CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses several things such as research design, subject of the study, setting of study, research instrument, population and sample, data collection technique, and data analysis technique. Those things are very important for me in conducting my study and obtaining the empirical data as the results of the study.

A. Research design

This study is descriptive qualitative research. According to Donal Ary, in descriptive qualitative research the data are gathered from the understanding and meaning through verbal narrative and observations rather than through numbers.[32] In this research, the researcher describes all of the results of the research. Denzin and Lincoln as cited by Moleong states that qualitative research is a research that uses natural setting to interpret a particular phenomenon and uses various methods.[33] Because the qualitative research is in a naturalistic inquiry, the researcher does not need to manipulate the setting of the research. The researcher studied some phenomena need. Person, group, program,

[32] Donal Ary, *Introduction To Research In Education* (USA: Wadsworth Group A Division Of Thompson Learning Inc, 2002)P.426

[33] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Rosda Karya, 2006)P.5

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relationship can become focus of the research which is viewed in the natural context.[34]

Furthermore, this research is purposed to explore and to describe the phenomenon. Therefore it is in the form of descriptive qualitative.[35]in this research the phenomenon is teaching techniques that implemented at SMPLB Siswa Budhi Surabaya.

B. Focus Of The Study

1. The Setting Of The Study

This study is conducted at SMPLB Siswa Budi Surabaya in academic year 2010/2011 which is located on Jl. Ahmad Yani Surabaya. This research was conducted for one month on May until June 2011. This school implements English as a subject of study for specially students with different ability. The researcher observed on *Tuna Grahita C. Tuna Grahita C* which is for students with different ability who have mental retardation in low stage.

The researcher takes this object as her research because of some reasons. Firstly, the students with different ability have mental retardation in low stage. Because of that reason, the researcher does not worry about the validity of the data result that has been obtained from that school. Moreover

[34] Kristi Poerwandari, *Pendekatan Kualitatif Untuk Penelitian Prilaku Manusia*, (Jakarta: LPSP3 Fakultas Psikologi UI, 2005), 3rd Edition, P. 37

[35] Ibid, P. 65

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when the researcher gave them questionnaire, she did not need to worry about their answer. Secondly, *Tuna grahita* means that the students have mental retardation. In this case, the teacher who teaches at this school does not need special tools. It can be said that teaching in *Tuna grahita* is same as teaching in general school. Because of that reason, it can be compared with general school. It is very different with another student with different ability who need special tool in learning. It cannot be compare with general school because the teaching technique is really different.

2. Subject Of The study

Spradeley as cited by Sugiyono stated that subject of the study in the qualitative research was called "social situation". It consists of three (3) elements. They are place, actors, and activity.[36] Therefore, the researcher analyzes place which include school environment of SMPLB Siswa Budi, Surabaya which consist of classroom as setting of study, actors which include English teacher and students with different ability, And activity which includes attitudes and certain behavior in English teaching process.

However, the researcher chooses the subject who gives knowledge and information about phenomenon which is studied and also the informant.[37]In this case, as addition data for this research, such as: Principle,

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[36] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, And R&D,* (Bandung: Alfabeta, 2008), P. 215

[37] Iskandar, *Metode Penelitian Kualitatif,* (Jakarta: GP Press, 2009), P. 114

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staff, and students. English teacher became as the key informant and also anyone who gives informations.

C. Research Procedure

There are 3 steps of research procedure. Those are Preparation steps, research implementation steps and ending steps.

1. Preparation Steps

Preparation step is the first step which is done before doing the research. Those are:

a. Making the research proposal

Making proposal is the first step of doing the research. The researcher writes all of about research in the proposal.

b. Choosing the research setting

The researcher chooses the place of research that is suitable with the problem of study. In this case, the researcher takes the research at SMPLB Siswa Budhi, Surabaya.

c. Making research instrument

In this case, the researcher makes the research instrument as a tool to answer the research question. Research instrument is very important in this study. By using instrument, the research data is easy to get based on the requirement.

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d. Getting research permission letter

This is the important step to allow the researcher to go to the research site. This research permission letter is made by Tarbiyah faculty and it is signed by the dean of Tarbiyah faculty.

2. The Research Implementation Steps

In this research, the researcher came to the school. In this study the researcher came to SMPLB Siswa Budhi, Surabaya. Because of this is qualitative research, the researcher doing an observation and interview as data collection technique. The researcher came to the school and entered the class trough the teaching English process. The researcher observed the activity on the class. In this research, the researcher also did interview with the English teacher to know her technique in teaching English. While the researcher got the data from observation and interview, she took additional data from some questions that were given to the students to get information about their response in English. The result of these answers became an effect of the teaching English technique.

