CHAPTER III

RESEARCH METHODOLOGY

This chapter includes the discussions of (1) Research design, (2) Research location and subject, and (3) Research procedure.

A. Research Design

The design of this research is *Descriptive Qualitative Research*. This research conducted by means: Class Observation, Interview to the teacher, Questionnaire and Documentation. Class Observation and interview to the teacher are related to the conditions of mind mapping implementation in teaching speaking process. Questionnaire related to the students' consideration of mind mapping. Then, the documentation involves lesson plan and syllabus, have a function to know the material used.

Descriptive Research aimed to explore and clarify a phenomenon or social reality, by describing such variable which is referring to problem and unit researched. Problems discussed in this research are: Background of Research Problem, Problem, Objectives, Scope and limitation, Definition of Key Terms and Significance.⁴⁹

In conducting this research, the researcher was act as non participant observer who observed the implementation of mind mapping in teaching speaking process at RSBI class SMA Negeri 1 Sidoarjo. Further explanation about it, will be discussed at Data Collection later.

⁴⁹ Faisal, Sanapiah, "Format-Format Penelitian Sosial", Jakarta: Raja Grafindo Persada: 2007, p. 20

B. Research Location and Subject

This research conducted at SMAN 1 Sidoarjo, which is located on Jenggolo 1 Sidoarjo. The subject of the research is the first grade students of RSBI class, X-1 in academic year 2008/2009 with number of students, 28 students. An English teacher, who handles this class, also was being a subject of this research.

The reasons why the researcher conducted this research here are: because RSBI class has sufficient proficiency to conduct successful teaching speaking, such as good English ability and talent. In addition, mind mapping applied here as a means to build a successful teaching, especially speaking skills.

C. Data

The data of this research consist of three. First, the finding of materials used in teaching speaking skills using mind mapping at RSBI class SMA Negeri 1 Sidoarjo, which were getting by syllabus and lesson plan. Second, the finding of the implementation of teaching speaking using mind mapping at RSBI class SMA Negeri 1 Sidoarjo which were getting by class observation, questionnaires, and interview to the teacher. And third, the finding of problems arouse during teaching and learning process of speaking using mind mapping at RSBI class SMA Negeri 1 Sidoarjo which were also getting by class observation, questionnaires, and interview.

1. Data Collection

a. Instruments

There are fourth instruments to collecting the data. First is, documentation related to lesson plan and syllabus. Second is, non participant observation that focused on the teaching and learning activities while using mind mapping. Third is, interview to the teacher, and fourth is questionnaire to the students.

b. Instruments Guidance

- The researcher observes the materials used in the teaching speaking using mind mapping through the available documents such as: Lesson Plan and Syllabus.
- 2. The researcher conducted non-participant observation during the teaching process took place. She, and her partner as passive observers, did not involve their selves into the situation being observed.
 - The observation was done for 2 meetings to get the data related to the implementation of mind mapping in teaching speaking. It focused on the teaching activities happened during the teaching and learning process. Then, students' action, their ability to respond to the teacher's explanation was also being observed. The observation checklist form is supported with field notes to record the information thoroughly.
- 3. The researcher conducted unstructured interview to the teacher who holds X-1 class. The questions were around the teaching and learning process, and the

advantages of using mind mapping in teaching speaking based on her perspectives.

4. The research also used students' questionnaire to support the above data.

2. Data Analysis

Analysis involves regulating the data, finding what is prominent and take a consideration what will be showed as a result. The data of the study were analyzed qualitatively by using descriptive analysis. The steps of data analysis process after data collection consist of:

- 1. Describing the materials used, whether or not it's relevant to used in teaching speaking.
- 2. Describing the activities that teacher and students did in the classroom during the teaching and learning process. It was involved the teacher's act of teaching while using mind mapping and the students' responses.
- 3. Describing the problems activity in the teaching learning process and the advantages of using mind mapping in teaching speaking skills.
- 4. Writing conclusion of the research result and recommendation of most prominent discovery which can be continued for other research.