



ISBN: 978-602-0860-30-5

1st INTERNATIONAL CONFERENCE

ON ENGLISH LANGUAGE TEACHING AND LEARNING

30th NOVEMBER - 1st DECEMBER 2018

PROCEEDINGS

*"EFL Teaching and Learning in Digital Era
and New Orientation of Language Assessment"*

INSTITUTE FOR RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG



ISBN: 978-602-0860-30-5

**1st INTERNATIONAL
CONFERENCE**
ON ENGLISH LANGUAGE TEACHING AND LEARNING
30th NOVEMBER - 1st DECEMBER 2018

PROCEEDINGS

*"EFL Teaching and Learning in Digital Era
and New Orientation of Language Assessment"*

ORGANIZED BY:

INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG

Editorial Team

Editor in Chief

1. Dr. Ari Nurweni, M.A. University of Lampung

Editors

1. Gede Eka Putrawan, S.S., M.Hum. University of Lampung
2. Rafista Deviyanti, S.Pd., M.Pd. University of Lampung

Section Editors

1. Novita Nurdiana, S.Pd., M.Pd. University of Lampung
2. Khairun Nisa, S.Pd., M.Pd. University of Lampung

Reviewers

1. Prof. Dr. Patuan Raja, M.Pd. University of Lampung
2. Prof. Dr. Ag. Bambang Setiyadi, M.A. University of Lampung
3. Prof. Dr. Cucu Sutarsyah, M.A. University of Lampung
4. Mahpul, PhD. University of Lampung

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, 2 nd Floor
09.00 – 09.05	Opening	MC	Hall K, 2 nd 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	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	
10.30 – 11.30	Keynote Speaker 1: Eric L. Campbell <i>The LESYNZO Three-Dimensional Model for Spoken Language Assessment</i>	PIC: Dr. Flora, M.Pd.	
11.30 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
13.00 – 15.00	Parallel Sessions	Moderators	K1-5, 1 st Floor
15.00 – 15.30	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
15.30 – 16.30	Keynote Speaker 2: Dr Vahid Aryadoust <i>Language Assessment Research by Employing Neuro-imaging and Eye-tracking Method</i>	PIC: Prof. Bambang Setiyadi, M.A.	Hall K, 2 nd Floor
Saturday, 1 December 2018			
08.15 – 09.15	Keynote Speaker 3: Prof. John Read <i>Vocabulary Assessment in the Digital Era</i>	PIC: Hery Yufrizal, PhD	Hall K, 2 nd Floor
09.15 – 09.45	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
09.45 – 10.45	Parallel Sessions	Moderators	K1-5, 1 st Floor
10.45 – 11.45	Keynote Speaker 4: Prof. Dr. Patuan Raja <i>Writing Assessment</i>	PIC: Mahpul, PhD	Hall K, 2 nd Floor
11.45 – 12.00	Wrapping Up and Closing	Dean of Teacher Training and Education Faculty, Prof. Dr. Patuan Raja, M.Pd.	Hall K, 2 nd Floor
12.00 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor

CONFERENCE SCHEDULE
THE 1ST INTERNATIONAL CONFERENCE ON
ENGLISH LANGUAGE TEACHING AND LEARNING (1ST ICON-ELTL 2018)
UNIVERSITY OF LAMPUNG
Fri – Sat, 30 November – 1 December 2018, Bandar Lampung, Indonesia

