

CHAPTER I

INTRODUCTION

1.1 Background

CLIL is historically known as an approach for bilingual education in European countries such as Netherlands, Finland, Hungary, Czech Republic, Germany, Poland, and Slovakia. It is used to meet the needs of the countries in Europe regarding the bilingual program in respective national language and English as the international language (Mahmud, 2020; Satayev et al., 2022). The status of English language in these countries were a foreign language. This language was used in the learning of particular courses in which learners were exposed to both the foreign language and the content of the course at the same time. As an approach for language teaching, CLIL is used as a mean for teaching and learning about linguistics content and language relevant additions, with the particular focus on two aspects, namely language and content (Merino & Lasagabaster, 2018). CLIL has been known as an approach to didactic innovation and transdisciplinary collaboration by many educators (Tagnin & Ní Ríordáin, 2021). It strongly demands group and student-centered learning (Nurkhin, 2014).

In addition, CLIL has been considered as a complex learning approach, where learning provide (a) children's educational experience when the quality of the subject is emphasized more than the words used; (b) context in language teaching and thus is more important for children; (c) inspiration and offers of wider

opportunities for a wider range of learners; (d) exposure to foreign languages naturally; and (e) sufficient time during learning and teaching process (Setyaningrum et al. al., 2020). The aim of CLIL is to provide learning context in which the second/foreign language is presented in natural way. Students can use the new language as they learn their first language. In addition, CLIL does not only concern to acquire knowledge, but also, they have intercultural awareness. It provides new insight which leads toleration from different perspectives (Satayev et al., 2022).

There are four main features considered in implementing CLIL, namely: contents, communication, cognition, and culture. Contents deal with the provision of material to provide insight as well as understanding. Communication deals with the use of language skills during learning process. Cognition concerns the thought. Culture covers the point of view of different perspectives (Nieto, 2016). All the features are connected each other. The culture is the result of the interaction among content, communication, and cognition (Dvorjaninova & Alas, 2018; Marongiu, 2019). CLIL provides a wide horizon of thinking which allows students to see have meaningful thought (Awan & Sipra, 2018). It helps the students to see a thing from different perspective.

CLIL approach brings difference to English language teaching, in which teachers and students have different atmosphere of learning. In CLIL class, the teachers consider and develop learning materials which are in line with the current curriculum. On the other hand, students will use English along the learning process. The content is emphasized in this process along with the use of English as the

medium of communication. The students and teachers will use English unconsciously (Lopriore, 2020). In addition, the consideration of culture in using CLIL provides new perspective for both teachers and students (Mourssi & Sulaiman, 2014). They will experience different perspectives which lead them to actively searching for related sources to discuss it. Moreover, the use of CLIL concerns the learning content which provides a stimulus to understand the purpose of learning (Surdyanto & Kurniawan, 2020).

There are some advantages offered by the implementation of CLIL stated in Cambridge University handbook (2010), namely 1) increasing self-students' confidents, 2) developing students' communicative skills, 3) comprehending between culture and humanity values, 4) growing students' sensitivity to vocabulary, 5) improving language skills (listening, speaking, reading, and writing, 6) developing good attitude for students (Mourssi & Sulaiman, 2014). The existence of CLIL gives many impacts to development language participant because it is proven effective in western countries in increase ability language participant students. Furthermore, this approach helps students to speed up development epistemological (Sarip, 2019). Thus, it can be said that the presence of CLIL gives positive impact on language learning. These advantages can be obtained in which several following factors are considering in implementing CLIL, namely 1) selecting materials (contents) based on curriculums used, 2) determining interesting and authentic topics (themes), 3) emphasizing communication and the use of language, 4) planning a list of learning activities, 5) designing an assessment to check their understanding.

Abundant of research had indicated the effectiveness of the implementation of CLIL approach in foreign language classes. Kanoksilapatham and Khamkhien (2022) found out that the implementation of CLIL in English for Engineering improved students' confidence in verbal participation using English language. The students who were exposed to the use of English while at the same time learning the content knowledge of engineering in the experimental group became more participative and engaged in activities that required them to speak. In the control group, on the contrary, students did not show significant progress in the ability to communicate during the teaching and learning process.

In addition, Le and Nguyen (2022) found out that CLIL is effective for the students since it increases academic knowledge, cultural awareness, and cognition. Then, Satayev et al. (2022) found out significant achievement in Biology and English using CLIL for university students. Next, Deswila et al. (2020) revealed the implementation CLIL approach in science classroom in which it is effective to develop students' English language learning. Moreover, Renau and Martí (2019) showed that CLIL can be an alternative way to increase students' ability in doing communication. It is achieved since this method provides different contexts and situations. Sumartana et al., (2019) showed that CLIL model is effective to be implemented in increasing students' learning outcomes in Engineering Class Mechanics. Besides, Dvorjaninova & Alas (2018) found out that CLIL approach gives benefits on the development language skills.

