

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methode

In this study, the researcher used a qualitative descriptive method which focuses on identifying the problems found in teaching children with special needs, especially children with intellectual disabilities. This research includes qualitative research because this study aims to prove the phenomenon related to the experience of certain individuals or groups, human understanding and humanistic approaches¹. Qualitative descriptive studies tend to attract naturalistic inquiry, namely by studying something in a natural state as far as possible in the context of the research arena.

This study is field research. Field research includes various methods to study an organization's life directly from the point of view of a particular individual or group². It can be concluded that research with field studies is research in which researchers obtain data by coming directly to the field to understand situations related to research.

B. Research Setting

This study was conducted at SLB N Pati which is located on Jl. Soediono, Gebyaran, Sukoharjo, Margerejo District, Pati Regency, and Central Java. This school was chosen for several reasons. First, this school is intended for children with special needs. Second, the school provides easy access to researchers. Third, easy access to the location of the school.

C. Research Subject

The subject in this study were English teacher and Principal. The participant in this research is an English teacher (female) who teaches seventh grade students of SMPLB. She has taught at SMPLB for more 6 month. Before teaching at SMPLB, she taught at one of the Juwana high schools and this was her first experience teaching at a special school. She is graduate of PGRI Semarang University. In

¹ Esubalew Aman Mezmir, "Qualitative Data Analysis: An Overview Of Data Reduction, Data Display and Interpretation", *Research On Humanities And Social Sciences* 10, no.21 (2020): 15-16.

² Andrew Van De Ven And Poole M.S., *Explaining Development And Change In Organization*, Academy Of Management Review (Oxford: Joel A.C.Baum 2002).

addition, there is a Principal (Male) from the school who become participants in this study.

Participants were selected based on the suitability of the subject in this study. The researcher also adds the data through interview with English Teacher and the Principal to make sure the data obtained are valid.

D. Instrumen and Data Collection Technique

In qualitative research, data is obtained through interviews, field notes, observations and others. Qualitative research is considered good when it is well-informed, robust, and thoroughly documented³. In this study, researchers used three techniques, as follows:

1. Observation

Having specific characteristics compared to other techniques, observation is not limited to people, but to other natural objects⁴. Observation is an important tool in qualitative research because it contains events, behaviors, complex social interactions which are a systematic description of a study. In this study, researchers observed the learning process in the classroom. Starting from the opening, core activities, closing, methods and media used in the process of learning English for children with special needs, especially intellectual disabilities.

2. Interview

Interviews are used in qualitative research as research instruments. Interview is a question and answer activity to informants to find out certain information⁵. Interviews were conducted in a semi-structured manner. Interviews with semi-structured methods refer to open-ended questions obtained from the answers of the informants. This method allows new questions to arise. Obtaining information can be done more deeply.

3. Documentation

The process of collecting data through documents or written texts such as archives, reports, writing numbers, pictures, which

³ Hossein Nassaji, "Good Qualitative Research", *Language Teaching Research* 24, no.4 (2020): 427, <https://doi.org/10.1177/1362168820941288>

⁴ Sugiyono, "Metode Penelitian Kuantitatif Kualitatif dan R&D", (Bandung: Alfabeta 2013): 222-224.

⁵ Roxana Trigueros, "Qualitative And Quantitative Research Instruments Reseach Tools", (2017): 2-3. <https://www.researchgate.net/publication/323014697>

can support research in order to obtain the information needed⁶. Documentation in this study leads to data collection in class and documents needed during the research process.

E. Research Data Validity

According to Sugiyono, there are four types to test the validity of data in qualitative research⁷:

1. Credibility

To ensure the credibility of the data, triangulation can be done through types of triangulation namely, source triangulation and technical triangulation. Source triangulation is done by checking the data that has been obtained. Data from interviews with resource persons and other documents. Data processing in this study, derived from the results of interviews with English teachers, observation notes during learning English for children with intellectual disabilities as a support for the validity of the data.

Testing the credibility of the data through technical triangulation is done by checking the same source with different techniques. When researchers get data from interviews, then the data is checked again through observation data in class to ensure the data is valid. Because this study uses the method of observation, interviews and documentation. There needs to be a suitability of using this method.

2. Transferability

Transferability is external validity. Where the research can be used or applied to other situations. Therefore, researchers must make detailed, systematic and clear reports so that the research can be applied to other social contexts and situations.

3. Dependability

Dependability testing is carried out by auditing the entire research process. This means that there must be a match between the data obtained, the data written and data from the field. Researchers must be able to show traces of their field activities to prove the dependability of the research results.

⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta 2013): 224.

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta 2013): 270.

4. Confirmability

The confirmability test is almost the same as the dependability test, which is a test that is carried out by linking the research results with the research process carried out. Researchers must attach documents related to the course of the research process. Research results are considered confirmability when the research results are a function of the process carried out.

F. Data Analysis Technique

Data analysis is the process of systematically compiling data obtained from interviews, documentation that is grouped and described and concluded so that research results can be understood by oneself or others. This research uses a qualitative descriptive research. The steps of the technical analysis data are as follows:

1. Reduction

Data reduction is a process of simplifying data, classifying, selecting important points from the data to look for patterns and themes so as to facilitate the process of drawing conclusions. Data reduction provides a clear picture for researchers to make it easier to find the next data⁸. In this research, reduction is done by summarizing and focusing on important data obtained from the interviews.

2. Data Display

After doing data reduction, the next step is data presentation. Presentation of data in qualitative research can be presented in the form of brief descriptions, charts and relationships between categories. The function of presenting data is to facilitate the planning of the next work based on what has been understood.

3. Conclusion

The final step in technical analysis data is drawing conclusions and verification. The initial conclusions found from the results of the study are still temporary, and will change if no strong supporting evidence is found. However, if the evidence collected is valid based on field results, then the conclusion is considered credible⁹.

⁸ Kusrini, "The Analysis Of Scientific Approach In Thematic Learning Using Webbed Model In Ambawang River State Elementary School", *Jurnal Penelitian Pendidikan Dasar 2*, No.2 (2019): 49-50.

⁹ Zuchri Abdussamad, "Metode Penelitian Kualitatif", (Makassar: Syakir Media Press 2021): 85.

G. Research Ethical Considerations

Almost all disciplines of science and research apply research ethics when conducting research activities. Research ethics are ethical principles that refer to an ethical guideline that involves researchers and research subjects. Ethical consideration centers on personal and professional actions during research. It is important to have prior consent before conducting research with participants¹⁰

The problem of code of ethics in research becomes prominent when conducting face-to-face interviews with vulnerable participants¹¹. Researchers also ensure the protection of the privacy of research participants, the right to consent as research participants, etc. Research without ethical approval during data collection will place the researcher outside the research code of ethics.



¹⁰ Jenny Fleming & Karsten, “Methodologies, Methods And Ethical Considerations For Conducting Research In Work – Integrated Learning”, *International Journal Of Work-Integrated Learning Special Issue* 19, No.3 (2018): 205-213.

¹¹Siti Roshaidai & M. Arifin, “Ethical Considerations In Qualitative Study”, *International Journal Of Care Scholars* 1, No.2 (2018):30-31.