

CHAPTER III

RESEARCH METHOD

A. Research Design

A qualitative descriptive method was used in this study to gather information about the teaching techniques at Santa Maria Banjarmasin Kindergarten used when teaching English vocabulary and what challenges the teacher at Santa Maria Banjarmasin Kindergarten experienced when teaching English vocabulary using that technique. Qualitative research investigates a topic and provides a deeper understanding of the underlying phenomena (Creswell, 2012).

Qualitative research fits this research because this research uses inductive analysis to identify phenomena that occur in real time. In addition, researchers are facilitated to analyze and explain data by using descriptive methods for research. Meanwhile, Sugiyono (2005) defines the descriptive technique as "a method used to describe or analyze research results without reaching any broad conclusions." This type of descriptive study is used to describe real-world events and the circumstances under which they occur.

The phenomena under investigation are related to approaches for teaching English vocabulary to kindergarten kids at Santa Maria Banjarmasin. The descriptive method is a search for facts with proper interpretation through data collection to validate the existence of any techniques employed in this research to teach English vocabulary to children at the Santa Maria Banjarmasin Kindergarten.

B. Research Setting

This research took place at Santa Maria Kindergarten Banjarmasin in a classroom located on Jalan Rantauan Timur I Rt. 32/RW.2, Kelayan Baru, South Banjarmasin, Banjarmasin, South Kalimantan. The reason for choosing this location is because researchers are interested in using English vocabulary teaching techniques to early childhood as school extracurriculars and taught in class as learning and playing activities at Santa Maria Kindergarten, Banjarmasin. The choice of this location is because the teaching of English for kindergarten is still relatively small.

Santa Maria Kindergarten Banjarmasin has been well-known for teaching English for a long time, so the researcher decided to conduct a study to identify what techniques are often used in teaching English, especially vocabulary content. In addition, this research is useful as a provision that must be prepared by teachers in facing various challenges in teaching English vocabulary to early childhood. It is hoped that this research will later become a reference for any school if they wish to apply teaching English vocabulary to early childhood.

C. Participants

The participant in this study was a teacher and 65 students of Santa Maria Kindergarten of classes A and B. Class A consisted of 2 classes, namely class A1 with 17 students, class A2 with 14 students, and class B consisting of 2 classes with 17 students each. student. 65 students. Researchers focused on observation to ensure the use of English vocabulary teaching techniques as well as the challenges

faced by teachers at TK Santa Maria Banjarmasin when teaching English vocabulary.

D. Technique of Data Collection

According to Sugiyono (2013), data collection strategies are the most appropriate phase of research because the primary goal of research is to collect data. The researcher employed observations, interviews, and documents to collect data about different types of techniques and teacher obstacles in teaching English vocabulary at Santa Maria Kindergarten Banjarmasin. Data collection techniques are carried out within 2 weeks with an allocation of 15-30 minutes with a total of 2 meetings, namely the first weeks of observations, 2 meetings and once for each class and the last week of the interview and collecting data.

1) Observation

The observation method used is direct observation in the field, by observing and recording and collecting data on all behaviors and activities carried out by all components. What is meant by "collection" is the process of collecting data (Sukmawati et al, 2020). The researcher made observations by looking directly at and naturally the activities in the class, without the intervention of the researcher. Researchers conducted observations at 2 meetings, and once for each class.

Researchers observed classes A and B with an average age of 4-5 years with a total of 65 students. The observation lasted for 15-30 minutes by observing English learning activities in accordance with the English vocabulary material activities in class. This observation is a passive observation where the researcher only monitors the situation and is not involved in the activities in it. Aside from attending the class

and taking critical study notes, the researcher also visually captured the English vocabulary acquisition exercises in class.

2) Interview

According to Moleong (2013) interviews are conversational activities has a defined aim carried out by both parties, namely the interviewer and the individual being questioned. As a source of support for data gathering, researchers conducted interviews with teachers at school after English sessions were completed to confirm the data acquired from observations. The researcher asked important questions concerning the teacher's problems in teaching English utilizing the tactics used in class during the interview. Handphone were used to record interview, and tools such as paper and pen were used to collect qualitative descriptive data to validate, explain, and complete data collected from observations.

1) Documentation

The purpose of documentation is to provide researchers with further information about the object under study. Therefore, this research requires the use of supporting tools such as documentation. In this documentation, the researcher collects documents in the form of books and the contents therein which become teaching materials or references for teachers in teaching English vocabulary to students. The document is divided into 2, namely books for class B and books for class A. These books have different targets and materials according to the children's abilities at their age. Class B books tend to contain vocabulary around them, while class A books focus more on spiritual songs and prayers as their initial preparation for the next class.

E. Data Analysis

Data analysis is defined in qualitative research as the act of searching for and compiling interview transcripts, observation notes, or other non-textual resources obtained by researchers in order to achieve a deeper knowledge of the phenomenon. Data analysis, according to Miles, Huberman, and Saldana (2014), consists of three activities: data condensation, data display, and drawing/verifying conclusions.

1. Data condensation

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and altering the data that appears in the transcription's written field notes. Data amplification is referred to as condensation. In the previous model using the term reduction which means reducing data. Whereas in condensation data is not omitted but summarized, paraphrased, or combined with other data (Herviani et al, 2018). Because of the massive amount of data and the complexity of the data, data analysis through the reduction step is required. This stage is used to determine whether or not the data is relevant to the final goal.

2. Data display

In board terms, the display is a well-organized, condensed collection of information that enables for conclusion drawing and action. The data display is organized in a logical and easy-to-understand manner, enabling for the formation of conclusions. Qualitative data can be presented in the form of narrative prose, matrices, graphs, networks, or charts. The generated data is sorted and organized in a relational pattern by the data presentation, making it easier to grasp (Sukmawati et al, 2020).

3. Drawing and verifying conclusions

The last phase in qualitative data analysis methodology is conclusion drafting and data verification, which is performed to ensure that the results of data reduction still relate to the analytical objectives to be achieved. This stage aims to determine the relevance of the received data by looking for links, similarities, or differences in order to draw conclusions as solutions to existing problems. Verification is intended to make the assessment of the data's appropriateness with the goal stated in the analysis's basic concept more precise and objective. The preliminary conclusions are still subject to change if no solid evidence is found to justify the next data collection. (Sugiyono, 2016).