3. The Ending Step

In this case, the researcher does an analysis and makes research reports that have been got from the research.

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a. Analyzing the research data

The researcher analyzes the data that has been gained through the research field.

b. Writing the report of the research

After the researcher analyzes the data, the researcher writes the report suitable with the data that has been analyzed. The researcher writes the report and put it on descriptive style at chapter 4.

D. Research Instrument And Data Resource

1. Instrument

According to Arikunto, Research instrument is a tools or facilities that are used by the researcher in order to collect data. By using this tools can make the job easier, complete, and systematic.[38] Research instrument is one of important things which keep the quality of the research result.[39] It means that if the research instrument is good, it means that it gets a good result. So that, research instrument becomes an important tool in this research.

This study uses instruments:

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[38] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta: Reineka Cipta,2006),149*

[39] Prof. DR. Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta,2006),P.305

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a. Researcher

In qualitative research, the researcher is the key instrument.[40]The researcher as human instrument determines focus of the study, selects subject of the study, collects data resource, analyzes data, interprets data and makes conclusion as result of the research. In this case the researcher should understand about the topic and know it well. It determines the result of the research. It means that the researcher should evaluate herself how far she knows and understand about the topic of the research and how ready she goes to the field to make a research. Lincoln and Guba (1986) in qualitative research instrument said that "the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product".[41] From that statement, we can know that qualitative research starts from unclear problems and then the researcher becomes the first instrument.

[40] Sugiono, *Metode Penelitian Kualitatif*, (Jakarta: GP Press, 2009),P. 222
[41] Prof.DR. Sugiyono, Op.Cit. P.306

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According to Nasution (1988), the researcher as an instrument because she has characteristics:[42]

1. The researcher as a sensitive tool and she can react to the all stimulation from environment.
2. The researcher as a tool who can adapt to all situation aspect and she can collect a various data.
3. The researcher can catch all of situation
4. The researcher can understand about situation that happens in human being.
5. The researcher is one of instruments that can make conclusion about the data result.

b. Observation Checklist

This instrument is used in collecting data through observation. The researcher uses checklist which is related to the problem. Checklist is in the form of columns which consist of description object observation, answer and note and check sign (v) is given in the answer columns based on the condition that really happen during the observation.

c. Questionnaire

Questionnaire is a data collection technique which given a set questions or written explanation in order to answer with respondents.[43]

[42] Ibid, P. 307

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There are many advantages of questionnaire are:[44]

1. The researcher is not necessarily present in front of the respondents
2. It can be shared directly to many respondents
3. It can be answered be the respondents as fast as their own and depended on their part time.
4. It can be anonymous so respondents feel free, honest and confident to answer
5. It can be standardized in similar question for all respondents.

In constructing the questionnaire, the writer used closed questionnaire. The respondents answer the questions by choosing one of answered given by the researcher. In this study, the writer uses questionnaire to get additional information about the students' motivation and response in learning English. In this questionnaire writer takes yes and no question to make easy the analysis. Writer analyzes a question in every item. And then she accounts the result that how many people say "yes" and how many people who say "no". And then the analyzing depends on the criteria of every item of question.

d. Interview Guide

Interview guide is used in collecting data trough structured interview and in some cases in unstructured interview. It is as a help for

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[43]Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kulaitatif Dan R & D, (Bandung: ALFABETA, 2010) P.142*

[44] Suharsimi Arikunto, Op. Cit, P.10

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the researcher in collecting data by asking a number of questions to the informant namely English teacher and also the others it was needed. It deals with English teaching process and activities of both teacher and students with related with problem of the study.

By seeing the structured questions, the researcher is easy to ask about the related problem of study. By using it, the data are structured and match with the necessary.

2. Data resource

There are 2 kinds of data resource in qualitative research. There are:

a. Primary data

According to Lofland as cited by iskandar, the primary resource in qualitative research is in the form of verbal, activities (action), and document.[45] In this research, the researcher gains this data from the result of observation, interview and question.

Primary data gives information directly to the researcher. It is because the researcher directly comes to the field to do the research and get the data directly from that result of the research.

[45] Iskandar, Op.Cit, P. 118

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b. Secondary Data

Secondary data provides information to the researcher indirectly. It is used to support primary data.[46]The researcher gains this data by giving the picture of the result of documentation such as picture of teaching English process in the class.

