

## CHAPTER III

### RESEARCH METHODOLOGY

Research methodology is the procedures by which researcher goes about their work to describe, to explain and to predict the phenomena. It is also defined as the study of methods by which knowledge is gained. The aims of research methodology are to give the work plan of the research and studying how the research to be carried on.<sup>1</sup> In this study, the research methodology explains the research design, research subject, data collection techniques, data instruments, and data analysis procedures. The more deeply explanations stated below:

#### **A. Research design**

This study uses descriptive qualitative. Descriptive is a part of type of the study while qualitative is a part of type of data. Descriptive is designed primarily to describe what is going on or what exist. In the descriptive, the study is assumed by measuring or observing each of the variables the researcher is trying to relate. Then qualitative data is the data which much more than just word or text. It can be from photographs, video, sound recording, and so on.<sup>2</sup>

So, based on the explanations above, this study uses descriptive qualitative to describe needs analysis for autism students in English conversation independent class

---

<sup>1</sup> S. Rajasekar, *Research methodology*, ( India: School of Physics, Bharathidasan University,2006 ), P:

2

<sup>2</sup> William M. K Trochim, *The research methods knowledge based*, ( New York: Cornell custom publishing, 1999), P: 5&11

in PPI at SMPN 29 Surabaya which includes the appropriate teacher's strategy, the appropriate material and the appropriate media based on their needs.

### **B. Research subject**

Choosing research subject of qualitative descriptive is the subject must be chosen use the appropriate sampling technique or can be used all of the population. The subject is the person who has the information which needed by the researcher and s/ he wants to give the information.<sup>3</sup> There are three more common sampling methods used in qualitative research; purposive sampling, quota sampling, and snowball sampling. Purposive sampling is grouping participants according to preselected criteria which relevant to a particular research question. This sampling method depends on the resources and time available as well as the study's objective. Quota sampling is also common as purposive sampling. In quota sampling, the researcher decides while designing the study how many students with which characteristics to include as participant. Then the researcher goes to the community and uses recruitment strategies appropriate the location, culture and study population. The researcher finds the students who fit with these criteria until the researcher meets the prescribed quotas. The last type of sampling methods in qualitative research is snowball sampling. In this method, participants or informants with who contact has already been made use their social networks to refer the researcher to other people

---

<sup>3</sup> Hamid Darmadi, *metode penelitian pendidikan*, ( Bandung: Alberta, 2011 ), P: 155

who could potentially overview participant in or contribute to the study. Snowball sampling is often used to find and to recruit hidden populations.<sup>4</sup>

For this study, the sampling method which appropriate is purposive sampling because of the time available and the criteria of the research questions. With a purposive sampling, the researcher wants to get the opinion of the target and also to overweight some groups in the population that are more readily accessible. The researcher verifies the respondent based on the criteria.<sup>5</sup> In this study the subjects are chose randomly in each category of autism students that the researcher already mentioned in the theoretical background. They represented for whole of the categories of autism students. So, the subjects that relevant for this study are the autism students who start from grade VII until grade IX. Those subjects represent the needs of all autism students in each grade at SMPN 29 Surabaya.

Based on the interview and documentation result of the research, SMPN 29 Surabaya has 9 autism students. The autism students who become the subjects of the research are 6 students. They are from grade VII until grade IX. In every grade, the researcher took 2 autism students randomly. The three autism students do not to be the subject of the research because the researcher cannot find their identification and assessment from SMPN 29 Surabaya and also they do not have psychological test.

---

<sup>4</sup> Family Health International, *Qualitative Research Methods: A Data Collector's Field Guide*, Pdf, P:5-6

<sup>5</sup> William M. K Trochim, *The research methods knowledge based*, ( New York: Cornell custom publishing, 1999), P: 56

So, if the researcher enters those students, it makes this study becomes weak because there are not enough proves to show that they are truly autism students.

According to the result of psychology test which was given by Joenistiah, S.Psi proved that all of the subjects are truly autism with different intelligent. There are 4 autism students who have intelligent upper than 100.<sup>6</sup> The autism students who have intelligent upper than 100 are called smart students and they are as part of PDD (Pervasive Developmental Disorder) which classified as Asperger's syndrome. For 2 autism students are as part of PDD (Pervasive Developmental Disorder) which classified as ASD (Autism Spectrum Disorder) because they have intelligent lower than 100 and their characteristics showed that they are classified as ASD.<sup>7</sup> The autism students who have intelligent upper than 100 are student A with 106, student B with 116, student C with 109, and student D with 106. Others who have intelligent lower than 100 are student E with 73 and student F with 88.

### **C. Setting of the study**

The setting of this study was taken at SMPN 29 Surabaya. It is junior high school state under license of education department. At the beginning because there are many students there and less of facilities make this school divided the time schedule of learning process into two frequencies; at the morning and at the afternoon. Yet, in 2013 the facilities including the building is already finished earlier so, all of the students come to the school at the morning start from 06.45-13.30.

