

CHAPTER I

INTRODUCTION

A. Background of The Study

Now a days, as we know that English is the language of science, computers, diplomacy, and tourism. Knowing English is increasing the chances of getting a good job in multinational company with your home country or of finding work abroad. On the other hand, Indonesian learning English in formal and informal schools with the purpose to be able to communicate orally and to communicate in written, thus it make them ready to communicate with people from other countries, one important aspect of learning English is to know the cadet's perception in learning activity. Beside that, before the invention of books and the advent of formal schooling, human beings learned through direct experience. People would try something, and if it did not work and the result is not as their expectation, people would try something different until found a solution to the problem.

The researcher was interested in exploring how students perceive and experience learning, because given its current curriculum and the joint service training program, the researcher want to know how hard it is to learn English while physical exercising. In other words, the researcher also want to know and describe how they deal with the content of, and activities related to ESD. It will be discuss whether learning English interferes with the concentration in training their physically, and if English language learning is applied and used in daily life such as signals from eating, schooling, resting and sleeping.

It is claimed that the students' thinking about environmental and sustainable issues (Loughland, Reid, &Petocz, 2002; Walshe, 2008), students' emotions towards nature and the environment (Alerby, 2000; Kalvaitis&Monhardt, 2011), and students' experiences of social learning for sustainability (Wals, 2009) have given the important knowledge of some perspectives when he was learning for sustainability. However, there seemed to

be a need for more holistic investigations of students' perceptions and experiences of Education for Sustainable Development.

Another theory which is the same field was by Kolb's Learning theory and elaborate of the experiential learning cycle as well as the four stage learning styles is Kolb's Experiential Learning Theory introduction. These learning styles which are diverging, accommodating, converging and assimilating are perceived by Kolb to be helpful in aiding the mentor to develop the suitable style for the student. Experiential Learning Theory (ELT) is an applicable the theoretical foundation to investigate learners' satisfaction in classroom settings. The ELT proposed that learners' relevant prior learning experience, such as information retrieval and online interaction, are available inputs for improving learner's personal or group effectiveness (Kohonen et al. 2014).

The study about perceived experiential learning has been growing interest to Lewis (2011) indicated that perceived learning is the extent to which a certain level of knowledge obtained on the new learning recognized by students. Additionally, Alavi, Marakas, and Yoo (2002) define perceived learning as "changes in the learner's perceptions of skill and knowledge levels before and after the learning experience" (p. 406). Thus, in a blended teacher education program, it is crucial to know about student teachers' learning reports because it provides instructors with an opportunity to make necessary revisions. These changes could be sought to ensure the quality of the learning experience as well as to improve the learner's experience.

Another different study conducted by Sahin, M., (2016) entitled "Perception of 'English' and Motivation in Learning English". The research present high school students perception of English through the impressions and images and the effect of these perceptions on their motivation in learning English. This qualitative study is based on the data about students metaphors and the focus group interview to determine their effect on the students motivation. This research take a place in school. This researcher use metaphor technique is used as a data collection instrument.

The present study observes the cadets perceived of experiential learning at III level cadets on learning English. Cadet is named of the student who is learning and studying at Military Academy, called cadet because they will be an officer, in Indonesia we called it as 'Perwira'.

Akademi Militer or Akmil is Military Academy of a Indonesian Army and it is located in Magelang.

This study will analyzes and discusses the cadets' perceived of experiential entitles "EXPERIENTIAL ENGLISH LEARNING PERCEIVED BY 3rd LEVEL CADET MILITARY ACADEMY, MAGELANG"

B. Problem Statement

How the 3rd level military academy cadet perceived his English learning experience?

C. Limitation of The Study

This research paper focuses on analyzing the perception of the cadet's experiential learning English at 3rd level military academy cadet.

D. Objectives of the Study

From the research, the researcher expects to achieve objectives; In general, this study aims to describe the perception of cadet learning experience in learning English at Military Academy.

E. Benefits of the Study

From this research, the researcher expects that this research would give several benefits, both theoretically and practically.

1. Practical Benefit

- a. To the students, the result of this interview will be helpful the participant in getting realize the way in learning English. We can know what cadet feel when he learn English especially at III cadet, the researcher hope

that the cadet explain what they feel when leaning English, so that lecturer will realize whether the cadets convenient or not with the method in teaching. These studies also have an aims that make some proof whether the perception of the cadet can improve their skill in English. For this reason, it is important to provide support for the cadets help feel convenient in teaching learning activity to make a class conditions that make cadets comfortable, so it will affect the cadets interest to learn English. If the situation created more conducive, and fit like what he want, then his skills will increase.

- b. To the teacher, we can know the characteristic of the students which is influence toward the way they learning English. Based on personal and effective in nature, influencing both feelings and emotions as well as enhancing knowledge and skills. Experiential learning goes beyond classroom learning activities, and ensures that there is high level of retention. Since a learning space is in the end what the learner experiences it to be, it is the psychological and social dimensions of learning spaces that have the most influence on learning.

2. Theoretical Benefit

- a. To produce a new knowledge in studying the learning foreign language, like English, especially on studying what the student perceived when they are learning. It may inform local publisher decisions which related to development of appropriate learning material for general cadets, especially who studied in academy or university.
- b. To become and employed as reference for other prospective studies that are interested in conducting similar with this topic. Moreover, the next researcher can also comparing the result finding and find the similarities and differences from this research.

F. Research Paper Organization

This paper consists of five chapters. The first chapter is about introduction. It explains about the main problem of this paper. It covers the background of the

study, limitation of the study, problem of the study, objectives of the study, and the benefit of the study.

The second chapter is underlying theory. Explain about theory and previous study.

The third chapter is research method. It is containing the type of research, subject of the research, data and data source, technique of collecting data, method of analyzing data, and data validity.

The fourth chapter is research finding and discussion.

The fifth chapter is conclusion and suggestions. It is a core of review of previous discussion in this paper.