

Chapter Three

Methodology

The chapter will cover some information of methodology used in this research. The first information is about research design which will explain about the method and design chosen by the researcher. The second, research setting is explained in this chapter in order to give a description of place and time in conducting the research. The third, the participants of the research will be mentioned in research participant sub-chapter. The fourth, the explanation of data collection instruments will be written in this chapter. The fifth, the way to analyze the data will be described in this chapter as the data collection analysis.

Research Design

In this research, the researcher applied qualitative research method in order to explore teachers' perception about the use of visual aids in teaching English to hearing impaired students. Moreover, by using qualitative research method, the researcher found out in-depth understanding about the use of visual aids based on the teachers' perception. Then, the qualitative research method was employed because it could describe the experience of the teachers in applying visual aids in English teaching activity to students with hearing impairments in the classroom. According to Creswell (2012), one of qualitative method characteristics is explaining a phenomenon to get detailed understanding. Furthermore, the research did the exploration to learn more about the phenomenon based on the participants.

The research design chosen in this research was descriptive qualitative. The descriptive qualitative described the event so that the rich description of the

event would be gotten. Moreover, by doing descriptive qualitative, the research got comprehensive summary of the phenomenon about the use of visual aids in the classroom. It was based on Lambert and Lambert (2012) who stated that the aim of descriptive qualitative study was to find comprehensive summary of a specific phenomenon which was experienced by the participants.

Research Setting

The researcher did the research in one special school in Yogyakarta. Then, the special school chosen for this research was special school for students with hearing impairments. The school was chosen because it provided some teachers who used visual aids in teaching. Besides, the school was accessible for the researcher because it was near the Universitas Muhammadiyah Yogyakarta. It eased the researcher when collecting the data. Furthermore, the school provided the facility which could support the research such as visual aids.

This research had been conducted in October 2017. Moreover, the research was conducted for a month to collect and analyze the data which were gotten from the research. In conducting the research, the researcher took 60 minutes to interview the participants.

Research Participants

The technique of choosing the participants used in this research was purposive sampling. Purposive sampling was chosen because it could be used to get information from knowledgeable people (Cohen, Manion, & Morrison, 2011). In this research, two special school teachers who taught English subject in Junior

High School level were chosen. Those two participants were chosen because they had the knowledge and experience about the issue which was the use of visual aids in teaching English to students with hearing impairments.

Then, some steps were finished in order to choose the participants. Firstly, the researcher tried to discuss with the staff who was responsible to arrange the permission of research conducted in the special school. The discussion was about some criteria determined by the researcher. Furthermore, the staff of the school suggested two special education teachers who were possible to be the participants of the research. To confirm the criteria, the researcher had an informal conversation which are about the media used in the classroom and their teaching experience.

There were some criteria which had to be met with the participants. Firstly, they implemented the use of visual aids in teaching English to students with hearing impairments because not all of the teachers used the visual aids in teaching and learning activity. Moreover, the teachers knew the fact about the use of visual aids in the classroom so that they could elaborate their perception about the use of it. Secondly, they had minimum five years experience in teaching. The teachers shall have minimum five years teaching experience so that they knew the effects of using visual aids in teaching hearing impaired students.

Data Collection Instruments

This research used interview guidelines as the data collection instrument. In interviewing the participants, the researcher used standardized open-ended interview. This type of interview was appropriate because the participants were asked the same questions in order to get similar findings. This open-ended interview enabled the researcher to ask the same questions to the participant so that the comparative finding would be gotten (Cohen et al., 2011).

The open ended questions had been designed for the interview so that the participants were free to answer the question based on their experience. Cohen et al. (2011) stated that the open-ended questions would enable the researcher go in the depth level when he or she interviewed the participants. Moreover, the indirect and general questions had asked in the interview in order to produce open responses (Cohen et al., 2011). The questions were about the reasons of using visual aids, and the perception about the effects of using visual aids to teach English to hearing impaired students. In addition, this research used unstructured response to explore participants experience in using visual aids. By using unstructured response the participant answered the question freely (Cohen et al., 2011).

Data Collection Procedure

The first step to collect the data was by making the interview guidelines. The guidelines had been created by the researcher so that the researcher could adjust it with the purpose of the research. Secondly, the researcher tried to find the participants who had specific criteria. Thirdly, the requirements of administration

had been finished before doing the research. The fourth step was contacting the teachers through the staff of the school and explaining the research in general. Then, the fifth step was making an agenda with the participants about the date of the interview.

The researcher interviewed the participants in the special school. This consideration was taken so that the participants did not need to allocate their time outside the classroom. Moreover, the interview process was conducted in Indonesian language because it made the participants easy to answer the questions and explain their ideas in the interview, so the rich data were collected. In addition, the interview had been done around 60 minutes and had been voice recorded using mobile phone.

Data Analysis

The researcher transcribed the interview result in Indonesian language. After transcribing the interview result, the researcher did member checking to the two participants so that the error transcribing was avoided. Then, in the next step the researcher translated the interview result into English in order to ease her in doing coding. The results of the interview did not mention the name of the participants, but it used pseudonyms which were Rose and Sunflower to keep the participants' confidentiality. Then, the coding used to analyze the data were open, analytical, axial, and selective coding. Those four types of coding had divided the data into smaller units so that the researcher was able to analyze the findings.