

**INTEGRATING CONTENT-LANGUAGE INTEGRATED LEARNING  
(CLIL) IN TEACHING SPEAKING FOR YOUNG LEARNERS**

**(Undergraduate Thesis)**

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**ENGLISH EDUCATION STUDY PROGRAM  
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FACULTY OF TEACHER TRAINING AND EDUCATION  
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2022**

## **ABSTRACT**

### **INTEGRATING CONTENT-LANGUAGE INTEGRATED LEARNING (CLIL) IN TEACHING SPEAKING FOR YOUNG LEARNERS**

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The objective of this research is to find out whether there was any significant improvement in A1 students' speaking skills after the writer integrated the Content and Language Integrated Learning (CLIL) method in their speaking class. This study also aims to know the students' perceptions of the implementation of CLIL. The 15 subjects of the research were taken from two A1 classes in an English Course by employing simple random sampling. Using both quantitative and qualitative designs, this study used a speaking test and a set of questionnaires to gather the data. Besides, the researcher also conducted an interview session during the implementation of CLIL in the class. After analyzing the data using the Repeated Measure T-test, the result shows that there was an improvement in the students' speaking after they were taught through CLIL. The students' mean score increased from 53.56 on the Pre-test to 64.44 on the Post-test. Moreover, based on the result of the questionnaire and the interview, the students gave positive responses regarding the utilization of CLIL in learning speaking. They stated that they were interested to study using CLIL as it could motivate them to be active in the class and it also could help them to understand the lesson more. Hence, it can be concluded that the use of CLIL in the A1 class can give a positive impact on the students' speaking skill.

**Keywords:** *Content and Language Integrated Learning (CLIL), A1 speaking class, teaching speaking, students' speaking skill, CEFR*

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**By:  
Dicky Rinaldo Hidayat**

**Undergraduate Thesis  
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**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
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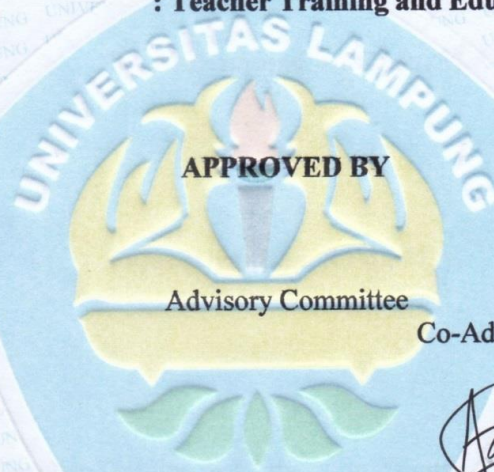
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Dicky Rinaldo Hidayat was born on July, 11<sup>th</sup> 1999 in Bandar Lampung. He currently lives in a big yet multicultural city in Lampung. He is the oldest son of Andy Hidayat and Chandra Murjeni. His father is Padangnese and his mother is Javanese. He has a younger sister namely Claudia Najwa Hidayat. He really loves his family because they are his main support system.

Dicky began his education at TK Ar-Raudah. He then continued his study at SD Al-Azhar 1. Six years later, he became one of the students at SMPN 10 Bandar Lampung. Then he decided to enter SMAN 7 Bandar Lampung. After finishing his study at senior high school, he took an entrance test in an art university in Indonesia because he wanted to be a graphic designer. However, he failed at that time so he decided to study at the English Department, University of Lampung.

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## **MOTTO**

“Those who believe fight in the cause of Allah and those who reject faith fight in the cause of thagoot. So, fight yet against the companions of satan; feeble indeed is the cunning of satan.”

(An.Nisa:76)

“If you were rely upon Allah with the reliance He is due, you would be given provision like the birds. They go out hungry in the morning and come back with full bellies in the evening.”

(Ibnu Majah)



## **DEDICATION**

By the name of Allah SWT who blesses the researcher's life, he would like to dedicate this script to his parents and family, his friend, and his almamater – University of Lampung.

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Praise is only for Allah SWT, the Almighty God, for blessing the writer with health and ability to finish this undergraduate thesis. This thesis, entitled “Integrating Content-Language Integrated Learning (CLIL) in Teaching Speaking for Young Learners”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express his sincere gratitude and respect to:

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Finally, the researcher realizes that this study is still far from being perfect. Thus, he would like to expect any suggestions for the improvement of it. He hopes that it would be useful for the readers.

