

**CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING)
FOR ACHIEVING POSITIVE OUTCOMES OF STUDENTS COLLEGE
OF ENGLISH PROGRAM**

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Abstract

CLIL is a methodological approach particularly suitable for contexts where students learn content through supplementary teaching materials. The goal of the study is know the positive outcome of Students College after and during the CLIL applied on skill subjects. The sample of this research was semester six students of Islamic University of Riau who were taking Microteaching and ESP subject. Clustering random sampling was used here.

The design of the research was an experiment research focus on Post equivalent research. The instruments were questionnaires, and observation. The treatment was given for 8 meetings in form of the students' assignment in giving motivation (story, Al-Quran verse, wise words) for about 5 to 7 minutes. Based on the result, the data showed that there is significant effect of CLIL on the students' outcome of these subjects. The effect of CLIL was the students were stimulated to hear other motivation activities; the students were familiar with the moral values which affected their life style, mind set and behavior. The conclusion was CLIL stimulate students' Perception, Moral Perception, spiritual Perception and appear Positive Habits.

Keywords: *CLIL, Positive Outcome, Skill Subjects.*

Abstrak

CLIL adalah pendekatan pembelajaran yang sangat cocok untuk konteks di mana siswa mempelajari materi melalui bahan ajar tambahan. Tujuan dari penelitian ini adalah mengetahui hasil positif dari Mahasiswa setelah dan selama CLIL diterapkan pada mata pelajaran keterampilan. Sampel dari penelitian ini adalah semester enam mahasiswa program studi pendidikan Bahasa Inggris Universitas Islam Riau yang mengambil Mata Kuliah Microteaching. Clustering random sampling digunakan dalam penelitian ini.

Desain penelitian ini adalah penelitian eksperimen difokuskan pada penelitian setelah treatment yang diberikan pada 1 kelas tertentu. Instrumen yang digunakan adalah kuesioner, dan observasi. Treatment diberikan untuk 8 pertemuan dalam bentuk penugasan siswa dalam memberikan motivasi yang dapat diperoleh dari berbagai sumber (cerita, ayat Al -Quran, kata-kata bijak) selama sekitar 5 sampai 7 menit. Berdasarkan hasil penelitian, data menunjukkan bahwa ada pengaruh yang signifikan dari CLIL yaitu mahasiswa meningkat ketertarikannya untuk mendengar kegiatan motivasi dari mahasiswa lainnya; siswa menjadi lebih akrab dengan nilai-nilai moral dan bahkan menjadi gaya hidup mereka, mempengaruhi pola pikir dan perilaku. Kesimpulannya adalah

CLIL merangsang Persepsi siswa, Persepsi Moral, Persepsi spiritual dan Kebiasaan Positif yang semakin meningkat.

INTRODUCTION

CLIL is an innovative model for Languages education developed in Europe in the mid-1990s. It emerged from the evidenced-based, well-documented success of the Canadian immersion model for language teaching, in which mainstream curriculum content (e.g. Science) is delivered through the students' non-native language (e.g. French). Focusing on the interrelationship between *content*, *communication*, *cognition*, and *culture*, CLIL is underpinned by a set of flexible but theoretically robust principles that support teacher practice across a range of different contexts. CLIL's flexibility is a key point of distinction with immersion, which relies heavily on certain conditions being met to be viable.

In the last decade, CLIL has had considerable impact on Languages education reform and policy within the European Union due to its effectiveness in promoting high quality gains in language proficiency, student engagement, and retention. International research has also established numerous other benefits of additive bilingual approaches such as CLIL and immersion, which include:

1. Academic achievement that typically match or surpass monolingual approaches
2. Positive gains in first language literacy development, and
3. Heightened levels of intercultural awareness and competence.

The reasons why the university administration is interested in integrating CLIL within the teaching practice of the university. First, CLIL can boost the language skills of the students, the acquisition of higher order thinking skills within specific subject knowledge as well as student's appreciation of local cultures. Second, CLIL facilitates gentle move towards internationalization by the use of English language within tertiary education. Third, CLIL provides clear road map towards good practices of bilingual teaching that the university can adopt. The university has opened more than twenty programs offered in bilingual. After three years, there is a growing need to have a standard about what is called best models in bilingual learning. Many lecturers expressed their concern what the best model of teaching in bilingual class. CLIL definitely provides an answer.

