

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Method

Before going to the point of research, it is better to know first the definition of research. Research in common refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, a research is an art of scientific investigation.¹

In this study, the researcher used qualitative research to identify teaching English speaking to autism students. Qualitative research is a type of scientific research which helps in collecting, analyzing and interpreting the data of a group, community, culture or a market. Kothari has defined “the qualitative is used to investigate motivation, human behavior, human anxiety and cetera”. This research is about English Teacher teaches speaking in the class which regarding human behavior which appropriates with Kothari’s statement in a qualitative study.

Besides, the researcher used the case study as the method to conduct the research. Case studies use multiple methods, such as interviews,

¹ C.R. Kothari, *Research Methodology Methods and techniques*, (Jaipur: New Age International Publisher, 2004), 1-3.

observations, and archives, to gather the data. The purpose of several methods is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit to establish generalizations about the wider population to which that unit belongs.²

And according to Merriam in Patricia's book, the qualitative case study can be defined in terms of the process of actually carrying out the investigations, the unit of analysis (the bounded system, the case) or the end product.³

Kothari has defined qualitative research is especially important in behavioral sciences where the aim is to discover the underlying motives of human behavior.⁴ Because this research about teaching English speaking skill which is regarding human language behavior, it's one of the reasons why the researcher chooses this method for this research.

B. The Respondent

The respondent of this research was one English teacher of SKh Yayasan Karya Dharma Wanita 01 Tangerang who teaches autism students in seventh and eighth grade to know more about the implementation of teaching English speaking skill. The participants were 6 students of seventh grade and 7 students from eighth grade. The participants in the class consists of down-syndrome, mental

² Michael Bassey, *Case Study Research in Educational Settings*, (Philadelphia: Open University Press, 1999), 24.

³ Patricia A. Duff, *Case Study Research in Applied Linguistics*, (Mahwah: Lawrence Erlbaum Associates, 2008), 22.

⁴ C.R. Kothari, *Research Methodology Methods and techniques*, 3.

retardation, and autistic students. For this research, the teacher just focus on autism students in the class.

C. Data and Source of Data

In analyzing the implementation of teaching English Speaking skill for autism students, the researcher used observation as the first method. The researcher used an interview as the secondary method, and documentation as the last method. The researcher observed the teacher teaches speaking skill to autism students in the class, after it the teacher interviewed the teacher about the implementation of teaching English speaking skill to autism students, and the last the teacher taken the photo and video as a documentation for this research.

D. The Site and Time The Study

For conducting this research, the researcher has taken the data in the English class at SKh Yayasan Karya Dharma Wanita 01 Tangerang, it was located in Jl. Teuku Umar No.85, Karawaci, Kota Tangerang – Banten 15115. There are many reasons why the researcher choose to conduct the research in the school. One of them is the researcher feel interest to the teaching process of autism students. The researcher was conducted this study on April 22nd – 13th May 2019 at SKh Yayasan Karya Dharma Wanita 01 Tangerang.

E. The Techniques of Data Collecting

The researcher used observation, interview and documentation to get the data from the school. In this research, the researcher used some methods and instruments to help his work easier and more effective. The instrument of collecting data is tools used by the researcher in collecting data to get a good result. This research is about qualitative case study research, therefore the main instrument of this research is the researcher self. She acts as an instrument and data collector at the same time. There are explanations of application the method of data collection practically:

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. According to Kothari, The observation method is the most commonly used method especially in studies relating to behavioral sciences.⁵ The observation used to collect data about teaching English speaking skill to autism students, the researcher observed the English teacher in teaching English speaking to autism students and teacher's difficulties.

⁵ C.R. Kothari, *Research Methodology Methods and techniques*, 95.

2. Interview

In a qualitative interview, the researcher conducts face-to-face interviews with participant, interviews participants directly or by telephone. For this case, the researcher interviewed the English teacher to ask about teaching English speaking to autism students. The researcher interviewed the teacher to get more information directly about teaching English speaking skill to autism students and the teacher's difficulties.

3. Documentation

To keep the data, usually the researchers use documentation like video record, voice record, photos or other document are a form of documentation. For this study, the researcher used voice record, video record, and photos to keep the data remain based on the fact.

F. The Techniques of Data Analyzing

The purpose of data analysis is to summarize and to simplify the data to interpret and draw a conclusion. These are the steps of data analyzing:

1. Collecting the observations of the teacher teaches English speaking skill to autism students in the class.
2. Interviewing the English teacher regarding the implementation of teaching English speaking skill to autism students and the teacher's difficulties.
3. Describing the result of the observation in the observation sheet.
4. Describing the result of the interview in the transcript form.

5. Identifying the result of the observation and the interview in description form.
6. Analyzing the data after being described the transcript of interviews result.
7. Classify about teaching English speaking skill to students with autism and teacher's difficulty appropriate to the result of interviews transcript described.