

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The case study research method is a type of research that can answer several objects about a phenomenon, especially in the social science branch. Case study research is a form of human-based qualitative research understanding and behavior based on human opinion (Creswell, 2014). Bimo Walgito (2010), explains that the case study method is a method that aims to study and investigate something events or phenomena regarding a person, such as the life history of a person who became object of research. This research uses a case study using a qualitative approach. According to Sugiyono (2017:6), the qualitative method is to obtain data from certain natural (not artificial) places, but researchers carry out treatments in collecting data, for example by distributing questionnaires, structured interviews, and so on. Qualitative research is used by researchers to obtain data intended to compare student perception data. The purpose of qualitative research is to determine and describe research questions, select and determine the design of research instruments, determine data collection techniques and conduct research data analysis. This research aims to describe students' perceptions of contextual language learning at IKIP PGRI Pontianak.

The utilization of a case study approach in this research method is instrumental in comprehensively examining and understanding students' perceptions of contextual language learning at IKIP PGRI Pontianak. Case study research, as highlighted by Creswell (2014) and Walgito (2010), enables an in-depth exploration of specific events or phenomena, such as individual experiences within a particular context. By employing a qualitative approach, as advocated by Sugiyono (2017), the research can capture nuanced insights from natural settings, allowing for the collection of rich and detailed data through methods like questionnaires and structured interviews. This approach is particularly apt for studying complex social phenomena like language learning perceptions, as it facilitates a thorough analysis of diverse perspectives and experiences among students. Thus, the case study methodology serves as a valuable tool for uncovering the intricacies of students'

perceptions and experiences in the context of contextual language learning at IKIP PGRI Pontianak.

B. Subject

In this study, the research subjects were students of the 3rd semester IKIP PGRI Pontianak English Study Program which consisted of 4 classes, namely Class A, B, morning and A, B, afternoon. Hence, the researcher chose A afternoon class as a subject in this research, where this class there are 35 students. The selection of Class A Afternoon as the research subject was primarily due to its inclusion of students from the 3rd semester of the English Study Program at IKIP PGRI Pontianak. With 35 students, it offered a manageable yet representative sample size for the study, allowing for focused investigation into student perceptions and experiences within this specific group. Additionally, logistical considerations and scheduling availability may have influenced the decision-making process. Each student will be selected using a purposive sampling technique according to the criteria set by the researcher to become research subjects. According to Sugiyono (2017), purposive sampling is a technique for determining research samples with certain considerations with the aim of making the data obtained later more representative. Where the aim of this research is to find out what are the students' perceptions of contextual language learning among third semester students at IKIP PGRI Pontianak.

C. Technique and Tools of Data Collection

Based on (Sugiyono, 2017) research techniques can be categorized as either direct or indirect. Direct research techniques involve firsthand interaction with subjects, such as through interviews, surveys, or observations, allowing researchers to collect primary data in real-time. On the other hand, indirect techniques, like document analysis or literature reviews, rely on existing data or materials without direct engagement with the original subjects. While direct techniques provide immediate insights into specific phenomena, indirect techniques leverage pre-existing information for analysis and interpretation. Researchers often choose between these approaches based on their research questions, objectives, and the nature of the study, sometimes employing a combination of both for a

more comprehensive understanding of the research topic. This research employs questionnaires and interviews, making the technique used a direct technique.

D. Tools of Data Collection

Tools of data collection refer to the methods and instruments employed by researchers to gather information and data during a study (Sugiyono, 2017). These tools help researchers systematically collect, record, and analyze data to address their research questions or objectives. Common tools of data collection include observation, questionnaires, interviews, surveys, experiments, and archival research. Each tool serves a specific purpose and is chosen based on the nature of the research, the type of data required, and the research questions being investigated. The selection of appropriate data collection tools is crucial for obtaining reliable and meaningful results in a research study. Furthermore, this study employs observation, questionnaires, and interviews as tools of data collection.

