

Chapter Three

Methodology

In this chapter, the researcher attempts to discuss about the methodology used in this research. There are six sections of methodology explained in this chapter namely research design, research setting, research participants, data collection method, data gathering procedure, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

To support the aims of this study in order to know about the challenges and the strategies, the researcher used qualitative approach. Creswell (2012) defined that qualitative research was a method used to explore and understand the meaning of individuals or groups to a social or human problem. Besides, qualitative approach was a suitable method for this study because the researcher needs to get in-depth information about the challenges and the strategies faced by English teachers among the special need students.

In qualitative data approach, descriptive qualitative method was adopted in this study. Sandelowski (2000) stated that descriptive qualitative method is mainly used to get the truthful and a thick answer the question related to what people describe towards a phenomenon. Besides, the rich description of this study was gathered by using descriptive qualitative. Thus, the researcher used descriptive qualitative method because it gave more specific description about the information.

Research Setting

This study was conducted at one private SLB in Yogyakarta. There were some reasons based on the researcher's observation why the researcher was interested to conduct this research there. First of all, there was a hearing impairment class at one private SLB in Yogyakarta. As the second reason, there were the English teachers who taught hearing impaired students at one private SLB in Yogyakarta. For the third reason, it was accessible of the researcher. Additionally, this study was done on April, 20th 2019. The researcher gathered the data before the due of mid semester. It was the efficient time for the researcher because the learning process still working.

Research Participants

The participants of this study were the English teachers for hearing-impaired students at one private SLB in Yogyakarta. Likewise, the researcher had several criteria in choosing the participants for this study. Firstly, the participants were the English teachers who taught English for hearing impaired students at one private SLB in Yogyakarta. For the reason, it was related to the topic of this study. Secondly, the researcher selected two female English teachers as the participants. The participants have different level schools for hearing impaired students. Those are Junior High School (JHS) and Senior High School level for hearing impaired students.

Based on the researcher's observation, the researcher had seen the obstacles along with strategies faced by the English teacher when teaching English at JHS of hearing impaired students. The researcher had chosen the participants using purposive sampling. In this purposive sampling technique, the researcher had identified a small

number of individuals who had the characteristics in which they were interested in (Cohen, 2011). Hence, purposive sampling were relevant to this study because the study had been conducted based on special need English teachers' characteristic which they had.

Regarding the criteria of the research participants mentioned above, it was easy for the researcher to determine the special need English teachers as the participants of this study. Furthermore, the researcher had chosen two female English teachers as participants in order to gather the data. The first participant is Wati, she is 50 years old. She has experience in teaching English at one private SLB in Yogyakarta around 14 years. She comes from Bantul, Yogyakarta. The second participant is Luna, she is 45 years old. She has experience in teaching English at one private SLB in Yogyakarta around 13 years. She comes from Yogyakarta. From the participants who had been selected, the participants had given more information which were needed by the researcher. Also, the researcher had obtained various results from participants during the implementation of teaching English as foreign language in the classroom.

Data Collection Method

This study used interview as data instrument in collecting the data. By using interview, the researcher can take the data which is more details and tricky. The use of interview as instrument of the study is appropriate for this study because the researcher obtained the information and knowledge by asking some questions related to the topic to the participants.

Related to the previous study, interview is questioning the process that takes place in the oral study in which two or more people asked by the interviewer to gain particular and concerned information (Channel & Kahn, 1968). The researcher used in-depth interview in getting the information. As the reason of choosing in-depth interview was to gain deeper information from the participants. As the benefit of using in-depth interview, it gave more thick information regarding the research topic. Besides, the researcher asked to the participants by used an open-ended question so that the questions conveyed more accurate, comfortable and clear. Related to the previous experts, the data are gathered from open-ended interview to become more accurate because the participants can communicate naturally, comfortably, and clearly (Cohen, Manion & Morrison, 2011)

Data Gathering Procedure

There were several procedures applied to get the data in this study. The first step was the interview guideline which was used by the researcher to collect the data from the participants' answers. The interview guideline was constructed by the researcher based on research questions in this study. Besides, the participants had fulfilled the requirements set by the researcher. Additionally, the researcher contacted the participants through texting via WhatsApp. Then, the researcher had informed about the purpose of this study and asked for their willingness to be the participants. The researcher conducted the interview on April, 20th 2019. The place of the interview was at one private SLB in Yogyakarta. That place was chosen based on the participant's request.

