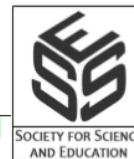


Developing English Learning Model Project Based Content And Language Integrated Learning (Clil) For English At University Level In Indonesia

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ABSTRAK

This study explores 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.

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

INTRODUCTION

Background

This research is undertaken as a follow up of the previous research (Huzairin, dkk 2017). On the previous study the research was undertaken at undergraduate program of the Faculty of Teaching and Education the University Lampung. However, since the odd semester 2017 English has been a non compulsory subject for students at the university. Then study was moved to the Institute of Technology of Sumatera (ITERA) Bandar Lampung). The shifting of research site is basically practical. There is a similarity in the instructors, programs, and time allocation for teaching English both in the University of Lampung and in the Institute of Technology of Sumatera (ITERA) Bandar Lampung).

English is a compulsory subject for students of higher education institutions. There might be difference from one institution to another. The objectives of teaching English might be different for one institution to another. The differences are from one institution to another, or from one department to others.

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 communicating 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.

On previous research (Huzairin, 2018, 2017) the learning through CLIL approach has been successfully improved students' capabilities in English. Furthermore, the application of CLIL principle at higher institution level has successfully improve the students' ability in English.

The research objectives

The research aims at:

- a. Showing how project based Content Language Integrated Learning influence the fluency and accuracy of students learning English at tertiary education in Bandar Lampung, Indonesia.
- b. Inventing factors that support or hindrance the application of teaching and learning of English through project based Content Language Integrated Learning

4 **FRAME OF THEORIES**

Project Based Learning

Project based learning is a mode 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.

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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.

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Project base learning has the following characteristics:

Pembelajaran Berbasis Proyek memiliki karakteristik sebagai berikut:

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.

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The advantages and disadvantages of project based learning are

The advantages of project based learning

- a. Increasing students' learning motivation, supporting their ability to deal with important job, and their job being appreciated.
- b. Improving problem solving ability
- c. Making students be more active and able to accomplish with more complex job.
- d. Increasing collaboration.
- e. Pushing students to develop and practice their communication ability.
- f. Improving students' ability in managing resources.
- g. Providing experiences for students in studying and practicing in project management, predicting time and other resources such as equipment to accomplish the project.

- h. Providing learning experiences involving students in a complex job similar to their job in the real world.
- i. Involving students to learn to get information and show their capabilities that can be applied in the real world
- j. Creating more enjoyable learning experiences so that students enjoy learning situation..

The weakness of Project based learning

- a. It needs long time to deal with problems
- b. It needs big expenditures
- c. Many instructors feel comfortable with traditional classes where the instructors hold leading roles in the classroom.
- d. A lot of equipments that should be prepared
- e. Students who have weaknesses in experiment and collecting information will get difficulties.
- f. Students who have less experience in group work will face problems.
- g. Students will face problems when they are exposed to a topic to be dealt with. In order to deal with weaknesses in project based learning an educator should be able to deal with it by facilitating students to deal with the problems, limiting time to deal with the problems, minimizing and providing equipments available in the project area, limiting time to accomplish with the project, minimizing and providing simple tools available, choosing reachable research locations, creating comfortable learning situations comfortable for students to learn.

Project based learning also requires students learn to develop skills such as collaboration and reflection. According to research project based learning helps students improve their social skills, minimizing absenteeism, and improve the discipline problem.

Project based learning also increases students' enthusiasm of what they are learning. When the students have high enthusiasm on what they learn, they become more involved in learning the subject and expand their interest toward other subjects. Enthusiasm students toward learning what they learn, not to forget what they have learned.

Based on the explanation above, the followings are activities that should be accomplished:

a. Determining project. In this phase students determine the theme/topic of the project based on the assignment given by the lecturer. The students are given to opportunity to choose/determine the projects done in group or personal choice.

b. Designing the steps to accomplish the project. Students design steps to accomplish with the project from the beginning to the end of the project. The design of the project contain rules in executing project, selection of activities that can support the project, the integration of project accomplishment planning, the planning of resources, materials, and equipments that can support the project and coordination among members.

c. Setting up schedules for project. Students, under supervision from lecturers arrange the schedules of the project.

d. Project execution under the lecturers' supervision.

This step is the implementation of project planning under lecturers' supervision. This step is the implementation of project planning made. Activities that can be done in the project are: a)

reading, b) researching, c) observing d) interviewing, e) recording, f) producing art, g) visiting project object, or h) accessing internet. The lecturers are responsible to implement the project, starting from the planning to finishing the project. In monitoring activities, lecturers made rubric than can record students' activities in accomplishing project. e. Report writing and reporting/presentation and publication The results of the project in form of products whether in the form of written report, art, or technology products are presented and/or published to other lecturers or students in form of exhibition. f. Evaluation on the process and products. Students and lecturers do some reflections on the activities and results of the project.

