

CHAPTER THREE

METHODOLOGY

This chapter explains the design of study. It covers explanation on how the study is conducted. To be more specific, it clarifies the method of study, the setting and population, techniques of collecting and analyzing the data and procedures of conducting the study.

3.1 Method of Study

The method of this study is described in accordance with the essence of this study itself. Because this study is aimed at describing the efforts and strategies done by the teacher in motivating hearing impaired students to learn English, therefore, the study is based on the descriptive analytic method. It is a method used to explain, analyze, and classify something through various techniques, such as survey, interview, questionnaire and observation (Surakhmad, 1990).

In addition to this reason, Bogdan and Taylor (1975:5), as cited in Moleong (2002), stated that the description, analysis, and inference are all formulated in the written or essay form. Further, they defined that descriptive study, as a research, produces issues as many as possible concerning the subject being investigated, while inferences are based on the presented results. Thus, analysis can be elaborated to draw a conclusion.

3.2 Setting and Population

The setting and population in this study are the primary sources which have a significant contribution to determine the result of the study. The necessary data can be explored and elaborated from the setting and population where the sources of subject are involved within.

To be more specifically, these terms will be clarified and discussed in a further explanation as follows:

3.2.1 Setting

Lofland and Lofland (1995), cited in Moleong (2002) stated that setting is the physical environment in which the study takes place. Based on that statement, the study was conducted at SLB-B YP3ATR 1 Cicendo Bandung. The reason of choosing this location is grounded on a consideration that SLB-B YP3ATR 1 Cicendo Bandung is the only special school that has become the information centre for the hearing impaired students.

3.2.2 Population

According to *Encyclopaedia of Educational Evaluation* which is quoted from Arikunto (2002), population is a set (or collection) of all elements possessing one or more attributes of interest. In this study, the population is hearing impaired students in SLB-B YP3ATR 1 Cicendo Bandung who learn English subject.

After conducting a survey to this school, it is found that English subject is taught in two units of special education level, *i.e.* Special Junior High School and Senior High School. Therefore, the population, where the subjects for the study are involved within, will cover on those two mentioned levels.

In addition, discerning the reality of the population which is limited and only several persons in each unit of level or class, then the writer decided to make the whole population (except students of Special Elementary School) as the subjects for the study. The writer also took the teacher of English subject at SLB-B YP3ATR 1 Cicendo Bandung as the other subject for interview.

3.3 Techniques of Data Collection

According to Lofland and Lofland (Moleong, 2004:157), “the main sources in a qualitative study are words and actions. The rests are additional sources as documentation and so on.” However, the existence of these additional sources—beyond words and actions—are necessary to be considered because it can strengthen the validity of a study.

In order to apply that statement, some instruments were used to collect the data of the study. To be more systematically, the techniques of collecting data in this study consist of the following terms as follow:

3.3.1 Observation

Guba and Lincoln, as cited in Moleong (2002), emphasized that observation is used in order to get the firsthand data. This means that the observer—in this case, the writer—should conduct a direct observation into the field of study.

Accordingly, the nature of observation in this study is *direct* and *non-participatory* in which the writer, as the observer, is related to the activity yet he is not involved in directly. This observation was conducted at SLB-B YP3ATR 1 Cicendo Bandung when the process of teaching-learning English was being carried away.

To make it clear, the writer used the observation sheet. As recommended by Guba and Lincoln, cited in Moleong (2002), the observer should make a chronological note along the observation. It is done in order to record any supporting information and reveal any event related to the study.

The following figure shows the format of observation sheet.

Figure 3. The Format of Observation Sheet

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FIELD NOTE

Day : _____
Date : _____
Time : _____
Location : _____

This format of observation is simply functioned as the sheet for field note in the documentation study. It consists of notes or records of data that have been revealed by the observer to strengthen the general condition of hearing impaired students in learning English subject, the teacher-students interaction, and the learning situation of hearing impaired students.

The following table displays the guideline for observation written in the field note.

