

Enhancing Indonesian Language Learning among Thai Students through Contextual Teaching and Learning: A Qualitative Case Study at Muang Nakhon Si Thammarat School

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Abstract

This study aimed to analyze the implementation of the Contextual Teaching and Learning (CTL) approach in improving Indonesian language learning among Thai students at Muang Nakhon Si Thammarat School, Thailand. This research employed a qualitative approach using a case study design to examine the learning process within an authentic classroom context. The participants consisted of 30 beginner-level Thai students and Indonesian university students who served as teaching assistants. Data were collected through observation, semi-structured interviews, and documentation. Data analysis was conducted using an interactive model involving data reduction, data display, and conclusion drawing. The findings revealed that the implementation of CTL had a positive impact on students' engagement and comprehension during the learning process. Most students demonstrated active participation, particularly when the learning materials were connected to their daily experiences. The use of visual media and interactive activities also contributed to improving students' understanding and learning motivation. In addition, students responded positively to the learning process because it was perceived as more engaging and easier to understand. Nevertheless, several challenges were identified, particularly in pronunciation and limited vocabulary mastery, which are common issues in beginner-level foreign language learning. Therefore, it can be concluded that CTL is an effective approach in teaching Indonesian to foreign learners because it promotes active, contextual, and meaningful learning experiences. Accordingly, instructors are encouraged to develop context-based learning strategies and utilize more varied instructional media to enhance students' language skills in international learning contexts.

Keywords: contextual teaching and learning, Indonesian language, BIPA, student engagement

INTRODUCTION

Indonesian plays a strategic role not only as the national language of Indonesia but also as a medium of communication that reflects the nation's cultural identity and social values. Over time, Indonesian has expanded beyond domestic use and has increasingly developed as an international language through various Indonesian for Foreign Speakers (BIPA) programs. The growing interest in learning Indonesian in different countries indicates its strong potential as a medium for communication and cultural diplomacy on a global scale (Yusuf, 2023). In the era of globalization, foreign language learning is no longer limited to developing linguistic competence; it also aims to foster intercultural communicative competence, enabling individuals to understand cultural differences and interact effectively in multicultural settings (Bo & Onwubuya, 2022).

Thailand is among the countries that have begun integrating Indonesian language learning into formal educational environments through BIPA programs. In this study, Indonesian language instruction was conducted at Muang Nakhon Si Thammarat School through a student assistance program established through collaboration between Walailak University and Institut Teknologi dan Pendidikan Markandeya Bali. The program involved Indonesian university students serving as teaching assistants who introduced not only the Indonesian language system but also Indonesian cultural values and practices to Thai students. As a result, the learning process occurred within a cross-cultural environment that facilitated direct social interaction and cultural exchange between instructors and students.

Although BIPA programs continue to expand internationally, the implementation of Indonesian language learning in global contexts still encounters several challenges. Preliminary observations were conducted during three classroom sessions prior to the implementation of the teaching assistance program. The observations indicated that Indonesian language instruction predominantly relied on vocabulary memorization, teacher-centered explanations, and repetitive drilling activities, with limited opportunities for students to connect learning materials to their daily experiences. As a result, students tended to demonstrate passive participation and limited spontaneous language use during classroom interactions. This condition made it difficult for students to understand language meaning contextually and to use the language spontaneously in everyday communication. In addition, linguistic and cultural differences also influenced the process of foreign language acquisition, particularly among beginner-level learners.

From the perspective of Second Language Acquisition (SLA), successful language learning is strongly influenced by the quality of input and the learning environment that actively engages learners. Through the Comprehensible Input Theory, Stephen Krashen (1985) explains that language is more easily acquired when presented in meaningful contexts appropriate to learners' proficiency levels. Furthermore, Lev Vygotsky (1978), through social constructivist theory, emphasizes that learning occurs through social interaction and meaningful learning experiences. Therefore, foreign language instruction requires approaches that extend beyond grammatical mastery by connecting learning materials with students' real-life contexts.

One relevant approach for foreign language learning is Contextual Teaching and Learning (CTL). Previous studies have shown that contextual learning can increase students' learning interest because the learning process becomes more active, meaningful, and closely related to students' daily experiences (Fauziah et al., 2024). CTL is a learning approach that emphasizes the relationship between instructional materials and students' real-world experiences, making learning more meaningful and easier to understand (Johnson, 2002). Through this approach, students are encouraged to actively construct understanding through direct experiences, discussions, practice, and social interaction during the learning process. In foreign language learning, contextual approaches can help students understand language more functionally because the materials are connected to situations closely related to their everyday lives.

