CHAPTER II
STUDENTS' PERCEPTION OF CONTEXTUAL LANGUAGE LEARNING

A. Perception

1. Definition of perception

Perception, according to Stone and Neilson in (Walgito, 2010) state that perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person, object or event while Qiong (2017) proposes that perception is the cognitive process that individuals use to interpret and understand the world around them. Suyitno *et al* (2021) moreover adds that perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation. These definitions deals with the definition proposed by Lamatokan (2018) stating that perception is the process by which people organize and interpret the pattern of stimuli in the environment. These definitions indicate that perception is from a cognitive process in our mind of a human being. It does not accidentally happen, but it takes long time to perceive certain event and experiences. Someone should experience something so that a perception can be involved. If someone perceives certain situation in his/ her life, it means that he/ she recalls what has been happening in certain period in the past in the form of objects or events of his/ her experiences.

This research entitled the students' perception of contextual language learning to third semester student IKIP PGRI Pontianak aims not only to investigate the student perception of learning English but also to list and describe the student expectation of third semester student IKIP PGRI Pontianak. The student's perception and expectation of third semester student IKIP PGRI Pontianak furthermore are made and influenced by the students' experiences in learning English in their own schools for at least one year learning English. Therefore, participant third semester students IKIP PGRI Pontiana. In short, knowing the definition of perception and student perception of English learning process, will give an educator and learner a certain phenomenal of what student perceive about their context and the lecturs then can make and improve her/his teaching strategies or style in teaching to have the goal of learning.

2. **Process of perception**

In perceiving something there are several components, which are interrelated with each other, support each other, or constitute a system, so that a person is aware of being able to hold perceptions. The process of forming perception begins with capturing a stimulus from an object through the senses, then it is passed on through the sensory nerves of the brain, until finally a person can form a perception of what he receives through the senses. According to Qiong (2017) states that the three stages in the process perception include

a. Selection

This stage turns the stimulus of environment into meaningful experience.

b. Organization

This stage organizes the information from outside of in certain ways by getting meaningful patterns.

c. Interpretation

This stage interprets the meaning to who is chosen by stimulus. However, each individual person will have different perception for the same stimulus.

3. **Type of perception**

According to Mulyani (2020), after individuals interact with the object that area perceived, the result of perception can be divided into two, namely:

a. Positive perception. Perception that describe all knowledge (whether you know or know it or not) and responses that are forwarded with efforts to use it. This will be continued by being active or accepting and supporting the object being perceived.

b. Negative perception. Perception that describes all knowledge (whether you know or know it or not) and responses that are not in harmony with the object being perceived. It will be continued with passivity or reject and oppose the object that is perceived.

Thus it can be said that perceptions, both positive and negative, will always influence a person in carrying out an action. And the emergence of a positive perception or negative perception all of that depends on how the individual describes all his knowledge about an object that is perceived.

4. **Factor of perception**

Personal factors and situational factors determined these factors. According to Figg *et al* (2019), these factors were also referred to as functional factors and structural factors as follows:

a. Functional factors: These functional factors were determined by the personality and characteristics of each individual, not depending on the type of stimulant received.

b. Structural factors: These actors were caused by the presence of stimulants and the effects on nerves and individual behavior.

Perception-forming factors were also grouped by two main factors, including the following:

1) Internal factors. Internal factors were defined as factors that a person influences. According to Toha in (Figg *et al.*, 2019), those classified as internal factors included feelings, attitudes, individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, psychological disorders, values and needs, and interests motivations. Internal factors included experiences, needs, assessments, and expectations/appreciations.

2) External factors. External factors were perception-forming factors that outside one's self influences. External factors were usually also influenced by the environment. According to (Figg *et al.*, 2019), the grouping of external factors included family background, information obtained, knowledge and needs around, intensity, size, opposites, repetition of motion, new and familiar things, or unfamiliar objects. The classification of external factors consisted of outward appearance, stimulus properties, and environmental situation.

