

IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) TOWARDS INDONESIAN LANGUAGE LEARNING

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Abstract

The demand for Indonesian language learning innovation is urgently needed. Learning will be of high quality if the lecturer can manage and be able to apply the right learning model. The use of an appropriate learning model is expected to be able to achieve the objectives of learning writing skills, in this case not only increasing the competence of language skills but also understanding language learning content. One model that can be used is the Content and Language Integrated Learning model. CLIL is a learning model that combines language and language learning content. This research was conducted to describe the implementation of the CLIL (Content And Language Integrate Learning) approach to Indonesian language learning. This study used a descriptive qualitative research design and data collection techniques were carried out by distributing questionnaires to 35 students. The use of the CLIL model in learning allows students to better understand the use of Indonesian, increases vocabulary and assists students in understanding grammar and Indonesian language skills properly and correctly. Besides that, it also affects students' understanding of the material studied through group learning, and giving exercises.

Keywords: Content And Language Integrated Learning (CLIL), Language Learning

Abstrak

Tuntutan inovasi pembelajaran bahasa Indonesia sangat dibutuhkan. Pembelajaran akan berkualitas jika dosen dapat mengelola dan mampu menerapkan model pembelajaran yang tepat. Penggunaan model pembelajaran yang tepat diharapkan mampu mencapai tujuan pembelajaran keterampilan menulis, dalam hal ini tidak hanya meningkatkan kompetensi keterampilan berbahasa tetapi juga memahami konten pembelajaran bahasa. Salah satu model yang bisa digunakan adalah model Content and Language Integrate Learning. CLIL merupakan salah satu model pembelajaran yang menggabungkan antara bahasa dan content pembelajaran bahasa. Penelitian ini dilakukan untuk mendeskripsikan implementasi pendekatan CLIL (Content and Language Integrate Learning) terhadap pembelajaran bahasa Indonesia. Penelitian ini menggunakan desain penelitian kualitatif deskriptif dan teknik mengumpulkan data dilakukan dengan menyebar kuesioner pada 35 Mahasiswa. Penggunaan model CLIL dalam pembelajaran memungkinkan mahasiswa memahami lebih penggunaan bahasa Indonesia, menambah kosakata dan membantu mahasiswa dalam memahami tentang tata bahasa dan keterampilan berbahasa Indonesia dengan baik dan benar. Disamping itu juga mempengaruhi pemahaman mahasiswa terhadap materi yang dipelajari melalui pembelajaran berkelompok, dan pemberian latihan.

Kata Kunci: Content And Language Integrated Learning (CLIL), Pembelajaran Bahasa

INTRODUCTION

In the current era of the industrial revolution 4.0, technology has had a significant impact on human life, including the field of education. One of the positive impacts of technological advances in education is that lecturers are required to be more creative and innovative in using technology in learning (Rohmah et al., 2019) . The use of technology

certainly requires efforts to adjust efficiency and effectiveness to improve the quality of learning. The use of technology requires good technology use expertise in the educational environment. Technology can also make it easier for lecturers and students to access a variety of learning information anytime and anywhere (Puspitaloka et al., 2021) .

The application of learning that is carried out only with lectures with exercises and students are asked to work together, where students can feel bored following the learning. Assignments given by lecturers to students are made only at the end of lectures as one of the added values. Courses need improvement so that students feel that their assignments clearly improve writing skills (Soliha et al., 2020) . The increasing need for language skills leads to the need for a holistic approach, to keep the curriculum balanced (Nugraha et al., 2020) . Some things that need attention in the learning process are students carrying out written activities only to fulfill lecturer assignments, prerequisites for passing courses, assignments must be completed individually and there is no feedback, and lecturers still use conventional methods in the teaching process (Soliha et al. , 2020) . An integrated approach that can be used to improve students' writing skills not only in language but also the content (content) of writing (Ansyorih, 2020) .

