

**LECTURERS' PERCEPTION OF CONTENT LANGUAGE  
INTEGRATED LEARNING (CLIL) APPROACH IN TEACHING  
INTERNATIONAL CLASS AT UNIVERSITAS NEGERI PADANG**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education Program*



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**2024**

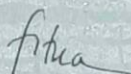
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Lecturers' Perception of Content Language Integrated Learning (CLIL) Approach in Teaching International Class at Universitas Negeri Padang

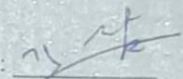
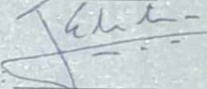

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## ABSTRACT

**Delarosa, A. (2024). Lecturers' Perception of Content Language Integrated Learning (CLIL) Approach in Teaching International Class at Universitas Negeri Padang. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Content Language Integrated Learning (CLIL) is an educational approach that is appropriate to be implemented in international class since the aims are to help the students mastering the content subject and the target language. This study aimed to find the lecturers' perception of the benefits and the obstacles in implementing CLIL approach in international class at Universitas Negeri Padang. The method used in this study was survey research that used closed-ended questionnaire which consists of 47 items of statements and open-ended questionnaire which consists of 8 questions to collect the data. The samples of this study were 18 lecturers who teach in different international classes at Universitas Negeri Padang. The findings showed that mostly the lecturers have very positive perception that CLIL provides many benefits for themselves. CLIL improve lecturers' language proficiency, lecturers' attitudes, lecturers' understanding on the subject, and lecturers' cultural awareness. In addition, the results of this study showed that most of the lecturers do not have big problems that can obstruct CLIL implementation. However, there were still lecturers who have problems in implementing CLIL approach related to the lesson planning, materials development, understanding on the target language and communication skills.

**Key Words:** *CLIL Approach, Lecturers' Perception, International Class*

## ABSTRAK

**Delarosa, A. (2024). Lecturers' Perception of Content Language Integrated Learning (CLIL) Approach in Teaching International Class at Universitas Negeri Padang. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Content Language Integrated Learning (CLIL) adalah sebuah pendekatan pendidikan yang sesuai untuk diimplementasikan dalam kelas internasional karena tujuannya adalah untuk membantu siswa menguasai materi pembelajaran dan bahasa target. Penelitian ini bertujuan untuk menemukan persepsi dosen terhadap manfaat dan hambatan dalam mengimplementasikan pendekatan CLIL di kelas internasional di Universitas Negeri Padang. Metode yang digunakan dalam penelitian ini adalah penelitian survey dengan menggunakan kuesioner tertutup yang terdiri dari 47 butir pernyataan dan kuesioner terbuka yang terdiri dari 8 pertanyaan untuk mengumpulkan data. Sampel penelitian ini adalah 18 dosen yang mengajar di kelas internasional yang berbeda di Universitas Negeri Padang. Hasil penelitian menunjukan bahwa kebanyakan dosen memiliki persepsi yang sangat positif bahwa CLIL memberikan banyak manfaat untuk diri mereka sendiri. CLIL meningkatkan kemahiran berbahasa dosen, sikap dosen, pemahaman dosen terhadap subjek, dan kesadaran budaya dosen. Selain itu, hasil penelitian juga menunjukkan bahwa kebanyakan dosen percaya bahwa mereka tidak memiliki masalah yang besar yang dapat menghambat pelaksanaan CLIL. Tetapi ada juga dosen yang memiliki masalah dalam mengimplementasikan pendekatan CLIL berkaitan dengan perencanaan pembelajaran, pengembangan materi, pemahaman terhadap bahasa target dan kemampuan berkomunikasi.

