

E ISSN : 2252 – 4797

Volume 8 – No.2 2019

Journal Polingua
Scientific Journal of Linguistics, Literature and Education

Acquiring English of Teacher Training Students through CLIL in Bung Hatta University

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Abstract— PGSD UBH (*Pendidikan Guru Sekolah Dasar*) is one of departments in Teacher Training Faculty of Bung Hatta University. The graduate students will be Elementary School teachers. The department provides curriculum which consists of subjects that needed by the candidate of Elementary School teachers, but unfortunately none involve English. Even, there is no English subject to be taught to the students. Meanwhile, as a teacher in this globalisation era, they must aware with all new information that grow rapidly from other countries, especially information about education, teaching, and their teaching subjects. Beside that, they also going to face pupils who are living in an era of advanced technology where information from all the world can be reached easily. There is no doubt that students of PGSD need to acquire English passively and actively. Therefore, CLIL (Content and Language Integrated Learning) training was conducted. CLIL was taught to 40 students of PGSD who were in semester two. By introducing the characteristics of CLIL, giving the direct model of CLIL, it was hoped the students have understood the base of CLIL. The students observed steps of CLIL that were shown by the model before giving their own performance. After giving a chance for each student to choose a topic that usually being taught to Elementary School pupils, they prepared themselves to teach the topic using CLIL. The result is the students considered much on their activating, language, and speaking. They focused more on the vocabularies and pronunciation. While the writing part was not dominan since the chosen topics were for low grades of elementary school.

Keywords— Acquiring; CLIL; Teacher training

I. INTRODUCTION

Authors are suggested to present their articles in the section structure: Teachers must improve their knowledge, skills, and competence continuously to address students' learning challenges. They can earn and maintain professional credentials through attending conference, involving in a workshop, joining informal learning opportunities, enrolling in formal education, doing research, and many

more. They can also develop their professionalism through visiting other teachers' classroom-in which this is the most preferable choice. They are the most important resources in any educational schools[1]. Definitely, schools must support and facilitate those competence and well-performed teachers [3] since they can raise the school prestige by joining national and international competitions, presenting a paper in national and international seminar, and others. As [3] said that

to upgrade the content knowledge and pedagogical skills of teachers can be done through professional development such as formal in-service training[2].

Furthermore, this professional development is needed since most teachers (graduates of Teacher Training College) come to their career as teachers with little formal professional training or experience. As [7] said that students who are going to be teacher are not always able to connect the theoretical parts of their studies with practice. If they don't get the chance, it means the schools will face dissatisfaction in the quality of the teachers' teaching to form competence students [1]. This situation usually happens to schools in small areas in developing countries where budget is very limited. Although free workshop or training are sometimes offered by the government or private education, not all teachers can join it because of the limited number of participants by the committee and the cost of transportation and accommodation which become the burden of the participants.

Since professional development cannot be reached easily, it means that teachers of Teacher Training college must work hard to produce qualified candidate teachers who are competent and well perform. The teacher of Teacher Training College can give a training to the candidate teachers. Types of training can be reflected by the condition and situation that are currently faced by the teachers at school. As [6] that teachers need more training on capping the new techniques, tricks, tips, methods, processes[5]. Actually, improving and developing teachers' professionalism through training have been conducted by some researchers. Tondeur, et al (2018) gave pre-service training in order to prepare pre-service teachers for ICT[4]. While, [1] added an Online Learning Management to a teacher training programme[7]. These trainings were given since the teachers will face students who are active absorbing information and technology from all around the world.

Indonesia is one of the developing countries where the teachers do not always get a chance for professional development. As it was written in online newspaper Pasific Pos.com on May 7, 2018 wrote that limitation budget of the kindergarten school has blocked the teachers' creativity. While kindergarten teachers need to join more workshops or training to build up their creativeness.

Meanwhile, UU No 20/2003 states that teachers must develop students' intellectual, emotional, and spiritual. Therefore, teacher of Teacher Training College in Indonesia must give trainings to the students in order to anticipate if they do not get any chance for getting professional development from school where they are working later. This anticipation has been conducted by Teacher Training Faculty of Bung Hatta University specifically in PGSD Department.

Students graduate from this department is prioritized working as Elementary School teachers. The students are occupied with curriculum which supports them in teaching their subject, but unfortunately none involve English. Even, there is no English subject to be taught to the students. Meanwhile, as a teacher in this globalisation era, they must be aware with all new information that grows rapidly from other countries, especially information about education, teaching, and their teaching subjects. Besides that, they are also going to face pupils who are living in an era of advanced technology where information from all the world can be reached easily. There is no doubt that students of PGSD need to acquire English passively and actively.

Therefore, CLIL (Content and Language Integrated Learning) training was conducted in PGSD. CLIL is a way of teaching where the subject content is taught in another language[8]. In CLIL, the teacher deals with teaching a subject at the same time as teaching language. In PGSD, students are acquiring their subject content and also the English language of their subject content. This will increase the students' self confidence, and create a broad minded manner students, and directly reach the aim of UU No 20/2003.

