

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the methodology employed in this research involving: research question, research design, site and respondent, research procedure, data collection and last is clarification of term.

#### **3.1 Research Question**

In conducting the research, the use of qualitative descriptive approach is expected to answer the following questions:

1. What strategies are used by teacher in teaching English for autism?
2. Which strategies are used the most?

#### **3.2 Research Design**

The method of this research is qualitative descriptive analysis; all aspects will be formulated in the form of written essay. According to Alwasilah (2002), in descriptive research, the observer did not only provide the reader with facts, but also the interpretation of what is being investigated. In addition, Arikunto (2005) explains that descriptive research attempts to describe the phenomena in detail or to describe what happened. Meanwhile, Wiersma and Jurs (2009) state that qualitative research is used to explain the description and interpretation of a phenomenon.

Based on Wiersma and Jurs (2009), a case study is used extensively in qualitative research. There is observational case study which is one of descriptive research methods. Wiersma and Jurs (2009) also consider it as ‘a current study of phenomenon for which observation could be used to supplements documents and interviews’.

Furthermore, Arikunto (2005) adds that a case study is employed to attempt or gain information of phenomena from individual or unit in depth. This research result present the phenomenon happened in one of inclusion schools in Cirebon which is dealing with teaching strategies used in teaching autistic student.

### **3.3 Site and Respondent**

Since this is a qualitative research, the data are collected from the following site and respondents.

#### **A. Site**

The study seeks for information towards English teacher in an inclusion school in Cirebon. Moreover, there are some types of schools in Indonesia which engage disabled students and Inclusion was one of them. Inclusion school basically provides inclusive environment for both of normal and autistic students. In other words, the school is able to serve all of the students needs. The writer chose one of inclusion schools in Cirebon as the site of this study.

## **B. Respondent**

The study uses random sampling. This is part of probability sampling technique. According to Sugiyono (2008), probability sampling is the selection of source which every sample of population has the same opportunity. Since the site is one of inclusion schools in Cirebon, the first respondent is English teacher who teaches English in an inclusion classroom. The second respondent is concelor teacher who has reponsibility in dealing with spesial need student. The last respondents are the students in one inclusion classroom which consists of thirthy seven normal students and one autistic student.

### **3.4 Data Collection**

In collecting the data, the writer employs several techniques as the procedure of the research, which are semi structured interview and observation. The data of special needs teacher strategies used in teaching autistic students are mainly collected by interviewing the respondents. In the meantime, the data of the issues encountered and the strategies used are deeply focused on observation. Both techniques are comprehensively answering the research questions as one unity.

## **A. Interview**

The writer conducted a semi-structured interview in informal setting. The purpose of interviewing people was to find out what on their minds is,

what they think or how they feel about something (Fraenkel and Wallen, 1993). It is intended to obtain in-depth information through direct communication between writer and respondents.

Furthermore, to avoid uneffective interview, Alwasilah (2006) states that there are some important points that should be noted:

1. Definite topic
2. Appropriate questions according to the topic
3. Right respondent
4. Direct and complete questions
5. Appropriate time allocation
6. Transcribe the interview result as soon as possible

These are the manual of teacher interview: adopted from Siti Rahayu (2007)

No	Interview focus	Scope of Interview	No.item
1	Planning	Teacher understanding about autism, curriculum, planning program	1a,1b,1c,1d
2	Teaching Process	Teaching process and strategies used	2a,2b,2c,2d, 3a,3b,3c,3d, 4a,4b,4c,4d
3	Evaluation	Evaluation process	5a,5b,5c,5d
4	Problems	Internal and External problems	1e,1f,2e,2f, 3e,3f,4e,4f, 5e,5f

## B. Observation

Observation is a systemic and planned monitoring conducted to get data in which the validity and the reliability of the data are controlled (Alwasilah, 2006). In accordance to the statement, the observation observed a real situation in daily learning activities in the inclusion school. Through the observation, the writer was able to get some important information which is impossible to get through interviews. Additionally, the writer also observed the theory practice as proposed by Alwasilah (2006).

In the observation, the writer acted as non participant observer and used videotaping equipment to record the learning process in class room. These are the manual of class room observations: adopted from Brown (2001)

No	Observation Focus	Scope of observation	No.item
1	Teaching Process	Preparation Pre-teaching Presentation Teaching strategies/ Strategies used Closing	1,2,3 4,5,6 7,8,9,10 11-21 22-25

Manual of class room observation:

No	Observation Focus	Scope of observation	No.item
1	General Condition	facilities air circulation students position	1-11 13,14 15

Manual of student behavior observation: adopted from Rahmatrisilvia (2007)

No	Observation Focus	Scope of observation	No.item
1	Form of behavior	Examples: hyperactive, hurt their self, and hurt the other	6-11
2	motivation condition	Low, medium, or high	2,17
3	Language skill	recessive expressive	1,3,4,5, 12-16,18

### 3.5 Data Analysis

The research uses qualitative approach based on case study as the framework of descriptive research. It was aimed at describing teacher strategies used in teaching English for autism in one of inclusion schools in Cirebon.

There are several steps in conducting the descriptive method: collecting, classifying and computing the data, and then making conclusions and report.

To meet the aims of the study, the results of the observation result are then analyzed through the following steps: recording the teaching process, transcribing the result of observation, synthesizing the scripts of the result, and analyzing the result of observation. After taking those steps, the next steps taken are: classifying data into the selected categories, clarifying the result of observation, and finally presenting the result into a coherent description.

The results of the interviews are analyzes through the several steps that include: recording the interview with the respondent, transcribing the result of the interview of each respondent, synthesizing the scripts of the result, and

analyzing the answer of the respondents. After that, several steps are taken: classifyin data into the selected categories, clarifying and interpreting the intent of the respondents' answer, and finally presenting the result into a coherent description.

### **3.6 Clarification of Term**

In order to avoid misunderstanding and misinterpretation of the terms, this research needs to clarify each term as follow:

1. Teacher refers to English teacher who creates the strategies in teaching English in an inclusion setting.
2. Strategies in this study refer to the teacher approach in delivering the materials toward their common and special needs student.
3. Children with autism refer to the children who have developmental disorder related to use within the communication disorders, social interaction and activity of the imagination.