

CHAPTER III

METHODS OF THE STUDY

This chapter discusses about the research design, source data and data, data collect technique, data collect procedure, and data analysis that will be used in this thesis.

3.1 Research design

This research uses a descriptive-qualitative design. According to Nana in Ufie's view (2013:39), the qualitative is way to describe and analyze phenomenon, social activity, reliance attitude, perception, consideration individually or organization. Whereas, Creswell (1994:145) states that the qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures. The qualitative research involves fieldwork where is the researcher physically goes to the people, setting, site or institution to observe or record behavior in its natural setting.

Based on the statements, the descriptive qualitative method is used in this research to find out the kinds of creative teaching techniques and the implementation of the creative techniques and find out the problems in the implementation of the creative technique in teaching vocabulary for very young learners especially age 5-7 years old at Sabilussalam kindergarten especially in level B.

To find out the answers of the questions research problems, the researcher is as key instrument does some steps, they are: collecting data, processing data or analyzing data, then makes report and conclusion.

3.2 Source of data and data

The Data source or the subject is the primary location from where data come. The subjects of this research are the pupils and teachers of kindergarten Sabilussalam. The total of the pupils are 17, they are young learner at age 6-7 years old at level B and one teacher who uses creative technique in teaching vocabulary. This research was taken in TK Sabilussalam at jl.Bulakbanteng no.99, on 19th – 26th May 2014.

The data or object of the research is all information which is related to research question that were collected by observing, interviewing and documenting. They are, the creative techniques teaching vocabulary for young learner used by teacher class B, the implementation of the creative technique teaching vocabulary and the advantages of implementation of the techniques teaching vocabulary for young learner which is used by teacher class B.

3.3 Data collection technique

Data collect technique is way of gathering data. In qualitative research, it is very necessary. Without knowing of data collection techniques the researcher doesn't get data appropriately. Creswell (1994:148) states that the data collection

steps involves setting of the boundaries for the study, collecting information through instruments which is used in the field, and establishing the protocol for recording information.

In this research, the researcher is as key instrument uses some techniques. They are observation, interview and documentation.

3.3.1 Observation

According to Creswell's view (2012:213), the observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In this observation, the researcher is as the non participant. Freankel, Wallen (2009:441) states that the researcher does not participate being observed in the activity but rather "sit on the sidelines" and watch.

The non-participant observation is used by researcher because it has advantages. Besides, the researcher gets more information in the place immediately and accurately, the researcher can observe and listen to the teacher's technique or classroom activity during learning process without doing manipulation in making a note to get the important information which is related to research questions. In this observation, the researcher used field note and audio visual (video record).

The researcher used non-participant observation technique to collect data or information about the creative techniques in teaching vocabulary and the implementation of creative technique in teaching vocabulary

at Sabilussalam kindergarten. In this observation, the researcher uses field notes to take the important information during observation.

3.3.2 Interview

Freankel, Wallen (2009:445) states that the interview is an important way for researcher to check the accuracy of the data source, to verify or refute the impression he or she has gained through observation. The type of data collection process in this interview is one-on-one interview. Creswell explains 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 (2012:223). The researcher used interview technique to collect data or information about the problems of implementation creative technique in teaching vocabulary at Sabilussalam kindergarten. In this interview, the researcher used an interview worksheet. The interview worksheet is can be seen in Appendix Teacher interview.

3.3.3 Documentation

According to Creswell (2012: 223), the documents in qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. In this study, the researcher used lesson plan as the documentation to get the data of the implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten.

3.4 Data Collection procedures

Creswell (1994:149) states that the data collection procedure is the researcher's plans before the researcher enter into the field. The data collection procedure included: what is to be recorded, and how will it be recorded, and two critical concerns to be addressed. The researcher used some procedures in observation, interview and documentation to collect the data.

3.4.1 Observation

There are some procedures to observation. Firstly, the researcher entered into one meeting class after the researcher gets permission from headmaster and teacher. Then the researcher did observation using field note to observe the whole class activity during the English subject until finish. The position of researcher was in the back.

Based on the first observation, the researcher can identify the problems. While in the observation, the researcher wrote the important information into field notes, and video record. And field note used to describe all information which related to research of questions. The researcher entered class four times. In each observation, the researcher site in the back as observer. In the class, the researcher checked observation checklist, write the important information which is related research of questions into the field note. And video record used to record since learning process. Besides, the video record used to get important information which is forgotten. Then researcher analyzed them to get data about the creative techniques in teaching vocabulary and the implementation of creative techniques in teaching vocabulary at Sabilussalam kindergarten.

