Development of a Literary Learning Model Based on Content Language Integrated Learning (Clil) to Improve Students' Skills in Literary Appreciation

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A R T I C L E I N F O

A B S T R A C T

This research is Research and Development (P&P) which leads to the development of a Literature Learning Model based on Content Language Integrated Learning (CLIL) to increase literary appreciation in students. The process of developing this learning model goes through four main stages, namely preliminary studies, limited trials and extensive trials and experimental trials. The focus of this research is students of the English Language Education Study Program at Khairun University for class A as a limited trial and class B for a wide trial. The development results show that the CLIL-based literature learning model is valid, practical and effective. Based on the results of the analysis, it shows that the preliminary study stage which includes literature study, field study and preparation of an initial draft of the product which includes planning and developing the design of a Content Language Integrated Learning (CLIL) based Literary Learning model to Increase Student Appreciation of Literature as well as the design of learning tools is categorized as feasible and without revision. Trials with limited samples showed an increase in students' literary appreciation with an average score of 48% in the poor category

INTRODUCTION

The integration of 21st century skills in English learning is very important. As a universal language, the use and learning of English is something that is absolutely essential for someone to learn in responding to and facing the challenges that arise in the 21st century. In the context of 21st century learning, what is termed 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation) is the real ability to be aimed at. English lecturers must have good learning management skills. Learning management starts from the learning planning stage, organizing learning, implementing teaching and learning in the classroom to the assessment (evaluation) stage of student abilities. Many factors influence the success of lecturers in managing learning management, the lack of lecturers' ability to master teaching techniques, organize learning strategies, prepare learning tools needed for teaching, mastery of the lecture material to be taught, and a monotonous learning system.

Considering the importance of managing English learning, starting from learning planning must be considered carefully. Especially in preparing RPS in English so that it can produce maximum learning processes. This was confirmed by Herviani and Budiastuti (2018), who stated that poor teaching planning will result in a learning process that is not optimal. The cause of problems in planning learning in English education study programs, especially in preparing RPS/RPP is because there are English learning activities in these classes which must follow the previous curriculum. Changes in curriculum policy have more or less influenced lecturers in preparing learning tools. The character of the revised curriculum has an impact on changes in the content of learning implementation planning.

In initial observations in the English language education study program, it was seen that lecturers needed to add descriptions that had to be presented in preparing the RPS. If we look at the independent learning curriculum, it is always scientifically based and contains 21st century skills which are usually abbreviated as 4C. The implementation of the independent learning curriculum has consequences for lecturers who must be increasingly qualified in carrying out learning activities. These consequences cause a gap between the lecturer's ability to prepare RPS and the RPS composition format that is in accordance with the independent learning curriculum. Learning also needs to be carried out contextually using models, strategies and techniques according to characteristics and basic competencies so that learning objectives are achieved. This shows that there are 3 important points that must be included in the preparation of RPS for poetry and prose appreciation courses in the English study program, namely strengthening literature-based education, using the CLIL method and combining it with 21st century skills to explore students' ability to collaborate, communicate, and literary appreciation.

This research aims to look at the integration of 21st Century skills in preparing the English curriculum, especially in literature learning. Because of this, English language learning is integrated learning. Because of that, Students as part of the higher education system, must have high levels of critical-creative

thinking abilities with multi-functional skills in order to develop their potential so that in life they can compete for the sake of life skills in real life with various challenges that must be faced in society.

The low quality of education causes the low quality of graduates at primary, secondary and higher education levels. This is the main factor in low literacy levels which have an impact on high school dropout rates and unemployment which results in low self-confidence. Therefore, a low level of literacy will make it difficult to build a foundation for independence that leads more towards cultural literacy and digital literacy in relation to literary appreciation. (Muryati: 2023) people with low literacy levels find it difficult to be independent in their lives because their ability to adapt to culture only depends on their family and relatives.