The effectiveness of CTL in language learning has been supported by numerous previous studies. Maryana and Sukmawati (2021) found that CTL improved students' vocabulary mastery and their ability to construct meaningful sentences. Mooduto and Didipu (2022) also demonstrated that CTL enhanced students' confidence in communication by creating an interactive and non-threatening learning atmosphere. In international contexts, Kolšut and Szumilas (2023) argued that task-based and real-context learning increases students' cognitive, emotional, and social engagement in foreign language learning. In addition, the use of visual media in contextual learning has been shown to help beginner-level learners understand vocabulary more effectively and improve their learning motivation (Wei & Fan, 2022; Teng, 2022).

Nevertheless, most previous studies have primarily focused on the implementation of CTL in domestic educational settings and have paid limited attention to its application in Indonesian for Foreign

Speakers (BIPA) programs within cross-cultural environments. Earlier research has also tended to emphasize quantitative learning outcomes, while in-depth exploration of student engagement, learning experiences, and interaction dynamics in CTL-based BIPA learning remains relatively limited, particularly in the context of Thai students. In fact, cross-cultural learning environments possess unique characteristics due to differences in language, culture, and learning experiences that may influence the foreign language acquisition process.

The novelty of this study lies not only in examining the implementation of the Contextual Teaching and Learning (CTL) approach in Indonesian for Foreign Speakers (BIPA) programs within a Thai educational context, but also in providing an in-depth qualitative analysis of how contextual learning facilitates student engagement, intercultural interaction, and meaning-making processes among beginner-level foreign language learners. Unlike previous studies that primarily focused on quantitative learning outcomes, this study explores the interactional and experiential dimensions of CTL in a cross-cultural learning environment, thereby contributing to the development of context-based pedagogical practices in international BIPA programs. This study not only investigates CTL as a teaching strategy but also examines how the approach fosters an interactive and meaningful learning environment that supports intercultural communication in BIPA learning contexts. Therefore, this study aims to: (1) analyze the implementation of the CTL approach in Indonesian language learning for Thai students, (2) explore students' engagement and responses toward context-based learning, and (3) identify challenges encountered in Indonesian language learning within cross-cultural settings.

Academically, this study is expected to broaden scholarly discussions regarding the application of contextual approaches in foreign language learning, particularly in international BIPA contexts. Practically, the findings are expected to serve as a reference for BIPA instructors in designing learning activities that are more contextual, interactive, and aligned with the characteristics of students in multicultural environments.

METHOD

This study employed a qualitative approach using a case study design to explore in depth the implementation of the Contextual Teaching and Learning (CTL) approach in Indonesian for Foreign Speakers (BIPA) instruction within a cross-cultural setting. This approach was selected because the study focused on learning phenomena occurring naturally in real educational environments while involving direct social interaction, cultural exchange, and students' learning experiences. In addition, the qualitative case study approach enabled the researchers to investigate how students interpreted and experienced the learning process within authentic classroom contexts.

The case study focused on Indonesian language instruction conducted at Muang Nakhon Si Thammarat School, located in Mueang Nakhon Si Thammarat District, Nakhon Si Thammarat Province, Thailand. The description of the research location follows the official administrative division to ensure academic clarity and validity. The school is one of the institutional partners involved in the student assistance collaboration between Institut Teknologi dan Pendidikan Markandeya Bali and Walailak University. This approach allowed the researchers to obtain a holistic understanding of the learning process, student engagement, and interaction dynamics during the implementation of CTL in a cross-cultural learning environment. Through this method, the researchers were able to examine the phenomenon more comprehensively, particularly regarding the application of CTL and students' responses during the learning process.

The research participants consisted of 30 Thai students enrolled in beginner-level Indonesian language classes and Indonesian university students who served as teaching assistants. Participants were selected using purposive sampling based on three criteria: (1) actively participating in beginner-level

Indonesian language classes, (2) attending at least 80% of the learning sessions, and (3) being directly involved in CTL-based learning activities during the research period.

