

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents overall design of the study, research subject, data collection techniques and instrument, data collection procedures and data analysis.

A. Approach and Research Design

In the qualitative research design, this research design is very suitable for this study since it fulfills the characteristics of qualitative research.

There are five characteristic of a qualitative research, such as : the first is natural setting, it means that in qualitative approach, the intent is to explore human behavior within the context of their natural occurrence, the second is researcher as data gathering instrument, these data include field notes from participants observations, notes from of transcriptions of interview with informants, and unobtrusive data such as artifact from the research site or record related to the social phenomena under investigation, the third is Inductive data analysis, it means that qualitative researcher do not begin with null hypotheses to retain, the fourth is Reflectivity, it is understood that the act of studying a social phenomenon influences the enactment of that phenomenon.¹

Therefore, he shows the purpose of the qualitative research is to analyze the object in the natural condition; the object is analyzed without any manipulation. The condition and situation of ADHD student will be presented as they are. There will be no change that is given by the

¹ J, Maos, Hatch, “*Doing Qualitative Research in Education Settings*”, (State University in New York Prees,2002) 1-2

researcher to the object. In addition, the qualitative research design is the logic that the link data to be collected.

This research focuses on the exploratory-qualitative design. This study is to explore the analysis of English assessment for ADHD student. Zikmund claimed that the exploratory in nature, which is appropriate the given assessment for ADHD student is relatively new phenomenon and there is a little research available regarding to analysis assessment for ADHD student. Exploratory research is most useful in situations where limited information is available and the researcher's wishes to have the flexibility to future explore areas of research. The primary goal of exploratory research is to gain better understanding of an issues or situation and it is an appropriate way to provide ground work for later ore rigorous studies at a later date.

The first step of exploratory research is to analyze the existing studies in the subject area then transform potential issues into ore defined problem to develop research objectives.² Chapter two has provided an analysis of previous research into the area assessment for student with learning disability teaching student with special needs, there are ten researchers do the research in it subject. But in this investigate of English assessment for

² Louissse Kelly, thesis: "*Teenagers Perceptions of Advertising in the Online Social Networking Environment : An Exploratory Study*", (Queensland University of Technology, 2008) 48

ADHD student. Cooper and Schindler define exploratory research is typically qualitative. Qualitative research is often referred to as interpretive research as its attention is to build an understanding of an issue rather than prove the theory. This type the research has the potential to provide the researcher with rich and useful data and involves high level of researcher involvement and interpretation-. The researcher is interested in the perspective and the belief of the respondent being interviewed and place being emphasis on their words and actions. The qualitative research is valuable for gaining quality data from relatively few people, by allowing the researcher to develop the research questions. The research questions being of a largely exploratory character means among others things, that it is immediately obvious in advance what exactly the eventual product or yield of answering the will be.

B. Researcher Presence

In this research, the researcher presents at the scene of action but does not interact or participate. It is with reason that the researcher can be able to investigate of analysis of English assessment that teacher use for ADHD student deeply in class during teaching-learning process.

C. Research Location

This research takes in SMPN 5 Surabaya. It is located in Jl. Rajawali No. 57 Krembangan, Surabaya, East Java. This school is located in the

center of Surabaya. This school has an area of 5425 square meters. The class has thirty rooms on the first floor and ten rooms on two floors. This school's accreditation is A with the values 314, 93. SMPN Surabaya has 1,401 students from seven grades to nine grades. There are 20 students with special needs in the seventh grade. Four of the twenty children are special needs students with specifications is ADHD. This school has a total number of teacher's fifty teachers. There are four English teachers to teach grade one, two and three.

D. Data and Source of Data

1. Types of Data

There are two types of data that the researcher uses in this research.

Those are:

a. Primary Data

The first primary data is transcriptions of in depth interview about investigate of strategies used by the English teachers in English assessment for ADHD student. The second primary data is field notes of observation which deals with English teachers' give the assessment for ADHD student.

b. Secondary Data

Pictures, recorders and videotapes as documentation of the research process, the ADHD student learning in the class, and track and record of the school will be the additional data that will be collected by the researcher.

