CHAPTER III

RESEARCH METHODOLOGY

Talking about research method, it is an important thing in scientific research. In this chapter, the researcher discusses and reviews research methodologies that are used in this study. First, it discusses about research design and continues to setting and subject of the study. Then, it discusses about data of the study, source of data, data collection technique, instruments of the study, and data analysis technique.

A. Research Design

To answer the question which has been stated in the problem statement, the researcher uses descriptive qualitative method. Descriptive research is research which is directed to give symptoms, facts or evens in systematic and accurate, about the nature of a particular population or region¹. Sugiyono also stated that qualitative methodology is research methodology that uses the researcher in natural object condition². It was concerned with the process and meaning which was important part of the qualitative approach.

Therefore, descriptive qualitative was considered as most suitable design to use during teaching learning process. This research used non participant observation because the researcher did not take a part while the teaching learning process was arising. The researcher observed the teacher's perception and teachers' understanding about mind mapping in teaching learning process.

Yatim Riyanto, Metode Penelitian Pendidikan Kualitatif dan Kuantitatif, p.170

² Sugiyono, 2009. Memahami penelitian kualitatif. (Bandung: Alfabeta), p.1

This research has been purposed to know the situation and characteristic of the subject. It is based on the problem of the study. So, the writer does not add and reduce anything for the process. The writer observes the teaching-learning process in the class then describes the data based on observation by using observation checklist, interview guidelines, and questionnaire.

B. Object of the study

Object of the study is each person or participant in the study that is observed.³ The object of this study was the English teacher. There were two schools, SMAN 2 Sidoarjo and SMA Islam Sidoarjo. There are five teachers in SMAN 2 Sidoarjo and there are four teachers in SMA Islam Sidoarjo. In this research, the researcher only took one teacher as sample in each school. It was conducted on 8th august until 22nd august 2014.

C. Setting of the study

The writer focused at some schools, they were SMAN 2 Sidoarjo and SMA Islam Sidoarjo. The schools use mind mapping technique for teaching English. The teachers of the schools assume that students will gain the lesson well.

The distance between SMAN 2 Sidoarjo and SMA Islam Sidoarjo is not close. So, they were unrelated to teach the same materials of the lesson to the students.

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³ Suharsimi Arikunto. Prosedur Penelitian Suatu Pendekatan Praktek. (Jakarta: PT. Asdi Mahasatya) P. 131

D. Data and Source of Data

Based on the problem of study, this research used a qualitative data. Qualitative data was taken from observation and interview with the English teachers of SMAN 2 Sidoarjo and SMA Islam Sidoarjo. Furthermore, data of the study is focused on the teachers' understanding about the concepts of mind map and teachers' perception on mind mapping strategies.

E. Data collection technique

The data of the research was qualitative data. "It assumes that human behavior is context bound-that human experiences take it's meaning from and, therefore, is inseparable from social, historical, political, and cultural influences". It means that qualitative data takes data trough human behavior and human experiences. The data was taken during teaching—learning process at SMAN 2 Sidoarjo and SMA Islam which was focused on the teacher's perception on mind mapping strategies with different learning styles. There were two steps applied by researcher in collecting the data. They are:

1. Observation

The researcher observed teaching-learning process in SMAN 2 Sidoarjo and SMA Islam Sidoarjo to provide information and description of mind map use in the class. The researcher observed to know teachers' understanding of mind map concept. In the observasion checklist, researcher include Buzans' classification about procedur and principle of teaching by using mind map

⁴ Donald Ary, Introduction to Research in Education (USA: WADSWORTH CENGAGE Learning, 2010) 424

technique as indicator to know teachers understanding about the concept of mind map. The researcher has observed teachers from SMAN 2 Sidoarjo and SMA Islam Sidoarjo 4 times, twice for each teacher. Observation was conducted on 8th august until 22nd august 2014.

2. Interview

The researcher interviewed the teachers to know their perception about mind map. Interview was done once for each teacher, interview was done at at the same date with second observation for each teacher. The researcher took note for every information from teachers' answers. Their answer then analyzed to get result of the research.

F. Research instrument

Instrument can be defined as a tool that researcher used in collecting the data. There were four instruments used in this study. Those instruments were described as follow:

1. Observation checklist

Observation checklist was used to gain the information in the classroom during teaching-learning activities especially focused on the teacher's understanding on mind mapping concept.

The researcher used checklist when observing the teaching-learning process to get the complete data. Researcher uses Buzans' classification about procedur and principle of teaching by using mind map technique as indicator to know teachers understanding about the concept of mind map.

2. Interview guidelines

The researcher used interview guidelines to answer the statements of problem in this study. The researcher interviewed the English teachers to complete the data about teachers' perception on mind mapping.

G. Data analysis

In analyzing data, the researcher presented the result of the observation, questionnaire, and interview during four meetings. The researcher analyzed everything what she saw and experienced during teaching-learning process then described them into descriptive manner. The steps of data analysis are: the result of the observation is analyzed according to the real situations and class condition during teaching-learning process, and also to know what strategies used for various learning styles in teaching.

For the result of interview, it was analyzed according to the teacher answer. The researcher interviewed teachers with some questions to gain information about the problems that he/she finds during teaching-learning process, what perception he/she uses in teaching English especially mind mapping, and the reason why he/she uses those strategies.