

### **CHAPTER III**

#### **RESEARCH METHODS**

This research has been conducted in SMPLB Ma'arif Lamongan in *street. Mendalan no. 6 Banjar-Mendalan-Lamongan*. The subjects of the research were the only one English language teacher for second year class and all of the second year class of this school which consist of only 2 students in a class.

The main focus of this research was the strategies of teaching English grammar applied by the teacher to second year students of SMPLB Tunarungu Karya Mulia, Surabaya. Then the sub focus of this research were: the difficulties encountered by the teacher while applying some strategies in teaching English grammar, the students' respond towards the teaching strategies of English grammar applied by the teacher.

This research is *natural-qualitative research* because the research was dealing with the phenomena of the people in society, in this case is the teacher and the second year students of SMPLB Ma'arif, Lamongan. The researcher as the observer had no specific interaction with the subjects of the research than just finding the data from the documentation, observation, interview and questionnaire. So, all the data was naturally what the researcher found in the field. This research explained the phenomena of the object then found the causal and described the answer of all research questions. So that, this research was exploring the meaning of the data provided.

### **A. Research Genre**

This research genre is basically *descriptive-clarification* and *action research*, because the research describes the action that the subjects of the research do and implemented. The research clarifies the theory that undercover the research and then going through the documentation, interview, observation and questionnaire sessions to prove it. Thus, two kinds of genre have taken to this research to make it valid and reliable findings.

### **B. Research Design**

This study was based on library study and field research. In the library study, the writer tried to find some materials that were related to the topic. Furthermore, there were some steps to do field research, they were:

#### **1. Pre-Field Research**

This step was preparation step before doing the research, the steps were:

- a. Arranged research design which started by choosing research location, creating research question, and finding the informer. After that, all things about the research and the methodology arranged in research proposal.
- b. After research proposal approved, the researcher asked permission letter to do the research.
- c. Before doing the research, the researcher prepared supporting tools for doing field research such note book, camera, tape recorder, questionnaire sheets, etc in order to get maximal results.

## 2. Field Research Step

The methods used to uphold this research were through finding documents, personal interview to the English teacher, did field observation and distributed questionnaire to the students.

In finding document, the writer permitted to borrow or copy all documents such as curriculum which is used, the lesson plan, the material though, and the report of the students to the English teacher and the curriculum staff.

For doing personal interview to the English teacher, since it was '*unstructured and open*' interview, the writer brought interview guideline to the teacher and asked about all of the topics of the research from the guideline. The writer recorded the result of interview to get reliable data.

In field observation session, since it is '*passive participation observation*', the writer observed and noted all things of the process of teaching and learning grammar in the class. The researcher observed the class activities according how many strategies were used by the teacher in the class. As like interview session, the writer also recorded this session and prepared suitable equipment to smoothen the research project.

For conducting 'questionnaire' session to the students, the writer asked for great help from the teacher to facilitate the student if there was ambiguous question that make them confuse, since the writer could not use sign language.

### **3. Report Writing Step**

After done with field research step, the writer made and arranged the report of the research.

### **C. Data and Sources of Data**

Data used in this study divided into two data. They were primary and secondary data:

1. Primary data was the data gotten from the research subjects. In this case, it was about the strategies of teaching English grammar applied by the teacher to second year students of SMPLB Ma'arif Lamongan, the difficulties encountered by the teacher in teaching English grammar for students with hearing impairment, the second year students' of SMPLB Ma'arif Lamongan responds toward the teaching strategies of English grammar applied by the teacher.
2. Secondary data was the data gotten from all documents which is needed for this study such as: curriculum, the lesson plan, the book used in the class, etc. The primary data can be collected by observing the class directly, finding documents needed, interviewing the English language teacher and distributing the questioner to the students. For conducting the questionnaire the students, the researcher asked for help to the teacher to be the interpreter. Then, for secondary data can be collected by permitting to the teacher to borrow all documents which were needed as like: curriculum, the lesson plan, the book used in the class, etc.

## **D. Data Collection Techniques**

Collecting data was crucial work in this research. In order to get relevant and needed data, the researcher used these techniques:

### **1. Documentation**

Documentation is activity conducted to take the data from the sources of non – human, it can be written data which are available in the locations, such as curriculum which is used, the syllabus, the lesson plan, the material though, and etc. The sources of the data in this study are the document, such as curriculum, syllabus, the book used, the report of the students (the result of examination), and the standard of sign language used in SMPLB Ma'arif Lamongan. To get all above the writer used documentation list, then permitted to the teacher or the informants to borrow those documents.

### **2. Interview**

This research used '*Unstructured and open interview*'. *Open interview* is the kind of interview that the subject of the research knows that she or he is interviewed and she knows the tendencies of the interview.<sup>1</sup> Then, *unstructured interview* is free interview that the researcher does not use interview guideline which is arranged systematically to collect the data. Interview guideline which is used is only common topic of research problem which asked by the interviewer. It is usually used to investigate deeply about the subject of the research.<sup>2</sup> The questions in this interview

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<sup>1</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*. (Bandung: PT. Remaja Rosdakarya, 2011). 189.

<sup>2</sup> Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung, Alfabeta, 2012). 74.

are about experience and behavior, which focus to describe experience, behavior, action, and activity of the subject of the research.<sup>3</sup>

Then, with interview guideline, personal interview with the teacher was conducted to collect data about teacher's strategies to teach English grammar for students with hearing impairment, teacher's reason of using those strategies, the difficulties encountered by the teacher in teaching English grammar using those strategies for students with hearing impairment, teacher's strategies to solve those problems, and Students' responses and understanding. This technique was recorded to smooth the research project.