Data were collected through participant observation, semi-structured interviews, and documentation. Participant observation was conducted during classroom activities to examine the implementation of CTL, students' participation, the use of instructional media, and interactions between instructors and students. Semi-structured interviews were carried out with both students and teaching assistants to explore learning experiences, responses toward the instructional process, and challenges encountered during Indonesian language learning. Supporting documents, including photographs of classroom activities, teaching materials, and students' work, were also collected to strengthen the research findings.

In this qualitative study, the researchers acted as the primary research instruments who were directly involved in the processes of data collection, interpretation, and analysis. To maintain consistency in data collection, observation guidelines and semi-structured interview protocols were developed based on indicators of CTL implementation. The observation guidelines focused on the implementation of CTL, student engagement, classroom interaction, and the use of learning media. Meanwhile, the interview protocols were designed to explore students' learning experiences, their responses toward the instructional process, and the challenges they encountered during Indonesian language learning.

Data analysis was conducted interactively using the model proposed by Matthew et al. (2014), which consists of data reduction, data display, and conclusion drawing. Observation notes and interview results were first transcribed and then analyzed through an open coding process to identify patterns and emerging themes throughout the learning activities. The data were subsequently categorized according to the focus of the study, namely CTL implementation, student engagement, student responses, and learning challenges. The identified themes were then interpreted descriptively by linking empirical findings with relevant theoretical frameworks.

To ensure data credibility, this study applied both technique triangulation and source triangulation. Technique triangulation was conducted by comparing findings obtained from observations, interviews, and documentation, while source triangulation involved comparing information gathered from students and teaching assistants. In addition, member checking was conducted with participants to confirm that the researchers' interpretations accurately reflected their experiences. The researchers also carried out prolonged engagement throughout the learning process to obtain a deeper understanding of the research context.

This study was conducted after obtaining permission from the school and consent from all participants involved in the data collection process. All collected data were used solely for research purposes and were kept confidential. Furthermore, the researchers ensured that students' participation in the study was entirely voluntary and free from any external pressure.

RESULTS AND DISCUSSION

Research Findings

The findings of this study were obtained through observations, interviews, and documentation conducted during the implementation of Indonesian language learning using the Contextual Teaching and Learning (CTL) approach at Muang Nakhon Si Thammarat School, Thailand. The collected data focused on classroom activities, student engagement, and students' responses toward the learning process.

Implementation of CTL-Based Learning

Based on the observation results, Indonesian language learning was implemented by connecting instructional materials with students' everyday life contexts. The instructors not only introduced vocabulary items but also related them to objects, activities, and situations familiar to the students' daily experiences.

For example, during a lesson on body-part vocabulary, the instructors used visual media and direct practice by pointing to body parts while pronouncing the terms in Indonesian. The students were then asked to repeat and practice the vocabulary continuously.

In addition, learning activities were delivered through interactive strategies such as simple games, question-and-answer sessions, and picture-based activities. These activities created a more active and engaging classroom atmosphere and reduced monotonous learning routines.

Student Engagement in the Learning Process

The observation findings indicated that most students actively participated in the learning process. Students appeared enthusiastic, particularly when the lessons involved visual media and hands-on activities. Student engagement was categorized using observation indicators including asking questions, responding to teacher questions, participating in classroom activities, and interacting with peers and instructors. Students who demonstrated active participation in at least four indicators throughout the learning sessions were categorized as highly active, those demonstrating participation in three indicators were categorized as active, while students participating in one or two indicators were categorized as moderately active.

To provide a clearer description of students' engagement levels, the observation results are summarized in Table 1.

Table 1. Students' Engagement Levels During Learning

No	Engagement Category	Number of Students	Percentage
1	Highly active	10	33%
2	Active	14	47%
3	Moderately active	6	20%
4	Less active	0	0%
	Total	30	100%

The categorization was based on observation records collected during six instructional meetings. The percentages presented in Table 1 were used solely to provide descriptive support for qualitative findings and were not intended for statistical generalization. The table indicates that most students were categorized as active or highly active during the learning process. No students were classified as less active throughout the instructional activities.

Students' Responses Toward the Learning Process

Based on the interview findings, students demonstrated positive responses toward Indonesian language learning through the CTL approach. One student stated, *"I can remember vocabulary more easily when learning through pictures and direct practice because it is easier to understand."* This finding suggests that most students perceived the learning materials as easier to comprehend when connected to real-life situations.