Ravi (2016) found out the importance of CLIL in the globalization era. CLIL is effective approach in learning language covering communication, culture,

content, and cognition which increases students' motivation and cultural awareness in language learning. Lastly, Mourssi and Sulaiman (2014) found out that CLIL in English language teaching is effective for development of language proficiency, learners and teachers' attitude, and appropriate culture and context.

Research findings on the benefits of CLIL approach in the foreign language learning process has inspired foreign language educators and researchers to develop learning materials based on CLIL principles. Khoiriyah et al. (2022) developed learning materials for students who learn English as a foreign language in the context of Islamic values. The study developed syllabus and the students' activity book consisted of three selected topics that were integrated with Islamic values. In addition, Suhandoko (2019) developed materials in the form of coursebook.

The result of the study showed that the learning materials were by orienting to quality CLIL materials principles and task-based approach. The final products of the study were acceptable by students and teaches, namely student book, teacher's guide, and listening audio CD. Moreover Momang (2018) developed learning materials based CLIL in vocational schools. The learning materials consisted of local culture wisdom of Kediri region, East Java through Panji Stories. The result of the study showed that the product was feasible to be implemented for learning Indonesian. In addition, the use of CLIL in developing learning material gave positive impact for students, teacher, learning model, and curriculum.

The State Hindu University is a Hindu religion-based university in Bali, that consider English language as one of the most important courses to prepare graduates

to become professional educators, trainers and researchers in many fields of studies and has the high spirituality in Hindu religion. For a long time, English language has been taught as a separate general English course. As a matter of fact, in the era of globalization, the graduates should have the competencies of both the foreign language and the contents of Hinduism.

State Hindu University of Bali has three faculties, namely Dharma Acarya Faculty, Dharma Duta Faculty and Brahma Widya Faculty. Dharma Acarya Faculty has five departments, one of them is Hindu Education Department. In Hindu Education Department, the curriculum encourages academics to sustain knowledge based on Hindu in order to enhance physical and spiritual well-being on dharma. Thus, Dharma is always the foundation in implementing in teaching learning process, both in theory and in practice. All courses should particularly insert the Three Religious Hindu Frameworks as stated above.

The English Course is one of the courses that is set up as a medium for the students to be able to use the international language but at the same time also are able to communicate the basic principles of Hindu religion. The course is a two-credit hour semester program that is offered in the first semester. However, based on preliminary analysis to the curriculum of the course, the content was a dominant of general English materials that put emphasis on the components of English language only. In other words, the content of *Tatwa* (Hindu Philosophy), *Susila* (Hindu Ethics), and *Acara* (Hindu Rituals) are not covered. The only learning materials used for the English Course was a course book entitled “New Headway Elementary Student’s Book, which only cover general English topics. As

mentioned previously, The State Hindu University is Hindu-based Higher Educational Institution that should target the improvement of ethics, morals, and spirituality in all the courses offered.

The English Course, as one of the most important courses, should include both the language topics and religious contents. The contents here refer to the basic Hindu philosophy that actually become the bases for real life encounters of Balinese Hindu people. The basic philosophy is known as Three Religious Hindu Frameworks that consists of “*Tattwa, Susila, and Acara*”- philosophy, ethics, and rituals (Sudhiarta & Atmaja, 2005); Sura, 2002). (See details in Chapter 2).

Considering the effectiveness of CLIL approach in language learning material development as published in previous research, this study attempts to develop the English learning materials that aims at developing students’ competencies in English language and at the same time learn the Three Religious Hindu Frameworks. Besides, the result of interview from the lecturers showed that the lecturers only used the existing learning material and explored learning materials from the internet. Therefore, it is considered important to develop learning materials which take CLIL approach into consideration.

Based on the theory of CLIL, learning materials should be based on the content used in the curriculum. Learning materials should cover content what students learn for. The topics should be customized with life-real based integrating culture contents. In addition, learning materials should cover a list of learning activities which bring and use real context, such as: pictures, play roles, dialogues,

and presentations. The learning materials also should cover the culture in which social values are inserted during learning process.

In relation to the above, empirical study, current situation and the ideal theory of CLIL, then the teaching learning process at university should be based on the integration of content and language. Therefore, the present study intended to conduct study with entitled “CLIL based English Learning Materials for Hindu Education Department Students in Hindu Universities”. It aimed to identify the materials needed, materials developed, quality, and its effectiveness.

1.2 Identification of Problems

Based on the explanation in the background of the study, some problems were identified, as follows.

- 1.2.1 CLIL has been used as the basis for materials development for foreign language learning in which the learners are to be exposed to the learning of the target language and specified contents.
- 1.2.2 The Hindu Education Department of Hindu Universities, recently has the policy of the inserting Three Religious Hindu Frameworks in the curriculum.
- 1.2.3 Hindu Education Department is one of the Departments in Hindu State University in Bali, that consider English as one of the important subjects, because the Department intend to produce the quality educators and trainers in field of Hindu religion.
- 1.2.4 The existing English course materials, has the emphasis on general English or in other words, to teach students to become competent in English language

only. As the matter of fact, as the course is offered for students undertaking degree program in religion education department, the integration of the religious contents need to be considered.

