

CHAPTER III

RESEARCH METHODOLOGY

3.1 Background Setting.

This research took place in one of special needs school in Medan. With an experienced teacher that taught English towards deaf students for more than three years. The school chosen with the reason that this school is well-known for special needs school. Knowing this is one of the largest special needs schools in Medan, the teacher and the students in it have better environment and education means and tools that expected could support the quality and assurance of the research result.

In 1984, this special need school (SLB) was established and officially opened in 1986 by the Director General of Basic and Secondary Education. Initially, the school was an SLB-E, specifically for students with emotional and behavioral disorders. That's why it was called SLB-E. However, due to government policy to relocate students with emotional and behavioral disorders to care institutions, the school became a center for education for students with disabilities such as intellectual, hearing, physical, autism, and Down syndrome. This school is the largest special needs school in North Sumatera.

"We are (this school) the greatest one in North Sumatera," said the teacher. This school has a complete range of special need education levels from kindergarten, elementary school, middle school, and high school.

"Well, we can't do by many (students in one class)" said the teacher explaining that the limitation they have in the special need school in calcification of the class. Maximum they have 10 students in a class.



4.1 Picture School's gate

Knowing the deafness is defect on the physical not mentally, researcher has been curious how English is taught towards deaf students. After visiting numerous special needs school in Medan, writer found a fact that it's difficult to find English teacher particularly that teaches English towards deaf students with the background of English education major. This research expected could bring other facts about how Teachers' experiencing in teaching English.

Deafness is disability of hearing voice properly like common people who born with a proper ability towards hearing. People with deafness still could do seeing, watching, reading, writing and even speaking. Those ability besides hearing is enough for them to get the equality to have same in many aspects just like hearing people. Knowing this era has dominated by digitalization, technology and information that deaf people expected having barrier to get information. English as top one language as media for wrapping knowledge and information how can people with deafness could be able to use English for the sake of their knowledge and living the future life. The fact that has been stereotype in the society said English would bring the readers to higher job opportunity. The same human rights, people with deafness should have the same opportunity so this society would not underestimate them. People with deafness still can live the life independently.

Due to the fact that deafness has barrier in hearing voice means that they should have the equality for education rights. They need a particular method for studying at schools. That's why there're school for special needs. SLB is an Indonesian special needs school. Students in SLB have special methods and approaches in study. That's why teacher have to be able to suit the condition along with the terms and rules.

Teacher as the main role in the class who their presence is like a key how well learning activities could run proper is always crucial whether for students itself and the school. Sometimes the succeed of study goal inseparable with teacher's performers. Teacher is not only as role-model but could be a motivation for the whole class which is it affects to the study achievement.

Teacher's capability of teaching English have so much impact towards the ability for student's in understanding this language. Especially this language can be something new since they don't have same experiences as hearing people in English before they learn about it. Despite how long the experience, teacher should have a great skill to overcome challenging. Proper education for deaf people in Indonesia tends to be hard to discover.

Finding out how teacher's experiencing the role is always something need to be discovered. In order to have something new such as; the information what kind of challenging in these both parties (teacher's & deaf student); the best methods that teacher applied is it helpful for students and what is something the government missed to complete study requirement for SLB. Those all for making the school is a right place for the students to learn so much thing about living in this world.

Along with analyze teacher's experience it's good if researcher could find something related to the students about how they experience learn about English. Deaf students might have a difficulty to have a communication since most of them born muted, but this could be additional value how would they overcome this barrier to reach the goal in conveying their thoughts towards the researcher. The options they could use such as through writing a note, chit chat on WhatsApp, sign language, or verbal speaking.

3.2 Data and Source of Data.

Every achievement and goal in studying English of students would be the source of data. This research requires the teachers' journal towards students' improvement in learning English. Teacher must be having a journal or such a dairy that accumulate the journey of each student in learning English since this is education for special needs. The data could be a draft of assessment about students in every aspect of English lesson. This data could be interpreted what kind of struggles teacher faced in Teaching English.