Bandar Lampung, July 2022

The author,

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## CONTENTS

<b>ABSTRACT</b> .....	ii
<b>COVER</b> .....	iii
<b>APPROVAL</b> .....	iv
<b>ADMISSION</b> .....	v
<b>LEMBAR PERNYATAAN</b> .....	vi
<b>CURRICULUM VITAE</b> .....	vii
<b>DEDICATION</b> .....	viii
<b>MOTTO</b> .....	ix
<b>ACKNOWLEDGMENT</b> .....	x
<b>CONTENTS</b> .....	xii
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF APPENDICES</b> .....	xv
<b>I. INTRODUCTION</b> .....	
1.1 Background .....	1
1.2 Research Questions .....	5
1.3 The Aim of the Study .....	5
1.4 The Uses of the Research .....	6
1.5 The Scope of the Research .....	6
<b>II. LITERATURE REVIEW</b> .....	
2.1 Definition of Speaking .....	7
2.2 Components of Speaking .....	8
2.3 Functions of Speaking .....	10
2.4 Concept of CLIL .....	10
2.5 CLIL in Language Teaching .....	13
2.6 The Advantages and Disadvantages of CLIL .....	14

2.7 Concept of CEFR .....	16
2.8 The Aims of CEFR.....	17
2.9 Theory of Perception .....	17
2.10 Theoretical Assumption .....	18
 III. METHODOLOGY	
3.1 Research Design .....	20
3.2 Population and Sample .....	20
3.3 Variable .....	21
3.4 Data Collecting Technique .....	21
3.5 Research Procedure .....	21
3.6 Instrument.....	22
3.6.1 Validity of the Test .....	23
3.6.2 Reliability of the Test .....	24
3.7 Data Analysis .....	24
3.8 Hypothesis Testing .....	25
 IV. RESULTS AND DISCUSSION	
4.1. Implementation of CLIL.....	26
4.2. The Effect of CLIL.....	28
4.2.1. Result of Pretest and Posttest.....	28
4.2.2. Result of Hypothesis Testing.....	31
4.2.3. Result of Questionnaire and Interview .....	32
4.3. Discussion of Findings .....	41
 V. CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	46
5.2 Suggestion .....	46
 REFERENCES .	
APPENDICES	

## TABLES

Table 4.1: Difference of Students' Speaking Score in Pre-test and Post-test ...	29
Table 4.2: Distribution of Students' Speaking Pre-test and Post-test .....	30
Table 4.3: Paired Sample Statistics .....	31
Table 4.4: Paired Sample Correlation .....	31
Table 4.5: Paired Sample Test.....	32
Table 4.6: Statistics of Students' Answer .....	33
Table 4.7: Statistics of Students' Answer (Item 1) .....	33
Table 4.8: Statistics of Students' Answer (Item 2) .....	33
Table 4.9: Statistics of Students' Answer (Item 3) .....	34
Table 4.10: Statistics of Students' Answer (Item 4) .....	34
Table 4.11: Statistics of Students' Answer (Item 5) .....	35
Table 4.12: Statistics of Students' Answer (Item 6) .....	35
Table 4.13: Statistics of Students' Answer (Item 7) .....	35
Table 4.14: Statistics of Students' Answer (Item 8) .....	36
Table 4.15: Statistics of Students' Answer (Item 9) .....	36
Table 4.16: Statistics of Students' Answer (Item 10) .....	37
Table 4.17: Statistics of Students' Answer (Item 11) .....	37
Table 4.18: Statistics of Students' Answer (Item 12) .....	38
Table 4.19: Statistics of Students' Answer (Item 13) .....	38
Table 4.20: Statistics of Students' Answer (Item 14) .....	39
Table 4.21: Statistics of Students' Answer (Item 15) .....	39



## APPENDICES

Appendix 1: Speaking Pretest .....	53
Appendix 2: Speaking Posttest.....	54
Appendix 3: Scoring Assessment.....	57
Appendix 4: Questionnaire.....	60
Appendix 5: Interview Step.....	56
Appendix 6: Lesson Plan.....	67
Appendix 7: Students' Score in Each Aspect.....	71
Appendix 8: Statistical Result .....	73
Appendix 9: Students' Interview Recap.....	77
Appendix 10: Students' Speaking .....	80

## **I. INTRODUCTION**

This research is designed to find out the effect of using Content and Language Integrated Learning (CLIL) in teaching A1 level students. This chapter discusses some points. Those are background of the research, research questions, the aims of the study, scope of the research and all of them will be explained as follows.

### **1.1 Background of the Research**

English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social lives, entertainments, educations, and so on. In Indonesia, English is taught as a foreign language and as a compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills namely reading, listening, speaking, and writing.

It is known that there are four basic skills that have to be mastered by students in learning a foreign language. Speaking is one of the four language skills (listening, reading and writing). Some functions of speaking are that a speaker can express his or opinion and feeling, ask for something, share knowledge or information directly and so on so forth. The performance in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning. In line with it, Brown and Yule (2002) underline that speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning a language or not.