3.4.2 Interview

In the procedure of interview, the researcher prepared an interview worksheet which includes some questions related to the problem of implementations of creative technique in teaching vocabulary. To conduct an interview, the researcher asked the teacher's time to conduct an interview after observation. The researcher told the teacher about the researcher's role as interviewer one by one question. The researcher asked to the teacher one by one question based on the interview worksheet, then listened carefully and wrote one by one answer completely during interview, the researcher make the space time in the each question. So, the researcher got more important information. Besides, the interview were made situation enjoyable and not formally. So the researcher can get information clearly. Before interview ended, the researcher read and analyzed it. The researcher asked question again if the answers sensed necessary. The data will be analyzed to get the data about the advantages of creative techniques in teaching vocabulary.

3.4.3 Documentation

In this procedure, researcher collected lesson plan that used by teacher to get more information about the implementation of creative technique in teaching vocabulary. The lesson plan were read and analyzed. These documentation procedures were used to get the data of the implementation of creative techniques in teaching vocabulary at Sabilussalam kindergarten.

3.5 Data Analysis

Process of analyzing data will be conducted within the site, during data collection, and after all data collection is finished. The data analysis is conducted mainly through four activities. The process of the data analysis is shown in the following figure:

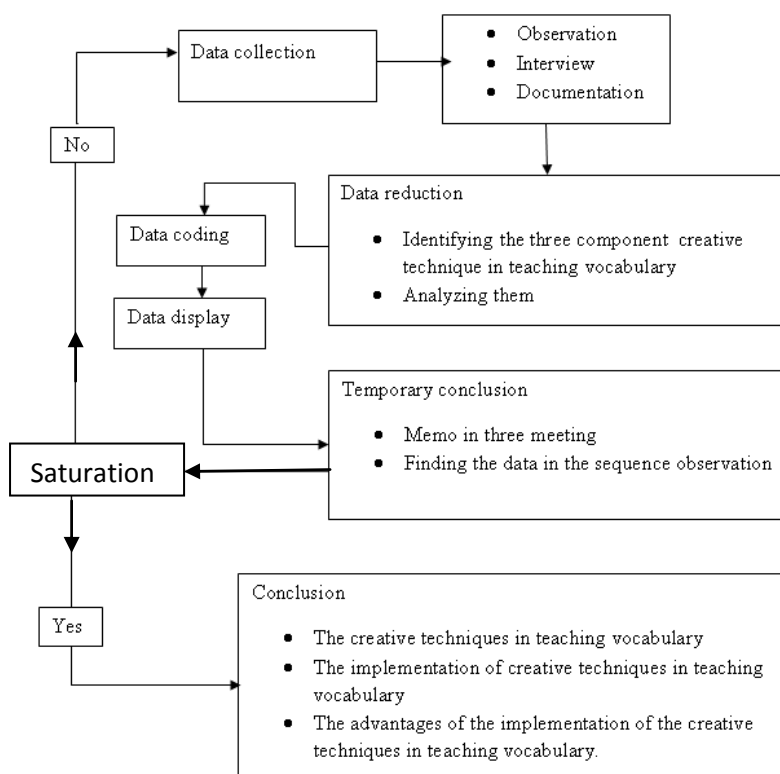


Figure 3.5 Data analysis: Interactive model (Adapted from Miles and Huberman: 1984:6)

3.5.1 Data Reduction

Data reduction is a part of analysis. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data, or even making difference about the creative technique in teaching vocabulary. The researcher decision the data which is the

data chunks to code, and which data to pull out, which evolving story to tell are analytic choices. Data reduction is a form of analysis that sharpens sorts, focuses, discards, and organized data in such a way that final conclusions can be drawn and verified.

3.5.2 Data Coding

In the process of coding data, the researcher read all the data after written, the researcher gave the code. The researcher code the data based on the data which are related to research question. The researcher gave the code the certain data. In instance, stand for Teaching technique is T, the implementation is I, while A for the advantages.

3.4.2 Data Display

Data display is a part of analysis. It is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 11). In this study, data display should be done in such away to guidance the researcher. Researcher displayed all data related to the creative technique which is used by teacher at Sabilussalam kindergarten.

3.3.3 Conclusion Drawing and Verification

In this conclusion drawing, the researcher started from the observation to display the data until the researcher found the creative technique in teaching vocabulary, the implementation of creative technique, and the advantages of the implementation of creative teaching technique. Based on the activities, the researcher made a summary focused to the data collection.

This summary was written based on the analysis of observation and interview, with certain focus in resulting from the analysis of the previous classroom, the researcher was able to make important analysis in the field during observation in the next meeting in the class.