This study would involve single participant which is experienced teacher in teaching English in special needs school. The teacher that had more than three years of teaching English towards deaf students would be a proper sample of this study due to the experience could be able to verified. Three years and more for the experience would also be the additional value for the teacher to assess how well her performance in teaching English towards deaf students.

Researcher have tried several times to find an English teacher who teaches English specially for deaf students in Medan, North Sumatera. Even for a great and larger school, they don't have an English teacher particularly. English as one of subject that taught in the class would be the obligation for the class guardian (teacher of the class) to teach English.

The awareness of teacher's perspective towards the necessary of English in this era would be a good point for this study indeed because a great teacher is when he/she know it properly that

something they're teaching is something important for life (D.N. Harris & Sass T.R, 2009; Ken Bain, 2004). What makes teacher is a great teacher is when they know that they lesson would helpful for student's future. The awareness of teacher's role would bring this perspective into a proper study achievement.

3.3 Research Methodology

This study is using a narrative inquiry. Narrative inquiry research is a way of understanding and inquiring into experience through collaboration between researcher and participants, through a time, in a place or series of places, in social interaction with milineus (Clandinin & Connelly, 2004). It's emphasizing the importance of stories as fundamental to human experience and primary means of making sense of the world. Narrative inquiry helps in understanding how individuals create meaning from their experiences (D. Polkinghorne, 2022).

In additional, the theory of Creswell of narrative inquiry would be used. How work on narrative inquiry. A method within qualitative research that involves the collection and analysis of stories or narratives to understand how individuals make sense of their experiences (Creswell, 2021). This theory has a purpose to explore the complexities of human experiences by interpreting the meanings individuals ascribe to their life's experiences through storytelling.

The reason of using the methodology is because experience is part of human life. Experience continuity is the idea that experience from the past have an impact on those from the present, and interaction is dynamic relationship that exists between a person and the society from their surroundings. This perspective underscores the importance of interaction in shaping cognitive process and highlights the continuity of experience as individuals engages with the society (Davis et al, 2022). Experience is crucial since it provides the framework for analysis indeed as the main source of data. Through the analysis of personal narratives, researcher could delve into the richness of lived experiences and gain profound insight into the thoughts, feelings, and behavior of people that the result expected could support the quality of education for special needs students.

To observe towards how the class is on air, how teacher convey the materials, what kind of methods that makes the class run smoothly and how student's ability in learning English. It'll be proven by the way students demonstrate the materials in real time. And there's other methods that would be used, they are;

1. Narrative interviews

Narrative interview method is a method where the researcher would collect direct stories or narratives from the teacher through structure or semi-structure interviews. Through this interview allow the researcher to understand teacher's subjective experience and gain deep insight into their narratives.

2. Narrative text analysis (transcribe interview)

This method involves analyzing narrative text or stories that have been collected, whether in the form of interview, memos, journals or other documents as a support. The analysis may involve searching for themes, pattern, or specific narrative elements in the text.

3. Participatory observation (Participate the class to know how the learning on air)

In participatory observation, the researcher would directly be involved in the situation or environment where the narrative occurs. Researcher can gain an understanding of the context and dynamics behind the collected stories.

4. Document analysis

This involves analyzing documents or other records relevant to the narratives being studied, such as letters, lesson plan, or historical records. Document analysis can provide.

3.4 Data Collection Techniques

Data in narrative inquiry come up from interviews, observations, and personal documents. researcher gather detailed, in-depth stories from participants, focusing on the narrative form and content. Different modes narrative analysis such as holistic-content, holistic-form, categorical-content, and categorical-form approaches, offering various lenses to analyze narrative (Lieblich et al, 2024). The data would be collected by deepen interview with the sample and participant observation, reflection notes researcher. All the data would be analyzed in detail qualitatively. Data that obtained from the methods used would be analyzed qualitatively. Thus, the conclusion would be concluded.

