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**Preface**

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL) in the heart of the city of Bandar Lampung from 30 November – 1 December 2018. The conference chair, Dr Ari Nurweni, delivered her welcome address, followed by the conference official opening by the Dean of the Faculty of Teacher Training and Education on Friday morning 30 November 2018.

The conference theme “EFL Teaching and Learning in Digital Era and New Orientation of Language Assessment” was an invitation to discuss English language teaching and learning-related issues (including blended learning, communicative competence in EFL context, ICT in EFL teaching and learning, TBLT, English curriculum and material development, teaching methodology, communication strategies of EFL learners, learning style, learning strategy, translation in EFL teaching and learning, literature in EFL teaching and learning, culture in EFL teaching and learning, and other relevant topics) in today’s advancement of digital era. The aim of the conference was to bring together academics, researchers, teachers, and students to exchange ideas, experiences, and research findings in the field of English language and assessment to make better, more efficient and impactful teaching and learning.

The conference was attended by 162 participants and 31 presenters from all over Indonesia. Two invited keynote papers were delivered on the first day of the conference, the first was presented by Eric L. Campbell (Director of CONNECT, USA) in the morning and the second was presented by Dr Vahid Aryadoust (National Institute of Education, Singapore) in the afternoon. On the second day, other two invited keynote papers were also presented by Prof. John Read (University of Auckland, New Zealand) and Prof. Patuan Raja (University of Lampung, Indonesia). In addition, 31 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their

insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 1st ICON-ELTL 2018.

We hope that this conference will further stimulate research on English language teaching and learning in today’s advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We feel honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

**Ari Nurweni**

*Conference Chair*

**Gede Eka Putrawan**

*Conference Co-Chair*

CONFERENCE SCHEDULE AT-A-GLANCE

THE 1ST INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING UNIVERSITY OF LAMPUNG

**Fri – Sat, 30 November – 1 December 2018, Bandar Lampung, Indonesia**

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Activity | Speaker/PIC | Location |
| Friday, 30 November 2018 | | | |
| 08.00 – 08.50 | Conference Registration | Dr. Feni Munifatullah, M.Hum. | Lobby, Hall K, 2nd Floor |
| 09.00 – 09.05 | Opening | MC | Hall K, 2nd Floor |
| 09.05 – 09.15 | National anthem of Indonesia | Amiswari and PSPBI Choir |
| 09.15 – 09.25 | Welcome dance | PSPBI Dancers |
| 09.25 – 09.35 | Chair’s report | Dr. Ari Nurweni, M.A. |
| 09.35 – 09.50 | Welcome remarks from Rector of the University of Lampung and  opening | Prof. Dr. Ir. Hasriadi Mat Akin, M.P. |
| 09.50 – 10.00 | Prayers | Hendi Nur Pratama |
| 10.00 – 10.30 | *Coffee and refreshment break* | Khairun Nisa, S.Pd., M.Pd. |
| 10.30 – 11.30 | Keynote Speaker 1: Eric L. Campbell  *The LESYNSO Three-Dimensional Model*  *for Spoken Language Assessment* | PIC: Dr. Flora, M.Pd. |
| 11.30 – 13.00 | *Networking luncheon* | Khairun Nisa, S.Pd., M.Pd. | Hall K, 2nd Floor |
| 13.00 – 15.00 | *Parallel Sessions* | Moderators | K1-5, 1st Floor |
| 15.00 – 15.30 | *Coffee and refreshment break* | Khairun Nisa, S.Pd., M.Pd. | Hall K, 2nd Floor |
| 15.30 – 16.30 | Keynote Speaker 2: Dr Vahid Aryadoust  *Language Assessment Research by Employing Neuro-imaging and Eye-*  *tracking Method* | PIC: Prof. Bambang Setiyadi, M.A. | Hall K, 2nd Floor |
| Saturday, 1 December 2018 | | | |
| 08.15 – 09.15 | Keynote Speaker 3: Prof. John Read  *Vocabulary Assessment in the Digital*  *Era* | PIC: Hery Yufrizal, PhD | Hall K, 2nd Floor |
| 09.15 – 09.45 | *Coffee and refreshment break* | Khairun Nisa, S.Pd., M.Pd. | Hall K, 2nd Floor |
| 09.45 – 10. 45 | *Parallel Sessions* | Moderators | K1-5, 1st Floor |
| 10.45 – 11.45 | Keynote Speaker 4: Prof. Dr. Patuan Raja  *Writing Assessment* | PIC: Mahpul, PhD | Hall K, 2nd Floor |
| 11.45 – 12.00 | Wrapping Up and Closing | Dean of Teacher Training and Education Faculty,  Prof. Dr. Patuan Raja, M.Pd. | Hall K, 2nd Floor |
| 12.00 – 13.00 | *Networking luncheon* | Khairun Nisa, S.Pd., M.Pd. | Hall K, 2nd  Floor |