**Kata Kunci:** *Pendekatan CLIL, Persepsi Dosen, Kelas Internasional*

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Most Gracious and the Most Merciful*

*Alhamdulillahirrabil'alamin, all praise is upon Allah Subhanahu Wata'ala, who has given the writer knowledge, healthy, and strength to finish this thesis entitled: Lecturers' Perception of Content Language Integrated Learning (CLIL) Approach in Teaching International Class at Universitas Negeri Padang. Also, salutation and peace are delivered to the Prophet Muhammad Sallahu 'Alaihi Wasallam.*

The writer would like to express her deepest gratitude to the honorable advisor, Dr. Fitrawati, S.S, M.Pd. who has given her guidance, support, suggestion, attention and valuable time to help the writer to accomplish this thesis from the beginning stage until the finishing stage. Then. special appreciation is also addressed to her examiners Dr. Yuli Tiarina, M.Pd and Dr. Edi Trisno, M.A who have given valuable suggestions and ideas for the completion of this thesis. In addition, the writer also thankful to to the validator, Nora Fudhla, S.Pd., M.Pd. Then, the writer also would like to express her thanks to writer's academic advisor, Dr. Dr. Refnaldi, S.Pd., M.Litt, and the international class lecturers in Universitas Negeri for their participation for this research.

Furthermore, the writer would like to express her sincere thanks to her beloved father and mother, Amri and Juli Jusnita, her sister Dahlia Rosa, and all the family members who always give their countless love, powerful prayer, and supports during the process of accomplishing this thesis.

Lastly, the writer also would like to address her thanks to her dearest friends Yuni Citra Wulandari, Nadya Ayu Nur Febryana, Annisa Nur Ummatil Iqbal, Rahmatul Wahid, and Rusdi Pandu Hidayat who have given many supports and help. Also, the writer would like to say thanks to all of K1 2017 class members for

sharing many things together and for unforgettable moments she had while studying in Universitas Negeri Padang.

**Padang, February 2024**

**Adelia Delarosa**



## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ABSTRAK.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>iii</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF FIGURES .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF APPENDICES.....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Problem.....	1
B. Identification of the Problem.....	8
C. Limitation of the Problem .....	9
D. Formulation of the Problem .....	9
E. Research Questions.....	9
F. Purpose of the Research.....	10
G. Significance of the Research .....	10
H. Definition of Key Terms .....	10
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>12</b>
A. Review of Related Theories .....	12
1. The Theory of CLIL .....	12
2. The Theory of Perception.....	25
B. Review of Related Studies .....	27
C. Conceptual Framework.....	31
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>33</b>
A. Research Design .....	33
B. Population and Sample .....	34
C. Instrumentation.....	35
a. Questionnaire .....	35
b. Validity and Reliability .....	37
D. Technique of Data Collection.....	39

E. Technique of Data Analysis .....	39
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>42</b>
A. Data Description .....	42
1. Lecturers' Perception of Benefits of CLIL Approach.....	43
2. Lecturers' Perception of Obstacles in Implementing CLIL.....	44
B. Analysis and Findings.....	45
1. Lecturers' Perception of Benefits of CLIL Approach.....	45
2. Lecturers' Perception of Obstacles in Implementing CLIL Approach ....	62
C. Discussion .....	80
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>86</b>
A. Conclusion .....	86
B. Suggestion .....	87
<b>REFERENCES .....</b>	<b>88</b>

## **LIST OF FIGURES**

Figure 1 Conceptual Framework .....	31
Figure 2 Instrument Reliability Test Result .....	38

## LIST OF TABLES

Table 1	International Classes at UNP .....	34
Table 2	Indicators of Instrument .....	36
Table 3	Conversion Table of the Perception of Benefits .....	40
Table 4	Conversion Table of the Obstacles .....	41
Table 5	The Results of the Lecturers' Perception of Benefits of CLIL .....	43
Table 6	The Results of the Lecturers' Perception of Obstacles in Implementing CLIL .....	44
Table 7	Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Language Proficiency .....	46
Table 8	Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Attitudes.....	51
Table 9	Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Understanding on the Subject .....	54
Table 10	Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Cultural Awareness .....	58
Table 11	Lecturers' Perception of Obstacles in Implementing CLIL Approach on Lesson Planning .....	63
Table 12	Lecturers' Perception of Obstacles in Implementing CLIL Approach on Materials Development .....	68
Table 13	Lecturers' Perception of Obstacles in Implementing CLIL Approach on Lecturers' Understanding on the Target Language .....	72
Table 14	Lecturers' Perception of Obstacles in Implementing CLIL Approach on Lecturers' Communication Skills .....	76

