CHAPTER III
RESEARCH METHOD

In this chapter, primarily deals with the method of investigation that used in this research. This method was the important thing that gained the objectives of the study in order to get the data. The researcher would be applied these following methodologies as follows; setting of the research, subject of the research, research design, method of data collection (interview, observation and documentation), instrument of the study (interview list, observation checklist and documentation), and method of data analysis.

3.1 Setting of the Research

The research was conducted in the A grade of RA. Zaid Bin Tsabit Jepara. This school is located at Ngasem Sukodono Rt 21 Rw 03 Batealit Jepara.

3.2 Subject of the Research

RA. Zaid Bin Tsabit Jepara has two classes from the A grade up to B grade. In A grade has ten students and B grade has two classes. Every class has seventh and eight students.

In this research, the researcher took A grade class students of RA. Zaid Bin Tsabit Jepara. In the A grade class, English was taught one time a week. The time was divided into 30 minutes a week.

The data that used in this study was the implementation of mind mapping strategy in teaching vocabulary for A grade's students of RA. Zaid Bin Tsabit which were gained through observations, interviews, and documents. Meanwhile, the data sources used in this research were the teacher and the students of A grade in RA. Zaid Bin Tsabit.

3.3 Type of Research

In this research, the writer used a Case Study research. By using the research design, the writer presented a rich descriptive analysis of the main topic of this research. Yin (1984:23) stated that a case study research method

as an empirical inquiry that investigates a contemporary phenomenon within its real-life context.

Case Study research aimed to provide in-depth understanding of the research participants related to their experiences, thought, history, social, and material situations. The analysis was displayed in paragraph and supporting with simple qualititative data. Finally, the analysis was used to know in detailed about implementing of mind mapping strategy in teaching vocabulary for young learners at A grade students of RA. Zaid Bin Tsabit Jepara.

It could be seen that case study research investigates certain phenomenon happened through detail contextual analysis of a limited number of events, conditions, and their relationships in a certain place in temporary time. The phenomenon being investigated was related to the implemented of mind mapping strategy in teaching vocabulary for young learners at RA. Zaid Bin Tsabit. A case study was the appropriate method to be used in this study in order to find depth data toward the mind mapping strategy in teaching vocabulary held by the teacher for A group students of RA. Zaid Bin Tsabit Batealit Jepara.

3.4 Technique of Data Collection

Data is a piece of information that can be known in organized form that refers to conditions, ideas, or objects. Data collection was the process of gathering and measuring information on targeted variables. In this research, researcher used interview, observation sheet, and documentation.

a. Observation

Observation is the process of observing something or someone in order to gain certain information. In the observation needed to make scoring in the degree of scale (Arikunto, 2013: 272). Observation sheets were used to see the real activities processed in the classroom. There were two kinds of observation sheets used in this research, the first observation sheets for the teachers and the second one was for the students. The content of observation sheets was some steps to do by the

teacher and students during the implementation of mind mapping technique in teaching and learning processes.

Observation also enabled the researcher for getting more information about what was happening as long as the teaching learning process in the class, especially about how the teacher implement mind mapping strategy in the class, how the teacher exploring the vocabulary items in the class, what the media that used by the teacher to support the method in teaching vocabulary, how the students' participant in the class and how the activity in the class was appropriated with the lesson plan or not.

Table 3.1

The schedule during the Research

No.	Schedule	Activities
1.	Wed, 29th November 2017	Making sure the schedule of the observation.
2.	Wed, 3th January 2018	Conducting interview with the English teacher.
3.	Wed, 10th January 2018	Doing the classroom observation (first meeting)
4.	Wed, 17th January 2018	Showing the data that was got from interview and observation.
5.	Wed, 24th January 2018	Showing the data that was got from interview and observation.
6.	Wed, 31st January 2018	Showing the data that was got from interview and observation.

b. Interview

Interview is a direct method of data collection which is based on the interview where the interviewer asks questions to respondent. Exploring the views, experiences, beliefs, and motivations of individual participants are the aims of interview.

Interview is way to collect the data directly from the object of the research. In this research the researcher conducted interview with the teacher. It was conducted before and after doing the observation. Interview with the teacher before observation was used to know the students' problem in teaching vocabulary. Then, interview with the teacher after observation was used to know the strengths and weaknesses of using mind mapping strategy in teaching vocabulary for young learners. So it could help the researcher to make conclusion.

c. Documentations

Arikunto (2013: 274) states that documentation is an activity of collecting the data about things or variables in the form of notes, transcripts, books, newspapers, magazines, agendas, and many others. In this case, the researcher collected the data from school such as lesson plan, students' attendance list, and students' task. Thus, it could help the researcher to enrich the data to become valid data.

3.5 Technique of Data Analysis

Data analysis was an activity in reflecting the data of the action research. The reflecting steps used in analyzing whether the action success or not. The researcher used triangulation analysis in analyzing the data of the research. The data would be described as follows:

a. Reduction Data

Reduction data is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data (Miles and Huberman 1984:39). It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing data. Before the

data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose. This definition was called "anticipatory" depicted in the figure.

In this research, the researcher reduced the data through interview, observation, and documentation. The data of interview had been done to identify the students' problem, the teaching and learning process, and the strengths and weaknesses of mind mapping strategy. Then, the observation had been done to identify the teacher implementation of mind mapping strategy. It means that the observation was aimed to observe the teacher and the students' activities such as the students' participation, teaching media, exploring the vocabularies in the class, and teaching method. Then, the data of documentation would reduced strengthen of the data to become the valid data.

b. Display Data

Data display is looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding (Miles and Huberman 1984:39). By displaying the data, the researcher would be easy to understand and to analyze what happened with the data presented. After that, the researcher would begin to do the next plan of the research based on what the researcher experienced.

In this research, the researcher would show the data based on the interview and observation. The data would be shown by the analysis of the table.

c. Data Conclusion/Conclusion

According to Miles and Huberman (1984:39), the last step in analysis of qualitative data was drawing conclusion and verification. In this research, the researcher concluded the result by transcript the data had been observed.