

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with some aspects of methodology used to guide the present study. Several points to discuss are the explanation of the research design, participant, instruments, data collection, data analysis, and data validity.

3.1. Research Design

The research design of this study is descriptive qualitative case study. It is a design that is primarily concerned with “meaning” rather than “generalization” (Sugiyono, 2009:15) in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed and in-depth data collection involving multiple sources of information (Cresswell, 2007). In line with the definition, the research is conducted to investigate teacher’s strategies to improve the motivation of hearing impaired students.

3.2. Site and Participants

This study was conducted in a hearing aid school (special need school for hearing impaired students) in Bandung. The school was selected because of the assumption that the school provided the data to be studied in this study.

The participants of this study were an English teacher and eight grader students in a special need school for hearing impairment. The teacher was chosen

because she has been teaching English for hearing impaired students for years and

Dini Mariam, 2012
Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

she has many experiences in dealing with the teaching of English to hearing impaired students.

3.3. Data Collection

There were two data collection techniques employed in this study: observation and interview. Each technique of data collection is described below.

The observation was conducted in eight grader class. Classroom observation is conducted in order to identify the teacher's strategies in improving the motivation of hearing impaired students. The nature of observation in this study is non-participant observation (Fraenkel and Wallen, 2008:439; Sugiyono, 2009:227) which means that the researcher is present at the scene of action but does not interact or participate. In the research, the researcher only observes what happened in the classroom. The observation is done in five meetings. This is purposed to gather more data that will be useful for the study. Most of the observation sessions were video recorded so that the situation can be re-watched during the process of data analysis from observation. Cresswell, (2008) and Alwasilah (2000) stated that the observation sheets and field notes can be used to record notes about the participant's behavior during the observation sessions. In the research, the field note is used to record notes about the interaction between students and teacher during classroom activities. The following table is the guideline for field note.

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

Table 3.1
Guideline for Field Notes

Data Source	Revealed Aspects
1. Hearing Impaired Students 2. Teacher	a. The interaction of Teacher and Students b. Teacher's efforts in teaching English to the hearing impaired students

Adapted from Septiana (2008)

The second technique employed in data collection of this study was interview. It was conducted in order to get in-depth information from the participant (Alwasilah, 2000).

The interview was conducted after the classroom observation is done. It was administered in a form of semi-structured interview since there may be some possibilities from the teacher to not answer the question clearly. The semi-structured interview is also called an in-depth interview where the questions are prepared before the interview but there are possibilities for new questions to come up during the interview (Sugiyono, 2009). In an in-depth interview, the researcher can gain more information about the topic than the structured interview (Alwasilah, 2000). In the research, there are twenty questions delivered to the teacher. The purpose of interviewing the teacher is to find out the problems encountered by the teacher in improving the motivation of hearing impaired students and to find out what strategies that the teacher used in improving the motivation of the students. The questions in the interview were delivered in *Bahasa Indonesia*. It was purposed to avoid misunderstanding and to make it

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

easier for the participants to answer the questions. The interview was recorded using a voice recorder.

3.4. Data Analysis

There were two main stages in analyzing the data in this study: the data analysis of observation and the data analysis of interview.

The data collected from observation were recorded using field notes and video recording. To meet the aims of the study, the data acquired from observation are then analyzed through the following steps: transcribing the result of observation, synthesizing the scripts of the result, and analyzing the result of observation. After taking those steps, the next steps are classifying data into the selected categories, clarifying results of observation, and presenting the result into description.

In order to analyze the data acquired from interview, the interview recording was replayed. The data from interview are then analyzed through the following steps: transcribing the result of interview, synthesizing the script of the result, and analyzing the answer of the participant. After that, the next steps taken are classifying data into selected categories, reducing inappropriate data, interpreting the data, and finally presenting the data into description.

3.5. Data Validity

Validity is considered as an important aspect in studies. Validity in qualitative studies relates to whether or not the findings from the study reflect the real situation (true) (Guion, 2002 as cited in Meidawati, 2012). In this study, the

Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu

validity was checked and established by comparing the result of interview to the result of observation. The study employed observation and interview as the methods in collecting the data. The data acquired from the interview are then compared to the data gained from observation in order to avoid the possibilities of untrue answers from the participant.



Dini Mariam, 2012

Strategies to Improve the Motivation of Hearing Impaired Students in Learning English

: A Case Study of an English Teacher in one Hearing Aid School in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu