

**THE IMPLEMENTATION OF CONTENT AND LANGUAGE
INTEGRATED LEARNING AT BUNGA MATAHARI
INTERNATIONAL SCHOOL**

THESIS

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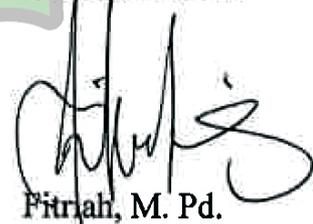
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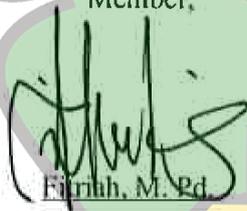
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan

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AR - RANIRY Aceh Besar, December 29th 2020

Dian Yustitiya

ABSTRACT

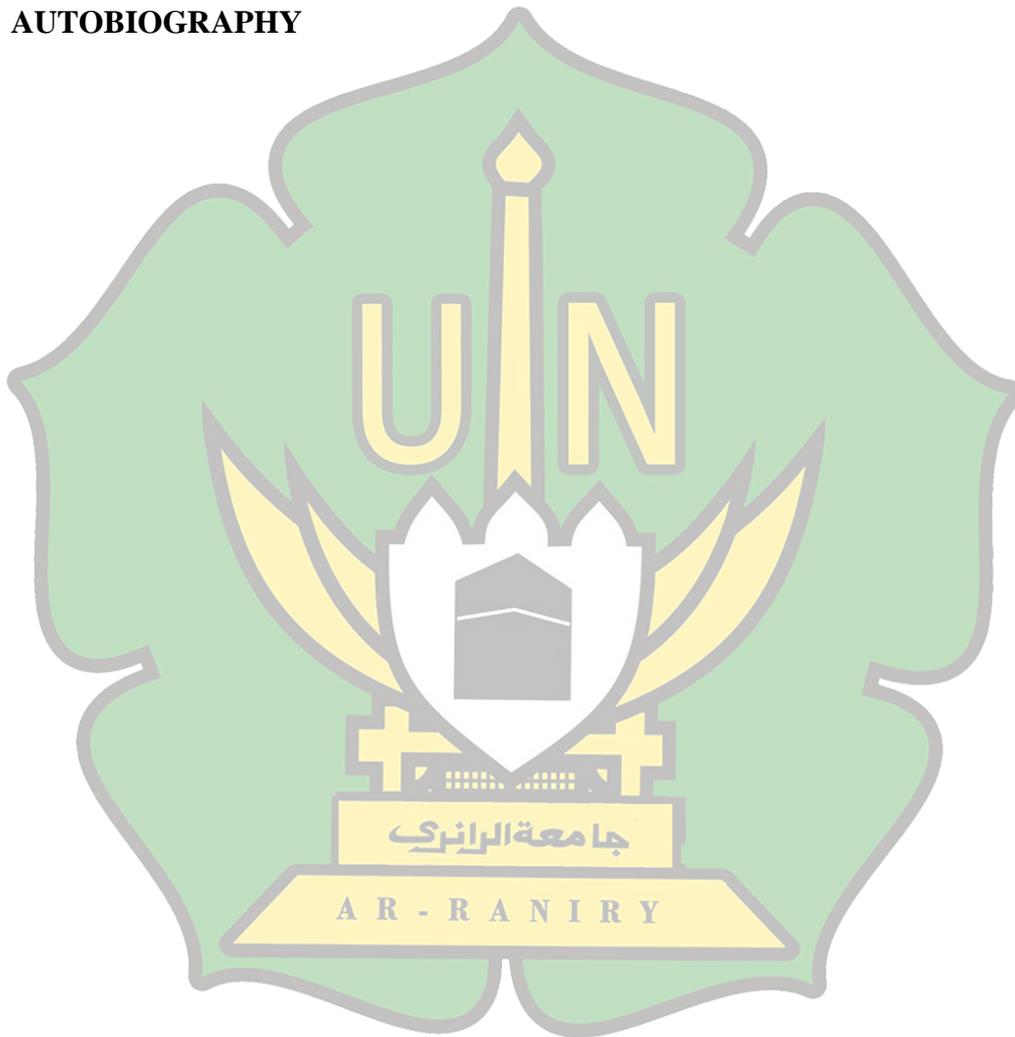
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The aims of this study were to know the implementation and challenges in teaching in applying the Content and Language Integrated Learning method at Bunga Matahari International School. The data collection process was carried out by interviewing six teachers at Bunga Matahari International School, four English teachers, one mathematics teacher, and one science teacher. The results showed that all teachers used the Content and Language Integrated Learning method in the teaching and learning process in the classroom. They explained that this method was easy to implement in this school, because students of this school are able to interact using English well, both in interaction with teachers and with their friends. Through this method students were active in the class, because the language class must be active, read a lot and also discuss in the class. However, some challenges did existed when implementing this method, but the teachers accomplished it well. So, this method has been implemented well. It conclude, this method easy to implement although the challenges existed in implementing this method.