Appreciating literary works at various levels, spaces and ages will be different from one another. Therefore, appreciating literature in higher education will automatically have different pressures from appreciating literature at previous levels of education. The level of accuracy in appreciating literature (prose, poetry and drama) in higher education must reach towards understanding it as a study (criticism and research), whereas at lower levels of education it tends to be more ordinary appreciation for enjoyment. Appreciating literature for students requires an educational environment that provides broad or rich opportunities and critical-creative thinking skills to use language in functional ways.

Literary works need to be appreciated as a discipline of language education, both Indonesian and English and regional languages in higher education have a large role in conveying the spirit of expression. Understanding, interpreting and evaluating literary works is one of the competencies that students must achieve, apart from linguistic competence, which includes mastery of four aspects of language skills (listening, speaking, reading, and writing). In this case, literary works become reading that must be read, interpreted and created by students. Thus, literary works or quotations from literary works and the sentences contained therein, can be used as a tool to convey the spirit of expression to the nation's future generations through formal channels.

In teaching literary appreciation (Prose fiction, poetry, drama) and language skills (listening, speaking, reading, writing) to students, lecturers should prefer various based variations, strategies, teaching materials and methods that are appropriate and can provide awareness of the importance of thinking. Critical-creative for students, so that planned learning objectives can be achieved. It should be noted that whether or not the choice of learning model or approach is good will depend on the learning objectives, suitability to the material, the level of student development and the lecturer's ability to manage learning and optimize existing learning resources.

The opportunity to create a learning atmosphere in the classroom by referring to the standards determined by the lecturer is very important. This can motivate students to be more active in the teaching and learning process in class. Appreciating literary works is an activity that needs to be done to

understand thoughts and feelings. Literary appreciation learning should be fun learning and invite students to appreciate thoughts and feelings through literature in the form of reading poetry, short stories or role playing.

Students' ability to appreciate literature is still very low, which cannot be denied as an impact of the learning model used by English lecturers. Therefore, developing skills to appreciate literature through the ability to write texts, read and play roles needs to be done. The ability to write short stories 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. Even simple writing is impossible without knowledge of simple language rules and good insight into the story environment.

Appreciation of students' literary works, especially reading and writing skills, is still far from expectations. There are still many students who are not able to express their ideas into writing well, as well as reading with expressions that are not in accordance with the procedures for appreciating a reading as a literary text. Apart from that, developing a theme into a script and coherent written content is still hampered by minimal writing habits.

The results of observations regarding the implementation of English language learning show that various efforts to train students to read and write have been carried out more often after the explanation about writing ended. As a result, learning to write becomes a long theoretical explanation so that students get bored expressing their creative ideas. Likewise, homework does not necessarily require intensive guidance in creating writing. The impact of learning to write done 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" because the next day's learning must continue with the material next.

Writing is not an easy thing for college students. According to several lecturers, the main difficulty lies in the activity of expressing the main idea or idea into a series of coherent sentences so that it takes the form of writing and is easy to read. It is possible that students' writing will not develop well, because when they start writing, what they have thought about becomes a dead end. Information provided by lecturer's shows that students tend to be less able to express ideas and be coherent in their thinking.

Mastery of writing components, such as content (suitability of title to content), text structure, and word choice, use of effective sentences and language style and mechanics has not been fully realized. Writing story texts (short stories) is part of the skill demands at all levels of education (Wiratno, 2014). Therefore, language lecturers, in this case English lecturers, need to strive for proficiency in writing texts, especially in teaching students to write. 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 thought sequences in writing so that it can be communicated to readers successfully. 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 which are reflected in written form so that they can be communicated to readers successfully. Thus, it can be said that writing ability is the ability of student writers to convey ideas, ideas or messages as an accumulation of thoughts and experiences by using a series of language symbols in written form. In order for someone to be skilled at writing, they need to practice intensively, persistently and diligently in creating good written products. Ideris (2013) emphasized that the ability to write is an interesting and enjoyable activity, so a person must be able to develop thinking patterns in their writing. To get used to writing, you need to practice regularly. Richards and Renandya (2002) added three external stages in the writing process as a class activity carried out by lecturers, namely responding (sharing), evaluating, and post-writing.