### 3. Observation

This study used '*passive participation observation*'. *Participative observation* produces completer and sharper data, until knowing the meaning of the data from the subjects' behavior and action. Then in this study, the researcher uses *passive participation* observation; the researcher comes to the place of the subjects of the research, but does not involved into their activities, in other word, just observe them.<sup>4</sup> And the objects of the research are place, activity and actor.<sup>5</sup>

Observation has conducted to collect data about the strategies of teaching English grammar for students with hearing impairment used by the teacher, the difficulties encountered by the teacher in teaching English grammar for students with hearing impairment, teachers' strategies to solve those problems, the second year

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<sup>3</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*. ... 193.

<sup>4</sup> Sugiyono, *Memahami Penelitian Kualitatif*. ... 64-66.

<sup>5</sup> Sugiyono, *Memahami Penelitian Kualitatif*. ... 68.

students' of SMPLB Ma'arif Lamongan responds toward the teaching strategies of English grammar applied by the teacher and their understanding of it, the process of teaching and learning English grammar at SMPLB Ma'arif Lamongan, the kind of communication is used in the process of teaching & learning (e.g. sign language or lip reading) and the effectiveness of all teaching strategies applied by the teacher.

The researcher observed the class activities according how many strategies were used by the teacher in the class. In this technique the researcher could record all about the subject and the object of the research in order to make it easier and reliable. During collecting the data, she also knew about the tools and infrastructure directly whether it is qualified good or not.

#### **4. Questionnaire**

This study used combination of *open and close questionnaire*. *Open questionnaire* is questionnaire which has already the answers and the subject of the research just can choose those answers. *Close questionnaire* is questionnaire which has not already the answers then the subject of the research can deliver their free answer into the questionnaire questions.<sup>6</sup> And in the questionnaire sheets those kinds of questionnaire has separated by chapter or point.

Based on the kinds of questions in the questionnaire, they are: question about fact (ex: name, religion, etc), question about opinion and attitude (question about respondent's opinion an attitude toward something), question about information (question about what respondent's knowing and how far she or he know), question

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<sup>6</sup> Joko Subagyo, *Metode Penelitian*.(Jakarta: Rineka Cipta, 2006). 56-58.

about self perception (respondents evaluate their attitude about their connection to the others).<sup>7</sup> And the questions in this questionnaire were about opinion, attitude, and self perception about English subject especially, the grammar, their difficulties in learning it, their best strategy in the process of learning English grammar, and suggestion for the teacher about the strategy in teaching English grammar.

Then questionnaire sheets has distributed to the only 2 second year students of SMPLB Ma'arif Lamongan to collect data from their opinion about the teacher's strategies in teaching grammar, their difficulties in learning it, their best strategy in the process of learning English grammar, and suggestion for the teacher about the strategy in teaching English grammar.

### **E. Data Analysis Techniques**

Data analysis technique of this research used Miles dan Huberman models. And the steps are:

1. Data collection, by documentation, interview, observation, and questionnaire.

In this step the researcher found the data as much as possible then described it completely.

2. After getting the data by all above instruments, the next step was data reduction, this step is to conclude, choose the main and appropriate data or information described and abandons the data which is inappropriate to the research problems. These were the main topic that been the overview to do data reduction:

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<sup>7</sup> Joko Subagyo, *Metode Penelitian*.....59.



In documentation, the researcher needs curriculum, school profile, lesson plan, syllabus, the material or the book used, students' report (the result of examination score) and the standard of sign language.

For interview, the researcher needs all information about the strategies of teaching English grammar to students with hearing impairment, teacher's difficulties while using those strategies in teaching grammar, the students' respond toward the teacher's strategies, and all information which still related to the background and issue of the study.

In observation, the data needed are: the strategies of teaching English grammar for students with hearing impairment used by the teacher, the difficulties encountered by the teacher while using those strategies in the class, teachers' strategies to solve those problems, the second year students' respond toward the teaching strategies of English grammar applied by the teacher and their understanding of it, the process of teaching and learning English grammar at SMPLB Ma'arif Lamongan, the kind of communication used in the process of teaching & learning (e.g. sign language or lip reading) and the effectiveness of all teaching strategies applied by the teacher.

Then, for questionnaire, the researcher needs the data about students' opinion about the teacher's strategies in teaching grammar, their difficulties in learning it, their best strategy in the process of learning English grammar, and suggestion for the teacher about the strategy in teaching English grammar.

3. Data display, after choosing the data or doing data reduction, the data can be displayed through charts or data analysis and explanation.
4. The last step is making conclusion.<sup>8</sup>

#### **F. Data Validity Check**

The data of the research have to be *valid* and *reliable*, but in qualitative research need to be *credible* and *transferable*. In order to make the result of the research is *credible*, the researcher expanded the research period to ensure the validity of data, continued with triangulation of data: source triangulation, technique triangulation, and time triangulation. And further, the researcher used media references in the form of handy cam or camera to make the data reliable. After that, uphold 'member check' will be benefit for checking the validity of the temporary finding result, this 'member check' could be conducted in the discussion session with the subject of the research to reduce, add, or agreed the finding or the result of the research. So that, the researcher could compose the report in well organized, detail, systematic, and reliable report in order to get the *transferability* that means the result could be applied in another place (to the population of the sample taken).

Then, the researcher does the *dependability* and *conformability* check to the advisor by giving the record of 'research track' in order to audit the result and its objectivity. <sup>9</sup>So there were the efforts of the researcher to get the validity and reliability of the research.

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<sup>8</sup> Sugiyono, *Memahami Penelitian Kualitatif*. ... 91-99.

<sup>9</sup> Sugiono. *Memahami Penelitian Kualitatif*. ... 120-131.