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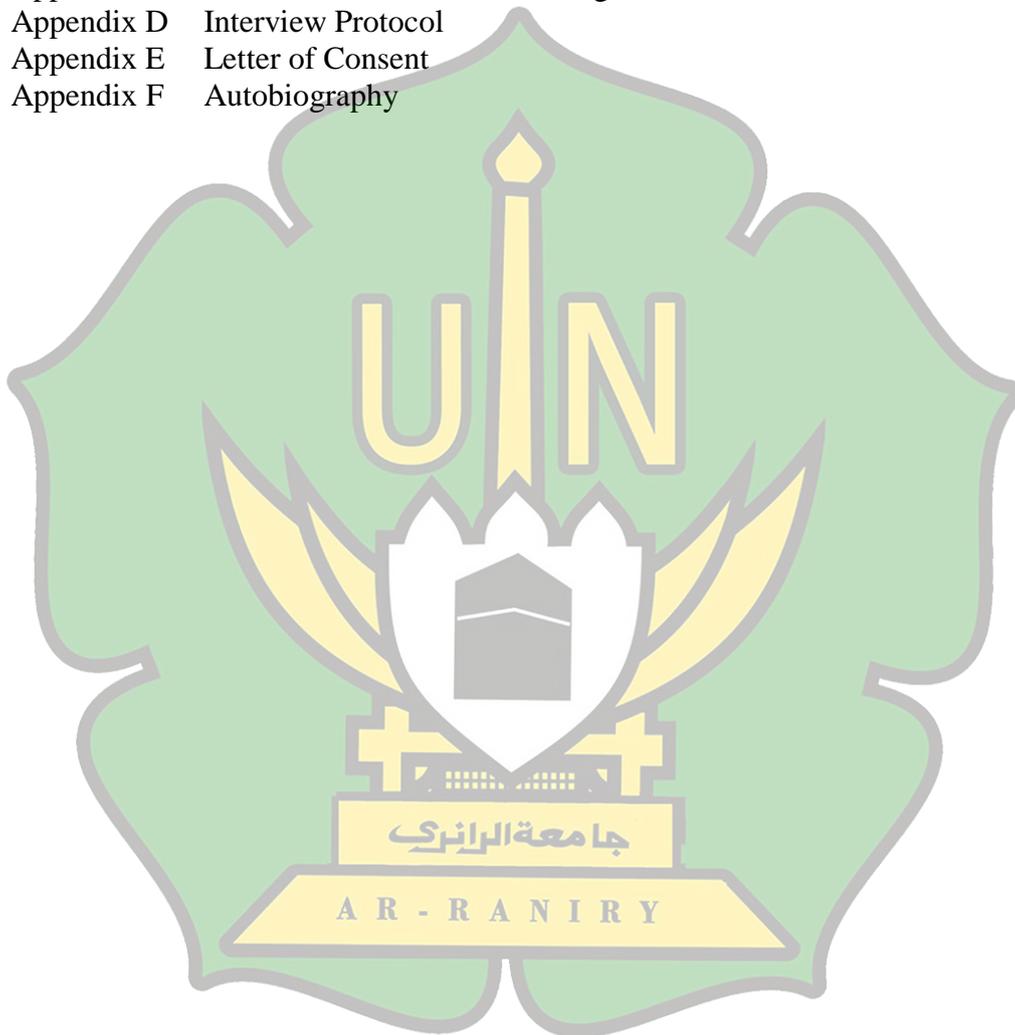
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CHAPTER I

INTRODUCTION

This chapter presents the background of research, statement of research problems, objective of the research, significance of the research, scope and limitations of the research, and definition of the key term.

A. Background of Study

Teaching science, math through English as medium of instruction is called Content and Language Integrated Learning. The language used in this teaching is English. It means, students learn science and other lesson by using English and at the same time, English learned naturally. In implementation of CLIL some preparations are needed, because in CLIL, science, math and other lessons must be integrated to English. And then, there are some benefits and weakness of this method when learned by young learners and others. The researcher was interested to carry out a research on how the implementation and the challenges of the implementation of CLIL for teachers who implemented this method. Content and Language Integrated Learning (CLIL) is an approach in which students learn a subject and a second language at the same time. A science course, math course for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and languageskills.

It's important to note that CLIL is not a means of simplifying content or reteaching something students already know in a new language. CLIL courses should truly integrate the language and content in order to be successful and success is determined when both the subject matter and language is learned. CLIL learn the content of the subject and also learn English.

CLIL can work for students of any age, all the way from primary level to university and beyond. So long as the course content and language aims are designed with the students' needs in mind, there is no limit as to who can benefit from this teaching approach. However, it is most commonly found in primary and secondary school contexts. This method we can find also at elementary school, junior high school and senior high school, and also for university students, example at Bunga Matahari International School.

Lasagabaster (2015, as cited in Triastuti, 2016, p.1) said that the English language is present in the modern society and used not only informal or formal communication but in English instruction. There is new emerged in language education namely teaching content through English. Alongside teaching English itself, we can see the evidence of students learn content through English is widespread cross the globe. Teaching through English called Content and Language Integrated Learning or CLIL. It is a new approach in language teaching that originate from Europe. The implementation of CLIL programmes started to become popular in Europe in the 1990s and since then many European schools have included CLIL programmes in their education system as an innovative approach to teaching foreign language.

Lasagabaster (2015, as cited in Triastuti, 2016, p.1) said that the aim of CLIL is to help the students developed the proficiency both target language and content. CLIL has been defined as an umbrella term which refers to “any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in teaching and learning of non-language content.”

The researcher choose CLIL method because CLIL method that rarely implemented in our education, especially at public school. And also in our environment that people much not really know yet the CLIL method.

Finally, according to the background mentioned above the researcher focuses her study on the implementation of CLIL at Bunga Matahari International School especially the teacher who use CLIL method in their subject. The researcher choose BMIS, because the teacher at that school using CLIL method in teaching. The teacher and student interact by using English language. So, some lessons teach by CLIL method. And this method the popular one at BMIS.