II. METHOD

This research was a descriptive research. Students' teaching skill using CLIL was described based on CLIL checklist. The instruments were handy for recording students' teaching performance and CLIL checklist to find out whether they fulfill the CLIL criterion. The research was carried out in semester two students of PGSD (Pendidikan Guru Sekolah Dasar) Department in Bung Hatta University. The number of students were 40.

The teacher introduced CLIL in the classroom by taking personal information as the topic.

Therefore, the content was knowing kinds of personal information and the integrated language was English. During teaching, the students filled the CLIL checklist in order to identified each part of CLIL that the teacher did.

The training was in a form of real teaching process using CLIL. The procedures were as followed:

1. The teacher explained CLIL in the learning process in the classroom
2. The teacher gave CLIL checklist to the students
3. The teacher presented her teaching using CLIL
4. The students filled the checklist based on the teacher' performance
5. The students presented CLIL in their own topic in the classroom.

III. RESULTS AND DISCUSSION

FINDINGS

CLIL Training

From the research, CLIL training started by (1) The teacher asked the class, who is the chairman?, (2) The teacher asked wheather anybody knows her ?, (3) By using projector, the teacher showed an English essay entitle “ Me” (4) The teacher read aloud the essay, (5) The teacher pronounced the difficult words several times and some of the students followed her (without commanded by the teacher). Example of the words were: environment, passed away, attractive, (6) The teacher explained a little bit about voiced and voiceless sound for past verbs, (7) The teacher explained about the tenses of simple present and simple past, (8) The teacher explained parts of speech such as noun, verb, adverb, adjective.

All the explanations were given during reading the essay. The last, (9) the teacher asked the students what kinds of information given during telling personal information. The students answered name, address, age, sisters/brothers, family, personality. (10) The students watched the video and fill the CLIL checklist form. They found that the checklist of CLIL is complete. Activating, guiding understanding, focus on the language, focus on the speaking, and focus on the writing were all done by the teacher. They then understood how to do it.

To find out wheather they could apply it, the teachers took Elementary School books to the class, and they must find a topic. Each students chose different topic. Most of them chose books of low grades which were grade 2, 3, 4.

CLIL Practicing

After the training, the students chose one topic from Elementary School Book since they will be Elementary teacher. They integrated their topic with English. After preparation and practice, they started teaching the topic by using CLIL.

During teaching, the researcher filled the CLIL checklist of 40 students, with the result as followed:

Table 1
CLIL checklist

Checklist: How “CLIL” is the Teacher	YES	NO
Activating	40 student	0 student
Guiding Understanding	5 student	35 student
Focus on Language	40 student	0 student
Focus on Speaking	40 student	0 student
Fokus on Writing	10 student	30 student

The training students were aware on their activating, language, and speaking. All the students started the class by finding out what the students have known. Therefore 30 of them used questions referring to their topics and 10 used their gestures. All of them also always wrote down the English language words and sometimes gave the meaning in Bahasa Indonesia or through an action (gesture) or sound. The words would always been pronounced by the training teacher and students would always been asked to pronounced it too. It also could be seen from the table, that the training students were not able to track back their students understanding. The other 35 kept continuing their explanantion and only 5 who tried to find out their students understand the lesson or not. Meanwhile, only 10 students focused on writing. One of the reasons was the chosen topics were for lower years of Elementary School which more focuses on vocabularies and pronunciation.

PGSD students of Bung Hatta do not have English subject. Therefore, their English knowledge and skill are based on what they got during junior and senior high school. After the

teacher finished teaching, videos of their performance were watched in the class. While watching, they had to fill the CLIL checklist. They found out that some of CLIL parts were missed although they had prepared it previously. They understood that they must concentrate and focus more during teaching.

– **CONCLUSION.** It can be seen that the language part, the speaking part, the writing part of CLIL are more dominant in low grades of Elementary School. Meanwhile, PGSD teachers will not only teach grade 1,2, and 3, but also grade 4, 5, and 6. Therefore, they must be more creative and practice more in order to make the students skillfull in all parts.

To support this CLIL, PGSD Bung Hatta must start to consider English as parts of the subject content. The subject teachers and the English language teacher must collaborate if they want CLIL to keep continue occurred in the class. In addition, English as one of the subjects should also be provided to the students in order to recall the basic knowledge and skill of English. Thus, university has a responsibility to prepare their graduates with all kinds of knowledge and skills which help them facing their challenge in the teaching world.

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IV. CONCLUSIONS

CLIL (Content and Language Integrated Learning) is really needed in PGSD (Pendidikan Guru Sekolah Dasar) Department of Bung Hatta University in order to improve the competency of students of teacher training. By having professional development through a training to those students, it means the teaching and learning process later will run successfully in both side. Therefore, Teacher Training Faculty of Bung Hatta University must consider again to have subjects related to English.

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