



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

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Abstract

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.

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INTRODUCTION

English is a language that has been used by many people in various countries 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.

Regarding the importance of 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, Hood & Marsh, 2010).

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. Mehisto (2008), Zhetpisbayeva et. al (2018), and Deswila et. al (2020) conducted research focusing on the negative issue on CLIL. Furthermore, Tachaiyaphum and Sukying (2017), Campillo, Sanchez, and Miralles (2019), Trang and Nga (2015), Hashmi (2019), and Suryani (2017) conducted research focusing on the teachers' or lecturers' perception of CLIL. In addition, Setyaningrum and Purwati (2020), Kamumu (2020), Manafe (2018) conducted research focusing on the implementation of CLIL 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.

METHOD

The method of this research was survey research. Gay et al. (2012) defined survey research as research that involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue. Creswell (2012) also stated that survey research helps to identify or describe important beliefs and attitudes of individuals related to certain issue. In choosing the participants of the study, the researcher uses convenience sampling technique. According to Creswell (2012), convenience sampling is a type of sampling where the researcher chooses the participants that will be participated in the

research because of their willingness and availability to participate in the research. Therefore, the researcher chose 18 lecturers of 18 different study programs of international class at Universitas Negeri Padang. All lecturers that become the participants of this study have the criteria according to the study programs to teach in international class at Universitas Negeri Padang.

In this research, the researcher uses closed-ended and open-ended questionnaire. The closed-ended questionnaire consists of two parts. The first part consists of 23 items related to the lecturers' perception of CLIL. Meanwhile, the second part consists of 24 items related to the obstacles in implementing CLIL. Then, the open-ended questionnaire also divided into two parts. The first part consists of 4 questions related the lecturers' perception of benefits of CLIL, and the second part also consists of 4 questions related to the lecturers' perception of obstacles in implementing CLIL. The indicators and sub-indicators of both questionnaires are same. In analysing the data, the researcher calculates the percentage and the mean of the items in the questionnaire. Then, the data of the mean score is interpreted by using conversion table proposed by Suharto (2006) to conclude the lecturers' responses.

RESULT AND DISCUSSION

Research Finding

Lecturers' Perception of the Benefits of CLIL Approach

The first finding is related to the lecturers' perception of the benefits of CLIL approach. The questionnaire has four sub-indicators which are lecturers' language proficiency, lecturers' attitudes, lecturers understanding on the subject, and lecturers' cultural awareness. From the four sub-indicators related to the lecturers' perception of the benefits of CLIL approach, the researcher found that the sub-indicator that has the highest mean among other sub-indicators is related to the lecturers' language proficiency with the mean 3.37. This result means that the lecturers have very positive perception that CLIL can give benefits to improve their language proficiency. Then, lecturers also have very positive perception that CLIL can help them to understand the subject they teach and improve their cultural awareness. The mean of the sub-indicators related to lecturers' understanding on the subject and lecturers' cultural awareness are 3.36 and 3.31. In addition, the mean of the sub-indicator related to lecturers' attitude is 3.24 which means the lecturers have positive perception that CLIL can give benefits related to their attitudes.

Table 1. The Results of the Lecturers' Perception of Benefits of CLIL

Sub-Indicators	Mean	Category
Lecturers' language proficiency	3.37	Very Positive
Lecturers' attitudes	3.24	Positive
Lecturers' understanding on the subject	3.36	Very Positive
Lecturers' cultural awareness	3.31	Very Positive

Lecturers' Perception of The Benefits of CLIL on Lecturers' Language Proficiency

The data below showed that the mean score of this first statement is 3.55 which is the highest mean score of other statements that indicates very positive perception that CLIL helps the lecturers to improve their English skills. Meanwhile, the statement that has the lowest mean score is the second statement that stated *"I can reduce grammatical errors when speaking English"*. The mean score of the second statement is 3.16 which indicates that the lecturers have positive perception that CLIL can help them to reduce the grammatical errors when they speak English. Then, the third and fourth statement have the same mean score which is 3.50. Therefore, it can be assumed that lecturers have very positive perception that they can be more fluent in speaking English and more confident to teach the subject by using English in the class. In addition, the mean score of the fifth and sixth statement are 3.22 which indicates positive perception, and 3.33 which indicates very positive perception.

