

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Approach

The method used in this research was qualitative method. Qualitative research's purpose is to understand what thing meant to others. There are nine characteristics of qualitative research. Asmadi Alsa<sup>1</sup> has written them as follows:

1. Qualitative research has natural setting as the data source. Qualitative researcher does the research at a particular setting because of context oriented. The researcher assumes that human behavior is significantly influenced by setting where the behavior occurs, and the researcher thinks that human behavior can be understood well if it is observed in the setting the behavior occur.
2. Researcher as the research instrument. Researcher is the main research instrument, so that the researcher can adjust to the facts in the field.
3. Qualitative research is descriptive. In the qualitative research, the data collected is in form of words or pictures instead of numbers.
4. Qualitative research prefers process to result of the research. How do people agree with an opinion? How can terms or labels used? How can an opinion accepted as common sense? Qualitative research answers those questions by focusing on the process.
5. Qualitative research tends to analyze the data inductively. Qualitative research searches the data to make an abstraction based on the facts or information collected.
6. To mean is the main focus of qualitative research. The qualitative researcher orientation is on the participant perspective.
7. Direct personal contact to the subject is important. Personal contact is important to keep natural setting and fluency in getting the data needed.

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<sup>1</sup> Alsa, Asmadi, *Pendekatan Kuantitatif dan Kualitatif serta Kombinasinya dalam Penelitian Psikologi Satu Uraian Singkat dan Contoh Berbagai Tipe Penelitian*, (Yogyakarta: Pustaka Pelajar, 2003), p. 39-44.

8. Unique case oriented. Qualitative research observes the process instead of the surface. But based on that surface, the researcher starts the research.

There are some terms used in qualitative research, they are naturalistic inquiry or natural research, ethnography, symbolic interactionism, ethnomethodology, the Chicago school, phenomenology, case study, interpretative, ecology, and descriptive.<sup>2</sup>

From the terms above, this research used descriptive research because the researcher only described English teaching learning process for deaf student at SLB. Qualitative descriptive research describes the facts and the features of population systematically, factually, and accurately.<sup>3</sup>

## **B. Research Setting**

The research was held at SMALB-B YASPENLUB. It is located on on jalan Kudus No. 52, Bintoro, Demak. This research was conducted at 11<sup>th</sup> and 12<sup>th</sup> grade students with hearing impairment of academic year 2014/2015. The researcher collected the data during August and September 2014.

## **C. Source of Data**

The researcher conducted the descriptive study research at SMALB-B YASPENLUB Demak. In this research, the source of data was the subject where the data can be obtained. Someone who responded, gave information or answers the researcher's question was the source of data. Observation and documentation were also used to collect data. The sources of the data in this research were:

1. The headmaster of SMALB-B YASPENLUB Demak.
2. The teacher of English who taught deaf students.
3. The material, method and assessment used in the English language teaching learning for deaf students.
4. SMALB-B YASPENLUB Demak's files

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<sup>2</sup> Moeleong, Lexy J., *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2013), p. 3.

<sup>3</sup> Suryabrata, Sumadi, *Metodologi Penelitian*, (Jakarta: Rajagrafindo persada, 2011), p. 75.

#### **D. Focus of Research**

The focus of this research was English language teaching learning for deaf students at SMALB-B YASPENLUB Demak in terms of teaching material, teaching method and learning assessment.

#### **E. Data Collection Technique**

There were some techniques used to collect the data, they are:

##### **1. Observation**

Observational data are attractive as they afford the researcher the opportunity to gather live data from the live situation. Patton in Louis Cohen *et al.* cited that the researcher is given the opportunity to look at what is taking place *in situ* rather than at second hand.<sup>4</sup> This enables researchers to understand the context of programs, to be open ended and inductive, to see things that might otherwise be unconsciously missed.

In this observation, the observation's subjects were teacher and deaf students' activities in teaching learning process. In other words, this observation was aimed to know the material and method used by teacher, and the way teacher assesses the students.

The researcher used non participatory observation. It meant that the researcher only observed what the teacher and students do. The researcher also did not teach or be student there.

##### **2. Interview**

Interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by the interviewer on content specified by research objectives of systematic, description, prediction or explanation.<sup>5</sup>

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<sup>4</sup> Cohen, Louis *et al.*, *Research Method in Education*, (New York: Routledge Falmer, 2005), p. 305.

<sup>5</sup> Cohen, Louis *et al.*, *Research Method in Education*, p. 269.

Interview was done to obtain further information about English language teaching learning for deaf students. The researcher interviewed the headmaster, teacher and students.

### 3. Documentation

It was done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc. The researcher used this technique to obtain document related to this research.

## **F. Data Analysis Technique**

The researcher analyzed the data collected by using Miles and Huberman data analysis model. There were some activities in this analysis technique; they are data reduction, data display, and conclusion drawing/verification. After collecting the data, the researcher did data reduction by making a main summary, choosing the main points, and deleting useless ones. By data reduction the data that finished from reduction would give clearer description and eased for the researcher to collect the further data.<sup>6</sup>

After reducing the data, the next step was displaying the data. In the qualitative research, the data could be displayed in form of short explanation, chart, relation among categories, etc. Miles and Huberman stated in Sugiyono, data display help us to understand what is happening and to do some thing-further analysis or caution on that understanding.<sup>7</sup>

The last step of data analysis was conclusion drawing/verifying. The conclusion hoped in the qualitative research was a new invention. The conclusion was given in form of description of a clear object which was unclear before, causal or interactive relation, hypothesis or theory.<sup>8</sup>

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<sup>6</sup> Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007), p. 338.

<sup>7</sup> Sugiyono, *Metode Penelitian Pendidikan...*, p. 341.

<sup>8</sup> Sugiyono, *Metode Penelitian Pendidikan...*, p. 345.