Basically, speaking is one of the ways to communicate to each other. When someone feels confused about something, she or he can ask directly to the speaker that he is talking with. Cornbleet and Carter (2002) contend that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In addition, when the speaking activity takes place, a speaker expects a listener to understand well what he or she is talking about. In accordance with the statement, Gert and Hans (2008) state that speaking is utterances with the goal of having their intentions recognized and recipients process speakers' remarks with the goal of recognizing those intentions. Consequently, people can express their feelings and easily achieve the aims of communication through speaking.

Speaking is used to deliver some ideas, wishes, and needs to other people. According to Harris (1969), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. In communication, Hughes (2002) states that speaking is the basic thing of interaction and to be able to speak, the ability of people should be explored by the school or by themselves. From the statements above, it can be concluded that there are many ways to develop or to explore the performance of speaking performance.

As Richards (2006) suggests that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency; therefore, a student needs to practice it frequently in order to improve their English proficiency. Besides, it helps the students to get used to speak fluently. Also, it trains the students to speak confidently.

The Common European Framework of Reference for Languages (CEFR) was published in 2001 (Council of Europe, 2001). The CEFR is a common framework



for learning, teaching and assessing a given foreign language. It features six levels (A1, A2, B1, B2, C1, and C2) on the vertical axis and skill areas (reception, interaction, production and mediation) on the horizontal axis. Commonly, these skill areas consist of Listening, Reading, Spoken Interaction, Spoken Production and Writing. The framework has a third dimension, which involves other aspects of communicative competence, such as sociolinguistics, pragmatic, and strategic competences. With the growing influence of the CEFR beyond Europe, people working in foreign language teaching and learning, notably in a number of Asian countries (Japan, Vietnam, etc.), have started to explore the potential of the CEFR in their fields. As most of the English teaching-learning processes in Indonesia use the standard curriculum from the government, the researcher will try to implement the standard of CEFR in the English teaching-learning process at A1 level. Not even using the standard curriculum from the government, the learners in Indonesia also have low motivation in the process of learning English as a foreign language.

Ali and Pathan (2017) say that motivation can be considered as the important thing in learning something, especially in learning a Foreign Language (FL). In learning an FL, demotivated learners may lose their interest to study which is avoided by the teacher. Thus, understanding the factors of demotivation from students can help the teachers to solve this problem. Dörnyei and Ushioda (2011) explains that demotivation comes from an external case, it is related to what Ali and Pathan (2017) have investigated that the factors of demotivation are negative experiences with teachers, poor school facilities and materials, low self-confidence, bad opinions on the L2 or the L2 culture, negative attitudes of other group members.

On the other hand, curriculum, qualified teachers, and good conditions in the classroom play a great role in improving students' speaking achievement. According to Richard (1990), there are many reasons causing English learners poor

in speaking performance. The lack of curriculum emphasis on speaking achievement, teachers' limited English proficiency, class conditions that do not favour oral activities, limited opportunities outside of the class to practice, and the examination system that does not emphasize oral skills.

Meanwhile, Nunan (1991) suggests that in English speaking classrooms, learners should be given the maximum number of possible opportunities to practice the target language in meaningful contexts and situations. Thus, unconsciously the students' will be familiar with the speaking itself because of the encouragement to practice it. In order to solve the speaking activity problems, there are several solutions such as: role play, picture cued elicitation, and so on. Actually, the teacher had tried those learning strategies in teaching speaking skill but there were no significant differences in the students' results at the end of the exam. In this study, the researcher used CLIL despite other techniques as one of the cooperative learning strategies to be applied in speaking class.

Students with high motivation will be easily involved in the lesson. In this case, highly motivated students will always cooperate with the teaching-learning process, like following the instructions given by the teacher, giving the teacher clear feedback, doing the tasks, trying to use their English skills to communicate with others, or happily joining the teaching-learning process. On the other side, demotivated students will simply just keep silent or show unhappy expressions during the process of teaching and learning.

By knowing the factors above the writers assumed that CLIL could solve this demotivation problem as it provides learners' passion (science, history, or arts), a connection between the learners' real life and the learning process. However, CLIL or Content and Language Integrated Learning is method coined by David Marsh, University of Jyväskylä, Finland (1994), it has dual focused in the learning process the first one is learning the content and the second is exactly learning the

FL. However, a successful CLIL lesson should combine 4 elements of the following contents:

1. The topic which has specific elements, a specific skill, and specific knowledge
2. Communication: using the language (FL) to learn the content
3. Cognition: the development of thinking skills
4. Culture: alternative perspective to share understanding and awareness.
5. When students learning history, geography, science and or art the CLIL provides the effective procedure using the medium of FL.