From the data above, it can be seen that the mean total of the first indicator is 3.37. It indicates the lecturers have very positive perception that CLIL can give many benefits on the first indicator which is the lecturers' language proficiency.

To know more about the lecturers' perception of the benefits of CLIL approach on lecturers' language proficiency, the researcher also asked the lecturers who become the participant of this study to give their own opinion on the benefits of CLIL to their language proficiency.

Most of the lecturers agreed with some statements from the closed-ended questionnaire. The lecturers agree that CLIL help them to improve their English proficiency.

L1 stated that *"CLIL helps me a lot in practicing my proficiency in English"*.

Then, another benefit of CLIL is that CLIL helps the lecturers to be more confident in teaching the learners. Some of the lecturers agree that they are confident to teach the subject by using English. It can be proved by what the L2 said.

L2 stated that *"CLIL helps me to improve my English skills and my confidence in teaching the learners by using English"*.

Table 2. Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Language Proficiency

N o.	Statements	Percentage (%)				Mean	Category
		SA	A	D	SD		
1.	CLIL helps me to practice and improve my English skills when I teach the learners in English.	55.6	44.4	0	0	3.55	Very Positive
2.	CLIL helps me to reduce grammatical errors when speaking English.	27.8	61.1	11.1	0	3.16	Positive
3.	CLIL helps me to be more fluent in speaking English.	50.0	50.0	0	0	3.50	Very Positive

4.	CLIL encourages me to be more confident in teaching the subject by using English.	50.0	50.0	0	0	3.50	Very Positive
5.	CLIL helps me to be more confident to answer my learners' questions related to the content subject or language aspects in English.	27.8	66.7	5.6	0	3.22	Positive
6.	CLIL helps me to learn and understand the language aspects of the subject I teach.	38.9	55.6	5.6	0	3.33	Very Positive
Mean Total						3.37	Very Positive

Lecturers' Perception of The Benefits of CLIL on Lecturers' Attitude

As the data presented below, the seventh, eighth, and ninth statement of the questionnaire related to the benefits of CLIL on lecturers' attitude have the same mean score which is 3.16. Based on the mean score of the statements, the lecturers have positive perception that CLIL can encourage them to collaborate more with other lecturers and discuss the learning with other lecturers. Then, they also have positive perception that CLIL can make them more enthusiastic when thinking about and discussing everything related to the teaching and learning process. The statement number ten and eleven also have the same mean score which is 3.38. the mean score of tenth and eleventh statement indicates that the lecturers have very positive perception on those statements.

To summarize, the mean total of the second sub-indicators related to the lecturers' perception of benefits of CLIL on lecturers' attitude is 3.24. It can be concluded that lecturers have positive perception that CLIL can give many benefits related to lecturers' attitude.

Then, from the open-ended questionnaire related to the lecturers' perception on the benefits of CLIL on lecturers' attitude, the researcher concluded that most of the lecturers believe that CLIL can give some benefits on the lecturers' attitude. The first benefit is that by implementing CLIL they can be more motivated in teaching the learners because in CLIL approach they have a new challenge to teach the learners by using English as the target language and help the learners to improve their content knowledge and language skills.

L3 said that *"I agree that CLIL improves my motivation to teach the learners because I can have new experiences in teaching the learners by using English as the target language"*.

The second benefits that some of the lecturers stated is that CLIL helps them to improve their self-development to achieve the goals of CLIL implementation.

L4 said that *"CLIL implementation is in accordance with the teaching and learning principles where self-development is the goal to be achieved"*.

Table 3. Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Language Attitude

No.	Statements	Percentage (%)				Mean	Category
		SA	A	D	SD		
7.	CLIL encourages me to collaborate more with other lecturers to run the teaching and learning process well.	33.3	50.0	16.7	0	3.16	Positive
8.	CLIL encourages me to discuss the learning with other lecturers.	33.3	50.0	16.7	0	3.16	Positive
9.	CLIL makes me more enthusiastic when thinking about and discussing the learning, curriculum development, and materials with other lecturers.	50.0	38.9	11.1	0	3.16	Positive
10.	CLIL improves my motivation to teach the learners.	44.4	50.0	5,6	0	3.38	Very Positive
11.	CLIL creates opportunities to develop my professional relationship.	44.4	50.0	5.6	0	3.38	Very Positive
Mean Total						3.24	Positive

