CHAPTER III

RESEARCH METHOD

A. Research Design

This study emphasizes the observation of the phenomenon and uses a qualitative method to examine the essence of the meaning of the phenomenon. The analysis and sharpness of qualitative research is greatly influenced by the strength of the words and phrases used. Therefore, Basri (2014) concludes that the focus of qualitative research is on the meaning of processes and results. Qualitative research focuses on human elements, objects, and institutions, and the relationships or interactions between these elements to understand events, behaviors, or phenomena (Mohammad, 2010).

The approach method used in this research is historical research. Historical research can be defined as the process of systematically studying past events to provide an explanation of past events. Not only that, accumulation of data and facts, or just an explanation of past events, dynamic description or description of past events, including interpretations of those events, attempts to regain the implications, personalities, and ideas that influenced these events (Basundoro, 2021). An important goal of historical research are; first to reveal or uncover the unknown, second is to answer the questions that have not already been answered, third is to explore and identify the relationship between past events and the present, fourth is

to record and evaluate the previous activities and achievements of individuals, authorities, and institutions, and fifth is to support understanding of human culture (Berg, 2000). What will be revealed in this study are the experiences that experienced by students with disabilities while participating in online English learning and also the experiences of teachers in developing online learning methods. The things that will be answered in this research are the obstacles and solution experienced by students and teachers in teaching and learning English online and the disadvantages and advantages experienced by students and teachers in implementing online learning methods. This research will produce information or knowledge about the experiences that have been passed by the parties involved in online learning for disabilities, the information or knowledge presented in this study will become a reference or lesson for all parties involved in education. This study will also present information about the achievements that have been achieved by students during online learning and also to extent the success of online learning methods is applied by teachers. This research will be the beginning of the development of education for students with disabilities because with this research all parties involved in the world of education will evaluate, improve things that have gone well, and fix things that have not gone well.

B. **Research Subject**

As this study describes the experiences, opinions, and behaviors of the community in the field of education, which is Budi Mulya Kandat Special School. The data source for this study is a community group directly involved in the world of disability education, including students and teachers.

There are two types of data used as sources of information in this study;

1. Primary Data Source → Informants : An English Teacher and 15 students with hearing impairment of Budi Mulya Kandat Special School, consisting of 8 high school students and 7 junior high school students. The primary data in this study were sourced directly from informants or resource persons who participated in the interview session. Those involved as primary data sources are teachers and students. Teachers will provide data in the form of their knowledge or experience in developing their teaching strategies in teaching English online for students with disabilities. While the students will provide their experiences in adapting and dealing with online English learning. If students have difficulties in giving their opinions or arguments, secondary data sources are needed.

2. Secondary Data Source → Informants : Parents

Secondary data in this study comes from the parents of students. If students find it difficult to communicate in the data collection process, the researcher must use a second source, it means that the researcher will communicate directly with the parents of students to get answers that support the process of developing research.

C. Research Insrument

In qualitative research, data is usually collected through participant observation, detailed interviews, and documentation. The basic methods that qualitative researchers rely on to collect information are by setting up participation, direct observation, detailed questions, and document reviews. In this study, the researcher use interviews supported by documentation.

1. Interview Guide

An interview is an activity that involves the interviewer and the interviewee. Which interviewer asks some questions and the interviewee answers that questions. In interviews, data is collected through personal or telephone interactions between interviewers and respondents. Therefore, in this case, the interviewer must collect the data through direct dialogue or communication. However, it can be done face-to-face or electronically. The type of interview used in this research is

depth interview. This is the process of collecting information for research purposes through a face-to-face conversation between the interviewer and the interviewee. A good interview guide in the social life is when the informant involved directly with the interviewer (Rahmat, 2009).

