

## CHAPTER III

### RESEARCH METHOD

This chapter describes the research method used in this study. It consist of research design, subject of the study, location of the research, data collection method, procedure of collecting data, data analysis and data sources.

#### **A. Research Design**

In this study, the researcher uses descriptive qualitative research. Gay L.R (1992) states "The descriptive method involves collecting data in order to test hyphoteses or to answer questions concerning the current status of thee subject of the study".<sup>44</sup> Generally the reason of using descriptive qualitative method as a research design is to describe all of English teaching process for hearing-impaired students. The researcher will observe its process. The use of descriptive method will help the researcher to collect more detail data directly from the field. Based on the data and the research problem also, in this study the researcher aims to describe "*The Implementation of Teaching English to the Hearing-impaired Students at SMALB-B Kota Kediri*". And also include: The curriculum or materials that used the teacher, the objectives study, the strategy and the evaluation of study.

#### **B. Subjectof The Study**

In this study, the researcher considers that there are two main data sources of the study. Subject of this study is the English teacher at SMALB-B

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<sup>44</sup> Gay L.R, *Educational Research Competencies for Analysis and Application: Fourth Edition*, (New York: Florida Instrumentall University, 1992), 217.

Putera Asih Kota Kediri and English teaching process for hearing-impaired students at SMALB-B Putra Asih Kota Kediri. The researcher considers that the data sources above relate to the study. The data may come from them and may be supported other data from the outside of two sources above.

### **C. Location of Reseach**

The subject of this Research is hearing-impaired students of SMALB-B Putra Asih Kota Kediri. The school is located in Jl. Medang Kmolan no.1 Kecamatan Kota kediri. The school has Three classes that are First grade, Second grade and Third grade, but the researcher only focus takes Research subject from the teacher as the main Research of this thessis. Based on the information from the teacher of There, Three 4 hearing-impaired students, from First grade.

### **D. Instruments of Research**

In this research, generally the researcher is the key instrument. The attending of the researcher to the location is main instrument. But in particular way, the researcher uses some instruments to support the chosen methods in collecting data from data sources. These instruments will help the researcher implement research. These are the following instruments of research:

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

The researcher uses observation list to guide the process of observation. The list consist of some activities which need to observe. The researcher arranges observation list systematically in order that it can help

the researcher obtain more detail data. It includes English material that used English teacher to teach the hearing-impaired students, the objectives study, strategy and the evaluation of English teaching learning of that school. In the end the list also helps the researcher to evaluate collected data.

## 2. Field notes

To support valid and detail data, the researcher makes particular notes during the process of observation. This note consist of written data. It is made by researcher when the the researcher does the observation and interview. This include all activities which occur during the observation between the researcher and data sources.

## 3. Interview guide

As the same as observation list, interview guide consist of particularly question lists. Question is aimed to teacher. It is arranged systematically to collect data completely. This helps the researcher to prevent missing information which is needeo collect the data.

## 4. Camera

The researcher uses it to take picture during the process of observations and interviews. It functions to save some particular and detail information such as some activities that the teacher explained to the researcher during the process of observation or interview.

## E. Data Collection Method

In this study, the researcher uses three methods to collect the data.

Those are observation and interview.

### 1. Observation

The researcher considers observation as main technique to collect the data. According to Louis Cohen, Lawrence Manion, and Keith Morrison.

Traditionally observation has been characterized as non interventionist (Adler and Adler 1994:378), where the researcher do not seek to manipulate the situation or subject, nor do they deliberately creat 'provocations' qualitative research draws the researcher into the phenomenological complexity of participants' world, here situation unfold, connection, causes, and correlation can be observed. The qualitative research seek to dynamic nature of events, to seek intentionally, and to seek large trends and patterns over times.<sup>45</sup>

The good result of this technique depends on the researcher himself such as the appropriate subject to observe and appropriate tool he use. These influences the data collected in the process of observation. In this study, the researcher observes entire activities of English teacher who are demanded to teach English to the hearing-impaired students and The curriculum or materials that used the teacher, the objectives study, the strategy and the evaluation of study. The instruments use such as camera, observation check list to make the researcher easy.

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<sup>45</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method in Educatio 5<sup>th</sup> Edition*, (London: Routlarge Falmer, 2000), 306.



## 2. Interview

Unlike observation, the interview is held directly toward data sources of the research. The interview is considered as an aoral questionnaire. "Instead of writing the response, the subject or interview gives the needed information verbally in a face to face relationship".<sup>46</sup> This technique enables the researcher to get data naturally from data sources of the research.

In this study, the researcher interviews English teacher at SMALB-B Putra Asih Kota Kediri, to know the English teaching learning process of that school.

## 3. Questionnaire

The questionnaire is a technique to collect the data of the research. The researcher chooses this technique by considering that this is the effective way in the process of collecting data. Louis Cohen, Lawrence Manion, and Keith Morrison state

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze (Wilson and McLean, 1994)<sup>47</sup>

In this study, the researcher uses the closed form of questionnaire or known as restricted form. This form is questionnaires that call for short.

The researcher provides for marking a yes or no based on their choice. The

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<sup>46</sup> John W Best, *Research Method in Education fourth edition* (new Jersey: Prantice, INC, 1981), 164.

<sup>47</sup> Cohen, *Research Method in Education 5<sup>th</sup> Edition.*, 267.

researcher uses this technique to concentrate on students responses toward the learning English process and the problem that faced the students in the class..

#### **F. Data Analysis Method**

The researcher has obtained the data from the process of observation and interview. Data analysis is the process of arrange the result of the process of collecting data. Robert C. Bougdan and Sari Knopp Biklen (1992) state “ data analysis is systematically searching and arranging the interview scripts, field notes and other materials that researcher accumulates to increase his own understanding of problem and to enable to present what the researcher has discovered to others”.<sup>48</sup>

The data which come from the process above are field notes, documentations and interview script. All data collected will be selected according to research problems above.

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<sup>48</sup> Robert C. Bougdan and Sari knopp Biklen, *Qualitative Research fof Education* (Boston: Allyn and Bacon, 1992), 153.