

CHAPTER III

RESEARCH METHODOLOGY

The aim of this research was to analyze the classroom activities used by the teacher in one of SLB-B in Bandung in teaching EFL to children with hearing impairment. For this reason, this chapter presents the research method and procedures used in this study. This chapter includes research design, population and samples, data collection, and data analysis.

3.1. Research Design

The research method used in this research is qualitative. It is a kind of method that involves the collection of data for the purpose of describing existing condition. Creswell (1994) defines that qualitative research is an interpretative research that includes statements about past experiences that provide familiarity with the topic, the setting, or the informants. In line with that definition, this study was conducted to find out the classroom activities used by the teacher, the challenges faced by the teacher in designing classroom activities, and the strategy used by the teacher in designing classroom activities for teaching EFL to children with hearing impairment.

This study is also called as a case study because it is conducted particular context. In line with what suggested by Merriam (1998), case study is an examination

of a specific phenomenon such as a program, an event, a person, a process, an institution or a social group. Therefore, this research is an examination of English teaching for children with hearing impairment, especially on the classroom activities.

Moreover, the qualitative data were organized by descriptive analytic technique. That is to organize data by describing, clarifying, and analyzing the data obtained (Creswell, 1994). In line with that, the data obtained were described, clarified, analyzed, and elaborated with many existing theories.

3.2. Participants

The participants in this research are the EFL teacher and 8th grade at SLB-B in Bandung which consists of 5 students. This institution and the 8th students were chosen for at least two reasons. First, this SLB-B provides EFL subject for children with hearing impairment students. Second, EFL subject in SLB-B Prima Bhakti Mulya was given from junior high level.

Furthermore, the permission decided based on consideration between the head of English department and the head of the SLB-B. Therefore, the permission to observe the class was approved.

3.3. Data Collection

Observation and interview are the most common methods of qualitative research (Stake, 2010). In line with that, the data were obtained through the observation and interview as follows.

3.3.1. Classroom observation

Since the participants have difficulty on verbalizing their ideas, observation is the best choice to do (Creswell 2008). The observation particularly relating the story or the assertions forthcoming— that is, to the research questions (Stake, 2010). Therefore, this classroom observation aimed to investigate the EFL classroom activities used by the teacher and to address the first and second research questions. In this observation, a handy cam to record the teaching learning process was used.

3.3.2. Interview

The interview aimed to find out about “a thing” that the researchers were unable to observe themselves (Stake, 2010). The teacher was interviewed to obtain information about their perception to English subject, the challenges faced by the teacher and the outcomes in designing EFL classroom activities for children with hearing impairment (see Appendix B for the details). It aimed to answer the third research question. The writer used handy cam to record the interview. Open ended questions will be used so that the participants can best voice their experience (Creswell 2008).

3.4.Data Analysis

This study involved both analysis and synthesis. The data gathered were put together by examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of the study (Yin, 2003).

Based on the research questions, the data analysis would be taken from the EFL classroom activities used by the teacher, the teacher's considerations in designing and implementing the EFL classroom activities for children with hearing impairment, the challenges faced by the teacher and the outcomes in designing the EFL classroom activities.

3.4.1 The EFL Classroom Activities for Children with Hearing Impairment Used by the Teacher

Based on the first research question, the data taken from the observation were conducted two steps. First, identifying the lessons and classroom activities used by the teacher and put into an observation sheet below (see table 3.1). Second,

describing the results into writer's interpretation that is compared to other existing theories (Creswell, 2008).