It can be concluded that when using CLIL both language and content are simultaneously given attention and both of them are also conducted in the learning process. Language is used as a vehicle to learn the contents of a subject, and those contents are used as a meaningful medium for learning and using the language in a meaningful and communicative way.

## **1.2 Research Question**

There are the questions that should be answered related to the background of the study:

1. Is there any significant improvement of A1 students' speaking skills after being taught through CLIL?
2. How is students' perception towards the use of CLIL in speaking class?

## **1.3 The aim of study**

The purposes of this research are as follow:

1. To find out whether there is any significant improvement of A1 students' speaking skill after being taught through CLIL.
2. To know students' perception towards the use of CLIL in speaking class.

#### **1.4 The Uses of the Research**

##### **1. Theoretically**

This research can be used as a contribution to English teachers and researchers in teaching speaking.

##### **2. This research can be used by English teachers for determining a suitable method to teach speaking.**

#### **1.5 The Scope of the Research**

By applying both quantitative and qualitative approaches, this research focused on students' speaking performance at A1 and A1+ levels in the teaching-learning process. The researcher gave a set of questionnaires and some tests to the students and conducted an interview in order to know the effect of the integration of this method in the class.

## **II. LITERATURE REVIEW**

This chapter consists of definition of speaking, components of speaking, functions of speaking, concept of CLIL, CLIL in language teaching, the advantages and disadvantages of CLIL, concept of CEFR, the aims of CEFR, theory of perception, and theoretical assumption.

### **2.1 The Definition of Speaking**

It is known that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities.

Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or to express oneself in a particular language. In addition, Rao (2019) states that speaking is a productive skill that is important to acquire foreign or second language learning. Hence, language learners should be able to use the language in oral communication.

Moreover, Burns & Joyce cited in Torky (2006) state that speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, Payne (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that

there are five components of speaking performance. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English that we use to communicate with others to achieve certain goals by expressing opinions, intentions, hopes and viewpoints among interlocutors.

## **2.2 Components of Speaking**

Harris (1994) asserts that there are five components in speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

### **1. Pronunciation**

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, pronunciation determines how sounds vary and pattern in a language, and this component also refers to the way a person pronounces the spoken words. Harmer (2001) emphasizes that if intelligibility is the goal then it suggests that some pronunciation features are more important than others.

### **2. Grammar**

A conversation will be a good look when the speaker uses the right grammar. Norton (2004) cites grammar is the set of formal patterns in which the words of language are arranged in order to convey a larger meaning. The meantime, Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/produce the words or share information correctly.

### 3. Vocabulary

Vocabulary is an important aspect of learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have a sufficient vocabulary. Having a limited vocabulary is also a barrier that precludes learners from learning a language. On the other side, having a large vocabulary to call upon will help our verbal communication flows and will also allow us to start eliminating noises such as, “umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structures in conveying ideas or messages to the listeners. The meaning of a word is often determined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words used to describe concepts/ideas to convey our ideas in both in spoken and written form.

### 4. Fluency

Lambardo (1984) defines fluency as the way someone speaks at a normal speed like a native speaker or a man who owns the language because the one who owns the language can manage the language well. Fluency can be defined as the performance of speaking fluently, accurately, smoothly and readily. It is one of the main elements of speaking performance so that the interlocutor understands well about the ideas or messages that the speaker wants to deliver.

### 5. Comprehension

Comprehension is the performance to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can



also mean the capacity of the main to perceive and understand; the power to grasp ideas; the ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

### **2.3 The Functions of Speaking**

Speaking performance is very important and multifunctional for everyone because speaking is an instrument to express opinions and feelings, or to share knowledge on social interactions. To speak well, right, and fluently, one needs more courses to practice. Actually, since a normal infant was born, he or she has the potential to speak, it can be seen when the infant starts to make sounds. Speaking is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill requires more practices to master. Celce and Murcia (2001) argue that for most people, the performance of speaking a language is synonymous with knowing that language since speech is the most basic means of human communication.

In addition, Baker and Westrup (2003) assert that students who can speak English well may have a greater chance of further education, finding employment, and gaining promotion. Moreover, speaking English will also help students to get up-to-date information in all fields such as politics, economics, social, entertainment, education and so on so forth in this world where English is used as an international or global language nowadays. Finally, the functions of speaking help the learners express their personal feelings, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking.

### **2.4 Concept of Content and Language Integrated Learning**

Content Language Integrated Learning (CLIL) is considered to maximize the students' exposure to the foreign language and thus create the most suitable environment for learning. In CLIL, the target language is used as a vehicle for the

instruction of school subjects; it is used not only to offer knowledge, but also to convey meaning and share experiences. Even though CLIL has become commonplace in many schools in Europe, it is only recently that language teachers and researchers have begun experimenting on the effectiveness of this method in Greece. Teaching and implementing CLIL has many implications for educators; they have to comply with the principles of the new methodology, adjust their teaching material, as well as, have a thorough knowledge of both the foreign language and the content subject. In light of the aforementioned, the researcher aimed to investigate the effectiveness of CLIL in improving the students' speaking skills.