Table 2. *Guideline for Field Note*

Data Source	Revealed Aspects
1. Hearing Impaired Students 2. Teacher	a. General condition of hearing impaired students b. Teacher-students interaction c. Learning situation of hearing impaired students

3.3.2 Interview

The interview is aimed at clarifying the information and elaborating the data regarding the statements of problem. Narrowly, it clarifies and elaborates the questions of:

1. what is the teacher's preparation in motivating hearing impaired students of SLB-B YP3ATR 1 Cicendo Bandung to learn English?
2. how is the learning motivation of hearing impaired students of SLB-B YP3ATR 1 Cicendo Bandung towards the English subject?
3. what strategies are used by the teacher in motivating hearing impaired students of SLB-B YP3ATR 1 Cicendo Bandung to learn English?

In order to begin the interview, the writer takes some consideration. As stated by Lofland and Lofland (1995), cited in Moleong (2002) there are two types of conducting interview. The first is *structured interview*, in which a questionnaire is administered and the second is *in depth interview*, in which the interviewer is further elaborating and not following the rigid form. In this study, the writer used both types of interview.

This stage of interview is in accordance with the statements of problem to be answered. Therefore, the subject for interview is the teacher of English subject. The forms of structured interview and in depth interview are assigned to the teacher of English subject. Previously, the writer also decided to interview hearing impaired students for further explored data. However, the writer found difficulties in making communication with hearing impaired students. Thus, he was taking initiatives to administer only a questionnaire to the students with the guidance from the teacher. Further reason will be explained later in sub-section 3.3.3.

The highlights of in depth interview with the teacher are items of questions for elaborating all statements of problem. It was a semi structured interview concerning the teacher's preparation, students' learning motivation (in the perspective of teacher), and teacher's strategies in motivating hearing impaired students to learn English. The process of interview was rather informal and the data collected through this instrument was recorded by using a tape recorder. Although this study used a semi structured interview, but the writer remained making the guideline for interview in order to get the process directed and relevant to the study. In this stage, there are 30 items of questions around the three revealed aspects. The further description of these guidelines can be seen in Appendices.

3.3.3 Questionnaire

According to Arikunto (2002:200), questionnaire is mostly used as an instrument to collect the data. It is distributed in order to identify the aspects related to the study. For that reason, the questionnaire is utilized and distributed to hearing impaired students concerning their learning motivation towards English subject.

The other reason why questionnaire is taken into consideration, because the writer, as the interviewer, found some problems in making communication with hearing impaired students. This barrier hindered the interviewer to explore the data. Thus, he was taking initiatives to administer a questionnaire to the students with the guidance from the teacher.

The highlights of questionnaire to hearing impaired students are items of questions for elaborating the second statement of problem. It concerns about the learning motivation of hearing impaired students towards English subject. There are ten items (items of questions) representing the revealed aspects of interest, diligence, self encouragement, independency, and tendency to get bored in learning English. These items are based on the indicators of motivation proposed by Sardiman (2001:81) in the book of *Interaksi & Motivasi Belajar Mengajar*.

With regard to the sum of student(s) given questionnaire, the total is listed below:

Table 3. The Sum of Student(s) Given Questionnaire

Level of Education -- Grade		Sum of Student[s]
Junior High School	VII	4
	VIII	6
	IX	5
Senior High School	X	2
	XI	7
	XII	1
	Total	25 students

