CHAPTER III

METHOD OF THE STUDY

3.1   Research Approach

Qualitative method is used in this study because deep analysis towards extra textual interaction between babysitter and the 3-4 years old children in story book reading can be best analyzed through this method. As this method referred to the involvement of collection and analysis of information based on its quality, qualitative method is best used in the research. Guided by Bogdan and Taylor (1975, in Moleong, 2000), qualitative method is defined as a research procedure which produces descriptive data in a form of written or spoken words from the participants and also their behavior that can be observed.

In specific, the writer also uses case study approach. As described by Yin (1988), that case study is the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life contexts. The characteristic of case study is the boundaries or criteria of the participants. In each situation, a subject or some subjects are the case being studied. In addition, this study is cross-sectional, in which the writer observed the interaction between baby sitter and children aged 3 and 4 years old. The writer hopes that he will get the characteristics of baby sitters' interaction with children in those ages.

14

3.2 Participants of the Study

The participants of this study were four babysitters and four children aged 3 and 4 years old, divided into a boy and a girl for each age range. They all live in Surabaya. It is because that Surabaya is a metropolitan city where the hiring of baby sitter is essential to replace the taking care of a family's children which most of their parents are busy with working stuff, or when the children's closest person, mother, is busy with her community. The relationship between the baby sitter and the children becomes that close as if it could replace the role of their parents.

In their daily life, the baby sitters and the children speak Indonesian as the first language for interaction between them. The children are preschool students and most of them usually like to read books as most of them has joined playgroup and book is the prior thing introduced there. This book reading activity continued at home through the help of their parents or their babysitter. This condition supported the research because it can be done in natural setting which means that the children could act naturally just like what they usually do.

3.2.1. Background of the Participants

The writer provided the background of the participants such as the educational background, the length of time which the babysitters had dealt with the children and the age of the children, but all of the provided information were not shared as the controlled variable in the analysis.

15

3.2.1.1 Participant A

Participant A is a junior high school graduate. She actually continued her study into senior high school but she dropped out before she could finish her study. The child she took care was 3 years and 1 month old by the time the videotaping was taken. In daily life, either the babysitter or the child's mother often read story books to the child.

3.2.1.2 Participant B

Participant B is a senior high school graduate. By the time the videotaping was done, the child she took care was 4 years and 3 months old. The babysitter had just taken care the child for about 6 months.

3.2.1.3 Participant C

Participant C is an elementary school graduate. The child she took care was 3 years old when the videotapping held. The babysitter had worked for this family for about six years. She was also taking care the child's older brother.

3.2.1.4 Participant D

Participant D is junior high school graduate. The videotapping was done when the child was 4 years and 2 months. The babysitter was a newcomer for the family since she had just worked for 2 months in taking care the child.

16

3.3   Technique of Data Collection

First of all, the writer tried to find babysitters who are babysitting children aged three and four years old, two children for each sex. After asking several babysitters, the writer found four babysitters who were willing to get their activities in reading story books with the children being recorded. Then, the writer started collecting the data.

The four babysitters were given six story books and were asked to read it to the children. One of the books contains five stories so there were ten stories to be read. Before the videotaping started, the writer asked them to choose two fictional and two informational stories to be read. The writer did not give any instructions about how the babysitters should read the books. Since the participants knew that the interaction during the book reading was videotaped, it would be unnatural. In order to make the data accurate, the writer told the participants to read the stories as natural as possible, as if their interaction was not being recorded. They were asked to enjoy the picture-book reading like what they usually do and were allowed to do things they like during the recording.

The time duration for the babysitters to finish four stories including fictional and informational stories were defined. The participants finished each story in 3 until 10 minutes. Since the participants recorded the data by themselves, the writer was not present at the time of story book reading. The recording was done by depending on the participants' free time so there was no obligation for the babysitter to finish the reading in one-time recording or in one day.

17

3.4   **Technique of Data Analysis**

After collecting the data, the writer began to analyze the data based on the theories explained in chapter II. Before identifying the data, the writer transcribed the collected data. Then, he identified and classified the transcription data into the coding procedure used by Natsiopoulou et al. (2003). Finally, to get the most frequent extra textual interactions produced by babysitters during story book reading, the writer tried to find the frequency of each extra textual interaction employed by each participant before getting the total frequency of each category.