Reflection process on project jobs can be accomplished individually and in groups. At the evaluation stage, the students are given the opportunity to expose their experiences during the accomplishment of the project. This is followed by discussion to improve the accomplishment of the project. Feed back session on the process and product are also dealt with during this process.

Evaluation in *Project Based Learning model*

Because project base learning can give the learning product in the form of (*knowledge*), skill or psychomotoric and attitude or affective, then the evaluation is given on those domains. Evaluation format can be test or non test. It is suggested that the evaluation of project base learning give more priority to students' ability to manage their activities to accomplish with their chosen project, the relevance of the project with the topic of the learning so that they can manage the originality of the project.

2. Students need to be given explanation about deep way of thinking, systematic, radical and universal about their field study.
3. Students develop the thinking realistically by providing a lot of examples.
4. Students must be assigned learning tasks that can stimulate their thinking realistically and realized it in the form of writing.
5. Students must be stimulated to ask more, because it can stimulate them to think more.

RESEARCH METHOD

Research Design

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.

The main steps in doing educational research and development are:

- (1). Literature study

- (2). Planning
- (3). Developing early product model (theoretical)
- (4). Field test of early model
- (5). Early product test to produce main products
- (6). Field test of main product
- (7) Revision of main product to empirical model
- (8). Field test of operational products
- (9). Revision of opsional products to produce end products.
- (10). Disemination and distribution of end products (Gall and Borg in Distrik et al, 2009).

Complete procedures of evaluation:

Pre test

Pretest is undertaken to be the basic for students grouping. The grouping is done separating students with good capability and non good capabilities based their test. The test material is self introduction in English.

Instruction: Every one is asked to introduce him/herself in front of the class

Material coverage: Name, Address, place/date of birth, school, number of siblings, hobbies...

Recording

1.1.1 Every student is recorded

1.1.2 Scoring:: performance: self introduction is scored based on the following factor: fluency, pronunciation, intonation, grammar, vocabulary.

Grouping

After each student is scored, their scores is categorized as good or not good.

Input Processing

1. Lecturer review sentences and tenses that underlie a text: some reviews on the types of sentence based on the structure; simple, compound or complex, active and passive sentences, verbal and nominal, positive, negative, and interrogative in various tenses
2. Review text types:: narrative, descriptive, argumentative, descriptive, argumentative, and academic texts.

The steps that should be done:

One class consists of 40-80 students

Students are asked to project in groups.

The Project is done in groups

Determining reading materials used.

RESULTS AND ANALYSIS

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 learning 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 divided into two terms: 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 a project base is organized with different emphasis. To evaluate the students were given tasks related to language skills: listening, reading, speaking, and writing, to complete the language instruction by the lecturer.

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

Table 4.1. 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 4.1 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 lowest score was 52, the highest 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 78,67, and the average score was 66,44 sd = 8,26. For grammar task the lowest score was 41, the highest score was 80, the mean score 65,73 sd = 8,83.

Analysis on lab work learning task

To answer research question: Is there any significant influence of students' streaming on the learning tasks to students' achievement? Multivariate Analysis of Variance (MANOVA) was used. The following table illustrates the descriptive statistics of the influence of lab work task on students' achievement.

Table 4.2. Descriptive statistics of students' achievement on lab work

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
1,00	28	69,2500	8,09858	1,65312	50,00	80,00
2,00	28	68,7917	9,39926	1,91862	43,00	80,00
3,00	28	68,3333	7,39957	1,51043	52,00	80,00
4,00	28	65,2500	7,72489	1,57684	48,00	76,00
Total	128	67,9063	8,21306	,83824	43,00	80,00

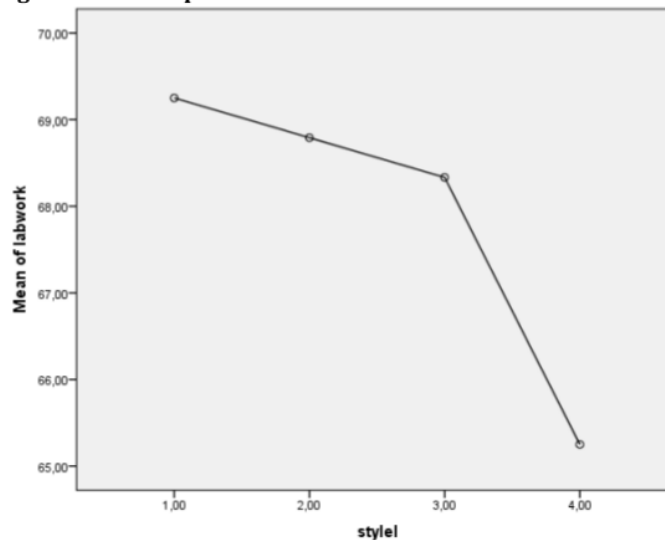
In order to answer research question: Is there any significant influence of students' division on four learning tasks of English learning at Institut Teknologi Sumatera, a parametric statistical evaluation Analysis of Variance was undertaken and the results are presented in the following in table 4.3.

