be studied and to be contributed in this research. The participants of this research was the English teacher who stayed in YAKETUNIS (Yayasan Kesejahteraan Tunanetra Islam) because there were still interest things that needed to be explored using this research. This research was about the participants' perceptions of the strategies in teaching English to visually impaired students at the Junior High School Grade in YAKETUNIS. This research focused on the English teacher's perceptions of the strategies that she has been using, there were actually 2 teachers in this school, but the

researcher only chose one teacher for the following reasons. The teacher to be observed is a permanent and active teacher in her field. Besides, she also handles a lot of English classes, almost all classes she handles. Despite the many classes she handles, she certainly had different teaching strategies for each class. Therefore, the researcher wants to focus on that one teacher who represents a data-rich participant.

There were two classes observed at YAKETUNIS, there were grade 7A, and grade 8, by considering that one of the classes was unavailable because the students involved in grade 9, so that they must focus on the National exam. The researcher chose this class based on the recommendation from the teacher. These two classes have the differences such as the students in grade 7A class were active students during the learning-teaching process while students in grade 8 looked more passive. The total number of research participants was 1 teacher who teaches English course and 2 classes were observed.

3.2.2. Types of Data

Data is empirical evidence collected by researcher from the participant to answer research questions. In qualitative research, according to Creswell (2012) there are four types of data collection techniques, such as observations, interviews and questionnaires, documents, and audiovisual materials.

Referring to those four types of data, the researcher adopts three of those types of data in conducting this research which is the researcher used qualitative data in this

study that gained from English class to take field notes, then doing face to face interview with one teacher that involved in English class as the participant, and also collecting any document related to English to support the data.

3.2.3. Informed Consent

The next process that need to be done by the researcher after selecting the setting, participants of the study, types of data / source of data is informed consent. Asking permission to the head of MTS YAKETUNIS needs to be done by the researcher with a formal consent letter.

Furthermore, consent issues needs to be done by the researcher to the participants of this study. The researcher needs to inform the participants that the researcher is conducting a study, or in another words, the researcher need to an introduction to the participants about the study so they can decide whether they can take part in the study.

3.3. Data Collecting Techniques

Data collecting techniques are the very important elements of the research, because the main goal of a research is gaining the data. The data of this study were obtained from interview, observation, and documentation. In this research, the researcher also use triangulating from combination between interview, observation, and documentation. Those there combinations will ease the data collection while carrying out the research. It is suitable with stated by Olsen (2004) that the mixing of

data types were known as triangulation and it was often thought to help in validating the claims that might arise from an initial pilot study. As the data is gathered from interview, observation, and document analysis, the researcher did 6 times from 15th of September 2018 until 9th of October in each class 7a and 8, and then did the interview on 10th of October 2018. Meanwhile, the document analysis (picture activity and students' assignment) were gained from the participants during the class observation.

3.3.1. In-depth interview

A qualitative interview occurs when researchers probe one or more participants with open-ended questions. According to Creswell (2012), interview is question and answer activity carried out by one or more participants generally by open-minded questions with the aim of exchanging information and ideas and taking the record during all the process. Then, the result would be transcribed and analyzed by the researcher.

In this case study, the type of interview that used by the researcher was semi-structured interview which the questions of the interview were set by the researcher, and the researcher has opportunity to explore about specific points. The interview was done by using open-ended questions also known as shorter case study interview that involved one participant. One teacher is chosen as the participant that will be interviewed about implementation of her strategies in teaching English to visually impaired students at YAKETUNIS as a place where the data being studied took place.

This participant was interviewed face to face. For the interview questions will be attached in Appendices 1.

3.3.2. Document Analysis

Document is a valuable source of information in qualitative research. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. According to Creswell (2012) a researcher can gain a rich source of information with collecting personal documents of participant. In this study, documentation is complementary to the use of observation and interview method. The documents used in this case study research are the documents related to English class at YAKETUNIS including pictures of activities and student's assignments. The document will be analyzed further to gather supporting data related to the main unit of analysis. The sample of document analysis that will be used is shown in figure 3.2 and 3.3 below



Figure 3.1 Learning Situation in English Class at Yaketunis

TONGUE TWISTER

1. I saw Susie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.
2. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
3. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
4. There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.
5. I scream, you scream, we all scream for ice-cream!
6. Wayne went to Wales to watch walrus.
7. Ann and Andy's anniversary is in April.
8. How many cookies could a good cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
9. Mr. Tongue Twister tried to train his tongue to twist and turn, and twit an twat, to learn the letter "T".

Figure 3.2 Sample of Document Analysis 2 (Students Assignment)

3.3.3. Participant Observation

In this observation, the researcher was involved with the daily activities of the person being observed or used as sources of research data Sugiyono (2015). He also explains that while making observations, the researcher also put themselves in the setting of the study.

Furthermore, according to Creswell (2012) observation is an activity where the researcher put themselves in the setting of the study. It requires good listening skills and careful attention to find out and review the issue that occur in the setting. Besides, participant observation will help the researcher to know all the natural activities that occur in the setting of study and also provides an opportunity to perceived reality from the perspective of someone inside a case.

Therefore, in this participant observation, the data obtained would be more complete, sharp, and to know the level of meaning of each behavior that appears. It means the researcher analysis all the activities in the class during the teaching learning process. In arranging observation checklist, the researcher observed the teacher during teaching and learning process. In the observation stage, the researcher observed of how the teacher taught their students English and what strategies that the teacher used in class during the lesson from opening until closing.

Since, the English class was held twice in a week so the observation would follow it. While conducting the observation in the class, the researcher paid attention

to strategies that were usually used by the teacher to deliver the material to visually impaired students, besides that about how she implemented the strategy in to an activity. During the observation, the researcher also made field noted and video recording to be used in analysis data phase.

