CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

According to Creswell (2009), there are three methods or approaches that are frequently used in conducting a study: Qualitative, Quantitative, and Mixed of Qualitative and Quantitative approaches. This study is a *qualitative study* because the writer applies the qualitative method. Schwandt (2007, in Creswell, 2009) states that a good purpose statement of qualitative study uses the language of qualitative examination as the research words and it conveys an emerging design. Creswell (2009) adds that good qualitative research also contains the researchers' comments about the interpretation of the findings. Furthermore, Creswell takes five qualitative inquiry approaches; in this study, the approach inquiry that is applied is case study. Stake (1995, in Creswell, 2009) describes that case study is an inquiry strategy in which the researchers collect detail information by using various procedures of data collection to explore a program, event, activity, process, or one or more individuals in depth.

A qualitative study has a purpose to comprehend a particular situation, event, role, group, or interaction (Locke, Spirduso, & Silverman, 1987, in Creswell, 2009). The previous explanation is related to this study. This study aims to describe the use of lexical cohesion devices in mentally retarded students in Galuh Handayani Inclusive School speech. It is already stated in chapter I that mentally retarded people

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is still a big problem in social interaction between the mentally retarded people themselves and normal people. Up until these days, the normal people still have terrible point of view to them. That is why this study is a qualitative study because this study is as an inquiry process of understanding a social or human problem and also reporting detail views of informants.

3.2   Participants

The participants of this study were mentally retarded junior high students in mild level category. Those participants are studying in the seventh grade of junior high school in Galuh Handayani Inclusive School. As mild level of mental retardation students, they were identified to have scores between 50 – 70 on IQ test. The writer choses mentally retarded students in mild category because they have more or the highest speaking capability than other categories such as moderate, severe and profound mental retardation. In this study, the writer focuses on the seventh grade of junior high school which is a transition phase after the elementary grade. The mentally retarded students in seventh grade of Galuh Handayani junior high school are only four students. That is why the writer only uses four participants in collecting the data. Two of them are boys and the others are girls. Galuh Handayani was chosen because this school is a school in which most of the students have special needs and this school also uses specific teaching methods for these special students.

3.3 Information about Participants

These are the participants that contributed in this study. The participants are categorised have an IQ score between 50 – 70, but actually the IQ scores of these participants have been kept secret by the assessment teacher. Based on the curriculum that was applied in their school there are some stages which are used as the students' classification. In sequential stages those are *Duplikasi, Modifikasi¸ Subtitusi,* and *Omisi.* These participants are classified in *Subtitusi* stage which means they still need learning harder in their skill development. Related to their narrative speech skill which have more capability in telling story about their daily activities; thus, the teacher is often to ask them to tell story in other genres. During the collecting data process, the participants spoke about the books which were shown to them. Thus, the writer made some codes to identify each participant and book in the data analysing process. These are the information about the participants based on the participants' medical record backgrounds which were given by the teacher:

3.3.1 Participant 1

Participant one is a 13 years old mild mentally retarded male. He is a seventh grade student of Galuh Handayani Inclusive School. He becomes a student of Galuh Handayani since in the early grade of elementary school. His identification, description, and narration skills are good in mentally retarded speech standardisation. Moreover, his memories are in a point of short-term memories. He is less in language skill. When telling a story, he only pointed to words, not in set of a sentence yet.

3.3.2   Participant 2

Participant two is a 17 years old mild mentally retarded male. He is also a seventh grade student in Galuh Handayani Inclusive School. He entered this school at the first time as seventh grade student. His picture comprehension and identification are less than other participants. Furthermore, his comprehension in stimulus which is given or directed to him is less because his memories are also in a point of short-term memories.

3.3.3   Participant 3

The participant three is a seventh grade student in Galuh Handayani Inclusive School. She is 14 years old mildly mentally retarded female. She entered her school in the early grade of elementary school. Her picture identification, description, comprehension, and narration are good in mentally retarded speech standardisation. She has capability in reading and writing. Moreover, her intonation in speaking is good but she is also less in taking stimulation or direction.

3.3.4   Participant 4

Participant four is a female with mental retardation in mild category. She is a seventh grade student of Galuh Handayani Inclusive School. She is 14 years old. She started her study in Galuh Handayani since in the middle grade of elementary school. She has the best identification and narration skills between all of the participants of this study. Furthermore, she has a high imagination. She is able to reach a stimulation

or direction well but is still less in concentration and easy to be influenced by her surroundings.

3.4   Technique of Data Collection

It is stated before that this study is a qualitative study because in this study the writer collected the data by observing, instructing the sources of the data or the objects, and using audiovisual materials such as recorder to record the voice or the speech of the participants which is related to the qualitative study usually conducted. In collecting the data, the writer applied some steps. Firstly, the writer observed the participants in Galuh Handayani Inclusive School. Besides asking the teachers' permission to take their students as the participants of this study, the writer also asked the teachers to help her to find the appropriate participants who are mentally retarded students in mild category. Next, after getting the participants, the writer started to collect the data by showing four books with different stories or themes; the titles of those books are: *An Artist, The Flour on the Floor, Kiitty Tersesat,* and *Holiday Mood*. Those four books are chosen by the writer because the pictures which are contained in those books are easy to be received by the participants related to their characteristic that they have lack in their development.

The data were collected in two weeks in $1^{st} - 16^{th}$ of May 2013. During the data collection, the writer was helped by one of the teachers. The teacher's help was needed to make the participants concentrate more in their analysis when they spoke. After that, the writer asked them to tell a story about the sequential pictures that form

a story in books that were shown to them based on their analysis and the teacher helped them when they found some difficulties. The participants was produced their narrative in a class settings which means they will produce their speech in their class as the educative area for them academically to make them more comfort. When they telling the stories they were divided into two groups and it took in several days to keep away from the participants' tedium during their speech. All of the participants got all the books to be told. The sequential books which were spoken were based on their own willing in order to make the participants comfort.

The books have texts and pictures. The texts are in English, except one book, *Kitty Tersesat* in which the text is in Bahasa Indonesia. Based on the explanation of the teacher, they have lack of ability to understand English text, thus it would not become a problem in a manner to get the data by only focusing on the pictures because actually the writer covered the text during their speech. Thus, the participants only saw the pictures. By using this technique, their speech is produced naturally by themselves. While they were doing the speech, the writer recorded their voice to get the data. However, the writer also found some difficulties when facing the participants as students with special needs such as kept remembering them about their voice and intonation and also made them more concentrate during the speech. Then, after collecting the data the writer transcribed orthographically the records.

3.5   Technique of Data Analysis

In analysing the data, the writer has several steps. After transcribing the records, the writer analysed the transcriptions using the theory that the writer got before. The writer identified the lexical cohesion devices in the participants' speech. The identification of the lexical cohesion also includes the lexical cohesion according to the types of the lexical cohesion itself. Next, the writer counted the number of the lexical cohesion that the writer found based on each classification and made the percentage of the counting result. Then, the writer interpreted the result based on frequency of the percentage of each lexical cohesion devices classifications between the reiteration and collocation.