CHAPTER III
RESEARCH METHODOLOGY

This chapter discuss the research design, research location, research subjects, data sources, data collection techniques, checking data validity, and data analysis techniques.

A. Research Method

In this research, the researcher used a qualitative research method. Qualitative research method is a research method based on the philosophy of poSivism, used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization.[1] In this study, researcher used research techniques that directly met informants or resource persons to obtain information related to the topic of discussion that the researchers planned. Researchers conducted direct research in the field to get real information about the role of teachers in increasing the self-confidence of students with disabilities in learning English speaking at SMPLB Negeri Kaliwungu Kudus. The research method used is a qualitative research method. Researchers go to the field, interact with informants, try to understand their language and interpretation of the world around them and make observations and explorations.[2] The definition of qualitative is a descriptive research and tends to require in-depth analysis. Process and meaning (subject perspective) are more highlighted in qualitative research. Then the theoretical basis is used as a guide so that the research focus is in accordance with the facts on the ground.[3]

The design of this research is a case study. A case study is a research approach that helps develop a deep and multifaceted understanding of a complex problem in a real-world context. It is an established research design that is widely used in various fields, especially in the social sciences. A case study can be defined in many ways, but its central principle is that an event or phenomenon

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[1] Sugiyono, "*Metode Penelitian Kuantitatif Kualitatif Dan R&D.*" (Bandung: Penerbit Alfabeta, 2013), 9.

[2] Pupu Saeful Rahmat, "Penelitian Kualitatif," *Journal Equilibrium 5*, no. 9 (2009): 1-18 yusuf.staff.ub.ac.id/files/2012/11/Jurnal-Penelitian-Kualitatif.pdf.

[3] Kaharuddin, "Kualitatif : Ciri Dan Karakter Sebagai Metodologi," *Equilibrium : Jurnal Pendidikan* 1, no. April (2021): 1–8, http:/ /journal. unismuh.ac.id/ index.php/equilibrium.

should be examined in depth and in its natural context.[4] The data was collected by observing English teacher at SMPLB Negeri Kaliwungu Kudus in teaching students with disabilities. Researcher acted as observers and interviewers. After that the data was analyzed and presented in the form of a description. The reason the researcher wanted to interview the teacher was because the researcher wanted to know the role of the teacher in increasing the self-confidence of students with disabilities in learning speaking.

B. Research Setting

This research was conducted at SMPLB Negeri Kaliwungu Kudus. Researcher focus on the role of teachers in increasing the confidence of students with disabilities in learning speaking at SMPLB Negeri Kaliwungu Kudus. This school is located at Jl. Jepara Km 7, Kudus Regency. This study aims to observe the teacher's role in fostering the self-confidence of students with disabilities in learning English speaking at SMPLB Negeri Kaliwungu Kudus.

C. Research Participants

The subjects in this study is Mrs. A as English teacher, Mr. E as principal of SMPLB Negeri Kaliwungu Kudus, and also two parents of students. In addition, six students from seventh grade at SMPLB Negeri Kaliwungu Kudus also participated in the research data collection process. The researcher chose mentally retarded students to be one of the participants in this research because only mentally retarded students met the criteria determined by the researcher, namely:
1. Children with disabilities tend to have low self-confidence
2. Children with disabilities who find it difficult to understand English
3. Children with disabilities who can speak without using sign language

Based on the participant criteria determined by the researcher, the researcher decided to select mentally retarded students as one of the participants in accordance with the research topic. This is also in line with suggestions from other research participants. They suggested that researchers choose mentally retarded students as research objects.

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[4] Sarah Crowe et al., "The Case Study Approach," *BMC Medical Research Methodology* 11 (2011), https://doi.org/10.1186/1471-2288-11-100.

D. Instrument and Data Collection Technique

Source of data refers to the origin of research data obtained and collected by the researcher. In answering the research problem, it is likely that one or more data sources, this really depends on the needs and adequacy of the data to answer research questions. This data source determine the type of data obtained, whether including primary data or secondary data. It says data primary, if the data is obtained from the original source/first source, whereas it is said to be secondary data if the data is obtained not from the original source first but the result of the presentation of the other party.[5] Therefore, the source of data used in this study is information obtained from respondents and from several related documents. The observation that was made about teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus.

Data collection in the field is certainly related to data mining techniques, and it is also related to the sources and types of data, at least the data sources in qualitative research are: (1) words and (2) actions, the rest is additional data such as documents or sources of written data, photographs, and statistics.[6] The data collection technique that used in this study are observation, interviews, and documentation.

1. Observation

Observation allows researchers to reflect and be introspective of the research they do. Qualitative observation is a research method in which researchers collect data using the five senses of sight, smell, touch, taste, and hearing. Qualitative observation is a research process that uses subjective methods to gather information or data. Qualitative observations take much longer than quantitative observations because the focus is to adjust for differences in quality, but the sample sizes used are much smaller and the research is extensive and much more personal.[7] In this research, Observations were made to find out the teacher's role in increasing the confidence of students with disabilities in speaking English at SMPLB Negeri Kaliwungu

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[5] Wahidmurni, "Pemaparan Metode Penelitian Kualitatif," *Jurnal Keperawatan. Universitas Muhammadya Malang* 4, no. 1 (2017): 724–32, https://bit.ly/3uEmLhy.

