Chapter Three

Methodology

This chapter discusses the methodology of the researcher which is used to conduct this study. This chapter consist of research design. The next section is research setting, research participant, data collection method, and data analysis.

Research Design

This research used qualitative research to collect the information, because the researcher needs to get in-depth information from the participants. The qualitative research process is to know and explore the problem that they identify and develop a detailed understanding of a central phenomenon (Merriam, 1998). This research was conducted to know the strategies of teaching English vocabulary for hearing-impaired students at SLB N 1 Bantul.

This study adopted the case study. The case study is a research design to show or describe the real phenomena that we do and happen in our real life. Merriam (1998) argued that the definition of the case study is used to describe an intervention or phenomenon and the real-life context in which it occurs. Wilson (1979) also defined the case study as a process "which tries to describe analyses some entity in qualitative, complex and comprehensive term not infrequently as it unfolds over period of time" (p. 448). This study used case study as research design to get information about strategies used by the English teachers to teach English vocabulary for hearing-impaired students and to get the new information because "researcher is interested in insight, discovery, interpretation rather than

hypothesis testing" (Merriam, 1998, p. 28-29). Besides, this study was attempted the specific strategies and the implementation of those strategies clearly from English teacher at SLB N 1 Bantul.

Research Setting

The setting of this research was conducted at SLBN 1 Bantul. This school consists of students with special need, such as visual impairment students (*tuna netra*), mental retardation (*tuna grahita*), disability students (*tuna daksa*), autism students (*autis*), and hearing-impaired students (*tuna rungu*). The students of this school come from different cities. Each type of special needs in this school has classes from elementary school, junior high school, and senior high school. Students with special needs from elementary and junior high school learn similarly like a general school, but for senior high school, they learn based on their passion. It means that students learn according to their skill and passion that they have, for example beauty class, sport class, business class, and traditional dance class.

There were some reasons why the researcher chooses this school. The first reason was the English teacher at SLBN 1 Bantul applied those strategies to teach vocabulary for hearing-impaired students, and the background of the teacher is the education in teaching students with special needs. The second reason was the accessibility of the school which is close to the researcher's university. Therefore, SLBN 1 Bantul was suitable and effective be the research setting.

Research Participants

The participants were the English teachers at SLBN 1 Bantul. There are two English teachers at SLBN 1 Bantul. There were some reasons of the researcher choose two English teachers. First, the teachers have been teaching English for hearing-impaired students more than 5 years. Teacher's experience is important, because they already know about hearing-impaired students and they can handle hearing-impaired students well. Second, their educational background is the education program of teacher for special needs students. Their past educational program helps the teacher to prepare what they do for hearing-impaired students and what are not necessary for them. According to the reasons, two English teachers at the school became the participants in this research.

The first participant is female and she teaches English and *Bahasa Indonesia*. She teaches seventh-grade students. The second participant is also female and she teaches English. She teaches eight and nine-grade students. The researcher presents the participants' names in pseudonyms. It protects the participants' identities. The names of the participants are change Ms. Roro as a first participant and another participant is Ms. Yeni. The pseudonym is a way to protect participants' opinion about the strategies. The participants were feeling comfortable in answering the questions.

Data Collection Method

This research used interview as an instrument that was chosen to collect the data. The interviewer pursued in-depth information around the topic through orally from the participants by doing interview. Kvale (2007) remarked interview

as an interchange of views between two or more people on the topic of mutual interest. This study applied interview guidelines approach. Cohen, Manion, and Morrison (2011) "the general interview guide approach is more structured than the informal conversational interview although there is still quite a bit of flexibility in its composition" (p. 413). Moreover, the tools used in doing the interview were interview guideline, recorder (phone record of the researcher) pen, and field note.

The researcher used *Bahasa Indonesia* to make the participants comfortable in doing an interview. *Bahasa Indonesia* is easy, because *Bahasa Indonesia* is the language that is used to communicate in daily life. *Bahasa Indonesia* is also the first language of researcher and participants. Therefore, the researcher used *Bahasa Indonesia* to make the participants understand and minimize misunderstanding during interview. The researcher used standardized open-ended interview to collect the data. Thus, the participants were able to answer the questions freely, but the answers were not out of the context. The open-ended questions allow "the interviewer to probe so that she may go into more depth if she chooses" (Cohen et al., 2011, p. 416). The time allocation for each participant was 20-35 minutes. The researcher asked the English teachers to become the participants, and then doing the interview used mobile phone to record a conversation about strategies to teach English for the hearing-impaired students that was used by them.

Data Analysis

In this part, the researcher explained about the steps in analysing the data. The processes of analysing the data were transcribing, member checking, and coding.

Transcribing. After collecting the data, the first thing that the researcher did is transcribing the data. Transcribing is a transcription from one set of rule systems (oral and interpersonal) to another very remote rule system or a written language (Cohen et al., 2011). The transcription was typed on Ms.Word related to the recording. The researcher wrote the participants' answer exactly the same. Thus, the researcher did not add or omit the data.

Member checking. After that, the researcher did member checking for each participant. Member checking was done to make sure or to get the valid data. Cresswell and Miller (2000) described the member checking as "the most crucial technique for establishing credibility" (p. 4). In member checking the first participant checked the interview's result by face to face. Then, the second participants used whatsapp and e-mail in member checking. The last, in member checking, the participants gave some suggestion on the lay out of the transcription. They also added some information about some strategies in teaching. The results of the member checking were accommodated to revise the transcription.

Coding. After doing member checking the researcher did coding. Cohen et al. (2011) wrote that coding is the translation of question responses and respondent information to specific categories for the purpose of analysis. There

are four types of coding: open-coding, analytic coding, axial coding, and selective coding. Cohen et al. (2011) said that "an open code is simply a new label that the researcher attaches to a piece of the text to describe and categorize that piece of the text" (p. 561).

   Open coding. Open coding was the earliest coding done by the researcher. Open coding was done to find the general information into smaller unit. Based on Cohen et al. (2011), open coding performed on line-by-line, phrase-by-phrase, sentence-by-sentennce, and paragraph-by-paragraph or unit-of-text by unit-of-text, so the data was specific. The researcher did open coding based on subject. First, code the strategies that were used by the participant in teaching. Then, code the implementation of those strategies.

   Analytical coding. The second step in doing coding was analytical coding. According to Cohen et al. (2011), "the analytic code is more than a descriptive code." (p. 561). The researcher got the important code from open coding, because open coding and the analytic coding were in the same table and both of them were related to each other. Cohen (2011) wrote that analytic code might derive from the theme or topic research, the researcher can be careful on analysing the data previously. The researcher also provided the theme to classify the data from each category and inserts the appropriate statement from the participants in each theme, and then grouped the categories which have correlation about strategies and how to implement.

   Axial coding. The next step was axial coding. Cohen et al. (2011) wrote "axial coding is a category label ascribed to a group of open code whose referent

(the phenomena being described) is similar in meaning of the data" (p. 561). The axial coding is referred to a casual condition, phenomena, context, intervening conditions, action and interaction, and consequences (Cresswell and Miller, 2000).

Selective coding. The last was selective coding. This is a process of identifying the core category in a text (Cohen et al., 2011). The researcher selected which information that has similarity in each topic, and then the researcher analysed the data into the different parts in which each part was related to the answer of the question.