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| 10 | 11.30 – 13.00 | *Networking luncheon* | Khairun Nisa, S.Pd., M.Pd. |
| *Parallel Sessions* | | | | |
| No. | Time | Title | Presenter | Location |
| Panel 1 ICT in EFL Teaching and Learning  *Moderator:* Annely Prima Santoso | | | | Room K1, 1st Floor |
| 1 | 13.00 – 13.40 | Canvas: A Digital Tool in ELT | Ratu Sarah Pujasari  *Siliwangi University* |
| 2 | The Influence of Blog  Wordpress Towards Students’  Writing Ability on Recount Text | Fitri Nur Asy-Syifa, Yudi Juniardi  *University of Sultan Ageng*  *Tirtayasa* |
| Panel 2 English Language Teaching and Learning, Curriculum, and Material Development  *Moderator:* Annely Prima Santoso | | | |
| 3 | 13.40 – 15.00 | TINKERBEL: The Bloom- Anderson-Krathwohl’s Cognitive Levels and K 13 Text Based English Teaching in  Vocational Schools | Nina Fatriana  *SMKN 2 Kalianda* |
| 4 | Students’ Difficulties in  Describing Something | Dewi Sri Kuning  *STKIP Muh. Kotabumi* |
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| 2 | An English Teaching Model for Non-English Students in One of State Universities: Indonesian  Context | Ujang Suparman  *University of Lampung* |
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| 4 | 14.00 – 15.00 | Error made by Fourth semester students of English study program in Pronoucing  English Voiced and Unvoiced  Fricative Dental | Hengki  *Universitas Negeri Papua* |
| 5 | Implementing Content Language Integrated Learning (CLIL) at a Higher Education  Institution in Indonesia | Huzairin  *University of Lampung* |
| 6 | Students’ Difficulties of Writing  an Essay | Rulik Setiani  *STKIP Kotabumi* |
| Panel 4 English Language Teaching and Learning, Curriculum, and Material Development  *Moderator:* Eka Riski | | | | Room K3, 1st Floor |
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| 2 | Hypno-teaching in English Language Classroom: Theoretical Issues and Practical  Guides | Ruslan  *Siliwangi University* |
| 3 | Enhancing Speaking Fluency through 4/3/2 Technique of EFL Students in Indonesia | Hery Yufrizal  *University of Lampung* |
| 4 | Teachers’ perception toward English teaching in full day school in Yogyakarta in the  academic year of 2017/2018 | Bambang Widi Pratolo  *University of Ahmad Dahlan* |
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| 5 | 14.20 – 15.00 | Employing Self-Assessment Technique to Promote  Student’s Writing Ability in Composing Cause-Effect Essay at Universitas Muhammadiyah  Gorontalo | Indah Wardaty Saud  *Muh. University of Gorontalo* |