1. Interview

An interview is an interactive method of data collection where researchers speak directly with participants or a group of participants. Interviews can be structured, semi-structured, or unstructured, depending on the flexibility of the questions. Interviews aim to gain in-depth qualitative insights by allowing participants to express their thoughts, experiences, and perspectives in their own words. The interview used in this study is semi-structured because the researcher has prepared questions in advance that will be posed to the respondents. The respondents interviewed were 7 out of the total 35 respondents involved in this study. The following are the questions posed to the respondents:

Table 3.1

Interview

No	Questions	Contextual Language Learning Components
1	What is your name?	Personal Data
2	What do you learn?	-

3	What semester are you in now?	-
4	What is your favorite subject?	The application of contextual language learning process/ classroom management and strategies
5	Based on your opinion, the seating arrangement and classroom lighting are appropriate or not?	Classroom Situation
6	If you were given homework by your lecturer, would you do it or not?	Students Motivation and Students Rules
7	Do you want to master English?	Students Motivation
8	Based on your opinion, do you have an advantage in doing assignments or homework?	Learning Goals
9	If yes, what benefits do you get?	Learning Goals
10	Do you have guidebooks such as printed books, dictionaries and other learning media tools?	Teaching Aids and Facilities
11	Do your English lectures use books?	-
12	What motivates you to want to speak English?	Students Motivation and Classroom Motivation

13	Do you have any suggestions for the benefits of contextual language learning?	Learning Goals
14	If you are an English lecturer, how do you ask your students to learn?	Teaching Classroom Management- and Method Strategies
15	As a student, what is your impression of education at the IKIP PGRI Pontianak campus, especially the English department?	Students Motivation/ Learning Goals/ Teaching Aids and Facilities

2. Questionnaire

A questionnaire is a collection of written questions designed to gather information from respondents. Questionnaires can be administered in person, by mail, or online. Questionnaires typically consist of closed-ended questions, answered by respondents in predetermined response options. The use of questionnaires aims to efficiently and systematically collect quantitative data. Questionnaires are suitable for obtaining standardized responses from large samples. They help researchers quantify trends, attitudes, preferences, or opinions. In this study, the researcher distributed questionnaires to 35 respondents involved in this research. The following is the questionnaire used to collect data:

Table 3.2
Questionnaire

No	Compnents	Code	Indicators	Questionnaire
1	Classroom Situation	CS	- Physical Appearance - Seating Arrangeme nt - Lighting and	1

			ventilation	
2	Teaching Aids and Facilities	TAF	- Books - Teaching	1
3	Teaching Classroom Management – Method and Strategies	TCM-MS-	- In handling the class and encouraging the student and responding the students' problem	3
4	Application of English Learning Process	AELP	- During the class session - After class	3
5	Student Motivation	SM	- Internal factors - External factors	1
6	Student Rules	SR	- Attention - Facial expression - Actions	2
7	Learning Goals	LG	- Comprehension	4

To test the value of this questionnaire, researchers can employ various commonly used methods of quantitative data analysis. These methods include statistical techniques such as frequency analysis, descriptive analysis, and correlation testing. Frequency analysis is used to calculate the frequency distribution of each variable in the questionnaire, providing an overview of respondents' responses to specific questions.

Descriptive analysis is utilized to present statistical summaries of the collected data, including means, medians, and standard deviations, thus offering a deeper understanding of respondents' characteristics and their responses to the questionnaire. Additionally, correlation testing can be employed to assess the relationship between variables measured in the questionnaire, aiding researchers in understanding the interplay among various aspects under investigation. By employing a combination of these analytical methods, researchers can gain significant insights into the value and effectiveness of the questionnaire in collecting relevant and meaningful data.

E. Data Analysis

Data analysis is a systematic and structured process conducted on information collected through questionnaires and interviews in a single-variable research (Ngatno, 2015). Based on Sugiyono (2017) in the initial stage, data analysis involves preprocessing questionnaire data, including checking and correcting values that may be missing or invalid. Afterward, statistical descriptions are performed using methods such as mean, median, mode, and standard deviation to provide an overall picture of the distribution of respondents' answers.

Meanwhile, the transcribed interview results are analyzed by identifying themes and main categories related to the single variable. Qualitative analysis is conducted to gain a deep understanding of respondents' perceptions and views. Conclusions from this data analysis are then integrated, allowing for comparisons between findings from the questionnaire and interviews. This process also involves linking findings to relevant literature or related theories to strengthen the validity and significance of the research results.

The results of this data analysis are integrated into the research report, which summarizes relevant visualizations and presents findings in a clear and structured manner. Thus, the data analysis in this research aims to provide an in-depth understanding of the studied single variable, describe patterns or trends, and offer insights relevant to the research questions.

