



NEEDS ANALYSIS FOR DEVELOPMENT OF THE CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) MODEL ON LITERARY APPRECIATION

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ABSTRACT

This research aims to determine the initial situation in the field regarding the need to develop the Content Language Integrated Learning (CLIL) model to increase literary appreciation. This research uses a qualitative descriptive method that aims to analyze students' needs in learning literature by involving two variables. This research is only limited to analyzing the needs derived from the results of interviews and questionnaires of students. The data collection technique in this research uses the needs analysis instrument: interviews for lecturers and questionnaires for students. The results of the analysis showed that (1) lecturers have not conducted coaching and development of CLIL learning models, so they are constrained, (2) lecturers have not developed and used CLIL models, so they support and express readiness to be involved in development, (3) the learning models used by lecturers so far have no indication of leading to CLIL learning models, (4) understanding of students with less categories, and (5) students have abilities that need to be improved in a better direction. The implication is that the development of the CLIL model is a strategy to increase literary appreciation.

Keywords: Needs analysis, CLIL model, literary appreciation.

1. INTRODUCTION

Progress in the field of Information and Communication Technology (ICT) has become an integral part that cannot be separated because it has provided many benefits in various activities of human life. The use of ICT can help humans from the limitations of space and time, one of which is in terms of exchanging information from all humans in various parts of the world wherever they are. This development in the ICT sector is an opportunity in the education sector, especially in this country. With these developments, lecturers are required to be more diligent in designing their learning effectively and efficiently. Therefore, learning resources in the form of literary learning can also be presented online by utilizing digital learning resources. Classroom learning can also utilize this technology. According to Arsyad (2013), developments in science and technology are increasingly encouraging updates in the use of technological results in the learning process. Apart from being able to use the available tools, lecturers are also required to be able to develop skills in creating teaching materials that will be used (Purwaningtyas, 2017). According to Arsyad (2013), a learning model is a supporting tool that can be used to convey messages or information in the learning process so that it can stimulate attention in learning. To facilitate the achievement of the objectives of implementing literary learning activities, researchers need a learning tool in the form of teaching materials designed by the demands of the 21st-century curriculum. Teaching materials are modified according to learning needs and used as intermediary media that can be used to convey messages and stimulate thoughts, feelings, and willingness to learn. One of the teaching materials that can be used is the lesson plan and syllabus. The literature learning course is a course given in the fourth semester of the English Language Education Study Program. Students who can take this course are students who have completed an introductory literacy course. The description of the material that will be studied in this literature learning course is related to literary studies, especially writing poetry and short stories. The presence of material that is



complex and requires a lot of direct practice in learning activities as well as limitations in lecture time is what motivated the research team to develop teaching materials as a type of teaching material that can be used in lectures and will be packaged systematically, planned and directed to be more effective. and efficiently used in learning activities, especially in literary appreciation courses. The material will be arranged in a syllabus design and lesson plans into the form of teaching materials systematically and interestingly to study which includes the material.

With a material design like this, it is hoped that students can obtain information about lecture material independently. In the era of the Industrial Revolution 4.0, the use of literary learning tends to mix the learning process well to continue to encourage students to innovate in the field of learning, one of which is by converting teaching materials into teaching materials. Teaching materials function to improve students' ability to learn on their own without depending on their educators. In the teaching materials, there is material that has been prepared in detail about the material to be studied and there is also an evaluation so that it can support educators in providing material in the form of reasoning. According to (Melati, 2012), it is very important to instill reasoning in language and literature learning.

Students' low literacy (thinking) abilities cannot be denied as an impact of the language learning model that lecturers choose and apply in the learning process. Therefore, developing skills to appreciate literature through the ability to write texts needs to be done. Text-based writing ability is an effort to foster and develop students' thinking patterns quickly, coherently, critically, and creatively. At this level, students are required to write sentences with more focused ideas. This means that students are required to develop writing in text form based on more complete guidelines such as text structure and topic development. Apart from that, the choice of words and use of sentences as well as the language style must also be carefully scrutinized. (Bachman, 2014). Writing ability must be based on students' mastery or possession of adequate linguistic rules and high contextual sensitivity. Because even simple writing is impossible without knowledge of simple language rules and good insight into the story environment. However, the field shows that the results of students' learning of writing skills are still far from expectations. There are still many students who are not able to express ideas in writing well, or develop themes into scripts and coherent written content, even though they have taken literature lessons since elementary school.

