CHAPTER III

RESEARCH METHODOLOGY

This chapter presents sub-topics: (3.1) research design, (3.2) operational definition, (3.3) participant of the study, (3.4) data collection, (3.5) data analysis, and (3.6) establishment of trustworthiness

3.1 Research Design

In this research, the qualitative method will be applied, according to Creswell (2012) states that qualitative study is research method for a problem which can be studied to get an in depth understanding of the case not excluding understanding the participants, event, activity, process, individuals etc. Qualitative research is a means to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study (Creswell, 2007).

In this study, researcher used case study design to analyze the personal experiences of the teacher of English in faced difficulties when teaching English vocabulary and how the teachers' overcome the difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang. Creswell (2003) defined case study as researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The data for this research obtained by having an interview to the teacher in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang.

3.2 Operational Definition

To avoid misunderstandings in interpreting some of the terms used to support readers in understanding this research.

Teacher's Difficulties means the difficulty faced by teacher of English in teaching English vocabulary at SLB C Karya Ibu Palembang.

Vocabulary means list or set of words for a particular language or a list or set of words that individual speakers of language might use.

Learning disability means students have students with learning disability because of the development barrier, such as intelligence, emotion, social and physic.

Special School means type of education that is associated with students who have special obstacles and needs.

3.3 Participant of the Study

The participant in this study was English teacher taught students grade IX special school (SLB) C Karya Ibu Palembang. There were 12 students for grade IX in SLB C Karya Ibu Palembang. This study used purposeful sampling technique. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2012). This involved identifying and selecting individuals or groups of individuals that have especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2017).

The teacher in this study, had information needed about the problems that occured, The population in this study were 6 teachers who taught at special school

(SLB) C Karya Ibu Palembang. In this study researcher chose one teacher to became participant because the teacher had an educational background from special school which means that the teacher have the knowledge and ability to treat students with their special needs in the learning process, the teacher has taught for 5 years at SLB C Palembang, also the teacher has taught students with learning disability who has more qualified in learning abilities. After selecting the sample, in the next step researcher was conducted an interview with English teacher and when conducted an interview between the researcher and the teacher, the researcher record the interview processed through a phone recorder.

3.4 Data Collection

In data collection, the instruments used in this research was interview. According to Creswell (2012) interview is a qualitative data collection strategy in which the researcher ask one or more participants by using open-ended questions and record their answers. In conducting this research, The researcher used semi-structured interview because researcher interviewed about difficulties in teaching English vocabulary to students with learning disability and how the teacher overcome the difficulties in teaching English vocabulary.

Moreover, in semi- structured interviewed the researcher has more guidance over the direction of the conversation and discussed content than in a non-directive data collection approach, but still the informants are not restricted in elaboration or changing the course of the interview into other related area (Palys & Given 2008). In the processed of interviewed, follows several steps they were: first, researcher conducted interview with the teacher

consisting of questions that were in accordance with the research topic. Second, the interview was conducted in person using a mobile voice recorder and the interviewed processed will take 10-20 minutes. Then finally, if there were unclear answer, I asked again what the interviewer meant so the interviews processed can run well. The data from the interviewed were used by researcher to see the difficulties faced by teacher in teaching English vocabulary to students with learning disability and to see how the teacher's overcome the difficulties.

3.5 Data Analysis

The researcher used thematic analysis to analyze the teacher's difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang. In this research, the researcher applied thematic analysis through following the six steps of data analysis from (Creswell, 2012). Firstly, the data from interviewed was collected. Then, the second data made into a transcription. Next, the third researcher read the data. Fourth, the data was coded. Fifth, the researcher made a personal interpretation and made themes the codes as final summary about this research. Finally, the findings of the research validated to check the accuracy.

3.5.1 Analyzing of Teacher's Difficulties in Teaching English Vocabulary to students with learning disability

In analyzed the data in this study, researcher applied thematic analysis through following the six steps of data analysis from (Creswell, 2012). The data were obtained through interviewed from teachers who taught English to students with learning disability. First familiarizing oneself with the data,

researcher read the data and looked for the meaning of the pattern because reading the data carefully and throughly makes researcher familiar and understood the difficulties faced by the teacher in teaching English vocabulary to students with learning disability. Second generated initial with code, researcher made some code based on the data obtained from interviewed. Third searched for themes, researcher tried to find a theme that fits my code. Fourth reviewed themes, researcher reviewed the theme researcher got from the beginning so researcher can reviewed the theme researcher created. Fifth defined and named themes, researcher redefined and renamed the theme to be more complex and precise. Sixth produced the report, researcher interpreted the difficulties faced by teacher in teaching English vocabulary to students with learning disability and from these results researcher made interpreted of themes and codes.

3.5.2 Analyzing How Teacher Overcome the Difficulties in Teaching English Vocabulary to Students with Learning Disability.

In this study, researcher apply thematic analysis through following the six steps of data analysis from (Creswell, 2012). The researcher analyzing the interview to describe how teacher overcome the difficulties in teaching English vocabulary to students with learning disabilty. First familiarizing oneself with the data, the data will be through some questions in the interview. Second generating initial with code, researcher was collected the data from interview and researcher made a transcript of the interview data, then researcher read the transcript and start analyzing the coding of each theme. Third searching for

themes, researcher was collected themes that matches the code. Fourth reviewing themes, After made the themes researcher reviewed that themes. Fifth defining and naming themes, researcher specify the theme and give a clear name for each theme. Sixth producing the report, researcher made an interpretation as the final report of how the teacher's overcome difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang.

3.6 Establishment of Trustworthiness

The researcher applied member checking to validate the data as trustworthiness. To found the data researcher used member checking. According to Creswell (2012), member checking was a processed in which the researcher asks one or more participants in the studied to checked the accuracy of the account. Member checking used to validated, verified, or assessed the trustworthiness of qualitative results (Doyle, 2007). Also, the researcher could undertake analyzed on the individual participant's data, and the emerged found might foreground the member check interviewed (Harvey, 2015).

In this study, there was a technique to checked the accuracy of data named member checking, researcher asked my interviewer to double-check the interviewed transcripts that researcher have made as conforming to the information they have provided in the interviewed. The researcher asked the interviewer about the transcript that has been made, whether it is completed and appropriated based on the answers given or not. If the interviewer's answer didn't matched what the interviewer means, researcher asked again what the interviewer

meant. It was applicant to validating the data and check the correctness of trustworthiness of the data. In short, member checking used to recheck the credibility of the data.