Table 4.3 ANOVA result on students' qualification of lab work learning

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	235,865	3	78,622	1,172	,325
Within Groups	6172,292	123	67,090		
Total	6408,156	125			

The ANOVA test for students' division on lab work study shows the F value of 1,172. This means that there is no significant difference between students' score on lab work and the students' division. However, there us a relative difference between tne students' achievement in lab work and students' division. This can bee seen in the following plots.

Figure 4.1 mean plot lab work score based on students' score



Note: 1 = upper class 1 2 = upper class 2
3 = lower class 1 4= lower

Based on the mean plot students' score on labwork, the highest score was gained by students in upper class 1 category, followed by students with upper class 2 category. The lowest scores were gained by student with lower class category 1 and 2. This means that for lab work activities, there is a congruency between students' category and their learning achievements.

Analysis of speaking tasks.

In order to answer the question is there any influence 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 of learning achievement.

Tab 4.14. 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

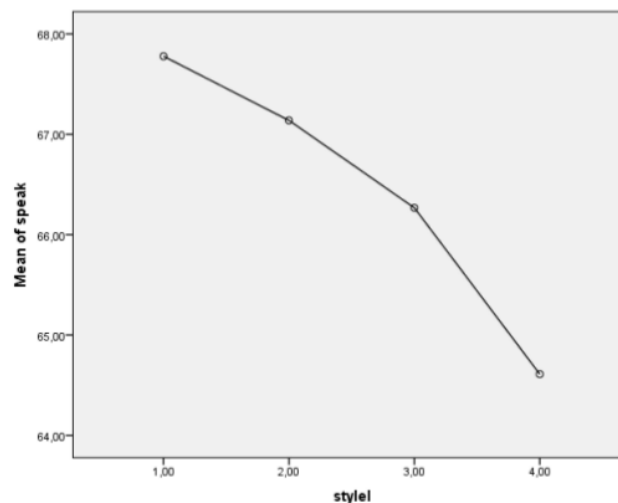
Note: 1 = upper class 1 2 = upper class 2
3 = lower class 1 4= lower

In order to answer the question: Is there any significant influence of student classification on the speaking learning task at Institut Teknologi Sumatera Lampung statistical testing Analysis of Variance was applied with the result is illustrated in fig.4.5.

Tabel 4.5 The ANOVA of students' achievement and learning task of speaking

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	135,664	3	45,221	,655	,582
Within Groups	6352,612	125	69,050		
Total	6488,276	123			

The result of ANOVA test on the influence of learning style categorization toward speaking shows the F 0,655. This means there is no significant difference between the students' score in lab work and students' classification. However there is still relative difference between the students' achievement in lab work and the students' qualification. This can be seen from the following mean plot.



1 = upper class 1 2 = upper class 2
3 = lower class 1 4 = lower

Based on mean plot of students' lab work achievement, it can be seen that the highest score was gained by the students in category upper class 1 followed by students in upper class 2. The lowest score was gained by students in lower class 2 category. This means that there is a congruency between learning category and learning task.

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 4.6

Tabel 4.6 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

In order to answer research question is there any significant influence of student qualification toward writing achievement of English at Institut Teknologi Sumatera, a statistical test Analysis of Variance was organized with the following result

Table 12.7 ANOVA on kualifikasi and writing task

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	681,865	3	227,288	3,577	,017
Within Groups	5846,375	123	63,548		
Total	6528,240	125			

The ANOVA of the influence of student classification on speaking tasks shows the F value of 3,577. This means that there is a significant difference in students score in writing and difference classification at significant level 0,05. This can be seen from the following mean plot. Based on the mean plot of students' writing scores, it can be seen that the highest score was achieved by students with upper class1 category. The lowest score was gained by students with lower class category. This means that for speaking task there was an incongruity between learning category and learning task designed for such learning task. It was found that students with upper class got the highest score in writing.