The success of the Indonesian language learning process in tertiary institutions is not only seen in the achievement of student success but is also determined by the quality of the lecturers who teach in class (Neina et al., 2015) . Indonesian language learning will be of high quality if it is managed with lecturers able to apply the right learning model. The learning model chosen by the lecturer is in accordance with educational goals which are basically the management and development of its components (Zulaeha, 2016) . Learning writing skills in the Indonesian Language Education Study Program at Adzkie University is still carried out in general and without being specific to meet the specific needs and context of learners. Even though writing is a productive aspect of language skills. Productivity in writing skills requires students to be skilled at utilizing language structures so that the writing produced is interesting (Khatrin & Abdurrahman, 2020) . Learning to write should have special content to meet the needs of students. In this case what is often referred to as *your Content* model is Language Integrated Learning.

Students of the Indonesian Language Education Study Program at Adzkie University apply the *Content and Language Integrated Learning learning model* to writing lectures at Adzkie University. In this lecture, students are required to be able to develop two basic competencies, namely basic competence in language knowledge and basic competence in language skills by implementing 21st century skills. The application of the

CLIL learning model is also known as the 4C model, which combines aspects of *content, communication, cognition and culture*. (Abduljabbar et al, in (Qudus & Kristianto, 2016) (Coyle, 2005) . The CLIL learning model applied to writing Indonesian teaching materials will be more effective if it is followed by teaching language features (grammar) which are taught explicitly. (Abbduljabbar in (Abduljabbar, in (Qudus & Kristianto, 2016)) . Indonesian language learning makes CLIL (*Content and Language Integrated Learning*) the basis for language learning. The CLIL language and content integration approach creates natural language learning conditions in the classroom, which has a positive impact because it puts more emphasis on meaning rather than form. CLIL is the development of language learning that is more realistic than the development of communication competence (Khomsah, 2019) .

Content and Language Integrated Learning or CLIL first appeared by Coyle and Marsh in the 1990s to describe a type of learning that has a dual focus by using second or foreign language learning to teach non-language (Talan, 2018) . The main thing of this CLIL learning model is not only to build competency in two languages but also to maintain a 'can do' language attitude towards general language learning (Lasagabaster, 2009) . The CLIL matrix provides a tool for teachers to explain knowledge about the skills and competencies needed to plan and implement learning using the CLIL learning model (Cenoz et al., 2014) . The implementation of the CLIL program is carried out by conducting a needs analysis before starting the action. Lack of understanding or knowledge is closely related to the implementation of CLIL in class. (Banegas, 2012) . CLIL can also be a good opportunity for schools to apply effective, efficient, active learning methods that aim to develop critical and creative thinking in the context of certain subjects and communicative language (Novitasari et al., 2022) .

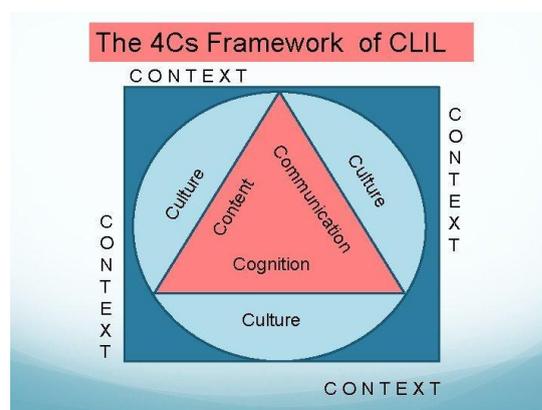


Figure 1. CLIL Learning Model

CLIL (*Content and Language Integrated Learning*)

CLIL defines CLIL (*Content and Language Integrated Learning*) as a two-sided approach to education in which another language is used in the learning and teaching of content and language. Everything is intertwined, even if the focus is greater at certain moments. CLIL (*Content and Language Integrated Learning*) according to Marsh and Coyle is an innovative methodology that focuses on language learning by teaching content from subject areas such as humanities or science subjects (Kamumu et al., 2022). CLIL is an approach that integrates language, content, communication and cultural understanding in learning. There is not only information to learn, but also ways to transform information. That's why language is also a very important tool for creating knowledge. Therefore, the CLIL approach also uses language as a learning discipline and language as a means of creating knowledge and transforming knowledge (Nurbaya & Rahayu, 2019)