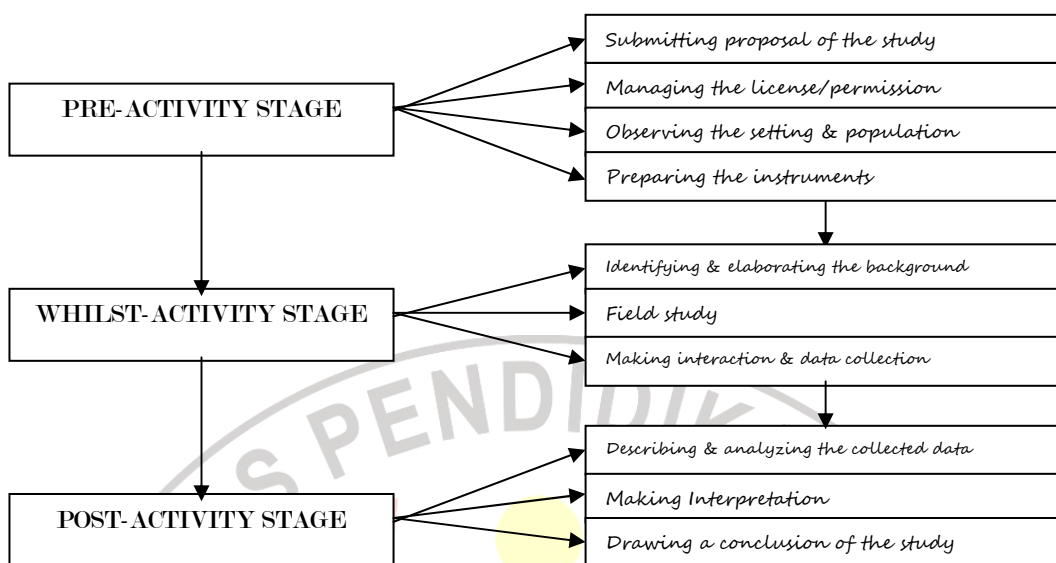
The result of this data will be tabulated in a systematic way. This is done in order to arrange and organize the data collection into a conclusion, which is, to find out the tendency of hearing impaired students' motivation towards English subject. Later, it will be analyzed and made into the final conclusion of the second statement of problem.

3.4 Procedures of the Study

In collecting the data for this study of "Strategies in Improving Hearing Impaired Students' Motivation to Learning English," the writer followed several stages in procedure. This consideration is to clarify the procedures that have been taken by the writer in the whole process of finding the data. Hence, it can be obtained a valid and systematic data for this study.

Bogdan, cited in Moleong (2002), exemplified the stages for conducting a study. He said that there are three stages that should be taken by the researcher; *the first* is pre-activity consisting of the activity taken before the research begins, *the second* is the whilst-activity that includes how the data is collected and *the last stage* is the post-activity or data analysis that includes the analysis and interpretation of the data. For a further description, the procedure is reviewed in Figure 4.

Figure 4. The Procedure of Conducting the Study



3.4.1 Pre-activity Stage

First of all, the writer submitted proposal of the study to the English Department. After receiving approval from the Head of English Department, the writer decided to make an observation to the school. He asked permission to conduct a study in SLB-B YP3ATR 1 Cicendo Bandung. The next step, he observed the setting and population where the study took place. This is done to know the surroundings and make him well-prepared both physically and mentally. The last is preparing the equipments for the study. In this sense, the writer used tape recorder and notebooks.

3.4.2 Whilst-activity Stage

As recommended by Moleong (2002), it is said that prior to entering the setting and population, the writer should consider his background of study. As stated, this study aims to investigate the teacher's efforts or strategies in motivating hearing impaired students to learn English. Specifically it covers the teacher's preparation, teacher's efforts and strategies, and hearing impaired students' learning motivation to the English subject.

The data were collected through three instruments, *i.e.* observation, interview, and questionnaire. The observation was conducted to identify and clarify the data from the initial to the final of study. Meanwhile, interview was employed to the teacher of English subject. In SLB-B YP3ATR 1 Cicendo Bandung, there is only one teacher who teaches English subject. She teaches English to all students from Junior until Senior High School. Later, the writer arranged the guidelines for interview and observation to gain the data.

At the last stage, the teacher was interviewed to know the teaching preparation, learning motivation of hearing impaired students (in the teacher's perspective), and strategies or efforts in improving hearing impaired students' motivation to learning English. The writer also distributed questionnaire to the students regarding their learning motivation towards English subject.

3.4.3 Post-activity Stage

This stage is focused on the analysis and interpretation of data. Moleong (2002:102) called that "qualitative researchers recognize the terms of data analysis in field, in which it can be done intensively after the process of collecting the data." Moreover, he said that there are three stages taken in conducting the data analysis:

1. describing and analyzing the collected data (in this study, it covers collecting notes of the observation, documentation study, interview and questionnaire) based on the method of study as mentioned;
2. making interpretation on the analyzed data;
3. drawing conclusion of the study.