B. Research Questions

Based on background of the study that mention above and the previous explanation, this attempted to answer the following questions :

1. How is the implementation of Content and Language Integrated Learning at Bunga Matahari International School?

2. How are the challenges of teachers in implementing the Content and Language Integrated Learning at Bunga Matahari International School?

C. The Aims of Study

1. To know the implementation of CLIL at Bunga Matahari International School
2. To know challenges for teachers in implementing the CLIL at Bunga Matahari International School

D. Significance of Study

This research is expected to give some benefits:

1. Institution

The result of this research might be give positive feedback and contribution for Bunga Matahari International School itself. This study can help the institution to improve the teaching practice to be more effective and efficient.

2. The teachers and tutor

The teacher can understand and know about methodology, material, activity during the lesson and evaluation system of teaching and learning process in class and the result can become a consideration to reflect their teaching so that they can improve their teaching process. The teacher also can improve the language and knowledge about the lesson to help them in teaching by applying the

content and language integrated learning method / approach in the classroom for their students.

3. The Future Researchers

The research can be as additional reference for the next researcher who wants to conduct the similar research. Because there are references from books and articles can help the future researcher.

4. The Students

The students can improve their English speaking skill and how to communicate with their friends and their teachers in daily activity. The students can explain the lessons by Indonesia and English.

5. The Researcher

This study's result can be useful knowledge about how to use and apply the content and language integrated learning method/approach. So it can always develop researcher to be a future professional teacher.

E. Terminologies A R - R A N I R Y

1. Content and Language Integrated Learning

Content and Language Integrated Learning is a dual-focused educational approach in which in educational approach in which an additional language is used for the the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, but also on language Moghadam and Fatemipour, (2014 p. 2). Content and Language Integrated Learning in this research is the use of Science and other subject that

teach by English at Bunga Matahari International School. Bruton (2013, 587-588) defined CLIL, Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. In addition, it refers to educational settings where a language other than the students' mother tongue is used as a medium of instruction and it is concerned with the learning and teaching of both language and the subjects for example science, mathematics, history, etc. in the same classroom, at the same time.

2. Integrated Learning

Risda Amini and Mai Sri Lena (2019) Freudenberg (2010) states integrated learning is combining various aspects namely attitudes, knowledge and skills. Integrated learning provides opportunity for students to develop thinking skills, process skills, and scientific attitude. Integrated learning use the theme to relate some of the course contents with students real-life experience, so it can provide a meaningful experience for them. House (2004) states that the integrated learning model can motivate students to learn and develop scientific character. Scientific character marked by high curiosity, ability to solve problems, think systematically and objectively. Teachers should be able to identify the basic competencies that can be learned students when using the integrated learning model. In integrated learning, students understand the concept that they learn through direct experience and connect it with other coceptss that they have experienced. In integrated learning students are encouraged to work in groups and learn from the results of his own experience. The implementation of integrated

learning simplify teacher in selecting teaching model appropriate to students competency.

In this research, integrated learning is about the implementation of content and language integrated learning and also to know the challenge in applying this method at Bunga Matahari International School, because based on explanation above, this method use at elementary school.



CHAPTER II

LITERATURE REVIEW

The review of related literature is aimed at giving a brief discussion on what is related to the focuses of this study. This chapter discusses the theories about Content and Language Integrated Learning approach (CLIL), the implementation of CLIL.

A. Content and Language Integrated Learning (CLIL)

1. Definition of CLIL

(As cited in Sulistova, 2013. p. 47) CLIL (Content and Language Integrated Learning) 'is a term created in 1994 by David Marsh and Anne Maljers as a methodology similar to [but distinct from] language immersion and content-based instruction. CLIL is a new didactic approach to teaching subjects integrating two features – linguistic and factual. There are two kinds of CLIL: the so-called hard CLIL and soft CLIL methods. Hard CLIL means that the subject or subject curriculum is taught in a foreign language. However, the main lesson objective is the content objective, not the language, while in the so-called soft CLIL form, the content of the subject is subordinate to the language goal. A higher emphasis is put on learning the language. Briefly said, the CLIL method employs the language to pass on the knowledge from a different (usually non-linguistic) subject. (As cited in Sulistova, 2013. p. 48) The CLIL method was used for the first time at the Jyväskylä Finnish University and also in the Netherlands in

the late 90s of the last century. The countries mentioned above emphasize project-based learning when students (from their home countries and from abroad) work in various groups for one semester. As a consequence of the co-operation they are given the opportunity to work with people of different backgrounds and with different native languages. This fact enables them to get used to a wide range of accents. The CLIL method is said to correspond with the process of being acquainted with the so-called lingua franca and uses it as a communication tool among nations in order to enable everyone to understand each other without having to learn many languages.

Joanna Wiseman (2018) explains that the Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills. It's important to note that CLIL is not a means of simplifying content or reteaching something students already know in a new language. CLIL courses should truly integrate the language and content in order to be successful – and success is determined when both the subject matter and language is learned.

2. *Characteristics of CLIL*

Cristiane (2011) explains that the characteristics and contrasts of Content and Language Integrated Learning. Widely advertised as a “dual-focused approach” that gives equal attention to language and content (e.g., Mehisto, Marsh, & Frigols, 2008, p. 9), CLIL can be described as an educational approach

where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level. Although the first “L” in CLIL is meant to stand for any language, it would be an extreme case of denial to claim that this is also the case in reality. CLIL languages tend to be recruited from a small group of prestigious languages, and outside the English-speaking countries, the prevalence of English as CLIL medium is overwhelming (see Eurydice Network, 2006; Fernandez et al., 2008; Lim & Low, 2009). Therefore, most of the time in this article, CLIL effectively means CEIL, or content-and-English integrated learning. Without a doubt, there are many characteristics that CLIL shares with other types of bilingual education, such as content-based instruction (CBI) and immersion education, which have been widely adopted in North American contexts (Brinton, Snow, & Wesche 1989/2008; Johnson & Swain, 1997; Lyster, 2007; Stoller, 2004).

