

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study used a descriptive qualitative technique. It contains sentences or descriptions of the objects. The goal of descriptive research is to describe a phenomenon and its characteristics. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007) as cited in (Nassaji, 2015).

The researcher conducted a qualitative method because this study want to describe and explain regarding how does the English teacher use multisensory technique and what are the constrain faced by the teacher based on the research setting.

#### **B. Research Setting**

In terms of setting, the researcher conducted this research in SMALB B/C Dharma Wanita Persatuan Banjarmasin. It is located, Jl. Dharma Praja No.5 RT. 12, Banjarmasin city, South Kalimantan. This school specialized in teaching students with hearing impairment (*SLB B*) and mild intellectual disability (*SLB C*).

The exact locale of the setting of this study was Banjarmasin East Sub-district in Banjarmasin that around three minutes from Antasari State Islamic University, Banjarmasin.

### **C. Subject and Object of Data**

#### **1. Subject**

The subject of this research is an English teacher who teaches English subject at SMALB B/C Dharma Wanita Persatuan Banjarmasin.

#### **2. Object**

Object of this research is the application of multisensory technique in teaching English and the teacher's constraints that faced by the English teacher at SMALB B/C Dharma Wanita Persatuan Banjarmasin.

### **D. Data and Source of Data**

The researcher collected the data about multisensory technique in teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin such as how does the English teacher apply multisensory technique, and the teacher's constraints in teaching English through observation and interview towards the subject of this study. Also, supporting data can be allowed as long as the data referable and to complete this study.

## **E. Techniques of Data Collection**

The researcher observed activities in the learning and teaching process related to all important things appropriate to the research questions of this study in the certain class or group at SMALB B/C Dharma Wanita Persatuan Banjarmasin. The researcher also held a number of interviews to the English teacher to support the data.

The data for this study were collected through observations, depth-interview, and documentation. The researcher have obtained data through various data collection tools such as classroom observation, field notes, interviews, and documentation. The researcher did pre-observation interview to the subject, field notes from classroom observation through direct observation. Then, each after observation, the researcher did daily interview in order to obtain the data related to research question number two. As the final step, the researcher did post-observation interview as a final interview.

## **F. Data Analysis Procedure**

The data were analyzed in qualitative. In this study, the researcher used technique of data analysis based on Miles and Huberman (2004) in third edition, there are three steps: data reduction, data display, and conclusion drawing/verification.

## **1. Data Reduction**

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns

## **2. Data Display**

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action

## **3. Conclusion Drawing/Verification**

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.