---

<sup>6</sup> The psychology test result from joenistiah, S.Psi

<sup>7</sup> The identification result of student with special needs from the researcher

Firstly SMPN 29 Surabaya is known as regular school such others but since 2009 this school has gotten responsibility from education department to be the first inclusive school in Surabaya for junior level. As long as this school is known as inclusive school which accommodate 5 percent of students with special needs from common students in each years.<sup>8</sup>

SMPN 29 Surabaya is on Mayjen Prof. Dr. Moestopo 4 Surabaya. It is very strategies place with 11000 meter large and beside on public street. This school is among two schools and two largest hospitals. Those schools are SMP UNESA and SMAN 1 Surabaya. For hospitals is Dr. Soetomo which known as Karangmenjangan Hospital and Husada Utama Hospital. There is also much public transportation which trough here, so it is very easy to go to this school.<sup>9</sup>

The field research conducted in a month since November 12<sup>th</sup> 2013 until December 12<sup>th</sup> 2013. In that month, this study includes finding the information of Autism students by collecting some documentations which relevant to this research from inclusive teachers and psychologist, interview and observation. The more detailed time setting was described as follow:

---

<sup>8</sup> Interviewed with Mr. Soejatno as the head master of SMPN 29 Surabaya, in December 2013

<sup>9</sup> Umi Latifah, *Interaksi sosial siswa autis; studi kasus di kelas inklusi SMPN 29 Surabaya*, (Surabaya: IAIN SA, 2012) (unpublished)

No	Date	Explanation
1.	November 12 <sup>th</sup> 2013	Asking permission to Mr. Soejatno as the headmaster of SPMN 29 Surabaya
2.	November 13 <sup>th</sup> 2013	Collecting the documentation data related with identification and the assessment of SMPN 29 Surabaya for autism students. From nine autism students the researcher finds six data of them. Other data were lost.
3.	November 14 <sup>th</sup> 2013	Asking permission to Joenistiah, S.Psi as psychologist of SPMN 29 Surabaya to collect the psychology test of six autism students.
4.	November 16 <sup>th</sup> 2013	Collecting the documentation data related with psychology test of six autism students from Joenistiah, S.Psi.
5.	November 20 <sup>th</sup> 2013	Collecting the documentation data related with identification form which is filled by Mrs. Julima as the inclusive teacher of SMPN 29 Surabaya for autism students
6.	November 25 <sup>th</sup> 2013	Doing first class observation with student A
7.	November 27 <sup>th</sup> 2013	Doing second class observation with student B
8.	December 2 <sup>nd</sup> 2013	Interview with Mr. Soejatno
9.	December 6 <sup>th</sup> 2013	Interview with Mr. Topik as the inclusive teacher in SMPN 29 Surabaya
10.	December 12 <sup>th</sup> 2013	Interview with Ma'am Ayuana as an English teacher of SMPN 29 Surabaya

#### **D. Data collection techniques**

The techniques to collect the data which is relevant with this study are observation, interview, and document. The clear explanations stated as follow:

##### **1. Observation**

Observation is a part of caring which includes the activities focused on the attention which use five senses; visual, smelling, hearing, touching, and beating.<sup>10</sup> The observation is argued to gather the data on the physical setting such as the physical environment and its organization, the human setting such as the organization of people, the characteristics and make-up of the groups or the individuals being observed, for instance gender and class. The interactional setting such as the interactions that are taking place, formal, informal, planed, unplanned, verbal, non-verbal, etc., and the program setting such as resources and their organization, pedagogic styles, curriculum, and their organization.<sup>11</sup>

Through observation, the researcher uses participant observation. The main thing in the observation is to observe or to identify the autism students based on their classification and also to observe class activity in regular class in order to find out their three needs; strategy, material and.

The researcher makes identification form which already acknowledges by the psychologist, the inclusive teacher from SMPN 29 Surabaya, and the head master of

---

<sup>10</sup> Suharsimi Arikunto, *Prosedur penelitian; Suatu pendekatan praktik*, (Jakarta: PT Asdi Mahasatya, 2010), P: 199

<sup>11</sup> Louis Cohen, Lawrence manion, and Keith Morrison, *Research Methods in Education*, (London: Taylor & francis e-Library, 2005), P: 322

SMPN 29 Surabaya. This identification form is used to classify 6 autism students who already chosen by the researcher randomly. The identification form of autism students which the researcher made is filled by Mrs. Julima as one of the inclusive teacher who handles students with special needs. She knows well the characteristics each of them because she interacts with them almost six times in a week. So, it helps the researcher knows the characteristics of each autism student well and gives the features for the teacher to teach English conversation for autism students based on their needs in each grade. The researcher also did observation checklist for two autism students; student A and student B as the representative of knowing their activity in regular class. The purpose of it is to find out the strategy, material and media which are used by the English teacher in regular class. Those help the researcher to collect the appropriate strategy, material and media for English conversation independent class of autism students in PPI. The researcher chose those two students because they have the same English teacher and she is Ma'am Ayuana.