This method was developed by David Marsh and has the double advantage of increasing students' understanding of the subjects taught and their understanding of applied foreign languages (Norfaezah Mohd Hamidin, Wazzainab Ismail, Mohd Zaki Ahmad, Irma Martiny Md Yasim, Normazidah Mahmood, 2018) . The CLIL method also has the principle of higher *-order thinking* . Many studies have shown the benefits of CLIL and can be a result of context-based learning. Students in CLIL classes are in direct contact with the target language learning the meaning of the context. Thus, students use the language authentically to understand the context of the subject and do not overly force the correct use of the target language. In a study by Rumlich and Grum (2012), CLIL students had significantly better writing accuracy than non-CLIL students. Grum analyzed data on students' ability to respond to a complex verbal communication task for a sample of 90 students in CLIL and non-CLIL classes in Berlin. Grum found that CLIL learners significantly outperformed their non-CLIL counterparts in terms of vocabulary coverage and fluency (Amiroh et al., 2021) .

CLIL aims to introduce new concepts to students through foreign language learning; Increase students' language production from the subjects they study; Increasing student achievement in subjects and language guidance; Increase students' confidence in the target language and mother tongue; Provide learning materials that develop thinking skills from an early age; Form a strong relationship with community values and the surrounding environment; and the courses taught are the main focus of learning resources (Rohmah et al., 2021) . The focus is on students. Learners are guided to understand the

language and content of the material and find new ideas by using information from educators or other sources (Beardsmore & European, 2010) .

CLIL offers a number of benefits for students including languages studied from different perspectives and integrated in different and complementary fields of study (Leksono, 2018) , CLIL can increase student motivation to study subjects and target languages, CLIL can improve language. skills and competencies because students are welcome to communicate frequently in the target language. CLIL can develop multidisciplinary skills and multilingual attitudes, which are very important in the world labor market, teachers can be motivated to change teaching practices and apply various advanced teaching tools and CLIL can be proposed as an effective tool for multilingual education as a resource (Nurkhin, 2014) .

CLIL's rationale includes learning content related to the subjects or topics presented and developed in learning, communication related to the language used by students in learning, cognition and cultural or character traits related to the thinking skills needed by students (Ariesta, 2016) . In the CLIL setting, teachers must identify gaps between students' understanding and the desired information that maps to educational goals. Due to the uniqueness of CLIL, it is very important to understand the reasons for the differences. The reason may be due to lack of content or communication knowledge about students' inability to learn foreign languages (Isnaini & Rohmah, 2022) .

The problems encountered in implementing the CLIL approach include the lack of skilled and qualified teachers to use CLIL, difficulty finding teachers who can master foreign languages and content at one time so that the impact is less positive in implementing CLIL, graduates who are competent in the field of language are more interested to work in other fields than working as an educator. And the main problem in the failure of CLIL implementation is that teachers are not trained and prepared before implementing CLIL (Norfaezah Mohd Hamidin et al., 2019) . Whereas evidence of the success of the CLIL approach was also highlighted, where student work was highly significant for students who used the CLIL approach and those who did not. This proves that the role of the CLIL approach has changed among students recently due to the new workbook design and can help students speak and write in a second language more easily (Imamah et al., 2020)

The CLIL approach can sharpen student literacy. literacy along with the CLIL approach which combines the four language skills of reading, speaking, listening, and writing. Seven principles in literacy education namely, literacy involves interpretation,

literacy involves cooperation, literacy involves agreements/contracts, literacy involves cultural knowledge, literacy involves problem solving, literacy involves self-reflection, and literacy involves using language (Setyomurdian & Subyanto, 2018) .

METHOD

This study uses a qualitative descriptive approach in order to provide an overview of the implementation of *content and language integrated learning models* in Indonesian language learning. A qualitative descriptive approach was carried out so that this research could produce a detailed description of the implementation of *content and language integrated learning*. The data used in this study were collected through distributing questionnaires to find out students' opinions on language learning and the implementation of the *content and language integrated learning learning model* in Indonesian language learning. This research was conducted on 35 students of the Language Education Study Program. The data analysis that was carried out was the analysis and description of the questionnaire.

