

**Students' Perception of Content Language Integrated Learning (CLIL)
Approach in International Classes at Universitas Negeri Padang**

Research Proposal

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



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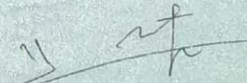


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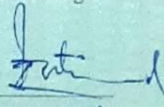
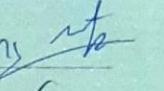
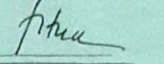
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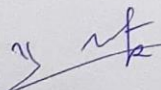
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ABSTRACT

Hidayat (2023). Students' Perception of Content Language Integrated Learning (CLIL) Approach in International Classes at Universitas Negeri Padang. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

The importance of English is the reason to develop international class in the university. To make sure the use of English efficiently the right approach needs to be done. The approach known as Content and Language Integrated Learning (CLIL) involves learning academic subjects using a foreign language. This method has shown great potential in higher education, as it helps enhances students' analytical and reasoning skills. This article explores the perceptions of international class students in Universitas Negeri Padang on benefit and challenge in implementing CLIL approach. This study aimed to find the students' perception of the benefits and the challenges in implementing CLIL approach in International class at Universitas Negeri Padang. The study collected data from students through close-ended and open-ended questionnaire using a descriptive quantitative method. The participant of this study were 83 international class students from 17 different program study in Universitas Negeri Padang. The findings showed that mostly the students have very positive perception that CLIL provides many benefits related to the 4Cs of CLIL. However, due to some language proficiency to understanding the target language and the subject at the same time, some students find this approach to be hard and challenging.

Key Words: *CLIL Approach , Perception , International Class.*

ABSTRAK

Hidayat (2023). Persepsi Mahasiswa terhadap Pendekatan Content Language Integrated Learning (CLIL) dalam Kelas Internasional di Universitas Negeri Padang. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pentingnya Bahasa Inggris menjadi alasan untuk mengembangkan kelas internasional di universitas. Untuk memastikan penggunaan Bahasa Inggris secara efisien, pendekatan yang tepat perlu dilakukan. Pendekatan yang dikenal sebagai Pembelajaran Terpadu Konten dan Bahasa (Content and Language Integrated Learning/CLIL) melibatkan pembelajaran mata pelajaran akademik menggunakan bahasa asing. Metode ini telah menunjukkan potensi besar di perguruan tinggi, karena membantu meningkatkan keterampilan analitis dan penalaran mahasiswa. Artikel ini menggali persepsi mahasiswa kelas internasional di Universitas Negeri Padang terhadap manfaat dan tantangan dalam mengimplementasikan pendekatan CLIL. Penelitian ini bertujuan untuk menemukan persepsi mahasiswa tentang manfaat dan tantangan dalam mengimplementasikan pendekatan CLIL di kelas internasional Universitas Negeri Padang. Penelitian ini mengumpulkan data dari mahasiswa melalui kuesioner tertutup dan terbuka menggunakan metode deskriptif kuantitatif. Peserta penelitian ini adalah 83 mahasiswa kelas internasional dari 17 program studi yang berbeda di Universitas Negeri Padang. Temuan menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi yang sangat positif bahwa CLIL memberikan banyak manfaat yang terkait dengan 4Cs dari CLIL. Namun, karena beberapa mahasiswa mengalami kekurangan kemampuan berbahasa untuk memahami bahasa target dan subjek secara bersamaan, beberapa mahasiswa menganggap pendekatan ini sulit dan menantang.

Key Words: *Pendekatan Ajar, CLIL, Persepsi, Kelas Internasional*

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CHAPTER I INTRODUCTION

This chapter describes the rationale for conducting study on students' perception of CLIL in teaching international class at Universitas Negeri Padang. The description is 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, among numerous global languages, holds a significant position as an international means of communication, spoken by a vast population worldwide. Its importance in both learning and teaching is undeniable. In Indonesia, English instruction commences from elementary school and extends through university education, ensuring that Indonesian students are exposed to English language learning for an extensive duration.