Another student commented, *"The lessons become more enjoyable because we can directly practice the words we learn in daily activities."* Several students also explained that the use of visual media and direct

practice helped them retain vocabulary more effectively. Furthermore, the interactive classroom atmosphere made students feel more comfortable and less afraid of trying to speak Indonesian. *“When we learned vocabulary through games and real-life examples, it was easier to remember and use the words during classroom conversations.”* A different participant also explained: *“The pictures and activities helped me understand the meaning without translating every word into Thai.”*

In addition, the teaching assistants explained that the contextual approach encouraged greater student participation during classroom activities. One teaching assistant stated, *“Students appear more confident in speaking when the learning materials are related to objects or activities they encounter in everyday life.”*

Challenges Encountered During Learning

Although the learning process generally proceeded well, several challenges were identified during the implementation of Indonesian language instruction. Based on observations and interview results, the main challenges included: (1) Significant linguistic differences between Indonesian and Thai, (2) Difficulties in pronouncing certain Indonesian vocabulary items, and (3) Limited instructional time.

One student explained that pronunciation differences became a challenge in learning Indonesian. The student stated, *“I still find it difficult to pronounce some Indonesian words because they are different from Thai pronunciation.”* In addition, limited vocabulary mastery also caused students to experience difficulties in understanding certain classroom instructions.

A summary of the challenges experienced by students is presented in Table 2.

Table 2. Challenges Experienced by Students

No	Type of Challenge	Number of Students	Percentage
1	Pronunciation difficulties	12	40%
2	Limited vocabulary mastery	10	33%
3	Language differences	8	27%
	Total	30	100%

The data indicate that the primary challenges encountered by students were related to pronunciation and vocabulary mastery, which are common issues among beginner-level foreign language learners.

Learning Documentation

The documentation findings showed that the learning process was conducted interactively by directly involving students in classroom activities. The use of instructional media such as pictures, word cards, and practical activities contributed to creating a more engaging learning environment. In addition, students' work demonstrated improvement in their ability to recognize and use simple Indonesian vocabulary appropriately.

Discussion

This discussion section integrates the research findings with relevant theoretical and empirical perspectives and is organized into five major themes: (1) increasing student engagement through CTL, (2) meaning construction through contextual learning, (3) affective dimensions and learning motivation, (4) the

role of visual media in supporting CTL, and (5) phonological and lexical challenges in beginner-level foreign language acquisition.

First, the implementation of the Contextual Teaching and Learning (CTL) approach in Indonesian language instruction at Muang Nakhon Si Thammarat School, Thailand, significantly enhanced students' active participation during the learning process. The findings revealed that 80% of the students were categorized as active or highly active, while none were classified as less active. Engagement in foreign language learning is considered a multidimensional construct involving behavioral, cognitive, emotional, and agentic dimensions, all of which collectively influence the quality and depth of language acquisition processes (Hiver et al., 2021). Within the CTL framework, active engagement occurs because students are not merely passive recipients of information; instead, they become directly involved in meaningful learning activities connected to their real-life experiences.

In the present study, active participation was specifically observed when students were asked to relate Indonesian vocabulary to familiar objects and daily routines. This indicates that contextualization played a crucial role in reducing communication barriers and encouraging classroom interaction among beginner-level learners. Zhong et al. (2025), in their study on student engagement in project-based speaking activities, found that learning approaches centered on authentic and meaningful tasks significantly improved learners' behavioral, emotional, cognitive, and agentic engagement in foreign language classrooms. Similarly, Li and Li (2022), through their systematic review on learner engagement in flipped language classrooms, emphasized that instructional approaches prioritizing active interaction and learner autonomy consistently generate higher levels of student engagement compared with conventional teacher-centered methods. Therefore, the high level of student participation identified in this study can be interpreted as a direct outcome of the CTL instructional design, which integrated real-life contexts into each learning activity.



Figure 1. Implementation of CTL through visual media and contextual speaking activities that

Second, the organic connection between learning materials and students' real-life contexts was empirically shown to foster deeper meaning construction. In this study, the use of concrete examples such as body parts, colors, everyday objects, and daily routines helped students understand and retain Indonesian vocabulary more effectively. This approach aligns closely with Lev Vygotsky's (1978) social constructivist theory, which emphasizes that knowledge is actively constructed through interaction with meaningful and relevant environments. This perspective is further supported by Wang et al. (2022), whose study on language learning environments from a spatial perspective demonstrated that language instruction conducted in rich and authentic contexts significantly accelerates language acquisition compared with learning situations that are artificial and disconnected from learners' real experiences.