Lecturers' Perception of The Benefits of CLIL on Lecturers' Understanding on the Subject

The data showed that the statements number 12 and 13 has the same mean score which is 3.33. The mean score indicate that the lecturers have very positive perception on both of the statements. Then, the next statement stated that "*CLIL encourages me to find the new ways to build the learners' progression in both language and content subject*". The mean score of this statement is 3.38 which can be concluded that the lecturers have very positive perception toward this statement. Then, the statement stated that "*CLIL encourages me to engage with wide range of media in teaching the subject*" has the highest mean score which is 3.50 that can be indicated as very positive perception. Furthermore, the sixteenth statement has the lowest mean score which is 3.22, but it still can be concluded that the lecturers have positive perception on the statement. The last statement stated that CLIL can give benefits in improving the lecturers' creativity in designing the materials and activities in the class. The mean score of the statement is 3.44 which can be categorized as very positive perception on this statement. In conclusion, the lecturers have very positive perception because the mean total of the sub indicator is 3.36.

In line with the statements in closed-ended questionnaire, the researcher also found similar answer in open-ended questionnaire related to the lecturers' perception of the benefits of CLIL on lecturers' understanding on the subject. Some of the lecturers stated that

CLIL helps them in understanding the subject, and helps them to improve their creativity in teaching and learning process.

L2 confirmed that “CLIL helps me to understand more the subject I teach in international scales by using English book”.

In addition, L1 stated that “By using CLIL, I can improve my creativity in gathering the learning materials and activities in the class”.

Then, L3 said that “Basically, lecturers must be flexible, and this thing can be gained by using CLIL approach”.

Table 4. Lecturers’ Perception of Benefits of CLIL Approach on Lecturers’ Understanding on the Subject

No.	Statements	Percentage (%)				Mean	Category
		SA	A	D	SD		
12.	CLIL improves my understanding on the subject I teach.	38.9	55.6	5.6	0	3.33	Very Positive
13.	CLIL encourages me to find the new ways to teach the content subject.	38.9	55.6	5.6	0	3.33	Very Positive
14.	CLIL encourages me to find the new ways to build the learners’ progression in both language and content subject.	38.9	61.1	0	0	3.38	Very Positive
15.	CLIL encourages me to engage with wide range of media in teaching the subject.	55.6	38.9	5.6	0	3.50	Very Positive
16.	CLIL can broaden my understanding on teaching the subject.	27.8	66.7	5.6	0	3.22	Positive
17.	CLIL helps me to improve my creativity in designing the materials and activities in the class.	50.0	44.4	5.6	0	3.44	Very Positive
Mean Total						3.36	Very Positive

Lecturers’ Perception of The Benefits of CLIL on Lecturers’ Cultural Awareness

The data showed that the first statement related to lecturers' perception of the benefits of CLIL on the lecturers' perception has the lowest mean score which is 3.05 but it still can be categorized as positive perception. The next statement stated that CLIL encourage the lecturers to understand the culture of the subject they teach. The mean score of this statement is 3.11 which also indicates as positive perception toward this statement. Another statement also stated that CLIL approach can give benefit in improving the lecturers' motivation to teach the learners because in CLIL approach the lecturers teach the learners by using English as the target language. the mean score of this statement is 3.61 which can be concluded as very positive perception. The highest mean score goes to the twenty first statement which stated *"I gain new experiences in teaching the subject by using English"*. The mean score of this statement is 3.66 which can be categorized as very positive perception. The next statement stated that CLIL can be beneficial for the lecturers to develop their intercultural understanding. The mean score of the data is 3.22 that can be categorized as positive perception. The last statement stated that the lecturers can also help the students to develop their intercultural understanding by implementing CLIL approach. The mean score of the last statement is also 3.22.

To conclude, the total mean score of all statements related to the benefits of CLIL on lecturers' cultural awareness is 3.31 which can be described as very positive perception.

In open-ended questionnaire, most of the lecturers also agree that CLIL can help them and their learners to develop their intercultural understanding.

L4 thought that *"4Cs principles of CLIL can help them to develop their cross-cultural understanding"*.

In line with the L4 opinion, L2 also stated that *"CLIL helps me to understand the culture of every country especially in economic aspects"*.