3.4. Data Analysis

In this case study research, the data will be analyzed using interactive model based on Miles and Huberman (1994), in which the data are collected from observation, interview, and documents. Miles and Huberman (1994) also mentioned those models include data reduction, data display, and conclusion drawing/verification (See figure 3.4):

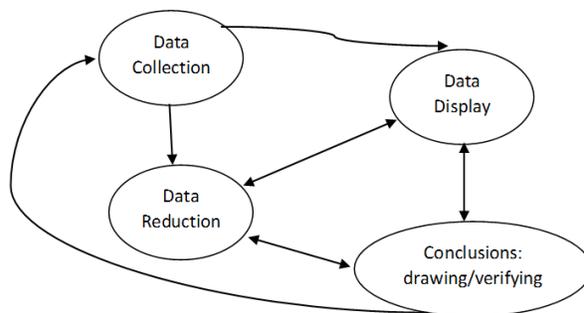


Figure 3.4 Components of data analysis: (Interactive model based on Miles and Huberman, 1994)

3.4.1. Data Reduction

The data obtained from the fields is quite huge, therefore, data analysis needs to be done through data reduction. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. Thus, the data that has been reduced will give clearer information, and make it easier for the researcher to collect next data. Reduction data can be done with several process, such as; selecting, focusing, simplifying, abstracting, and transforming from field notes observation interview transcript a document analysis. It is occur continuously since the beginning of the research until a final report is completed where a research decides which conceptual framework, which cases, which research questions and which data collection approaches to choose as stated by Miles and Huberman (1994).

To reduce the data in this study, the data as a result of interview recording was changed into verbatim form, observation result was turned into field notes, and document analysis result was arranged into script of document analysis. The result interview showed how the teacher perceived the strategies that she used in teaching English to visually impairments students and how did the English teacher implement those strategies.

3.4.2. Data Display

After data reduction, the next step in analyzing data is Data Display. According to Sugiyono (2015) in qualitative research, the presentation of data can be done in the

form of brief descriptions, charts, relationships between categories, and flowchart. That statement confirmed that the data is organized, arranged in a pattern of relationship, so it will be more easily understood. Besides, Miles and Huberman, (1994) suggested to display the data by using narrative text, graphic, matrix, network, and chart. Therefore, in this research, the researcher would use brief notes, narrative text and table.

3.4.3. Conclusion Drawing and Verification

The third step of analysis data is conclusion drawing and verification. Conclusion in qualitative research may be able to answer the formulation of the problem that has been formulated from the beginning, but maybe not. In this case, it depends on valid and consistent evidence that supports the next stage data collection as cited by Sugiyono (2015). It means the problems and formulation of the problem in qualitative research are still temporary and can develop after research in the field.

3.5. Trustworthiness

According to Thomas and Magilvy (2011), the researchers in practice settings who hope build practice on the best evidence, need to have confidence and trust in the research findings presented. She also mentioned that different models were available that address how to build trust in qualitative research, such as the model of trustworthiness of qualitative research proposed by Lincoln and Cuba (19). Those models addressed four relevant to qualitative research included include credibility, transferability, dependability and conformability.

3.5.1. Credibility

The validity of the data and the method of data collection are very important both in quantitative and qualitative research. Credibility is also known as internal validity, where it concerns only for causal (or explanatory) case studies, Yin (2014).

In the qualitative method, testing the validity of data was carried out in various ways, including triangulation, and member check will be used to check the internal validity of the research (Sugiyono, 2015). The researcher uses triangulation in this research, which are interview, observation, and document. Triangulation is accomplished by asking the research questions to participants and by collecting data from different sources, and by using different methods to answer the research questions. As written in Shenton (2004) the form of triangulation may involve the use of a wide range of in-formants. One way of triangulating via data sources here individual viewpoints and experiences can be verified against others and, ultimately, a rich picture of the attitudes, behavior of those under scrutiny may be constructed based on the contributions of a range of people. While Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. According to Guba and Lincoln (1985) as cited in Shenton (2004), checks relating to the accuracy of the data can be on the spot at the course and at the end of the data collection dialogues where the informants may also be asked to read any transcripts of dialogues in which they have participated to reconsider that their words matched with what they actually intended.

3.5.2. Transferability

Transferability is also known as external validity in qualitative data, which shows the degree of accuracy whether the research findings can be implemented on population where the sample was taken (Sugiyono, 2015). Furthermore, Yin (2014) defined external validity as the extent to which the research findings can be generalized.

The research findings can be applicable for English teacher of visually impaired students as the reflection. Besides, the research finding can also relate into another or similar situation, phenomenon, or characteristic of the subject by readers. In addition, the finding can also be used for some references and extend research.

3.5.3. Dependability

In qualitative research, dependability also known as reliability, where a researcher can reduce or replicate the entire research process. In this case, the dependability can be tested by an auditor who independently audits the entire activities of the researcher in conducting the research (Sugiyono, 2015).

Furthermore, Yin (2014) stated that dependability test of this case research is must be capable of being audited by auditor to produce the same results if the same producers are followed. Then, an auditor could repeat the procedures and arrive at the same results. Therefore, if the researcher could provide the data but did not do the research to the field, researchers' dependability needs to be tested.

3.5.4. Conformability

Conformability is known as research objectivity test, the research said objective if the research findings agreed by many people. Conformability and dependability are similar, so the testing can be done simultaneously (Sugiyono, 2015). The researcher provides all data and enquires peer reviews to give comment, opinion, and suggestion regarding to the data analysis. Tested the conformability is also tested the research findings. Therefore, in research, do not let the results exist, but in reality there is no process at all.