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| 2 | 09.15 – 09.45 | *Coffee and refreshment break* | Khairun Nisa, S.Pd., M.Pd. | Hall K, 2nd Floor |
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# IMPLEMENTING CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) AT A HIGHER EDUCATION INSTITUTION

**Huzairin1, Basturi Hasan2, Sudirman3** University of Lampung1,2,3 [huzairin1958@gmail.com](mailto:huzairin1958@gmail.com)1

## ABSTRACT

This study tries to explore project based content language integrated learning (CLIL) executed at a higher education insitution in Lampung Indonesi. The research was proposed based on a mixture of the principle of language integrated learning (CLIL) and the principle of project based learning. The design was implemented for the teaching of English as a compulsory subject at Istitute of Technology Sumatera. Quantitative data was obtained from the teaching before and after CLIL model application. While the qualitative data was obtained from the output of language produced by students during the learning process took place. The results showed thatproject based CLIL English language course atthe Istitute of Technology Sumatera could work effectively.

**Keywords:** *content language integrated learning (CLIL), project based, biology, history and economic study programs*

## INTRODUCTION

In general, the aims of English teaching are to give students additional skills to communcate in the language so that the students can use it to communicate both orally and written. The topics of analysis were focused on language skilles: listening, speaking, reading and writing. they include analysis on vocabulary, diction, and structure in relation to the use in the community.

As stated in the previous studies (Huzairin, 2017, 2018) that the needs to master English in the future has become a big challenge for higher educationaj institutions as an institution to produce workers. If we wish to win global competition, higher educarion institutions must equip its graduates with the ability to communicating in English adequately.

Furthermore, for students having the ability in English will be helpfull to assist them in accomplishing their study tasks particularly in reading books written in English. Therefore, in order to answer all challenges above, there need to be upgrading in the teaching of English for non-English department students by using the most approriate planning of teaching approach. One of the ways is by placing the needs to learn as a central issue in the lesson plan. This is in accordance with English for Specific Purposes ESP in which the learners and their needs become the main consideration in determining the most effective and efficient learning direction (Hutchinson & Waters, 1987; Robinson, 1991). The main target of such an approach is to assist the learners in order to

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master English in a short time with high appropriacy in accordance with field of respected study

The problems arise were the limitation of time for classroom face to face in class meeting in the classroom causes the class meeting become less effetive for the class with different English ability. In higher education system whch require *active learning*, the English instructors often find difficulties to deal with students whose English competence below the average among peers. In fact, English lecturers ofen find difficulties in assisting students with below average capabilies. In fact the target for teaching English at university level is high enough, i.e to enable students to possess adequate capabilities to master English so that they are able to to write in academic Engish as an international language.

One of the attempts to fulfill students’ learning needs is by optimizing all potensials available. For instance, by making use of internet to gather learning material based on the field of studies.

One o the steps taken was to develop Content Language Integrated Learning (CLIL) learning model i.e by integrating lerarning different subjects with the ability to communicate in English. CLIL is the development of Englsh for Specific Purposes (ESP), which facuses on the learning of English for specific objectives, for instance, for working (vocation) or for academic Purposes.

## THEORETICAL FRAMEWORK Project Based Learning

Project based learning is a model of learning organisation in the form of project. Project is a complex learning task which is based on challenging questions or problems which involve learners in desiging problem solving, decision making or other investigating tasks, involving learners study individually for a limited time in order to produce realistic products (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson,1999).Stoller (2006) defined learning in project bases as the learning, which has the process and product target. Giving learners the right to owning some projects, lasted in quite longer time (for several weeks or months, to integrate skills, to develop students’ comprehensibilty toward a topic through the integration of language with other learning subjects, collaborating with other students or self work, assigning new roles for students or lecturers, making the students produced high quality products.

Project based learning is a learning method using problems as the first step in collecting and integrating new knowledge based on experiences in real activities. Procect based learning is designed for the use in complex problems needed by students for investigation and comprehensibility.