## **2. Interview**

Interview is a far more personal form of research than questionnaires. The researcher works directly with the respondent and generally easier for the respondent when the researcher is seeking opinions or impressions.<sup>12</sup>The use of the interview is to move away from seeing human subjects as simply the data from individual and towards regarding knowledge as generated between human, it often through

---

<sup>12</sup> William M.K Trochim, *The Research Methods Knowledge Base*, ( New York: Cornell Custom Publishing, 1999 ), P: 109



conversation.<sup>13</sup> Interview is used as the data collection technique if the researcher wants to do introduction study to find out the problem which must be observed and also if the researcher wants to know everything from the respondent more deeply and the amount of the respondents are few. The interview can be done structurally or un-structurally and can be used through face to face or by phone.<sup>14</sup>

According to the explanations above, this study uses unstructured interview to the head master at SMPN 29 Surabaya, an inclusive teacher and an English teacher in order to collect the data related with the strategy, material, and media for autism students. The results of this interview give a feature for the researcher in term of finding the appropriate strategy, material and media to be accommodated in teaching English conversation independent class in PPI for autism students.

### **3. Documentation**

Documentation is used to collect the data from written resources. The sources can be from books, magazines, documents, rules, meeting reports, diaries, and so on. The methods that use in document are categorizations and check-list. Categorization is used to category the data and check–list is content of variable list that the researcher wants to collect.<sup>15</sup> The researcher collects the data from documentation such as; the psychology test from psychologist of six autism students that the researcher already chosen, the identification form and the assessment from SMPN 29

---

<sup>13</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, ( London: Taylor & francis e-Library, 2005 ), P: 267

<sup>14</sup> Sugiyono, *Metode penelitian Kuantitatif, Kualitatif, dan R&D*, ( Bandung: Alfabeta, 2010), P:138-141

<sup>15</sup> Ibid: 201-202

Surabaya, and the identification form. These data are used to prove that the subjects are truly autism students and also help the researcher to find out their needs in term of teaching English conversation independent class in PPI. In psychology test, there are the results of each autism student's learning style which is useful to find out the appropriate strategy and media to teach them in English conversation independent class.

### **E. Data Instruments**

After design the data collection techniques, the next step is designing the appropriate instrument. The instrument must be related with research variable, the sources of data, and the techniques. In this study, the instruments were be used by the researcher are interview guide and observation checklist.

#### **1. Interview guide**

Before conducting the interview, the researcher prepared interview guide in order to make the conversation keep in turn based on the topic in this study. The interview guide conducted to interview the head master, the English teacher and the inclusive teacher to find out the strategy, the material and media in regular class.

#### **2. Observation checklist**

To make the observation worked effectively, the researcher uses observation check list in order to systematize the transcript of observation. The observation check list contained some items which generally stated as the place, the actors, and the

activities.<sup>16</sup> The place that appropriate based on the topic in this study which explained above includes the environment at SMPN 29 Surabaya, the organization which gives services for autism students. For the subjects are 2 autism students from 6 subjects which chosen randomly. The observation check list conducted to find out the strategy, material and media which are used by the English teacher in regular class in order to give a feature to the researcher to find out the appropriate strategy, material and media for teaching English conversation Independent class in PPI for autism students.

#### **F. Data collection procedure**

Data collection procedure is the process of rearrange the number data. Organize it into whole description package. It includes the way to process the data then describe the data and the last is interpreted the data. After collecting the data, the first step that the researcher gives code in each data. Coding is used to organize and to systematize the data pre complete and more detail so that, it can give the whole point of view about the topic which stated in this study. Giving code is based on the researcher itself but it should be effective and understandable for the readers. The codes of research subject are student A, B, C, D, E, and F. The codes for interview are (HM) for headmaster, (IT) for Inclusive teacher and (ET) for English teacher. The

---

<sup>16</sup> Sugiyono, *Metode penelitian Kuantitatif, Kualitatif, dan R&D*, ( Bandung: Alfabeta, 2010), P: 229

second step is giving theme in the result of data. Giving theme is used to grouping the data based on the topic. Then the last step is researcher interprets the data.<sup>17</sup>.

---

<sup>17</sup> Umi Latifah, *Interaksi sosial siswa autis; studi kasus di kelas inklusi SMPN 29 Surabaya*, (Surabaya: IAIN SA, 2012), P: 43-47 (unpublished)