3. Technique Of Data Collection

To obtain the valid data, the writer uses kinds of data collection. For conducting the research, in collecting data the writer uses some various techniques of data collection.

a. Interview

This technique is used to know about English teacher's technique to implements English for their students with different ability; Writer asks some question to the English teacher by giving some questions that has been made by her before. This interview is given to the teacher to ask about their techniques in teaching English for students with different ability. It also ask the teacher about their students' condition when they teach at classroom to know students with different ability understanding stage in English.

[46] Joko Subagyo, *Metode Penelitian Dalam Teori Dan Praktek*, (Jakarta: PT. Rineka, 2004), P. 88

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Interview also has purpose to get much more information about the focus of the study. The researcher used both structured and unstructured interviews.

1. **Structured Interview**

The researcher interviews informant structurally use guidance list of interview dealing with problem of the study.[47] The target of data from this instrument is, the researcher know the techniques that teacher used in teaching English for her students with different ability and also the implementation of that techniques. By using this instrument, all of data that the researcher wants be got easily. Some of questions that have been arranged help the researcher in asking. It also gets an arranged answer from the teacher as an object of interview.

2. **Unstructured Interview**

This interview is like usual conversation which follows and suit with the situation and condition of the informant.[48] It is in informal setting. Process of interview based on development of question and answer spontaneously in natural style.[49]

The researcher interviews the English teacher. It has purpose for collecting data about what technique that she used in

[47] Kristi Poerwandari, Op.Cit, P. 127
[48] Iskandar, Op.Cit, P. 132
[49] Kristi Poerwandi, Op.Cit, P. 128

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teaching English, and also the activities toward English teaching process. The main target data of this instrument is something that unclear answer. It means that this instrument enlarge the answer from the informant and also make the answer clearer.

b. Observation

Observation is the first important technique of data collection in qualitative research[50].In this observation, writer searches teaching process directly. She uses observation checklist that contain of aspects that teacher and students doing in learning process, as: the students' activeness, students' interested in mastering the competence, and the technique of English teacher in presented English for their students with deferent ability.

Observation has purpose to describe setting of the research, activities which are conducted, participants who involve in. It goes with Marshal's statement as cited by sugiyono: " Through observation the researcher learns about behaviors and the meaning attached to those behaviors".[51]

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[50] Prof.DR.Djam'an Satori,M.A, *Metodologi Penelitian Kualitatif Cetakan Ke 2*, (Bandung: Alfabeta,2010)P.103

[51] Sugiyono, Op. Cit, P. 226

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On this research, the researcher used participant observation. In participant observation, the researcher observes what people do, listens what they say, and participates in their activities.[52]

c. Documentation

This technique used for collecting data by picture. It proves that English is really presented by teacher at that school. By this technique we will know how English is presented for students with different ability at SMPLB Siswa Budhi Surabaya. By this way, writer and also reader will know about the teacher's technique and the students' response in their classroom. It means that we know about the effect of that technique for their students with deferent ability.

Documentation has purpose to support the result of observation and interview. By using documentation reader know about the class activities toward English teaching process. This result of data from documentation supports another data before.

4. **Technique of data Analysis**

According to Bogdan and Biklen, data analysis is the process of systematically searching and arranging the result of the observation, recording, and other materials. It was done to make it easier for the researcher to understand and interpret the data. In this research, writer uses descriptive technique of data analysis. It means that the researcher analyzed

[52] Ibid, P. 227

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the data descriptively. The researcher organized and categorized the large mass of data, so they can be describe and interpreted.[53]

Dealing with qualitative research, the researcher uses interactive model which is called Miles & Huber man analysis model.[54] The researcher analyzes the data by steps as follows:

a. Data Reduction

The researcher does not write all about the result of study. She manages some of data by selecting important and relevant data and ignoring useless data. It means that the researcher selected the primary and the secondary data which is relevant with the problem of the study and considered can answer the research problem.

b. Data Display

The researcher displays data in the form of narrative text.[55] It is arranged systematically. Then it can explain and answer the problem of the study.[56]In this research, the researcher displays the data in research finding. The researcher display data systematically in descriptive text.

c. Conclusion and verification

The researcher makes conclusion about the result of the study. It means that the researcher tries to discuss about the data result and

[53] Donal Ary, Op.Cit, P. 28
[54] Ibid, P. 30
[55] Sugiyono, Op.Ci, P. 249
[56] Iskandar, Op.Cit, P. 142

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interpret the finding in term of research problem. In this case, the researcher used inductive method; it means that the researcher takes specifics from the general.

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