



# **An Analysis on ESP English Learning Needs Based on Islamic Education Studies Through Content and Language Integrated Learning Approach at PAI Study Program of PTKIN in Indonesia**

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## **Abstract**

The Program of English lecture at Indonesian Islamic Religious Universities (PTKI) have been implemented using the English for Specific Purpose (ESP) approach using English textbooks based on Islamic Studies. However There are still serious problems in implementing the program. This research aims to evaluate the program ESP English lectures via Content and Language Integrated Learning (CLIL) approach at PTKI Indonesia. By using concepts CLIL on Course Evaluation, this research produce a holistic and evaluative explanation regarding program design ESP English lectures at PTKI Indonesia. The results of this research can later be used as formative evaluative recommendations for the government, especially for the Director of Islamic Religious Universities under the Ministry of Religion in terms of formulating policies related to the implementation of course programs. ESP English based on Islamic studies is effective in increasing students' English language competency at PTKN Indonesiain the future.

**Keywords:** English for Specific Purposes, *Content and Language Integrated Learning (CLIL)*, *Need Analysis*, *Formative evaluation*

## **Introduction**

In the current era of globalization which is marked by the coming together of world communities to form one community called the international community, the role of English as an international language is felt to be very urgent. In the international community there is always communication interaction which requires a universal language as a means of unifying the world community, namely English. English is also recognized as having

played a very important role in the development of all aspects of human life, such as technological, educational, economic, socio-cultural and other aspects. Therefore, it is recommended that everyone not only have a high level of education, but also require special skills which are commonly called 'skills', especially in this era of globalization which is full of challenges and super tight competition. One of the most needed 'skills' today is English.

The urgency of mastering English in the academic atmosphere of Islamic Higher Education (PTKI) in Indonesia has long been felt, especially regarding the development of Islamic studies knowledge. This means that in order to be optimally involved in the development of Islamic studies, mastering English is a very important step. This is because the development of oriental studies carried out by Islamization in scientific centers in the West often uses English as a medium for scientific transformation, both in the form of books, journals, freelance articles and so on. Therefore, Muslim academics within PTKI who seek to understand and carry out studies on the results of Western Islamization studies must fully master English.

By having good English language skills, it is hoped that PTKI students will have the competence to understand Islamic studies literature and general knowledge of English which is really needed in completing their coursework, help when they are looking for a decent job, and be very helpful when they continue their studies elsewhere. Second level (S2) which has recently become a trend for graduate students to continue their Masters studies before they enter the world of work, even at their own expense. This means that for people who have the desire to continue their education to a higher level or for people who want to be successful in the future, the ability to read has a very important role, especially for PTKI students in Indonesia who will be able to understand and master contemporary information related to Issues on the development of global Islamic studies are widely written and spread both through print and non-electronic media.

Efforts to improve English language skills well among PTKI students in Indonesia continue to be carried out by each PTKI, namely by using the ESP (English for Specific Purpose) learning approach based on Islamic studies (study material for Islamic studies). However, empirically, in teaching English in PAI study programs at several PTKI in Indonesia, it was found that they still use EGP (English General Purpose) as an approach to teaching English, such as at IAIN Bengkulu, UIN Syarif Hidayatullah Jakarta, UIN Raden Fatah Palembang, UIN Raden Intan Lampung , IAIN Kudus, and UIN Imam Bonjol Padang. The use of the EGP Approach in teaching English based on Islamic studies which should use the ESP approach by scientifically applying ESP theoretical principles as recommended by ESP experts. The impact of this mistake is that the English language skills of PTKI students and alumni in Indonesia are still low(<https://jogjapolitan.harianjogja.com/read/2018>).

This phenomenon that occurs is a challenge for us as researchers to provide the best solution in order to produce quality research related to the problem of the low quality of English language teaching at PTKI Indonesia. The analysis that researchers use is the analysis model of the Content and Language Integrated Learning (CLIL) approach, which is a new paradigm in the English language teaching approach in the PTKI environment in Indonesia. According to researchers' observations, the CLIL Approach is an English language learning approach that is to be implemented in all Indonesian PTKIs which have so far used the ESP Approach.