## **LIST OF APPENDICES**

Appendix 1 Questionnaire .....	93
Appendix 2 Data Analysis .....	102
Appendix 3 Validation Sheet .....	103

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the rationale for conducting study on lecturers' perception of Content and Language Integrated Learning (CLIL) in teaching international class at Universitas Negeri Padang. The descriptions are divided into background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purpose of the research, significance of the research, and definition of key terms.

#### **A. Background of the Problem**

English is a language that has been used by many people in various countries. It means that it is used internationally by people to communicate with others to transfer ideas, thought, feelings, attitudes, or message. English also plays an important role in every field such as educational, political, and social context. As the result, English is very important to be learned by the learners from all over the world, especially the learners in Indonesia.

To help the learners in learning and improving their ability in English, the Indonesian government has developed many educational programs. One of the educational programs that have been developed to promote English is international class program in university. In international class, students learn English while they learn about certain subjects in the class such as math, science, social studies, and etc. Therefore, to achieve the goals of international class and the goals of a subject, the lecturers who teach in international class need to implement appropriate educational approach which can be aimed at

improving students' language skills and students' understanding on the content of the subjects being taught so that the learning goals can be achieved.

The educational approach that can be effective to be implemented in international class is Content and Language Integrated Learning or abbreviated as CLIL. CLIL is the appropriate educational approach to be implemented to teach subjects in international class because CLIL is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language (Coyle et al., 2010). It means that in CLIL, subjects are taught in English. It is in line with the CLIL's goals where CLIL goals are to help the students to grasp the subject area and facilitate them to master the target language (Puspitasari, 2016).

CLIL provides some benefits both for the learners and the lecturers. According to Dale and Tanner (2012), CLIL can increase students' motivation, develop students' cognitive and communication skills because of meaningful communication, give students a lot of language input and output, and develop students' intercultural awareness. Then, for the lecturers, CLIL encourage lecturers to have development and to be more innovative because the lecturers need to develop the teaching materials based on the 4Cs principles; content, communication, cognition, and culture. CLIL can also make the lecturers become more enthusiastic when they think and discuss the learning, curriculum development and materials. Furthermore, CLIL can help to broaden lecturers' understanding of the subject and the teaching of subject.

In international class at Universitas Negeri Padang, some lecturers have implemented CLIL in the class. However, the implementation of CLIL has not optimal yet. English is not fully used by the lecturers in the class. Most of the lecturers of every study program used Indonesian and English in teaching and learning process in the class. They use bilingual language because not all students have good English skills. However, the media, materials, assignments, and exams are in English. This fact is supported by interview from five lecturers who teach in Guidance and Counseling, Physics Education, Chemistry Education, Indonesian Education, and English Education study programs

International class lecturers at Universitas Negeri Padang have done many things to help students to achieve the goals of the lesson. Nevertheless, they still find obstacles in implementing CLIL in teaching international class students. Most of the lecturers feel that students' English skills become the biggest obstacles in teaching international class because every student in international class has different English skills. The students who have good English skills are easier to understand the materials of the lesson. They are also more motivated in learning and improving their English skills. On the other hand, the students who have low English skills feel anxious when studying in the class. Then, they are difficult to understand the materials due to their low vocabulary knowledge. Moreover, the students with low English skills are also less motivated in learning so that they are not active in class discussions



regarding the subject matter and they also cannot improve their English skills. Consequently, they cannot do the assignments given by the lecturers well.

