

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter is intended to present some points related to research design, research setting, population and sample, sources of data, data collection and data analysis.

#### **A. Research design**

This type of research is field research (field research), which is research that directly to the research site to dig the necessary data. In this study using qualitative approach that is research procedure that produces descriptive data in the form of written or spoken words from people or observable behavior (Hadi and Haryono, 2005, p.56). This research is intended to find out how to use English language learning media in children with special needs at SLB Plus Madana Dun Ya Banjarmasin.

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

This research takes place at SLB Plus Madana Dun Ya Banjarmasin. Located in Jl. Brigjen H. Hasan Basri No.92 Rt.39, Kel. Alalak Utara, Kec. Banjarmasin Utara, Kota Banjarmasin.

### **C. Participants**

The subjects in this study were a class teacher as well as An English subject and 4 students of grade c SLB Plus Madana Dun Ya Banjarmasin. The object of this research is the use of English language learning media for children with special needs grade c SLB Plus Madana Dun Ya Banjarmasin.

### **D. Data**

Researchers immediately collected data from observations on English language learning in grade VII c SLB Plus Madana Dun Ya Banjarmasin. The author obtains data about the media used in English language learning, namely, using laptop media, whiteboard media, image media, and the media of objects around. The author obtains the data through direct observation in the learning process.

### **E. Technique of data collection**

To get data in the field, the author uses several techniques, namely:

#### **a. Observasi**

Observation is a data collection technique conducted through an observation, accompanied by conversations about the state or behavior of the target object (Fathoni, p.104)

This technique is used in exploring the main data by conducting direct observations on the problems to be studied (Hadi and Haryono, p.129). Through this observation, the author made a direct observation

to the school to know clearly about the media in English language learning at SLB Plus Madana Dun Ya Banjarmasin.

The authors in the study observed firsthand the learning process, the use of English language learning media and the steps of using English learning media. In the observation of the learning process the author enters the classroom to see the learning that is in progress.

In this observation, the author observed the use of learning media used such as:

Laptop, The use of laptops in English language learning is done by means of a laptop placed on the student's study table, then in the display of a learning video accompanied by music then students are asked to follow and repeat the lessons shown in the video. The teacher sits next to the students teaching how to mention it by following the music slowly and over and over again. Such as lessons on the names of the days in English whose mention is followed by the music of the names of the day so that students are easier to follow, remember and memorize the learning materials, so that students in this case still sit in their study place watching impressions from videos provided by the teacher as a medium.

The whiteboard is used by the way the teacher writes on the board with the drawings and the students follow the writing in their respective books with the pronunciation. then the teacher teaches slowly starting with one student and the other student, and the teacher accompanying the student in the seat teaches writing English text with the teacher spelling each letter, so that the student remains seated in his study paying

attention to follow what the teacher wrote and the picture on the board to his notebook.

The image is used by the way the students are distributed a paper with pictures of objects and the names of objects, then students are asked to profit from cutting and pasting in their respective books according to the picture and the name of the object. The accompanying teacher next to the student helps how to cut using scissors, pasting the image and the name of the object with glue, along with ways of slowly and repetitively mentioning the name of the object in English, so the student is very enthusiastic to cut and paste each piece of the pictures into his notebook.

With other objects around such as the teacher pointing a common object around the clothes, then the student is asked to answer using English, then the teacher teaches the mention in English in a repetitive way until the student is able to understand the English lessons taught by the teacher through the objects nearby to keep the student in his seat to learn English and one of the students is asked to come forward to mention the name of the part of the clothing he wears in English , or vice versa the teacher who mentions it in English then the student mentions the meaning of the Indonesian language. Students are still stammering in the mention of English, some of whom are only seated because they do not understand.

## **b. Interview**

Interviews are oral questioning techniques between two or more people in person. An interview is a form of direct verbal communication. So it's a kind of conversation between researchers and subjects that aim to obtain information (Moleong,2000.p.44). In this technique, data collection is done through conversations and question and answer, either directly or indirectly with respondents. To achieve certain goals (Sugiyono,2013,p.317). This technique is used to commonly interact with respondents and the presence of other people's views that may differ from our own views (Nasution S,2003,p.69).

The author uses this technique by having a direct dialogue with the homeroom teacher as well as the english subject teacher. The author asks the teacher some questions of english subjects, such as:

The author "what is the educational background of the mother before teaching the subjects

English?"

Master "S1 PLB"

The author "how long has it been teaching at SMPLB?"

Teacher "2 Years (2016)"

The author of "what book is used for learning English?"

Teacher "Stairway (elementary school)

Author "What curriculum is used in SMPLB?"

Teacher "Thematic, KTSP"

### **c. Documentation**

This documentation technique is a complement to the use of observation and interview techniques in qualitative research (Sugiyono, p.329). Used to collect data such as, school profiles, to find out the history of the school, the number of classes, the board of teachers, the number of students, facilities and infrastructure and others sourced from the administrative office of SLB Plus Madana Dun Ya Banjarmasin. For documentation the author documents the learning process, the use of learning media, the results of student learning with the use of English language learning media.

### **F. Data analysis**

As stated by Patton in Moleong (2000: p.103), technique data analysis is the process of data regulation and data categorization. In response to data collection analysis, several stages of data analysis are used. First, an interview with an English teacher. It is used to get more information about the background of english teachers. Then, the interview results are analyzed by repeatedly reading the interview transcripts.

Second, the researchers made observations and wrote into the form of field notes, then studied correctly. The use of learning media in English language learning for children with special needs, proven by using evidence of media documentation used by teachers in English language learning.

After that, all the data were compared so that a deep understanding of the use of English language learning media for children with special needs. Finally, some conclusions are drawn and descriptions of the use of

English language learning media for children with special needs are obtained.