



The Development of English Language Learning Model Using Project-Based CLIL Approach to Improve Students' English Language Competence

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Abstract. This research aims to find out effective English learning model using a Project-Based Content Language Integrated Learning (CLIL) Approach to improve students' English language competence. One of PNB's visions is to produce internationally competitive graduates. Consequently, students' English skills are crucial. The approach used in teaching English is the Communicative Approach. It provides students with enough time to practice the language. The challenge is limited time. In AKP Study Program, English is taught in two semesters, once a week. This has a big impact on students' opportunities to practice their English. The solution is the use of learning models that can increase students' motivation and participation in learning. Project-based learning is preferable for such situations. This model provides students with opportunities to explore and investigate for themselves, involving them in constructing and finding understanding by discussing and debating their ideas with others. On the other hand, learning English should aim at two goals: improving students' English language skills and knowledge about taxation. In this context, the CLIL approach learning model plays a very important role. This research tries to find a learning model as an alternative solution to the problem, namely the Project-Based CLIL Approach English Learning Model. Designing the model starts with selecting the taxation topic. Then a lesson plan was designed using a project-based CLIL approach over four meetings. The implementation of this model is effective in increasing the students' English Competence reflected by 87.3% of students' mastery of the materials. Students' perceptions were very positive and very good.

Keywords: CLIL, Learning Model, Project-Based Learning

1 Introduction

One of PNB's visions is to produce internationally competitive graduates. To achieve this vision, students' English language competence is crucial. So far, the approach used in teaching English in PNB Accounting Department, especially in the AKP Study Program is a Communicative Approach that emphasizes aspects of language use (how to use the language) both oral and written. The Learning Model used is also attempted in such a way that students can practice the language they learn as much and as

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optimally as possible. Such Learning models require sufficient time to achieve optimal results. The challenge is limited time available. In the D4 AKP Study Program, PNB, English is only given in the first and second semesters of two credits each, once a week (2 X 50'). This affects the opportunity for students to practice their English, they cannot practice optimally. One of the solutions to this challenge is the use of a learning model that can increase the student's motivation and participation in learning both in class and independently. A suitable learning model for this purpose is Project-Based Learning. It provides students with opportunities to explore and investigate on their own, involving them in constructing and finding understanding by discussing their ideas and debating the ideas of others. In its implementation, it should be supported by using authentic materials, namely English materials that are closely related to the field of accounting, especially taxation. In addition, the English language learning model should also be able to target two goals at once, namely improving students' English language skills and knowledge of the topic studied (taxation). CLIL (Content Language Integrated Learning) is the right solution for this purpose. This research tries to find an English learning model that can be an alternative solution to the problem by combining the two learning models called Project Based CLIL Approach English Learning Model. CLIL is a learning model that integrates language and content and aims to improve student's English language skills and knowledge of the topic being studied simultaneously. This approach encourages students to achieve learning objectives by focusing on some aspects, such as content, cognitive, communicative, and cultural (Coyle et al., 2010; Bergman et al., 2013). This is in line with Ballman & Larsen-Freeman (1988) who states that CLIL is an approach in which students learn a subject using a foreign language. This approach, which originated and developed in Europe is an approach in which various methodologies are used to achieve dual-purpose learning in language and content (Banegas, 2012).

Alimi (2013) researched a methodological model for integrating character in CLIL in learning the Sociology of Religion to introduce character education at the university. This study found that the integration of character in CLIL answers the challenges of character education in Indonesia, which is still integrated with the curriculum (without any improvement in learning methods). CLIL is also effectively used in English language learning. It can enhance learning and practice, improve English competence and cross-cultural communication skills, prepare for internationalization, provide opportunities to learn the subject through different perspectives, improve overall language competence, improve verbal communication skills, increase methods and forms of classroom practice, and increase student motivation (Dalton-Puffer, 2007). Bergman et al. (2013) examined the reflection of a communication course in technology that was designed based on content and language integration. In its implementation, all students were invited to solve a problem about providing electricity to an area with diverse topography. Students were assigned to investigate the problem of electricity distribution, make a group report, and present it individually to other groups. Banegas (2012) studied the main features of content-based instruction (CBI) and content-language integrated instruction (CLIL) by looking at three aspects of the approach, sociocultural, the definition of language in CBI and CLIL, and the definition of content in CBI and CLIL. Related to this sociocultural aspect, Lantolf (1994),

Lantolf, (2000), and Lantolf et al. (2014) view that the human mind is mediated through physical and symbolic tools, such as language, which mediate the relationship between us and the objects of our experience. One such mediation is lecturer talk in an interaction that can scaffold students' scientific concepts, cultural knowledge, and language knowledge. Such scaffolding can be done in several ways as asking questions, activating prior knowledge, creating a motivational context, arousing students, providing hints and feedback. This is supported by the opinion of Klee et al. (1986) and van Lier & Larsen-Freeman (1987) that people are more successful in learning another language when they acquire information through that language. Learning and teaching content and language is a collaborative work between educators and students. Language is also important in CBI and CLIL as a medium for learning content for communication and learning (Coyle et al., 2010). This follows Hymes's concept of fostering communicative competence. Coyle et al. (2010) stated that CBI and CLIL language have three functions called Triptych, namely language of learning, language for learning, and language through learning. Content is non-language or a scientific discipline. Barwell (2005) suggests using subject area to replace content because content can simply mean a product of teacher and student interaction.

