

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

By Huzairin

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

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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 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.

II. THEORETICAL FRAMEWORK

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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.

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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:

1. Students make a decision on a framework;
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 fully 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 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 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 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

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 high 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 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. Descriptive statistics of students' speaking achievement

	12 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

	12 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 tesing 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.

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IV. CONCLUSION 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 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.

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