

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The aim of this study is to gain the information about the classroom activities that the teachers develop for visually impaired children and to describe the problems faced by the teachers in developing those activities. For this reason, this chapter presents the methods and procedures used in this study in conducting the research. This chapter includes research design, subject, data collection, research procedures, and data analysis.

#### **3.1 Research Design**

This research employed descriptive qualitative approach. Descriptive study allows the writer to describe, analyze, classify and interpret data. Qualitative method was considered relevant to this study because of two main reasons: (1) the researcher only explored activities which are developed in the classroom by the teachers and did not attempt to develop those activities, and (2) the researcher was non participant who observed a phenomenon found in teaching English for young learners with visual impairments in terms of classroom activities.

According to Alwasilah (2002), the researchers on qualitative studies focus on a phenomena with internal validity and contextual understanding. This study does not involve statistical analysis. Fraenkel and Wallen (1976) also stated that qualitative research focuses on description of the situation or events that

happen in detail. It described the quality of a subject that could not be measured by using statistical or experimental studies.

This study used case study method in describing the research.

“... the qualitative study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources” (Merriem, 188: 16 in Nunan, 1992: 77)

Case study methodology is particularly involved in some areas of psychological research, such as clinical psychology, which studies and aims to delight abnormal behavior and it may involve more than one subject (Meisel et al. 1981 in Nunan 1992).

### **3.2 Subject**

One thing that a researcher does before conducting the research is making certain about the subject or sample. As cited in Fraenkel and Wallen (1990), before researchers define the sample, they should define the population first in order to find the interest of the study. Population was a group to generalize the study, while the subject or sample was a part of population where the researchers did the study to gain the information (Fraenkel and Wallen, 1990).

This study was conducted in an Elementary School for children with special needs in Bandung. The school was specified for students with visual limitation. In this school, English had been introduced since the first grade by

using integrating method with other language. However, the students learn English as a single subject in the fourth grade until sixth grade.

This study involves two English teachers who teach the fourth and the fifth grade to elicit information about the classroom activities they develop and also about the problems they faced in developing those activities. Alwasilah (2002) argue that in doing a research, we are not only selecting human as the sample but also we have to involve settings, events, and processes. So, the classroom activities in fourth and fifth grade where the two teachers teach English will be observed.

### **3.3 Data Collection**

Data is collected from classroom observation, interview, and documents analysis.

#### **1. Classroom observation**

The fourth and fifth grade in an Elementary School for children with special needs in Bandung is the focus of the observation. Observation allows the researchers to build their own understanding about theory-in-use and even the participants point of view that do not give by the teachers when doing the interview or answering the questionnaire (Alwasilah, 2002: 155). In doing observation, observer might find that the situation tends to be disturb so that the settings will not be as natural as it should be, and perhaps some respondents might feel threatened because their

behavior are documented. However, in this study, the observer did not find this thing because of the visual limitation of the students.

The videotaping was conducted during the teaching-learning process. There were three videos of each class that were used as the material of the study. In addition, note taking was also conducted during the videotaping. The observation focus was made by the researcher based on Moon's theory about the components of classroom activities that have been mentioned in Chapter II. The format of the observation sheet can be seen in Appendix B.

## **2. Interview**

Interview was used to find out how the teachers develop the class activities for young learners with visual impairments and the problems faced by the teachers in developing those activities. In addition, interview was used as the follow up to collect the data after conducting the observations. The researcher can obtain in-depth information through interview because of some reasons (Alwasilah, 2002):

- The researchers can explain or paraphrase questions that cannot be understood by the respondents.
- The researchers can ask follow-up questions.
- The respondents tend to answer if they are asked questions.
- The respondents can tell something that happened in the past or will happen in the future.

In this study, the interview was addressed to the teachers. The purpose of the interviews is not only to get the additional information about activities they develop in the classroom but also to gain the information about the problems they faced in developing those activities. It is in line with Alwasilah (2002) who says that interview is also used to gain data or information that cannot be collected through observation.

Unstructured type of interview was employed in this study. Nunan (1992) states that “*An unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher*”. This type of interview was aimed to explore in as much depth as possible the respondents’ experiences, views or feelings and although the interviewer will have topics in mind, the direction of the interview is largely determined by the speaker (Keith Richards cited from Robert A. Croker, 2009:185). However, the interview guidelines had been prepared by the researcher as can be seen in the Appendix B.

The interviews were done in Bahasa Indonesia to make clearer understanding for both the interviewer and the respondents. In recording the interviews, audio taping was used by the researcher.

### **3. Document Analysis**

Documents are often needed by the researchers as the supporting evident. Based on Guba and Lincoln (1981), cited in Alwasilah (2002), those who are called as documents are letters, memo, diary, journals,

textbooks, position paper, articles, photos, etc. The documents should be analyzed based on the focus of the research and some of them properly are attached in the paper.

In this study, the teachers are asked to collect their syllabus or the photocopy of materials they teach to the children from textbook. The researcher, then, finds out the language focus mentioned in the syllabus or textbook. Those were described and analyzed to the relevance theories.

#### **3.4 Research Procedures**

In conducting the study, there were several steps:

1. Conducting classroom observation.
2. Videotaping and note taking of teaching-learning process.
3. Interviewing the subjects.
4. Analyzing the observation sheet to look activities that the teachers develop in the classroom.
5. Transcribing the recording interview.
6. Analyzing the interview transcripts to find the problems faced by the teachers in developing classroom activities for visually impaired children.
7. Studying the documents: syllabus or textbooks.
8. Presenting the result of the study.



### 3.5 Data Analysis

The data collected in this study were analyzed based on the research questions, that is the classroom activities developed by the teachers for young learners with visual impairments, and the problems faced by the teachers in develop those activities.

#### 1. Classroom activities that is developed by the teachers for young learners with visual impairments.

To find out the activities that are developed by the teacher in the classroom for young learners with visual impairments, analyzing the observation and interview was conducted. To help the analysis, categorizing and coding would be applied based on the criteria in developing successful classroom activities.

As cited in Alwasilah (2002), coding would help researchers in analyzing transcripts. Coding has four advantages that can help researchers to analyze phenomenon emerged:

- a. It helps the researchers identify the phenomena.
- b. It helps the researchers count the frequency of phenomena.
- c. The frequency of the existing codes shows the tendency of findings.
- d. It helps the researchers to arrange the categorizations and sub-categorization.

Here the researcher made some coding. The codes were described in the following table:

**Table 3.1**  
**Categorization and codes used in analyzing the data**

Categorization	Codes
Classroom Activities' codes	G = Goal I = Input P = Procedures OC = Outcomes TR = Teacher roles LR = Learner roles O = Organization
Classroom Activities' Phase codes	PRE = Presentation PRA = Practice PRO = Producing/Performance

In addition to analyzing observation and interview transcript, analyzing some documents in the form of syllabus or textbook was also conducted. The findings were then compared and contrasted with relevant literature. The results of the analysis were then merged into a condensed body of information as presented in Chapter 4.