

CHAPTER III

METHOD OF THE STUDY

3.1. Research Approach

The method chosen in this study is qualitative. Kirk and Miller (cited in Moleong, 2006, p. 3) identify the qualitative research as a certain tradition in the social science that fundamentally depends on the observation of human with their environment. In addition, Bodgan and Tailor (in Moleong, 2006, p. 4) define the qualitative methodology as the research procedure which results in descriptive data whether in written or oral words from some people and attitudes that can be observed.

This study uses qualitative method to explain teaching techniques used by the regular teacher in the process of teaching English at an inclusive class. In addition, this qualitative method is used to describe the English teacher as the participant of research deals with the students especially students with special needs who are considered the unique individuals and need to be given special treatment in the teaching-learning process. According to Moleong (2006, p. 8-13), the characteristics of qualitative research are: have natural setting or a context of entity, use human as the research instrument, use qualitative method (such as observation, interview, and data analysis), tend to analyze the data inductively, have descriptive analysis, use grounded theory, concern on the process than the result, have a focus boundary, have certain criteria of the data authenticity, use

impermanent design, and have the result that is negotiated and agreed together, both researcher and the participants.

Those characteristics become a consideration why the writer uses this kind of approach. In this study, the data were obtained from the natural situation of the teaching-learning process in the classroom by observations and interview with the participant. The collected data were then analyzed descriptively in the form of words or sentences or explanation, not in numerical form.

In addition, a case study approach was used since this study has a small member of cases to understanding how things occur. According to Baker (1994, p. 301), a case study is applied for a study that focuses on a single organization, institution, event, decision, policy or group. The data are described in a complete way and analyzed deeply and in detail. Thus, the data are not representative of sample of similar cases. A case study is appropriate for this study because there is only one class that are observed and analyzed.

3.2. Participants of the Study

To obtain the information needed for this study, the researcher chose an English teacher, the learning-disabled students, which are FJ and GR, and 34 students of VIIIE class as the only one inclusive class of SMP Negeri 4 Sidoarjo as the participants based on certain consideration. The chosen research participants are based on the consideration that SMP Negeri 4 Sidoarjo is one of the two pilots of inclusive junior high schools in Sidoarjo. The Participants were asked to provide any information related to the objectives of this study.

3.3. Techniques of Data Collection

In this study, two techniques of data collection are used.

1. Interview

Interview is the process of questioning and answering orally where there are two or more persons facing physically in order to get information. Interview is divided into three types (Suryabrata, 2003 p. 18-19): free or unstructured interview, structured interview, and directional interview

The kind of interview used in this study is directional interview. This type of interview is the integration of the two different types that are unstructured interview and structured interview. Starting with unstructured interview to create free and friendly impression, and then followed by the structured interview so that the interview remains in direction and at the target. In this study, the researcher did the interview with the English Teacher of VIIE class as the participant of research.

Some points become considerations in the interview with the English teacher as the participant in this study are:

- a. The preparations for teacher in the teaching-learning process of inclusive education.
 - a. The training for regular teacher to teach and handle the inclusive class.
 - b. Any guidance of the inclusive education implementation from the government.
- b. Teacher's treatment toward learning-disabled students in class, whether there are any different treatment or not.

- c. The techniques of English teaching from Crookes and Chaudron (1991) theory that the teacher applied at inclusive class, and the techniques that are more efficient to use at inclusive class in the teacher point of view.
- d. The students' response to the technique applied in class.

2. Observation

Observation is the data seeking by observing the research participants. This technique is usually used for collecting the data such as the participants' behavior, the condition of the observed symptom, social fact, and/or all the three of them (Poerwanti, 1998, p. 120). This technique is aimed to give the deeper understanding for the researcher to interpret the situation or the phenomenon that can not be obtained through the interview alone.

This study uses the non-participant observation where the researcher did not take part of the situation or condition which was observed. The researcher was serving as the observer of the situation. The researcher also recorded the activities during the English lesson, provided the observation checklist and sometimes she took a note the situation in class where the English teaching-learning was taking place. Observation was conducted in the natural setting when the subject did some interaction with students.

In this study, the writer did the research in SMP Negeri 4 Sidoarjo from 26th April 2010 until 14th May 2010. However, the writer did the observation of English lesson in four times, there were on 26th April 2010, 30th April 2010, 10th

May 2010, and the last on 14th May 2010. Some aspects that were observed during the process of English teaching at inclusive class are as follows:

1. The teaching techniques of English lesson applied by the regular teacher
2. The teaching techniques of English lesson applied by the regular teacher specifically for the two learning-disabled students.
3. The teacher's treatments for learning disabled students

3.4. Techniques of Data analysis

According to Bodgan and Biklen, data analysis is an effort which works with the data, organize the data and sort them out into a set of data that can be narrated to others (in Moleong, 2006, p. 248). Therefore, all the data obtained either through observation, interview, or recording were analyzed using the descriptive analysis.

One thing that the writer had done first was transcribing the data from recording the classroom observation in four meeting and the interviewing the participant. From the data, the writer would know the detail activities between teacher with all students, and the application of English teaching techniques at an inclusive classroom. The recorded data was transcribed into the written form. In this study, the data analysis was conducted based on some aspects of observations and interview.

The steps for the analysis are as follows: First, the writer identified what techniques are applied by the teachers in teaching English at an inclusive class either for the whole class or specifically for the two learning-disabled students.

The second, the writer identified the teachers' treatment to learning-disabled students whether any differences from the normal students or not. Then the third, the writer made interpretation from the collected data whether from the observation or the teacher's answers about the factors which influence the choice of techniques used. Then the last, the writer made a conclusion.