This adoption is not without justifications. Researches have indicated that CLIL approach can enhance academic qualification and accelerate teaching reform by leading the university life to both increased subject knowledge and enhanced targeted language proficiency (Coyle, 2005; Ricci Garotti, 2006; Stohler, 2006; Dalton-Puffer, 2007). The use of the targetted language as the language for learning and language of learning does not only accelerate the acquisition of the second language but also help students understand the subject. How does this happen? Marsh and Wolff (2007) and Costa and Coleman (2012) suggest that CLIL offers learners a substantial amount of comprehensible input, without which second language acquisition could not take place. Though many of these researches were conducted in secondary or primary education, the findings can be applied in tertiary education setting.

How can CLIL do this? How does CLIL work actually? CLIL is an integrated model which actively involve students in using and learning the language of learning, for learning and through learning. In CLIL, “content is conveyed by the teacher as a way of facilitating understanding, and the input is represented by the language to which the learners are exposed”(Costa and Coleman, 2012). Not only emphasis on language, CLIL is integrated model in implementing many aspects and level of thinking skills in learning. CLIL provides conceptual and practical advises to improve class learning. In fact, CLIL strength does not lie in the way it develops a clear roadmap to teach bilingualism, content and language, but in the way CLIL emphasizes the development of students’ thinking skills and cultural sensitivity with clear steps and practical frameworks. CLIL powers its bilingual strategy with a method that nurtures critical thinking (Coyle, 2005; Dalton Puffer; Milne and Garcia 2008).

In 2002, CLIL approaches are still simple. It is not more than presentation strategies. For example, Coonan explored the ways in which an academic, lecturing in a targeted language can help to make the content clearer. These strategies include “using discourse markers, repeating concepts, using examples, using synopsis, using definitions, explaining, re-using lexis, using synonyms, using paraphrases, reformulating, asking for questions, slowing down the pace of speaking, emphasizing through intonation, and articulating words clearly.” Now,

CLIL has become more complex, following the increasing demands and challenges from teaching practices.

Indeed CLIL training changes the way I teach. I have new perspectives and methods that I can use to lead a bilingual learning. However, there are many challenges to come. Two of these challenges are how can we integrate textbook in CLIL classroom and how can we integrate character within CLIL approach? The development of character in Indonesia increases rapidly after the government rules in its law of national education that the basic purpose of education is character. Act no 20 year 2003 on System of National Education clearly and explicitly gives urgency to character education. “Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have inner spiritual strength, self-control, personality, intelligence, noble character, and skills that he, society, nation and state need” (Chapter 1).

Based upon the importance of character for personal development and national building, UIR chosen characters to be integrated within its curriculum delivery. These values include be polite, honest, tolerance, empathy, justice, and caring, helpful, kindness and etc. There are several reasons why university students needs character education: (1) students need character to succeed in the workforce; (2) the self-interest for academic integrity; (3) the need for peaceful and nonviolent university life; (4) the need for emphasis upon universal ethics in higher educations.

Students at higher education level should be trained with principled conscience and universal principles to help individual transition to stage five and six (Kohlberg, 1974: 34). To integrate character within university’s life, the university should state clearly moral development as the institution’s primarily goal. How can this be achieved? Based upon these consideration, this research focus upon two main questions: (1) How can character be integrated within CLIL?; and (2) How can we teach character from English skill subject?

METHOD

The design of the research was experiment research focus on Post equivalent research. It is analyzed the result of the action after doing the treatment. The instruments were questionnaires and observation. The treatment was given for 8 meetings in form of the students' assignment in giving motivation, story-telling, Al-Quran verse, wise words or As Sunnah for about 5 to 7 minutes. The sample of this research was semester six students of Islamic University of Riau who were taking Microteaching and ESP subject.

The questionnaires were contributed to 66 students and they had to choose 5 options of likert scale (1 for "never", 2 for "rarely", 3 for "sometimes", 4 for "often" and 5 for "very often". It was taken based on (Willis, 1996), that the conceptualization of effective teaching performance for language acquisition in CLIL includes attention to such features as functional communication, simultaneous attention to form and meaning and type of corrective feedback, within a broader framework of three essential conditions for language acquisition- *exposure, use, and motivation*. The observation was done when facilitated exposure to input at a (just) challenging level. Clustering random sampling is chosen as the way to get the sample. Qualitative data analysis focused primarily on engagement and motivation in relation to perception; Moral perception and spiritual perception, and positive habits builder fit for the social culture.