Basically, the CLIL approach in learning English is an approach that assumes that language learning can be done by integrating shared learning materials. The Content-and-Language Integrated Learning (CLIL) approach as stated by Coyle (2011) is used as a basis for integrating learning material, which contains 4C, namely: a) content (material), in this case the linguistic elements contained in the genre of the text being read, b) communication in this case is improving students' skills in using Language

For communicate. Students' communication skills are developed so that students are able to use language both orally and in writing, c) cognition in this case is developing students' thinking skills and ability to understand reading (genre text) with utilizing reading activity steps based on a process approach d.) culture (culture) is utilizing Indonesian culture as the content of the genre of text being read, with the aim of making students understand Indonesian culture and local wisdom values that are characteristic of the Indonesian nation.

Based on the explanation above, it can be concluded that the Content and Language Integrated Learning (CLIL) approach is a learning approach that combines language and content, communication and cultural understanding in learning. Language is not only a science that can be learned, but also a means of knowledge transformation. Therefore, language is also said to be a very important tool for building knowledge. Therefore, the CLIL approach not only utilizes language as a scientific discipline to be studied, but also utilizes language as a means of building knowledge, as well as a means of knowledge transformation.

Based on the problems above, it is clear that the implementation of English language learning which has so far used the ESP Approach needs to be re-evaluated, which in this research was evaluated using CLIL Approach analysis with the research title "Analysis of English Content and Language Integrated Learning (CLIL) Learning Needs based on Islamic Education Studies in PAI and Tadris Study Program, Faculty of Tarbiyah and Teacher Training, PTKIN in Indonesia"

## **Literature Review**

The development of the English language teaching process is more dynamic and must be able to adapt to the conditions and developments of globalization. Several definitions can be developed from Content and Language Integrated Learning (CLIL). (Marsh, 2002) 'Meaning-focused learning methods aim at learning the subject matter along with language learning. (Van de Craen, 2006) CLIL according to the definition above is an approach or method that

integrates the teaching of curriculum content with non-native language teaching. Knowledge of another language helps learners to develop skills in their first or native language and also helps them develop skills to communicate ideas about science, art, and technology to people around the world. The term 'umbrella' is used to talk about the situation of bilingual education. '

Various methods and techniques have been used to improve the quality of English learning specifically, starting from EGP to ESP. Starting from the development of these two methods, there is a new effort to develop how the learning process can be integrated well so that Content and Language Integrated Learning (CLIL) is a fairly effective and empowering method for learning languages. At the same time the approach is in line with for example European language policies on the promotion and implementation of multilingualism. As a result, most CLIL research is policy-driven research. While we do not want to question this, it is equally valid to look at CLIL from a completely different point of view, namely to consider CLIL as an innovative approach to language pedagogical practice that is in line with modern research on language learning and teaching as well as aspects of motivation, cognitive development and learning. and brain. Coyle et al. (2010) provides a concise definition referring to its specific features and according to it 'Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for content and language learning and teaching.' (Coyle et al. 2010) According to this definition, CLIL can encompass a wide range of educational practices as long as these practices are conducted through additional language media. The dual role of language and content has been understood in different ways. (Cenos et al. 2013 "CLIL advocates 50/50 Content: CLIL Balance of Language." But it also shows that there has been a lot of research done in real classrooms that shows that it is difficult to achieve a strict balance of language and content. According to Marsh (2002), there must always be a dual focus on language and content for instruction to qualify as CLIL, even if the proportion is 90 percent versus 10 percent. Coyle also uses the term "educational approach" in his definition, indicating that CLIL is "fundamentally methodological " (Marsh 2008, 244) and "pedagogical tools" (Coyle 2002, 27) or "innovative methodological approaches" In particular, the

