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

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Article History	Abstract
  Keywords: 	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.

INTRODUCTION

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 or abbreviated as CLIL is one of the educational approaches that is appropriate to be implemented by the teacher in international class. 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 are content, communication, cognition, and culture. Content explains and highlights the topic. 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.

METHOD

This research applied the descriptive research method. Descriptive research is a type of research that has a goal to describe the phenomenon and its characteristics. It is more concerned with what rather than how or why something has happened (Nassaji, 2015).

This research also used the quantitative research method in analyzing the data. A Quantitative method is defined as a research method where the data collection is typically numeric and the researcher who uses quantitative method uses mathematical models as the methodology of data analysis (Williams, 2007).

The sample of this research is the 2017 students of every international class in Universitas Negeri Padang, since the students have experienced the international class and have studied all the subjects of the curriculum in their program to obtain various input for this research.

The researcher will use Close-ended questionnaires as an instrument to collect the data. This research is using questionnaires. The researcher will give the student questionnaires and the student answer the questions. The first questionnaires are containing about questions relating to students' perception of CLIL benefits, the second questionnaires are containing question about students' perception of CLIL challenges.

In this study, the researcher aimed to explore students' perspectives regarding the advantages and obstacles encountered in the implementation of the CLIL approach. The researcher will use questionnaire to find out the problems of this research, and then the researcher will analyse the data using SPSS and Microsoft Excel to get the conclusion.

RESULT AND DISCUSSION

The questionnaires on the students' perception of Content Language Integrated Learning (CLIL) approach were administered to the participants after their class hours where they were requested to complete the questionnaires voluntarily.

Research Finding (tentative)

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The research findings, presented in the form of empirical data, are subsequently analysed or interpreted critically using a relevant theoretical framework. Additionally, the data may be complemented with visual aids such as tables, images, and other illustrative materials to support the findings.

Table 1. Students' Perception of Benefits in Implementing CLIL approach

Indicator	Weight Mean	Degree of Perception
Language Proficiency (Communication)	2.67	Positive Perception
Students' Attitude (Cognition)	2.65	Positive Perception
Culture Appropriateness (Culture)	2.74	Positive Perception
CLIL Input (Content)	2.72	Positive Perception

International class students at universitas negeri Padang believed that CLIL improve their understanding on other culture since the indicator shows 2.74. This indicator is ranked as the highest mean among the other three indicator. The second

highest mean of the indicator is 2.72 for the Content on CLIL input. It shows that the contents of CLIL are appropriate for the students.

Meanwhile, international class students believed that CLIL help them improve their language proficiency through communication for this indicator shows 2.67. This indicator followed by cognition on students' attitude at 2.65.

Table 2. Students' Perception of Challenges in Implementing CLIL approach

Indicator	Weight Mean	Degree of Perception
Linguistic Challenges (Communication)	2.66	Positive Perception
Affective Challenges (Cognition)	2.64	Positive Perception
Cultural Challenges (Culture)	2.64	Positive Perception
Understanding Challenges (Content)	2.55	Positive Perception

Based on the table above, we can see that international class students can overcome the challenges on implementing CLIL. As the linguistic challenges shows mean of 2.66 followed by cultural and affective challenges with the mean of both 2.64. Meanwhile the content of CLIL on students understanding challenges show the mean of 2.55.

Discussion

This study was intended to seek students perception of CLIL approach in international classes at Universitas Negeri Padang. Here the researcher explained about the result of students' perception of benefits and challenges on implementing CLIL approach based on 4C's of CLIL.

The first discussion goes to the communication. This study tried to see the perception of students related to languages that used in the learning process. Bentley (2010) stated that CLIL is an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language. The result of the research shows that the students language skills in communication are improved by learning with CLIL approach as the language proficiency was categorized as "positive perception". This finding is in line with Douglas (2011) which stated that CLIL enhances student language proficiency by offering greater contextualization for language learning compared to traditional grammar-based or communicative language teaching methods. On the other hands, the linguistic challenges of CLIL also categorized as "positive perception". This finding shows that the students can overcome the challenges and using English well in both writing and speaking in classes.

The second discussion is about cognition. Marsh (2010) stated that as student attain higher proficiency levels, it can positively impact their motivation to learn and further enhance their language competence. This statement in line with the finding in this research. The result of this research shows that CLIL help students to get

motivated in learning the subject and help them to improve their critical order thinking. Even though not all the students and the teachers in the class use English as their learning language, the students still confident to use English in the class both with their friends and teachers without afraid being mocked by each other.

The next topic to be discussed is about culture appropriateness. In General, the effect of using foreign culture as example in learning with CLIL was categorized as "positive perception" which can help students to understand more the subject. CLIL also help the students increasing their cultural awareness and interaction as Coyle et al (2010) stated that CLIL offers considerable amount of opportunities for intercultural interaction. The research also found the culture of the first language did not hinder the foreign culture and the implementation of CLIL.

The last, the content of the CLIL learning approach was also categorized as "positive perception". CLIL offers advantages for learners in acquiring a second language or English through authentic materials. Floris (2014) stated that the teachers also use current media to bring global issues into the classroom. This research found that the teachers already use different sources of authentic materials to teach the students. By using different sources, the activities in the learning procces were more interesting to be done. But the challenges of the content of the CLIL was barely categorized as "positive perception". According to Bruton (2013), if CLIL used with those who are weak English or L2 proficiency, they are demotivated to learn. Due to the sources of content materials were using english, teacher should lead their learners to see their goal of learning and encourage them to have more learning goal in learning the subject using english.

CONCLUSION

The aim of this study is to seek students' perception of CLIL approach in international classes at Universitas Negeri Padang. Based on those findings and discussions, it could be concluded that the students' perception of CLIL approach were positive. The 4C's of the CLIL have been covered in both benefits and challenges perception. The students can improve their language proficiency while studying their own subjects. CLIL also help the students to increase their critical thinking orders and motivate them to learn using second language. By using CLIL, the students also increase their cultural awareness by learning using foreign culture. Furthermore, the various sources of content in CLIL approach make the learning process become more interesting.

In addition, students could overcome the challenges of learning by using CLIL approach. The research findings showed that all of the challenges on the 4C's of CLIL have positive perception. During the class activities, the students of international classes in Universitas Negeri Padang often used English with confident, but also used their mother language sometimes. The students also can use English expression on the class to communicate and doing the task that given to them. The findings above showed that the students' culture did not hinder the foreign culture to take parts on class activities which mean using foreign culture as reference can be done. Lastly, some of the students may find it difficult to understand the content in English but in the other hand its motivate them to learn more.

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