Based on expert statements it can be concluded that perceptions are influenced by internal factors such as feelings, attitudes and motivation and external factors such as family background, information obtained to knowledge possessed.

B. **Contextual Language Learning**

1. **Definition Of Contextual Language Learning**

Contextual Language Learning is an instructional methodology rooted in the idea that language acquisition thrives best when situated within authentic, real-life contexts. Developed on the principles of sociocultural theory, CLL draws inspiration from the work of Lev Vygotsky, a renowned psychologist whose influential contributions were particularly prominent during the 1920s and 1930s. Vygotsky in Widyaningrum (2013) emphasized the profound impact of cultural and situational elements on the learning process, laying the groundwork for the sociocultural perspective that resonates with the core tenets of CLL. This approach posits that language is not an isolated skill but intricately woven into the fabric of culture and social interactions.

CLL places a strong emphasis on integrating language instruction with everyday scenarios, creating an immersive learning environment. Learners are exposed to language within real-life contexts, allowing them to not only acquire linguistic skills but also grasp the subtleties of cultural norms, idiomatic expressions, and practical language usage (Bera, 2016). The contextual approach recognizes the interconnectedness of language and culture, providing a holistic and meaningful language learning experience.

Lev Vygotsky's sociocultural theory, formulated during the early to mid-20th century, underpins the sociocultural perspective embedded in CLL. Vygotsky's insights into the significance of social interactions, cultural influences, and the zone of proximal development align with the principles of CLL. The contextual nature of language learning, as advocated by CLL, resonates with Vygotsky's belief that learning is a collaborative and socially mediated process.

CLL has gained recognition for its potential to foster a deeper understanding of language and enhance communicative competence. By situating language within authentic contexts, learners not only acquire linguistic proficiency but also develop the ability to navigate real-life communicative situations. This approach supports the development of practical language skills, enabling learners to function effectively in diverse linguistic and cultural settings.

In the current landscape of language education, CLL stands as a dynamic and relevant approach, offering an alternative to traditional, decontextualized language instruction. Its emphasis on real-life situations, cultural awareness, and practical language use addresses the evolving needs of learners in an interconnected and globalized world. As language learners seek meaningful engagement with the languages they study, CLL provides a pedagogical framework that aligns with the dynamic nature of language acquisition and cultural understanding.

2. **Aspects of Contextual Language Learning**

Contextual Language Learning (CLL) encompasses multifaceted aspects that collectively contribute to a dynamic and effective language acquisition process. The following elements based on Satriani *et al* (2012) define the key aspects of CLL:

a. Real-Life Contexts

At the core of Contextual Language Learning (CLL) is the integration of language instruction into authentic, real-life situations. This aspect emphasizes exposing learners to language in contexts they would naturally encounter, fostering a more immersive and practical language learning experience.

b. Cultural Integration

CLL recognizes the symbiotic relationship between language and culture. In this approach, language is not taught in isolation but is intertwined with cultural elements. Learners gain insights into cultural norms, idiomatic expressions, and social conventions, enhancing their ability to use language appropriately in various cultural settings.

c. Everyday Relevance

The relevance of language is heightened when it is connected to daily life. CLL strives to make language learning meaningful by relating it to learners' everyday experiences. This aspect ensures that the language instruction addresses immediate and practical needs, making the learning process more engaging and applicable.

d. Practical Language Usage

Instead of focusing solely on theoretical language constructs, CLL emphasizes the practical use of language. Learners are encouraged to apply their language skills in

real-world scenarios, enabling them to communicate effectively in different situations and contexts.

e. Communication Skills

CLL places a strong emphasis on developing communicative competence. Learners not only acquire linguistic proficiency but also enhance their ability to communicate successfully. This aspect involves practicing language skills in diverse communicative situations, preparing learners for effective interaction in the target language.

f. Holistic Learning

CLL views language learning as a holistic process that goes beyond rote memorization of vocabulary and grammar rules. It considers the interconnectedness of language skills and cultural understanding. Learners engage in activities that integrate listening, speaking, reading, and writing, providing a comprehensive language learning experience.