lecturer should reflect on specific issues such as, what makes the lecturer effective when implementing CLIL, how he addresses his needs as a language lecturer. English, well in a CLIL context helps students feel more secure and gives them the opportunity to make favorable suggestions within the lesson structure. It is noted that lecturers who implement CLIL should be aware of their role as facilitators when introducing learning activities. Flexibility is one of the characteristics of their role and the result of code switching as a natural communication strategy. Content and Language Integrated Learning (CLIL) presents an innovative approach to language learning, involving three language roles: the language of learning; the language for learning; language through learning (Coyle, 2007). CLIL is dynamic and motivating, consisting of holistic characteristics in addition to emphasizing meaning rather than form and offering a context for intentional language use (Dalton-Puffer, 2007; Dalton-Puffer & Smit, 2007). Moreover, it is an integrative approach that overcomes traditional curriculum approaches that involve teaching individual subjects in isolation rather “it represents a shift towards curricular integration” (Pavesi et al., 2001, p.77). In the same vein, CLIL is believed to facilitate the achievement of intercultural competence as an educational goal (Griva & Kasvikis, 2015; Griva, Chostelidou & Semoglou, 2015; Wolff, 2007). In this regard, the integrative nature of CLIL lends itself to adopting “not just a dual focus but a triple focus approach: simultaneously combining foreign language learning, subject content and intercultural learning” (Sudhoff, 2010, p.36).

The CLIL (Content and Language Integrated Learning) approach or language content integrated learning which proposes 4C (content, communication, cognition, culture (community/citizenship) as its application.

- a. *Content*; in the form of content or learning materials related to certain topics
- b. *Communications*; relating to the way abilities are developed; oral or written
- c. *Cognition*; in the form of abilities that students must carry out which are related to the competencies or language skills being developed
- d. *Culture*; language culture related to the local content of the surrounding environment related to the topic.

## THERE ARE 8 CLIL Teaching Techniques (Marsh, D: 2000)

### 1. Repetition

When you repeat important words and phrases, you give students multiple opportunities to understand their definitions and use them correctly. Because the language of instruction is unfamiliar to them, they will be forced to use context and their critical thinking skills to figure out the meaning of certain words. By using the same word repeatedly and in different contexts, you help students validate (or discard) their initial guesses. In a German class where food is the subject, you should repeat the Mund (mouth) utterance in different contexts so that students really-correctly understand what you mean by mouth. In addition, repetition of words or phrases gives students the opportunity for auditory practice. One of the most important skills for learning a language is listening. Honing this skill cannot be overemphasized. Repetition, at different rates of pronunciation, allows students to fully learn the sounds of the language.

### 2. Animated movement

The first technique involves some auditory elements. This time, we go to the visual side of teaching a new language. Here, you have to use your whole body to convey different meanings to your students. Don't just use your hands. Even your eyes can talk. The tilt of your head, the way you stand, even whether you pump your chest or not, all help convey meaning.

Think of it this way, if you couldn't speak, how would you act out the lesson in such a way that the last person behind actually understood you? Your actions need to be expansive, right? Yes, it's like a cartoon. If German lessons are about food, and you want students to understand essen (eating) then it is better for you to open your mouth wide, chew clearly, rub your stomach and pretend to enjoy the dish with your eyes closed as if it were real food that comes from Michelin star restaurant kitchen. Exaggerating things, facial expressions and your movements. Doing this not only helps convey meaning, but also helps maintain the interest and attention of your

class. Students prefer to sit in classes where the person in front of them is moving around, gesturing away, and where there is always something new happening in front of them. This is much more interesting than a class where the teacher just stands at the podium and tones for the next 60 minutes. For an example of how comprehensible input can be achieved even when the crowd hasn't said a word about the medium of instruction, here's Stephen Krashen's video Cool.

### 3. Use of props and props

What if you have to teach a concept that you can't express well? Easy. Use pictures. It's true what they say. A picture is worth a thousand words. Use images that feature interesting elements, bursts of color and relatable characters. If showing pictures isn't enough, get the real thing! If you can demonstrate how to use a prop, chances are you've just put on a class you won't forget in the near future. For example, lessons about food, carrying ingredients and demonstrating how to slice, dice and toss will be much better than showing pictures, let alone trying to gesture about ingredients and actions. (How can you signal "lettuce," or the difference between "slice" and "dice"?) Scaffolding As with construction, scaffolding in an educational context is fundamentally about support. You have to think about how to bring the content to each student's skill level. This category includes various ways language teachers can build a stronger understanding of language in their students. Scaffolding is you taking your students by the hand and slowly but surely pointing them towards the light, all with their individual skill levels in mind.

