CHAPTER 3

METHOD AND PROCEDURE

This chapter explains about: (1) research design, (2) operational definition, (3) participants of the study, (4) data collection, (5) data analysis, (6) establishing trustworthiness.

3.1 Research Design

This study was conducted by a qualitative approach with a case study method. According to Creswell (2014), qualitative research is an approach when explore and understand the meaning of individuals or groups ascribe to problem of a social or human. Furthermore, Creswell (2012) claims that a case study is a problematic study which focuses on an exploration of the deep understanding about a case or a restricted system, which involves understanding of a phenomenon, activity, process, or one or more individuals. According to Baxter and Jack (2008), the function of qualitative research in case study is to hasten a phenomenal investigation in its discourse through various references of information. In summary, a qualitative research along with its case study design is the form of this research is to find out teacher's problems in teaching English to visually impaired students used by the English teacher's at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang.

3.2 Operational Definitions

The title of this study is An Analysis of Teacher's problems in teaching English to visually impaired Students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat

Netra) Palembang. In order to avoid misunderstanding in interpreting the information, the writer gave some term that supported the readers to understand the research, the followings are brief explanation of the terms used in this study.

3.2.1 Teacher's Problems in Teaching English

The term problems referred to obstacles and obstruction or a hindrance faced by the teacher when teaching English. In this study, the problems faced by the teacher when teaching English to visually impaired students at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang.

3.2.2 Visually Impaired Students

Visual impaired is people or students who are totally blind and people who have some low vision. In this study, visually impaired students are students who are learning English at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang.

3.3 Participant of the Study

The participant of this study were taken from the teacher of English at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. The sampling method that was used purposeful sampling. According to Creswell (2012), purposeful sampling was used to intentionally choose participants and sites to get the centre understanding of the phenomenon. Fraenkel et al (2012) stated that in purposeful sampling , there consists of individuals who have some special qualifications of some sort. Thus, purposeful sampling technique was used in this research.

Convenience sampling were taken as one of purposeful sampling strategies to choose the participant. Patton (2002) stated that convenience sampling involves selecting cases that are easy to access and inexpensive to study. However, there was only one participant in this research. There were several justifications in selecting the participants. The participants had to be the official teachers teaching at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang to visually impaired students. Second, they had to be an English teacher. Lastly, they had to have teaching experience at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang. The teachers that were teaching at SLB A PRPCN (Panti Rehabilitasi Penyandang Cacat Netra) Palembang to visually impaired students were chosen as the sample in regards to find out the problems that they had faced when they taught visually impaired students.

3.4 Data Collection

The technique to obtain the data of this research was interview and documentation technique.

1. Interview

Interview is one of the ways that was used to collect data. Interviews are the richest source of information that you could gain in a research (deMarris and D. Lapan, 2004). Kothari (2004) explained in detail that interview is some type of method of collecting data that involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Not far from the idea, Best and Khan (1993) also described

interviews as an oral questionnaire which instead of writing the response, the interviewee gives the response orally and face-to-face.

In this study, the interview was conducted face-to-face with the participants. The interview consists of 26 main questions that were derived from Khuchah and Shamim (2018), Brown (2001), and Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. No. 81A Tahun 2013 on the implementation of the curriculum. The aspects obtained from these sources were about lesson plan, time management, and environmental issues that may influence the teacher's problems in the research site.

2. Documentation

Documentation is data source which provide the data in the form of words, pictures or symbols. According to Creswell (2012), documents consist of public and private records that qualitative researchers obtain about a site or participant in a study and they can include newspaper, minutes of meeting, personal journals, and letter. The documents in this research are all written information dealing with communicative activities in the teaching-learning process such as syllabus.

3.5 Data Analysis

The data analysis method applied was thematic analysis. Alhojailan (2012) claims thematic analysis through following the six steps of data analysis from Creswell (2012). Firstly, the researcher collected the detailed data from the interview (e.g., transcriptions or typed notes). Then, the researcher input the data into computer files

after transcribing the raw data into text. Next, the researcher had coded the data that the researcher received. Fraenkel, Wallen and Hyun (2012) described that codes are tags or labels for assigning meaning to chunks of data. The coder try to catch the major idea of the paragraph.

Qualitative codes can come out as descriptive or interpretive and are usually generated in priori (selective coding) or emerged inductively (open coding) from data. In this process, the researcher had read all transcriptions and started to code the data that were related to the research question of this study. Then, the researcher made themes from the code that interconnects the themes. Creswell (2012) also stated that interconnecting themes mean that the researcher connects the themes to display a chronology or sequence of events when qualitative research generate a theoretical or conceptual model. Lastly, the researcher made a personal interpretation from the themes and codes as the final summary about this research in relation to the research question.

3.6 Establishment of Trustworthiness

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. To get the trustworthiness in this research, more than one instrument was used to collect the data. So, the researcher used triangulation techniques. According to Creswell (2012), triangulation is corroborated evidence process by different individuals. Moreover, triangulation is also defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g.

interview and followed by documentation) to see whether they corroborate one another (Burns, 1999).

In consequence, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen et al., 2007). The researcher will use methodological triangulation to enhance the validity of the data regarding the teacher's problems in teaching English to visually impaired students. According to Creswell (2012), methodological triangulation involves using more than one method gather data, such as, interview and documentation. As the result, the researcher rechecks the information that has been found by comparing the data from interview and documentation.