g. Authentic Materials

The use of authentic materials, such as real texts, videos, and audio recordings, is integral to CLL. Authentic materials expose learners to genuine language use, including colloquial expressions, regional variations, and natural language patterns, contributing to a more authentic and effective learning experience.

h. Task-Based Learning

Task-based learning is often employed in CLL to enhance practical language application. Learners engage in tasks or projects that require them to use language skills in a meaningful way. This approach fosters problem-solving abilities and reinforces language learning through hands-on experiences.

i. Dynamic and Interactive Approaches

CLL promotes dynamic and interactive teaching methods. Classroom activities, discussions, and collaborative projects are designed to engage learners actively. This interactive aspect ensures that learners not only receive information but also participate actively in the language learning process.

j. Zone of Proximal Development (ZPD)

Drawing inspiration from Lev Vygotsky's sociocultural theory, CLL considers the ZPD, where learners are guided through tasks that challenge them but are achievable with support. This scaffolding approach aligns with Vygotsky's idea that learning is most effective within the learner's ZPD.

3. **Contextual Language Learning in Education**

In the realm of education, Contextual Language Learning (CLL) plays a transformative role in shaping language instruction methodologies. This approach goes beyond traditional language teaching methods by integrating language learning into real-life contexts, cultural experiences, and practical applications. Here are key ways according to Byram & Grundy (2003) in which CLL operates in an educational setting:

a. Enhanced Relevance

CLL recognizes the importance of making language learning relevant to students' lives. In an educational context, this means designing language curricula that align with students' interests, experiences, and future goals. By integrating language instruction into topics and scenarios that resonate with students, educators enhance the relevance of language learning.

b. Cultural Competence

Education is a powerful platform for fostering cultural competence, and CLL leverages this by intertwining language learning with cultural understanding. Students not only learn the language but also gain insights into the customs, traditions, and social norms associated with the language. This cultural integration promotes a more holistic understanding of the language.

c. Real-world Application

One of the defining aspects of CLL in education is its emphasis on real-world application. Classroom activities are designed to simulate authentic language use, preparing students for practical communication in diverse settings. This application-oriented approach bridges the gap between academic language proficiency and real-life language skills.

d. Task-based Learning

In educational settings, CLL often incorporates task-based learning approaches. Students engage in tasks or projects that require them to apply language skills in problem-solving scenarios. This methodology fosters critical thinking, collaboration, and effective communication—skills essential for students' academic and professional success.

e. Integrated Skills Development

CLL recognizes language as a multifaceted skill set. Therefore, educational programs adopting this approach focus on the integrated development of language skills, including listening, speaking, reading, and writing. By addressing these skills collectively, CLL enhances students' overall language proficiency.

f. Technology Integration

In contemporary education, CLL often leverages technology to enhance language learning. Educational tools, multimedia resources, and online platforms are used to expose students to authentic language materials, facilitating a dynamic and interactive learning experience. Technology integration aligns with the real-world language use prevalent in the digital age.

g. Student-Centered Learning

CLL promotes student-centered learning environments. Educators encourage students to actively participate in the learning process, fostering autonomy and self-directed language acquisition. This student-centered approach aligns with the principles of constructivism, emphasizing learners' active engagement and participation.

h. Assessment Reflective of Real-world Competencies

Assessment methods in CLL aim to mirror real-world language competencies. Evaluation goes beyond traditional tests and exams, incorporating performance-based assessments, portfolio reviews, and practical demonstrations of language skills. This approach ensures that assessments align with the practical application of language in diverse contexts.

In summary, Contextual Language Learning transforms language education by infusing it with relevance, cultural richness, and real-world applicability. By embracing CLL principles, educators create dynamic learning environments that

prepare students for effective communication and linguistic proficiency beyond the confines of the classroom.