1.2.5 It is then of an urgent need to develop English learning materials that support the students to gain competence in the 4 Skills of the language and at the same time, they learn the Three Religious Hindu Frameworks that covers *Tattwa* (the Hindu Philosophy), *Susila* (the Hindu Ethics) and *Acara* (the Hindu Rituals).

From the identification of the problems above, it is evident that for the English course needs to be supported by the appropriate materials that provide the students to be competent in both the English language and The content of the three religious Hindu framework The development of the materials should be research based as the integration of Hindu contents is needed so that the graduates of Hindu Education Department in Hindu Universities are more ready to face the globalization in the work place.

1.3 Research Limitation

As a research and development, this research was conducted with the following coverage:

1.3.1 Investigating the needs for CLIL-based English learning materials for Hindu Education Department students in Hindu Universities.

- 1.3.2 Developing learning materials covering topics based on 4C of CLIL, namely content, cognition, communication, and culture for Hindu Education Department students in Hindu Universities.
- 1.3.3 Integrating Hindu contents Three Religious Hindu Frameworks—*Tattwa, Susila, and Acara, Tattwa* with subtheme *Panca Sraddha*. *Susila* includes a sub-theme, *Tri Kaya Parisudha*, and *Acara* includes *Panca Yadnya* consists of *Dewa Yadnya, Rsi Yadnya, Pitra Yadnya, Manusa Yadnya, Bhuta Yadnya* into English language skills.

1.4 Statements of Problems

There were four research questions formulated as follows.

- 1.4.1 What are the needs of CLIL-based English learning materials for Hindu Education Department in Hindu Universities?
- 1.4.2 How are the CLIL-based English learning materials developed for Hindu Education Department in Hindu Universities?
- 1.4.3 What is the quality of the developed CLIL-based English learning materials for Hindu Education Department in Hindu Universities?
- 1.4.4 What is the effectiveness of the developed CLIL-based English learning materials for Hindu Education Department in Hindu Universities?

1.5 Research Objectives

There were two main purposes of the research objectives in this study:

1.5.1 General Research Objective.

The general research objective was to develop an English learning material which is based on Hindu contents. The contents are integrated with, reading, listening, speaking and writing for the first-semester students who register for English at Hindu Universities

1.5.2 Specific Research Objectives.

The specific research objectives were:

- 1.5.2.1 To investigate the needs of CLIL-based English learning materials for Hindu Education Department in Hindu Universities
- 1.5.2.2 To develop CLIL-based English learning materials developed for Hindu Education Department in Hindu Universities
- 1.5.2.3 To examine the quality of the developed CLIL-based English learning materials for Hindu Education Department in Hindu Universities
- 1.5.2.4 To analyze the effectiveness of the developed CLIL-based English learning materials for Hindu Education Department in Hindu Universities

1.6 Research Significances

The research theoretical and practical significance were:

1.6.1 Theoretical Significance.

The results of the study can be expected to enrich the literature in the area of CLIL and research-based material development. This study also provides

theoretical and empirical information related English materials development that takes research procedures in the process of designing, developing, and validating the product. In addition, it can give description how language and content are integrated for learning process.

1.6.2 Practical Significance.

The practical significance of CLIL-based English learning materials for students, lecturers, and future researchers.:

- 1.6.2.1 For students this research would provide research-based material provision that make it possible for them to learn English in real contexts associated with the Hindu *Tattwa, Susila, Acara*, which in turn increase motivation, promote critical and creative thinking on *Panca Sraddha, Tri Kaya Parisudha, and Panca Yadnya*. The students could also explore knowledge on the Hindu religion through English for future career development.
- 1.6.2.2 For English lecturers the product of this research and development could facilitate contextual learning through CLIL-based English learning materials. Contextual learning would assist students in identifying their real interests in English and the Hindu religion as well. Students would be more likely interested in learning English associated closely with the Hindu religion.
- 1.6.2.3 For future researchers, this study could exemplify research and development procedures that apply CLIL approach for the sake of meaningful foreign language learning that integrate the target language and specified content.

1.7 Novelty

The novelty of the present study can be seen from the product in the form e-book which is CLIL based:

1. The learning material appropriate for teaching English in Hindus University because the content have covered Hindu Contents especially the Three Religious of Hindu Frameworks *Tattwa*, *Susila*, and *Acara* which is different from the previous textbook used in Hindus University.
2. The language skills implemented in this e-book are integrated language skills with contextual learning activities, so that students are motivated to use the language in communication
3. The learning materials consisted of variety activities that could promote the student's ability to think and collaborate.
4. The learning material introduce culture in language learning such as social value in the form of attitude, responsibility and self-reflection in each unit of the learning materials. Students were involved to conduct reflection on what they learn.



