Chapter 3

RESEARCH METHODS

3.1.Method of the study

This study attempted to explain analyzed particular phenomena: the methods and/or techniques that the teachers of two private inclusive schools in teaching English in inclusive context and why they use the techniques. The approach used in the study was qualitative approach (Alwasilah, 2002). The study was conducted in natural setting, in which the researcher attempted to describe actions that happened in its natural context and did not manipulate both the situation and the data (Holliday, 2002). It analyzes the interaction of all variables in an attempt to provide as comprehensive understanding of an event or situation as possible.

3.2.Sites and Participants

The names of both sites and participants of the study are changed to pseudonym to protect them from any harmful effect that might come as a result of the publication of the study. The site of a research needs to be carefully selected based on clearly defined criteria of what a good research site is (McMillan & Schumacher, 2001). McMillan and Schumacher further explain that what defines a place as a good research site is that it has to represent the research's problems and assumed to provide the answer. In accordance to the research problem and purpose, the researcher selected two private inclusive schools, Brilliant School in Bandung and Bright School in Cimahi as the research sites. The schools were chosen for three main reasons. The first one is due to Isdiyono's (2014) findings that most public inclusive schools were struggling in implementing inclusive education program and assumptions that private inclusive schools are able to provide optimum assistance to SEN students because of the resources that they have. The second reason is that they have implemented inclusive education program for more than five years. Most classes in both schools are inclusion type, in which the SEN students are integral parts of classroom. Though, there are few classes at Bright School which applies mainstreaming/integration classroom (see Chapter 2 about Inclusive Classroom). The third reason is that they have different setting, particularly in the number of students in their classrooms. At Bright School, the number of students in each classroom is around 25 to 30 students. In contrast, the maximum student number in a classroom is 15. Based on these reasons, the researcher assumed that the schools would give adequate information not only of how English is being taught in inclusive classrooms but also of variation that might occur in respect to different classroom size.

As qualitative study is often generated from particular cases, it is inappropriate to select the participants from random basis (Silverman, 2005). As this study attempts to obtain optimum data from small size samples, the sampling used in this study is purposeful sampling (Alwasilah, 2002; McMillan & Schumacher, 2001). The participants of the study were teachers from both inclusive schools who teach English to students in classes in which SEN children were included. They were Jaka and Annisa from Bright School, and Bondan from Brilliant School.

Jaka has taught at Bright School for more than twelve years. His educational background was not English education. As a university student, he studied farming at a prominent university in Bandung. At Bright School, he had taught many other subjects than English. He had also become the principal of the school several years ago. This year, he was asked by the school management to teach English for grade 5 and 6, as a part of the school's policy that every teacher should experience teaching different subject each year.

Annisa, on the other hand, was a new teacher. She was a fresh graduate and started teaching at Bright School in January 2014. She came in the middle of the academic year to substitute the previous English teacher who resigned.

At the Brilliant School, Bondan had taught for at least two years. Similar to James, he was not from English education department in the university. He studied engineering before he taught English at the school. Besides at Brilliant School, he also teaches English in some other schools.

3.3.Data Collecting Methods

Yin (2006) elaborated that there are six main sources of data: 1) documents, 2) archives record, 3) interview, 4) observation, 5) participant observation, and 6) physical objects. Of the six data sources, the researcher was only able collected data from three data sources due to their relevance and accessibility. The data sources are as follows (arranged based on its importance):

1) **Observation,** in the form of audiovisual records of the teachers performances. A series of observations were held for each participant. In addition, observation notes of what the researcher had observed from the activities that the teacher does the process of teaching SEN students were also employed. However, there were few unrecorded observations due to the characteristics of

the SEN student in the classroom, who felt disturbed by the presence of video-recording device. Hence, in such cases, the researcher could only write what happened in the classroom. The notes are provided in the Appendices.

2) **Interview,** which covers some questions to the research participants addressed to further describe the whole process of the teaching. Besides the participants, several other responsible personnel at the schools, such as the psychologists and teacher assistants, were also interviewed.

3) **Documents,** which comprises of the syllabus, the lesson plans the teachers had made, and the evaluation (portfolios or tests) on the students performance. The documents serve as supporting data to strengthen data obtained from observation and interview.

The steps of data collection in this study are presented as follows:

- *Gaining entry*

  Prior to conducting the study at the research sites, the researcher went to the target schools and met the authorities to introduce the general information of the purpose of the research, to get the permission to collect the data, and to gain the information of particular class of interest as the basis of purposeful sampling. Alwasilah (2002) referred this as gaining entry. However, the researcher did not reveal the detail of the research to the subject as there were some concerns on the naturalness of subjects' ways of developing the materials which would be influenced if the subjects had known the research details.