Content-Language Integrated Learning is a dual-focused approach to teaching. Hou (2013) states that the target language is used for the teaching and learning of both the content of a school subject and the language itself within a specific set of learning objectives set by the teacher. In other words, additional language is used as a medium in teaching and learning non-language content. Morgado & Coelho (2013) support in their article that linguistic and content subject competence can be promoted within this integrated concept by offering empirical research data which show that CLIL functions in all learning contexts. Comprehension-based programs are also considered beneficial for the development of communicative performance and basic comprehension, especially in situations where the learners basically have contact with the second language in the classroom environment.

In the last decade, CLIL has become a fast-developed phenomenon in Europe; it is seen as a global trend and as an educational innovation that can suit the learners' needs and aspirations. Aguilar & Rodriguez (2012) explain that it responds to the growing need for efficient language skills and it overcomes the motivational problem of classical lessons by offering to learners the opportunity to participate in various types of activities which can suit their needs and interests. Van de Craen et

al (2007) explains that CLIL is more than just another method of language learning. CLIL has implications for the learning process as a whole and is an innovative way of looking at (language) education.

Dafouz, Nuñez, & Sancho (2007) state that CLIL learners need to discuss, justify, debate and explain using more complex language than usual; through activities that promote cooperative learning, they develop their social skills, namely their group- work and speaking skills. The topics and subjects are integrated in order to provide a value-added educational outcome since language is contextualized and becomes purposeful. Klimova (2013) also explains that the students tend to develop better speaking skills due to the large variety of language they are being exposed to in class, as well as the large amount of information they have to handle; this leads to the promotion of genuine communication and the production of spontaneous speech via collaborative enquiry. At the heart of authentic language use, CLIL enhances creation and learning, which can improve educational development and context. Moreover, Hou (2013) also states that the immediacy of purpose as a characteristic of a CLIL lesson, increases motivation and the quality of teaching input and encourages learners' active participation and interest.

Awan and Sipra (2018) also state that CLIL is the outcome of evolutionary process from theories of learning blended with modern notions of communication and supported by the contextual factors such as immigration, globalization and language politics. It is bound to succeed because it blends subject knowledge, technology, future preparation, cognition, motivation, authenticity of context as well as purpose, economy of time and resources and above all an instrument of transforming diverse societies into pluricultural communities. Pedagogically, CLIL comes very close to an ideal teaching environment where teachers allow learners to think through and articulate their own learning, classes are interactive and dialogic in nature, cooperative learning is promoted and by doing so the dual purpose of

transfer of knowledge related to content as well that of language is skillfully achieved.

## **2.5 Content Language Integrated Learning (CLIL) in Language Teaching**

Content Language Integrated Learning (CLIL) is mostly used to teach school subjects in bilingual class where the teachers focus on the matter of the course. Basically, according to Coyle et.al in Abudlkareem (2020) there are four principles (4C) of CLIL implementation which are content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship). Content refers to the selection of the lesson. It means that during the learning process there should be a topic discussed by the students which can give a positive influence on the students to have better language development. Cognition, which refers to the thinking process, is related to the content to have an effective learning of the content, learners should be cognitively engaged. Moreover, culture is associated with language, content and cognition in a CLIL lesson and context. According to Coyle et al (2010), in the application of culture, interaction among the learners and teachers and the resources in the classroom through the target language are required. Lastly, communication in 4C principles refers to a strategy for encouraging genuine communication in the target language through the process of learning.

Moreover, the implementation of this method in teaching process has a great role in developing students' language mastery as it provides the students the chance to unconsciously learn a foreign language through a particular content. Teaching a language through this kind of approach is believed to be an effective way of giving broad exposure to the use of the language in any context. Puffer (2007) in Goris et al (2019) finds that CLIL stimulates a real-life situation that the target language is put to real use which presents possibilities to process information deeper. Additionally, Khoiriyah (2021) states that CLIL is a meaning-focused learning

approach that the learners acquire content knowledge of a language which is useful for their communication.

In the terms of teaching speaking, this method is implemented by letting the students communicate in several conditions using the target language. The teachers set some topics in different concerns to be discussed in the class in the hope that the students will be able to use the information to develop their speaking content. As stated by Mukadimah and Sahayu (2021) that CLIL learners enhance their speaking skills by developing constructive ability in the target language as they produce more and longer utterances and show a higher language level than non-CLIL learners. Moreover, based on the research from Delliou and Zafiri (2016), students showed better improvement on their speaking performance as they were given an opportunity to use English more in the classroom. CLIL also gained students' motivation to participate throughout the teaching process. It can be concluded that CLIL is a useful teaching method that can build students' speaking skill and content comprehension used in contextual communication.

