

Chapter Three

Research Methodology

This chapter presents research design, population and sample of the research, data collection method and the last part of this chapter will discuss about data analysis of this research.

Research Design

In this research, the researcher used qualitative research method to collect the data. Creswell (2012) argued that qualitative research can appropriate to be employed when it is identify research participants' opinion, believe, or even perception. Based on Creswell's description, qualitative research was stated appropriate for this research because this research discussed about teachers' perception toward the use of flashcard and its effect on the vocabulary mastery of hearing students.

Thus, descriptive qualitative was used to collect the data and answer the research questions. Descriptive qualitative research is a research to describe phenomenon which is like hearing impaired students that needs appropriate media to learn new vocabulary (Sukmadinata, 2006). The reason of using descriptive qualitative was to describe about teachers' perception in using flashcard in disabled class and to know the effect of using flashcard.

Research Setting

The study took place at SLB N 1 Bantul Yogyakarta. Starting from April 2016, the researcher conducted interview to gather the data. There were several reasons why researcher selected this school. First, this school was one of many schools in Yogyakarta that had class for hearing impaired students while not all of SLB in Yogyakarta had it. Second, SLB N 1 Bantul is located at Jln. Wates Km. 3 No. 147 Bantul Yogyakarta, that was reachable.

Research Participants

The researcher chose English teachers in SMPLB N 1 Bantul Yogyakarta as the research participants. There were some criteria of choosing the participants. First, the English teachers ever teach hearing impaired students using flashcards in the class. Second, the teachers in have experience in teaching English language to hearing impaired students.

This research used total sampling to look for the participants. Total sampling was appropriate approach for this research because the researcher needed deeper information from the participants that understand with using flashcard in hearing impaired class. Creswell (2012) stated that “in any given qualitative study, you may decide to study a site (e.g., one college campus), several sites (three small liberal arts campuses), individual or groups (freshman students), or some combination” (p. 206). The total English teachers in SMPLB N 1 Bantul were two teachers so that the numbers of participant were two teachers. So, total sampling was appropriate approach for this research because all of the English teacher in SMPLB N 1 Bantul could be participants. Those teachers were appropriate to be participants because the teachers have had the basic knowledge of the students at first time in learning English language. So, the teacher already knew the effect of using flashcard in class for the disabled students.

Data Collection Method and Instrument

Interview is appropriate data collection method for this research because interview could answer the purpose of this research. By using interview researcher can get some information about activities that appropriate to teach new vocabulary for hearing impaired students and other aspect that have relationship with the use of flashcard in the classroom of hearing impaired students. Then, interview was also an

appropriate method because the researcher want to know about teachers' perception about the effect and the use of flashcard to vocabulary mastery of hearing impaired students. Other reason why choose interview was because the teachers know how to use flashcard in the disabled class and teachers also know about the ability of the hearing impaired students. Creswell (2012) explained that "a qualitative interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers" (p. 217).

The researcher will use one-on-one interview. Creswell (2012) argued that "one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. In a qualitative project, you may use several one-on-one interviews" (p. 218). The reason of choosing one-on-one interview was to get deeper information from the participants and to make sure that both two participants have their own perception about the use flashcard in hearing impaired class.

The interview was using Indonesian language in order to make deeper understanding for both participants and researcher. Other reason of using Indonesian language was to make the researcher closer with participants so that it might make participants feel free to answer questions from the researcher. The interviews were recorded using voice recorder in mobile phone. The researcher also used interview guideline to make sure that the questions in interview appropriate with topic discussion about the use of flashcard and its effect on the vocabulary of hearing impaired students.

Data Collection Procedure

The purpose of this research was to know the effect of using flashcard in classroom of hearing impaired students. There were five procedures of data collection

in this research. First, the researcher made an interview guideline to make sure that the questions answer research questions. Second, the researcher looked for appropriate participant for the research. The researcher found a school that has hearing impaired class in Google and went to the school to get some information about how to collect the data in SLB N 1 Bantul. Third, the researcher went to Regional Development Planning Agency or *Badan Perencanaan Pembangunan Daerah* (BAPPEDA) to get the permit letter to collect the data. Fourth, the researcher gave the permission letter to staff in SLB N 1 Bantul. After institution gave permission, the researcher met the teachers who taught hearing impaired students and asked them to be the participants. Fifth, the researcher gave explanation about the research as it was important to make participants answer all questions in the interview clearly. Then, the researcher and participant made a schedule to do the interview.

After scheduling, the researcher focused on time, place, and facilities that were used in interview process. In the interview, the time of interview was 10-15 minutes because the researcher needed many information from both participants. In other words, the researcher conducted deeper interview to get specific data that were related to the research.

Data Analysis

After collecting the data, the researcher analyzed the data to answer the research questions. There were some steps to analyze the data that the researcher got from interview activities. First, the researcher transcribed the interview result of the participants. Creswell (2012) argued that “transcription is the process of converting audiotape recordings or field notes into text data” (p. 239). In this activity, the researcher wrote every words that have been recorded in audio recording. Then, to look for the validity of the interview, the researcher did a member checking.

According to Creswell (2012), member checking is an activity in which the researcher asks the participant in the research to check the accuracy of the transcription. Then, in the member checking section, both participants did not have problem with the transcribing that the researcher wrote.

After doing a member checking, the researcher analyzed the data by using coding. Creswell (2012) stated that “coding process is to make sense out of the data, divide it into text or image segments, label the segments with codes, examine the codes for overlap, and redundancy, and collapse these codes into board themes” (p. 243). There were three steps of coding processes such as open coding, axial coding, and selective coding. In open coding, the researcher made initial categorize from the transcription. In axial coding, the researcher categorized the data from open coding. Then, in selective coding, the researcher identified the data in axial coding and integrated them with theory. The last step was discussing the finding and making conclusion of the research.