Project-based learning (PjBL) is an innovative learning approach by presenting students with problems to solve in a project using students' prior knowledge so that students can create their concepts (Thi & Lam, 2011; Mergendoller & Thomas, 2000; Larmer et al., 2018; Weegar & Pacis, 2012). This learning approach can facilitate students to perform tasks in concrete activities with authentic materials or the real-world and by prioritizing learning experiences (Smith & Dodds, 2017). By exploring discussing, writing reports, and presenting results students will be able to activate their communication skills and improve their autonomous learning skills (Guyen & Valais, 2014; Imtiaz & Asif, 2012).

The effectiveness of PjBL to improve students' English language competence has been studied by several experts in the field of education. Imtiaz & Asif (2012) revealed that PjBL is very effective in improving students' English language skills in Pakistan. PjBL has also proven effective in improving students' English communication skills in Thailand, improving students' mastery of English in Iraq, and improving students' communication skills in Indonesia (Rohmahwati, 2016). In addition to supporting the improvement of cognitive skills, such as speaking and writing English, PjBL also succeeded in improving other supporting skills, such as enthusiasm, self-confidence, creativity, collaboration skills of junior high school students in Bali emotional skills, learning abilities, and students' sense of fun (Tsiplakides & Fragoulis, 2009), students' learning autonomy and integrated curriculum development in Vietnam, students' critical thinking increased vocabulary mastery (Bulent & Stoller, 2005; Stoller, 2006). Other studies on PjBL have also successfully contributed concepts, such as the types of projects that can be conducted the skills that can be developed, the principles of PjBL implementation and the effectiveness of PjBL to improve students' academic achievement (Foss et al., 2007; Poonpon, 2017; Barron et al., 1998). Based on the concept of pragmatism, which is the practical application of knowledge in everyday life the concept of constructivism, which is reflecting on

experiences to create one's concepts, as well as the concepts of action learning, action science, action research, and community of practice (DeFillippi, 2001). PjBL has been proven to be effective in realizing learning objectives. Some of the advantages of PjBL are that it can improve students' English language skills, self-confidence, critical thinking, positive and analytical attitude (Bulent & Stoller, 2005; Stoller, 2006), research skills and make learning meaningful, learning autonomy skills of working collaboratively with different perspectives and reflecting providing authentic activities progress-based achieving academic and social goals, motivating, increasing interest and reducing stress, leading students to learn hard (Dörnyei, 2001), and accelerating students' learning to learn. Several factors or principles such as centrality, prompting questions, constructive investigation, autonomy, and realism need to be considered in the implementation of PjBL (Mergendoller & Thomas, 2000) curriculum, project duration, collaboration skills, real-world, assessment, and management decision-making, critical reflection, independent action, multiple skills, process-oriented, problem-solving, self-reflection, and collaboration with the environment (Bulent & Stoller, 2005; Stoller, 2006).

2 Methodology

This study is qualitative research by adopting Classroom Action Research. The subject of the research is English taught to second-semester students of D4 AKP, Politeknik Negeri Bali. The object of research is the implementation of Project Based CLIL Approach the English Learning Model which includes the quality of learning and student perceptions of the model. This English learning model integrates competence and English. The study aims to know the effectiveness of the Project-Based CLIL Approached English Learning Model implemented in semester two students of D4 AKP Study Program PNB. This research includes three main steps namely: Preparation, Implementation, and Evaluation. The preparation step consists of determining the taxation topics to be discussed, developing evaluation tools and assessment rubrics, and developing questionnaires to determine student perceptions. The taxation topics to be discussed are NPWP, NPPKP, Tax Reporting, and Tax Payment. These topics were then analyzed to identify the content, cognitive, and communicative aspects. The communicative aspects were then elaborated in more detail to identify the linguistic aspects that students must have to master the taxation topic. These linguistic aspects were then mapped with the English topics taught in semester two D4 AKP Study Program. The analysis results were used as the basis to prepare a lesson plan which was designed for four meetings followed by designing the learning steps. Next, evaluation tools and assessment rubrics were developed that cover two components, namely the taxation knowledge (NPWP, NPPKP, tax reporting, and tax payment) and the linguistic aspects (Communication, Fluency, and Accuracy). At the end of each meeting, a reflection was carried out which was then used to improve the lesson plan for the next meeting. All research instruments were validated before use.