## **2.6 The Advantages and Disadvantages of CLIL**

### **2.6.1 Advantages of CLIL**

CLIL is worth implementing into the school curricula. Besides the opportunity of being exposed to the target language at least for one extra lesson, which is not a language lesson, there are other advantages of CLIL, which in fact reflect five CLIL dimensions covered by the so-called CLIL Compendium. Five CLIL dimensions are related to culture, environment, and the language content and learning. The detailed benefits of the exploitation of CLIL in teaching thus might be as follows:

1. it builds intercultural knowledge and understanding,
2. it learns about specific neighbouring countries/ regions and/ or minority groups, it introduces the wider cultural context,
3. it develops intercultural communication skills,
4. it prepares for internationalization, specifically EU integration, it accesses international certification,
5. it creates better working environment, it enhances school profile,
6. it improves language knowledge and communication skills, it makes students learn the same way as native speakers do,
7. it deepens awareness of both mother tongue and target language, it develops plurilingual interests and attitudes,
8. it complements other subjects at school and thus deepen students' knowledge, e.g. of history, geography, arts, or mathematics,
9. it accesses subject-specific target terminology,
10. it provides opportunities to study content through different perspectives, it prepares for future studies and/ or working life,
11. it enables to diversify methods and forms of classroom practice, it complements individual learning strategies,
12. it increases learners' motivation and confidence in both the language and the subject being taught.

### **2.6.2 Disadvantages of CLIL**

However ideal CLIL might seem for the teaching of foreign languages, there undoubtedly exist certain difficulties which prevent teachers from achieving this ideal. The Czech case might serve as an example.

The phenomenon of CLIL is not new to the Czech educational system. CLIL was included into the Czech syllabuses a decade ago. Nevertheless, it has faced difficulties since. Probably, the most obvious one is the insufficient number of teachers who are both competent linguists and experts in the content subjects. As Key Data on Teaching Languages at School in Europe (2008) reveals: in very few countries do education authorities oblige teachers to have special qualifications to contribute to CLIL-type provision. As a result, it is the schools offering provision of this kind that determine the recruitment criteria required to ensure that competent teachers will be employed for this purpose.

Other issues, which cause constraints to CLIL, are as follows:

1. students with mixed language competences of the target language in one class, students with mixed learning abilities in one class,
2. language is not taught systematically,
3. a lack of suitable learning materials for the selected CLIL subjects, unsuitable learning styles and teaching approaches,
4. a large number of students in one class,
5. language teachers might find it difficult to teach other subjects

### **2.7 Concept of CEFR**

The common European frame work of reference for languages: learning, teaching, assessment (CEFR) was developed for the continuation of *council of Europe* (organization that founded in the wake of World-War 2 to up hold the



human rights, democracy, and the rules of law in Europe.) in language education in 1970-1980. One of the principles of CEFR is promoting positive formulation of educational aims and outcomes at all levels (Key aspects of the CEFR for teaching and learning). The CEFR has a perspective that “language is a vehicle for opportunity and success in social, educational, and professional area”.

## **2.8 The Aims of CEFR**

The CEFR in addition to promoting the teaching-learning process as a means of communication that provides visions to empower the learners (Key aspects of the CEFR for teaching and learning). The CEFR also presents the language user/learner as a “social agent”, or on the other hand we can say that the language user/learner is a person who acts in the real context of language. Fundamentally, the CEFR is a tool to assist the planning of curricula, courses, and examinations by working backward from what the users/learners need to be able to use the language. CEFR is an action-oriented approach, it is oriented to real-life tasks (right context of language) that can be promoting a proficiency perspective guided by using the ‘Can do’ descriptors rather than a deficiency perspective that focuses on what the learners have not yet acquired. The main idea is to design curricula and courses based on real-life communicative needs, organized around real-life tasks, and accompanied by ‘Can do’ descriptors that communicate aims to learners.

## **2.9 Theory of Perception**

Hoffman et al. (2015) claim that natural selection has altered vision in order to facilitate human action in the environment. Our perceptual processes are supposed to be molded by evolution to evaluate things appropriately. Humans interpret everything they see, feel, or experience. Learners, who are the

primary actors in the acquisition and learning of the language, also have perceptions about English. According to Sahin et al. (2016), students see learning English as a process that takes time, patience, and effort. It is important to learn English, and it is one of the academic subjects that can only be mastered with consistent effort and diligent study.