[6] Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81–95, https://doi.org/10.18592/alhadharah.v17i33.2374.

[7] David hizki Tobing, Yohanes Kartika Herdiyanto, and Dewi Puri Astiti, "Bahan Ajar Metode Penelitian Kualitatif," *Program Studi Psikologi Fakultas Kedokteran Universitas Udaya* 1, no. 3 (2016): 42, https://bit.ly/2Tezu6z.

Kudus. The researcher takes a week to do observation. One of the ways which researcher travel that way passive observation with the step of the researcher came directly to the focus of the research but not necessarily get involved in the activity. The researcher observed more deeply about teacher's role in enhancing the students' confidence in speaking skills by observing the English language learning process carried out by English teachers with students with disabilities. As for the principal and parents of students, the researcher conducted an interview session.

2. Interview

An interview is an information-gathering conversation. A research interview involves an interviewer who coordinates the flow of the conversation to ask questions and an interviewee who answers those questions. Interviews can be done in person or by phone. Interviews are useful when the subject of research involves complex questions and issues that require extensive research. Face-to-face interviews are suitable when the target group can communicate better in face-to-face conversations than in written or telephone conversations (e.g. children, the elderly, people with disabilities, etc).[8] For qualitative research, semi-structured or unstructured Interviews are commonly used and can be done in many different ways. Nevertheless, there are some things to consider, depending on which method you use in the process of planning, conducting, and analyzing interviews. This consists of first selecting suitable participants for the study, developing survey protocols, and creating useful interview questions it's designed to collect the information you need. Is also important.

The researcher uses attentive listening with participants. Ethical issues related to Consent, Privacy, Take first steps in the field of qualitative research. Interview are a common method for collecting qualitative data, giving insight into people's behavior and the importance they give due to this behavior.[9] In this

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[8] Liang Wang, Ren Jun Zhou, and Ling Zi Huang, "Research of Maximum Capacity of Grid-Connected Photovoltaic Power Station Based on the 'Box' Set Robust Optimization," *APAP 2011 - Proceedings: 2011 International Conference on Advanced Power System Automation and Protection* 1 (2011): 507–11, https://doi.org/10.1109/APAP.2011.6180454.

[9] Amanda Bolderston, "Conducting a Research Interview," *Journal of Medical Imaging and Radiation Sciences* 43, no. 1 (2012): 66–76, https://doi.org/10.1016/j.jmir.2011.12.002.

research, an interview conducted to catch information about teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus. The interview conducted by the researcher. The researcher interview Mrs. A as English teacher, Mr. E as principal of SMPLB Negeri Kaliwungu Kudus, some students from seventh grade at SMPLB Negeri Kaliwungu Kudus, and also some parents of students.

3. Documentation

As long as researchers make observations in the field, the researcher collected various forms of documentation. The term documentation comes from the word document in language. The Dutch are called docs, in English they are called docs. When referring to the English language, the term document can represent both a verb (document) and a noun (document). According to KBBI, the definition of documentation is the process of collecting, selecting, processing and storing information in an area of knowledge. Providing or gathering evidence from information such as images, quotes, newspaper clippings, or other reference materials. The documentation can be in the form of photos, recordings, writings, or letters. Good documents help organize your notes and data. Second, documents are evidence, and third, documents are information carriers.[10] In this study documentation technique used by researcher to get data on the general status of SMPLB Negeri Kaliwungu Kudus like history, location geography, teacher circumstances, student circumstances, situation staff, infrastructure, curriculum, previous academic performance.

E. Research Data Validity

The validity of the data is important to prove whether the research conducted is really scientific research as well as to test the data obtained. Qualitative data analysis can be in the form of examining the validity of the data based on certain criteria, namely on the basis of trustworthiness (credibility), transferability, dependence, and certainty (discoveries really come from data, do not highlight) researcher's knowledge in conceptualization).[11] When reading published research or designing research projects, it is

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[10] Blasius Sudarsono, "Memahami Dokumentasi," *Acarya Pustaka* 3, no. 1 (2017): 47–65.

[11] Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81-95, 10.18592/alhadharah.v17i33.2374.

important to consider reliability and validity issues from the outset. In any research project, it is important to consider reliability and validity issues from the outset. Reliability and effectiveness is how we demonstrate and communicate this reliability and validity are the means of demonstrating and communicating the rigor of the research process and the credibility of the research. Demonstrate and communicate the rigor of the research process and the credibility of the research results. If research helps reliability of the research process and research results. If the research is useful, it should not mislead those who use it.[12] To check the validity and reliability of data, the writer uses the triangulation process.