C. Previous Related Studies

The term "previous related studies" encompasses a comprehensive examination of scholarly works, research papers, and literature that precede and relate to the current research or study. This critical review serves to identify gaps, establish a theoretical framework, and glean insights from existing knowledge. By analyzing prior investigations, researchers gain a nuanced understanding of the subject, which aids in formulating hypotheses, designing methodologies, and contextualizing the current study within the broader academic landscape. The synthesis of these previous studies, commonly presented in a literature review, plays a crucial role in steering the research toward original contributions and ensuring a nuanced understanding of the chosen field. The following are several studies that are nearly similar to the research conducted by the researcher:

1. The first is a study that has been conducted by (Suyitno *et al*., 2021) with the title "Foreign learners' perception, satisfaction, and learning outcome in learning Indonesian language". The findings revealed that the experiential-tutorial learning model was tailored to meet learners' daily communication needs. Statistical analyses indicated that the average scores for perception, satisfaction, and learning outcomes were notably high. Consequently, foreign learners demonstrated positive perceptions and high satisfaction with experiential-tutorial learning, leading to significant improvements in their language proficiency. These results underscore the effectiveness of experiential-tutorial learning as a valuable model for foreign language learners.

2. Second research was done by (Trimastuti & Chritinawati, 2021) with the title "Students' Perception of the Use Contextual Teaching and Learning to Improve Speaking Skill". Findings: According to the gathered information, students exhibited high levels of activity and motivation during various learning activities. The utilization of contextual teaching and learning was found to enhance speaking skills and create an enjoyable atmosphere in the educational process. Consequently, recommendations include: (1) the adoption of contextual teaching and learning for the enhancement of

speaking skills, (2) fostering increased student interest in the learning process, and (3) the encouragement of further research based on the study's outcomes.

3. The next research was helded by (Lamatokan, 2018) with the title "Students' Perception toward Teachers' Teaching Styles and the Use of Learning Strategies in Teaching English". The findings suggest that a significant number of students at SMA Negeri 1 Tobelo acknowledge the positive impact of their teachers' teaching styles and the use of learning strategies on their education. The students' perception of their teachers' approaches, encompassing attitudes, behavior, interaction, methods, teaching materials, and media throughout the teaching and learning process, plays a crucial role in influencing their success in developing English skills. Many students firmly believe that their English teachers play a pivotal role in shaping their academic progress, attributing their success to effective teaching. Consequently, there is a heightened awareness among students to ensure effective teaching practices that contribute to the success of their peers in learning English. Future research endeavors could employ interviews with students to obtain more comprehensive insights.

4. Last research was conducted by (Alamsyah *et al*., 2019) with the title "Students' Perceptions Toward Language Teaching Media". The findings revealed that the majority of participants inclined towards the belief that language teaching media played a crucial role in supporting their learning endeavors. Language teaching media was particularly valued for aiding in the acquisition of practical skills, especially those challenging for many Indonesian lecturers, such as speaking and pronunciation. More specifically, participants demonstrated a preference for internet-based learning. Their inclination towards internet usage was significantly influenced by factors like their mobility and job responsibilities. However, despite the preference for internet-based learning, some participants expressed reservations. They believed that the effectiveness of media usage hinged on the lecturer providing ample guidance. Additionally, concerns were raised about potential adverse effects resulting from excessive media exposure, emphasizing the importance of balance in its utilization.

   This study, titled "Students' Perception of Contextual Language Learning (A case study to Third Semester Students' IKIP PGRI Pontianak)," which employed a questionnaire as a data collection tool, shares similarities with several relevant studies.

For instance, a study by Suyitno *et al*. (2021) explored the perceptions, satisfaction, and learning outcomes of foreign participants in learning the Indonesian language. The findings revealed that the experiential-tutorial learning model was highly effective, with high levels of perception, satisfaction, and learning outcomes. Trimastuti & Chritinawati (2021) also observed students' perceptions of the use of contextual teaching and learning to enhance speaking skills. Meanwhile, Lamatokan (2018) highlighted students' perceptions of teachers' teaching styles and learning strategies in the context of teaching English. Although the research contexts differ, all these studies consider student experiences, the role of teachers, and learning strategies. Conversely, this study differs in its focus on contextual language learning at IKIP PGRI Pontianak.