RESEARCH FINDING

1. The Observation Result

The observation was done during the learning process and the treatment given to the sixth semester student of English Department. I have selected numbers of students (66) from 244 students of the English Department who study various subjects. The Result of observation showed that; They were enthusiasm listening the preaching or wise word even story telling before main activity in the class. Here, I myself knew that the students had many potency. I saw their other competence out of English or linguistics competence such as story-telling, giving motivation (being a motivator), reading As-Sunnah and nice reading Qu'ran. They

enjoyed doing and listening these in the class. They concentrated during their friend doing it and wishes that there would be something new they got afterward.

On the other hand the lecturer here could employ activities aimed at awareness-raising of language form, thus making students conscious of specific language features. The lecturer could indicate and direct students' attention to correct and incorrect uses of form, gave examples of such uses, thus facilitating implicit or explicit noticing of language form. In giving corrective feedback the lecturer employed implicit techniques (e.g. clarification requests, recasts) or explicit techniques (e.g. explicit correction, metalinguistic comment, query, advice) for focusing on form, as well as nonverbal reactions.

Lecturer facilitated opportunities for output production and then encourage students to react, asked questions aimed at functional output as well as stimulated interaction between students in the target language.

Through instructions and/or corrections the lecturer guided students to use English exclusively in the lesson. Corrective feedback by lecturers or peer students might stimulate the use of correct form/meaning connections by students. The lecturer used a diverse range of activities for further exercising essential aspects such as: asking for reactions, letting students to communicate and adding, and providing feedback relevant to it. These supported Westhoff (2004) theory, where for effective teaching performance recommend a teacher to ask reaction, communicate, interaction, stimulate, providing feedback, focus on corrected output, etc.

2. The Questionnaire Result

The questionnaire (Likert scale) consisted of 25 questions divided into three parts (Part A was General Information, Part B was The Institutional Environment, and Part C was Intrinsic Goal Orientation). The students were asked to fill in a questionnaire concerning their intrinsic goal orientation towards CLIL. The questionnaire had been especially designed for the purpose of this study. The intention of this address is to discuss the role of attitude and positive outcome towards learning subjects through a second language which will be based on students' opinions. I strongly believe that attitude is one of the central elements

along with motivation and language aptitude in determining success in learning subjects through another language. In order to guide this discussion, attention will be directed toward the intrinsic factors and perception towards CLIL.

A. General Information.

General Information divided into the Gender, class, subject and the indication of students' English language skill level. The aim of these questions was to arrive at an idea of their background of study. This study examined the sixth-semester students of English Department who took the microteaching subject in various English language-skill-levels and already study English for 9 years. 66 students became the samples, 20 (30%) of them were male and 46 (70%) were female. Next, let discusses about the classification of students English Language level. Let us see Tabel 1.

Table 1: English-Language-skill level

ITEMS		Students' Percentage of Responces			
		Good	Moderat e	Poor	Very Poor
1	Listening	14%	52%	29%	6%
2	Speaking	21%	59%	20%	0%
3	Reading	32%	68%	0%	0%
4	Writing	17%	53%	15%	0%
Total/%		17%	46%	13%	1%

As for the English-language-skill level, Table 1 showed that in Listening skill, there were only 9 (14%) students categorized into 'Good' level. 32 students (52%) were in 'Moderate' and the rest were in "Poor" and "Very Poor". Next, The students' speaking level was in 'Moderate' got by 39 (59%). And only 21% got 'Good' level in speaking. Then, 45 students (68%) are in 'Moderate' level for Reading, on the other hand, there were 21 (32%) students were in 'Good' level of Reading. The last, there were 35 (53%) students were in 'Moderate' level and 11 (17%) students were 'Good' in Writing and the rest 10 (15%) students were in 'Poor' level. It seemed that Students' English Language skill level is not balance

here; there were only 17% or 11 students from 66 English students categorized into ‘Good’. It showed that there is only one-fourth students have Good English competence. A crucial problem will be occurred at the time they conduct real teaching then. As candidate of English Teacher they must be in ‘Good’ language skill-level. Therefore, It is important for the Institution to act and give supporting subject to improve the students English Competence.

B. The Institutional Environment

The Institutional Environment covered 5 items. The result of questionnaires showed that the highest percentage for the five items were in the middle scale namely ‘sometimes’. It means that the institutional environment still do not maximize to promote, provides the available source to implement, provides the guidance to lead the class surrounding to implement, explores the aims of CLIL and reviews CLIL periodically.