English, as the international language, is integrated into the curriculum of all educational institutions in Indonesia, particularly at the tertiary level, such as universities. To help the university students in learning and improving their ability in English, Indonesian government has developed some educational programs. One of the educational programs that has been developed to promote English is by opening international class program in university level. In international class, students use English while they learn about certain subjects in the class such as math, science, social studies, and etc. It is because in international class, English is not only used as a tool for the instructions but also help the process of learning in the international class.

One of the most essential factors that might influence a country's development is education. As a result, the Indonesian government has implemented numerous innovations to improve the quality of public education. International class is one of the initiatives made by the Indonesian government to improve the quality of national education. International class refers to a class where the academic community including lecturers and students use English in teaching and learning process (Rani & Kher, 2020).

Many universities have provided international class in implementing national education system including Universitas Negeri Padang. Universitas Negeri Padang opened 15 international classes in 8 faculties within the university since 2018 (Rani & Kher, 2020). According to the chancellor of Universitas Negeri Padang, Prof. Ganefri, Ph.D, in Rani and Kher (2020) there are some purposes of international classes program. The first purpose of international class program is to improve the quality of Universitas Negeri Padang graduates. Then, the other purpose of international class program is to help the graduates of Universitas Negeri Padang have good foreign language skills and be able to compete at the national and the international level with other university graduates. Moreover, the international classes program is expected to help the university to achieve its vision to become the excellent university in Southeast Asia.

In international classes at Universitas Negeri Padang, most lecturers still mixed English with Indonesian to teach, and some lecturers even do not use English at all. This fact is supported by interview from four students who studying in

Geography Education, Indonesian Language Education, Sport Coaching Education and Early-Childhood Education study programs.

International class students should have a good understanding of English language and knowledge of the content of the subject areas. Besides that, educational approach also become a key to make the students understand the learning subject. Educational approach becomes one of important thing in the learning process, especially in the international classes. An innovative approach is needed to teach a foreign language in the educational process (Beloqui, 2015). By using a right educational approach, the learning process in the international classes can be done effectively. One of the educational approaches which is widely used is CLIL.

Content and Language Integrated Learning (CLIL) refers to an instructional approach wherein academic subject matter is taught using a foreign language as the primary medium for conveying the material. Approximately two decades ago, the concept of a CLIL program emerged in Europe in response to the demands of globalization, emphasizing the necessity for effective cross-cultural communication. The term CLIL, derived from Content and Language Integrated Learning, represents an educational approach where the content of academic subjects is taught using a non-native language as the medium of instruction. (Pérez & Malagón, 2017). Furthermore, Coyle et al. (2009) stated that CLIL defines an educational approach where subject content and language are learned at the moment of learning program. CLIL pictures learning activities in which learning from a subject area or theme uses language as a media to develop it. That definition shows

that the significance of teaching the content through L2 is not only the consideration, but also the significance of the language when teaching the content.

Content and Language Integrated Learning (CLIL), an educational approach commonly abbreviated as CLIL, is deemed suitable for implementation by teachers in international classrooms. It is 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).

According to Coyle (1999), there are some principles of CLIL in order to make the CLIL lessons succeed. The principles encompass content, communication, cognition, and culture. Content serves to elucidate and emphasize the subject matter at hand. Advancement in knowledge, skills, and comprehension tied to particular aspects of a structured curriculum is crucial. Communication emphasizes utilizing language for learning while simultaneously mastering language usage. Cognition nurtures thinking capabilities that connect concept formation (both abstract and concrete), comprehension, and language. Learning a foreign language entail gaining insights into the cultures associated with that language. Exposure to diverse viewpoints and mutual understandings enriches awareness of both others and oneself. Thus, students must cultivate their capacity to interpret cultural references embedded within the lesson.

CLIL has varied objectives, but they can be specified as follows: CLIL is used to improve the system of education. It also can set up the essential situations that will permit college students to obtain the best stage of instructional overall performance in CLIL subjects. It is as well be able to enhance students' skill ability in each their native language and the target language, attaching the equal significance to each. Then CLIL can be used to develop the knowledge of the intercultural. Last, it develops social and rationing skills (Coyle et al. 2010).

CLIL provides some benefits both for the learners and the teachers. According to Fitriani (2016), 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.