Short stories are a form of literary work written by directly expressing ideas related to the author's experiences and imagination. Zainurrahman (2011) stated that the short story is a narrative text that is fictional and tells about events and conflicts (conflicts), as well as instilling moral values and being entertaining.

Based on the expert opinion above, it can be stated that literary appreciation is a person's way of expressing ideas and feelings by writing or reading a literary work in the form of poetry or short stories. Meanwhile, a short story is a short, fictional narrative text with a simple single plot that tells an event with the aim of entertaining or instilling moral values. Short stories are a person's skill or ability to express ideas, feelings and thoughts through the form of short fictional narrative writing which aims to entertain and convey a moral message.

On the other hand, learning literature, especially writing short stories, will be successful if it is done using good learning steps that are easy for students to follow. In this case, lecturers need to choose an approach or method and learning model that is relevant to learning to write short stories so that the learning objectives can be carried out well. Referring to research conducted by Mus seenun (2023) and Diana Silaswati & Deanty Rumandang (2019), literacy in reading and writing is still very low, especially appreciating literary works.

The reality is that the teaching of literary appreciation in the English language education study program at Khairun University has not been implemented well because it is only theoretical so that students are weak in understanding the concept of learning literature in class. This is due to curriculum factors, lecturers, infrastructure, 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. Make the campus a place for literature, innovative learning, teaching literature based on CLIL which integrates literature learning which 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.

In connection with the problems or matters described above, it is necessary to carry out research and develop a package of communicative, integrative learning activities in the literary studies appreciation curriculum (fiction prose, poetry, drama) which can indirectly boost mastery of the four aspects of language skills. can be used as a tool to improve students' critical-creative thinking abilities and develop their potential.

LITERATURE REVIEW

Literature is the art of language. Literature is a spontaneous expression of deep feelings. Literature is the expression of thoughts in language regarding views, ideas, feelings, thoughts and all human mental activities. Literature is inspiration expressed in a form of beauty. Literature is also all books that contain deep human feelings and moral truths with a touch of holiness, clarity of view, and charming forms.

Another limitation is that literature is the expression of artistic and imaginative facts as a manifestation of human life and society through language as a medium and has a positive effect on human life or humanity. Literature is the result of the life of the soul which is incarnated in writing or written language which describes or reflects events in personal life or society. Literature is the result of human creative activities in expressing their appreciation using

language. Literature is an important record of things that the author has seen, experienced, thought and felt in life.

Appreciation Appreciation literature itself means an activity carried out to assess, enjoy and appreciate something. In the Big Indonesian Dictionary (KBBI) the word appreciation has 3 meanings, namely (1) awareness of cultural values and arts; (2) assessment (appreciation) of something; (3) an increase in the value of goods because the market price increases or demand for the goods increases. From the definition of the KBBI, it can be seen that the meaning of the word 'appreciation' is an activity carried out consciously to assess, appreciate, appreciate, and respond to a certain thing.

In appreciating literary works, the meaning of the word appreciation here means assessing, enjoying, and appreciating a literary work. Effendi et al (1998:25) in Nurmi (2018: 59) explain that appreciation is the activity of getting to know literary works seriously. In this familiarization process, there is a process of recognition, understanding, appreciation, enjoyment, and after that application. Introduction to literary works can be done through reading, listening and watching. Seriousness in these activities will lead to a level of understanding. Understanding literary works will create appreciation. Indicators that can be seen after experiencing literary works are that if the reading, hearing or viewing is sad it will become sad, if it is happy it will become happy, and so on. This happens as if one sees, hears and feels what one reads, and is truly involved with the literary work one is involved in or familiar with. Here it can be seen that appreciation can be in the form of levels and can also measure students' cognitive, affective and psychomotor aspects.

Developing literature teaching can be done by appreciating literary works, such as novels. A novel is a literary work which is a genre of fiction. Fiction is the art or craft of expressing written words as a representation of human life. A novel is a fictional story that is quite long and usually takes the form of a book (Rahman, 2018). If literature teaching runs well, the learning process must be more varied. This aims to ensure that students find positive things about studying literature. In studying literature, students are emphasized more by reading a lot of literary works because it can influence students to observe, admire, or think about the natural environment around them. This makes it easier for students to appreciate and express moods, ideas, and experiences based on imaginative and real experiences.