The results of observations regarding the implementation of literature learning carried out by lecturers by training are starting to look good, but students are more directed only at writing a text and this is done after the explanation about writing ends. As a result, learning to write becomes a long theoretical explanation and the practice of writing is rarely done or if it is done it becomes homework that does not necessarily receive intensive guidance in making the writing a reality. The impact of learning to write at home makes learning outcomes less effective and meaningless for students because the process of putting ideas into text is not directly experienced by students. As part of the learning process managed by the lecturer through "constructing context and studying models" which should provide clarity in writing, but because the writing results are not corrected together as an effort to "construct the text together and construct the text independently". This makes a literary work appear as if it is not developing well.

Mastery of writing components, such as content (suitability of title to content), text structure, word choice, use of effective sentences, and language style and mechanics has not been fully realized. Writing story texts such as short stories is part of the skills demanded in higher education. (Wiratno, 2014). Therefore, students must be able to write texts well by lecturers in literature courses, especially in poetry and literature appreciation courses. Writing ability is a person's skill in language which is productive because it produces a product, namely writing. Murray and Moore (2009) state that writing ability is a complex and creative process for someone to



produce writing from a series of words into sentences and paragraphs using written language. Writing ability is a person's skill in combining language and a sequence of thoughts in writing so that the reader conveys the message well. Byrne (in Yulistio, 2012) states that writing skills are the result of a person's efforts in realizing and collecting linguistic knowledge and processing ideas through thoughts that are reflected in written form so that they can be communicated to readers successfully.

Literary works in the form of short stories are short, fictional narrative texts with a simple single plot that tells an event intending to entertain or instill moral values. Short stories are a person's skill or ability to express ideas, feelings, and thoughts through the form of fictional narrative writing which aims to entertain and convey a moral message. In the process of learning to write short stories, students can learn to write interesting and memorable life experiences to be narrated and shared with others in the form of short stories. By writing short stories, students are required to be able to develop their ideas and experiences so that they can inspire other people when they read them.

Students can convey the meaning of life by instilling moral life values. Considering that currently learning to write short stories has not been able to build students' creativity to write regularly as a creative skill. Learning to write short stories is still limited to studying the theory of writing short stories and does not yet familiarize students with literary creation directly. Due to the theoretical nature of learning, students have difficulty writing down ideas and short stories well and systematically. When learning to write short stories, students have not been directed to think critically, creatively, and systematically in developing story ideas into short story writing. This happens because the learning method used is still teacher-centered with learning still focused on providing knowledge about short stories. Learning is one-way and causes students to quickly get bored and less creative. As a result, learning to write short stories is considered less interesting.

The reality is that students' needs for literature learning in the English language education study program at Khairun University have not been implemented well because it is only theoretical so students are weak in understanding the concept of literature learning in class. This is due to curriculum factors, lecturers, infrastructure, and a low understanding of the concept of literature. This will make students bored and only focused on what they learn in each theory, therefore learning must be directed at creativity in understanding, interpreting, assessing, and ultimately producing.

Apart from that, literature learning is still hampered by several factors, namely: (1) lecturers' basic knowledge and abilities in the field of literature are very limited. The literary material obtained during formal education is very limited. The literary course material obtained is more theoretical, while what is needed in the field is more practical; (2) limited books and reading material to support literature learning. Even if there is, the use of reading books is not optimal because there are other factors, namely students' low interest in reading.

To support the creation of an effective learning process, literature learning must empower students' skills in appreciating literature to create a cooperative and communicative learning atmosphere in building their knowledge. Students are actively involved in the short story writing process, direct their knowledge, and are responsible for what they do. Lecturers no longer dominate the learning process, but an interactive process occurs between students and lecturers during the teaching and learning process.

Students need integrated literature learning. Therefore, researchers used learning with content language integrated learning (CLIL) which is commonly known as 4C as stated by Coyle (2010). The four components are content, communication, cognition, and culture. Content related to the theme. Communication is related to what language will be used. Cognition is related to thinking skills. Culture is related to local culture. Make the campus a place for literature, innovative learning, and teaching literature based on CLIL which integrates literature



learning that is not just theory, but involves 4 language skills, namely listening, speaking, reading, and writing, so that literary practice can be empowered in a sustainable, systematic and tolerant.