In addition, L1 *"By implementing CLIL, I can develop my student's intercultural understanding in the class"*.

Table 5. Lecturers' Perception of Benefits of CLIL Approach on Lecturers' Cultural Awareness

No.	Statements	Percentage (%)				Mean	Category
		SA	A	D	SD		
18.	CLIL helps me to get new cultural information from the materials in the target language.	27.8	50.0	22.2	0	3.05	Positive
19.	CLIL encourages me to understand the culture of the subject I teach.	33.3	44.4	22.2	0	3.11	Positive
20.	CLIL improves my motivation in teaching the learners by using English as the target language.	66.7	27.8	5.6	0	3.61	Very Positive

21.	CLIL helps me to gain new experiences in teaching the subject by using English.	66.7	33.3	0	0	3.66	Very Positive
22.	CLIL encourages me to develop my intercultural understanding.	27.8	66.7	5.6	0	3.22	Positive
23.	CLIL helps me to develop my students' intercultural understanding.	38.9	44.4	16.7	0	3.22	Positive
Mean Total						3.31	Very Positive

The Obstacles in Implementing CLIL Approach

This research also aimed to find the obstacles lecturers face in the implementation of CLIL approach. The sub-indicators of the questionnaire related to this purpose of the research are the obstacles related to lesson planning, materials development, lecturers' understanding on the target language and lecturers' communication skills. The results of the research related to the obstacles lecturers face in implementing CLIL in international class at Universitas Negeri Padang were presented in the table below.

Table 6. The Results of Obstacles in Implementing CLIL

Sub-Indicators	Mean	Category
Lesson planning	3.10	Less Problematic
Materials development	3.07	Less Problematic
Lecturers' understanding on the target language	3.23	Less Problematic
Lecturers' communication skills	3.35	Not Problematic

The Obstacles in Implementing CLIL Approach on Lesson Planning

From the data below, it can be seen that most of the statements can be categorized as less problematic because the mean scores are more than 2.5 and lower than 3.25. Only the second statement that has mean score 3.27 that can be categorized as not problematic. Overall, the total mean score of the sub-indicator is 3.10 which also indicated as less problematic. From the open-ended questionnaire related to the obstacles of CLIL on lesson planning, the lecturers found that most of the lecturers stated that they have some problems that can be the obstacles of CLIL implementation. The first problem is that they do not have enough time to prepare the lesson plan.

L5 stated that *“I have so many works to do, so I do not have enough time to prepare the lesson plan”*.

The other problem is that the lecturers have to work harder to prepare the lesson.

L1 confirmed that *“Implementing CLIL makes me work twice and demands so much time and energy”*.

Moreover, L2 also said that *“I have to prepare the lesson plan by myself and search the literature by myself that sometimes limited”*.

Table 7. The obstacles in Implementing CLIL Approach on Lesson Planning

No.	Statements	Percentage (%)				Mean	Category
		SD	D	A	SA		
24.	I do not have enough time to prepare the lesson plan.	27.8	38.9	27.8	5.6	2.88	Less Problematic
25.	I cannot find appropriate strategic planning to teach the learners effectively.	38.9	50.0	11.1	0	3.27	Not Problematic
26.	I feel difficult to integrate 4Cs principles into the lesson and activities.	27.8	55.6	16.7	0	3.11	Less Problematic
27.	I cannot develop activities which provide linguistic and cognitive challenges.	38.9	38.9	22.2	0	3.16	Less Problematic
28.	I cannot prepare balanced lesson plan to consider content and language goals.	33.3	44.4	22.2	0	3.11	Less Problematic
Mean Total						3.10	Less Problematic

The Obstacles in Implementing CLIL Approach on Materials Development

The data below showed that most of the lecturers do not have big problem that can obstruct CLIL implementation. The lowest mean score is related to statement that stated the lecturers do not have enough time to prepare the appropriate CLIL materials which is 2.66. Meanwhile, the highest mean score is the statement that stated the lecturers cannot adapt original English materials to their learners' need which is 3.38. However, based on the open-ended questionnaire, the researcher found that the lecturers feel difficult to prepare and develop the materials because of their work load and limited time.

L2 confirmed that *“I have many things to do and limited time so I feel difficult to develop the materials”*.