Project base learning has the following characteristics:

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1. Students make a dacision on a freme work;
2. There should be problem or challenges directed to the students;
3. Students design a process to determine a decision on the problm or challenge;
4. Students are responsible collaboratively to access and manage information in order to solve problems;
5. Evaluation process is done continuously;
6. Students make reflection contnuously;
7. The end product of leraning activities will be evaluated qualitatively;
8. Learning situation is full tolerated toward mistakes and changes.

In its application, project base learning model have syntax (steps) specific that disinguish it from other learning models such as *discovery learning model*) and (*problem based learning model*). The steps are: (1) determining basic question, (2) desiging the project; (3) Arranging schedule; (4) momitoring the progree of the project; (5) Evaluating results; (6) Evaluating experiences.

Project base learning model always starts by finding the basic question, which later will be used as the basis for assigning students the project they should accomplieh. Of course the topic used should relate to the teal job. The next step is by the aids from the lecturers, groups of students are desiging activities that will be done in teheir respected teams. The bigger the students’ involvement in contributing their ideas, the bigger stedents’ sense of belonging toward the project. Next, students and lecturers determne the time limit to accomplieh the project.

## METHODS

This research implemented Developmental Research. The research was oriented toward product development in which the developmental process was described in detail and the products are finally evaluated. In the teaching of English the developmental research is applied over and over from the design and examination toward learng material products. (Gravemeijer, 1999). The output of the research is high quality products theoreticaaly, methologica procedures and empirically.

Research and development is a strategy to develop effective educational products . The educational research and development is an industrty with model developmental in which researh inventions are used to develop new productcs and procedures which is systematically tried out, evaluated, and revised untill effective criteria or quality reach particular standard (Gall, Gall and Borg, 2003). The steps and processes of development refers to research and development which consist of studying research inventions related to products being developed, developing products based on scientifiic findings, try out of designs, revising the products to improve the weaknesses on try out phase. This is because, according to Borg (1979), the intention of research and development is to bridge the gaps that are often found between educational research and educational practice.

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## RESULTS AND DISCUSSIONS

Content Language Integrated Learning (CLIL) is implemened in several study programs at Institut Teknologi Sumatera as the realisation of 2 credit subject. The subject aims at providing students with the ability to master English with subskills of listening, speaking, reading and writing in English. These skills are expected to able to equip students develop their academic potentials. Formally, English as subject, is taught in 100 minute of learning face to face, structured learnig activities, and self study for 100 minutes. The number of meeting time is 16 meetings in one semester.

For the English subject given for the odd semester 2017/2018, the implementation was devided in to two term: before the mid semester term consists of 8 meetings. Another 8 meetings were implemented for the second term of the session.

In each term, content language integrated learning on project base is organised with different emphasis. To evaluate the students were given tasks related to language skills: listening, reading, speaking, and writing, to complete the langage instruction by the lecturer.

The following table illustrates the descriptive statistcs of the learning results of four lerning results: lab work tasks, speaking task, writing task, and language analysis tasks

Tabel 1 Descriptive statistics of learning results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Labwork |  | 128 43,00 | 80,00 | 67,9063 | 8,21306 |
| Writing |  | 128 52,00 | 85,00 | 71,3646 | 8,28965 |
| Speak |  | 128 41,67 | 78,67 | 66,4489 | 8,26424 |
| Grammar |  | 128 41,00 | 80,00 | 65,7396 | 8,82967 |
| Valid N (listwise) |  | 128 |  |  |  |

Table 1 shows that for lab work tasks the lowest point was 43, the highest point was 80, and the average score was 67,90 sd = 8,21. For writing task, the lowesr score was 52, the hughest score was 85, the mean score was 71,36, sd = 8,28. For speaking task, the lowest point was 41,67, the highest point was 78,76, znd the average score was 66,44 sd = 8,26. For grammar task the lowesr score was 41, the highest score was 80, the maen score 65,73 sd = 8,83.

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Analysis of speaking tasks.