CLIL is a learning-based learning that is centered on the material (content) as well as the introductory language used in learning. Marsh (2010) states that: "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels". The statement explains that CLIL is a learning-based learning that is centered on two things, namely additional language used to learn and teach material as well as language with the aim of encouraging mastery of material and language to certain levels. CLIL is also used as a learning base in bilingual schools, which use a foreign language as the language of instruction in their learning.

Marsh (2010) states that there are 4C components in CLIL, namely:
  (1)Content (subject matter)
  (2)communication (language learning and using)
  (3)cognition (learning and thinking processes)
  (4)culture (developing intercultural understanding and global citizenship)

Based on the 4C components in CLIL, learning is not only limited to how students understand the concepts or material being taught but also how the learning and thinking process occurs in constructing knowledge. Apart from that, in CLIL learning students are also encouraged to communicate with other students in various socio-cultural environments. Marusic (2012) states that successful CLIL learning is achieved by combining the 4C components which include content, communication, knowledge and culture. (1) Content, namely by increasing knowledge, skills, understanding of the material. (2) Communication, namely using language to learn and learning to use language. (3) Cognition, namely by developing thinking skills connecting abstract and concrete concepts, understanding and language. (4) Culture, namely by opening new views and sharing understanding to raise awareness of oneself and others.

Nikula (2005) found in his study of CLIL implementation in Finland that students were well engaged in class. Students voluntarily use English in their activities in class. This is because CLIL uses more student-oriented learning and practical activities such as experiments in science classes. Stukalina (2014) has the same opinion, that CLIL-based is the right instrument to improve foreign language skills as well as increase competency in the field of study. In a CLIL-based setting, students are enabled to study learning resources in their field of study and simultaneously develop their language (communication) competencies.

Coyle (2010) stated that CLIL can increase the motivation of lecturers and students. He stated "One of the most powerful findings of CLIL groups centers on increased motivation in both learners and teachers. One student referred to CLIL as „personal investment, " another as „wanting to come to lessons" and another as „forgetting the language and learning new things well". So that CLIL-based learning is not "poor", increasing lecturer motivation can be done through collaborative learning with colleagues, both in the same field and across the curriculum.

According to Rogers, a humanistic expert, passive and oppressive learning must be abandoned, because he is of the view that learning is helping students so that they are able to achieve self-actualization in accordance with the students' basic abilities and uniqueness. Rogers also stated that the meaningfulness of learning was felt according to students' needs and goals. Apart from that, Rogers also stated that every human being has the potential to learn naturally. This can be seen in children's curiosity when exploring their environment, trying to find and understand knowledge from experience (Palmer, 2006: 157–158).

The literary learning objectives set will be in line with the views on literature itself. A very early view was expressed by Horace (in Ismawati 2013: 3) that literature is dulce et utile, namely something beautiful and meaningful. Apart from that, it is also necessary to pay attention to the taxonomy of learning objectives that have been developed by experts, such as Bloom's cognitive domain taxonomy and the revised taxonomy proposed by Anderson and Krathwohl (2001:28); Idkhan, Irfan, Putra, Romadin (2024). And it is no less important to pay attention to the development of the field of literary science itself and the needs demanded by life in society. With this reference, a teacher can choose, determine, and develop the objectives of the literature learning he teaches.

METHODOLOGY

This research uses qualitative and quantitative approaches. Qualitatively presented as an analysis of the needs for developing a Content Language Integrated Learning (CLIL) based literature learning model. Quantitatively, the results of testing the effectiveness of the CLIL-based literature learning model are presented. The type of research used is Research and Development or what is known as Research and Development (R&D).

Overall data sources consist of three types, namely: (1) Model Validity Data, (2) Practicality Data, and (3) Learning model effectiveness data obtained from expert validators and practitioners using model validation sheets. The target and focus of the research are undergraduate (S1) students in the study programEducationKhairun University (Unkhair) English as many as 32 people.