Furthermore, the relationship between CTL and vocabulary acquisition effectiveness is reinforced by the study of Salamah and Setiawati (2024), which specifically examined phonetic error patterns among Thai learners in BIPA programs. Their findings highlighted that instructional approaches taking learners' linguistic and cultural backgrounds into consideration provide a stronger foundation for developing comprehensive language competence. In the context of this study, connecting learning materials with Thai students' everyday experiences functioned not only as a pedagogical strategy but also as an intercultural bridge that enabled students to construct contextual and meaningful understanding of the Indonesian language. Similarly, Syafruddin et al. (2025), through a bibliometric analysis of BIPA research indexed in Scopus, identified context-based and culture-oriented approaches as dominant trends in Indonesian language instruction for foreign learners, further strengthening the relevance of CTL as the approach adopted in this study.

Third, from an affective perspective, the interview findings consistently indicated that students felt more comfortable, confident, and motivated when participating in Indonesian language learning through the CTL approach. These findings also support the study conducted by Fauziah et al. (2024), which concluded that contextual learning increases students' learning interest because the instructional process becomes more engaging, active, and relevant to students' lives. Positive affective conditions play a crucial role in successful foreign language acquisition, as emphasized in Robert Gardner's (1985) integrative motivation theory. The present findings are also in line with Pei and Zhang (2023), who argued that intrinsic motivation emerging from meaningful and relevant learning experiences directly enhances deeper emotional and cognitive engagement. Pan (2023) further demonstrated that empowering learning environments that support learner autonomy significantly strengthen intrinsic motivation, thereby encouraging more active, consistent, and productive participation. In this study, the interactive and non-threatening CTL learning atmosphere created favorable affective conditions that encouraged students to experiment with a new language without fear of making mistakes, ultimately accelerating the target language acquisition process.

The relationship between psychological safety and classroom engagement in foreign language learning has also received considerable attention in international scholarship. Tu (2021), in a study examining classroom culture and psychological safety in English as a Foreign Language (EFL) settings, argued that positive emotions fostered through inclusive and supportive classroom environments directly contribute to more active and sustainable student engagement. This finding strongly resonates with the learning context observed in the present study, where the warm and interactive atmosphere created through CTL encouraged Thai students to participate more fully, despite being in the early stages of language acquisition and therefore more vulnerable to language anxiety.

Fourth, the use of visual media in CTL-based learning emerged as a critical supporting factor that strengthened the overall effectiveness of the approach, particularly for beginner-level students who had not yet acquired sufficient vocabulary to process verbal input independently. Instructional media such as thematic pictures, illustrated word cards, and step-by-step visual instructions helped students develop stronger and more enduring mental representations of vocabulary and language concepts. The theoretical basis for this finding can be traced to Allan Paivio's (1991) dual coding theory, which explains that information is processed and retained more effectively when presented simultaneously through verbal and visual channels, as the two systems reinforce each other in constructing meaningful mental representations.

Empirical support for the effectiveness of visual media in foreign language vocabulary learning is provided by Wei and Fan (2022), whose systematic review demonstrated that audiovisual input in second language learning improves vocabulary retention by activating multiple information-processing channels simultaneously. Furthermore, Teng (2022) found that systematically designed multimedia input significantly

enhanced both receptive and productive vocabulary mastery, with the effects remaining evident even in delayed testing conducted two weeks after instruction. This suggests that the learning process involved deeper cognitive internalization rather than short-term memorization alone. In the present study, the integration of visual media with direct practice activities through CTL functioned as a form of dual-channel reinforcement that strengthened meaning construction while improving the durability of vocabulary representation in learners' memory.

Fifth, despite the positive outcomes achieved, this study also identified several practical challenges encountered during the learning process, particularly in pronunciation and vocabulary mastery. The findings showed that 40% of students experienced pronunciation difficulties, 33% encountered vocabulary limitations, and 27% struggled with differences between language systems. These challenges represent common phenomena in beginner-level foreign language learning and can largely be explained through the framework of cross-linguistic transfer. Differences between the phonological systems of Indonesian and Thai, including variations in phoneme inventories, syllable stress patterns, and intonation, became major sources of pronunciation difficulties among Thai learners.