  After finding the school, the next step was to identify the key informants, the people who has the data or the access to it and may allow the researcher to collect it. The next activity was conducting informal interview to the participants. The interview was done to gather information about the participants' educational and professional background, their perception towards inclusive program and students with special education needs, and their permission to observe their teaching activities. After the researcher had gained the permission from the related parties, the researcher started to collect the data. This phase comprises of several data collection techniques such as:

- *Collecting documents and archival records*

The documents and archival records serve as supporting data and additional evidence to the findings from other sources of data in the study (Yin, 1996; Alwasilah, 2002). They particularly give information on how and why the teacher designed the materials and delivered them in such ways to the SEN student. Prior to conducting classroom observation, there were some documents and archival records that the researcher tried to collect, such as the syllabi of the semester, the lesson plan of each meeting in the semester, the Individual Development Program (IDP) of each SEN student, and assessment instruments. However, the researcher was only able to retrieve the syllabi and the lesson plan from the Bright School. The IDP and the assessment instruments were considered confidential as they keep the SEN student's record and are not intended for public.

- *Conducting Observation and Field-Note Taking*

Observation and field-note taking are done in the classroom when the teacher taught English to SEN student. In conducting the observation and field note-taking, the researcher used what Fraenkel & Wallen (1990) called with non-participant observation, in which the researcher was not involved in the activity being observed but merely observed and watched**.** In conducting the observation, the researcher did not directly participate in the situation the researcher observed. As the present study involved naturalistic observations, it is important for the researcher not to influence the teaching activity and simply observe and record what happens as things naturally occur. When conducting the observation, the researcher sat at the back of the class to have a wide look around the classroom.

As it was considered necessary, the researcher informed the students in the beginning of the lesson of the first observation to have the students' cooperation and to clarify the objective of the observation. A video camera was set in the back of the class in order to reduce the unnecessary attractions to the attention of the students. In that way, the researcher expected that the naturalness and conduciveness of the classroom situation could be acquired sustainable. The video recording helped the researcher to build the research's reliability and validity of the observation.

To keep the researcher on track while conducting the observations, the researcher employed an observation sheet (see the attachment). It enlists several aspects to be observed in the observations. In addition, the researcher also deployed the field-note taking which helped him in recording the occurrences which might not captured by the video recordings, particularly those of nonverbal interaction and classroom situation.

In this research, there are two kinds of materials in field-note taking: *descriptive* and *reflective*, as proposed by Bogdan & Biklen (1982). *Descriptive field note* was deployed in regard with the things that the researcher observed, such as the interactions between teacher and students, the way the assistant teacher teach, also the subject's and researcher's behavior. While *reflective field notes* describes what the researcher may have in mind regarding the things the researcher observes, particularly the way the teacher teach, and also some points which need further clarification from the teachers.

In observing, to capture the features of teacher's ways of teaching in natural setting, the researcher employed both audio and video recordings in the observation to collect the data of verbal and non-verbal interaction between the teacher and students. Through such way, the researcher could store the comprehensive data for delayed observation, in that the researcher is able collect and process the data after the real time observation.

Videotaping is required in educational research in order to avoid the obstacles such as loosing of several behaviors of interest that are occurring rapidly in an educational setting. Therefore, videotaping is the main instrument of collecting data in the present study, which attempts to investigate the features of teacher's ways of teaching English and the influencing aspects.

According to Fraenkel & Wallen (1990) videotaping has several advantages including: a) The tapes may be replayed several times for continued study and analysis; b) Experts or interested others can also hear and/or see what the researcher observed and offer their insights accordingly; c) A permanent record of certain kinds of behaviours is obtained for comparison with later of different samples. (p. 373).

While the MP4 recorder as the device for audio recording was employed to record the interview with the teacher to get more information on interesting findings related with ways of teaching found in the videotaped recordings. Hence, both of the two recording devices assisted the researcher in seeking for the validity of the data transcription.

- *Interview*

After the observations were conducted, the researcher conducted interview sessions in separated occasion. Through an interview the researcher obtained in-depth information about the participants' perception towards the phenomenon being researched and their explanation on important events related to the research (McMillan & Schumacher, 2001:443).

The semi-structured interview was employed in this research. In that sense, "the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions; topic and issues rather than questions determine the course of the interview" (Nunan, 1992).

In addition, the researcher also deployed audio-video taping and note taking in interviewing the teacher and the teacher assistant. One advantage that the researcher gained by the employment of audio-video taping device was that the interviewer could concentrate all of his attention on the interviewee(s), rather than continually having to break eye-contact by looking away while he wrote things down (Wray, Trott, & Bloomer, 1998). In addition, note-taking is applied as it is also useful in that it facilitates data analysis because the information is readily available (Borg & Gall, 1979).