Along with observation there is an interview with the sample. With deepen interview, teacher could be able to convey the realest experience of teaching towards deaf students especially in English lesson. This research is kind of writing a biography of particular object. In interviewing teacher, the methods that would used divided into three phases. They are;

1. Identify Participants.

In this phase is considering the factors such as demographics, experiences relevant to the research questions, and accessibility. Especially if dealing with sensitive topics, ensure to inform consent from participants.

2. Data Collection Method: In-dept interview.

The interview would conduct one-on-one interview with participants, allowing the teacher to share the story in their own words. Through this method, researcher expecting the teacher could feel comfort to share the story openly. Researcher need to be more confident and careful towards sensitive data from teacher. If the condition comfortable, it's not that hard for the researcher make sure the data validation.

3. Recording Data.

Record interviews or discussions using audio or video recording devices, with participant's consent. In this phase need to take detailed field notes to capture non-verbal cues, context, and the researcher's reflections during data collection.

4. Teachers' journal.

The journal could be the additional data collection such as dairy or daily note and personal journal. This data used to make sure that the storytelling is align with the students' progress in English lesson, and as the reason of the barriers of the English lesson.

The data would be collected in descriptive technique. The explanations, stories, experiences, and others would report clearly and descriptively. This technique chosen with the reason that in descriptive rules, all the things need to be described in detail. In narrative inquiry, the data accumulated mostly from the participant. So, there's no need a modification or something similar. The fact whether is bad or good would wrapped properly.

3.5 Data Analyzing Techniques

Narrative analysis involves interpreting the stories to uncover themes, patterns, and meanings. It is an iterative process, where the researcher constantly moves between the data and their interpretation. Narrative analysis is a method that involves structuring and interpreting text, paying attention to how stories are told and what they reveal about social life and identity (Catherine, 2020).

The data in this study would be analyzed by weighing the most important value for a teacher in teaching English properly. Achieving goal of student understanding written in the Lesson Plan

would be the main benchmark whether the material is delivered sufficiently. In this analysis, the teacher's teaching experience would remain important. How the teacher prepares the material, the resources it used and how students understand the material, how teachers face problems in teaching English. Besides it is also necessary to see what advantage should see what teachers who teach the deaf.

By comparing each data with each method, the result would be analyzed multiply until there's no bias. For the point that should be highlighted need to be confirm multiply by finding it surely and asking to the teacher. If the answer just the same, means that the point is a real data. Involving students also have to make sure that the students are a those actively in the class whether it's by the presence and also their spirit in learning. By obtaining data from those kinds of students, data could be claimed as a real data since they must be having so much concern with the question conveyed to them.

3.6 Data Validity Checking Techniques

Data would process by ensuring the reliability, validity, and accurate interpretation of the collected narrative data. The using of combination of data validation techniques would help ensure data obtained. I decided to use three techniques, there are;

1. Triangulations with reflectivity.

This involves using multiple data sources or collection methods to confirm findings. By employing various data collection techniques, the comparison and confirmation consistency among the collected narrative would be sure. In order to make it sure, so researcher would do multiple techniques. This technique is using reflectivity to find the validity.

2. Peer debriefing.

Engaging in discussions with supervisor in the field of narrative inquiry to confirm interpretation and findings. Discussing with peers in order to identify biases and evaluate data interpretations critically.

3. Prolong engagement.

This research took place for three weeks that make the researcher to spend several times at the school, observing classes, interacting with teachers and students, and conducting

multiple interviews with the teachers over time. This technique would help the researcher gather in-depth narratives that reflect the teachers' evolving experiences and insights.

Validity data taken by finding the result that related with class participation to ensure the real data. Discovering teacher who had more than 3 years teaching towards deaf students and make deep interview is the main require to get valid data. Indeed, interview with students in the class related to the teacher to find out validity of what teachers' experiencing. Is the good or bad experience related to the students. The interview also needed to obtain result of teacher's effort in teaching such as does the used methods suit students or the class in learning