Based on the description above, it is clear that there is a gap for English language education study program students in understanding and appreciating the literature that they need. Also understand that learning is carried out in an integrative manner by improving the curriculum, especially literary studies, to be more creative and innovative in self-development. Therefore, special attention is needed to answer these problems by developing a model and approach to integrated learning.

2. METHODS

This research uses a qualitative descriptive method that aims to analyze students' needs in learning literature by involving two variables, namely independent and dependent. The independent variable in this research is the CLIL learning model (X) and the dependent variable is the ability to read literary works in FKIP Unkhair students, English language education study program (Y).

The population in this study were all students of the English Language Education Study Program for the 2023/2024 academic year. The sample is students of the English Language Education Study Program, semester IV.

The sampling technique used was a stratified random sampling technique. The multistage random sampling technique is a sampling technique that groups the population into homogeneous layers and then selects samples to estimate population parameters.

The research instrument used questionnaires and interviews. The questionnaire contains 5 assessment criteria, namely: very needed, needed, somewhat needed, less needed, and not needed. Meanwhile, interviews are in the form of tied interviews (yes and no) by responding to the statements given on the interview sheet.

Data collection and analysis techniques are carried out by qualitatively describing the results of student and lecturer responses by connecting data and information related to the research focus. After that, the researcher made conclusions from the results of the discussion.

3. RESULTS & DISCUSSION

The study regarding the analysis of lecturers' needs in this preliminary study stage research was carried out by giving questionnaires to lecturers in charge of literary appreciation courses. Informants are determined based on their skills and proficiency in the field of literary language studies. Apart from that, the determination of informants is also based on their skills in expressing their opinions regarding the suitability of the teaching materials used so far with their needs for the Literary Appreciation Course teaching materials that they expect. Based on the results of a questionnaire given to lecturers in charge of the Literary Appreciation course, English Language Education Study Program, Faculty of Teacher Training and Education, Khairun University, the results obtained were 83.33-91.67% of lecturers stated that learning literature was essential to teach, and 58.33% of lecturers stated that learning literature important to teach. The reason is that this course functions as capital in understanding literary works.

The results of data collection from the needs analysis were obtained through interviews with lecturers and questionnaires distributed to students of the English Language Education Study Program. Both instruments address student learning needs. During the lecture process, students need aspects of learning to ensure the learning process runs smoothly. Aspects of learning needs include (1) involvement of lecturers using the CLIL model



when learning literature, (2) students' ability to understand the literature learning process and (3) improving student qualifications in a better direction.

Below are the criteria for assessing student needs in the high, medium, and low categories.

Table 1. Student Needs Assessment Criteria

Category	Intervals	%Interval	Frequency
Very High	48-60	81% - 100%	0
High	36-48	61% - 80%	27
Medium	24-36	45% - 60%	5
Low	12-24	22% - 44%	0
Very low	1-12	$\leq 21\%$	0

Above it can be seen that the range of student needs in literature learning is in the very high category at the interval 48-60 (81-100%) with a frequency of 0, and the high category is at the interval 36-48 (61-80%) with a frequency of 27, the medium category is in the interval 24-36 (45 – 60) with a frequency of 5, the low category is in the interval 12 – 24 (22 – 44%) with a frequency of 0, and very low 0 – 12 (less than 21%) with a frequency of 0.

The next table is the results of an analysis of student needs in literature learning with assessment criteria of 5 = very needed, 4 = needed, 3 = somewhat needed, 2 = less needed and = not needed.

