

CHAPTER III

RESEARCH METHOD

A. Research Design

The research method is what is used in studies where the methods in the study process. This is done to determine the selection of appropriate methods to influence the success or failure of research, as: the approach in this study is a qualitative approach, the research procedures that produce descriptive data in the form of words written or spoken about the people and behaviors that can be observed.

This research is a case study. The case study is a research about a "unitary system". This unity may be programs, activities, events, or a group of individuals linked by place, time, or a certain bond. The case study is a research. (M. Djunaidi, Ghony & Fauzan, Almanshur, 2014, p. 88)

B. Research Setting

This research took place in SMPLB A Fajar Harapan at A. Yani street. 37,5 kilometres. No. 8, Martapura. The researcher chose SMPLB A Fajar Harapan for the research, because this school is a place where the researcher discovered the new idea to research about English teaching and learning for students with visual impairment in SMPLB A Fajar Harapan Martapura. So, the researcher wants to know about the

English teaching and learning for students with visual impairment in SMPLB A Fajar Harapan Martapura.

General condition of teachers and students in SMPLB A Fajar harapan Martapura. There is one English teacher of VII grade of SMPLB A Fajar Harapan Martapura academic year 2016/2017. Also there are two students of visual impairment of VII grade of SMPLB Fajar Harapan Martapura academic year 2016/2017.

C. Subject and Object of the Research

1. Subject of the Research.

The subject of this research are English teacher and students in SMPLB A Fajar Harapan Jl. A. Yani Km. 37,5 No.8 Sungai Paring, Martapura.

2. Object of the Research.

The object of this research is the English language teaching and learning for visual impairment students in SMPLB A Fajar Harapan Sungai Paring, Martapura.

D. Techniques of Data Collecting

The writer uses two technique of data collection in this research are:

1. Observation

The observation is carried out by means of observation and recording of the object under study, then recording conducted necessary to

obtain the corresponding data to the research. Methods of data collection will be conducted to see how is English language teaching and learning for students with visual impairment in SMPLB A Fajar Harapan Martapura and to observe directly form about the English language.

2. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that will be requested. The targeted interviews conducted by researchers directly is:

- 1) English teacher who teaches visual impairment students. The information will be applied on the subject of this study that related to how is the English language teaching and learning in SMPLB A Fajar Harapan Martapura (approaches, method, technique, and media that teacher used).
- 2) Visual impairment students of SMPLB A Fajar Harapan. Information to be excavated is about how their English language teaching and learning experience as well as the obstacles and copes when they encountered in the teaching and learning process.

E. Data analysis Technique

The process of data analysis take place simultaneously or alternating, which means the data analysis process began collecting data until analysis of the data itself, the data analysis process can be described as follows:

Components of data analysis: interactive model: (Matthew B, Miles and A Michael, Huberman, 1994, p. 20)

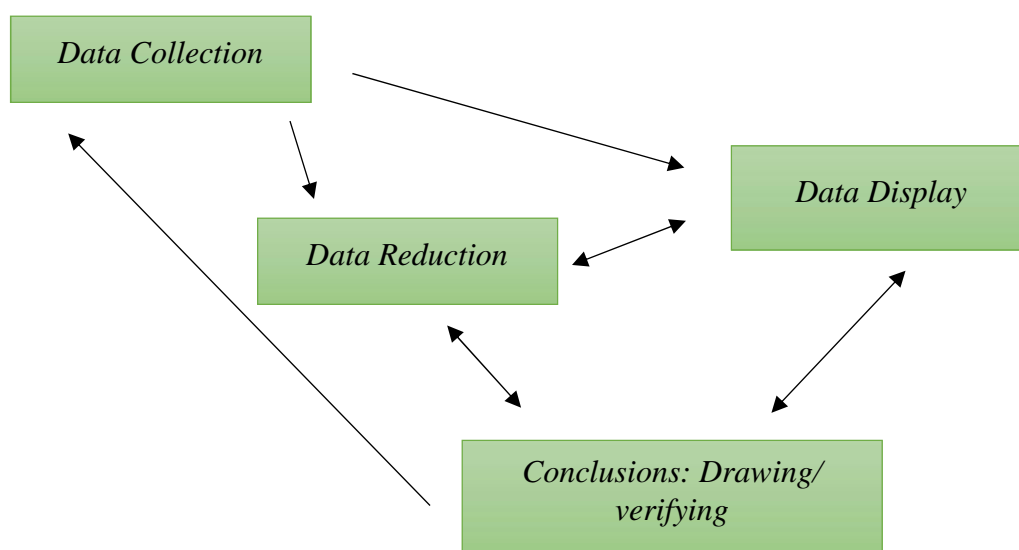


Figure 1 Components of data analysis: interactive model

According to Miles and Huberman stated that analysis of qualitative data is using words that are always arranged in an expanded text or described. At the time of giving meaning to the data collected, and interpreted the analysis of data. (M. Djunaidi, Ghony & Fauzan, Almanshur, 2014, p. 306)

To know the process of English teaching and learning in VII grade SMPLB A Fajar Harapan, the steps of the data analysis are as follows:

1. Data Reduction

Data reduction: Data reduction occurs continually throughout the analysis. It is not something separate from the analysis, it is part of the analysis. In the early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data. In the need to reduce data, qualitative analysis is not different from quantitative analysis, and the parallels in conceptual structure are shown in the levels of abstraction diagram. In both quantitative and qualitative analysis, the objective of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an additional important component of not losing information is not to strip the data from their context.

Data reduction is a form of analysis that classifies, directing, and managing data in such a manner, so as to reduce the verification data. Collect data obtained from interviews, observation, and documentation. The Sugiyono explained that in reducing the data, the researchers were guided by research objectives will be achieved. The main objective of the qualitative research is located on the findings. Therefore, if researchers in conducting research find everything seen strange, foreign, unknown, and yet has a pattern, this is exactly what should be a focal point in doing data reduction. (Sugiyono, 2007, p. 93)

2. Data display

Data display: Data displays organize, compress and assemble information. Because qualitative data are typically voluminous, bulky and dispersed, displays help at all stages in the analysis. Miles and Huberman regard displays as essential, often using the phrase 'You know what you display'. They have no doubt that better displays are a major avenue to valid qualitative analysis (1994: 11). There are many different ways of displaying data-graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, etc.) -and any way that moves the analysis forward is appropriate. Displays are used at all stages, since they enable data to be organized and summarized, they show what stage the analysis has reached and they are the basis for further analysis. The message is clear: good qualitative analysis involves repeated and iterative displays of data. The same point is made in the grounded theory literature.

The data have been reduced and then make a presentation data. Presentation of data can be done in the form of brief descriptions, charts, relations between categories, and so on. The most frequent forms of display data for qualitative research data in the past in the form of narrative text. With the display data, the data is structured, arranged in a pattern of relationships which will be easily understood.

3. Drawing and verifying conclusions.

Drawing and verifying conclusions: The reasons for reducing and displaying data are to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Thus possible conclusions may be noted early in the analysis, but they may be vague and ill-formed at this stage. They are held tentative pending further work, and sharpened during it. They are not finalized until all the data are in, and have been analyzed. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified.

Drawing and verifying conclusions. Presented the initial conclusions are still tentative and will be changed if it does not find evidence that supports robust data collection at a later stage. Conclusions in qualitative research may be able to answer the problem formulation formulated from the outset, and may not, because as it is known problems in qualitative research is still tentative and will be developed after research in the field. From the above, researchers will apply the technique to describe and analyze the data from the results or research on teaching English to blind students systematically.