

## **CHAPTER III**

### **METHOD OF THE STUDY**

#### **3.1. Research Approach**

Qualitative method was applied in this study by the writer due to the single subject. Qualitative method attempts to capture and understand individual definitions, descriptions, and meanings of events (Burns, 2000). Meanwhile, descriptive method attempts to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. It is used to establish the existence of phenomena by explicitly describing them, and it may provide measures of frequency (Selinger et al., 2009). As stated by Punch (1998:59), qualitative data can be defined as empirical information about the world, not in the form of number. The aim is to provide an in depth understanding of people's experiences, perspectives and histories in the context of their personal circumstances or settings. Hence, the qualitative descriptive method was used by the writer to obtain comprehensive description of the types of intonation pattern in the speech of teacher of mentally retarded students.

This study belongs to a case study. A case study gives a comprehensive explanation about some aspects of individual unit, a group, a class, a school, a community, an event, or a social situation to give profoundly description about the subject (Burns, 2000). Burns also states that the case study allows an investigation to retain the holistic and meaningful characteristics of real life events. Therefore,

this is the background used by the writer to investigate the use of intonation in the teachers' speech during teaching processes.

### **3.2. Participant of the Study**

The research of this study was conducted in Alpha Kumara Wardhana II Special School Level C (SLB / C AKW II) Surabaya. The data were taken in the fifth grade's classroom. The reason for choosing the fifth grade of Kumara Wardhana II Special School Level C (SLB / C AKW II) was because it was one of the specific or intentional schools for educating mentally retarded students that the IQ (Intelligence Quotient) rates of mentally retarded students were 49 – 70 in which categorized in mild level of retardation and the variation of the chronological age. For example, a twelve-year-old mentally retarded student similar to an eight-year-old normal student but the student still can follow the lessons in this class.

The participant of this study was a female teacher named Mrs. Titik Sulaeni who taught students in 5b class for almost all subjects, such as Bahasa Indonesia, Science (IPA), Social (IPS), and Mathematics. But, Religion Lesson, Boy-Scouting, and Sports are excluded. She used bilingual languages, Indonesian and Javanese language during teaching processes. The uses of the bilingual languages are aimed to make a conducive and comfortable condition because all of the mild mentally retarded students in fifth grade class come from the similar background with the teacher. In addition, both languages also aim to make students easily understand to every teacher's utterance, because occasionally, the

students have difficulty in capturing teacher's explanation when only explaining the lesson in bahasa Indonesia.

### **3.3. Technique of Data Collection**

Before collecting the data, the writer had planned to observe the location of the research that was Alpha Kumara Wardhana II Special School Level C (SLB / C AKW II) Surabaya, and then decided to choose the participant who taught the fifth grade classroom.

In collecting data, the writer needed to use a recording technique. Thus, the writer used a handy cam or video recorder as the recording tool. The recording processes were based on every utterance of the teacher and were started when they (teacher-students) were talking or doing interactions during teaching processes, especially within Bahasa Indonesia, Science Knowledge (IPA), Social Knowledge (IPS), and Mathematics. The choice of lessons was aimed to obtain the variation of the use of intonation types that the teacher used.

The duration of the recording process was taken approximately about 15 minutes for each lesson. So, the total of the recording processes were about 60 minutes. In each 15 minutes, the periods were then divided into 4 minutes. Afterward, those 4 minutes were divided again into one minute. This decision based on the assumption where the variation of intonation was expected to occur by using Adobe Audition Software 1.5 and Praat Software. The next, audio-video recording of the data is altered to an audio recorded in WAV file forms.

### 3.4. Technique of Data Analysis

There were some steps in analysing the data. First, after the recorded video data were transferred into sound files by using Adobe Audition program software, they were formatted into wav forms in order to make the other listeners easily open them through Windows Media Player or MP3, and then the data that were formatted into wav were transcribed orthographically. The transcribed conversation consisted of four lessons, Bahasa Indonesia, Science (IPA), Social (IPS), and Mathematics. Each lesson was analyzed within 4 minutes but they were cut into one minute for each lesson. Second, the transcription results were analyzed via computer program named *Praat*. Praat is a program for doing phonetic analyses and sound manipulations (Boersma and Weenink, 1992-2001). Third, the writer identified the intonation types for each lesson along with the notations. Then, each of intonation types were counted into a table of frequency and accomplished by the meanings on each pattern. As the result, the most dominant use of intonation types could be identified. The identified types of intonation were classified according to the theory of Wells (2006) that categorized into three mainly types: fall ( $\searrow$ ), rise ( $\nearrow$ ), and fall-rise ( $\searrow\uparrow$ ). The writer also included the explanation of each meaning after interpreting data of intonation classification conducted.

# **CHAPTER IV**

# **DISCUSSION**