Table 3.1
The Lessons and Classroom Activities Summary
That Used by the Teacher

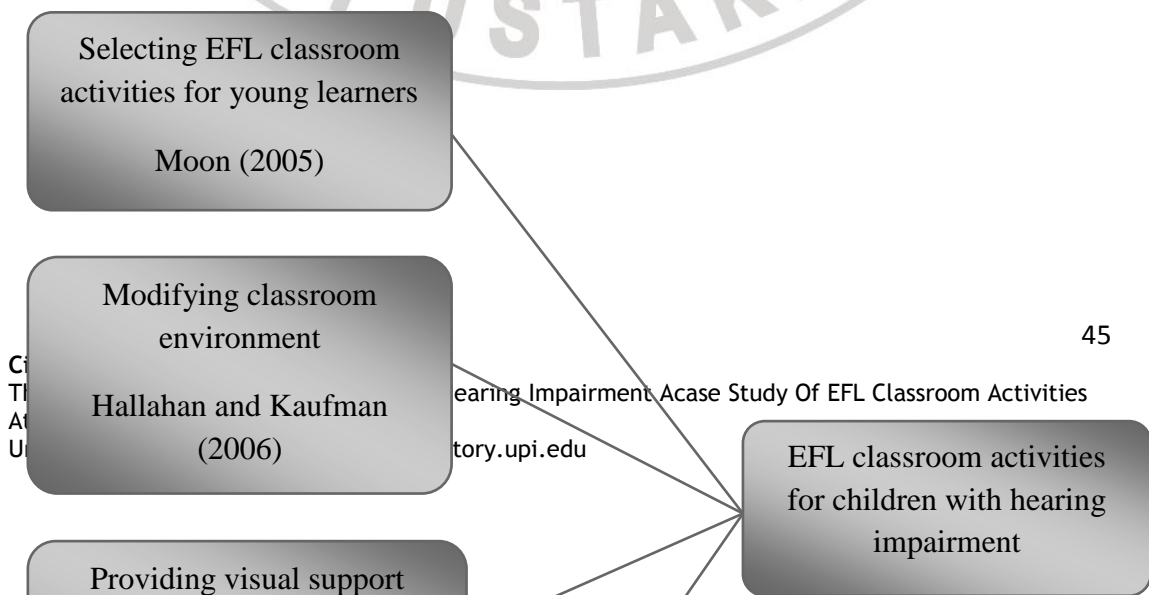
Meeting	Topic	Lesson Objective	Target Language	Classroom Activities	Procedures

Note: see Appendix A for the details

3.4.2 The Teacher's Considerations in Designing and Implementing the Classroom Activities

Based on the second research question, the data were taken from the observation and interview. The observations were conducted to find out the evidence of the classroom activities and the interviews were conducted to find out something that cannot be found in the observation. The observations were conducted three steps. First is making transcriptions from the recorded video in the classroom. Second is putting into observation sheets (see Appendix A), describing the result from the transcription into writer's interpretation that is compared to existing theories (Creswell, 2008). In this stage, Moon's framework (2005) in how to select the classroom activities for children, Hallahan's and Kaufman's (2006) in modifying classroom environment, Hogdon's (1999), Nover's, Andrews' (1999), and Nation's (1990) in visual supports, and Wayner's (2009) in improving student's communication skill which have been explained in chapter II were used. They were also described in a graphic below.

Figure 3.1 EFL Classroom Activities for Children with Hearing Impairment



Based on the theories, the data obtained from the observations were categorized, checked, and noted. The following is the observation guide.

Table 3.2
Categorizations and Checklists

Observation focus	Check	Note
Selecting classroom activities for young learner		
Providing a clear and meaningful purpose using language		
Challenging learners and make them think		
Providing activities which are enjoyable and interesting		
Providing activities which create a need or pressure for children to use English		
Providing activities which allow children to be creative with language, experiment and notice language		
Modifying classroom environment		
Providing ample lightning, particularly on instructional visual aids		
Allowing the students access to see the teacher's and classmates' faces		
Providing visual support		
Body language; ways to get attention, ways to maintain attention, turn taking, question patterns		
Demonstration or pictures		
Improving communication skill		
Helping the students to get in a habit of paying attention to the speaker		
Teaching the students to not interrupt the speaker until she/he finishes a sentence		
Instructing them to be aware of something that they don't understand or not		

Helping them to learn to summarize about what the speaker said		
If them seems didn't understand to what speaker say, try to rephrase to be more simple and easier to understand		
Giving them understanding that they need work harder to get information and they maybe they will be tired so they will be ready for this		
Speak clearly and slowly to them. Remember the rule "if they can't see me so they can't hear me". Make sure speaker position is clearly visible for them		
Speaker's articulation must be clearly, don't over-act articulate or making difficult movement and gesture		

Note: see Appendix A for further details

3.4.3 The Challenges Faced by the Teacher in Designing the EFL Classroom Activities

In this stage, the data gained from the interview. The recorded video of teacher interview was transcribed and interpreted some main issues based on the research question that is the challenges faced by the teacher in designing the classroom activities.

3.5. Concluding Remark

This chapter has presented the research method of this research which covers research design, participants, data collection, and data analysis. Case study and descriptive analytic technique were used at the research design. The participant in this study is a teacher of children with hearing impairment at SLB-B in Bandung. The

data were collected through classroom observation and interview. Then, the data that have been collected were analyzed based on the research questions which are; the EFL classroom activities used by the teacher, the teacher's considerations in designing and implementing the EFL classroom activities for children with hearing impairment, and the challenges faced by the teacher in designing the EFL classroom activities.