Then, L1 also said that *“I feel so hard to prepare the materials in CLIL implementation. Sometimes, I just adapt the materials by my own style to ease the materials development”*.

Table 8. The obstacles in Implementing CLIL Approach on Materials Development

No.	Statements	Percentage (%)				Mean	Category
		SD	D	A	SA		
29.	I do not have enough time to prepare the appropriate CLIL materials.	11.1	50.0	33.3	5.6	2.66	Less Problematic
30.	I feel difficult to select or develop CLIL materials by considering students' interest, language proficiency, and learning styles.	11.1	61.1	27.8	0	2.83	Less Problematic
31.	I cannot select resources which provide linguistic and cognitive challenges.	22.2	66.7	11.1	0	3.11	Less Problematic
32.	I cannot find authentic materials in English to be used in the class.	38.9	50.0	5.6	5.6	3.22	Less Problematic
33.	I cannot create my own materials in English to be used in the class.	38.9	44.4	16.7	0	3.22	Less Problematic
34.	I cannot adapt original English materials to my learners' needs.	44.4	50.0	5.6	0	3.38	Not Problematic
Mean Total						3.07	Less Problematic

The Obstacles in Implementing CLIL Approach on Lecturers Understanding on the Target Language

The data below showed that the statement that stated the “*I feel difficult to help the learners to understand the content subject I teach in English*” has the lowest mean score which is 2.66, so that it can be categorized as less problematic. Then, the highest mean score is the statement stated that “*I cannot help the learners to understand the new vocabulary*” which is 3.55. Therefore, it can be concluded as not problematic. Other statements also can be assumed as less problematic and not problematic based on the mean score. Thus, the researcher concluded that the lecturers do not have problem in understanding the target language.

Meanwhile, in open-ended questionnaire the researcher found that the problem that can be the obstacle in implementing CLIL is the students who have low English knowledge.

L4 said that “*I do not have any problem in understanding the target language, but some of my students cannot speak English fluently and that thing become the obstacle*”.

Then, L5 also has the same opinion, he said that “*My students are difficult to understand the English because of their lack of knowledge*”.

Although some of the lecturers stated that they do not have problem that can be the obstacle in implementing CLIL, other lecturer stated that the problem she has is because there is no provision for the lecturers who teach in international class.

Table 9. The obstacles in Implementing CLIL Approach on Lecturers' Understanding on the Target Language

No.	Statements	Percentage (%)				Mean	Category
		SD	D	A	SA		
35.	I do not understand the target language of the subject I teach.	33.3	66.7	0	0	3.33	Not Problematic
36.	I feel difficult to help the learners to understand the content subject I teach in English.	5.6	61.1	27.8	5.6	2.66	Less Problematic
37.	I cannot help the learners to understand the new vocabulary.	55.6	44.4	0	0	3.55	Not Problematic
38.	I feel difficult to understand the grammatical structures of the content subject I teach in English.	22.2	61.1	16.7	0	3.05	Less Problematic
39.	I cannot understand the technical vocabulary of the subject I teach.	50.0	50.0	0	0	3.50	Not Problematic
40.	I cannot help the learners to remember new vocabulary.	33.3	66.7	0	0	3.33	Not Problematic
Mean Total						3.23	Less Problematic

The Obstacles in Implementing CLIL Approach on Lecturers Understanding on Lecturers' Communication Skills

Based on the data below, the researcher concluded that most of the lecturers do not have problem related to their communication skills that can obstruct CLIL implementation since the total mean score of the sub-indicator is 3.25.

From the open-ended questionnaire, the researcher found that according to the lecturers the problems they found are because of the students limited knowledge of English.

To confirm it, L2 stated that “*Speaking English all the time in the class sometimes cannot be understood by the students because they have low English skills*”.

Then, L1 also stated that “I have no big issues about implementing CLIL on my communication skills. The real issue is the students who have limited English knowledge”.

