CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses things related to the way this research was conducted, which consist of six sections. The first section presents the formulation of problem. In section two, the design of the present research is explained. Then, the third section explains where data were collected and who the participants were. The fourth section explains how data were collected. The fifth section describes the data collection procedures. Furthermore, the last section presents the data analysis.

3.1. Formulation of Problem

This study was conducted to describe the activities used by the teachers in teaching the speaking skill. The present study mainly was aimed to:

1. investigate the activities used by the teacher in teaching the speaking skill in a special need class with visually-impaired students;

2. discover how the visually-impaired students respond to the implementation of teaching activities conducted by the teacher.

3.2. Research Design

A research design is the logic that links the data to be collected and the conclusions to be drawn to the initial question of study (Yin, 2003:19). In this study, the data were carried out by using a qualitative case study design.

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Qualitative method was considered relevant in this study because of two main reasons: (1) the researcher only explored speaking activities which are developed in the classroom by the teacher and did not attempt to develop those activities, and (2) the researcher was not the participant who observed a phenomenon found in teaching English to visually-impaired students in terms of classroom activities.

With regard to those reasons, Alwasilah (2002) states that the researchers on qualitative studies focus on phenomena with internal validity and contextual understanding. It is in line with Fraenkel and Wallen (1990) who argue that qualitative research focuses on description of the situation or events that happen in detail.

This study used a case study as a research method which is common in social science. Nunan (1992:79) defines that a case study is the investigation of a single instance of a class of objects or entities in the context in which they occur. Along with the ideas above, Gerring (2007:20) states that a case study may be understood as the intensive study of a single case where the purpose of that study is to shed light on a larger class of cases (a population). Based on clasification of a case study from Merriam (1988), this study can be categorized as descriptive case study, because it presents a detailed account of the phenomenon under study. As cited in Nunan (1992:78), Adelman et al. (1976) suggest that there are several advantages of adapting a case study as a method research; firstly, a case study is strong in reality; a second strength, it can represent a multiplicity of viewpoints and can offer support to alternative interpretations; thirdly, it also provides a database of materials which may be reinterpreted by future researchers; finally,

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case study data are usually more accessible than conventional research reports and therefore capable of serving multiple audiences.

According to Gerring (2007:33), a case study may employ a great variety of techniques for the gathering and analysis of evidence. There are six sources of evidence that are most commonly used in doing case studies; documentation, archival records, interviews, questionnaires, direct-observations, participant-observation, and physical artifacts (Yin 2003:85).

As the use of various sources is highly complementary, the data in this study were gained through multiple source of evidence (Yin, 2003: 83; Lodico, 2006:264; Gerring, 2007:17) that were classroom observation, interview, and questionnaires. The multiple data collection were conducted by the researcher since Yin (2003:85) emphasizes that the various source are highly recommended, and a good case study will therefore want to use as many sources as possible. Thus, the weakness of one data collection method can be covered with the strength of another data collection method.

3.3.   Research Site and Participants

This study was conducted in a second-grade of senior high school level of visually-impaired students in Bandung. The participants in this study were an English teacher and all students with vision impairment in one classroom. There were four students; one student with low vision, one student with functionally blindness and two students with blindness (Carney *et al.,* 2003:3). Meanwhile, in order to investigate the activities which were conducted in teaching the speaking

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skill, the teacher would be the main participant of the research. Besides, students would be the participants to find out their responses to the implementation of the activities conducted by the teacher.

The selection of participants in this school was based on the accessibility of the researcher to this school, the willingness of the teachers to be observed, and all the students which are taught by the teacher.

3.4.   Data Collection

Qualitative data are often gathered in the form of words, pictures, or both (Lodico et al. 2006:116). To be scientific and to prevent bias, Lodico et al. (2006:11) assert that the data collection process must be systematic and the data recorded with accuracy. Qualitative researchers use a variety of research tools, but they often prefer to conduct classroom observations, carry out interviews, and distribute questionnaires.

3.4.1. Classroom Observation

Although observation is a large part of how we learn (Bandura, Grusec, & Menlove, 1966 as cited in Lodico et al., 2006:117), observation as a tool of research requires systematic and careful examination of the phenomena being studied. Specifically, researchers who choose to use observation must conduct their observations in a way that results in accurate, unbiased, and richly detailed information. Moreover, as the data gathering device, classroom observation may make an important contribution to descriptive research (Best, 1981). It is because

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certain types of information can best be obtained using direct examination by the researcher. Along with the ideas above, Yin (2003:93) suggests that observational evidence is often useful in providing additional information about the topic being studied.

In answering the first question related to the activities conducted by the teacher in teaching the speaking skill to students with vision impairment, this study administered classroom observations in four meetings. The following table presented the schedule of the observations.

Table 3.1
Observations Schedule

No.	Date	Class	Topic
1.	Tuesday, July 30, 2013	XI Bahasa	Hotel Receptionist
2.	Tuesday, August 20, 2013	XI Bahasa	Global Workers
3.	Tuesday, August 27, 2013	XI Bahasa	Job
4.	Tuesday, September 3, 2013	XI Bahasa	School and Hobbies

To conduct the observations, videotaping was used in order to gather the data. Fraenkel and Wallen (1990) claim that by using videotape, the researcher will get benefit such as the videotaping can be replayed for several times in order to check and correct the data. In addition, observation checklist and note taking were also conducted during the videotaping (*see* appendix A for the instrument). Observation checklist was administered to identify the teaching activities conducted by the teacher and field note was used to describe everything happen in the observation.