Furthermore, Nazara (2011) feels that English learners are motivated to speak the language effectively and fluently, thus it is acceptable to assume that speaking is a skill that they place a high value on learning. They are prepared to take on important tasks, such as giving presentations at seminars and participating in speech and debate tournaments. Students believe that the chance they have to become better at speaking in English learning is adequate. They believe that the instructor and teacher use engaging media in speaking sessions and that the exercises are diverse and fascinating.

Hence, it can be said that language learners who learn English have a positive perception towards the English language as well as the learning process.

## **2.10 Theoretical Assumption**

Speaking is considered as the one of the most difficult skills in learning English. Therefore, a suitable technique is needed to make the students easier in learning this skill. The use of suitable method is hoped to help the teacher to create meaningful instructions and also motivate the students to improve their writing ability. One of the methods that can be used to make the students good in speaking is CLIL. It is because CLIL gives all the students the opportunity to discuss their ideas. This is

important because the students start to construct their knowledge in these discussions and also to find out what they do and do not know. Students can also learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way to participate in the class, rather than the few who usually volunteer. The benefits for the teachers include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understanding of the expectation for attention and participation in classroom discussions.

Based on the theoretical assumption, the researcher formulated the hypothesis as follows:

H<sub>0</sub>: There is a significant improvement in the students' speaking skills after being taught using CLIL in the class.

H<sub>1</sub>: There is no significant improvement in the students' speaking skills after being taught using CLIL in the class.

Based on the frame of theory and explanation above, the researcher assumed that using CLIL to improve the speaking performance of young learners can give a significant result. For instance, the learners can build their confidence. It also can motivate the learners, make them want to pay attention and take part, and also make the learners more active in expressing their ideas.

### **III. METHODOLOGY**

This chapter discusses the research design, population and sample, technique of data collection and brief description of research location.

#### **3.1 Research Design**

This research employed a quantitative approach which concerned with the measurement of the quantity of the data (Kothari, 1990). Hence to get the data, the researcher used pre-test and post-test designs to measure the exposures and the outcomes of a method. The quantitative data were analysed by using Repeated Measure T-test. Moreover, the triangulation method was applied to gather the qualitative data. This is in line with the aim of this study to learn the dynamics of the effect of the CLIL approach on the students' speaking performance in the class, by means of an observational approach or data collection at one time.

#### **3.2 Population and Sample**

Ary (2010) defines that population is defined as all members of any well-defined class of people, events, or objects. The population in this research was the students of A1 and A1+ classes in Youngsters English Class. Furthermore, to get the data, the researcher took a sample from the population. The sample was used to collect the data. In this research, the researcher chose each class of A1 and A1+ young learners at Youngsters English Class and the total number of the students in the class is 6 students. In defining the sample, the researcher used a probability sampling method with a simple random sample technique by using lottery which

means every A1 and A1+ class in the course has the same opportunity to be chosen as the sample.

### **3.3. Variable**

In this study there were two variables, they are independent variable (X) and dependent variable (Y). CLIL is considered as an independent variable (X) because it is investigated whether it affects the dependent variable or not in this study. Then, speaking performance is considered as a dependent variable (Y) because this variable is measured to know the effect of the implementation of CLIL.

### **3.4. Data Collecting Techniques**

The instruments used in the research were a speaking test and a questionnaire which were adapted and adopted from Puspaningtyas (2015). It was given after conducting the observation and speaking test. The researcher took all the students in the class to do the tests in order to investigate the students' improvement after the implementation of CLIL. Additionally, the data were taken by distributing a set of questionnaires and conducting an interview session. The questionnaire that was used was close-ended questions. Besides, the observation towards the integration of CLIL method in speaking class was also done to give deeper analysis.

### **3.5. Research Procedures**

In order to ensure that the result dealt with its best procedures to maintain a good process, there were several steps as follows:

#### **1) Determining the population and selecting the sample**

The population of this research was the A1 class of Youngsters English Class. The sample class was chosen by using probability sampling.

#### **2) Observation**

After the researcher decided the sample class, the researcher joined the class in order to observe the teaching-learning process in A1 and A1+ class.

### 3) Speaking test

After the observation, the researcher conducted a speaking pre-test and post-test to measure the students' achievement in the class.

### 4) Questionnaire

After that, the researcher administered the questionnaire to all the students in the chosen class in order to investigate the students' improvement toward the implementation of CLIL in the class.

### 5) Analysing and elaborating the questionnaire result

After administering the questionnaire, the researcher analysed the answers of the students and elaborated them in the recap descriptively in order to conclude the result of the research.

### 6) Interview

The last step that the researcher did was conducting an interview session with several students who were picked randomly. This stage was done in order to know more about the students' perspective and opinion regarding the integration of CLIL method in the class as their answers were important to develop the conclusion of the research.

