

# **CHAPTER III**

## **RESEARCH METHODOLOGY**

This chapter presents and discusses some aspects of research methodology. It consists of research design in which it implements qualitative and quantitative approaches. The sample of this study is a student of Bakti Bangsa Junior High School (2006/2007) in Sarijadi. Furthermore, this chapter discusses strategy of collecting the data as well which consists of observation, interview, and document analysis.

### **3.1 Research Methods**

In conducting the research, the quantitative and qualitative approaches applied through a case study of psycholinguistics on a person with language disorder. Both of them were used in analyzing the data.

Qualitative approach is used to describe words more than numbers (Miles and Huberman, 1984). Wray (1998: 95-96) states that qualitative approach includes description and analysis rather than the counting of features. Such research frequently includes longer-term observation, very detailed and close read-through of the data and relatively small numbers of subjects.

As suggested by Wray (1998:186), the researcher merely scrutinizes ongoing activities through observation method, without making any efforts to control or determine them. In addition, he states:

Observation data is qualitative in the first instance, consisting of recordings, transcriptions and notes relating to [our] subjects' behavior and language (spoken or

written). [We] may subsequently derive quantitative data from it (such as the number of words in each utterance). (1998: 187)

Descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. Descriptive method is appropriate in describing the phenomena that will be investigated because the writer then will analyze the resources that is found and chosen.

Surakhmad (1990 in Taurisiani, 2005) reveals that various techniques such as tests, observations, questionnaires, and interviews can be explained, analyzed, and classified by descriptive method. In addition, the judgment, perception, insight, etc are kinds of data varieties for qualitative method.

Wray, furthermore explains that the data could be collected through the techniques of observation, interview, and/or testing and frequently could be supported by additional information, either linguistics or non-linguistic, from parents, official records. This research commonly needs the permission of the subject and anyone else included (doctor, speech therapist, teacher, family).

A key word of quantitative is the word counted or quantified so it relates to numbers. The data which are in form of numbers are described qualitatively. Wray (1998. P. 96) reveals that all elements of the quantitative and qualitative approaches are possible to use together. Qualitative approach might record and provide evidence a pattern while quantitative establish how often the features occur.

Case study is appropriate for this study category as a means of qualitative approach where a given individual has some behavior which is observing. This also can be appropriate for projects in some areas in psycholinguistics, first-language acquisition,

second-language acquisition, language and education (including the acquisition of literacy) (Wray et al, 1998)

### **3.2. Formulation of Problem**

This research focused on the written language of a person with language disorder.

The guide lines of this conducting research are as the following questions:

3. What does the subject suffer from between Dyslexia and Aphasia?
4. What kind of writing grammatical aspects such as: phonological, syntactic, and semantic, that is mostly problematical?

### **3.3. Subject of the Research**

The subject of the research is an ex-student of SMP Bakti Bangsa in Sarijadi who in 2006 was found as the person of language disorder. The subject is a boy who is 17 years old now. The sample is taken based on the finding data at school that he cannot read and write normally whereas he is seventeen years old already. The writer called him A.A. The writer decided to use him after pre-research that the writer has conducted in hoping that the writer who is his teacher as well could help him to overcome his difficulty in learning then.

The writer conditioned the comfortable atmosphere when he was writing. There was no time limit and no other ones near him, including the researcher where AA was writing. The researcher left him in an empty class at that time, during the school holiday and the school day. The researcher only went back to the class once a while to asked him if he had finished or not yet.

The place for the written tests took at the ex- Junior High School where he went before his graduation this year. It took in the morning when his school in Vocational school is free or in the afternoon when he goes to school in the morning. AA was served some food for breakfast or for lunch before he started to write.

### **3.4. Collecting the data**

- Reading more relevant theories from books and other references.
- Doing pre-research
- Observing and interviewing further towards the subject's family
- Taking him to the speech therapist
- Preparing and making themes for testing his writing ability.
- Testing the written language of subject twenty times by doing writing himself while the topic is given by the writer
- Taking him to the psychologist to have an IQ test
- Collecting the data results of tests

### **3.5 Data Analyzing Procedures**

The procedures used by the writer in analyzing data are:

- Analyzing and studying the data that has been collected using some relevant theories
- Consulting to the related experts of this research
- Pointing out and taking textual evidence of language difficulty category and of most problematic written language on the subject.

- Drawing conclusion and suggestions.

### 3.6. Clarification of Key Terms

To avoid misunderstanding of the problems investigated in this study, the writer would like to clarify the terms used in this study. They are as follow:

- *Written language production* is one of language productions in written form. It constitutes the product of ones' performance of cognition after passing several phases such as idealization and planning.
- *Language Disorder* is a problem that occurs to ones' language ability either of their expressive or receptive such as speaking, reading, writing, or comprehension and it could caused by brain disorder or injury. Dyslexia, aphasia, dysgraphia, etc. are examples of language disorder.
- *Phonology* is the study of phoneme or the smallest segment of sound which can distinguish two words. For example the words *pan* and *fan*. These differ only in their initial sound, *pan* begins with /p/ and *fan* begins with /f/.
- *Syntax* is the study of form of arrangement of words.
- *Semantics* is the study of meaning. It relates to the word and sentence meaning.