Therefore, the lecturers who teach in international class are required to have good understanding on CLIL. If the lecturers do not have enough understanding of CLIL, they cannot apply CLIL approach well. It is because they do not know what the purposes of the approach and what they have to do in teaching and learning process. Then, they are also required to have good understanding on the content subject and the target language. If the teachers do not master the content subject and language, the students will be difficult to develop their content knowledge and language skills. As the result, the CLIL implementation cannot be successful. CLIL teachers also should completely understand what they have to do to maximize the successful CLIL implementation. In addition, according to Tachaiyaphum and Sukying (2017), CLIL implementation also requires the collaboration between the subject teachers and the language teachers. By collaborating, they can exchange their ideas, trial teaching technique, report back to each other, and develop more effective strategies that can be used in CLIL implementation.

There are many researchers who have conducted research on CLIL with different focuses. Some researchers conducted research focusing on the negative issue on CLIL. Mehisto et al. (2008) conducted research in the four late CLIL schools in Estonia that launched programming in 2003. He found that many teachers did not perceive themselves as the content and language teachers, but they just see themselves as content or language teachers. They

also confused about the concept of integration which is really important to know to conduct successful CLIL. In addition, Zhetpisbayeva et. al (2018) conducted similar research in Kazakhstan. They found some issues of CLIL assessment. The first issue is that the subject teachers who become the participants of the research had insufficient attention to assess language skills. Then, the teachers lacked of methodological resources to assess language skills. Moreover, the subject teachers and the English teachers had low level interaction. The last issue is the lack of mechanism and tools development for assessing the language skills in teaching science and mathematical subjects. Deswila et. al (2020) found some issues in the implementation of CLIL in the Private Islamic boarding school in West Sumatra, Indonesia. They found that the teachers did not apply some CLIL principles in the class even though they have good understanding on CLIL. Then, the teacher did not document formative assessment they have done and monitor the students' progress in learning. Moreover, they also only focused on students' understanding on the content subject and put little attention on the language assessment.

There are also some previous studies focusing on the teachers' or lecturers' perception of CLIL. The first study related to the teachers' perception of CLIL was conducted by Tachaiyaphum and Sukying (2017). In their study, they found that the teachers believe that CLIL give opportunities to integrate language into the content subject, and it also helps the learners develop their language skills and subject knowledge. Campillo, Sanchez, and Miralles (2019) also conducted study related to the teachers' perception of CLIL. However,

they focus on primary teachers' perception of CLIL implementation in Spain. They found that the participants of the research feel satisfied with the language assistance when they motivate the learners, and improve their speaking skills, and intercultural awareness.

Trang and Nga (2015) in their research also found that the CLIL teachers have positive perceptions of CLIL because they viewed that CLIL have potential benefits that enhance their students' motivation and learning outcome. McDougald (2015) also conducted the same study. In his study, he found that CLIL has many benefits for students because CLIL can help students to develop students' language skills and subject knowledge.

Furthermore, Hashmi (2019) conducted research related to EFL teachers' perception of CLIL and its implementation in Saudi EFL context. She found that EFL teachers thought that the applicability and suitability of CLIL in Saudi context may not produce good results because of Saudi EFL cultural, linguistic, and motivational differences. However, EFL teachers thought that learners with a positive attitude and higher level of English proficiency can encourage the teachers to incorporate CLIL elements in the lesson plan. In addition, Suryani (2017) in her study found that non-English department lecturers of Universitas Muria Kudus disagreed to implement CLIL in higher education because both the lecturers and the students have poor English proficiency. As the consequences, the lecturers have difficulties to explain the material to the students by using English as the medium of instructions, and they cannot achieve the goals of the lessons.

Other studies are focusing on the implementation of CLIL in Indonesia. Setyaningrum and Purwati (2020) in their study focusing on the implementation of CLIL in primary schools in Indonesia found that the teachers who teach in the primary schools developed the learning materials based on the regular class thematic lessons and a book provided by the local government. They also have implemented the principles of CLIL in teaching the students. Kamumu (2020) also conducted similar research related to the implementation of CLIL in the elementary school in Malang. The findings of her study show that the mathematics teacher used English and Indonesian in teaching the students. The teacher also masters the material and has good English proficiency. Then, on average, the students in the class try to use English in answering the teacher's questions even though sometimes they also use Indonesian. Moreover, the students also understand the material taught in English. Furthermore, Manafe (2018) conducted research focusing on the implementation of CLIL in higher education context. In her study, she found that more students made significant progress in content subject which is mathematics in comparison to their achievements in language proficiency in CLIL lesson at Indonesia's higher education context. They also admitted that their level of English affected their progress in both content and language skill.