No.	Time	Activity	Speaker/PIC	Location	
Friday, 30 November 2018					
1	08.00 – 08.50	Conference Registration	Dr. Feni Munifatullah, M.Hum.	Lobby	
2	09.00 – 09.05	Opening	MC	Hall K, 2 nd Floor	
3	09.05 – 09.15	National anthem of Indonesia	Amiswari and PSPBI Choir		
4	09.15 – 09.25	Welcome dance	PSPBI Dancers		
5	09.25 – 09.35	Chair's report	Dr. Ari Nurweni, M.A.		
6	09.35 – 09.50	Welcome remarks from Rector of the University of Lampung and opening	Prof. Dr. Ir. Hasriadi Mat Akin, M.P.		
7	09.50 – 10.00	Prayers	Hendi Nur Pratama		
8	10.00 – 10.30	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.		
9	10.30 – 11.30	Keynote Speaker 1: Eric L. Campbell <i>The LESYNOS Three-Dimensional Model for Spoken Language Assessment</i>	PIC: Dr. Flora, M.Pd.		
10	11.30 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.		
Parallel Sessions					
No.	Time	Title	Presenter	Location	
Panel 1 ICT in EFL Teaching and Learning					
<i>Moderator: Annelly Prima Santoso</i>					
1	13.00 – 13.40	Canvas: A Digital Tool in ELT	Ratu Sarah Pujasari <i>Siliwangi University</i>	Room K1, 1 st Floor	
2		The Influence of Blog Wordpress Towards Students' Writing Ability on Recount Text	Fitri Nur Asy-Syifa, Yudi Juniardi <i>University of Sultan Ageng Tirtayasa</i>		
Panel 2 English Language Teaching and Learning, Curriculum, and Material Development					
<i>Moderator: Annelly Prima Santoso</i>					
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 <i>SMKN 2 Kalianda</i>		
4		Students' Difficulties in Describing Something	Dewi Sri Kuning <i>STKIP Muh. Kotabumi</i>		
5		Error Analysis in Subject-Verb Agreement of English Department Graduate Student's Thesis as EFL Learners based on Surface Strategy Taxonomy	Khairun Nisa <i>University of Lampung</i>		

No.	Time	Activity	Speaker/PIC	Location
6		Altruism in English Language Teaching and Learning Documents in Indonesia	Ratna Dewanti <i>UNJ</i>	
Panel 3 English Language Teaching and Learning, Curriculum, and Material Development <i>Moderator: Hendi Nur Pratama</i>				
1	13.00 – 14.00	The influence of using realia to improve students' Vocabulary	Alanda Liantara <i>UM Metro</i>	Room K2, 1 st Floor
2		An English Teaching Model for Non-English Students in One of State Universities: Indonesian Context	Ujang Suparman <i>University of Lampung</i>	
3		An analysis of negotiation of meaning at the first year students of SMAN 4 Bandar Lampung	Novita Nurdiana <i>University of Lampung</i>	
4	14.00 – 15.00	Error made by Fourth semester students of English study program in Pronouncing English Voiced and Unvoiced Fricative Dental	Hengki <i>Universitas Negeri Papua</i>	
5		Implementing Content Language Integrated Learning (CLIL) at a Higher Education Institution in Indonesia	Huzairin <i>University of Lampung</i>	
6		Students' Difficulties of Writing an Essay	Rulik Setiani <i>STKIP Kotabumi</i>	
Panel 4 English Language Teaching and Learning, Curriculum, and Material Development <i>Moderator: Eka Riski</i>				
1	13.00 – 14.20	The Concept of Meaning	Cucu Sutarsyah <i>University of Lampung</i>	Room K3, 1 st Floor
2		Hypno-teaching in English Language Classroom: Theoretical Issues and Practical Guides	Ruslan <i>Siliwangi University</i>	
3		Enhancing Speaking Fluency through 4/3/2 Technique of EFL Students in Indonesia	Hery Yufrizal <i>University of Lampung</i>	
4		Teachers' perception toward English teaching in full day school in Yogyakarta in the academic year of 2017/2018	Bambang Widi Pratolo <i>University of Ahmad Dahlan</i>	
Panel 5 Language Assessment <i>Moderator: Eka Riski</i>				
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 <i>Muh. University of Gorontalo</i>	