TechniquetakingThe sample was targeted at non-probability sampling with purposive sampling type. This sampling technique was carried out based on the considerations of the course lecturers in the study program in the English Language Education study program.

RESULTS AND DISCUSSION
Steps of Your Result Test Here

The development of a CLIL-based literature learning model to improve literary appreciation skills refers to the Four D model proposed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). This model consists of 4 development stages, namely define, design, develop and disseminate. If adapted into a 4-P model, namely definition, design, development, and dissemination.

In Law Number 20 of 2003 concerning the National Education System article 4 paragraph 5 emphasizes that education is carried out by developing a culture of reading, writing and arithmetic for all members of society. Literary Appreciation (Prose, Poetry and Drama) is a course taken by students of the English Language Education Study Program in semester IV. Implementation of learning requires more preparation to be more optimal. Lecturers must upload all materials, learning resources and learning media before the lecture is held to make it easier for students to understand the learning material. Therefore, referring to this, research is needed that examines the effectiveness of the learning achieved.

Nurgiyantoro (2014:449) states that outwardly, the visible formal form, the form of literature, is language. Literature is a work that uses language as a medium whose elements of beauty stand out. Carter & Long (1991: 1) consider the study of literature to be a "sine qua non" for truly educated people. Furthermore, it is very reasonable to state that literature is a manifestation of language, and can also be interpreted as an expression of feelings, thoughts and ideas of people who use language as a medium, spoken and written. Literature is not only about human ideas, thoughts and feelings, but also the experiences of writers, and can also be a medium for people to communicate with others. In implementing learning in this course, it is carried out through the Learning Management System (LMS). Dwiyogo (2016:214) states that LMS, which is sometimes also called MLE, is an important component in classroom learning, both directly and indirectly (online).

Design Stage (Field Study)

The FKIP Khairun University English Language Education study program is one of the tertiary institutions that produces graduates at the undergraduate level (S1) who have competence as professional teachers. This profession requires maximum ability to train, guide, and protect students.

Table 1. Results of Needs Analysis

No	Analysis	Results
1	Student	- Most students are unable to answer questions that require them to appreciate literature, most of them are at a low level. - Students are very poor at answering questions, especially in the aspects of analyzing, evaluating and drawing conclusions as well as creating solutions to the problems they face. - Students only think about the results rather than the steps that must be taken, so that the answers to the problems given are incomplete or incomplete. - Student collaboration is still very low and there is student dominance in learning. - The desire to share knowledge is still very low.
2	Lecturer	- The learning model used is not in accordance with student needs, especially directing students in collaboration, communication and appreciation skills. - The lecture model still dominates the learning process and is still very lacking in providing students with opportunities to discuss. - Lecturers have not been able to condition students to share knowledge in the lecture process. Interaction with students is only dominant for a few students who are classified as intelligent.
3	Learning Media	Using the same learning tools as other classes, namely referring to one reference teaching material.

- Training is individual and lacks collaboration
- The questions given are still on the understanding aspect, not yet touching on the evaluation and creation aspects (the ability to appreciate literature)

Based on the results of observations, it can be seen that students are still at a very low level in answering questions related to the ability to analyze and evaluate, including being creative in answering questions. Students are less able to replicate the questions given and try to use their analytical skills to answer or solve problems.

StageDevelopment

The development of a literature learning model based on CLIL will rely on students' analytical thinking abilities in solving problems. In the end, students are not only able to carry out various knowledge, but also collaborate by jointly building competence in mastering lecture material for later use in the world of work.

a) CLIL Learning Model

The CLIL learning syntax is:

1) Selecting content material. The material in question is a course based on the curriculum.
2) Choose a topic. The chosen theme must be interesting, adapted to students and lecturers, related to real life, involve language functions and communication models, and integrate culture.
3) Communication and use of language. Learning activities use English as a means of communication during discussions and presentation assignments.
4) Compile a list of activities in learning. Learning activities must be interesting and use real communication contexts. Activities such as games, stories, songs, rhymes, pictures, drama, role playing, dialogue and presentations can easily engage students in the material and language.
5) Integrating 4 aspects of language in learning by analyzing writing, reading, vocabulary and grammar. In the speaking aspect, students retell the text they read.
6) Drawing up an assessment. The assessment must be comprehensive and cover all aspects of CLIL learning, namely competency and material knowledge. Assessments should help students demonstrate the material and language they have learned.

b) Development of a CLIL-Based Literature Learning Model

The stages of developing a literature-based learning model are developed by integrating with intellectual or thinking abilities. Intellectual abilities are the abilities needed to carry out mental activities of thinking, reasoning and solving problems (Rahman, 2012). Intellectual intelligence (IQ) is a phenomenon that involves an assessment of an individual's ability to observe, analyze and interpret situations as well as measurable intellectual talents expressed numerically (Herlina & Suwatno, 2018). Robbins believes that intellectual ability is the mental ability to carry out mental activities, so that

individuals have the competence to be able to carry out their tasks without hesitation which results in better performance (Samosir, 2016).

Deployment Stage

At this stage is the stage of disseminating learning models and tools to users that have been developed after researchers conducted limited trials on 10 students in other classes to see how effective the learning tools that have been designed are. Therefore, researchers used a difference test (t-test) to measure the extent of differences in treatment (pretest-posttest design) that occurred between the initial test and the final test after being given treatment.

DISCUSSION

A. Model Validation Test

In the learning model development stage, after compiling several learning tools that will be used, validation testing will then be carried out on the models and learning tools developed. This stage is carried out to determine whether the results of the learning model developed are appropriate and in accordance with the indicators used in the research or not, whether the language used is in accordance with applicable regulations, as well as the suitability of the theory used and how appropriate the instrument used is.

To test the validation of the learning model developed in this research, there were two validator experts, namely experts from the Education Sector, as users of the Literature learning model developed.

1) Validation of the Literature Learning Model

The CLIL-based literature learning model was validated by two expert validators and three lecturers teaching the Poetry and Process Appreciation course in the English Language Education department as user validation assessors. The data from the validation results of the Literature learning model from two expert validators (expert lecturers) can be seen in the following table.

Table 2. Results of Validation of the Feasibility of the Learning Model Guide by the Expert Team

No	Component	Validator Score		Average Score	Assessment criteria
		Validator 1	Validator 2		
1	Utility				
2	Appropriateness	3.65	4	3.82	Very Valid
3	Accuracy				
4	Language				

Based on the results of the expert validation of the Learning Model Guide's Feasibility above, it can be seen that overall the learning model developed has achieved an average score with very valid assessment criteria, namely with an average score of 3.82. Based on these scores, it can be concluded that the literature learning model developed is on a very good assessment scale, namely in accordance with the indicators and does not require revision, so it is suitable to be tested in the field.

Table 3. Results of Validation of Feasibility of Literature Learning Model Books by a Team of Experts

Validator	Validator Score	Assessment criteria
Prof. Dr. Syukur Saud, M.Pd	3.78	Very Valid
Prof. Dr. Ansari, M. Hum	4	Very Valid
Average	3.89	Very Valid

As illustrated in table 3 above, the literature learning model book is said to be appropriate as the score given by validator 1 was 3.78 and validator 2 obtained 4. Thus the average score obtained from the two validators was 3.89 with very good assessment criteria. Valid.

2) Validation of Materials/Teaching Materials

The scores resulting from material validation are then added up and the average of each score obtained from two expert validators and three user lecturers is determined to become the actual score for material validation. This score will refer to the validity category. The validation results of two expert validators are presented in table 4.

Table 4. Results of Validation of the Feasibility of Teaching Materials by the Expert Team

Validator	Validator Score	Assessment criteria
1	3.69	Very Valid
2	4	Very Valid
Average	3.84	Very Valid

After obtaining the material validation results from the expert validator, an assessment was then carried out on the three user lecturers with the results in table 4. Based on the results of the material/teaching material validity assessment, overall aspects of the material have met the minimum valid criteria, both from the results of the two validators and the three user lecturers.

