

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter provides a detailed presentation of methodology in this study. The presentation begins with research design, site and respondent, data collection techniques, and data analysis.

#### 3.1 Research Method

This study used a case study design. The choice of using this method considers the research questions and the purpose of this study: to get in-depth understanding of the strategies used by teacher in teaching through stories at inclusive classroom with a dyslexic student and also to reveal the difficulties encountered. Based on Yin (2005), a case study could be a single-case study or a multiple-case study, then the researcher should decide to keep the case holistic or embedded sub-cases. Therefore the researcher chose a single-case study to keep the case holistic by investigating the use of stories in teaching at inclusive classroom with a dyslexic student.

According to Merriam (1988), a case study is used to examine a specific phenomenon such as a strategy or technique. The qualitative data was obtained through observation and interview. Furthermore, lesson plan and syllabus will be collected as a supported data which is included in document analysis.

#### 3.2 Site and Respondent

This research took place in an inclusive school in Bandung. There are several reasons why the researcher chose this classroom. First, the school is categorized as a good inclusive school in Bandung. It has proper facility to support teaching and learning process of inclusive classroom. Second, one of the inclusive classrooms, a third-grade of elementary level in that school, consisting 24 ability students and one dyslexic student. Based on those facts, the researcher

chose the school to find out the learning activities in teaching English by using stories. There is one respondent; a female teacher who taught English at this classroom – for the purpose of confidentiality they will be called teacher X - Further information about teacher X is explained below.

Teacher X is one of English teachers in that school. The education background of the teacher is not appropriate with her teaching activity now. She has been teaching English for three years in that school. During her teaching in that school, she has not joined seminar or workshop of special needs education yet.

### **3.3 Data Collection Techniques**

In collecting data of this study, the triangulation technique was used to cross-reference a number of participants' perceptions of an event (Elliot, 1991 see also Alwasilah, 2008). There were several techniques in collecting data. The techniques were employed as follows: (a) observation, (b) document analysis, and (c) interview. Each data collection techniques will be discussed below.

#### **3.3.1 Observation**

This study used observation to investigate the strategies in teaching English especially in activities that teacher used in teaching by using stories at inclusive classroom in the natural setting. Thus, the researcher could know teacher's strategies in the setting.

In this study, the researcher used pre-observation and then observation. The pre-observation was carried out to find out what problems occurred in teaching of special needs student. Then after knowing the problem in that field, the researcher compiled the proposal and starts the observation. The observation was conducted in three months. There were three meetings in the classroom and several meetings for interview. It began in early February and

finished in the early May. This study used non-participant observation type (Marshall *et al*, 1998). The teaching process was recorded without having a participation in teaching. Since there were some weaknesses in using a tool for recording the activities in a class, then the use of video recording was only in two observations. The researcher also used field notes to gain the data in a classroom.

### **3.3.2 Document Analysis**

After gaining data through observation, some documents of teaching were collected. Merriam (1988) states that documents can help researcher uncover meaning, develop understanding, and discover insights relevant to research problems. This study used document analysis as the instrument in order to find out the insight of relevant information about the research questions. Document analysis could be the real evidence of the activities which were given to the students. In this study, documents used are lesson plans and syllabus were asked to complete the data.

### **3.3.3 Interviews**

After gathering data from observation and document analysis, the researcher did interview to obtain additional information that could not be gathered by observation and also gain in-depth information through the questions (Alwasilah, 2005 see also Cohen & Lawrence, 1994). This study used interview as the instrument to find out the information that could not be reached by observation and document analysis. By using interview the researcher could find the information about mind, thought and feeling the participant (Merriam, 1988) Thus, this interview is aimed,

beside to support the data, it is also for finding the information about difficulties encountered by the teacher during the process of teaching.

The interview was addressed to the teacher. The teacher was interviewed with structured and semi-structured interview. The structured interview with open-close-ended questions was used to find out the profile of the teachers and also the characteristics of dyslexia which student has. On the other hand, the researcher used open-ended questions with semi-structured interview since it allowed the researcher to get in-depth information about the data (Cohen and Laurence, 1994 cited in Handayani, 2009). The open-ended questions were used to find out the strategies used by teacher in teaching English by using stories in inclusive classroom with a dyslexic student and to investigate the difficulties which she encountered during the process of teaching English in inclusive classroom with a dyslexic student.

The interview was conducted in Indonesian since to eliminate misunderstanding in the way of answering the questions. Considering the tight of schedule of the teacher in the school, the interview was carried out about 10-15 minutes after the school was finished.

### **3.4 Data Analysis**

This study used three instruments to gain the data, observation, document analysis, and interview. The data of this study were analyzed by qualitative data analysis in descriptive form because data analysis in qualitative research relies heavily on description (Frankael and Wallen, 2007). The theory from Ellis and Brewster (1991) about activities and the criteria of activities in inclusive classroom from Parsons and Beauchamps (1995) were used to analyze the data. After the data from observation, document analysis, and interview were gathered, the data obtained from all data collection techniques were analyzed and synthesized on the basis of research questions into a coherent description. The following are the steps of data analysis:

### 3.4.1 Analysis Data from Observation

There were two sources of data from observation. The first was classroom observation by video recording and the second was field notes. The data from field notes were analyzed through several stages:

1. Reading many times the data from field notes which have been categorized in setting, participants, activities and interaction, frequency and duration, subtle factors (Merriam, 1988).
2. Analyzing and classifying the data into some categories related to activities which was accomplished by the teacher in teaching by using stories at inclusive classroom with a dyslexic student.

**Table 3.1**  
**Categorization and codes used in data analysis**

<b>Categorization</b>	<b>Codes</b>
<b>Types of Activities</b>	RR = 'Reading Race' St = Story-telling StG = Story-telling game
<b>Characteristics Activity through stories</b>	Co = Consolidation FP = Final Product ISW = Integrated Skill Work IL = Independent Learning St/Lt = Short-term/Long-term En = Enjoyment Cre = Creativity (Adopted from Ellis and Brewster, 1991)
<b>Basic Goals in inclusive classroom</b>	Eq = Equity Ac = Acceptance Po = Power In = Interpedency

	Acco = accomodation without assimilation Ex = Expansion  (Adopted from Parsons and Beauchamps, 1995)
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3. Analyzing the difficulties which were encountered by the teacher in teaching English by using stories at inclusive classroom with a dyslexic student during the teaching session and how teacher solved the difficulties occurred.
4. Describing the data from the field notes to answer research question about activities of teaching English by using stories that the teacher used.

#### **3.4.2 Analysis Data from Document Analysis**

The data for document analysis were several lesson plans for each meeting and task forms used in teaching. Those data were analyzed and classified and then categorized in several categories by Brown (2001), in order to answer research questions of this study.

#### **3.4.3 Analysis Data from Interview**

The last instrument was interview. The data for interview were obtained by recording. The data from interview were analyzed through several stages. There are as follows:

1. Transcribing the data from interview.
2. Categorizing the data into several themes related to research question. The activities in teaching English by using stories at inclusive classroom with a dyslexic student and the difficulties encountered by the teacher while teaching English by using stories at inclusive classroom with a dyslexic student.
3. Describing the result of the data from interview to answer the research questions.
4. Drawing conclusion.

### **3.5 Concluding Remarks**

This chapter discussed the method of data collections in this study. This study attempt to find the strategies used by teacher in teaching English by using stories, and the difficulties encountered by teacher during teaching in inclusive classroom with a dyslexic student.

