

CHAPTER III

RESEARCH METHODOLOGY

The purposes of this chapter are to describe the method used to conduct the study and the subject that would be studied. This study would be done in line with rules and procedures. This chapter explains the research design, the subject of the study, setting, the sources of the data and the data of the study, research instrument, and data collection technique and data analysis.

3.1 Research Design

This research is conducted to seek the answer of the research problem. This research deals with applying the use of mind mapping to teach speaking to the eighth graders of SMP YIMI “Full Day School” Gresik. It tries to answer the question of mind mapping is used to teach speaking to eighth graders of SMP YIMI “Full Day School” Gresik and the implementation of mind mapping is used to teach speaking to eighth graders of SMP YIMI “Full Day School” Gresik.

In this study the writer will use descriptive qualitative. McMillan (1992:9) states that qualitative is to focus on understanding and meaning through verbal narratives and observations rather than through number. So the writer only observes the teaching learning process in the class in a natural setting. He does not take part in the teaching and learning activity in the classroom. During the observation, the writer tries to describe what exist and what happen when the

teacher uses the strategy in the classroom and by the end of the observation or meeting. He analyzes the data (observation and interview) in the next chapter.

3.2 Subject of the Study

The subject of the study is English teacher at SMP YIMI “Full Day School” Gresik. Before conducting this study, the observation has been done by the researcher. This study took at this school and the eighth grade students because mind mapping has been applied in this school and the English teacher who teaches in the eighth class. The observer chooses the teacher as subject based on consideration that teacher is good in English written and orally. Furthermore, he is active to join seminar and also he has experiences more than eight years.

3.3 Setting

The study is conducted in SMP YIMI “Full Day School” Gresik. It is located at Jl. Jaksa Agung Suprpto No. 76 Gresik. The writer chooses this school because some considerations. The students come from all levels background and the students had different level ability.

3.4 Data Collection Technique

In conducting this study, the researcher uses three kinds of data collection techniques. They are:

3.4.1. Observation Technique

To get the specific data the researcher will use observation and it is used to gain some important information about what happen in the class room during teaching-learning speaking activity from beginning up to the end. Observation form helps the researcher to get the information about the process of teaching-learning activity and it is used in every meeting.

“Observational data are attractive as they afford the researcher the opportunity to gather, live data from live situation. The researcher is given the opportunity to look at what is taking place in situation rather than at second hand” (Patton in Cohen, Manion & Morrison, 2005, p. 305)

3.4.2. Interview Technique

“The use of the interview in research marks a move away from seeing human subjects as simply manipulative and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations” (Kvale in Cohen, et al, 2005, p. 267).

Based on the statement above, the researcher uses the interviewing technique as a triangulation technique because “it can assist the researcher to generate reliable evidence. There is a risk that observations will be selective, and the effects of this can be attenuated by triangulation” (Cohen et al, 2005, p. 310) and make sure the data are reliable from observation technique.

The researcher decides to use interview guide approach for interviewing the English teacher. Patton in Cohen et al (2005) “topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and working of questions in the course of the interview” (p. 271)

This kind of interview has advantages as stated by Patton in Cohen et al (2005) “the outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. Logical gaps in data can be anticipated and closed. Interviews remain fairly conversational and situational” (p.271)

The researcher conducts interview to the English teacher about how to apply mind mapping strategy in the class. The focus of the interview is about the implementation of mind mapping in teaching speaking in the class.

3.5 Data Collection Instruments

Instruments take an important role to get the data of the study. Fraenkel and Wallen (2006) stated “the whole process of preparing to collect data is called instrumentations. It involves not only the selection or design of the instruments but also the procedures and the conditions under which the instruments will be administered” (p.111)

The main instrument to collect data is the researcher himself. It is because the researcher is able to absorb all the information and sensitive to what happen in the field.

3.5.1. Depth Interview

“The purpose of interviewing people is to find out what is on their mind, what they think, or how they feel about something” (Fraenkel&Wallen, 2006, p. 455). The researcher uses Interview as a tool to gain the data. The data are the use of mind mapping to teach speaking.

The researcher has an interview section with the English teacher to know the use of mind mapping to teach speaking, the problem that is faced, and how to solve the problem.

3.5.2. Video Camera

The writer takes the process of teaching speaking by using video camera to know the activities from the beginning until the end of teaching learning process in the classroom.

3.6 Data Collection Procedure

In this study, the researcher will collect the data by himself and he has direct contact with the subject of the study. Patton (2002) stated “the researcher has direct contact with and gets close to the people, situation, and phenomenon under

study; the researcher's personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon” (p. 40).

The data will be collected by some steps. The first step is the researcher makes an observation by joining the class. The researcher records the activities done by both the teacher and students. According to Fraenkel and Wallen (2006) “certain kinds of questions can be best answered by observing how people act how things look” (p. 449)

Here, the researcher directly observes the classrooms activity as non participant observer while they are undergoing in speaking action. According to Fraenkel and Wallen (2006) “in a non participant observation study, researchers do not participate in the activity being observed but rather "sit on the sidelines" and watch; they are not directly involved in the situation they are observing” (p. 450).

The second step, the researcher has depth interview sections with the English teacher. The researcher wants to know about the implementation of mind mapping to teach speaking.

3.7 Data Analysis

In this study, the researcher will conduct three steps to analyze the data which consists of; data reduction, data display and drawing conclusion. It is supported by Miles and Huberman (1994) “We define analysis as consisting of three concurrent flows of activity: data reduction, data display and conclusion

drawing/verification” (p. 10). The researcher explores each data analysis steps in more depth as he proceeds below.

3.7.1 Data Reduction

In data reduction, researcher gets that English teacher applies mind mapping in teaching speaking because he wants to enhance the student ability in speaking. For its implementation, the first time the teacher opens the class and activates students’ background knowledge before explaining material to the students, and then he tells the students about the purpose of learning goal. After that teacher gives the explanation about the descriptive text. Then, teacher tells the students the procedure of making mind mapping. He makes a keyword and associates it in some branches which are related to the topic. Then, teacher also gives feedback and evaluation in the end of the lesson. Besides that to make students more interest teacher also uses some medias and does some modification in teaching learning process in every meeting.

3.7.2 Data Display

The first data display comes from depth interview with the teacher. Extended text is used to display the data from interview transcription in order to be understood clearly by the readers.

The second data display shows the step of using mind mapping to teach speaking in the class room.

The researcher will display the steps of teaching speaking by using mind mapping and show the script of teacher and student's performance.

3.7.3 Drawing Conclusion

The last step in analyzing data is drawing conclusion. The writer will do the first analysis from depth interview. This conclusion is aimed to give clear visualization how the mind mapping used in teaching speaking. He also compares his research finding to the previous study in order to find out the best way in implementing the mind mapping in the classroom.

The second analysis which will be done by the researcher is from depth interview tool.

The data from two research tools analyzed based on the fact and the researcher's interpretations. The two tools that the researcher used in conducting this research will answer all the research questions, find the conclusion, and formulate them into the result of discussion.