3. Methodology

3.1 Approach

Although I use quantitative data to find out what kind of signals is used more frequently and how effective the signals are in the form of percentage calculation table, in fact my study emphasizes more on qualitative-descriptive research since it explains the kinds of signals used and the possible reason why it is considered as an effective signal or not. And this straightforwardly makes the readers get a clear imagination on how important the signals are. I used this approach since the data is taken from kindergarten classroom and occurs in the natural classroom setting.

Moreover, I describe the situation in detail in order to help the readers understand the context of the conversation. I also use inductive approach, since I collect the data, analyze them in detail, draw a general conclusion from the finding.

3.2 Methodology of Data Collection

3.2.1 Subject

The subject is a kindergarten teacher, young woman in her twenties, graduated from a reputable university with teaching experience of minimum 1 year who teaches Thursday classes, and also the kindergarten students.

3.2.2 Instruments

The research was done by observation and therefore the researcher was in the classroom to videotape the on-going conversation. The researcher is the key instrument in this research since the researcher or the writer herself collected and analyse the data from the survey.

3.2.3 Procedure

1. I taped classroom conversations taking place in three days of the same subject taught by the same teacher: 11 March, 13 March and 20 March 2003

2. I played the video of those three tapes over and over again, to decide the one to be used

3. I chose one video which I considered to have a lot more signals used than others, which is 11 March's video

4. I transcribed the verbal data in papers and then I watched the video once again to add the nonverbal signals that appear along side the conversation.

3.3 Method of Analysis

Having finished with the data transcription, I analyzed them using some steps as follows:

1. Identifying the teacher's utterances

2. Classifying the teacher's utterances that contain feedback, turnover signals, and bracket signals into whether verbal or nonverbal classification.

3. Putting the results of activity number 3 into tables. There are 3 main tables: feedback, turnover signals, and bracket signals. Each signal will be noticed in verbal and nonverbal signals.

Table 1. Feedback

Feedback	Number of Occurrence
100!	

Yes	
Good	
Okay	
Very good	
Smiling	
Facial Expression	
Thumbs Up	
Intonation:	
Total	

Table 2. Turnover Signals

Turnover signals	Number of occurrence
Okay?	
Apa?	
Question: One hundred berapa? Becak siapa yang naik?	
Facial Expression	
Smiling	
Total	

Table 3. Bracket Signals

Bracket Signals	Number of occurrence
Intonation	
Okay...	
Total	

4. After having finished with the 3 main tables, the writer classified each tables into two parts which are verbal signals table and nonverbal signals table. This is made in order to show the readers even clearly the comparison of the more frequently used signals.

Table 1. Types of Feedback

Verbal Feedback	Frequency	Total
100!		
Yes		
Good		
Okay		
Very good		
Non Verbal Feedback		
Smiling		
Facial Expression		
Thumbs Up		
Intonation:		

Table 2. Types of Turnover Signals

Verbal Turnover Signals	Frequency	Total
Okay?		
Apa?		
Question: One hundred berapa? Becak siapa yang naik?		

Nonverbal Turnover Signals		
Facial Expression		
Smiling		

Table 3. Types of Bracket signals

Verbal Bracket Signals	Frequency	Total
Okay...		
Nonverbal Bracket Signals		
Intonation:		

5. After having finished with the tables, the writer then calculated the percentage of the signals using the following formula:

$$\frac{\text{Signals used (verbal/nonverbal)}}{\text{All signals appear in each type}} \times 100\%$$

This percentage was shown in order to show the direct comparison of the signals used in a form of diagram.

6. The effectiveness of the signals depends on the responds of the students. If the students give a positive respond towards the teacher's feedback or signals, then it will be considered as an effective one. On the other hand if the students give negative respond, the signals used will be considered as an ineffective feedback or signals.