3.4. Data Analysis Methods

In a qualitative research, the data is analyzed informally and formally. Informal data analyses were conducted in the middle of the data collection, simultaneously with data collection (Cresswell, 1994:153). The researcher did informal data analyses in analyzing relation of the documents, archival records of the SEN student, and the syllabus and lesson plans the teacher had made. The researcher also did informal analyses whenever the observation had been done. The analyses were done to analyze how and why the participant taught English to the SEN student in such a way. Whenever the researcher found an interesting fact or facts to be clarified by the participant, the researcher asked the participant for explanation.

While formal data analysis was done in the end of data collection. The results of the informal data analyses were aggregated. The accumulation of informal data analyses becomes the basis to derive conclusion of the research. In both informal and formal data analyses, the researcher conducted the data analysis procedures, which are elaborated below.

3.4.1. Transcribing

The video-audio recordings collected were transcribed into written form. The transcription was done every time the researcher had finished observing. The transcriptions helped the researcher in analyzing the data further. However, transcribing is a time-consuming and tiring activity, as a researcher may have to listen to the same stretch of tape many times. For that reason, Wray et al. (1998) suggested to transcribe what is needed, and do not put in detail what is not relevant. Accordingly, also in consideration with the aim of the research, the researcher attempted to keep the transcription as simple as possible.

3.4.2. Coding the data

Cresswell (1994) stated that coding procedure is used to reduce the information to themes or categories. Particularly, a researcher gets benefit from the step in sorting the person to who is speaking in the transcribing the audio-video recordings. The method included in this step is labeling the speaker, such as T for Teacher, Ss for Students, S1 for Student 1, etc. The necessary additional notes, such as gestures and movement, may be also included.

In relevance to the aim of the study, only key and relevant parts of the recordings were coded. The following are the symbols that the researcher used in coding the transcription, as suggested by Wray et al. (1998: 202-211):

T	:	It represents "teacher".
S	:	It represents "a student"; in some transcripts, wherever there are 'S's in sequential lines, they represent different individual student's lines.
Ss	:	It represents "many students".
((pause))	:	It indicates pause within a speaker's turn.
((gap))	:	It indicates pause between different speakers' turns.
:	:	It is used for lengthened sound; the more colons, the longer the sound.
=	:	It is used to express latching: a moment when a person start speaking immediately another has finished or when an idea follows another; written at the end of the first component and the beginning of the second one
(mekka bunit cor)	:	The latin phrase is used when the researcher heard the sound but could not decipher the word. It most likely appears in the Ss' lines which indicate there are a lot of students speaking at the same time and to decipher each of their lines is rather impossible.
(( ))	:	The bracket is used to show event, the researcher's comment, additional information, explanation, or even gestures, such as ((laugh)) or ((nod)).

- : It indicates when the speaker has not finished the word uttered.

The next step is to give theme to the transcripts. For example, an utterance may be labeled as an ‘opening’ because it was delivered in the beginning of the lesson and attempted to review the previous materials. The themes were described and then interpreted.

3.4.3. Aggregating and interpreting the collected data.

The transcriptions then were synchronized with the documents and observation notes. Afterward, the researcher interpreted the data, in that the researcher made assumptions on why the participants taught English in such ways. These assumptions were further clarified through interview. The clarifications and information from the participants becomes findings and serve as the basis for the researcher to make conclusions of the research.

3.4.4. Establishing trustworthiness

In a research, the quality of the employed instruments is very important as a researcher draws the conclusion based on the information they acquire using these instruments (Fraenkel & Wallen, 1990). In regard to this point, the researcher employed several procedures for checking on or enhancing the validity and reliability respectively including the following:

a. Triangulation

Triangulation is the researcher’s attempt to strengthen the validity of the conclusion of the research by collecting multiple sources of data

(Fraenkel & Wallen, 1990; Alwasilah, 2002). The researcher benefited from the method as it could minimize the bias which is attached in a method. The data were collected by a researcher through multiple sources to include classroom observations, videotaping and interview, and documents (see the Appendices). The researcher synchronized the result of the data to enhance the validity of inferences he made. This method of checking is what is referred as triangulation.

b. Peer Examination

Feedback, suggestions, comments and critiques are important to identify the threat to the validity, bias and assumption from the researcher, and also the logical weaknesses of the study (Alwasilah, 2002). Due to the reason, the researcher applied peer examination in that the result of data gathered were shown and discussed with experts i.e. his research advisor, people who had the similar research, and some proofreaders. Through this way, the validity of the data in the study could be achieved.

c. Member Checks

Member checks is needed in (1) reducing a chance of misinterpretation of respondent's answer in an interview, (2) avoiding misinterpretation on respondent's behavior during the observation, and (3) confirming respondent's perspective on an on-going process (Alwasilah, 2002). In practice, the researcher asked the respondents to check the transcriptions and the results of the interpretations in order to ensure that the data have already accurate; the member checking was done informally.