2. Source of Data

The primary source of data in this research is the English teachers at SMPN 5 Surabaya. In this case there are two English teachers who will be interviewed and observed to obtain data concerning use to analyze of English assessment and give the strategy of assessment for ADHD student. In addition, researcher will use secondary source of data which is the coordinator of language program in the school. It is in order to add some information about the English assessment for ADHD students.

E. Data Collection Technique

a. Observation

In this study, the data collection will be conducted by employing instruments used through preliminary research (library research or an observation), teachers' interview, and study of documentation. The main data will be from teachers, while another one will be a supporting data. The data will be collected after passing the proposal exam.

The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. Patton in Hatch state that the competence of observation includes makes the field notes, and we have to difference between relevance and not relevance.³ In this research, observation doing to three ADHD students based on the context and classically in the classroom. Based on the observation, the researcher will find the data about the characteristic ADHD student to study English, the researcher will try to find the Psycotest report for ADHD student, English assessment, and the teacher 'strategies that used for ADHD student.

b. In Depth Interview

The second technique is in depth interview. The interview are special kinds of conversation or speech event that used by researcher to explore informant's experience and interpretation.⁴ The important thing if the researcher do the interview, the researcher just give the relevance question for the interview and there are four tips for good interviewer such as, the first is clear the topic, the second is give question based on the research question, the third is the good respondent, the fourth is the good management of time, the last is take transcript of the interview.

³ J, Maos, Hatch, "*Doing Qualitative Research in Education Settings*", (State University in New York Prees,2002) 72

⁴ Ibid., 75

In addition, In-depth interview are benefit to this study for the following reasons: the first is the participant are able to freely discuss feelings or beliefs about the subject of interest and provide a more detailed response, the second is they are useful for exploratory research studies, the third is the interviewee is more likely to be comfortable about being candid in their opinions and often the data received has depth and comprehension, the last is in depth interview provide the opportunity for building of trust and rapport between the interviewer and interviewee in the turn of the quality data.⁵ The nature of in-depth interviews allows researcher to explore the views of individual respondent for more precise interpretation.

In this research, the researcher do the interview with the student disability (ADHD student), and interview with stake holders of student with disability, and English teacher for ADHD student. The question for the entire informant should be open ended question, question should use the language that is familiar to informant, question should be clear, and question should be neutral. The interview will be conducted place by using some technology tools such as by phone if the teacher busy because their must to teach in the class.

⁵ Louisse Kelly, thesis: "*Teenagers Perceptions of Advertising in the Online Social Networking Environment : An Exploratory Study*", (Queensland University of Technology, 2008) 48

However, the researchers have to meet the student and the teacher directly. The researcher gives some question to answer the research question:

1. The first research question is what are the assessment that teacher used for ADHD student. The researcher answers this question by undergoing the observation to English teacher in the SMPN 5 Surabaya. There are four English teachers in the first grade in Junior high school. After observation, the researcher make field note in notebook directly. These note help the researcher keep track of what the guiding question and the plan to next the question. After that, record of the conversation, and after record the conversation, it will be transcript the result of the interview. And next observation of the ADHD student, but it is very difficult to understand the conversation between the researcher and ADHD student, so interviewer make observation of checklist to know the difficulties to do assessment.
2. The second research questions is what are the strategies of English assessment that teacher used for ADHD student. To answer this research question, the researcher uses in depth interview to find the data. When the teacher teach in the class. The researcher uses the some questions in depth interview to know the strategies of English assessment for ADHD student

3. The third research question is what the results of English assessment for ADHD students at SMPN 5 Surabaya. To find the data of this research questions, the researcher does collect the result document of English assessment for ADHD student.

