

CHAPTER I

INTRODUCTION

A. Research Background

English is a foreign language in Indonesia, especially in schools, English has become a compulsory subject to learn. English has been studied since high school and has even become an important subject at university. Especially at school, the cellphones they use, the computers they operate, and the internet they access. As a result, this English language education will bridge them in understanding what they read or what foreigners are talking about and can also develop themselves as individuals. English has an important component to learn, namely contextual language learning.

However, not everyone realizes the importance of learning contextual language. Contextual language learning is considered only as one of the regular subjects at school without further considering that contextual language learning will be useful for them as a means of further serious communication in the future or when they will take studies at a higher level. In connection with this problem, the researcher to take one of the universities in West Kalimantan, especially at IKIP PGRI Pontianak to become my research object with the title "student perceptions of contextual language learning.

Contextual language learning emphasizes the acquisition of language skills through meaningful, real-world contexts, rather than isolated vocabulary or grammar drills. This approach immerses learners in authentic language situations, such as conversations, storytelling, or problem-solving activities, where language is used naturally and purposefully (Huang, 2018). By situating language within relevant contexts, learners are better able to understand and retain linguistic concepts, as they can directly apply them to their everyday lives. Contextual language learning fosters not only linguistic competence but also cultural understanding and communication skills, as learners engage with language in its authentic social and cultural settings.

This approach encourages active participation, collaboration, and critical thinking, making learning more engaging and effective. Overall, contextual language learning promotes a holistic and integrated approach to language acquisition, enabling learners to develop practical language skills that are relevant and transferable to real-world situations.

Learning context is one of the factors needed when studying second language acquisition. As Saville-Troike (2012) points out, “one of the most important variables influencing the nature and extent to which a learner acquires a second language is the context of learning i.e. whether learning takes place in a society where a second language is productive or where a first language is used. Language is productive”. Language is seen as a medium of knowledge to transfer and share among people around the world. Through language, humans will be able to argue and express their thoughts and feelings with one another in relation to certain ideas or concepts presented. Thus, being able to communicate in a second language allows people to interact with each other and change the way they perceive things and things that happen around them. Learning English as a foreign language is a long and complicated job. The students have to really work hard to get it. Aspects of learner characteristics, linguistics, learning processes, and goals will influence learners when they want to acquire a new language. According to Huang (2018), learning a second language abroad provides more Opportunities to practice in real life situations. As a teacher, they must know the learners, their needs, backgrounds and experiences, so that learning objectives may be achieved.

Although research on second language learning or acquisition contexts is becoming more popular in second language acquisition and even less research considers intensive courses when analyzing second language learning in foreign language (Wallin, 2013). However, courses Intensive can be compared to SA contexts, taking into account the concentration of second language exposure available to the learner.

According to Mansfield & Poppi (2012), learning a second language abroad provides more opportunities to practice in real-life situations and second language skills automation. As state by Hafis (2019:210) Motivation is a construction consisting of certain attitudes and most importantly group specific, namely the attitude that the learner has towards members of the cultural group whose language is being learned.

In conclusion, contextual language learning is vital for bridging linguistic and cultural gaps, equipping learners with practical skills for real-world communication. Despite English's pervasive presence, not all recognize the depth of contextual language acquisition. By immersing learners in authentic contexts, such as conversations and problem-solving, this method fosters linguistic fluency, cultural understanding, and effective communication. It promotes active engagement and critical thinking, enriching learning experiences. Educators must adapt instruction to learners' needs, backgrounds, and experiences. Further research into intensive language learning contexts can enhance acquisition strategies and motivation, facilitating proficiency in second language acquisition.

B. Research Question

Based on the background, the research question as follows: How is Students' Perception of Contextual Language Learning to Third Semester Students' IKIP PGRI Pontianak?

C. Research Purpose

Base on the problem, the purpose of this research is as follows: How Students' Perception of Contextual Language Learning to Third Semester Students' IKIP PGRI Pontianak.

D. Scope of Research

1. Research Variable

This study uses a qualitative descriptive analysis method. According to Sugiyono (2017:53), method descriptive is a problem formulation that is relevant to the question of the existence of variables independent, either only on one variable or more (an independent variable is a variable that stands alone, isn't it independent variable, because if the independent variable is always paired with the dependent variable).

2. Research Terminology

a. Perception

Perception refers to an individual's cognitive process of interpreting and making sense of sensory information from the environment. It involves the ability to receive, organize, and interpret stimuli through the senses, such as sight, hearing, touch, taste, and smell. Perception is a complex and subjective mental process influenced by factors like personal experiences, expectations, and cultural background. It shapes an individual's awareness and understanding of the surrounding world, allowing them to recognize and respond to stimuli in a meaningful way. Perception plays a crucial role in shaping thoughts, emotions, and behavior, influencing how individuals interact with their surroundings and make sense of the information they receive.

b. Contextual Language Learning

Contextual Language Learning (CLL) is an educational approach that emphasizes the integration of language learning within real-life contexts, situations, and experiences. This method recognizes the importance of connecting language instruction with meaningful and authentic situations, allowing learners to acquire language skills in a practical and relevant manner. CLL aims to create a learning environment that mirrors the natural way in which individuals acquire their first language by immersing learners in contextual

settings. This approach often involves using authentic materials, such as texts or situations from daily life, to teach language skills. Scholars argue that contextual language learning enhances language acquisition by providing learners with a deeper understanding of language use in different contexts, improving their communicative competence, and promoting more effective language application in real-world scenarios.

E. Benefits of the Research

1. Theoretical Benefits

Theoretically, this research is expected to be useful for teachers, students and researchers in understanding what problems are experienced by students in doing contextual language learning. And also benefit from this research for other researchers, so that this research can be useful as a reference for researchers who will conduct research on the problems experienced students in contextual language learning

2. Practical Benefits

a. For the lectures

In this research, it is useful for lecturers to find problems that hinder students when making presentations using English so that lecturers can provide solutions that can help students overcome these problems.

b. For the students

Through this research is expected to be useful for students to find out whatever the problem is to them when it comes to use second language, and how they can overcome those difficulties so they can help they improve skills in contextual language learning.

c. For the researcher

In research on the problems students face in contextual language learning, the researcher hopes for the results research can be useful

to add insight to the researcher himself and also for other researchers
by providing a little description and knowledge about this research.