B. Model Practicality Test

The practicality of the learning model is determined by the users, namely lecturers and students, thus analysis of the level of practicality is carried out on data from lecturer responses and student responses. The results of the analysis of the assessment questionnaire from lecturers are presented in the following table:

Table 5. Percentage of Practicality Assessment Results by Lecturers

Practicality Test Indicator	Lecturer 1	Lecturer 2	Lecturer 3
Syntax	3.71	3.86	3.86
Reaction Principles	3.83	3.83	3.67
Social Systems	3.67	3.67	3.83
Support System	3.6	3.8	3.8
Total Score	14.81	15,16	15,16
Percentage (%)	92.59	94.73	94.73

Average Percentage (%)	94.02		
Criteria	Very Practical	Very Practical	Very Practical

Based on table 5, it can be stated that according to the lecturer's assessment, the overall aspect of implementing the Literature learning model developed has met the very practical criteria with an average percentage of 94.02%. The results of the practicality assessment based on student responses are presented in the following table:

Table 6. Percentage of Practicality Assessment Results by Students in Literature Learning

Average Practicality Test Score				Total Score	Average Percentage	Information
	Collaboration	**Communication**	**Appreciation**			
Student (32)	3.52	3.48	3.54			
Percentage (%)	88.02	86.99	88.45	10.54	87.82	Very Practical
Criteria	Very Practical	Very Practical	Very Practical			

Based on table 6, information is obtained that overall the components of the practicality aspect according to student responses have met the criteria for being very practical, as well as the actual total score for practicality showing that it is very practical. This shows that the practicality results for the limited test conducted on Bachelor of English Language Education students had an average percentage of 87.82 for three aspects, namely aspects of collaboration, communication, literary appreciation with a total score of 10.54, which is very practical.

Thus, it can be concluded that based on the practicality test, according to lecturers and students as users of the Literature learning model and other learning support tools, it has met the practical criteria.
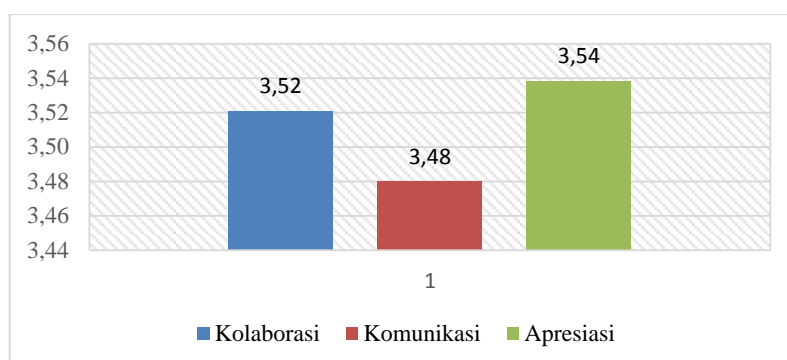

Figure 1. Graph of Average Student Response Scores in CLIL-Based Literature Learning

Based on this graph, it appears that the literary learning model developed not only improves the ability to analyze literary works but also trains students to collaborate, communicate and appreciate literature.

Table 7. Percentage of Practicality Assessment Results by Students in Learning Poetry and Process Appreciation

Average Practicality Test Score				Total Score	Average Percentage	Information
	Collaboration	Communication	Appreciation			
Student (32)	3.36	3.53	3.51			
Percentage (%)	83.89	88.37	87.80	10.40	86.69	Very Practical
Criteria	Very Practical	Very Practical	Very Practical			