The implementation step is divided into four meetings. The first meeting focused on discussing the linguistic aspects that students should master to learn the materials about

NPWP, NPPKP, Tax Reporting, and Payment. Furthermore, for the next three meetings, students were given a project. Students were divided into four groups. Each group was given a project to prepare and write a paper about NPWP, NPPKP, Reporting, and Tax Payment in English and presenting it to other groups in the classroom. The last step is Evaluation. Evaluation is conducted to determine the effectiveness of the Learning Model and student perceptions of the Learning Model. The indicator used is students' mastery of learning. Mastery learning reflects how much the learning objectives that have been set are achieved. In this study, the indicator of student mastery learning was decided at a minimum of 85%. Evaluation was carried out in two ways those are observation during the learning process and distributing posttest. Meanwhile, student perceptions of the model were gained by distributing questionnaires.

3 Result and Discussion

The observation results during the learning process show that the Project-Based CLIL Approach English Learning Model is effective in improving the quality of learning. Students' motivation and students' participation in the whole learning process both in the classroom and outside (when they carried out project assignments) were increasing. Students were very enthusiastic when they were given taxation materials (NPWP, NPPKP, Tax Reporting and Payment) in Indonesian followed by discussions on these topics in English. This activity provides students the opportunity to be creative by utilizing information technology to search and find out answers of their problems in English, especially in understanding the tax material discussed for example, by utilizing Google Translation, DeepL, and even Grammarly. It is at this step that the role of the lecturer becomes very important, guiding and directing students to know, understand, and be able to use the linguistic aspects (Language of learning, Language for learning, and Language through learning) needed to be able to communicate the taxation materials in English. Furthermore, students seemed not to realize whether they were learning English or learning about taxes. This is in line with the previous research that PjBL can provide students with opportunities to explore and investigate on their own, involving them in constructing and finding understanding by discussing their ideas and debating the ideas of others. In its implementation, PjBL should be supported by using authentic materials, i.e., English materials that are closely related to the field of accounting or taxation. Meanwhile, CLIL can achieve two goals at once, namely improving students' English language skills and knowledge of the topic studied, Taxation. This is also confirmed by the students' responses to the questionnaires distributed. All students had a very positive and very good perception of this Project-Based CLIL Approach English Learning Model. They even suggested that teachers spend more time on this learning model. This, of course, is very supportive of achieving the learning objectives.

The observation results during the learning process showed that there was always an improvement in both students' motivation and participation and students' language skills (communication, fluency, and accuracy) from the first meeting to the rest

meetings. These results were combined with the post-test results obtained by students and then averaged and it resulted in 87.3. This means that students' mastery of learning reached 87.3%, exceeding the target of 85%. Moreover, results analysis on the students' responses to the questionnaire handed out showed that 99.5% of respondents agreed that this English learning model was very interesting, and enjoyable, and encouraged them to learn more both in the classroom and independently.

The challenges faced during the learning process with this model were related to time and classroom management. Although this learning model was implemented in four meetings, 100 minutes in each meeting, time remained a problem. Discussing English skills that students must have to understand the taxation materials require more time so that students can practice the language optimally. Similarly, in presenting their projects, students need more time for discussion and questions and answers. Problems related to class management include: students getting confused at the beginning of the learning process and less student participation. The role of lecturers is very important to solve these problems and challenges. The Lecturer must be committed to helping and guiding students continuously. As long as the instructions given are clear and assisted by the use of information technology, students will try optimally to work on the project given. It is in this context that this research adopts Classroom Action Research. Reflection was done at the end of each meeting to identify and analyse the problems faced which are then used as the basis for improving the next lesson plan. Despite many challenges, the implementation of this learning model successfully provides very positive things. This learning model can provide students with a lot of time to learn both individually and in groups. By utilizing information technology, they can present their projects very well.

The explanation above proves that the Project-Based CLIL Approach English Learning Model can improve students' English language competence. It can be seen from the students' mastery learning reaching 87.3%. Students' perception of this English Learning Model is also very positive and very good. This certainly has very positive implications for the selection of the right learning model with limited face-to-face time in the classroom.

4 Conclusion

Based on the discussion above it can be concluded that the Project-Based CLIL Approach English Learning Model was effective in increasing the students' English Competence is reflected by 87.3% of students' mastery of the materials. This English Learning Model can increase students' motivation and participation in learning. It provides students opportunities to explore and investigate for themselves, involving them in constructing and finding understanding by discussing their ideas and debating the ideas of others. In addition, this English Learning Model successfully achieved two (2) goals: improving students' English language skills and knowledge about taxation. Besides that, the students' perception on this English Learning Model was also very positive and very good. The implementation of this English Learning Model could be one of the alternative solutions to the problem due to time constraints. It has very

positive implications for choosing and implementing a more interesting and promising English learning model. In addition, not only for English teachers but also applicable to other teachers who teach other subjects, especially in bilingual classes that are recently being promoted by the accounting department Politeknik Negeri Bali.

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