Triangulation is a method is conducted to remove doubts in the results of the study. The essence of triangulation is a multi-method approach carried out by a researcher at the time of the researcher collect and analyze data. That topic be basically the phenomenon that researched can be interpreted and understood well so obtained a truth with a higher level when viewed from various angles view. Seeing a phenomenon of some point of view brought up allows the higher the level of truth obtained dependable.[13] Therefore, triangulation is a way to check the validity of the data from different points of view on what that been done by researchers, the way is with as much as possible reducing the no explanation and double meaning that occurs when the data collected and analyzed. There are various types of triangulation:

1. Source triangulation: compares the degree of trust in information that comes from different sources. For example, comparing interviews with existing documents, and comparing observations with interview results.
2. Time triangulation: used for data validity relating to changes in human processes and behavior over time. For this reason, researcher conducted several studies at different times.
3. Theory triangulation: utilizing several theories to mix and match. It requires a complete research design and data analysis to provide more comprehensive results.
4. Researcher triangulation: using more than one researcher. Conducting observations and research using more than one

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[12] Paula Roberts and Helena Priest, "Reliability and Validity in Research.," *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)* 20, no. 44 (2006): 41–45, https://doi.org/10.7748/ns2006.07.20.44.41.c6560.

[13] Andarusni Alfansyur and Mariyani, "Seni Mengelola Data : Penerapan Triangulasi Teknik , Sumber Dan Waktu Pada Penelitian Pendidikan Sosial," *HISTORIS : Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah* 5, no. 2 (2020): 146–50.

researcher obtained more valid data. Previously researcher need to make agreement on the observation or interview criteria.

5. Method triangulation: an attempt to check the validity of the data by using more than one data collection technique to obtain the same data.[14]

In conducting data validity, the researcher used triangulation of sources, there is the principal of SMPLB Negeri Kaliwungu Kudus, English teacher, some parents of students, and also some students at SMPLB Negeri Kaliwungu Kudus. Besides that, the researcher also used triangulation of methods there are observation, interview, and documentation.

F. Data Analysis Technique

Qualitative data analysis should start at the beginning of the research.[15] In qualitative research, data is obtained from various sources, using various data collection techniques (triangulation), and carried out continuously until the data is saturated. Data analysis is the process of reducing large amounts of collected data to make it meaningful. Data analysis must be carried out immediately when all the required data has been collected, both when the researcher is still in the field or when he is not in the field.[16] The possibilities of conducting qualitative research are astounding, but they all depend on researchers being able to conduct informed, rigorous analyses, and generally understanding what it means to conduct qualitative analyses.[17] Qualitative data analysis tries to describe the text data in a way that captures the context and who wrote the text. On its own terms rather than about predefined measures or hypotheses. Analyzing qualitative research notes can be done in the field by observing, researching, or researcher identifying problems and concepts that are likely to help

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[14] Bachtiar S Bachri, "Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif," *Teknologi Pendidikan* 10 (2010): 46–62.

[15] Pranee Liamputtg, "Qualitative Data Analysis: Conceptual and Practical Considerations," *Health Promotion Journal of Australia* 20, no. 2 (2009): 133–39, https://doi.org/10.1071/he09133.

[16] Barbara Kawulich, "Qualitative Data Analysis Techniques," no. May (2015).

[17] Jessica Nina Lester, Yonjoo Cho, and Chad R. Lochmiller, "Learning to Do Qualitative Data Analysis: A Starting Point," *Human Resource Development Review* 19, no. 1 (2020): 94–106, https://doi.org/10.1177/1534484320903890.

them understand the situation.[18] Qualitative data analysis consists of three concurrent activities, namely data reduction, data display, and conclusion drawing/verification.[19] The explanation is as follows:

1. Data Reduction

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in field notes or transcripts. Data reduction takes place continuously throughout life quality-oriented plan. Then the data reduction/conversion process continues fieldwork until the final report is completed. Data reduction is sharpen, classify, concentrate, throwing away, organize the data so that definitive conclusions can be drawn, verified.

2. Data Display

   The data display was organized and compressed layers compilation of information that allows conclusions to be drawn action. The displays include many types of matrices, graphs, charts, and networks. All are designed to compile organized information ready-to-access, compact format for analysis you can see what's going on and draw a reasonable conclusion. Proceed to the next level analysis step that may be useful.

3. Conclusion Drawing/ Verification

   Conclusions are validated as analysts proceed. Reviews can be as easy as fleeting rethinks getting back to the heart of the analyst while writing and going back for a short excursion field notes. Arguing and criticizing among colleagues "Intersubjective Consensus" or extensive efforts to replicate found in another record.

   The steps of data analysis can be described as follows:

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[18] R.K. Schutt and Daniel F. Chambliss, "Chapter 10: Qualitative Data Analysis," *Making Sense of the Social World: Methods of Investigation*, 2013, 320–57, https://doi.org/10.1136/ebnurs.2011.100352.

[19] Eric Dull and Steven P. Reinhardt, "An Analytic Approach for Discovery," *CEUR Workshop Proceedings*, 2014.

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                           │     Drawing/verification     │
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