According to Cristiane (2011) in fact, whether a concrete program is referred to as immersion or CLIL often depends as much on its cultural and political frame of reference as on the actual characteristics of the program. The following points exemplify what appears to be typical of CLIL programs in Europe, South America, and many parts of Asia (see also Lasagabaster & Sierra, 2009):

1. CLIL is about using a foreign language or a lingua franca, not a second language (L2). That is, the language of instruction is one that students will mainly encounter in the classroom, given that it is not regularly used in the wider society they live in.

2. The dominant CLIL language is English, reflecting the fact that a command of English as an additional language is increasingly regarded as a key literacy feature worldwide. CLIL also implies that teachers will normally be nonnative speakers of the target language. They are not, in most cases, foreign language experts, but instead content experts, because “classroom content is not so much taken from everyday life or the general content of the target language culture but rather from content subjects, from academic/scientific disciplines or from the professions” (Wolff, 2007, pp. 15–16).
3. This means that CLIL lessons are usually timetabled as content lessons (e.g., biology, music, geography, mechanical engineering), while the target language normally continues as a subject in its own right in the shape of foreign language lessons taught by language specialists.
4. In CLIL programs typically less than 50% of the curriculum is taught in the target language.
5. Furthermore, CLIL is usually implemented once learners have already acquired literacy skills in their first language (L1), which is more often at the secondary than the primary level.

In short, CLIL could be interpreted as a foreign language enrichment measure packaged into content teaching.

The researcher conclude that the CLIL characteristics and contrast from Cristiane that CLIL as duo focused approach, they are focused on language and content. Dominant CLIL use English in teaching the lessons.

3. *Advantages and disadvantages of CLIL*

CLIL as a teaching method has its advantages but it also has some drawbacks when compared with other approaches. As for the positive aspects the following ones can be named:

1. learning enhances critical thinking of students;
2. the learning process is based on real life situations;
3. learning is based on teamwork (in some countries based on projects);
4. raising the intercultural awareness of both students and teachers;
5. breaking various kinds of prejudice and fear of travelling outside the home country;
6. acquiring communicative skills and patterns;
7. increasing employability (Metodický portál, 2013).

Possible negative aspects:

1. a high level of time consumption for material preparation;
2. students/teachers do not have the relevant level of foreign language knowledge;
3. not enough information on the CLIL method;
4. lack of motivation to use the CLIL approach;
5. reluctance of using the method;
6. training courses are not available on a regular basis (Comenius and Grundtvig programs organize CLIL courses during the summer holidays).

4. The Procedure of CLIL method

As cited in Subyantoro (2015) delivered “Experts in language agreed that CLIL is a more realistic development than develop communicative language which develops communicative competence”. CLIL is the answer to the problem of low speaking skills and bridging the needs of non-language teacher students to master the material who learn and how to present it orally. CLIL in its implementation does not require Indonesian language lecturers to teach it. The following efforts are expected to be able to provide an overview of the application of CLIL in the student lecture process comes from a non-language study program.

There are several important factors that must be considered in planning a learning using Content and Language learning approach Integrated Learning (CLIL), namely:

a. Choosing material (content)

The material in question is a subject based on the curriculum. In this study, researchers choose the material of the circumference and area of the circle.

b. Choosing a topic (theme)

The theme chosen must be attractive, customized with students and teachers, associated with life real, involving language functions and models communication. In this study the topics chosen by researcher namely circle.

c. Consider communication and use language

Activities in learning to use language as a means of communication as well as language used for discussion and language presentation assignments. In this study using English as a means of communication at the time of learning, discussions, and presentations.

d. Compile a list of activities in learning

Learning activities must be interesting and using real communication contexts. Activities such as games, stories, pictures, dialogue and presentations can easily engage students in material and language.

e. Compile an assessment

The assessment must be comprehensive covering all aspects learning using a learning approach Content and language Integrated Learning (CLIL) namely language competence and material knowledge. But in this study the assessment includes understanding of the material or students' cognitive abilities.

B. Bilingual Teaching

Bilingual teaching is instruction in two languages that used by the teacher in teaching and learning process. The goal of bilingual teaching is to develop the English. Ellen Bialystok (2018) Bilingual education has been an educational option in many countries for over 50 years but it remains controversial, especially in terms of its appropriateness for all children. The present review examines

research evaluating the outcomes of bilingual education for language and literacy levels, academic achievement, and suitability for children with special challenges.

A bilingual school is a school that uses two languages of instruction namely Indonesian and English in the learning process. Baker (Hajimah, 2011: 14) states that: "bilingual education is education that uses and promotes two languages", which means that bilingual learning is learning that uses and develops two languages. In order to implement the concept of a bilingual class, there are several conditions must be met, among others: (a) the subject matter must match the level cognitive development and students' English language skills, (b) schools must can create a learning environment that is conducive to encouraging use of meaningful language both written and spoken, and (c) learning should emphasize problem-solving exercises and encourage students to work together through interesting and challenging themes.