Tabel 2: Indicator 2: The Institutional Environment

ITEMS		Students' Percentage of Responses				
		Never	Rarely	Sometimes	Often	Very Often
1	The Institution promotes CLIL in campus area.	0%	3%	77%	15%	5%
2	The Institution provides the available source to implement CLIL in campus area.	0%	5%	58%	23%	15%
3	The Institution provides the guidance to lead the class surrounding to implement CLIL .	5%	9%	52%	30%	5%
4	The Institution explores the aims of CLIL views as a goal of teaching and learning process	0%	6%	36%	36%	21%
5	The Institution reviews CLIL periodically.	12%	18%	53%	12%	3%
Total/%		3%	8%	55%	23%	10%

Concerning the institutional Environment, Tabel 2 clearly indicated that About 182 (55 %) Students admired that The English Department was sometime promotes CLIL in the class, it means all Lecturer were not either promoted it. There were not available source to implement CLIL, the guidance for the lecturer, sometimes explored and reviewed CLIL too.

When Positive outcome become a target of a certain institution, then it is not only individual disposition (a lecturer in a certain subject) done it but also institutional environment, moreover its situational factors interplay to determine the adopted goal. When an individual engage in a situation dispositional tendencies towards task or perception, it will influence the goal of action and behavior. Therefore, the institution again should propose the regulation and maximizes the implementation of CLIL in all subjects, provided available source and guidance because when the institution let different regulation applied, thus, students' self-determination will be influenced since the situational climate was better predictor of intrinsic motivation which can create the positive outcome.

C. The Intrinsic Goal Orientation

This Part is discussed about 4 indicators which are divided into 20 Items. Each indicator consisted of 5 items. The four indicators were Students' Perception, Moral Perception, spiritual Perception and Positive Habit. Here, I would like to expose one by one.

1. Questionnaire Result Section1 : Students' Perception

The questionnaires section 1 (Students' Perception) resulted (see Tabel 3) that almost the highest percentage was in scale 4 and 5 (36 % and 28%). There were 28 (42%) students often told their opinion without being afraid, 26 (39%) students preferred something challenging.

Tabel 3: Section 1: Students' Perception

ITEMS		Percentage of Responses				
		Never	Rarely	Sometimes	Often	Very Often
6	I can tell my opinion to the teacher without being afraid	12%	8%	42%	26%	12%
7	I prefer class work that is challenging so I can learn new things.	0%	14%	39%	29%	18%
8	There are clear rules for work in the classes	0%	6%	14%	42%	38%
9	I have to fulfil my tasks accurately and reliably	2%	0%	36%	38%	24%
10	Tasks are continuously checked by my lecturer	0%	2%	8%	45%	45%
Total/%		3%	6%	28%	36%	28%

It is clear from Table 3 that item no 10, 30 (45 %) students had perception that the task were often and very often continuously checked by the lecturer, therefore approximately 25 (38%) and 16 (24%) often and very often fulfil the task accurately and reliable. Besides, students got often and very often clear rules for their work in the class, so that, it also influenced the way they did the task. And these were good position for their perception.

To be reminding that Good teachers have always tried to foster positive attitudes and perceptions about learning. In a well-run classroom, many of the ways they do so seem to be simply a part of the natural flow of activity. But seemingly transparent behaviors are usually the result of conscious decisions, of teacher planning. Because attitudes and perceptions do play such an important role in learning, teachers must overtly plan and carry out behaviors to ensure that they are reinforced.

2. Questionnaire Result Indicator 2 : Moral Perception

Tabel 4: Section 2: Moral Perception

ITEMS		Never	Rarely	Sometimes	Often	Very Often
11	I think Moral message is delivered well in my class	0%	0%	21%	48%	30%
12	I have time to evaluate myself during moral message	0%	6%	27%	47%	20%
13	I get a moral feedback when my friends preach	3%	2%	32%	52%	12%
14	I get new barometer for my attitude for improvement	0%	2%	27%	55%	17%
15	I stimulate my thought to be better improvement	2%	2%	23%	53%	21%
Total/%		1%	2%	26%	51%	20%

Regarding to students moral perception, Tabel 4 indicated that exactly 32 (48%) students were often think that moral message delivered well in the class, 31 (47%) students thought had time to evaluate themselves during moral message, 34 (52%) students got feedback, then, 36 (55%) students got barometer for the attitude improvement and 35(53%) students could stimulate their thought to be better. Moral is similarly to Attitude which can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. It has been proved that positive attitude facilitates learning (Dörneyi, 1990; Dörneyi, 2001; Gardner & Lambert, 1972; Heckhausen, 1991). If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result.