There are many researchers who have conducted research on CLIL with different focuses. Some researchers conducted research focusing on the students' perception of CLIL. The first study that related to students' perception of CLIL was conducted by Hermiadi (2007). In his study, he found that students become bored, inactive, and not serious during the lesson when the teacher tend to use more Indonesian than English in the class. Marta Aguilar (2011) also conducted study related to students' perception of CLIL. In their study, they found that students feel that their listening and speaking skill improves significantly after joining the CLIL courses. Furthermore, Dalton- Puffer et al. (2009) conducted a study to find out vocational training students' perception towards the CLIL program they were taking in Austria. Results showed that participants assessed CLIL positively, and

rated their speaking abilities higher than those shown by their non-CLIL counterparts. In this line, Thijssen (2011) have presented the results of a study which examined teachers' and students' perceptions of CLIL chemistry education at a secondary school in the Netherlands. Even though this study was focused on finding correlations between teachers' and students' responses, their overall conclusion was that students considered CLIL positive in their learning

In addition, Nordin (2005) conducted research on students' perception on teaching and learning mathematics in English in three schools in Johor, Malaysia. The finding shows that learning science and mathematics using English as medium of instruction is proven to be too demanding and difficult. This is all due to the lack of student ability in understanding the content and also the language complexity used during the instructional process.

Based on the previous studies, there are some pros and cons related to students' perception of CLIL. Some researchers also have different findings on the students' perception of CLIL. Then, most of the previous studies focused on the primary education. There are still a few studies that focused on students' perception of CLIL in international class in university. The researcher is interested to conduct a research at Universitas Negeri Padang related to the students' perception of CLIL in international class. This research is intended to investigate the students' perception of CLIL approach in international class.

By doing this research, the researcher hopes that this research can help the students to gain better understanding on the concept of CLIL implementation in learning at international class in order to achieve the goals of CLIL approach. Based

on the explanation above, the title of this research is **“Students’ Perception of CLIL Approach in International Class at Universitas Negeri Padang”**.

B. Identification of the Problem

According to the background of the problem, there are some issues that can be investigated to analyze the students’ perception of CLIL approach in international class at Universitas Negeri Padang. The first problem is related to the students’ perception of CLIL approach. The next problem is related to the impact of CLIL approach to the students. The last, the researcher can analyze the problem faced by students during the learning process. Seeing from the background of the problem, this research is focusing on investigating the students’ perception of CLIL approach in international class.

C. Limitation of the Problem

The study is limited to the implementation of content and language integrated learning in a leading international class in Universitas Negeri Padang. Furthermore, this study is focus on the perception of students from several international classes in Universitas Negeri Padang enrolled in the academic year of 2017 about CLIL approach.

D. Formulation of the Problem

The research problem can be formulated into: What is the student perception of CLIL in 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 is students' perception of benefits in implementing content and language integrated learning approach in international classes in Universitas Negeri Padang?
2. What is students' perception of challenges in implementing content and language integrated learning approach in international classes in Universitas Negeri Padang?

F. Purpose of the Research

Based on the research questions, there are several purposes of this research. As follows:

1. Know the students' points of view regarding the benefits in implementing content and language integrated learning approach.
2. Know the students' points of view regarding the challenges in implementing content and language integrated learning approach.

G. Significance of the Research

1. Theoretical Significance

The study concerns about students' perception in content and language integrated learning. Therefore, the finding could contribute to the enrichment of CLIL theory especially dealing with ideal conditions, kinds of classroom activities, problems in the classroom and solutions to the problems.

2. Practical Significance

Since the study focuses on knowing students' perception in CLIL; therefore, the findings of the study would be very useful particularly for teachers who teach bilingual content subjects to help them solve common problems faced during the instructional process and to improve their quality of teaching. It also can be used as considerations for policy makers before issuing any further policy related to international classes program.

H. Definition of the Key Terms

There are few of terms used based on their function in the research. The terms are as follows:

1. Students' Perception

It refers to how students perceive on CLIL model as the medium of learning content subject. The students' opinions are based on things or facts they experience, feel and see during the teaching and learning process in the CLIL classroom.

2. Content and Language Integrated Learning

It refers to the learning of content subject which employs foreign language as the medium of delivery especially in all international classes at UNP

3. International Classes

International Class is a generic term refers to educational programs that use English as a vehicle for instruction consistently.