Table 3.3.1

Blue Print of Interview Guide for Teacher and Students

Research Questions	Indicators	Sub-indicators	Question Items
How is the experience of students in adapting to online learning English as Foreign Language?	Use of Online Media	Online learning transition process	1. How do students adapt to online learning? 2. What problems are often encountered in online learning? 3. How do students find or find solutions to any problems they face?
		The type of media used and the quality of the information obtained	1. How is the quality of the information obtained from online learning? 2. What types of online media are used in the learning process? 3. Are special aids used in online learning according to the type of student's disability? 4. How is the benefits students got from online learning?
	Learning Motivation	Online learning support and motivation	1. How do students motivate themselves in online learning? 2. How is the support/guidance from parents in learning? 3. How big is the influence of the teacher in providing enthusiasm for learning to students?
	Expectations and wishes of students	Student expectations in the online learning process	1. What do students expect from the online learning process? 2. How do students try to realize their expectations? 3. What are the obstacles for students in their efforts to realize their expectations?
		Student desires on the online learning process	1. What do students want in the online learning process? 2. How did the students get responses from their closest people or their parents? 3. How is the teacher's response to the wishes of students in the learning process?

Research Questions	Indicators	Sub-indicators	Question Items
How do teachers develop strategies or methods in online teaching of English as Foreign Language for students with disabilities?	Application of online learning	Online learning strategy	1. How do teachers make online learning strategies? 2. How does the learning process take place? 3. How do teachers develop the strategies they have made?
		Application of online learning strategies	1. How do teachers apply learning strategies in online class? 2. What problems do teachers face in implementing online learning strategies? 3. What is the solution or way out of the problems faced in improving the quality of online learning?
	Teacher approach to students	Motivation and support for students	1. How do teachers build students' interest in learning? 2. How do teachers work with parents in maintaining good quality of learning in online classes? 3. What kind of support is given directly to students?
		Learning strategy approach	1. How did the initial approach to students take place? 2. How do students respond to the approach given? 3. What and how do teachers face obstacles or obstacles in building approaches to students?
	Teacher's hopes and desires	Teachers' expectations in the continuity of online learning	1. What do teachers expect in the online learning process? 2. How do teachers try to meet their expectations in the online learning process? 3. What prevents teachers from meeting their expectations?
		The teacher's desire to develop the quality of online learning	1. What do teachers want in the online learning process? 2. What is the process of teachers so far in pursuing their hopes and desires? 3. How do students and parents respond in helping teachers realize their wishes in developing the quality of online learning?

2. Observation

Qualitative observation is a research process that uses subjective methods to collect information and data. It takes much longer than quantitative observations because it focuses on qualitative observations to even out the quality differences, but the sample size used is much smaller and the study is extensive. Qualitative observation deals with the five sensory organs and their functions (seeing, smelling, touching, tasting, listening). It is a characteristic, not a dimension or number.

In addition to interviews, observation is also one of the techniques in data collection that is very common in qualitative research methods. Observation means collecting data directly from the field (Semiawan, 2010). Meanwhile, according to Zainal Arifin in the book (Kristanto, 2018) observation is a process that is preceded by observation and then systematic, logical, objective, and rational recording of various kinds of phenomena in actual situations, as well as artificial situations.

Table 3.3.2

Checklist of Observation

No	Aspects	Yes	No	Description
1.	The situation in the school environment			
2.	The state of facilities and infrastructure in schools			
3.	Interview with the principal at the school			
4.	Observing the learning proses in the classroom			
5.	Interviews with teachers regarding learning English for students			
6.	Interviews with students regarding experiences during online English learning			
7.	Interviews with parents regarding the support provided to students			
8.	Observing the process of communication or online learning carried out by teachers and students			

3. Documentation

      Basides from interviews and observations, information can also be obtained through facts stored in the form of letters, diaries, photo archives, meeting results, souvenirs, activity journals and so on. Document data like this can be used to explore information that occurred in the past. Researcher needs

to have theoretical sensitivity to interpret all these documents so that they are not just meaningless items.

Documentation technique or study is a way of collecting data through archival heritage and includes books on opinions, theories, arguments or laws and others related to research problems. In qualitative research, the main data collection technique is the proof of the hypothesis is proposed logically and rationally through opinions, theories, or laws, either supporting or rejecting the hypothesis.

D. Data Collection

This research takes place in Budi Mulya Kandat Special School and conducted for 3 days, starting from March 28th 2022 – March 30th 2022. The participants are an English teacher and 15 students with hearing impairment.