International research provides strong theoretical support for these findings. Lin et al. (2023), through their conceptual model of second-language pronunciation in communicative contexts, explained that first-language (L1) pronunciation patterns systematically influence second-language (L2) pronunciation, especially among beginner learners who have not yet developed sufficient phonological awareness in the target language. They further emphasized the importance of instructional designs that explicitly address cross-linguistic phonological differences to help learners build accurate phonological representations of the target language. On the other hand, the vocabulary limitations experienced by students are closely related to lexical acquisition processes that require repeated exposure and varied contextual usage. These findings are consistent with Liu et al. (2023), who argued that strong intrinsic motivation alone is insufficient to overcome phonological and lexical barriers, as both aspects also require explicit instruction and continuous corrective feedback.



Figure 2. Documentation of Indonesian language learning activities based on the Contextual Teaching and Learning (CTL) approach at Muang Nakhon Si Thammarat School, Thailand, at the end of the learning session.

Overall, the findings of this study suggest that the Contextual Teaching and Learning (CTL) approach contributes positively to students' engagement, comprehension, and motivation in learning Indonesian as a foreign language. The effectiveness of CTL in this context can be explained through the

harmonious integration of social constructivist principles proposed by Lev Vygotsky (1978), the comprehensible input theory introduced by Stephen Krashen (1985), and Allan Paivio's (1991) dual coding theory, all of which collectively create optimal learning conditions for beginner-level learners. Nevertheless, the phonological and lexical challenges identified in this study indicate that CTL should be strengthened through explicit instructional strategies focusing on pronunciation practice and structured vocabulary enrichment. Within the broader development of BIPA programs in international contexts, these findings imply the need for a more systematic integration between contextual learning approaches and form-focused instruction to create balanced learning experiences encompassing meaning, language form, and authentic language use in communicative situations.

From a broader perspective, this study also reinforces the importance of intercultural communicative competence in foreign language instructional design, as emphasized by Bo and Onwubuya (2022). The positive responses demonstrated by Thai students toward the CTL approach implemented by Indonesian teaching assistants indicate that intercultural exchange facilitated through appropriate pedagogical frameworks can serve as a powerful catalyst for authentic and meaningful language learning. Lee et al. (2023), in their study on integrating intercultural communicative competence into EFL classrooms in Thailand, found that exposure to culturally relevant elements significantly enhanced students' motivation and engagement. A similar pattern was observed in this study, where Indonesian language materials connected to Indonesian cultural contexts stimulated Thai students' curiosity and genuine participation in the learning process. Therefore, within the BIPA context, CTL functions not only as a pedagogical approach but also as a medium of cultural diplomacy that strengthens intercultural relations between Indonesia and Thailand.

This study has several limitations. First, the research was conducted in only one school with a relatively limited number of participants; therefore, the findings cannot yet be generalized broadly. Second, the study was carried out within a relatively short period, making it unable to observe students' language development longitudinally. In addition, the study primarily focused on students' learning experiences and engagement rather than quantitatively measuring language proficiency improvement. Therefore, future studies are expected to involve larger participant groups, longer research durations, and the integration of both qualitative and quantitative approaches to obtain a more comprehensive understanding of the effectiveness of CTL in BIPA learning contexts.

The findings of this study demonstrate that the CTL approach is not only effective in improving students' engagement and comprehension in Indonesian language learning but also holds strong potential for supporting intercultural communication-based foreign language learning in international contexts. Therefore, contextual learning approaches may be considered one of the promising pedagogical strategies for the development of BIPA programs in various countries.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the Contextual Teaching and Learning (CTL) approach in Indonesian language instruction for Thai students at Muang Nakhon Si Thammarat School, Thailand, was associated with increased student engagement and positive learning experiences during Indonesian language instruction. This was reflected in the predominance of students categorized as active and highly active, as well as in their positive responses toward learning activities connected to real-life contexts. In addition, the use of visual media and direct practice activities assisted students in understanding vocabulary and increased their confidence in communication. Nevertheless, several challenges remained, particularly in pronunciation and limited vocabulary mastery, indicating the need for additional supporting strategies in foreign language instruction. Therefore, it is recommended that the

implementation of CTL in Indonesian language learning for foreign speakers be further developed through the use of more varied instructional media and more intensive pronunciation practice. Furthermore, teachers and instructors should design learning activities that are more interactive and sustainable in order to provide students with greater opportunities to practice language use in authentic contexts. Future research is also expected to examine the effectiveness of CTL through broader research designs and by involving additional variables to strengthen and expand the current findings.

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