C. Integrating Content and Language

Massler (2011, as cited in Triastuti, 2016. p. 21) Both the component of language and content are assess in an integrated manner. A good assessment practice should reflect teaching practice with regard to what and how something was taught. In the case of CLIL it follows that content that was taught in the L2 need to be assessed in the L2 as well. Careful assessment tasks should be devised so as to help learners show exactly what they have learn while make it possible for them to use the L2. In the case the students lack adequate L2 skills to do so, they should either be supported to respond through non-verbal means or allowed

to use their L1. Sometimes a mixture of L1 and L2 may be allowed in order for the students to express their content knowledge and so as not to put weaker students at a disadvantage. Beside, in CLIL program should be allowed to choose the language in which they respond to an assessment task, if the assessment task is targeting content knowledge. In the fact, the information provided to the teacher by the students' choice of language could provide valuable information as to their foreign language competence.

Massler et al., (2011:122) cited from McKay (2006:256) (as cited in Triastuti, 2016. p. 21) said that to obtain the most useful information about the child's language ability, it is best to have clear characteristics of assessment criteria for each that is assess language and content independently. This does not mean that content and language cannot be assessed in one task but rather involves having separate and clear criteria for each are; language ability and content knowledge. Separate marks may be given for each component, or one mark may be given for total performance. After all as McKay elaborates further, teachers need to be conscious of the fact that even if the intent is to separate language and content in order to be fair, this not completely possible. Children's spoken or written responses on a topic may not show their true language ability if they do not know much about the topic (Massler et.al., 20011:122).

D. Young Learners

Curtain and Dahlberg (2004, as cited in Siswanto, 2017, p.31) are divided into four base on their age, they are first, Pre-school student ages 2-4 years

normally still at kindergarten school. Secondly, Primary student ages 5-7 years and thirdly, Intermediate students ages 8-10 formally at elementary school and the last Early adolescent students ages 11-14 formally at Junior High School. In this study, the researcher will use sample that age between 7-12 years old. According to explanation above, young learners are learners at Primary School who learn English as foreign language for them or in their school. And this study focuses on teachers of primary school.

E. Previous Studies

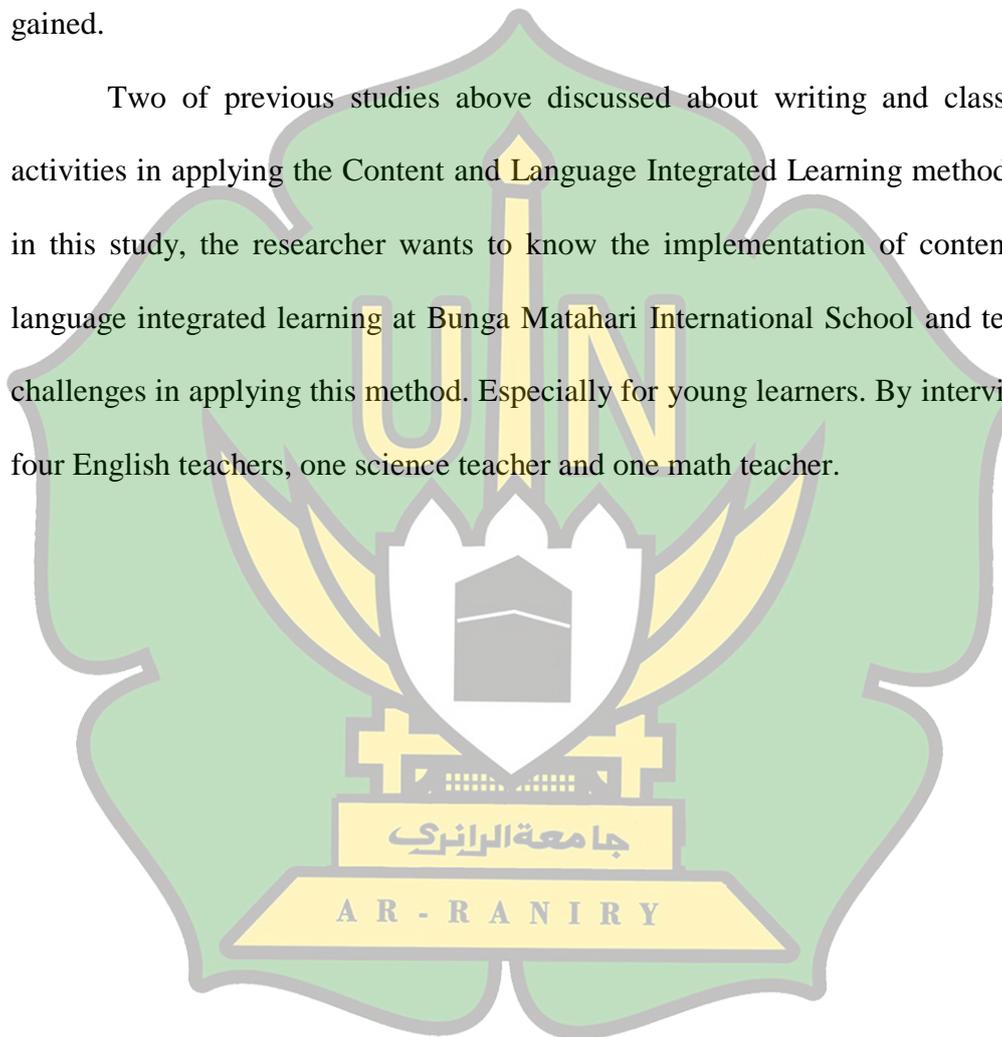
The researcher had found some previous studies by numerous researchers related to this research script whose title is *The Implementation of Content and Language Integrated Learning at Bunga Matahari International School*. All of the previous studies become the references, ideas, and reading materials that the researcher can use to complete the research.

