

CHAPTER III

RESEARCH METHOD

A. Research Design

The pattern in this study uses a descriptive qualitative approach, qualitative research is an inquiry strategy which is a search for meaning, understanding, concepts, characteristics, symptoms, symbols, and phenomena, focused and multi-method, natural and holistic, prioritizing quality, using several ways, and presented narratively. The purpose of qualitative research is to find answers to a phenomenon or question through scientific procedures systematically using an approach.

In this study, qualitative research is descriptive. This means that the results of the exploration of the research subject or participants through observation with all its variants, and in-depth interviews and FGDs must be described in field notes, interview notes, personal notes, methodological notes, and theoretical notes. and writing dyslexic children in English subjects at SPM N 14 Banjarmasin.

The setting in this research includes the place and time of the research as follows:

B. Research Settings

This research have many reasons about why researcher take title children disleksia. The first dyslexic child has difficulty reading or difficulty understanding reading letters. The second he had a disturbance in his brain that made it difficult to remember words or understand a reading. The finally short term memory. Children with dyslexia have problems with reading and in English they have reading skills, so researched children with dyslexia or reading disorders.

C. Research Time

The time of this research was carried out in the odd semester on January 18th, 2022, to february, 2022, in the 2022 academic year.

D. Participants

This research is study were individual students who also participated in academic and skills learning. This research are Participants in this study were Grade Eight consisting two dyslexia students in the class and two teaching teachers in the class.

E. Data and Source of the Data

This researcher take of data march 30th,2022. There are two kinds of the data collected in this research :

1. Primary data

In his book, (Suharsimi Arikunto.,2018). Argues that the research subject is the person who is the source for obtaining research information. Primary

sources are those that directly provide data to data collectors. The research subjects in this study are as follows:

a. Classroom teacher

The teacher is a position or profession that requires special skills as a teacher. This work cannot be done by people who do not have the expertise to carry out activities or work as teachers. Class teachers who teach English are informants related to the implementation of teaching and learning activities related to the abilities of students, children with special needs.

b. Student

Students are one component in teaching, in addition to teacher factors, objectives, and teaching methods. In this study, the object of this study was children with dyslexia. In this 23 State Junior High School in Banjarmasin, there are some students in class VIII, namely 2 children who have dyslexia.

F. Techniques of Data Collections

Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. Without knowing data collection techniques, researchers will not get data that meets the data standards set.⁸ In this data collection technique, data is collected directly from information, namely children with special needs. The data collected in the form of words and images through the application of qualitative methods, the authors use several data collection techniques are as follows:

1. Observation

This research doing to observation on January 18th, 2022. The observation technique is systematic observation and recording. There the researchers made direct observations of the research location in the classroom and the condition of the students. As for what needs to be noted by researchers or collecting observational data in class, namely about how teachers teach English, what strategies teachers use to teach dyslexic students and what problems are faced by dyslexic students, especially in reading and other materials. What materials and media are used In the classroom when learning at SMP Negeri 14 Banjarmasin City.

2. Interview

This research doing interview to march 30th, 2022. The interview is one technique that can be used to collect research data. A researcher uses interviews in qualitative research. The data that a researcher wants to collect is related to research questions: What strategies are used by English teachers when studying in the classroom for dyslexic children, especially in reading English. As for the second data to be collected, namely what problems a teacher faces when teaching dyslexic students.

So the interview is a data collection technique to obtain information extracted from data sources directly through conversation or question and answer.

Interviews in qualitative research are in-depth because they want to dig up information holistically and clearly from informants. The type of interview that the writer uses in this study is a structured interview, which is an interview in

which the outline of the list of questions has been set by the author. As for the interview, the interview was conducted offline, that is, directly at the school. There are several teachers that I interviewed about classroom learning, especially in the field of English with reading skills.

G. Data Analysis

In this research, the writer of the data through some steps, as following

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, separating, and transforming “raw” data as seen in written-up field notes. Therefore, data reduction takes place during the research activities carried out. This also means that data reduction is carried out before data collection in the field, namely at the time of proposal preparation, when determining the conceptual framework, place, formulation of research questions, and selecting approaches in data collection.(Apriliani, et al.,2020).

Data reduction is a form of analysis that sharpens, selects, focuses, discards, and organizes data in a way, where conclusions can be drawn and verified.

2. Data Display

A display in this context is an organized collection of information that allows concluding and taking action. Display data in everyday life or social interactions of isolated communities, as well as the learning environment in schools or newspaper display data, are very different from one another. (Tomé-Fernández, et, al.,2020).

The most frequent form of data display in qualitative research is narrative text and events or events that occurred in the past.

3. Data Analysis

The third main activity in data analysis is concluding/verification. Since the beginning of data collection, researchers have recorded and given meaning to what they saw or interviewed. Memos and memos have been written, but a conclusion is still far away. The researcher must be honest and avoid his own subjective bias. Between data reduction-data display and conclusion drawing is an interconnected triangle. Between data reduction and data display, there is a reciprocal relationship. Likewise, between data reduction and concluding/verification as well as between displaying data and concluding/verification. Conclusions are not made once. Conclusions require verification by other people who are experts in the field being studied, or maybe check with other data but keep in mind that if you add data, it means that you need to do more display data reduction and the next conclusion drawing data.