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3.4.2. Interview

One of the most important and essential sources of a case study information is the interview (Yin, 2003:89). Interview is a technique of verbal communication to gather the information. Best (1981) states that through interview technique, the researcher may stimulate the subject to gather insight into the researcher own experience. In addition, several reasons of using an interview as a source of evidence are proposed by Alwasilah (2002) who says that in using an interview the researcher can explain or paraphrase the questions when it cannot be understood by respondents; the researcher can ask follow-up questions; and the last the respondents can tell something that happened in the past or will happen in the future.

The interview in this study was addressed to English teacher to get additional information about the activities used in teaching speaking which was conducted on Monday, September 19, 2013. To conduct the interview, audio-tapping was used in recording the interview. These interviews consist of nine questions which were organized in the following guideline.

Table 3.2
Interview Guideline

No.	Question Number	Objectives
1.	1	To know the teacher's experience in teaching English
2.	2-4	To identify teacher's preparation in teaching speaking
3.	5	To find out the activities used by the teacher in teaching speaking
4.	6-7	To reveal the reasons and considerations in conducting the activities.
5.	8-9	To discover the strategies used in teaching speaking.

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3.4.3. Questionnaires

Questionnaires relevant to this study, along with observation and interview, were also gathered to obtain the data. Questionnaires were administrated to the students to gain the data about their response towards the implementation of teaching speaking activities that was employed by the teacher. The questionnaires were divided into 2 parts, the first one is closed questionnaires which consist of 20 close-ended statements; and the second part is open questionnaires which consist of four questions. The statements and questions were given in Bahasa Indonesia in order to help the student easily express their thoughts. Moreover, the questionnaires could be categorized to the four general classifications; students' attitude toward English, students' attitude toward speaking skill, students' response to the activities conducted by the teacher, and students' response to the most and the least liked activities. The following table revealed those categorizations.

Table 3.3
Categorization of the Questionnaires

No.	Statement/Question Number	Categories
1.	1-4 (positive) 5-8 (negative)	students' attitude toward English
2.	9-12	students' attitude toward speaking skill
3.	13-20	students' response to the activities conducted by the teacher
4.	21-24	students' response to the most and the least liked activities

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3.5.   Data Collecting Procedures

In conducting the study, there are several steps that have been employed as follows:

1. Conducting classroom observations.

2. Videotaping and note taking of teaching speaking activities.

3. Interviewing the teacher in order to get additional information of the speaking activities.

4. Carrying out the questionnaires to the students in order to get the data related to the implementation of speaking activities conducted by the teacher.

5. Transcribing the recording of the observations and interview.

6. Analyzing the transcription and observation sheet to examine speaking activities used by the teacher in the classroom.

7. Analyzing the data from the questionnaires to find students responses toward the implementation of those activities.

8. Presenting the result of the study

3.6.   Data Analysis

The data in this study are qualitative data which were obtained through classroom observations, interview and questionnaires. The data collected were analyzed based on the research questions, which are the teaching speaking activities used by the teacher for students with visual impairment and the visually-impaired students' responses toward the implementation of teaching activities conducted by the teacher.

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According to Gall et al. (1996) who outlined three approaches to case data analysis, the data analysis of this study are structural analysis which investigated patterns which may be found in conversations, text, activities, etc., with little or no explication as to pattern meaning. Furthermore, Yin (2011:177) draws that there are five-phased cycle of analyzing qualitative data; compiling, disassembling, reassembling (and arraying), interpreting, and concluding.

1. *Compiling*

The analysis is begun with compiling and sorting the field notes and other data collection which are conducted through classroom observations and interview in order to examine the teaching speaking activities used by the teacher for students with visual impairment. In this cycle, the researcher reviewed the video recording, re-listened the audio recording, and reread the field notes, then transcribed it into a written form. Moreover, all of the exact words of participants are recorded such as pauses, laughter, interruption, and places where the tape is inaudible or not understandable.

Moreover, in order to examine the visually-impaired students' responses toward the implementation of teaching activities conducted by the teacher, the analysis begins with compiling and sorting the answer from the students, field notes and other data collection which are conducted through questionnaires. In this cycle, the researcher re-listened the audio recording and reread the data collected from the questionnaires.

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2. *Disassembling*

   In this cycle, the researcher reviewed and explored the data by assigning new labels or codes to selected words, phrases, or other chunks of data (Lodico, 2006:304; Yin, 2011:186). According to Lodico (2006:304), this cycle began with examined all of the different sources of data together to understand the scope of their data before divided them into more manageable chunks organized through codes.

3. *Reassembling (and arraying)*

   Then, the researcher used coding and categorization to see the pattern from data collection to get the aim of the study and descriptive analysis to describe and clarify the data. Coding is the process of identifying different segments of the data that describe related phenomena and labeling the parts using broad category names (Lodico, 2006:305). This cycle started from the coding process and then the process of organizing the data into piles. Moreover, Yin (2011:191) adds that in this cycle the researcher revised the relevant data arrays.

4. *Interpreting*

   In this cycle, after the data have been coded, the researcher interpreted the findings and presented it into detailed descriptions. According to Lodico (2006:307) the goal of this step is to provide rich, in-depth descriptions, and often referred to as thick descriptions of the data.

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5. *Concluding*

Finally, in this cycle, the researcher drew the conclusion by reporting it in a narrative manner.