

Implementation of Content and Language Integrated Learning (CLIL) in Teaching English for Guiding

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ABSTRAK

Di era globalisasi, siswa diarahkan pada mampu untuk berinteraksi antar negara dan budaya. Hal ini menyebabkan siswa menjadi mahir dalam menggunakan bahasa Inggris sebagai alat komunikasi. Selain itu juga komunikasi ini juga digunakan untuk bersaing secara global. Oleh karena itu, penelitian ini bertujuan untuk menganalisis implementasi pembelajaran terpadu muatan/isi dan bahasa (CLIL) dalam Bahasa Inggris untuk kepemanduan wisata program studi Diploma 3 Bahasa Inggris. Data dikumpulkan melalui kajian dokumen berupa kurikulum program studi, silabus, dan RPP mata kuliah. Penelitian ini menggunakan pendekatan kualitatif dengan dasar penelitian kualitatif atau desain penelitian interpretatif. Penelitian kualitatif adalah penelitian yang bertujuan untuk menganalisis data, terutama pembentukan pandangan baru yang memerlukan perspektif responden. Hasilnya ditemukan bahwa kurikulum secara eksplisit menyatakan bahwa siswa diharapkan dapat menggunakan bahasa Inggris di bidang pariwisata. Artinya, kemampuan bahasa Inggris dan konten pariwisata wajib disampaikan kepada siswa. Namun, silabus dan RPP semester lebih menekankan pada penguasaan bahasa Inggris siswa dengan sedikit perhatian diberikan pada konten/isi bermuatan pariwisata.

ABSTRACT

In the globalization era, students are led to be able to have the interaction between countries and cultures. It causes the students to be proficient at using English as a communication tool. Besides, it is also used to compete globally. Therefore, this research aims to analyse content and language integrated learning (CLIL) implementation in English for Guiding of Diploma 3 of English Department. The data were gathered by documents study of the curriculum of study program, syllabus, and semester lesson plan of the course. This study used a qualitative approach on the basis of a qualitative study or an interpretive research design. Qualitative research is research that has the goal of analyzing data, especially the formation of new views that require the perspective of the respondent. The result found that the curriculum has explicitly stated that the students are expected to be able to use English in the area of tourism. It means both English proficiency and contents in tourism are obligatory delivered to the students. However, the syllabus and semester lesson plan give more emphasis on the students' mastery on English with less attention given to the contents of tourism.

1. INTRODUCTION

The impact of globalization has led to integration between countries and cultures that impact social life. In Indonesia, the effect of globalization is increasingly widespread among the people. One of them is the demand to communicate using English to compete globally with other countries, especially in the workplace (Fatimah & Santiana, 2017; Rojabi, 2020). English is increasingly used in various aspects of life due to the technological developments that dominantly use the English language. Moreover, tourism, business, law, education, art, and other aspects have begun to develop globally, requiring people to communicate using the English language. It influences the roles of education that is functioned to encourage and improve the quality of human resources to compete globally with other people from different countries (Malik, 2018; Supina, 2018).

It affects the educational system in Indonesia to encourage students to be proficient to use the English language. Therefore, English has become a compulsory subject in Indonesia. Moreover, this phenomenon causes the context of education to create an educational system that is known as international class programs and bilingual schools in an educational context (Istri Aryani & Rahayuni, 2016; Titarenko & Little, 2017). The bilingual school refers to the learning process that applies and utilizes a second language or foreign language as a communication tool in the learning context. Bilingual schools in Indonesia use English languages in the teaching and learning process (Ma'ruf & Sari, 2020; Yumelking, 2018). Various learning methods are applied to support learning English as a compulsory subject. Therefore, content and language integrated learning (CLIL) can be applied in bilingual schools as a learning approach that integrates learning materials and the language of instruction. The implementation of the CLIL approach focuses on students mastering the function, structure, and grammar of language targets to learn the non-language subject. CLIL approach is interpreted as a system to improve foreign language skills for studying non-language subjects (Forey & Cheung, 2019; J. A. Goris et al., 2019; Mahmud, 2020). Its emphasis is on the non-language learning process using the foreign language.

Previous study explain that CLIL applies the concept in which the language being studied is used as the language instruction to study non-language content material (Zaim, 2019). This approach combines language and learning content that combines non-language subject matter with a foreign language used as the language instruction in the learning process. Thus, the students can learn about the materials and the language used, such as learning science using the English language. This approach is believed to impact the learning process in bilingual schools positively. In this context, CLIL students can have positive improvements in language skills. By implementing CLIL, students also get non-linguistic improvements such as self-confidence, learning motivation, and communication in non-language subjects, such as mathematics, science, and economics, using the target language (Martí et al., 2022; Xiao & Li, 2019; Yang, 2018).