F. Research Instruments

To obtain the data, some instruments that will be used in this research are:

1. Observation

Observation is the process of gather open-ended, immediate information by observing people and places at a research location.⁶ Moreover, there are a lot of kinds of observation, but in this research, the researcher use contribution observation which means the researcher presents at the view of action but does not act together or participate.⁷ When the researcher does the observation in the class, the researcher just does the observation without doing any teaching. It is the reason that the researcher can be able to investigate English assessment for ADHD student in the class. The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. The observation is through observational field note to the

⁶ John W. Cresswell, *“Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research”*, (Addison Wesley, 2011), 213

⁷ Sugiyono, *“Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D”*, (Bandung: Alfabeta, 2012), 312.

English teacher and through observational checklist for ADHD student to find the data.

2. Interview

Qualitative interviewing are special kinds of conversation or speech events that are used by the researcher to explore informants experiences and interpretation.⁸ Interview is information collecting tool that is done by asking several questions to expose the meaning structures that participants use to categorize their experiences and make logic of their worlds.⁹ Semi-structured or in depth interview is one of the interview types that will be used in this research. The researcher questions analyze of English assessment for ADHD student. This kind of interview is hoped to get the problem simply opened because the interview run freely.¹⁰

3. Documentation (audio visual materials)

Patton in hatch state that Documents are powerful indicators of the value system operating within institutions. Document can be called of written communication. The researcher use audio visual materials to get input data of the research process. It is pictures, recordings, and video tapping. Those kinds of documents provide valuable information in

⁸ J. Amos Hatch, "*Doing Qualitative research in Education Setting*",(State University: New York Press, 2002), 91

⁹ *Ibid.*, 95

¹⁰ Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*", (Bandung: Alfabeta, 2012), 320.

helping researchers understand central phenomena in qualitative studies.¹¹

Moreover, the result of interview and observation will be more credible if it is supported by some documentation of the research process.¹²

G. Data Analysis Technique

Data collected by observation and interview. There are three steps for analysis data techniques in exploratory qualitative, such as reduction data, show the data with transcript of interview, do verification to interpretation the data, and compare the data with literature about the subject and it makes to conclusion.¹³

1. After do preliminary research and observation and the field research, the researcher will order of the collected data. The function of the reduction is to get good data based on the research questions. It makes the researcher easy to analysis the data.
2. After the reduction the data, then show the data with transcript of observation and interview. The interview questions are developing to relate to the situation of the interviewees and be sensitive to their needs and feelings. The questions are designed to encourage the flow of information and ensure that they are focused on the issues and topic

¹¹ John W. Cresswell, *“Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research”*, (Addison Wesley, 2011), 223.

¹² Sugiyono, *“Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D”*, (Bandung: Alfabeta, 2012), 329.

¹³ Dini Ariani, Skripsi: *“Pengembangan Program Pembelajaran Bahasa Inggris Untuk Siswa Disleksia di SMPN 15 Sukabumi”*, (Universitas Pendidikan Indonesia, 2013) 7

relevant to the research questions. The form of transcript as the show the data. To show the data, researcher makes the table or the short transcript to easy the step of next plan. The result of interview of ADHD student and investigate of English assessment for ADHD student, it use the short explanation about it.

3. The third, in exploratory research after reduction the data from observation and interview. The data have to compare to others literature that has the same subject of foreign language, strategies for teaching and assessing for ADHD student.
4. The last is verification to makes conclusion. Based on the show the data use table or transcript of interview and observation. The important thing of data analysis technique is makes conclusion. It helps the researcher to found the other fact based on the research question. Based on the conclusion can make the effectiveness the assessment and strategies that teacher used for ADHD student.

H. Checking Validity of Findings

In this research, triangulation technique is used to check the validity of findings. The collected data based on in observation and interview is merged. It will be related with some theories which have provided in the literature review.

I. Research Stages

The detail stages of this research are:

1. Preliminary research
2. Observational field note for English teacher in the giving English assessment.
3. Observational checklist for ADHD student in giving English assessment.
4. In depth interview with the English teacher about the strategy of assessment for ADHD student.
5. Observational checklist for ADHD student in the learning process.
6. Collect of the data documentation about the result of English assessment.
7. Analysis of the documentation of the result English assessment.
8. Research report.