Moreover, the interview used Indonesia language as the main language. Besides, the questions and answers were clear in using Indonesia language. Then, the participants understood the questions from the researcher. In addition, the researcher had recorded the answers from the participants by using cell phone recorder while taking a note of some important information. The first participant was interviewed about 20 minutes. Then, the second participant was interviewed about 30 minutes.

Data Analysis

In the data analysis, this study applied descriptive technique to analyze the data. The first step of analyzing the data was transcribing data. In transcribing the data, it came up as the first process after conducting the interview, and the researcher had transcribed the results of the interview into words based on the recording. The identification of participants could be confidential. From the statement mentioned, the researcher had not written the true name of participants. Also, the researcher distinguished the name of participants to be pseudonyms to keep their identities such as Wati and Luna. Therefore, a pseudonym was used in this research because the researcher intended to keep personal information of the participants. Allen and Wiles (2016), a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

In the second step, the researcher did member checking for each participant. In the member checking, the researcher did the clarification of the data obtained from the interview, by sending the transcription file to the participants through email. As the result, both of participants suggested that no one single words of the participants

should be replaced, all of the data were valid. Besides, member checking aimed to ensure the valid collected data in order to find out the ambiguity or obscurity while transcribing the data. In qualitative research, a member checking is known as informant's feedback or respondent's validation which is a technique used by researchers to help improve the accuracy, credibility, validity, and transferability (Cresswell, 2012).

After transcribing data and member checking, the researcher did a coding. Coding was the translation of question response and participants' information to specific categories for the purpose of analysis (Cohen, Manion, & Marrison, 2015). According to Saldana (2009), the purpose of coding was to provide readers the sources, descriptions, examples, recommended applications, exercises for coding, and further analyzing qualitative data. Weber as cited in Cohen, Manion, and Marrison (2011) argued that coding was classifying many words into several categories.

For this coding process, the researcher used open coding to perform the data in certain form, based on what the researcher's requirement whether it was in line-by-line in putting them out into categories or not. To put them out into same categories, the researcher had coded the information by using different colors. Then, the researcher had described the data and made the conclusion. To analyze the data, the researcher used some steps of coding proposed by Saldana (2009). For more detailed explanation, each part of coding step is explained in the following paragraphs. The coding of the interview results are categorized on the reviewed theory.

Compacting the facts. After preparing the raw data to verbatim, the researcher did the compacting the facts. Compacting of facts aimed to obtain the psychological facts from which data which had been collected for disaggregation. Hence, compacting facts could be drawn from all data either from transcripts of interviews, field notes, videos, documentation, or other available data.

Collecting the similar facts. This process aimed to know the data with a certain category considered being sufficient to represent the conclusions of the analysis or still less, so it needed to be deep again in getting the data. Through collecting the similar facts, the researcher maintained similar facts and could start exploring the facts considered to remain in depth questions. Thus, the results of collecting the facts were supported the proof of phenomena in answering the research problem.

Categorization. Categorization could be interpreted as the conclusion of the analysis after the researcher looked at the collection of facts and relationships between facts. The process of categorization was fun because researcher started seeing and understanding the dynamics of data which had been dug deeply. Besides, the researcher can begin to compile a narrative of research results. Therefore, from a collection of compacting similar facts and interpretative inferences, the researcher was able to create a categorization of the data.

Narration. Narration is the last process of data analysis where narration was a collection of all ideas and categorization form coding processes. This narration step required the experience and sensitivity of the researcher. Therefore, the researcher

was able to present a descriptive narration because the research findings actually provided original theoretical information.