**Table 2. Results of Analysis of Student Needs in Literature Learning
(N= 32 Students)**

												%	Category
P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12		
5	4	4	4	5	5	5	4	5	5	5	4	91.67	Very High
4	2	5	5	5	3	2	3	5	3	2	2	68.33	High
5	5	5	5	4	5	5	5	5	5	4	5	96.67	Very High
5	4	5	4	4	4	5	4	5	5	5	4	90.00	Very High
5	5	5	4	4	4	5	4	4	4	5	5	90.00	Very High
5	5	4	5	5	5	5	5	5	5	5	5	98.33	Very High
5	3	4	4	4	4	3	4	5	3	4	4	78.33	High
5	4	4	4	4	4	4	4	5	5	4	5	86.67	Very High
5	4	5	5	5	4	4	4	3	4	4	4	85.00	Very High
5	5	5	4	4	3	5	3	4	3	4	5	83.33	Very High
4	4	4	3	4	4	4	4	4	4	3	5	78.33	High
5	5	4	4	5	5	5	5	5	5	5	5	96.67	Very High



5	4	4	5	5	5	5	5	5	5	5	5	96.67	Very High
5	5	3	4	4	4	5	5	5	4	4	5	88.33	Very High
5	5	4	4	4	3	4	4	5	4	4	3	81.67	Very High
5	5	4	4	4	5	5	5	4	4	4	5	90.00	Very High
5	4	4	5	4	5	4	4	5	5	4	5	90.00	Very High
5	5	5	4	5	4	5	4	5	5	5	5	95.00	Very High
5	4	5	4	4	4	4	4	4	5	5	4	86.67	Very High
5	4	5	5	5	5	5	5	3	3	5	5	91.67	Very High
5	5	5	4	5	5	4	4	4	4	4	4	88.33	Very High
5	5	3	3	4	4	3	4	5	3	4	4	78.33	High
5	4	3	2	4	3	5	2	5	4	2	3	70.00	High
5	5	4	4	4	4	5	5	5	5	5	5	93.33	Very High
4	3	4	4	5	5	5	5	3	4	4	5	85.00	Very High
5	5	5	4	5	5	5	5	4	5	4	5	95.00	Very High
5	5	5	4	5	4	4	4	5	4	4	4	88.33	Very High
5	4	5	4	4	5	5	4	5	4	5	5	91.67	Very High
5	5	4	4	5	4	4	5	4	5	4	4	88.33	Very High
4	4	4	4	5	5	5	4	5	4	4	5	88.33	Very High
5	5	4	5	5	5	5	5	5	5	5	5	98.33	Very High
5	5	5	5	4	5	4	3	5	5	4	5	91.67	Very High

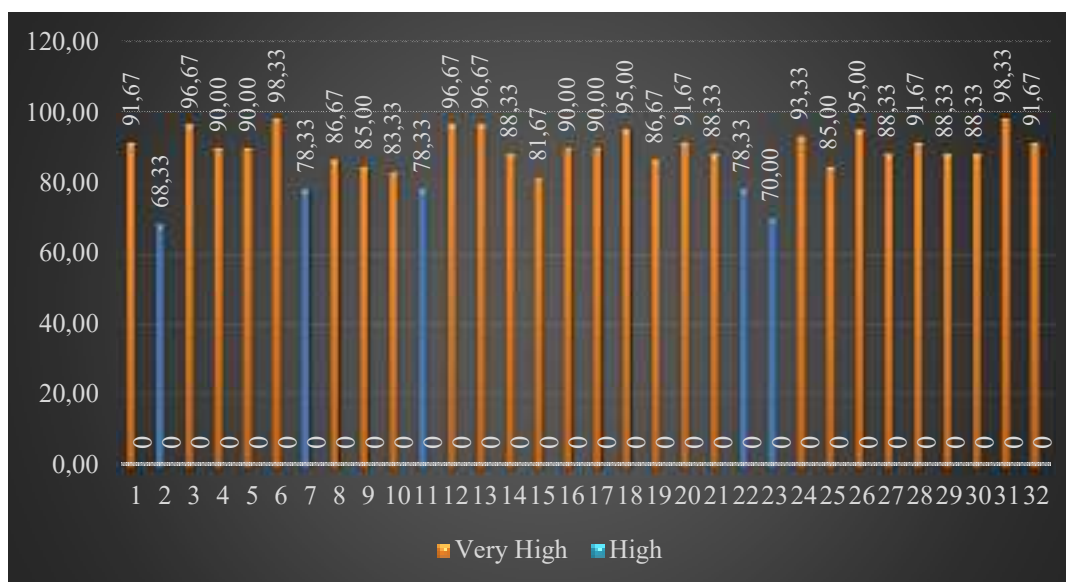


Diagram 1. Student Needs in Literature Learning



From the data presented above, it can be seen that most respondents need learning literature using the language-integrated learning (CLIL) content approach above 81% or the very high category and the remaining respondents do not need to study literature using the CLIL approach below 78% or high category. The results of this research can be used as a preliminary test at the development stage of integrated literary learning.