### 4. Pre-teaching vocabulary

Sometimes it is better to isolate the vocabulary you want students to remember. Instead of just using words in the lesson and letting students figure out the meaning on their own, you may want to be more direct about what vocabulary is displayed and needs to be learned. In this case, you should teach vocabulary before the main lesson. So, if you're teaching about sports, you can open a sports-related vocabulary session using the



comprehensible input techniques we discussed earlier. Pre-teaching vocabulary gives your students an edge by offering words and concepts in manageable chunks before actually incorporating them into the main lesson. On the one hand, you are giving them a little attention. By knowing a few words beforehand, you help them figure out for themselves many of the other words and concepts that will be included in the lesson. So, it's a win-win.

#### 5. Language lesson sidebar

Instead of letting students figure out some grammar rules on their own, you can go ahead and do quick and painless language lessons as a sidebar. What does that actually mean? For example, in a Spanish class where you're ready to deliver a great storytelling session, you might actually take a very brief detour by discussing the definite articles *la* and *el*. Instead of waiting for them to figure out that *la* is used for feminine nouns while *el* is used for masculine, you immediately explain to them the gender of nouns in Spanish.

I know I said you would avoid traditional linguistics lessons, but sometimes it just has to be done. It all depends on your class and the individual student. Do they need a little hand holding? Then you are ready to spin. Make sure to continue speaking the target language throughout the mini-lesson.

Doing this will allow students to concentrate on your story and not get tripped up by grammar rules that can be explained very quickly.

#### 6. Live translation

This is both a scaffolding and a time-saving teaching technique. I know that CLIL, as a truly immersive experience, encourages teachers to use the target language in class delivery, but in cases where you feel providing live translation will keep students from getting stuck, then do it. It is much better for students to discover the meanings of words and concepts themselves, as the brain stores information already working much better, but if you feel providing a direct translation would outweigh this benefit, then do so. For

example, in an Italian class with an interest in art, you might give your students a one-page spread profiling a famous painter, his life and work. After some time reading and grappling with the Italian text, you process the material by giving students a written activity (e.g. a fill-in-the-blanks questionnaire). After the activity, you give students another handout, this time in English, that allows them to review and check how much they understood. Then, let students return to the written activity and correct what they missed, armed with a more empowered understanding of the subject. It is this type of iteration, going back and forth between the original, target language material and the translated bits, that is most effective for students. No matter what else, it sure beats just providing a dry list of vocabulary words and their equivalents in English.

#### 7. Show and tell

This has become a classic classroom activity because it encourages student engagement with the subject and language. For example, you could ask each student to talk about a subject in their own words — using the target language, of course. A presentation of about five sentences is sufficient. What's important is that you let students experience what it's like to converse, interact, and convey messages in the target language. As much as possible, do not interrupt the presentation even if you hear incorrect grammatical usage. Instead, after each presentation, do a rundown of all the right things that happened during the student's show and tell.

This way, instead of being a scary exercise, it can actually be a confidence-building exercise. This lets everyone know that they can handle the target language, that even if they make a mistake, it's not the end of the world. This is a very healthy attitude in CLIL, as well as other types of language teaching and learning.

#### 8. Role playing

You can also let students work in pairs or groups and present a little role play. Perhaps in a French class where you teach history, you could ask

students to re-enact important moments in history. A two minute presentation is really more than enough. This activity has the dual purpose of being language practice and, at the same time, informing you, the teacher, about what the students have learned. Listening to the presentation, you'll find out what elements of the lesson need scaffolding or which students need a little extra support, for example. This is also a good way to encourage students to come out of their shell. If the solo nature of show and tell is too much for some of your students, group or partner role play can encourage them to try to participate more actively in class.

### ***Need analysis***

Needs analysis is a process that can be used as an indicator of needs that are very necessary in the learning process. According to Basturkmen (2010), the concept of needs analysis is the identification of the language and skills used in determining and selecting material in ESP-based learning. This analysis can also be used for students and the learning process at the end of the learning period. From Baturkman's statement it can be understood that needs analysis is an activity to collect information related to students and their basic needs. Needs analysis is very useful for determining the direction of learning programs more precisely so that the effectiveness of the ESP program increases. Several ESP experts such as Munby (1978), Hutchinson and Waters (1987), Dudley-Evan, and St. John (1998) states that needs analysis is the first step that needs to be taken in preparing an ESP English language learning program. . The results of the needs analysis are then used as a basis for syllabus design, selection and preparation of materials, teaching and learning processes, and evaluation.

