CHAPTER III

METHOD OF THE STUDY

3.1. Research Approach

Since this research was a case study, the chosen method is qualitative. This method is used to describe the teacher as the participant deal with the students in kindergarten 1 Ruby class in terms of the process in teaching reading.

3.1.1 Location

The writer selected Singapore National Academy (SNA) to be observed for this research. Singapore National Academy is located on Jl. Raya Pepelegi, Pondok Maspion IV Blok GH 1-6 Waru, Sidoarjo 61256. Singapore National Academy is an *International School* that uses three languages (English, Chinese, and Indonesian), which is English is mostly used as its media of instruction. The vision of SNA is "An Institution of Excellence and Innovation with Global Network" while the SNA's mission is "Be an Institution of Excellence and Innovation which Provides Quality Education to Nurture and Develop the Mind and Character of Our Students to Embrace the Challenges of Globalization". One of the most interesting things is that this school has their own motto. The motto of SNA is **Seek, Strive & Excel',** it seeks what the students need and interested in, then try to strive to work it on, and excel from others. This motto makes this school always develop the academic rank. It leads the writer curiosity to know more about teaching learning process in this institution.

3.1.2 The Role of the writer

The role of the writer was non-participant observer. The writer took field notes about the sequence of events of the learning process and interviewed the teachers. In this research, the writer observed without participating in teaching and learning activities. Then, the writer did the classroom observations for four meetings. Once was for pre-observation in order to get familiar with the teacher and the students, also to get information about the time that usually the reading lesson had been conducted. The next two meeting were to find out about the techniques to teach reading in Kindergarten 1 Ruby class and also how the techniques applied in the classroom. The writer took 15 minutes to do the pre-observation, while 20 to 30 minutes to do the observations.

3.2 Participants of the Study

The participants of this research were the Head Teacher of Kindergarten 1 Classes and the students of Kindergarten 1 Ruby class. The head teacher is a female teacher who comes from Philippines. Her name is Ms. Genessee Sunglao. She has been teaching for ten years and she has been teaching for five years in this school.

Kindergarten 1 ruby class had fifteen students with ten boys and five girls whose ages ranged between 4 and 5 years old. This class had one head teacher, named Ms.Genesse and two co-teachers, named Ms. Sisca and Ms.Dyah. the head teacher had the crucial role because she was the coordinator of Kindergarten 1 level and she always gave the lesson to the children. The co-teachers helped the head

teacher to maintain the classroom condition, assisted the children in teaching-learning process, and also guided the children to do the class assignment. The students in this level attended class from Monday to Friday, started at 8 to 11.30am. The lesson they had were workbook activity, collective period, music, art and craft, newsharing period, Montessori, Chinese lesson and English lesson (three times a week), PE (Physical Education, only on Thursday). They had those lesson everyday but only had difference in arranging the time on each day. For the break, they had 30minutes for snack time. They ate food that they brought from home besides got snack provided by school.

3.3 Techniques of Data Collection

In collecting the data, the writer applied the techniques that were described as follows:

a.   Observation:

The writer did the observation at Singapore National Academy Kindergarten 1 Ruby Class for five meetings. The writer also did the pre-observation for one time in order to get familiar with the teacher and the students. And during the pre-observation, the writer did the field notes and interview. The writer wrote the activities done by the teacher and the students. It was conducted on the 3rd quarter of the school academic year which were on 17th February for the pre-observation, next observation 10th March 2010, and on the 4th quarter which were on 29th March 2010,

and 14th April 2010. The points that were being observed during the process of English teaching at Kindergarten 1 Ruby class are as follows:

1. The teaching techniques to teach reading in Montessori School

2. The kind of applied techniques in the classroom.

b.   Interview

The writer did the interview to both head teacher and co-teachers in order to get further information related to the lesson. The writer did the interview after the lesson was over. The writer asked questions which she still needed any further information during the observation.

3.4   Techniques of Data analysis

All the data obtained either through observation and interview was analyzed using the descriptive analysis. According to Bodgan and Biklen (2006, p.248), data analysis is an effort which works with the data, organize the data and sort them out into a set of data that can be narrated to others. Therefore, all the data obtained either through observation and interview were analyzed using the descriptive analysis.

The writer transcribed the data from the classroom observation and interviewed into the written form. From the data, the writer would like to know details of the activities between teacher and students, teaching techniques to read in the classroom, and also how those kinds of techniques applied in the classroom. The steps for the analysis are as follows: First, the writer identified what techniques are used by the

teachers to teach reading in Montessori school at Kindergarten 1 Ruby class. Second, the writer made interpretation from the collected data about. Then the last, the writer made a conclusion.