RESULTS AND DISCUSSION

The data obtained from the questionnaires of Indonesian Language Education study program students at Adzkie University are related to the implementation of the *Content And Language Integrated Learning learning model*. Based on the questionnaires that the researchers distributed, it was obtained that the implementation of lectures using the *content and language integrated learning (CLIL)* learning model gained appreciation from students of the Indonesian Language Education study program. The results of the questionnaires distributed to students can be seen in the following table:

Table 1. *Content and language integrated learning (CLIL)* Implementation Questionnaire

No	Indicator	Results (%)		
		agree	don't agree	disagree
1	The lecturer explains the lesson in good and correct language.	68,57	31,43	0
2	The lecturer's fluency in using language affects my understanding of the lecture material	68,57	31,43	0

3	Besides the lecturer's fluency, my Indonesian language ability helps me to understand lecture material.	60	40	0
4	My prior knowledge of learning materials helps me understand the course material being taught.	65,71	34,29	0
5	Lecturer gestures and subject modeling help me to understand lecture material	60	40	0
6	Group work helps me to understand the lecture subject	48,57	40	11.43
7	Individual practice helps me to understand the subject	51,43	40	8.57
8	Language structure lessons help me to understand the subject matter	51,43	42.86	5,71
9	Language structure lessons help me to understand Indonesian well and correctly.	60	40	0
10	I learn more Indonesian through applying the CLIL learning model	65,71	34,29	0
11	I learn more lecture material through the application of the CLIL learning model	74,29	25,71	0
12	I feel comfortable learning using the application of the CLIL learning model	68,57	31,43	0
13	Using the CLIL Learning Model helps me add information about vocabulary, vocabulary and language structure.	51,43	48,57	0
14	CLIL learning provides a balance of learning grammar and language skills.	54,29	45,71	0
15	Lecturers have a good understanding of language so they are able to convey good material to students.	68,57	31,43	0
16	Lecturers who have a background in Indonesian as a mother tongue have made me understand language material well.	51,43	40	8.57
17	Using language games about basic knowledge helps students follow lectures.	37,14	62,86	0

Based on the questionnaire above, it was obtained that the implementation of writing skills lectures using the *content and language integrated learning* (CLIL) model gained appreciation from students who took writing skills courses because in addition to gaining an understanding of language they also gained understanding of language skills.

The *content and language integrated learning* (CLIL) model is not only seen as being able to improve students' language competence but is able to improve language skills, in this case it also provides innovation in learning writing skills. In the context of

implementing CLIL in learning writing skills, information was obtained that students assessed that lecturers who had good and easy-to-understand Indonesian language skills had an influence of 68.57% on student understanding of the material, besides that the lecturer's gestures in explaining material influenced student understanding of the material studied as much as 60%. Students' basic knowledge of lecture material, implementing group study, giving exercises, really helps students understand lecture material well. Specifically for learning to write, providing exercises can improve writing skills and help students understand lectures well (Soliha et al., 2020) .

The *content and language integrated learning* (CLIL) model using a group study system can help students understand learning writing skills well, in this case a percentage of 51.43 is obtained. This activity provides opportunities for students to be active in group activities and practice can help students understand lecture material well (Qudus & Kristianto, 2016) . Besides that, using the CLIL approach can increase student learning activity and have a good influence on students' writing skills (Ansyorah, 2020)

Besides that, learning the structure of the language makes students understand Indonesian well and correctly. The use of the CLIL learning model allows students to understand more Indonesian as much as 60%, increases vocabulary and helps students understand about grammar as much as 51.43%. The CLIL model can increase students' ability to structure vocabulary and grammar, this is due to the delivery of material and discussions with groups (Sari et al., 2021) .

Learning writing skills using CLIL is able to provide a balance of learning grammar and language skills with a presentation of 54.29 % . These results are in accordance with research conducted by learning using CLIL which is able to provide a balanced portion of language learning with course content (Qudus & Kristianto, 2016) . Learning using the CLIL learning model has a broad scope, discussing language learning, subject matter, language skills, attitudes and learning motivation (Craen et al., 2007) (Yulistio & Fhitri, 2019) .

CONCLUSION

CLIL is a content-integrated language learning model. *Content and language integrated learning* can provide a balanced portion for learning writing skills, both in terms of language learning and language skills. Learning using the CLIL learning model has a broad scope, discussing language learning, subject matter, language skills, attitudes

and learning motivation. This model is considered as an innovation in improving learning outcomes specifically for writing skills.

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