CLIL involves the learning content using foreign languages in the learning process, and it applies a dual focus, in which foreign language learning and academic content are carried out simultaneously. The implementation of CLIL provides opportunities for students to improve their English language skills and literacy in non-language subjects (Castellano-Risco et al., 2020; Khoiriyah, 2021). It also improves students' confidence in using foreign languages to communicate, improve students' English skills in spoken and written communication, increase students' sensitivity in the structure and grammar of English, encourage understanding of culture and values of humanity, and improve students' abilities related to 4 basic language skills (Paul et al., 2018; Tachaiyaphum & Sukying, 2017). Four main things become pillars in implementing Content and Language Integrated Learning. It includes content, communication, culture, and cognition. The teachers in CLIL learning tend to choose learning content by including the required language elements. Thus the students can convey the ideas correctly (Ellison & Santos, 2017; Evans & Cleghorn, 2022; Mahmud, 2020).

Apart from high school context, universities are also required to prepare their students to face world challenges. The graduates are expected to contribute to various aspects of the works field in Indonesia. However, not all graduates can communicate using English, which is an obstacle in competing globally. In Indonesia, learning English that is applied in schools is not enough to encourage students to communicate in English due to the complexity of language learning, including students' backgrounds and socio-cultural aspects of the language (Friantary et al., 2020; Hewi & Shaleh, 2020; Sundari, 2016). Moreover, there are no more credits implemented in learning English. It cannot encourage students to communicate in English because students have different educational backgrounds. The implementation of CLIL commonly faces problems in Indonesian education because English is rarely used to communicate by teachers and students in social life (Asrial et al., 2019; Deswila et al., 2020; Gunantar, 2016).

Similar problems are also faced by the Ganesha University of Education which has established Diploma 3 programs since 2000. One of the programs is Diploma 3 English Department. It is designed to produce professional workers in tourism that are capable in tourism skills and skillful in language (English) proficiency, which can be seen in the curriculum and teaching instruments. English for Guiding is one of the ESP courses which obliges the students to be able to master the contents of guiding as well as the English proficiency skills at the same time. Therefore, the aim of this study is to analyses the design of the course of English for guiding by analysing the curriculum, syllabus and semester teaching plan.

2. METHOD

This study used a qualitative approach on the basis of a qualitative study or an interpretive research design. Qualitative research is research that has the goal of analyzing data, especially the formation of new views that require the perspective of the respondent. However, the resulting qualitative data is obtained from a complex epistemological process and is faced with ethical challenges. A qualitative

research requires the focus of the researcher in analyzing a context (Mannheimer et al., 2019). The context of qualitative research relates to academic practice, academic culture and academic work (Rodríguez-Dorans et al., 2021). Qualitative research aims to form criticism, according to experimental aspects and also review traditional aspects (Denzin, 2020). In the aspect of education and learning, a qualitative approach is very important. Because the interpretation of a finding focuses on the implications of the problem being studied (Akkerman et al., 2021). The method of data collection is done using documents study in form curriculum of the study program, syllabus and semester lesson plan used in teaching English for guiding.

3. RESULTS AND DISCUSSION

Results

The CLIL approach has received much attention from practitioners and educators globally. It is one of the innovative approaches to encourage the development of multilingual skills. CLIL applies an additional language (foreign language) as the language instruction in content and language learning. This content and English integration in English for Guiding course will be shown in Table 1.

Table 1. Curriculum Description

No	Curriculum coverage	Description
1	Programs	D3 English Department
2	Vision	Becoming a superior department in developing vocational education in English for tourism and translation based on the <i>Tri Hita Karana</i> philosophy in Asia in 2045.
3	Mission	Establishing learning and teaching that produce collaborative, competitive, characterized Human Resource in vocational English of tourism and translation, including researches and public service
4	Goals	Of 13 goals stated here, 3 goals clearly stated that this program produces graduates that 1) master the conception and theory of basic knowledge of general English and English for tourism, 2) master the skills of vocational English for tourism that support the implementation the English knowledge, 3) are skillful in performing tasks in front offices, travel agency and translating.
5	Graduate Profile	<ol style="list-style-type: none"> 1. Technician in hotel and restaurant 2. Tour guide, liason officer 3. Junior translator
6	Output learning achievement	<ol style="list-style-type: none"> 1. Attitude : religious, morality, ethics, nationalism, responsibiity, independency, etc. 2. Knowledge : mastering basic concepts of general English, ESP, tourism, information and technology, and translation 3. General skills : students are able to accomplish all tasks scientifically and measurably, solve the problems, compose the reports, evaluate and make the documentation, secure and retrieve the data. 4. Specific skills : students are able to communicate in both spoken and written English, apply the skills in English for tourism, accomplish the tasks for the broader scope in tourism sector
7	Structure of curriculum	<ol style="list-style-type: none"> 1. Personality Development courses (9 courses) 2. Core courses (18 courses) 3. Supporting technology (1 course) 4. Specific distinctive courses (21 courses). English for guiding belongs to this course with 2 credits