Meanwhile, the results of the practicality assessment obtained from students in the poetry and process appreciation course for Collaboration obtained an average score of 3.36, for Communication obtained an average score of 3.53, and for Appreciation obtained an average score of 3.51 with an average of The presentation average was 86.69%, which shows that the supporting devices have met the very practical criteria.
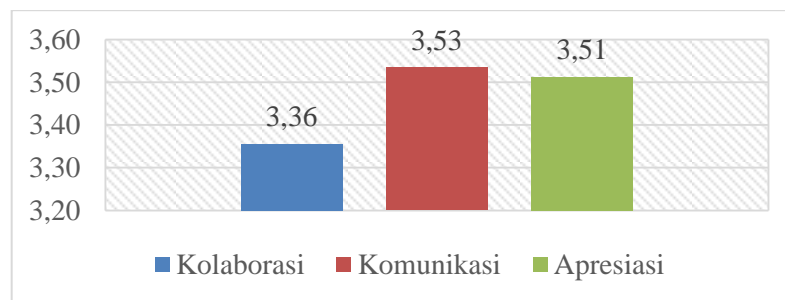

Figure 2. Graph of Average Student Response Scores in Poetry and Process Appreciation Learning

In the graph above, it appears that the average score of student responses in Poetry and Process Appreciation learning shows that student responses to the three categories above are declared to meet the very valid criteria

CONCLUSIONS AND RECOMMENDATIONS
Conclusions

The results of the needs analysis show that students in the English Education study program are still very low in their ability to appreciate literature. Students are still weak in answering questions and in other knowledge activities. Therefore, learning that emphasizes collaboration skills is

very much needed. The design of the learning model that is formed consists of 4 stages, namely, the response stage, reasoning, equalization of perceptions, and evaluation. The response stage is the stage where students use their knowledge to analyze the material provided. The reasoning stage is the stage of giving questions to be discussed as a group, so that the individual's ability to determine appropriate or rational answers in solving problems will be seen. The stage of equalizing perceptions is the stage of the ability to identify answers obtained during communication or collaboration between groups. The evaluation stage is carried out to hone individual students' analytical skills through the integration of questions that are in accordance with indicators of appreciation of literary works. At the validation stage, a score was obtained which showed that the learning tools met the valid criteria, so it was concluded that the learning tools using the CLIL-based literary learning model were valid and suitable for use. At the practicality stage of the model, the total actual practicality score showed that it was very practical. This means that CLIL-based literature learning and its supporting tools meet the criteria achieved. At the effectiveness stage of the CLIL-based literature learning model, there is an increase in students' ability to appreciate literature which is strengthened by the responses of lecturers and students in the positive category, so that the application of the learning model can be used as a solution to increase students' appreciation abilities.

Recommendation

This research requires further research to develop a CLIL and locality-based literature learning model with more diverse themes and a wider audience that is not focused only on pupils and students, but targets a wider audience. It is hoped that lecturers who teach literature learning, especially at FKIP Khairun University, will look more comprehensively at character and locality-based learning to be implemented by students by publishing CLIL-based literature teaching material books to explore student character and culture. The next researcher wants to design an integrated English language learning model in literature learning that examines local wisdom, especially in the institutional organizational system run by the community. Further researchers should use different platforms to measure the effectiveness of the model in literature learning that corresponds to the current essential skills integrated into CLIL learning. It is also hoped that the head of the North Maluku Language Office will realize the preservation and development of language and literature with a critical and independent personality in the diversity of advanced Indonesia by the vision and mission carried out.

FURTHER STUDY

Further research ought to concentrate on the development of a Literature project Model based on Content Language Integrated Learning (CLIL) to increase literary appreciation in students. This can be accomplished by means of long-term research projects that look at the effects of continuous students training, efficient inventory control, and creative menu options on study results. Analysing the challenges and suggested approaches for implementing contemporary literary solutions in various class settings is crucial. This analysis

ought to consider factors including project constraints, characters training needs, and the current literary project infrastructure. There should be more research done on the regional and cultural differences in pub management practices. This study can provide insightful information on how to more effectively modify strategy for a variety of literary project. It might be possible to adapt pub management practices to local preferences and expectations by conducting comparative research across various locales and cultural contexts. Additionally, researching the value of sustainability in literary project—which includes students sustainable methods for sourcing materials, managing materilas or content, and style—will give you a complete understanding of what the literary project expects today. The results of this study may offer recommendations to students and lecturer on how to adopt eco-friendly procedures that satisfy the growing method for sustainability from learning.

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