

CHAPTER III

RESEARCH METHOD

This chapter would present about research design, research setting, subject and object of the research, source of the data, technique of data collection, and data analysis procedure.

A. Research Design

The researcher carries out a qualitative research in this research. According to Sugiyono (2015, p. 1), qualitative research is research methodology which is used in natural object, where the researcher is the key instrument, technique of collection data is done with triangulation (combination). Technique of analysis data is inductive, and the result of qualitative research tend to be “meaning” than “generalization”.

This research was qualitative research was designed as descriptive research. According to Sugiyono (2005), “the descriptive method is a method that is used to describe or analyze research results but is not used to make broader”. There are many kinds of research design. In this research, descriptive method used to describe the English Teacher Strategies to teach English for student with ADHD at SDN Benua Anyar 8 Banjarmasin.

According to the theory described in chapter II, there are 14 strategies that can be used by the teacher to teach English for students with

Attention Deficit Hyperactivity Disorder (ADHD). Therefore, the researcher want to analyze the strategies applied to make students with ADHD easy to understand the material especially for English learning.

The researcher started this research with observation, the researcher doing observation in the classroom by saw directly at the learning process, then find out what are strategies were used by the teacher based on 14 strategies from New Zealand Ministry of Education (2015) And then the researcher doing the interview, from interview the reseacher interviewed the teacher with 14 questions based on the strategies from New Zealand Ministry of Education (2015), that the researcher used in observation guideline. The researcher as the observer had no specific interaction with the subject of the research than just finding the data from the observation and interview. So, all the data was naturally what the researcher found in the field.

After the researcher found the data from observation and interview, then she described the data in paragraph, then linked the results to the opinion of experts. Finally, the researcher gives conclusion about the results that she found and gives suggestion for the teachers English in the future.

B. Research Setting

1. Setting of place

The researcher was conducted in SDN Benua Anyar 8 Banjarmasin located at Benua Anyar street RT.1 No.4. Kec. Banjarmasin Timur, South Kalimantan. SDN BenuaAnyar 8 Banjarmasin as the setting of place to do the research, especially for first and second grade students. This school is an inclusion primary school with accredited B in Banjarmasin. This school first received students with special needs in 2013 with one student and began to stand up to publish itself as an inclusive elementary school from 2005 until now. This school has 7 classes where six grade is invided into 2 classes. The researcher decides to choose this place because this elementary school is the largest inclusive school in Banjarmasin, and this school has English lesson as a subject of students since they are in the first grade.

2. Setting of Time

The research was done the pre observation on April, 2018. In this research, the researcher will used observation and interview to collected the data. The observation will be done ten times, the five times in the class one and the five times in the class two. That is on March 8, 14, 15, 21, 28, 29, and on April 4, 5, 11, 12, 2019. And the interview will be done at two times, that is on April 15 and 16, 2019.

C. Participants / Subject of the Research

The subject of this research is an English teacher who teaches at first and second grade at SDN Benua Anyar 8 Banjarmasin academic year 2018/2019.

D. Data / Object of the Research

The object of this research is only focuses on the English teacher strategies to teach English for students with ADHD based on 14 strategies from Nez Zealand Ministry of Education (2015) in first and second grade at SDN Benua Anyar 8 Banjarmasin.

E. Techniques of Data Collection

The procedure and technique of collection data

Technique of collection is a way that the researcher used to get the data. The researcher used some techniques to collect the data in this research as following :

a. Observation

In this research, the researcher used observation to find out data on “English teacher’s Strategies to teach English for students with Attention Deficit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin”. Observation is observing activity take place in the class with or without a help of other. In this research, teacher is person who

helps researcher to find out data is needed. The researcher observed the learning process of teaching English and what are the strategies that the teacher used in the process of teaching English for students with Attention Deficit Hyperactivity Disorder (ADHD).

The researcher observed 14 strategies based on New Zealand Ministry of Education (2015), there are make the class stimulating but not too distracting, use visual tools, reduce class noise as the teacher's get started, verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder, improve students' awareness of time, set achievable goals, note key times for maintaining attention, allow fewer written tasks, gain student's attention and use visual cues and gestures such as pointing to where the student should be, the English lesson should be very interactive, consistently and clearly reinforce the class rules and boundaries, develop some private cues with students, praise students who settle into class and maintain focus, and follow up general classroom .

