

CHAPTER III

RESEARCH METHOD

3.1 Research Approach

This study uses qualitative approach since it is a case study research design that observes a person to collect the data. According to Parkinson & Drislane (2011), qualitative is a research that uses methods such as participant observation or case study in which the result is in the form of narration or description. Hancock (1998) also stated that qualitative data are collected through direct encounters with individuals, through one to one interviews or group interviews or by observation. In this case, the writer uses participant observation to collect the data. Furthermore, according to Pollit & Hungler (1999), a case study is a research method that uses detailed analysis which is conducted by the researcher to a single subject, family or institution. In this study, the writer uses a child in kindergarten as a single subject observed.

3.2 Participant of the Study

The writer collected the data in Putra Airlangga kindergarten school for a month. It is located in Gubeng Airlangga II number 18 Surabaya. The population is the students from class A of kindergarten. There are 35 students in class A. The study activity starts from 07.30 a.m. until 09.00 a.m. The duration of study in this kindergarten is 60 minutes plus 30 minutes for break time. The writer chose a

child in kindergarten as the participant, her name is Putri. She is five years old; she was born on April 7 2009 and lives on Jalan Gubeng Jaya II KA Surabaya. The writer chose Putri as the participant because she is the most talkative student compared to other students during the writer's observation in class. After the writer chose Putri as the participant, the writer interviewed Putri's mother to get more information about her background. This kind of information can help the writer in conducting this research. The result of interview between the writer and Putri's mother is that Putri grows in little family that teaches her two languages, Javanese and Indonesian language. Therefore, during the observation sometimes Putri combined Javanese and Indonesian language in one word.

3.3 Technique of Data Collection

The writer did an observation in order to collect the data for this morphological acquisition study. As the observer, the writer must directly observe the subject. This is an open observation which is known by the subject and people around her. It means that the observation has permission from the headmaster of kindergarten and Putri's parents. The writer took a month in collecting the data for this research so that the information gathered would be sufficient.

In the first step of data collection, the writer had to approach the children generally. The writer had to observe the children in class A in order to know the active child that would be chosen as the subject. After doing the observation, the writer also asked the teacher about the active children in the class. There were some active students there, yet the writer chose the child who has more words in

her utterances. After the child was chosen, the writer observed from the beginning of the class at 07.30 until 08.30 a.m. before break time. The writer observed any moment when she communicated with her friends and her teacher. Sometimes, the writer asked Putri short questions so that she could utter some verbs.

After the observation, the writer began to listen, record, and take notes on what the child said. The aim of this step is to get sentences that include the verb. The writer focused only on the verb that has affixes. As mentioned above, the duration of study's activity in class is 60 minutes per day from Monday to Thursday and the writer observed for 60 minutes a day for a month. The writer collected the data from 22nd April until 28th May 2014

After the verbs were collected and listed, the writer separated the verbs since some verbs might be attached with either Javanese affix or Indonesian affix. The third step was the writer took a note on the sentences with affixed verb uttered by the child. The writer did not merely take the affixed verb, but also the sentences in order to find out the context. The aim of this step is to identify the meaning of the affixed verb which is meant by the child since she combined some Javanese affixes in Indonesian verb.

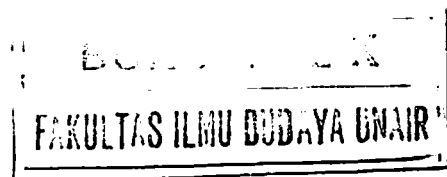
3.4 Technique of Data Analysis

In analyzing the data, the first step was that the writer transcribed what the child has uttered and listed the affixed verb. Then, the writer separated the affixed verb into Indonesian affixed verb and combination of Javanese affix and

Indonesian verb. This is done because there were some verbs combined with Javanese affixes that were uttered by the child.

In the next step, the affixed verbs were classified into the kind of affixes such as *meng-*, *ber-*, *ter-*, *per-*, *di-*, *-an*, *-i*, and *-kan* according to affixes theory by Alwi et, al. (1998). After that, the writer began to identify the meaning of the affixed verbs based on literature review and compared them with the meaning of the child's affixed verb. To understand the meaning of affixed verb uttered by the child, the writer also noted the sentences in order to know the background that forms the meaning of affixed verb. The aim of comparing two meanings is to know the appropriateness the use of affixed verb by the child.

The writer explained about affixed verb which is frequently used by the child. Then, the writer interpreted the finding that has been found. This analysis is done to get the description of morphological acquisition of a five-year-old kindergarten student. Furthermore, the writer revealed the result of analysis descriptively.



CHAPTER IV
DISCUSSION