

CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

In this study, the writer used qualitative approach. The reason is that the term qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. Mason (1996) pointed out that qualitative research certainly does not represent a unified set of techniques or philosophies and indeed has grown out of a wide range of intellectual and disciplinary traditions. There are wide variety of different techniques used in the collection of qualitative data methods including Ethnographies, interviews, diaries/journals, case studies and observational techniques. The writer chose observation technique as this tool can be used to conduct the research for gathering the data about the way flashcards are used in teaching English Spelling and the advantages of using flashcards in teaching English spelling to kindergarten students. Mason (1996) noted observation usually refers to methods of generating data which involve the researcher immersing (him or herself) in a research setting and systematically observing dimensions of that setting, interactions, relationship, actions, events, and so on within it (p.60).

3.2 Population and Instrument

The observation took place at Theresia Kindergarten School. The reason of choosing this school due to the teacher uses flashcards as the teaching aid to teach English spelling and vocabulary in the classroom. The location of this school is at Kaijudan street no. 25-33 Surabaya. The students' age is 5 years old in average. English subject schedule is on Friday and the number of the students B1 class is 16 students. The writer used camera digital as the instrument to help her record the data. In addition, Observation Form as the main instrument to arrange every stage during the observation. This is one way to get better result naturally.

3.3 Technique of Data Collection

In taking data for the study, the writer conducted a pre- observation session with the English teacher and did an observation in the TKB1 classroom. Before the pre-observation, the writer went to the academic of the Faculty of Humanities to get a permission letter for doing the observation and give it to the Headmaster of Theresia kindergarten school Surabaya. It was used to get the official permission from the school. The writer has three procedures to collect the data as follows:

In the first stage, the writer did a pre-observation session by visiting the school in order to prepare for the observation and getting more information about the English teaching in this school. In this stage, the writer met the school headmaster in order to get permission to do this study in that school. In this school has four classes such as TKA1, TKA2, TKB1 and TKB2. The writer also met the English teacher of each class and has an informal discussion about their

class. From this stage, the writer knew the information about the profile of each class that is class TKA1, TKA2, TKB1 and TKB2. From this discussion, the writer decided the class that using Flashcards in teaching spelling.

After doing the pre-observation session, the writer conducted the observation in B1 class for 6 meetings. It was caused by teacher used Flashcards in teaching English spelling for 6 meetings at that time in the classroom. The writer wanted to ask the English teacher some question about: what kind of flashcards do the teacher used, the teacher's techniques in showing the flashcards; how flashcards are used in teaching spelling and students' responses being showed the flashcards. In this stage, the writer conducted the observation in the B1 class for two months. In addition, the observation did in this school for once a week with the time allocation 1x 45 per week.

Before the observation, the writer prepared observation form, the camera digital and notebook to record the class activities and note some information that the writer found in the classroom including the use of flashcards in teaching spelling in the class. During the observation, the writer recorded the English class activities. The writer sat separately from the students in order to make them stay focus to the lesson. In addition, as the teacher's information about B1 class; all students never feel different although there was one or more people inside the classroom. They still looked comfortable, relaxed and behave like no one ever visit this class. This was also an indication that natural condition come up in this class without any instruction or rules. Sometimes, the writer walked along the sides of the classroom to see students' responses to the flashcards. The main

instrument was an observation form but sometimes the writer looked at the recording and notebook to complete the data in observation. In short, the procedures to collect the data are:

1. Getting the permission letter for doing the study and give it to the headmaster of Theresia kindergarten School from the academic of the Faculty of Humanities;
2. Doing the pre-observation session to the TKB1 and having an informal discussion with English teacher;
3. Doing an observation in the TKB1 class.

3.4 Technique of Data Analysis

In this study, all the data obtained through observation from 1 to 6 in B1 class by using observation form, recording and notebook. During the observation, the writer used main instrument by using observation form. In addition, the writer sometimes used recording and notebook to complete the data required in the observation form. After all the data collected in observation form, the writer organized the observation form 1 to 6 in orderly.

In describing the data, the writer described the finding of observation in three stages; presenting vocabulary, practice spelling and production in spelling test. In presenting the vocabulary, the writer described when teacher showed the words by using flashcards to the students and the student's response in the class. In practicing spelling, the writer explained when teacher explained each word with spelling by using flashcards. In production stage, the writer explained when teacher invited all students to write the word on the whiteboard.

In analyzing data, the writer analyzed all the finding of observation in each stage based on the theory. In addition, the writer was also analyzed in every stage from the vocabulary presentation, practicing spelling and production stage.

In interpreting the data, the writer explained the finding of observation from 1 to 6 based on those three stages by using Flashcards. In this part, the writer analyzed each of the observation by following these three steps:

- 1. Organizing the observation form.**
- 2. Describing and analyzing the data based on the observation form.**
- 3. Interpreting the data.**

CHAPTER IV

DISCUSSION