The researcher conducted observations in the first and second grade on 8 March until 12 April, 2019. The researcher enter the classroom, sit in the back class, and doesn't interact with either teacher or the students.

b. Interview

Beside the observation, the researcher also used interview to collect the data. The researcher used interview to more convincing the result from observation. Interview is data collecting technique in which the researcher interacts directly to the participants to ask particular information about English teacher's Strategies to teach English for students with Attention Deficit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin.

The researcher asks 14 questions to the English teacher based on strategies from New Zealand Ministry of Education (2015), the process of interview was recorded to ease the researcher in getting the exact data. The questions are: How do you make the class stimulating? Are you using visual tools? How do you reduce class noise as the teacher's get started? Are you verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder? How do you improve students' awareness of time? Do you set achievable goals? Do you note key times for maintaining attention? Do you allow fewer written tasks and more opportunity to present ideas visually or orally? Are you use visual cues and gestures such as pointing to where the student should be? How you make the English lesson should be very interactive? Are you consistently and clearly reinforce the class rules and boundaries? Do you develop some private cues with students? Do you praise students who settle into class and maintain focus? And How do you

follow up general classroom or group instructions with a check of understanding or one-on-one instruction?.

This technique record to smooth the researcher project. The result from interview make more strengthen and perfectly for the result from observation. The researcher conducted interview to the teacher on April 15 and 16, 2019.

F. Processing and Analysis

According to Sugiyono (2008, p. 245) the activities of qualitative data analysis are done interactively and continuously until the data saturated. The data processing and analyzing weere done throught six activities. Those activities are data editing, coding, data reduction, data display, data analysis and conclusion drawing/verification. Data processing and analysis are done through six activities which happened in the same time as following :

1. Editing

The researcher checked the data from observation and interview which had been collected by the researcher. Then, the researcher adjusted the data whether it were appropriate or not such as whether all of the strategies from New Zealand Ministry of Education had been same with that the teacher used, whether all of the questions from interview about teacher's strategies had been answered by the tacher, and field note had been adjusted by the data which had been in

classroom or not. If the data had not been appropriate, the researcher edited the data before it were processed.

2. Coding

After editing, the researcher codified the data to identify and clarify the data based on types of data. In observation checklist, the researcher was used coding of check mark. In interview, the researcher used general statements to give coding data.

3. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. Hence, the researcher must select data that will give valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this research is chosen by identifying teacher strategies used.

- a. For observation, in this process the researcher should select, simplify, and abstract the data in the field note. The written field note will do during the researcher activities. In observation the data needed were : what are the teacher strategies in teaching English for students with Attention Deficit Hyperactivity Disorder (ADHD), and the way the teacher treats students with special needs and with normal students.

- b. For interview, the researcher need all information about the process of teaching English for students with Attention Deficit Hyperactivity Disorder (ADHD), what are the strategies that the teacher used, and why the teacher does not use the strategies

4. Data Display

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data.

In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008m p. 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative ttext in order to be easier to understand. The researcher analyzes the results from observation and interview. Then the data organize and arrange in a pattern, so that they will be understand easily.

In this research, the researcher used essay in displaying the data, because it is most common data display used in qualitative research.

5. Data Analysis

This research was descriptive qualitative method. It is used to describe the English Teacher Strategies to teach English for student with ADHD at SDN Benua Anyar 8 Banjarmasin. The researcher analyzed the data to change the data from the research result which had been display to become information before making conclusion. The researcher studies the results of the data from observation and interview then connected the data with theories that the researcher used in chapter II from raw data through repeated check and comparison. It is mean the researcher review the data repeatedly and classify raw data before drawing conclusion.

6. Conclusion

In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous is going back to the field, so the conclusion is credible.

It used to describe all of the data which were still unclear in the beginning. After the researcher collect all the data, the researcher make a conclusion of the data deductively based on the editing, coding, data reduction, data display and data analysis. The researcher describe and interprets the data and make conclusion about what are the teacher's

strategies to teach English for students with Attention Deficit
Hyperactivity Disorder (ADHD).