Base on Table 1 show description of curriculum of Diploma 3 English Department study program of Ganesha Univeristy, it seems that the curriculum itself has been designed to provide the guidance for the management of the program to equip the students with the competencies and skill required in the field of tourism later. It is clearly stated in the vision and mission of the study program accomodate the need and expectation of the institution in order to produce professional graduates that are ready for international competition, which can be also seen in the graduate profiles as workers in front offices, tour guides and translator. It is also supported by the goals of the program that cover both basic knowledge of

English, ESP, and the tourism content with the emphasis on the four learning achievements such as attitude, knowledge, general skills and specific skills. They are all inserted in order to build the students' cognitive and thinking capacities including motivation of learning.

Structure of curriculum is seen in order to get the distribution of the courses and find out the relevance and sufficiency of the courses to meet the expectation of the study program. It can be seen that English for Guiding is categorised into one of the specific distinctive courses. It meets the graduate profile to be a tour guide. However, it is insufficient to provide one profile with only one specific distinctive course due to certain reasons: first, it does not give great opportunity for the students to get the knowledge of being a tour guide. Second, it does not meet the vision, missions and the goal of the program that enable the students to become professional workers in tourism including tour guide. Third, it is lack of time for the students to have practices the English skills in the fields when it is just covered with 2 credits.

Those reasons need comprehensive attention of the management of the program for further improvement. To improve English language skills, some regional education institutions have added hours of English lessons and provided content and language learning using English as the medium of communication. The curriculum of the study program is elaborated into syllabus and semester lesson plan which contain more information about how the course English for Guiding is executed and taught to the students. The components of the syllabus and semester lesson plan is describe in [Table 2](#).

Tabel 2. Syllabus And Semester Lesson Plan Review

No	Components	Description
1	Course description	English for Guiding is described as specific distinctive course which is projected to produce professional and skillful worker/ tour guides. It enables the students to use language expressions and working procedures in guiding. It emphasises on the ability of the students to use English skills used in performing the tasks as tour guides.
2	Activity details	It contains the period of meeting, material, indicators of required achievement, method of teaching, learning experiences, time allotment and references used
3	Evaluation	It gives 60% portion of evaluation for the process, and 40% for the product

Base on [Table 2](#) show the course description reveals that the course of English for Guiding more emphasises on the English proficiency which is commonly used in specific area of guiding. Even though it informs about the working procedures that the students should have for the application of English skills, it does not explicitly state about the substances or the contents of guiding that the students need to know and understand at the same time of language mastery.

In terms of the activity details, it shows that the course is designed for 16 meetings including mid and final tests. The material distribution has provided the overall coverage of tasks as tour guides starting from taking service order, transfer in, meeting service, tour execution for various types of tour, transfer out and handling complain. However, the indicators of learning achievement does not explicitly mention that the students should master, know, and understand the content/information needed in order to be able to perform certain tasks as described in the material distribution. All of the indicators are preceded with "to identify and apply the procedures of certain task which means that it is lack of equal emphasis on the content itself.

The focus of evaluation, especially for the process evaluation, is in the attitude and the participation during the classroom interaction including the simulation which is considered pay less attention to the students independence to participate in the real situation of conducting the tour and performing as tour guide that has to apply the knowledge needed in guiding and the English language skills. So their understanding about the content or substances of guiding is determined by their ability to deliver the knowledge by using understandable English. It can be done not only by having classroom simulation, but also real field trip or site visit of some interesting tourist places. By doing so, the students will be more motivated to feel the real situation as tour guide.

Discussion

In the context of education, CLIL refers to an approach that includes foreign languages to teach and learn non-language material content. Both are carried out simultaneously ([Huang, 2020; Khoiriyah, 2021](#)). In an implementation of CLIL, cognitive strategies tend to be dominantly used in learning the vocabulary. Previous study explain that implementation of CLIL is done to diversify non-language

subjects. It can be implemented in a curriculum that has a different model [Gabilon \(2020\)](#). As previously explained, there are four main pillars in implementing CLIL in education. Those are content, culture, communication, and cognition. The content in question is to increase understanding and knowledge of the material being studied, culture is related to cultural understanding to encourage a responsible and caring attitude, communication leads to increased skills in communicating in the target language, and cognition is the last pillar that directs to develop thinking skills.