No.	Time	Activity	Speaker/PIC	Location	
6		Challenges in Assessing Young Language Learners in The Indonesian Context	Nury Supriyanti <i>Yogyakarta State University</i>		
Panel 6 Learning Styles, Strategies, and Interaction <i>Moderator: Desi Setia N.</i>					
1	13.00 – 14.00	Gender Differences in Written Discourse Competence	Dian Agustina Purwanto Wakerkwa <i>Universitas Sebelas Maret</i>	Room K4, 1 st Floor	
2		How successful language learners use strategies in learning speaking	Umi Rokhyati <i>University of Ahmad Dahlan</i>		
3		(Re)Constructing Students' Identity in EFL Classroom Interactions	Meinarni Susilowati <i>UIN Maulana Malik Ibrahim, Malang</i>		
Panel 7 Translation, Literature, and Culture in EFL Teaching and Learning <i>Moderator: Desi Setia N.</i>					
4	14.00 – 15.00	Translation as a learning strategy by EFL learners in a public university in Indonesia	Gede Eka Putrawan <i>University of Lampung</i>		
5		Analyzing Cultural Transfer in ELT Class of Senior High School Teachers	M. Sukirlan <i>University of Lampung</i>		
6		The use of long functional texts with Lampung local wisdom in English language teaching	Agatha Nila Sukma M. <i>SMPN 20 Bandar Lampung</i>		
7		An Analysis of Theme and Rheme in Advertisement in English of Forbes Magazine Indonesia Edition Volume 8 Issue 11 Page 78 on November 2017	Yanuaris Yanu Dharmawan <i>UBL</i>		
8		Gender and Cultural Familiarity in Reading Material	Elis Susanti <i>STKIP Muh. Kotabumi</i>		
9	15.00 – 15.30	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.		Hall K, 2 nd Floor
10	15.30 – 16.30	Keynote Speaker 2: Dr Vahid Aryadoust <i>Language Assessment Research by Employing Neuro-imaging and Eye-tracking Method</i>	PIC: Prof. Bambang Setiyadi, M.A.	Hall K, 2 nd Floor	
Saturday, 1 December 2018					
1	08.15 – 09.15	Keynote Speaker 3: Prof. John Read <i>Vocabulary Assessment in the Digital Era</i>	PIC: Hery Yufrizal, PhD	Hall K, 2 nd Floor	
2	09.15 – 09.45	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor	
Parallel Sessions					
Panel 8 Blended Learning					

No.	Time	Activity	Speaker/PIC	Location
<i>Moderator: Resti Rahmawati</i>				
1	09.45 – 10.45	Collaborative Blended Learning Activities to Improve Extrovert and Introvert Students' Argumentative Essay Writing Ability and Their Perception	Ani Novitasari <i>University of Lampung</i>	Room K1, 1 st Floor
2		The Effect of Blended Learning Activity in Improving the Students' English-Speaking Skill in the Context of English as a Foreign Language	Rachma Vivien Belinda <i>University of Lampung</i>	
3		Mobile Learning: The Impact of WhatsApp Usage in English Language Learning	Berlinda Mandasari <i>Universitas Teknokrat Indonesia</i>	
Panel 9 Blended Learning				
<i>Moderator: Dias Fatmasari</i>				
1	09.45 – 10.45	The Effect of Instagram on the Students' Writing Ability at Undergraduate Level	Achmad Yudi Wahyudin <i>Universitas Teknokrat Indonesia</i>	Room K2, 1 st Floor
2		Undergraduate Students' Attitudes to the Implementation of WhatsApp Group As Their Learning Media in the EFL Classroom	Fatimah Mulya Sari <i>Universitas Teknokrat Indonesia</i>	
3		Cartoon Films and Its Correlation of Students Vocabulary Mastery	Dedy Subandowo Meilani Ambariyani <i>UM Metro</i>	
Panel 10 ICT in EFL Teaching and Learning				
<i>Moderator: Desi Setia N.</i>				
1	09.45 – 10.45	Enhancing Students' Reading Skills in the Digital Era through Problem Solving Based-Reading	Ari Nurweni <i>University of Lampung</i>	Room K3, 1 st Floor
2		The Urgency of Digital Learning to Create Global Citizens	Hermi Yanzi <i>University of Lampung</i>	
3		Ethnic Snake Game: A Study on the Use of Multimedia in Speaking Class for Electrical Engineering Students	Lulud Oktaviani <i>Universitas Teknokrat Indonesia</i>	
4	10.45 – 11.45	Keynote Speaker 4: Prof. Dr. Patuan Raja <i>Writing Assessment</i>	PIC: Mahpul, PhD	Hall K, 2 nd Floor
5	11.45 – 12.00	Wrapping Up and Closing	Dean of Teacher Training and Education Faculty, Prof. Dr. Patuan Raja, M.Pd.	Hall K, 2 nd Floor
6	12.00 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
THANK YOU				