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

Table 4.9 The results of ANOVA on the qualification and grammar learning,

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
1,00	28	66,5417	9,40850	1,92050	42,00	78,00
2,00	28	66,0417	10,04546	2,05052	41,00	78,00
3,00	28	65,9583	7,16561	1,46267	51,00	80,00
4,00	28	64,4167	8,86575	1,80971	44,00	80,00
Total	128	65,7396	8,82967	,90117	41,00	80,00

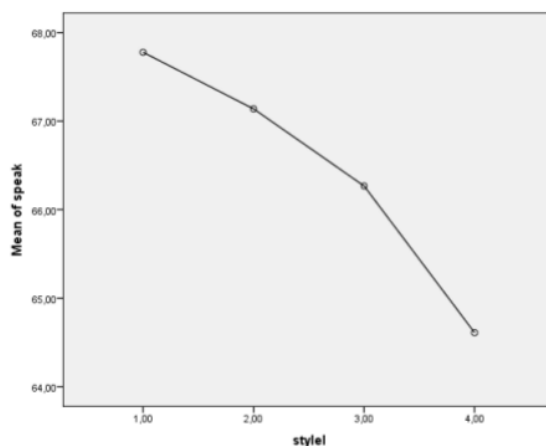
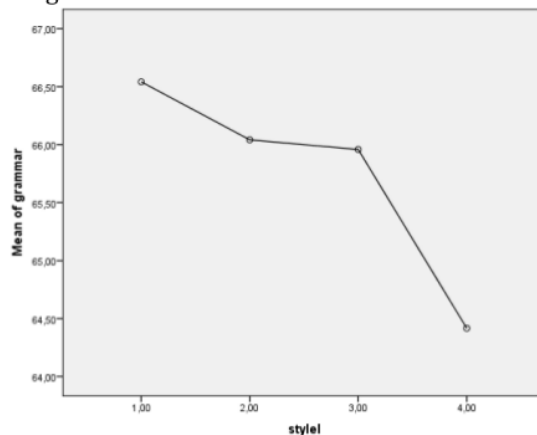
1 = upper class 1 2 = upper class 2
 3 = lower class 1 4 = lower

In order to answer the question is there any influence of students' categorization on grammar analysis at the Institute Technology Sumatera statistical analysis using Analysis of Variance was conducted with the following result:

Table 4.10 ANOVA categorizing students and grammar analysis tasks

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	60,781	3	20,260	,254	,858
Within Groups	7345,708	92	79,845		
Total	7406,490	95			

The ANOVA shows that the significant influence of categorizing students toward speaking assignment of F is 0,254. This means there is no significant difference between students lab work and the students' categorization. This can be seen from the following mean plot:



ANALYSIS

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 be 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 based 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 accomplish the project well. Group presentation, personal presentation, and personal responses activities were done in English. These are in accordance to Mangubhai (2000) who stated that immersion language learning (joining language to subject matter resulted in maximum results (2000,pp 203).

Other phenomena that can be attained through this study are product oriented and process oriented learning. Product oriented learnings are generally based on behavioristic psychological theory of Pavlov, Thorndike works, and from the study Watson and Rayner which applied Pavlov's study on psychological disturbances. Skinner's works considered as important reference in this field and its application in educational world. (Joyce, Weil, & Calhoun, 2000: 318). In language teaching, model learning in group generally has the characteristics proposed by Krashen (1981) 'learning', such as bound in formal procedure, product/performance orientation, and sequenced based on grammar.

Teachers' role is dominant in determining learning goals and procedures. This role is dominant in drill and substitution activities common in this approach. Audiolingual Approach, is basically rooted from two parallel ideas in linguistics and psychology. In psychology field, this approach has rooted on behaviorism and neo-behaviorism, in linguistics this approach is rooted on structuralism and descriptive. (Hadley, 2001).

The teaching method produced from this approach were given the same name: audiolingual method, also known as Functional skills, New key information, and American Method (Benseler & Schulz, 1980). Different from product oriented learning model, learning model in this group has rooted on ideas from social theories which emphasized on human social nature, the way humans learn social interaction, strengthening the success of academic learning (Joyce, Weil, & Calhoun, 2000).

In practice, these principles form the development of cooperative learning society. Assumptions that base the practice was summarised by Joyce, Weil, dan Calhoun (2000), 1) Synergy produced from cooperative arrangement produced stronger motivation than those produced by individualistic and competitive environment. Therefore, integrative social group is more than just sub part component. Hidden sense resulted in positive energy. 2) Members of cooperative group learn from each other. Every student get more helps than self effort. 3) Interactions among members produced cognitive complexity besides social complexity created intellectual activities that support learning than self learning. 4) Cooperation increases positive feeling toward others, minimising loneliness and feeling isolated, develop relations, and meningkatkan solid view toward others. 5) Cooperations increases self image not only through increasing learning but also feeling respected and appraised by others. 6) Students could respond experiences in accomplishing tasks requiring cooperations through improvement of their cooperativeness. In other words, the more the students are given the opportunity to cooperative. This will help them improving their social welfare. 7) Students, including elementary school students, can learn from practice to improve their cooperative skills.

CONCLUSIONS AND SUGGESTION

Conclusions

From the description of the results of research and the analysis, ¹it 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 students' responses through questionnaire answers before and after the application of the language program.

Suggestions

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.

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