Table 10. Lecturers’ Perception of Obstacles in Implementing CLIL Approach on Lecturers’ Communication Skills

No.	Statements	Percentage (%)				Mean	Category
		SD	D	A	SA		
41.	I do not have good English proficiency.	33.3	61.1	5.6	0	3.27	Not Problematic
42.	I cannot express myself easily in English because I do not understand about the grammatical structures.	38.9	55.6	5.6	0	3.33	Not Problematic
43.	I cannot help the students who have language issues.	22.2	61.1	16.7	0	3.05	Less Problematic
44.	I am not confident to answer the learner questions in English.	44.4	50.0	5.6	0	3.38	Not Problematic
45.	I do not have good vocabulary knowledge.	38.9	55.6	5.6	0	3.33	Not Problematic
46.	I am not confident in speaking English.	38.9	55.6	5.6	0	3.33	Not Problematic
47.	I cannot keep the learners to use English	33.3	44.4	22.2	0	3.11	Less Problematic
Mean Total						3.25	Not Problematic

Discussion

This research was intended to investigate lecturers’ perception of the benefits of CLIL approach and the obstacles in implementing CLIL approach in international class at Universitas Negeri Padang.

Based on the theory of this research, there were some aspects related to the lecturers that can get many benefits of implementing CLIL. The first aspect was related to the lecturers’ language proficiency. From the results of the research, the researcher found that the lecturers have very positive perception that CLIL improve their language proficiency. They believed that by implementing CLIL they can have better understanding on the target language, be more fluent in speaking English, and be more confident in teaching the learners. This results in line with Dale and Tanner (2012) that said implementing CLIL can be beneficial to the lecturers who are non-native speaker to improve their language skills, be more fluent and be more confident in teaching the learners and answering their learners’ question since they need to attend the language development, teach their subject in another language in CLIL approach, and use their language skills in practice.

The next aspect of the benefits of CLIL approach was related to the lecturers' attitudes. The results of the research showed that CLIL give many good impacts to the lecturers' attitude. The lecturers who became the participant of this research believed that CLIL boosts them to collaborate more with other lecturers and discuss the teaching learning process enthusiastically so that they can develop their professional relationship. Then, they also agreed that they are more motivated in teaching the learners by implementing CLIL approach because they have new challenge and new experiences to teach the learners by using CLIL approach. This is relevant to the theory that Dale and Tanner (2012) stated that CLIL approach need good collaboration among the lecturers. Besides that, the lecturers who implement CLIL also improve their creativity and motivation to run the teaching and learning process well (Coyle, et. al, 2009).

The third aspect was about the benefits of CLIL on the lecturers' understanding on the subject. Dale and Tanner (2012) stated that CLIL encourages the lecturers to discuss the subject and the teaching of the subject with other lecturers so that their understanding on the subject and the teaching of the subject can be better and they can find the appropriate strategies to improve the learners' knowledge on the subject and the learners' language skills. Based on the results of this research, the researcher found that the lecturers have very positive perception that CLIL provides many benefits in understanding the subject and the teaching of the subject since in CLIL approach they teach do not only teach the subject but also the target language so the lecturers need to discuss the teaching and learning process with other lecturers to achieve the goals of CLIL approach.

The last aspect of the benefits of CLIL was related to lecturers' cultural awareness. The results of the research support the theory that Coyle et. al (2010) stated. Most of the lecturers believed that CLIL helps the them to develop their intercultural understanding through the subject they teach in another language. Moreover, CLIL also help their learners to develop their intercultural understanding by implementing CLIL in the class since in CLIL approach the lecturers do not only teach the subject but also teach the culture of the subject and the target language they use in the class.

Beside the benefits of CLIL approach, the researcher also intended to find the obstacles that the lecturers face in implementing CLIL. There were also some aspects that can be the obstacles of CLIL approach which are lesson planning, materials development, lecturers' understanding on the target language, and lecturers' communication skills.

Lesson planning can be one of the obstacles in implementing CLIL. In CLIL approach, the lecturers need more time to prepare the lesson plan since they have to think how to teach both of the subject and the language in the class by considering the 4Cs principles of CLIL approach. Therefore, they have to provides activities that contain cognitive and linguistic challenges (Coyle et al., 2009). Regarding the obstacles in planning the lesson, the researcher found that most of the lecturers said that they have enough time to prepare the lesson plan that consider content and language goals. Then, they believe they can find appropriate strategies to teach the learners, and they think that 4Cs principles are not difficult to be integrated into the lesson. However, there were also

lecturers who have problem in planning the lesson because they do not have enough time to prepare the lesson plan due to their workload. In addition, they also feel difficult to prepare balanced lesson plan since they need to consider content and language goals and 4Cs principles to achieve the goals of CLIL implementation. Similar study also has been conducted by Trang and Nga (2015) which found that the participants of their research found some difficulties in planning the lesson because they have to integrate 4Cs principles and link the 4Cs principles into the activities in the class that need more preparation time and efforts to meet the aims of the lesson in CLIL implementation.