In order to answer the question is there any inflence of categorizing students into categories toward stedents’ achievement of speaking, Mutivariate Analysis of Variance (MANOVA) was applied. The following table shows descriptive statistics of speaking task into four types af learning achievement.

Table 2. Deskriptive statistics os students’ speaking achievement

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | N |  | Mean | Std. Deviation | Std. Error | Minimum | Maximum |
| 1,00 |  | 28 | 67,7778 | 8,76679 | 1,78951 | 48,67 | 78,00 |
| 2,00 |  | 28 | 67,1389 | 9,73113 | 1,98636 | 41,67 | 78,67 |
| 3,00 |  | 28 | 66,2681 | 6,40604 | 1,30763 | 51,67 | 76,00 |
| 4,00 |  | 28 | 64,6110 | 7,97569 | 1,62803 | 44,33 | 77,33 |
| Total  128 | | | 66,4489 | 8,26424 | ,84347 | 41,67 | 78,67 |

Note: 1 = upper class 1 2 = upper class 2

3 = lower class 1 4 = lower

Analysis of writing task

In order to answer research question is there any significant influence of learning categories toward the achievement of writing at Institut Teknologi Sumatera, statistical testing Analysis of Variance was undertaken. The result of the calculation is presented in table 3

Tabel 3 ANOVA on qualification on writing task

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | N | Mean | Std. Deviation | Std. Error | Minimum | Maximum |
| 1,00 |  | 28 71,5833 | 9,30599 | 1,89958 | 53,00 | 85,00 |
| 2,00 |  | 28 75,3750 | 5,80714 | 1,18538 | 62,00 | 85,00 |
| 3,00 |  | 28 70,5417 | 7,66686 | 1,56499 | 52,00 | 85,00 |
| 4,00 |  | 28 67,9583 | 8,66517 | 1,76877 | 52,00 | 80,00 |
| Total |  | 128 71,3646 | 8,28965 | ,84606 | 52,00 | 85,00 |

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Analysis learnig tasks on grammar analysis

In order to answer the question is there any infuence of categorization of learning task on of English grammar analysis at the Institute of Technology Sumatera, Statistical tesing Analysis of Variance was conducted with the following resuls

From a series of statistical analysis, it can be concluded that there is no significant inflence of different learning tasks toward the quantity and quality of speaking when involved in the interactions.This can be seen from the F count in statistical analysis in students’ amount of speaking (length of time of speaking, number of turns, and C-unit) and also the F count for quality of speaking which cannot be categorized significant because the F value is not >0,05. However, even though there is no significant influence of different learning tasks on the quanirty and quality of students’ speaking, there are still students’ speaking ability designed by the researcher with the characteristics of students’ achievement.

This funding supports previous study by Brown 1994 who stated that if teachers could give students a kind of assignment suitable to their capability the performance will better. If the students’ learning style is suitable with insructional style, morivation, their performance and achievement will increase.

There are some important findings from the research. Among others are: procect base CLIL on English subject at Institut Teknologi Sumatera could run well. This is proven from the overall application of programs from the establishment of of study groups, students work in groups to accomplieh the project well. Group presentation, personal presentatation, and presonal responses activities were done in English.

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## 1V. CONLUSION AND SUGGESTION

From the description of the results of research and the analysis, it can be concluded that:

a) There a significant influence of Project based Integrated Language Learning toward the fluency and accuracy of English by students at the Institute of Technology Sumatera. This was proofed by significant difference difference between students’ ability before and after the application of Project based Integrated Language Learning. b). Students’ responses toward the teaching of English through Project based Integrated Language Learning were positive. This is evidenced from the studets’ responses through questuinnaire answers before and after the application of the language program.

**Based on the results of the research, some suggestions are proposed:** Teaching English at higher education level are suggested to accommodate students’ needs toward better quality of English teaching at higher education institution. Teaching and learning activities proposed should be able to accommodate students’ need of learning English at hegher aducation institutons.

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