TABLE OF CONTENTS

A PRACTITIONER’S MODEL FOR ORAL LANGUAGE ASSESSMENT IN THE EFL CLASSROOM	1
<i>Eric L. Campbell, CONNECT, USA</i>	
VOCABULARY ASSESSMENT IN THE DIGITAL ERA	2 – 13
<i>John Read, The University of Auckland</i>	
USING EYE TRACKING AND NEUROIMAGING IN LISTENING ASSESSMENT: UNDERSTANDING THE ROLE OF TEST METHODS	14 – 19
<i>Vahid Aryadoust, Nanyang Technological University, Singapore</i>	
THE INFLUENCE OF BLOG WORDPRESS TOWARDS STUDENTS’ WRITING ABILITY ON RECOUNT TEXT	20 – 27
<i>Fitri Nur Asy-Syifa, Yudi Juniardi, John Pahamzah, & Delsa Miranty, University of Sultan Ageng Tirtayasa</i>	
TINKERBEL: THE BLOOM-ANDERSON-KRATHWOHL’S COGNITIVE LEVELS AND K 13 TEXT BASED ENGLISH TEACHING IN VOCATIONAL SCHOOLS	28 – 38
<i>Nina Fatriana, SMKN 2 Kalianda South Lampung</i>	
STUDENTS’ DIFFICULTIES IN DESCRIBING SOMETHING	39 – 47
<i>Dewi Sri Kuning, STKIP Muhammadiyah Kotabumi</i>	
ERROR ANALYSIS IN SUBJECT-VERB AGREEMENT OF ENGLISH DEPARTMENT GRADUATE STUDENT’S THESIS AS EFL LEARNERS BASED ON SURFACE STRATEGY TAXONOMY	48 – 55
<i>Khairun Nisa, University of Lampung</i>	
THE INFLUENCE OF USING REALIA TO IMPROVE STUDENTS’ VOCABULARY AT SMP N 2 NATAR IN THE ACADEMIC YEAR OF 2017/2018	56 – 63
<i>Eva Faliyanti & Alanda Liantara, Muhammadiyah University of Metro</i>	
IMPLEMENTING CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) AT A HIGHER EDUCATION INSTITUTION	64 – 71
<i>Huzairin, Basturi Hasan, & Sudirman, University of Lampung</i>	

STUDENTS' DIFFICULTIES OF WRITING AN ESSAY	72 – 79
<i>Rulik Setiani & Dewi Sri Kuning, STKIP Muhammadiyah Kotabumi</i>	
THE CONCEPT OF MEANING	80 – 92
<i>Cucu Sutarsyah, University of Lampung</i>	
ENHANCING SPEAKING FLUENCY THROUGH 4/3/2 TECHNIQUE OF EFL STUDENTS	93 – 100
<i>Hery Yufrizal, University of Lampung</i>	
EMPLOYING SELF-ASSESSMENT TECHNIQUE TO PROMOTE STUDENT'S WRITING ABILITY IN COMPOSING CAUSE-EFFECT ESSAY AT UNIVERSITAS MUHAMMADIYAH GORONTALO	101 – 106
<i>Indah Wardaty Saud, Yulan Puluhulawa, & Dahlia Husain Universitas Muhammadiyah Gorontalo</i>	
TRANSLATION AS A LEARNING STRATEGY BY EFL LEARNERS IN A PUBLIC UNIVERSITY IN INDONESIA	107 – 119
<i>Gede Eka Putrawan, University of Lampung</i>	
ANALYZING CULTURAL TRANSFER IN ELT CLASS OF SENIOR HIGH SCHOOL TEACHERS.....	120 – 136
<i>Muhammad Sukirlan, University of Lampung</i>	
THE USE OF LONG FUNCTIONAL TEXTS WITH LAMPUNG LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING	137 – 143
<i>Agatha Nila Sukma M., SMP Negeri 20 Bandar Lampung</i>	
AN ANALYSIS OF THEME AND RHEME IN AN ADVERTISEMENT.....	144 – 150
<i>Yanuaris Yanu Dharmawan, Universitas Bandar Lampung</i>	
GENDER AND CULTURAL FAMILIARITY IN READING MATERIAL	151 – 160
<i>Elis Susanti, Rini Susilowati & Asep Hardiyanto, STKIP Muhammadiyah Kotabumi</i>	