Moreover CLIL improves linguistic abilities, thinking capacity, learning motivation, linguistic awareness, and meta-cognitive abilities for students in the learning process. Therefore, CLIL is synonymous with a dual focus approach because it focuses on learning content and foreign languages used for teaching and learning [\(Ellison & Santos, 2017; Simbolon, 2020\)](#). CLIL encourages students of different educational levels to develop proficiency in the subject's content and the target language [\(J. A. Goris et al., 2019; López-Hernández, 2021\)](#). Moreover, previous study explains that CLIL is an approach that aims to achieve educational goals by integrating content and language simultaneously in the learning process [\(Tachaiyaphum & Sukying, 2017\)](#).

In line with previous study shows that using the CLIL approach to students positively impacts students' motivation, self-confidence, and active attitude in learning languages compared to other students who do not learn to use the CLIL approach [\(Huang, 2020\)](#). It also shows that teachers understand the learning objectives and progress of learning with the CLIL approach. Implementation of CLIL, which uses English as the language instruction, in which English is a language that is still being studied and has not been fully mastered by students, causing the challenges among students to become more severe [\(Puspitasari, 2020; Xiao & Li, 2019\)](#). Therefore, in implementing CLIL in learning, the ability to communicate using a foreign language is not an option but a requirement that must be fulfilled to achieve academic and non-academic achievements.

Implementation of CLIL approach, the teacher's role is not only to communicate using the target language but also to understand the linguistics elements and functions of the target language [\(Khoiriyah, 2021; Tachaiyaphum & Sukying, 2017; Zaim, 2019\)](#). Other research add that strengthens language learning through linguistic understanding, the relationship between words, language context, ideas organisation, and other processes [\(Puspitasari, 2020\)](#). Therefore, the role of the teacher is substantial in following and understanding the Integrated Language Curriculum to achieve the language learning objectives. Moreover, the learning strategy applied in the teaching and learning process also has an important role and impact on the success of the learning itself [\(Lara & Pedrosa, 2017; Sarip, 2019\)](#). Thus, CLIL is proposed as an alternative way to improve language skills and content understanding [\(Forey & Cheung, 2019; Yang, 2018\)](#). It focuses on learning the content and language used during the learning process.

Previous studies have shown that CLIL and non-CLIL students show differences in vocabulary knowledge, pronunciation, fluency, and content understanding. The implementation of CLIL, which was previously dominantly used in Europe, has been adapted to the diversity of countries in Asia by paying attention to the content of learning English [\(Setyaningrum & Purwati, 2020\)](#). Implementing the CLIL approach focuses on mastering the material being studied and aims to improve students' language skills. For example, science learning in schools can be combined with English to improve language skills and understanding content simultaneously. Therefore, students can learn materials using foreign languages, such as English, with good fluency.

The adoption of bilingual schools is increasingly occurring in Indonesia, and the CLIL approach is generally implemented in the context of private schools. Teachers must master English and the content of the material being studied simultaneously [\(Caterine et al., 2021; Simbolon, 2020\)](#). Implementing CLIL in private schools aims to provide greater opportunities for students to master the target language by studying in schools using the target language. Moreover, the implementation of the CLIL program is usually done selectively and determined with strict criteria. Students will be selected based on a predetermined academic score. The learning process is expected to contain creativity, collaboration, communication, and critical thinking [\(J. Goris et al., 2019; Zaim, 2019\)](#). Therefore, the students are selected carefully. Apart from the flexibility of the CLIL approach, CLIL also has potential drawbacks because it must have a contextual framework with projected goals and outcomes. Previous study mentioned that there are obstacles in implementing the bilingual school system in Indonesia, including the lack of ability to use English and differences in students' low socioeconomic status [\(Mahmud, 2020\)](#).

The implications of this study may become the reflection for the institution for maintaining the best practices and improving less uptodate condition to be adapted to the recent condition and public demands. CLIL implementation has had a good impact, one of which is that students have more opportunities to improve their language skills in discussing non-language subjects, increase vocabulary about other subjects, and be more confident speaking in English. This research is expected to be a reference for

English departments at other universities in implementing CLIL. The limitation of this research lies in the research subjects who are limited to only utilizing the curriculum, syllabus and semester lesson plan. It is hoped that future research will be able to further deepen and broaden similar research related to CLIL implementation with involving other aspect.

4. CONCLUSION

Language learning strategies are increasingly being implemented to improve students' content understanding and language skills, especially English communication. It is related to globalisation's impact, which encourages students to be more proficient in using English and compete globally. In Diploma 3 English department of Ganesha University, the CLIL approach has been widely applied the design of the program by looking at the vision, missions, goals, profiles and structures of the curriculum. Students are directed to be skillful in using English as well as knowledgeable in the content of tourism. However, when it is elaborated into syllabus and semester lesson plan, it was found that more emphasis is given to the English proficiency with less attention given to the contents that are needed in being able to perform the tasks of guiding like national and local culture, tradition, art, and places of interest.

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