

CHAPTER III

RESEARCH METHOD

This chapter discusses the method that was conducted on the research. This chapter consists of several contents, those are, research design, subject and setting of the research, sources of data, data collection, and research instrument.

3.1 Research Design

According to Creswell (2012), a problem and increasing detailed understanding of the central phenomenon can be investigated by qualitative research. Besides that. A qualitative descriptive research design was used to collect data and allow the researcher to obtain a complete summary of the event.

This researcher uses a qualitative approach. Researcher use this method to get a detailed understanding and in-depth information about the data taken. The researcher obtain a complete summary of the case.

3.2 Subject And The Setting Of The Research.

The subject of this research are teacher of children with special needs and students with special needs themselves which are mutually sustainable in the learning process. The teacher provides the input as a guide to conduct a conversation in the classroom. This research is conducted in one of the private junior high schools in

Surabaya, which is more precisely the Muhammadiyah 2 junior high school in Surabaya.

3.3 Source of the Data

This researcher use studying behavior in natural settings or using teacher file as data; usually no variable manipulation. Focuses on reports of experience or on data that cannot be adequately expressed numerically. Researchers obtained data and data sources from teacher of students with special needs at SMP Muhammadiyah 2 Surabaya in the lesson plans, teacher explanations (oral and written), and interview results or the answer to interview questions. four students with special needs at SMP Muhammadiyah 2 Surabaya interact in class during the learning process (oral, written, gesture, and behavior) in the classroom.

3.4 Research Instrument

In conducting the research, the researcher used three instruments to collect data, namely:

3.4.1 Field Notes

According to Creswell in the journal of Lauderdale (2017), qualitative field notes are an important component of rigorous qualitative research. The majority of qualitative research methods encourage researchers to take field notes to improve data and provide a rich context for analysis. This instrument serves to record how things are in the classroom when the students with special needs learn vocabulary using the drill method provided by the teacher.

3.4.2 Observation

According to Beverley Hancock (2009), Observation is a technique that can be used when data cannot be collected through other means, or data collected through other means is validated. For example, in interviews, participants may be asked about how they behave in certain situations, but there is no guarantee that they do what they say. Observing them in that situation is more valid: it's possible to see how they behave. can also generate data to verify or negate information provided in face-to-face meetings.

This instrument serves to observe the on going learning process, drilling methods, and learn vocabulary for students with special needs. Video documentation of student activities in the classroom. In observing the behavior of students in class. observation checklist as field notes after observing in a class by recording and taking videos of the application of the drilling method for students with special needs. The observation checklist in the form of opening activities, core activities, and closing when the learning takes place for students and teacher.

3.4.3 Interview

An in-depth interview is a type of open-ended method that serves to explore the interviewee's point of view, perspective, and feelings about the topic (Nayeem Muslim 2017). Interviews were conducted with teacher of the students with special needs, aiming to

find out more in-depth information from teacher about their challenges when applying this drilling method to the students with special needs and about the social interaction of children with special needs in the classroom. The researcher decided to use in-depth interviews.

In the first interview survey used an open-ended question in which the following questions arose when researcher observed the learning process in the classroom. The question about 5W1H related to an event in-class students with special needs when learning process.

The second interview uses a closed-ended question where questions arise in discussions or other meetings when they have made observations more than once. Close-ended questions have more definite answers because the answers "yes" or "no," even though there are other answers, are limited in nature.

3.5 Data Collection Technique

The data collection technique is using triangulation method. Triangulation is a method to structure or explain deeper and more validly about human activities by observing them from several perspectives (Cohen 2007). This research using various types of data collection they are as follows: Collecting data from observations in class. Collecting data confirmation notes, video recordings, audio recordings, lesson plan, and confirmation from the students with special needs. Collecting data from interviews with teacher of the students with special needs.

3.6 Data Analysis Technique

According to Cohen (2007), Data analysis involves organizing, calculating, and explaining data; in short, it makes sense data in terms of participants' definitions of situations, noting patterns, themes, categories and regularity. Usually in qualitative research, data analysis starts during data collection process. Data analysis from descriptive research refers to the procedure of researcher in analyzing data collected from field notes, video observations, and interviews. In carrying out work, researcher begins by collecting field notes, interviews, and research problems, namely: Data on teacher preparation before teaching in class are in the form of lesson plans, data on the teaching and learning process in class when receiving English learning using the drilling method, and evaluation data when using the drilling method for teaching vocabulary to students with intellectual special needs. After grouping them, the researcher shows and describes the data in the field notes which will be included in the appendix.