Table 3. Lecturer Interview Assessment Criteria

Category	Intervals	%Interval	Frequency
High	9-12	$\geq 70\%$	2
Medium	5-8	35-69%	1
Low	0-4	$\leq 34\%$	0

Table 3 above is the lecturer interview assessment criteria which can be seen in 3 categories, namely high with intervals 9 – 12 above (70%) with 2 frequencies, medium category with intervals 5 – 8 (35 – 69% with 1 frequency, and low 0 – 4 less than (34%) with 0 frequency.

Table 4. Results of Lecturer Interview Analysis

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	%	Category
1	1	1	1	0	0	1	0	0	0	1	1	58.33	Medium
1	1	1	1	1	1	1	1	1	0	1	1	91.67	High
1	1	1	1	1	0	0	1	1	1	1	1	83.33	High

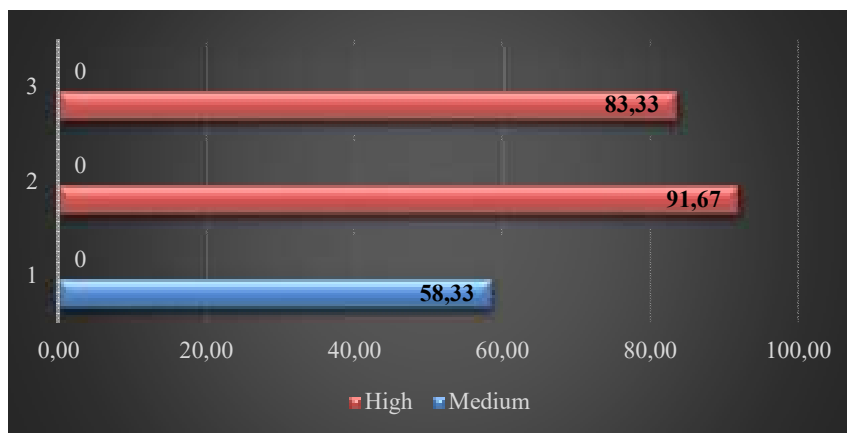


Diagram 2. Students' Ability to Write Literary Works

In Table 4 or Diagram 2 above, it can be seen that the three lecturers have different responses to students who can write literary works well. On average, students can write literary works well, at 91.67% and 83.33% and



the medium category is 55.83%. This means that literature learning using the integrated learning model (CLIL) can be said to be good or high.

If we refer to previous research conducted by Helaluddin (2018) with the title "Needs analysis in syllabus redesign (RPS) for Indonesian language courses" it was found that 75% of lecturers wanted the long-term goals of language learning to be better.

From the results of this research, the researcher plans to develop CLIL-based literature learning, because based on the results of interviews and questionnaires, data was obtained that students are interested in using this learning model so that it is easy to understand.

4. CONCLUSION

Based on the results and discussions carried out by researchers, there are two research focuses developed in this study, namely problem and needs analysis. In understanding theory and literary appreciation, researchers found four problem analyses based on the results of questionnaires and interviews. These four problems are (1) The concept of literary appreciation is still not strong, (2) The practice of literary appreciation by students is still not appropriate, (3) Low student literacy, and (4) Limited teaching materials for theory and literary appreciation. Language learning that is transferred to literature learning can see changes in the learning process. With this model of learning change, it can be seen that students who can write literary works well are in the high category 91.67% and 83.33% medium. After carrying out the problem analysis, the researcher continues to analyze the needs. There are three needs for English Language Education Study Program students based on the results of the needs analysis. First, students need theoretical and literary appreciation teaching materials that are easy to understand. Second, students need teaching materials that are in line with the latest curriculum. Third, students need teaching materials that have lots of exercises based on cultural literacy. This research only measures two variables, namely needs analysis and literary learning, so the scale is still limited. Likewise, the population and sample size are still limited to one study program at Unkhair. Considering these limitations, in the future researchers will expand their research to develop Theory and Literary Appreciation teaching materials for Unkhair English Language Education Study Program students that are based on cultural literacy.

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