The first study is about Teaching Exposition Writing at a Content and Language Integrated Learning (CLIL) Classroom by Inggy Yuliani (2010). The main purpose of her research is examines the implementation of the CLIL in teaching English which was integrated with science as an approach to motivate the students to learn about content and language, especially in exposition writing. The study employed a qualitative research design. The participants of the study were 2 teachers of English and 26 eight graders at an RSBI school.

The second study is about Classroom Activities in Content and Language Integrated Learning by Evi Puspitasari (2016). This research focuses on activities

implemented in the program to achieve the learning goal and discussed the students responses toward the activities. By interviewing four third semester students who enrolled in two content subjects in that semester, the data were gained.

Two of previous studies above discussed about writing and classroom activities in applying the Content and Language Integrated Learning method. But in this study, the researcher wants to know the implementation of content and language integrated learning at Bunga Matahari International School and teacher challenges in applying this method. Especially for young learners. By interviewed four English teachers, one science teacher and one math teacher.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Research design is one of the essential parts of doing research. According to Dale T Griffiee (2012) a research design is “ a description of the procedures to be followed in testing and hypothesis”. They explain that research design tells the researcher which strategy to select, and includes the hypothesis, variables and real world constraints.

According to Dale T Griffiee (2012) a research design can be defined as an operating model or blueprint for a research project which accounts for internal reasoning (causality) and external reasoning (generalizability), the introduction in the research paper raises the question to be investigated, the research design contains directions to determine the answer. As a blueprint is to building a house, a research design is to conducting a research project. The research design stipulates the parts of the research project, how they are arranged and how they function. However the research design does not determine type of data, how the data are collected, or how the analyzed any more than a blueprint tells a house builder the color of the walls or what furniture will occupy its various rooms.

Based on research questions, this research uses qualitative design. Research design was the specific procedures involved in the research process included data collection, data analysis, and report writing. Margono (2004) stated that qualitative design is research procedures that produce descriptive data in the

form of written or spoken words from people and observable behavior. The researcher presented the result of this research about the implementation of CLIL in teaching practice conducted by teacher in qualitatively. Researcher used interview for the teachers. It was appropriate to the design of this research that used qualitative approach.

B. Research Participant

1. Population

A population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. According to Creswell (2008), a population is a group of individuals who have the same characteristic. The population of this research is the teachers of Bunga Matahari International School. At Bunga Matahari International School there are 21 teachers.

2. Sample

According to Arikunto (2010), distinguishes sample based on the number of populations, namely for a population of less than 100 with more than 100, he states that if the subject is less than 100, it is better to take all so that the research is a population research; Furthermore, if the number of subjects is large it can be taken between 10-15% or between 20-25% or more depending on (1) the ability of the researcher to be seen from time, energy and funds, (2) the narrow area of observation of each subject, and (3) the risk borne by the researcher.

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). So, the

researcher used purposive sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. There are seven types of purposive samples, each appropriate to a different research objective. And the participants choose by the principal of BMIS.

The sample drew from six teachers, four english teachers, one science teacher and one math teacher from Bunga Matahari International School. The researcher choose math and science teacher to know how they teach their subject by content and language integrated learning.

C. Data Collection

Dale T. Griffiee (2012) said that data is the lifeblood of research. Data connects theory (ideas about the world) to practice (the world). Without data, we have to take the researchers word for whatever claims she is making. Data allows us to look over the researchers shoulder and see what he saw. Data makes research empirical, and empirical research is highly valued because it represents something outside our opinions and ourselves.

The data collected through teacher and students by using interview. So, the researcher asked some questions to the teachers about the content and language integrated learning approach. The questions to answer the research question of

this research. This option used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed (Liu & Maitlis,2010). And referring Zarinpoush and Easwaramoorthy (2006), stated that interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences and feelings. Dale T. Griffiee (2012) stated that interviews are usually one to one face to face meetings in which the data gatherer asks questions to someone being interviewed.

So the researcher interviewed the teachers in their learning process. The researcher used interview because this research is qualitative, so this easier for the researcher to collect the data. The data source of this research was taken from the teachers of Bunga Matahari International School who used CLIL in their learning process.

