

CHAPTER III

RESEARCH METHODS

This chapter contains the research methods to find the answers to the problems stated in chapter one. The research approach, location of the study, techniques of data collection and techniques of data analysis are described and elaborated below.

3.1. Research Approach

Based on the background and problems discussed in chapter one, a study on the teaching vocabulary using flashcards was designed. The qualitative approach was used in this study as it explored English teaching practices by using flashcards. This study is non participant observational research. The writer observed English lessons in which the teacher taught vocabulary using flashcards without participating in the lessons. The proposed technique was attempted to the preschool students.

To achieve the objective, direct observation was conducted during the teaching. Every detail of the situation (e.g. condition, problems, student's interest, etc) was explored, noted, analyzed, and described. It is expected that the research would come with complete information on the processes. Subsequently, it could present a comprehensive understanding on the practices of the investigated technique.

3.2. Population of the Study

The writer conducted the study at Gym Kidz preschool which is located at Ruko Plaza Graha Family D-12, West Surabaya. The writer selected this preschool because she was one of the teachers there. The writer observed the study during the teaching-learning process. Moreover, the preschool is an international standard school which is divided into four groups: Infants is for eight months to one year old children, Toddlers is for two to three years children, Tiny Tots is for three to four years old children, and Gym Tots is for three to four years old children. This grouping is based on the age of the students. This study was conducted in one of the classes of Gym Tots group.

3.3. Techniques of Data Collection

In collecting the data, the writer asked for permission from the Principle of Gym Kidz to conduct an observation. Next, the writer observed the teaching learning process in the Gym Tots class. The observation was focused on the ways the teacher used flashcards (techniques), students' responses, and interaction between the teacher and students, which were noted. The observation was carried out five times. The observations were held for around three months every two weeks on Saturday. The observation was taken at the middle of the semester. There were ten students involved in this study who were from Gym Tots group. Direct observation resulted in information about the real condition of the teaching and learning process, since all of the teaching and learning dynamics were observed by a third party (i.e. the researcher).

The data were supported by the result of interview with the teacher. Interview was conducted with the teacher to find out problems that the teacher experienced during the lessons. In brief, the writer gained the data through the following steps:

- a. Asking permission to the principal of Gym Kidz Surabaya to conduct observation.
- b. Observing the teaching learning process
- c. Interviewing the teacher (miss Ayiek) in order to evaluate the use of flashcards in teaching English vocabulary and to find the difficulties faced by the teacher.

3.5. Techniques of Data Analysis

After all the required data were collected, the writer related them to the statements of the problems. Since this is descriptive research, the data were analyzed descriptively. Therefore, the data were not analyzed by using any statistical instruments. On the contrary, all facts found in the teaching and learning processes are useful to develop the research report.

Data analysis began with examining the notes taken during the observation. The writer analyzed these notes to identify the techniques of using flashcard, the ways the teacher interacted with the students, and students' responses to flashcard used. The result of the identification was then categorized based on main points (themes) that emerged from the data. The next step was identifying problems that the teacher had in using flashcards. In this case,

perceptions and opinions of the teacher could strengthen the analysis result of observation data. In fact, some of the results of the observation were different from the perception of the teacher which led the writer to identify the advantages and disadvantages of using flashcard. All of these possibilities were analyzed descriptively and written in the research report. In short, the analysis process consisted of the following steps:

- a. identifying the techniques of flashcard use, the ways the teacher interacted with the students, and students' responses to flashcard use
- b. categorizing the techniques of flashcard use, the ways the teacher interacted with the students, and students' responses to flashcard use
- c. identifying problems that the teacher had in using flashcards
- d. identifying advantages and disadvantages of the use of flashcard
- e. making conclusions of the research result and recommendation of most important inquiry for further study