The importance of needs analysis as a starting point in developing ESP English language teaching materials and so that the term "needs" does not give rise to multiple interpretations and follows what is meant in this research, researchers must explain the definition of needs related to language. learning needs. ESP English is based on the opinions of experts in the field of ESP English learning. Some of these opinions include Munby (1978), Hutchinson and Waters (1987), Robinson (1991), Dudley-Evan and St John (1998), and Graves (2000).

According to Munby (1978) need refers to the need to learn a language. Munby (1978) introduced a means of obtaining information about language learning needs through the Communication Needs Processors (CNP) instrument which is considered the first instrument in exploring information about ESP learning needs. This instrument is useful in capturing language learner data regarding reasons for learning, time and place for using the language, language partners being studied, and the skills needed. The weakness of Munby's CNP instrument is that it does not involve students in determining their own needs. This means that this instrument does not collect data regarding the learner's level of English proficiency and their desires or expectations with English.

The weaknesses of Munby's (1978) needs analysis model were further refined by Hutchinson and Waters (1987) who stated that "Needs" can be interpreted in three categories, namely: (1) needs as needs, (2) needs as desires; and (3) needs as a shortage. Needs as needed relate to what English language learners need to know to play an active role in the language they are learning. Needs as less relates to students' initial knowledge about English, which students have not yet learned. Findings of these deficiencies are very useful in determining the starting point for teaching programs so as to create effective teaching programs to achieve target needs. Meanwhile, needs as desires are related to personal goals, namely what one wants to learn, what the learner as an individual wants to achieve from the learning they are taking part in. These three types of needs in preparation for learning English often cause conflict.

The analysis model developed by Hutchinson and Waters (1987) also has weaknesses, namely the absence of information regarding personal data or students' backgrounds, which is then followed by collecting information about students' needs, desires and shortcomings. The weaknesses of the Hutchinson and Waters (1987) model analysis were further complemented by Dudley-Evan and St John (1998) who stated that analysis of students' language learning needs requires three main pieces of information, namely: (1) information about students, (2) information about the language being studied and how to learn it, and (3) information about learning support facilities. Regarding needs analysis, Graves (2000) agrees with Dudley-Evans and St John (1998) on three points. First,

regarding the importance of needs analysis in designing ESP programs. Second, parties who play a role in determining student needs. Third, implementing a needs analysis is a systematic process of collecting information that is carried out continuously to determine student needs and interpret this information to help determine the material to be taught, how the material should be taught and how the subject is evaluated. . Needs analysis contributes to the implementation of learning that approaches students' needs in learning English

According to researchers, Graves' (2000) analysis as described above has advantages when compared with the needs analysis model that has been put forward by ESP experts previously. These advantages are (1) Graves' (2000) analysis complements the deficiencies in the Munby (1978) and Hutchinson and Waters (1987) analyzes which do not include learner elements in analysis activities and (2) completes the deficiencies in the Dudley-Evans and St John's needs analysis (1998) which does not include students' learning styles in learning English. Graves' (2000) needs analysis model was then adopted by Adhabiyyah, Mahanum, & Nor (2014) who summarized needs analysis as a construct consisting of three components, namely:

1. Target Situation Analysis (TSA)
2. Current Situation Analysis (PSA), and
3. Learning Situation Analysis (LSA).

Needs are one type of need that is determined by the demands of the target situation, namely what students need to know so that they can do their work effectively in the target situation. While deficiencies, on the other hand, are more of a gap that differentiates what students already know from what they don't know, so they need to be explored in the learning process. Jordan (as quoted in Adhabiyyah, Mahanum, & Nor, 2014) stated that needs analysis is the basis for syllabus development which he then called deficiency analysis and which Adhabiyyah, Mahanum, & Nor (2014) called Present Situation Analysis (PSA). PSA aims to provide information regarding the de facto condition of students at the beginning of the learning period. Progress in learning outcomes is indeed important, but this is not possible if the initial conditions of students are not identified first.