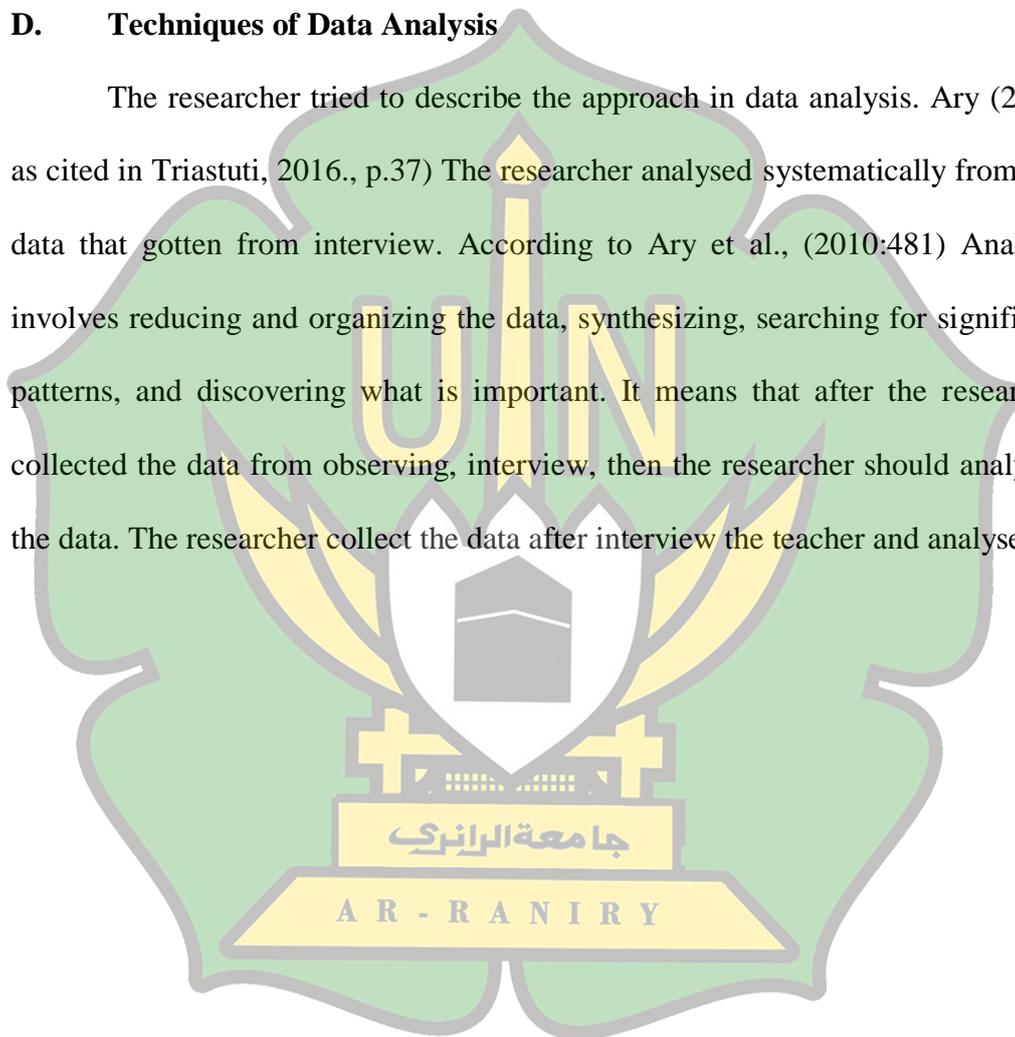
Thus to know the implementation of CLIL in teaching the lessons, the researcher involves the teacher. The teachers selected as the subject of the research because CLIL implemented in their class. Beside, the teacher who applied CLIL in the teaching and learning process only could explain this research. The teacher of all of subject which use this method, the information about the implementation of CLIL in the class.

The teacher was selected as the source of data because CLIL implemented in their class. Beside, the teachers who applied CLIL in the teaching and learning process only could explain this research. The teacher provided the information

about the implementation of CLIL in the subject or in their learning process. Then, she has long experience in teaching other subject and teaching English.

D. Techniques of Data Analysis

The researcher tried to describe the approach in data analysis. Ary (2010, as cited in Triastuti, 2016., p.37) The researcher analysed systematically from raw data that gotten from interview. According to Ary et al., (2010:481) Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. It means that after the researcher collected the data from observing, interview, then the researcher should analyzed the data. The researcher collect the data after interview the teacher and analyse it.



CHAPTER IV

FINDING AND DISCUSSIONS

This chapter provides findings and discussions based on the data that researcher obtained from interview. This study is about the implementation of Content and Language Integrated Learning at Bunga Matahari International School.

A. Research Findings

The research findings were explained based on the research questions. These are research questions, they are “How is the implementation of Content and Language Integrated Learning at Bunga Matahari International School” and “How are the challenges of teachers in implementing Content and Language Integrated Learning at Bunga Matahari International School”. To answer the research questions, the researcher provided interview findings. The researcher interviewed 6 teachers of Bunga Matahari International School (BMIS).

In this section, researcher elaborate on the analysis of the data from the interview. Researcher used a semi-structured interview to find more in-depth information from six Bunga Matahari International School teachers. In the interview, there are seven main questions and eight supporting questions. All of the questions are related to how the implementation of Content and Language Integrated Learning and teachers challenges in implementing this method.

The interview process took 15-25 minutes for each respondent. The data of this research was the interview result which is analysed qualitatively. The teachers were 4 English teachers, 1 Science teacher and 1 Math teacher. They are P1 (GR), P2 (FB), P3 (JF), P4 (NH), P5 (EZ) and P6 (AF). All of the participants were given the same questions by researcher.

1. How is the implementation of content and language integrated learning at Bunga Matahari International School?

There are so many ways to teach by using the Content and Language Integrated Learning method. In the previous chapter, researcher have mentioned some advantages and disadvantages of content and language integrated learning method. And also how to teach young learners. Based on the first research questions, the data focused on three points.

a. Preparation before teaching using CLIL method

The researcher highlight is before teaching all teachers need to prepare material that in accordance with the lesson plan, syllabus, and also the curriculum used in the school. Most of them explained the lesson plan, syllabus, and curriculum created by Pearson. In that school, previously they used the Cambridge curriculum. They prepare teaching materials that have been adapted to the lesson plans, syllabus and existing curriculum. They are also equipped with a teacher guide to apply the Pearson curriculum in teaching.

- b. The way they teach, interact and develop teaching materials using CLIL method

According to teachers' responses in this case, English teacher. When teaching, they explained and interacted using English. If there were students who do not understand, then they explain it in Indonesian, usually just a few words. Pearson's own curriculum focuses more on reading comprehension. Then some of them said that English is easier to teach using the Content and Language Integrated Learning. For their own teaching materials, they have fiction and non-fiction books and also student activity books. All students have the book and so do the teachers. All teaching materials are adjusted to the theme being studied. In this online learning period, they prefer videos from YouTube as well as their own videos to become learning media, then they also use power points to teach in this virtual way. Students are given quizzes, projects and other exercises.