The next aspect of obstacle in CLIL implementation was related to the materials development. The results of this research showed that although most of the lecturers did not have problem related to the materials development in CLIL implementation, but there were also some other lecturers who have problem related to the materials development that can obstruct them to implement CLIL. Some of the lecturers said that they do not have enough time to prepare the appropriate CLIL materials and they are difficult to develop the materials considering the students differences on interest, language proficiency, and learning styles. Moreover, they also difficult to find the resources that provide linguistic and cognitive challenges and find authentic materials because of the shortage of the materials. In addition, they also feel difficult to create or adapt the materials to be used in the class. The findings of this research are relevant to the theory that stated by Mehisto et al. (2008). According to Mehisto et. al (2008) the lecturers spend more preparation time to find and prepare the appropriate materials because of the shortage of materials. In addition, Morgado et. al (2015) also stated that the lecturers should consider the students' interest, language proficiency, learning styles, and the learning goals in selecting and developing CLIL materials. The result of this research also quite similar with McDougald (2015) which found that Columbian teachers need to adapt the materials in order to make them suitable for their learners. However, they feel difficult to adapt or adjust the materials by considering their students' needs or interests.

Regarding the obstacles on lecturers understanding of the target language, the researcher found that the lecturers have good understanding on the target language and can help the learners to understand and remember new vocabulary. However, there were other lecturers that stated the grammatical structures of the content are difficult to be understood, and the learners cannot understand the subject they teach in English easily. This finding is relevant to the finding of previous research conducted by Guillamon-Suesta and Renau (2015) where most of the participants of the research agreed that the main obstacles of CLIL implementation are due to the technical vocabulary of the content and the linguistic difficulties that would combine with the usual content difficulties. Therefore, Dale and Tanner (2012) stated that in CLIL implementation the lecturers are required to be knowledgeable with the content subject and the target language. They should understand the new vocabulary, subject specific terminology, and the language aspects of the content subject they teach in the target language.

Furthermore, lecturers' communication skills also can be the obstacles in CLIL implementation. Dale and Tanner (2012) stated that there were some aspects that can be the problem in implementing CLIL. The lecturers who have low language proficiency

will be insecure, anxious and not confident to teach the learners in English, to answer the learners' questions, and to express themselves. Based on the result of this research, most of the lecturers did not have problem with their communication skills because they have good English skills. However, there were other lecturers who have problem in helping the learners who have language issues because they do not have good understanding on the target language, and they feel difficult to keep the learners to use English in the class because many of their learners do not have good English skills.

CONCLUSION

This research is aimed to find the lecturers perception of the benefits of CLIL approach in teaching international class at Universitas Negeri Padang, and the obstacles they face in implementing CLIL approach. Based on the findings of the research, it can be concluded that the lecturers have positive perception that CLIL provides many benefits for them. CLIL helps them to understand the language more, and practice the language in the class so that they can be more confident to use the language in the class and they can improve their language skills. In addition, teaching their students in CLIL approach increase their motivation and enthusiasm since they will have new experiences and challenges in CLIL implementation. Moreover, CLIL also helps them to understand more the subject and the teaching of the subject to achieve the goals of CLIL implementation. Then, by implementing CLIL approach, the lecturers can have better intercultural understanding and also help the learners to improve their intercultural understanding.

Regarding the lecturers' perception of obstacle in implementing CLIL, the researcher found that mostly the lecturers do not have problems that can obstruct CLIL implementation. However, there are lecturers who still have problems that hinder them to achieve successful CLIL implementation. They feel difficult to prepare the lesson plan and materials because of the lack of time, the difficulties in planning the lesson by considering 4Cs principles and the difficulties in developing the materials by providing content and language challenges and considering the students' needs and interests. Furthermore, they also agree that some of the problems that can be the obstacles of CLIL implementation are related to the content difficulties in the target language, the lecturers low of English skills and the students low of English skills.

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