1. The process of collecting data in this study begins with observations that made by researcher. There are several things that are targeted in the observation, the first is the background or place of the research, the second is the participants involved in the research and the third is the activities or habits that the participants do during the observation.

2. After the observation phase is complete, the researcher conducts interviews with participants, the aim is to dig deeper into the information needed in the study. The interview process is carried out

by asking several questions to participants which later the questions asked will develop and branch during the question and answer process between the researcher and the participants.

3. The last step in data collection is documentation. The documentation in this study is the schedule of the researcher's agenda and the explanation of the records of the events that have been passed, then taking pictures or videos in the field during the research. Its function is to strengthen or as evidence that the researcher has actually done research directly.

4. After making observations, interview and documentation the next step is the process of describing the data that has been collected, then grouping the data and separating the important and unimportant data, the last step in colecting the data is selecting the data that supports the research.

E. Data Analysis

According to (Sugiyono 2010), data analysis of qualitative research is performed before and after doing the research. It is also said that before entering the field, data analysis is performed on the data from the results of the preliminary survey and the secondary data used to determine the focus of the research.

In this study, the researchers analyzed the data through 3 stages.

1. Data Reduction

Data Reduction is a form of analysis that classifies, directs, and manages data to reduce validation data. Collect data from interviews, observations, and documents. In data reduction, the researcher would be guided from research objectives. The main goal of qualitative research is to get results, therefore, if the investigation process finds that everything seen is strange, unknown, and that still has patterns, focus on when it reduces data should be (Sugiyono, 2010).

The researcher collects, summarizes, and selects the most important information, focuses on important information, searches topics, and patterns. Therefore, the reduced data provide a clearer picture of the learning experience of children with disabilities in online learning and how teachers teach.

2. Data Display

Data Display: The data display organizes, compresses, and compiles information. The data display is useful at all stages of analysis because qualitative data is usually large, bulky, and distributed. (Sugiyono, 2010) believe that data display is essential and often use the phrase "know what the display is". There is no doubt that better display is an important route to effective qualitative analysis. There are different ways to display data graphs, charts, networks, and different types of diagrams (Venn diagrams, causal models, etc.), and the way to

drive the analysis is appropriate. Data display is used at all stages to organize and summarize data, show the analysis situation, and provide the basis for further analysis to provide the clear message. A good qualitative analysis involves displaying the data over and over again.

The presentation of the results of this study is descriptively explained using field insights using typical languages and informant point of views for easy access by the reader. Interpretation of the data, that is, the interpretation of what the informant has interpreted about the problem under investigation.

3. Drawing and Verifying Conclusions

The reason for reducing and displaying data is intended to help the researcher to draw conclusions. Drawing conclusions logically follows data reduction and displayment, but more or less simultaneously. Although possible conclusions can be drawn early in the analysis, but at this stage, the data can be ambiguous and misrepresented. They are temporarily retained until further work is done, during that time they will be sharpened. These will not be completed until all data is available and analyzed. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified. At this stage, the researcher interprets the data according to the context

of the problem from the researcher's goals. Conclusions for answering research questions are drawn from the interpretations carried out.

F. Credibility

The credibility of the data in this study is attempted by triangulation technique, in which the researcher re-checks the data that has been obtained together with the informants. The aim is to test quality, gain trust and strengthen research results. The triangulation method is done by collecting data with other methods. As is well known, in this study, researcher used interviews, observations and documentations to obtain the correct truth of information and a complete picture of certain information (Semiawan, 2010).

Triangulation can be defined as the use of two or more methods of data collection when studying several aspects of human behavior. Therefore, a triangulation technique means that a researcher collects data using more than one technique to enable it. The purpose of triangulation is to increase the reliability and validity of the results.

There are four techniques in triangulation. Those are:

1. Source Triangulation

    In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator Triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological Triangulation

Methodological triangulation is using the same method on different occasions or different methods on the same object of study.

4. Theoretical Triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. The researcher is demanded to have expert judgment to compare the finding of research with the certain theory.