Apart from mapping current learning locations, which is the last element of TSA is the most important source in needs analysis, and cannot be ignored in developing ESP-based teaching materials. Want to be considered the most important because this element will differentiate whether students participate effectively in classroom learning and in the overall learning process they undergo. It is this desire that determines student motivation which will then shape and influence the development of the syllabus and material within students. learning.

From the description above it can be concluded that the needs analysis process is a complex activity that does not only involve students in the target situation. Both the target situation and learning needs are two important components that need to be taken into account in the needs analysis process. So a comprehensive needs analysis will include aspects of target situation analysis, discourse analysis, current situation analysis, learner factor analysis, and teaching context analysis.

Based on the background above, the main problem at the needs analysis stage is students' needs for English teaching materials in English courses that follow the characteristics of students in the PAI Study Program, Faculty of Tarbiyah, IAIN Kudus and UIN Imam Bonjol. Therefore, in this research, the needs analysis used to capture students' needs for developing English-based teaching materials is Graves' (2000) needs analysis model which follows the needs analysis pattern of Adhabiyyah, Mahanum, & Nor (2014) which consists of three groups. analysis, namely: current situation analysis (PSA), target situation analysis (TSA), and learning situation analysis (LSA).

## **Methods**

### ***Design Research***

The respondents in this study were lecturers who taught English courses at the PAI Study Program, and the Head of the English Education Study Program (PBI), and the samples for this study were PAI students both located at IAIN Kudus, Central Java and UIN Imam Bonjol Padang, West Sumatra. For respondents from lecturers and heads of study programs, data collection was carried out using interview techniques through an interview list instrument. As for collecting data

on students who were used as research samples, a survey technique was used with an instrument in the form of a questionnaire. The data obtained consists of two types of data, namely qualitative data and quantitative data. In this research, the approach used is a quantitative approach because the data obtained through quantitative questionnaires are in the form of numbers obtained objectively whose results can be generalized and analyzed interview results. (Creswell, 2008). Meanwhile, the method used in this research is a descriptive method, namely the survey method. Singarimbun and Effendi (1989) stated survey research as a study of sampling from a population using questionnaires as the main data collection tool. Other research experts such as Kerlinger (2006) and Kriyantono (2008) also stated that the survey method was used to obtain information about several respondents who were considered representative of the population. In this research, the survey method was used to obtain information regarding ESP English learning needs using a questionnaire filled out by respondents, namely students of the Islamic religious education study program, Tarbiyah Faculty, IAIN Kudus and UIN Imam Bonjol.

### ***Research site and participants***

The population in this study were all students of the Faculty of Tarbiyah and Tadris Study Program at IAIN Kudus and UIN Imam Bonjol. The sampling technique used in this research was a simple random sampling technique with random numbers. According to Arikunto (2006), if the population is more than 100, samples can be taken from at least 20-25% of the population. Thus, the students sampled in this study were 33 (22%) respondents.

### ***Data collection and analysis***

Data collection for this research was carried out by conducting a field survey. The research instrument used for data collection was a list of questions (questionnaire) which was distributed directly to student respondents in the Islamic religious education study program, Faculty of Tarbiyah, IAIN Kudus and UIN Imam Bonjol. The respondents in this study were lecturers who taught English courses at the PAI Study Program, and the Head of the English

Education Study Program (PBI), and the sample for this study were PAI students both located at IAIN Kudus, Central Java and UIN Imam Bonjol, Padang, West Sumatra. For respondents from lecturers and heads of study programs, data collection was carried out using interview techniques through an interview list instrument. As for collecting data on students who were used as research samples, a survey technique was used with an instrument in the form of a questionnaire.

The data obtained consists of two types of data, namely qualitative data and quantitative data which can be explained in detail as follows.