COLLABORATIVE BLENDED LEARNING ACTIVITIES TO IMPROVE EXTROVERT AND INTROVERT STUDENTS' ARGUMENTATIVE ESSAY WRITING ABILITY AND THEIR PERCEPTION	161 – 176
<i>Ani Novitasari, Patuan Raja, & Flora, University of Lampung</i>	
MOBILE LEARNING: THE IMPACT OF WHATSAPP USAGE IN ENGLISH LANGUAGE LEARNING	177 – 188
<i>Berlinda Mandasari & Shafa Tiara P. Agusty, Universitas Teknokrat Indonesia</i>	
UNDERGRADUATE STUDENTS' ATTITUDES TO THE IMPLEMENTATION OF WHATSAPP GROUP AS THEIR LEARNING MEDIA IN THE EFL CLASSROOM	189 – 196
<i>Fatimah Mulya Sari, Universitas Teknokrat Indonesia</i>	
CARTOON FILMS AN ITS CORRELATION TO STUDENTS VOCABULARY MASTERY	197 – 203
<i>Dedy Subandowo & Meilani Ambariyani, Muhammadiyah University of Metro</i>	
PROMOTING DIGITAL LEARNING TO ENHANCE STUDENT COMPETENCIES AS GLOBAL CITIZENS.....	204 – 214
<i>Hermi Yanzi & Obby Taufik Hidayat, University of Lampung</i>	
ETHNIC SNAKE GAME: A STUDY ON THE USE OF MULTIMEDIA IN SPEAKING CLASS FOR ELECTRICAL ENGINEERING STUDENTS	215 – 225
<i>Lulud Oktaviani, Universitas Teknokrat Indonesia</i>	
THE EFFECT OF INSTAGRAM ON THE STUDENTS' WRITING ABILITY AT UNDERGRADUATE LEVEL	226 – 234
<i>Achmad Yudi Wahyudin & Fatimah Mulya Sari, Universitas Teknokrat Indonesia</i>	
THE EFFECT OF BLENDED LEARNING ACTIVITY IN IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILL IN THE CONTEXT OF ENGLISH AS A FOREIGN LANGUAGE	235 – 240
<i>Rachma Vivien Belinda, Patuan Raja, & Ari Nurweni, University of Lampung</i>	

IMPLEMENTING CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) AT A HIGHER EDUCATION INSTITUTION

Huzairin¹, Basturi Hasan², Sudirman³

University of Lampung^{1,2,3}

huzairin1958@gmail.com¹

ABSTRACT

This study tries to explore project based content language integrated learning (CLIL) executed at a higher education institution in Lampung Indonesia. 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 Institute 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 that project based CLIL English language course at the Institute of Technology Sumatera could work effectively.

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

I. INTRODUCTION

In general, the aims of English teaching are to give students additional skills to communicate in the language so that the students can use it to communicate both orally and written. The topics of analysis were focused on language skills: 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 education institutions as an institution to produce workers. If we wish to win global competition, higher education institutions must equip its graduates with the ability to communicate in English adequately.

Furthermore, for students having the ability in English will be helpful 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 appropriate 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

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 effective for the class with different English ability. In higher education system which 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 often find difficulties in assisting students with below average capabilities. 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 write in academic English as an international language.

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

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

II. 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 designing 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' comprehensibility 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. Project based learning is designed for the use in complex problems needed by students for investigation and comprehensibility.

Project base learning has the following characteristics:

1. Students make a decision on a frame work;
2. There should be problem or challenges directed to the students;
3. Students design a process to determine a decision on the problem 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 continuously;
7. The end product of learning 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 distinguish it from other learning models such as *discovery learning model* and *(problem based learning model)*. The steps are: (1) determining basic question, (2) designing the project; (3) Arranging schedule; (4) monitoring the progress 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 accomplish. Of course the topic used should relate to the real job. The next step is by the aids from the lecturers, groups of students are designing activities that will be done in their respected teams. The bigger the students' involvement in contributing their ideas, the bigger students' sense of belonging toward the project. Next, students and lecturers determine the time limit to accomplish the project.

III. 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 learning material products. (Gravemeijer, 1999). The output of the research is high quality products theoretically, methodological procedures and empirically.

Research and development is a strategy to develop effective educational products. The educational research and development is an industry with model developmental in which research inventions are used to develop new products and procedures which is systematically tried out, evaluated, and revised until 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 scientific 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.

IV. RESULTS AND DISCUSSIONS

Content Language Integrated Learning (CLIL) is implemented 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.

Analysis of speaking tasks.

