CHAPTER 3

Method of the Study

3.1. Research Approach

This writer of this study used descriptive qualitative method because by using a descriptive qualitative method, she can explore more about the teaching English vocabulary to kindergarten students using videos. According to Ary (1972), descriptive method is conducted to describe a situation and what exist in the time of study in order to get information.

In the sense of descriptive study, this study attempts to describe use of videos to teach English vocabulary for kindergarten students in Surabaya.

3.2. Population and Sample

Purposive sampling is to take some groups which have certain characteristics and requirements that relate with the characteristics of the population (Hadi, 1987). The population of this study is five years old children in PAUD Anak Ceria Surabaya who are in the kindergarten school. The sample of this study is group class of TK.A and TK.B that consist of 34 kindergarten students. The writer chose five years old students as the participants because young children are usually full of enthusiasm and energy, and the language lesson will be full of variety and changes of activity. In this research, purposive sampling was used to choose the sample.

3.3 Technique of Data Collection

A technique of data collection is a process in which primary data are obtained for the research's purpose. The techniques of data collection used in this

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study were observation and recording. Before conducting data collection and observation, the writer identified the kindergarten school to be chosen and interviewed the teacher for information about learning English process in daily activities in the classroom. The kindergarten has two classes, TK.A and TK.B, which consist of 34 students. The media used in the teaching-learning process in the classroom are pictures, whiteboard, and games.

To collect the data, the writer did participatory observation to the classroom activities for the teaching and learning English vocabulary process through videos. The tools used in the observation of the teaching and learning English vocabulary were laptop, speaker, hand phone for recording, and video from YouTube. The video has two until three minutes duration and has pictures, song and vocabulary. The students were divided into 2 groups of classed, TK.A and TK.B. There were 15 students of TK.A and 19 students of TK.B with the same seat. The videos were used by the teacher in teaching vocabulary. The teachers guided the students to watch and listen to the singing of the song in the video, and listen to the speaker's vocabulary. At the same time, they also saw the picture of the words presented. For this video, the teacher taught about the alphabet, animal, and color, and all students repeated to spell the letters together. After all the students repeated spelling, the teacher asked every group to spell those words together, and finally every student repeated spelling the letter by themselves. At the same time, recording camera was used during the process of teaching English using video in the classroom.

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3.4 Technique of Data Analysis

In detail, the techniques of data analysis are identifying the ways teacher taught English vocabulary to kindergarten students in the classroom through videos for the learning English and identifying the students' verbal and non verbal responses to the teaching English vocabulary process in the classroom. Verbal responses are talking with speaking a word. For example, sounds, tone, loudness, oral. A non verbal response is behavior, talking without speaking a word that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Finally, the writer drew a conclusion based on the data of the research about teaching English vocabulary to kindergarten students in Surabaya.

Based on the observation and the recording of the observation, the students were interested in watching videos. They enjoy the lesson very much when they watched and learned English in the classroom. The students were active to give responses, repeated what they have learnt, and were encouraged them to give direct feedback.

CHAPTER IV
FINDING AND ANALYSIS