#### A. Qualitative Data from Interview Results

##### A.1 Curriculum Aspects

1. The aim of teaching English courses is focused on one skill (language skills), namely reading comprehension skills.
2. The lecture topics contained in the textbooks contain Islamic studies.
3. The development of teaching materials at the two PTKINs uses a compilation system, teaching material modules developed by the doers themselves from the results of the concert and agreement of the lecturers without carrying out a NEED ANALYSIS first.
4. The English language course learning approach uses ESP English with material in materials or textbooks containing Islamic studies which are used in all study programs and faculties. In the material aspect, teaching materials only focus on mastering aspects of language and material content but have not been integrated into the ability to master communication and cultural aspects as suggested in the CLIL Approach.
5. Learning for ESP English courses is still carried out using the EGP Approach model where in the learning process the lecturer spends more time discussing grammar.

##### A.2 Aspects of the Teaching and Learning Process

1. The lecturer's learning approach uses the EGP approach, namely a teacher-oriented approach with general lecturing strategies.



2. Lecturers rarely evaluate the learning process and even if there is, they rarely provide feedback on the results of student assignments.

### A.3 Aspects of Student Characteristics

1. Obstacles or problems for students during the teaching and learning process are often observed by lecturers as a lack of motivation/interest in learning English.
2. Students' English language skills are still low, such as understanding the content of reading text material, this can be seen by the large number of students remaining silent when the lecturer invites them to discuss the content of the material that has been discussed.
3. Of the four English language skills, the skill that is felt to be very difficult for students to master is listening skill.
4. In the PBM process, the four English language skills have not been taught but are taught partially, such as reading comprehension skills only.

### B. Quantitative Data from Questionnaire Results

Quantitative data was obtained through distributing questionnaires to students of the Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, both at IAIN Kudus and UIN Imam Bonjol Padang. The data on the results of distributing the questionnaire in detail can be explained as follows.

**Table 1 Student Perceptions of Learning  
English Language Courses Reviewed with a CLIL Approach**

No	STATEMENT	Alternative options				
		1	2	3	4	5
A. Material Aspects						
1	The materials (English language teaching materials) contain clear competency objectives and indicators.	0	97 (80.83%)	5 (4.16%)	18 (15%)	0
2	The material contains what you need as a prospective Islamic teacher.	0	88 (73.33%)	21 (17.5%)	11 (55%)	0
3	The English material in the book used is related to your courses, especially major	0	86 (71.66%)	26 (21.66%)	8 (6.66%)	0

	courses such as courses on the history of Islamic education, Tarbawi hadith or other courses related to Islamic education.					
4	The material contained in the textbook is useful for increasing your insight and knowledge, especially in the context of Islamic-based educational knowledge.	0	77 (64.16%)	29 (24.17%)	14 (70%)	0
5	The material and all the exercises in the English textbook can improve English language skills	0	22 (18.33)	42 (35)%	37 (30.83%)	24 (20 %)
<b>C. Linguistic Aspect</b>						
1	The English grammar rules used in this teaching material can generally be understood by students	0	15 (12.5%)	77 (64.16%)	25 (20.83%)	3 (2.5 %)
2	Examples of English sentences in the discussion in teaching materials support basic competencies	0	75 (62.5%)	27 (22.5%)	18 (15%)	0
3	The material contained in each discussion topic in this English teaching material can be understood by students	0	62 (51.66%)	31 (25.83%)	27 (22.5%)	0
<b>C. Communication Aspect</b>						
1	The content of the teaching materials emphasizes aspects of speaking skills using English	0	85 (73.83%)	28 (23.33%)	7 (5.83%)	0
2	Lecturers use English as the language of instruction	0	95 (21.50%)	21 (17.50%)	4 (3.33%)	0
3	The lecturer invites students to discuss using English	0	30 (25%)	80 (66.66%)	10 (8.33%)	0
<b>C. Cultural Aspects</b>						
1	English teaching materials present aspects of Islamic culture	0	94 (78.33%)	3 (2.5%)	23 (19.16%)	0
2	The study of aspects of Islamic culture focuses on culture related to educational culture in the Islamic world	0	92 (76.66%)	24 (20%)	4 (3.33%)	0

## **Discussion**

Based on student profile data, it can be explained that this student's age is still relatively young. Therefore, the competency formulation for students of this age was chosen as a lightweight competency formulation among the existing competencies. In other words, a competitive formula must be had, from easy competencies to more difficult competencies. By studying English for 7 to 8 years, it is assumed that students have mastered the basic knowledge of English so that it can immediately be developed into special English, namely English for academic purposes or often called English for Academic Purposes (ESP). These findings strengthen Roza's (2013) statement regarding the need for teaching ESP English for students at the State Islamic University (UIN) Raden Intan Lampung. This finding is also in line with one of the characteristics of ESP stated by Robinson (1991) that ESP is designed and aimed at adult students because ESP is generally taught at middle and high academic levels. and professional or workplace.