In order to answer the question is there any influence of categorizing students into categories toward students' achievement of speaking, Multivariate Analysis of Variance (MANOVA) was applied. The following table shows descriptive statistics of speaking task into four types of 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

Analysis learning tasks on grammar analysis

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

From a series of statistical analysis, it can be concluded that there is no significant influence 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 quantity and quality of students' speaking, there are still students' speaking ability designed by the researcher with the characteristics of students' achievement.

This finding 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 instructional style, motivation, their performance and achievement will increase.

There are some important findings from the research. Among others are: project 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 study groups, students work in groups to accomplish the project well. Group presentation, personal presentation, and personal responses activities were done in English.

From a series of statistical analysis, it can be concluded that there is no significant influence 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 quantity and quality of students' speaking, there are still students' speaking ability designed by the researcher with the characteristics of students' achievement.

This finding 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 instructional style, motivation, their performance and achievement will increase.

There are some important findings from the research. Among others are: project 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 study groups,

students work in groups to accomplish the project well. Group presentation, personal presentation, and personal responses activities were done in English.

IV. CONCLUSION AND SUGGESTION

From the description of the results of research and the analysis, it can be concluded that: a) There is 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 proved by significant 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 students' responses through questionnaire 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 higher education institutions.

REFERENCES

- Anderson, L. W., & Krathwohl, D.R. (Eds). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Bentley, K. (2010). *The TKT course CLIL module*. Cambridge: Cambridge University Press.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *The International Journal of Bilingual Education and Bilingualism*, 10, 543-562.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *The new circles of learning: cooperation in the classroom and school*. Alexandria: Association for Supervision and Curriculum.
- Kagan, S. (1992). *Cooperative learning*. San Juan Capistrano, California: Kagan Cooperative Learning.
- Lorenzo, F., Casal, S. and Moore, P. (2010). The effects of content and language integrated learning in European education: Key Findings from the Andalusian Bilingual Section. Evaluation Project. *Applied Linguistics*, 31, 418-442.
- Lasagabaster, D. (2008). Foreign language competence in content and language integrated courses. *The Open Applied Linguistics Journal*, 1, 31-42.
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching* 5(1), 3-18.
- Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). *Real-life problem solving: A collaborative approach to interdisciplinary learning*. Washington, DC: American Psychological Association.

- Miller, P. C. 2006. Integrating second language into project-based instruction. In *project-based learning in second and foreign language education: Past, present, and future*, ed. G.H. Beckett and P.C. Miller, 225–40. Greenwich, CT: Information Age
- Stoller, F. 2006. Establishing a theoretical foundation for projectbased learning in second and foreign language contexts. In *Projectbased second and foreign language education: Past, present, and future*, ed. G.H. Beckett and P.C. Miller, 19–40. Greenwich, CT: Information Age
- Thomas, J. W. & Mergendoller, J. R. (2000). Managing project-based learning: Principles from the field. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Thomas, J. W., Mergendoller, J. R., and Michaelson, A. (1999). *Project-based learning: A handbook for middle and high school teachers*. Novato, CA: The Buck Institute for Education.
- Hadley, A. O. (2001). *Teaching Language in Context Third Edition*. Boston, MA: Heinle and Heinle Thomson Learning
- Huzairin, et al 2017. Pengembangan Model Pembelajaran Bahasa Inggris Content And Language Integrated Learning (Clil) Berbasis Project Mata Kuliah Bahasa Inggris Di Perguruan Tinggi. Laporan Penelitian. Universitas Lampung.
- Joyce, B., Weil, M. & Calhoun, E. (2000). *Models of Teaching Sixth Edition*. Boston: Allyn and Bacon.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. New York: Pergamon.
- Krashen, S. D. (1982). *Principles and Practices in Second Language Acquisition*. Oxford: Pergamon.
- Kumaradivelu, B. (2001). Toward a Postmethod Pedagogy. *TESOL Quarterly*, 28, 27-48.
- Robinson, R. D., McKenna, M. C., dan Wedman, J. M. (Eds.) (2000). *Issues and Trends in Literacy Education Second Edition*. Needham Heights, MA: Allyn and Bacon.



1st ICON - ELTL
International Conference on
English Language Teaching and Learning

ISBN 978-602-0660-30-5



**INSTITUTE FOR RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG**