

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher wants to gain the information about the teaching EFL learners with special needs at SLBN 2 Pangkalan bun. The researcher used descriptive qualitative as a research method. Qualitative research involves an interpretive and naturalistic approach: “This implies that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the implication individuals bring to them” (Denzin & Lincoln, 2002).

There are many kinds of research design. In this research, the researcher started this research with observation, the researcher did the observation in English learning process: can through direct learning observation or online learning observation. In observation, the researcher found the teachers’ strategies in teaching EFL learners with special needs and found the problems or challenges are faced by the teachers in teaching EFL learners at SLBN 2 Pangkalan bun. The researcher also did the interview method to support in find out the data of research problems. After the researcher found the data from observation and interview, the writer described the data in pharagraph. Then, hooked it up the results with expert opinion. Finally, the researcher made conclusion about the results that she found.

B. Research Setting

1. Setting of Place

The research takes place in SLBN 2 Pangkalan bun, Central Kalimantan. The researcher chose SLBN 2 Pangkalan bun, because this school is one of the most favorite special education school in Pangkalan Bun. This school have 3 level educations in one building, that are elementary school, junior high school, and senior high school. But, the researcher did the research only at junior high school and senior high school, because in elementary education school, there is nothing English subject is taught.

2. Setting of Time

In this research, the researcher used observation and interview to collected the data. The research was done the pre observation on October, 2020. The observation have done for 6 times. The three times at junior high school, and three times at senior high school, and every meeting have 30 minutes long. Observation was done on around November and December, 2020. And the interview have done at two times on around December, after the observation is done. One time interview to the English teacher of Junior high school and another time interview to the English teacher of Senior high school.

C. Participants

The subjects of this research are 2 English teachers who teach at SLBN 2 Pangkalan bun. One English teacher who teaches student with hearing

impairment at Junior high school and one English teacher who teaches students with mental retardation at Senior high school.

D. Data

The data in this research are English teachers' strategies in teaching EFL learners with special needs at SLBN 2 Pangkalan bun, and teachers' problems or challenges are faced while teach students. Furthermore, the data will collected by observation and interview.

E. Technique of Data Collection

The researcher used some techniques to collect the data in this research as following:

1. Observation

In this research, the researcher used observation to find out the English teachers' approaches and strategies in teaching EFL learners with special needs at SLBN 2 Pangkalan bun and teacher's problem or challenges are faced while teach them. Observation was observing activity take place in English learning process which through direct learning observation. In this research, teachers were people who help the researcher to found the data is needed. The researcher observed the learning process of teaching English as A Foreign Language at SLBN 2 Pangkalan bun that include strategies to teach them and problems/challenges thing that teachers faced.

The researcher conducted observations to the students with mental retardation class at senior high school and student with hearing impairment

class at junior high school on November, 10 2020 until November, 24 2020 and 30 minutes long for every class meeting. The observation guideline uses observation checklist which divided into two parts; teacher's strategies while teaching students with special needs, and teacher's problems/challenges while teach students. The researcher follow the school policies to do observations, depends on how the learning system is, in the form of online learning or offline learning like usual.

2. Interview

Beside the observation, the researcher also used interview to collect the data. Interview is the most common technique to collect the primary data. Sugiono (2013) said that the interview is used as a technique of data collection when the researcher want to do a preliminary study to find the problem must be researched, and also if the researcher wants to know anything from respondents deeply with a little of the number of respondents. The process of interview can be used directly or not. Direct interview means a 'face-to-face' and oral conversation between the two communication actors, while indirect interview means using a list of questions sended by the data collector to the respondent to answer it in written form.

Based on the discussion above, so that the interview itself was to support many informations which get from observation related to English teachers' strategies in teaching EFL learners with special needs and teacher's problem or challenges are faced while teach them. The researcher

asked 22 questions that include 3 important parts; introduction, teaching strategies, problems/challenges that all the researcher needs. The researcher recorded the interview process with the teachers before get a lot of important data.

The interview have done for two times, one time to the English teacher who teaches at senior high school and one time to the English teacher who teaches at junior high school, and each carried out after the observations were completed, that was on November 26, 2020 and November 27, 2020.

F. Data Analysis Procedures

Data analysis is the most important and also difficult part of research, because there will be obtained some important informations in the form of research findings. According to Sugiyono (2010) that the data processing and analyzing could done through several activities, these are:

1. Editing

The writer checked the data from observation and interview which had been collected. Then the writer adjust whether or not the strategies used by the teachers with the strategies that the writer wrote in this research. If the data had not been appropriate, the researcher edited the data before it were processed.

2. Coding

After editing, the writer codified the data to identify and clarify the data based on type of data. In observation checklist, the writer was used

coding of check mark. In interview, the writer used general statements to give coding data.

3. Data Reduction

In conducting research, the writer get much information. Therefore, the writer selected data that given valuable information in research. Thus, at first the researcher do reduction to analyze the data. Data reduction implies the process of selecting, identifying, classifying and coding the data that are considered important. Based on the concept of data reduction, reducing the data in this research are chosen by identifying the teachers' strategies used, and the teachers' problems or challenges in teaching EFL learner with special needs at SLBN 2 Pangkalan Bun.

4. Data Analysis

This research was descriptive qualitative method. It is used to describe the English teachers' strategies in teaching EFL learners with special needs at SLBN 2 Pangkalan Bun. The researcher analyzed the data from the result which had been display to become information before making conclusion. The writer did some reviews the data repeatedly and classify raw data before drawing conclusion by studying the results of observation and interview and then connecting with the theory used in research theory.

5. Conclusion

After the researcher did all the process of data analysis procedures, the last process was conclusion. After the researcher collected all the data, the researcher made a conclusion of the data deductively based on the editing,

coding, data reduction, and data analysis. The researcher described and interpreted the data and made conclusion about what were the English teachers' strategies in teaching EFL learner with special needs at SLBN 2 Pangkalan Bun, and also the English teachers' problems or challenges while teach them.