3. Questionnaire Result Indicator 3 : Spiritual Perception

Tabel 5: Section 3: Spiritual Perception

ITEMS		Percentage of Responses				
		Never	Rarely	Sometimes	Often	Very Often
16	I get an excellent reminding of spiritual when preaching	0%	3%	27%	53%	17%
17	My class stimulates me to be more <i>istiqomah</i>	2%	5%	38%	36%	21%
18	My class reminds me about the existence of my live	0%	9%	36%	35%	20%
19	My class gives moral value every meeting	0%	3%	20%	50%	27%
20	I get my turn in preaching	70%	0%	30%	0%	0%
Total/%		14%	4%	30%	35%	17%

As shown in Tabel 5 that nearly the highest percentage was in scale 4. Exactly 35 (53%) students often got an excellent reminding of spiritual; approximately 24 (36%) students' often got encouragement to be more consistent; about 23 (35%) students often got reminding of their existence and 33 (50%) students often got moral values from the class meeting. Even though many students nowadays are not accustomed to deep thought and do not feel inclined to undertake spiritual, then, they frequently ask, "What is the use of going into these deeper aspects of religion and spiritual?" The answer to this question is quite clear and definite. This is the first step in our effort to leave skimming the surface of life and dive into the deeper realities of existence. Therefore, It is very urgent for students' to have good spiritual perception to route them into the deeper aspects of intellectual knowledge before we can succeed in diving into the much deeper realities of spiritual life.

4. Questionnaire Result Indicator 4 : Positive Habit

Tabel 6: Section 4: Positive Habits

ITEMS		Percentages of Responses				
		Never	Rarely	Sometimes	Often	Very Often
21	I get a new mind set of thinking	0%	2%	29%	47%	21%
22	My class stimulates me to be more responsible for the task	0%	3%	18%	59%	20%
23	My class does recitation of Al-Quran	0%	2%	35%	35%	18%
24	My class gives model for practicing microteaching	0%	2%	15%	62%	21%
25	My class starts with salam and end by praying	0%	0%	5%	8%	88%
Total/%		0%	2%	20%	42%	34%

Tabel 6 shows that 62% (the highest Percentage of Students often got model or imitate the way the lecturer teach, whereas who never imitate were only 2 %. Next, exactly 58 (88%) students were very often start the class with salam and ended the class by praying. Those who sometimes did the activity were only 3 (5%) students. Again, almost the highest students' positive habit response were in scale 4 and 5. It means that, students had closely to better performance and academic as like what Nonis and Hudson claimed that better academic results are related to good or positive habits. Thus, the positive habit (starting by *Salam* and ended by praying) influence the way they applied microteaching practice. Talking about positive habit then, some researchers also tend to believe that knowing the positive habits of students helps to predict their academic achievement: "although not every learning strategy or positive habit produces useful results in terms of academic achievement, it would be expected that students who possess good habits in general are better performers than are those students with poor habits."

CONCLUSION

Observation and questionnaires data showed that the CLIL application as an approach of how content and language integrating principles can facilitate language learning and give positive effect as an students' outcome.

So, through CLIL (Content Language Integrated Learning) hopefully lecturers can rise up students' motivation and perceptions. Knowing that motivation became multi-dimensional construct where several regulation of motivation exist and vary in term of self-determination. Moreover, successful students in academic settings tend to possess and use effective self-regulative learning characteristics such as intrinsic goal orientation.

Therefore, the lecturer still need to make a detailed plan with clear sub-goals that are measurable and time-based which will create a system, provide lots of opportunities for learners to promote themselves, have learners share their goals and progress, publicly in class and friends, and the last always Remind learners of the benefits of success. Provide encouragement, especially, supportive oral positive feedback at times when it is necessarily expected. Further developments and implementation of the observation might be further developed and implemented as a practical instrument in CLIL lecturer training (e.g. pre-service/ in-service, peer-coaching) and self-reflection of individual CLIL lecturers (e.g. in professional development plans and performance reviews)

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