From those previous studies, it can be concluded that many researchers have investigated CLIL with different focuses such as issues on CLIL lecturers' perception of CLIL, and CLIL implementation in Indonesia. This research has similarity with some of the previous studies. This research discusses similar

topic with some of the previous study which is teachers' or lecturers' perception of CLIL. Although this research has similar topic with some of the previous studies, this research also has some differences. The participants of some previous studies related to teachers' or lecturers' perception of CLIL were pre-services teacher in Thailand, primary teachers in Spain and Vietnam, EFL teachers, and non-English department lecturers of Universitas Muria Kudus. Meanwhile, the participants of this research are international class lecturers at Universitas Negeri Padang. Then, most of the previous studies found that teachers have positive perception of CLIL because CLIL can give many benefits for the learners. Thus, this research is intended to find out the lecturers' perception benefits of CLIL in teaching international class and the obstacles in implementing CLIL.

By doing this research, the researcher hopes that this research can help the lecturers to improve CLIL implementation in teaching international class in order to achieve the goals of CLIL approach. Based on the explanation above, the title of this research is **“Lecturers’ Perception of CLIL Approach in Teaching International Class at Universitas Negeri Padang”**.

## **B. Identification of the Problem**

Based on the background of the problem, the researcher identifies several problems related to CLIL implementation in the international class. The first problem is related to the lecturers' perception of CLIL approach. The second problem is related to the lecturers' requirements to teach international class student by implementing CLIL. Then, the last problem is related to the lecturers'

ability in preparing the lesson and materials. Seeing from the background of the problem, this research is focusing on investigating the lecturers' perception of CLIL approach in teaching international class.

### **C. Limitation of the Problem**

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and help the researcher to focus on the research. In the reference to the background of the problem and identification of the problem, this study would focus on the lecturers' perception of the benefits of CLIL approach in teaching international class at Universitas Negeri Padang. Besides that, the researcher also wants to know the obstacles in implementing CLIL approach in teaching international class at Universitas Negeri Padang.

### **D. Formulation of the Problem**

The research problem can be formulated into: How is the lecturers' perception of CLIL approach in teaching international class at Universitas Negeri Padang?

### **E. Research Questions**

Based on the formulation of the problem above, the research questions are formulated as follows:

1. What are the lecturers' perceptions of the benefits of CLIL approach for themselves in teaching international class at Universitas Negeri Padang?
2. What are the obstacles the lecturers face in implementing CLIL approach in international class at Universitas Negeri Padang?

## **F. Purpose of the Research**

Based on the research questions, the purposes of the study are formulated as follows:

1. To investigate the lecturers' perception of the benefits of CLIL approach in teaching international class at Universitas Negeri Padang.
2. To find out the obstacles in implementing CLIL approach in international class at Universitas Negeri Padang.

## **G. Significance of the Research**

The researcher hopes that the result of this study will give theoretical and practical significance.

### **1. Theoretical Significance**

The researcher expects that the result of this study can give contribution to provide additional information related to the lecturers' perception of CLIL and can be used as the additional references for other researchers who wants to conduct the similar study.

### **2. Practical Significance**

The result of this study is expected to provide opportunities for the lecturers to have a better understanding of CLIL so that they will have better perception of CLIL and help teaching and learning process which deals with the implementation of CLIL in the class.

## **H. Definition of Key Terms**

The researcher provides some definition of the key terms, they are:

1. Lecturers' Perception

The lecturers' perception refers to how the lecturers view CLIL based on their background knowledge and experiences in teaching international class.

2. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) refers to the educational approach used in teaching certain subjects by using foreign language as the medium of delivery in international classes at Universitas Negeri Padang.

3. International Class

International class refers to educational program that uses English in teaching the subjects in the class.