

## **CHAPTER III**

### **METHOD OF THE STUDY**

#### **3.1 Research Approach**

The study is mainly focused to find out the types of rewards system that is used by the English teacher in the second grade students at SD Muhammadiyah 16 Surabaya. At this phase, we have known that children are really fond of receiving a reward especially when they have performed well. This reward system is given to boost confidence and self-esteem in children. By giving rewards every time they participate, the students who have been shy, reluctant and discouraged to participate are expected to change that they become more active, brave and to have self-initiative to participate actively. Some reward systems that is created by teachers are ones of the ways to teach children responsibility, while praising their good behavior at the same time.

This study is a descriptive qualitative one, since this research includes collecting qualitative data in order to answer questions concerning the current condition. A descriptive qualitative study is a study designed to obtain information concerning the current status of phenomena, and directed toward determining the nature of situation as it exists at the time of research (Ary, Razavieh, & Jacobs, 2002). Further, in analyzing the data, the writer would organize and categorize the data to be described and interpreted. Then the writer presented the interpretations and explanations in narrative form.

### **3.2 Participants**

The participants of this study were the students in the second grade of SD Muhammadiyah 16 Surabaya. This school is chosen because it is one of school that is known as having a good teaching and learning system. However, this school is also well-known as creative school in the term of elementary school in East Java. It can be shown that this school is good in both academic and non academic skills. Further, this school is categorized as an Islamic school and has a good quality in their school's achievement.

In this school, there are three classes of second grade: 2 Hockey, 2 Ice skating, and 2 Water polo. To make it simple, the writer will make it as 2A, 2B, and 2C. In 2A class there are 22 students, consist of 7 girls and 15 boys; in 2B class there are 22 students, consist of 4 girls and 18 boys; and in 2C class there are 21 students, consist of 6 girls and 15 boys. In every class there are two classroom teachers and when there is an English class, the two teachers always accompany the English teacher in the classroom.

### **3.3 Techniques of Data Collections**

In taking the data for the study, the writer conducted a pre-observation session with the English teacher and did an observation in the three classes of the second grade. Before the pre-observation, the writer went to the academic of the Faculty of Humanity to get a permission letter for doing the observation and gave it to the headmaster of SD Muhammadiyah 16 Surabaya. It was used to get the official permission from the school.

In the first stage, the writer had a pre-observation session by visiting the school in order to prepare for the observation and to get more information about the English teaching in this school. In this stage, the writer met the school headmaster in order to get a permission to do this study in that school. The writer also met the English teacher of the second grade and had an informal discussion about her classes. From this stage, the writer would know the information about the profile of each class that is class 2A, 2B, and 2C in the second grade, the process of teaching learning of English where rewards were probably given to the students, and also the frequency of giving the rewards.

After did the pre-observation session, the writer would do several observations in the classroom to observe: what kind of reward given in the classroom; the teacher's technique in giving the rewards; when teacher gives rewards in the classroom; the frequency of giving rewards by the teacher; and to observe students' responses being given the rewards. In this stage, the writer would conduct the observation in the three classes of the second grade for three weeks. In other words, the writer would conduct the observation in the classroom for eighteen times. The English class was conducted in this school for twice per week with the time allocation of 4x35 minutes per week.

Before the observation, the writer would prepare observation form, the camera digital and notebook to record the class activities and noted some information that the writer found in the classroom such as kind of rewards used in the classroom and the time of the class begin and end. During the observation, the writer would record the English class activities. In this stage, the writer would sit

at the back of the classroom while recording the class activities. The writer mostly sat at the back of the classroom in order to make the students in the classroom stay focus to the lesson. Sometimes, the writer walked along the sides of the classroom to see students' expression when they received the rewards. After the class ends, the writer would re-play the camera record and classify the data to the notebook. In this stage, the writer would classify whether the data included as kind of rewards that is used in the classroom, how the teacher's technique in giving rewards system, when teacher gave rewards in the classroom, and how the frequency of giving the rewards by the teacher.

In short, the procedures to collect the data were:

1. Getting the permission letter for doing the study and gave it to the headmaster of SD Muhammadiyah 16 Surabaya from the academic of the Faculty of Humanity.
2. Doing the pre-observation session to the second grade English teacher.
3. Doing an observation in the three classes (2A, 2B, and 2C) of the second grade classroom.

### **3.4 Techniques of Data Analysis**

The collected data in this study was analyzed using a model of data analysis proposed by Miles and Huberman (1984). This data analysis model consists of three stages namely data reduction, data presentation or display, and conclusion drawing or verification.

After the data were collected, the data were reduced and selected. This process is called the reduction process in which the data derived from the pre-observation data and the observation in the classroom are selected, focused or simplified. The first step was presenting the pre-observation and the observation data. The writer would show it in a description analysis about how the reward system use in the classroom. In this stage, the writer would describe the situation at which the rewards were given to the students in the classroom. After knowing the reward system used in the classroom, the writer then identifying, classifying, and explaining the data in completely, systematically, and objectively. In this phase, the writer would identify the types of reward given to the students. Then, the writer would analyze the data based on the observation session. In order to simplify the presentation of the result obtained from the participant, the findings were displayed in the form of description.