The data above shows that the use of Indonesian as the language used by the majority of students provides useful information, namely for lecturers to establish communication with students in the learning process. And this can also make it easier for lecturers to intensify English language learning, such as ESP English learning. In other words, it can be stated that information on the language used by students is needed in the analysis of students' English learning needs to facilitate the communication process between teachers and students.

From the data obtained regarding ESP teaching using the CLIL approach, it shows that there are gaps between the target needs expected by IAIN Kudus and UIN Imam Bonjol so that students have the ability to understand English integrated with the application of the CLIL method, based on the results of the IAIN Kudus entrance exam placement test. and UIN Imam Bonjol where all students must take part in a remedial program because their score is still below 60 out of a maximum score of 100. To achieve this, the hope of the IAIN Kudus and UIN Imam Bonjol institutions as written in the curriculum requires students to be able to master it in an integrated manner. Based on the analysis that researchers have carried out on the English textbooks used so far, there is still a mismatch between the objectives

of learning English in these books and the expectations desired by IAIN Kudus and UIN Imam Bonjol. For example, on the one hand it is written in the English course curriculum IAIN and UIN that the aim of learning English at IAIN Kudus and UIN Imam Bonjol is so that students can have the ability to read, write and speak Islamic literature in English, while the English textbooks used so far do not facilitate the expectations of the IAIN Kudus and UIN Imam Bonjol institutions, as formulated in the curriculum. This means that in today's English textbooks, there is no learning design that specifically emphasizes integrated skills using the CLIL approach. The findings of this research support the findings of research conducted by Solikhah (2020) which stated that "ESP practices in Indonesia do not meet expectations, and the problem of English literacy is the most crucial to be solved." This finding is also in line with Alfian's (2019) research findings which concluded that IAIN STS Jambi students were more interested in vocabulary and speaking skills than other language skills, while the aim of teaching English was focused on integrated skills.

The data shows the desire (students' expectations in learning English), namely that the majority of students hope to master integrated skills. Another important information obtained from the data is that the English learning topics most liked by the majority of students are topics that are appropriate to their scientific discipline, namely the field of Islamic Religious Education. Another important information from the results of the analysis is that there is a difference in expectations between the expectations of students in the Islamic religious studies program at the Faculty of Tarbiyah IAIN Kudus and UIN Imam Bonjol and the expectations that the majority of students in educational institutions can master integrated skills. In this case, PAI Study Program students hope to have integrated skills. Another PTKI in Indonesia is EAP (English for Academic Purposes) learning as a branch of ESP English. Meanwhile, this data shows that English language learning for students of the Islamic religious education study program is focused on deepening the theories of reading skills, understanding English texts and is not integrated, especially in terms of speaking and writing. The data also shows that in the learning process most students expect lecturers to

emphasize practice and theoretical deepening, especially those integrated into the four skills in English.

## **Conclusions**

Based on the data analysis that the researcher has carried out, in accordance with the research objectives two conclusions can be drawn, namely: (1) the perception of PTKI students in Indonesia regarding the ESP English course that has been implemented so far is still not in accordance with what the students need, and (2)

The implementation of learning ESP English courses at PTKI in terms of the CLIL approach is still not appropriate either based on the principles of ESP theory or based on CLIL theories.

## **Recommendations**

Based on the findings of this research, it is highly recommended, especially for the Director General of Education at PTKI, Ministry of Islamic Religion, to review and re-evaluate the implementation of English language courses at PTKI in Indonesia because there are still serious errors as found in this research. Therefore, the researcher suggests carrying out research on developing textbooks that is in accordance with the ESP Approach and the CLIL English language learning approach.

As for the researcher's general advice to researchers in the same study and lecturers who teach English courses at PTKI in Indonesia, it is hoped that the results of this research can be used as a scientific reference.

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