## **3.6. Instrument**

According to Arikunto (2010), the instrument is a device used by the researcher while collecting data to make her work become easier and get a better result complete and systematic to make the data easy to be processed. The instruments used for this research were a questionnaire about how the students' speaking performance improved and a speaking test to reveal the students' improvements in a certain period of time.

### **3.6.1 Validity of the Test**

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). Hatch and Farhady (1982:281) also add that there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analysed. As stated by Ary et al (2010: 226), to have a content validity, the instruments are representative of some defined universe or domain of the content. In this research, the pre-test and the post-test were in the form of monologue. The test was adapted from the English teacher's and student's book which the test must be suitable to the subject that is taught to the students and it is based on the course objectives in the syllabus of the CEFR curriculum. The construct validity of a test is a test which is capable of measuring certain specific characteristics in accordance with a theory of language behaviour and learning. In the test, the researcher asked the students to do a group discussion about procedural texts to measure students speaking achievement and this fulfil the construct of the speaking test and the construct validity.

Moreover, the questionnaire was adapted from Puspaningtyas (2015). The questionnaire was used to find out the students' perception towards the integration of CLIL method in the class. Hence, it fulfilled content validity as the items represented what should be measured. Moreover, the construct validity of the questionnaire was the capability of the questionnaire to measure certain specific characteristics in accordance with a theory CLIL proposed by Puspaningtyas (2015). Furthermore, the validity of the test was also tested using Pearson Product Moment in statistic software.



### **3.6.2 Reliability of the Test**

Hatch and Farhardy (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent results when it administered under similar conditions. A test can be considered reliable if the test has a consistent result. The researcher used statistical formula in order to achieve the reliability. The reliability was tested using Cronbach's Alpha in SPSS 20.0. The instrument is considered valid if it fulfills the following criteria:

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate reliability
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.000 to 0.200 = very low reliability

### **3.7. Data Analysis**

In order to get the results of this research, the researcher used some steps as follows:

- 1) Conduct speaking test.
- 2) Do an observation towards the implementation of CLIL in speaking class.
- 3) Distribute the questionnaire to the students.
- 4) Make a recap of the students' answer of the questionnaire.
- 5) Analyse the students' answer from both the questionnaire and the interview by making conclusions.

### **3.8 Hypothesis Testing**

The hypothesis testing is used to prove whether the hypothesis process in this research is accepted or not. The hypothesis was as follows:

$H_0$  : There is a significant improvement in the students' speaking skills after being taught using CLIL in the class.

## **V. CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

This study explores the effect of the Content and Language Integrated Learning (CLIL) approach on the students' speaking skills of Youngsters English Class. The results of the statistical data show that this method affected students learning outcomes. This is indicated by the results of the t-test, which state that there was a significant difference between the pre-test and post-test scores. From the results, it can be concluded that the students' speaking skills improved during the implementation of CLIL. It can be seen from the mean score, 53.56, in the pre-test increased by 9.88 points to 64.44 in the post-test. It can be concluded that the treatments using Content and Language Integrated Learning as the teaching approach were done successfully.

Besides, CLIL attracted the students' interest in learning English. It can be seen from the students' answers to the questionnaire. Most of the students agreed if CLIL is applied for their further studies. They also stated that they were helped during the lesson when the teacher used CLIL as the teaching approach in the class. CLIL also encouraged the students to learn English well not only in the class but also in their homes after the course ended.

### **5.2 Suggestion**

In reference to the conclusion above, the writer gives some suggestions as follows:

## **1. Suggestion for English Teachers**

Considering the advantages of CLIL, the researcher suggests that English teachers apply the CLIL approach in their class as an alternative way of teaching English, especially in speaking ability. The learning process should be done effectively, therefore the teachers should prepare an efficient estimation of time and learn more about how to apply CLIL in the class since it is not embedded in Indonesian curriculum for domestic schools.

## **2. Suggestion for Further Researches**

This study was conducted at A1 and A1+ levels in a course based on the CEFR curriculum. Therefore, further researchers may try to find out the effect of using CLIL in different levels of courses or schools with domestic curriculum: junior high school, senior high school and university level, or even in a school that applies a different approach of learning English.

Considering the benefits of CLIL, there should be more techniques developed by applying CLIL in the class. So, further researchers can do research regarding to the implementation of CLIL compared to another learning approach.

Last, the researcher only discussed one topic during the teaching process and the treatment was given in only three meetings. Hence, further researchers are suggested to use more than one topic in CLIL learning and conduct the treatment in a longer duration.

Those are the conclusion of this study after the implementation of Content and Language Integrated Learning and also the suggestions for both English teachers and further researchers.

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