The second from math and science teacher, the language of instruction and explanation in class used English, giving examples in the surrounding environment, so that students can easily understand. In science itself, many terms are somewhat difficult, it will be explained in Indonesian, as well as mathematics. For the media itself as well as other teachers when teaching virtually. If studying as usual in the school, the school also provided a lot of learning media for students and teachers.

- c. The way the teacher assess students and provides feedback to students

The last point is the way the teacher assesses students and provides feedback to students. According to their answer, they provide quizzes, questions

and assignment to students via google classroom. In the school there are guidelines for assessment. Each semester there are two exams. Students are assessed on attendance, participation in the zoom or other applications. By using the Content and Language Integrated Learning method itself, the teacher does not only assess the language, but how the students understand it with the discussion described. In English lessons, teachers assess students English skill more. In science and mathematics, more on their own knowledge of science and mathematics.

For feedback, the teacher gives comments immediately after the students submit the assignment and so on, also known as direct feedback. Then occasionally check together with students. Not forgetting to also give appreciation to students after doing assignments from the teacher.

Then, the first question is how they prepared before teaching, they explain the same thing, namely curriculum, lesson plan, syllabus, teacher guide, all of which are provided by Pearson. As RESP-04 said :

“We as teachers, are the same as students, teachers only have to learn earlier than students. For self-preparation, a meeting team was formed at the beginning of the year to discuss Pearson's materials. They provided curriculum, syllabus, lesson plans and teacher guides. teachers need to read and try whatever Pearson has to offer. The team meeting itself, it is formed at the beginning of the learning year, then it is reviewed for three months to find out whether it is suitable or not. whatever is provided by Pearson, will be adapted, because not all lesson plans fit us here.”

Then, the researcher asked how they teach in the classroom using the CLIL method, two of them explained that in the class using English, both instruction and explanation in class. As RESP-04 said :

“In teaching English, it's not that difficult, because the language of instruction is in English. English is also easier to teach using the CLIL method, depending on the learning material. because of the CLIL method, teaching is more about language development, while its use in mathematics and science, conveys the content of the lesson.” On other hand, RESP-03 added :

“When I has taught in class, I required students to communicate in English, if they ask in Indonesian, then I don't respond, and my management friends also tell me if someone asks in Indonesian. During this learning period with virtual, very complicated, but we have to do that. I also teach Indonesian, and sometimes students understand better when it is explained in English, for example like poem, stanza, rhyme, they understand better when it comes to learning in English. The added value of this school is that students can interact with English, both with the teacher and with their friends.”

Then researcher asked how they interact when applying this method, and develop teaching materials. They explained that the interaction uses English, for the media itself there is something that the teacher must look for, some are provided at school, students also have textbooks, each of them must have the book. For English, there are fiction and non-fiction books as well as activity books. As RESP-03 said :

“In this CLIL method, teachers must understand other lessons in teaching, not only talking about language, but also other general subjects in teaching. students must read before entering class, so that it is easy to interact.” Then also RESP-05 said :

“When teaching, we do question and answer in class, giving questions that are understood in everyday life. Then make experiments and discussions with students, for the media themselves, we look for videos on YouTube and also use several applications to edit our own videos, all are explained in English, unless there is a difficult term, then we will explain it in Indonesian”

And then, researcher asked them how they assess and provide feedback to them. they explained that there is a self-assessment guide in the school. for the CLIL method itself, in English lessons, it focuses on their language skills, while in science and mathematics, it is not too focused on language skills, more on the ability of students to understand the content of the lesson. As RESP-06 said :

“In assessing students, we provide quizzes, exams, assignments and projects, and assess according to the existing guidelines. Using the CLIL method itself, we saw the ability of students to understand the content of the lesson when it was explained in English. how students explain again the discussions that we have taught. while in English, it focuses more on student skills, such as spelling and others. then when giving feedback, we give direct feedback to students, improve in the chat column or comments. specifically in virtual learning, previously we assessed directly when students were in class or by face to face.”

2. How are the challenges of teachers in implementing content and language integrated learning at Bunga Matahari International School?

There are so many challenges in teaching by content and language integrated learning method. Researcher also focused on three points that how the challenges of teachers in BMIS and how they overcome these challenges.

a. Challenges in preparing teaching materials

The challenge in preparing teaching materials, one of teachers said there were challenges, five of teachers didn't. There is a challenge that explains that for science teachers in particular, they explained that he should master English more when teaching using the Pearson curriculum, especially using content and language integrated learning. Then some of the teachers also explained that there were no challenges in the preparation of lesson plans and so on, because there was already something from Pearson's side, the teacher just had to adjust.

b. Challenges in teaching and developing teaching materials in class

At this point there are many challenges faced by teachers both in the ordinary learning process and virtually as of now. Some of the challenges are how to transfer to students, especially in the lower classes. Then they have to learn to make videos. Then when looking for topics to be studied. Then there are also students who come from other schools who have to adapt to the existing learning methods in BMIS.

To overcome this problem, they explained to motivate students during the teaching and learning process, then by providing an attractive medium for

students, especially students who were still in the lower class. To transfer lessons, the teacher asks students to read books and provide examples of fiction or nonfiction stories in the textbook.

c. Challenges in assessing and providing feedback to students

Lastly is the challenge of assessing and providing feedback to students. At this point, the average teacher explained that they had difficulty assessing, especially in the virtual learning process. For example, when using a zoom meeting, students are not active, but during tests and exams, their scores are high. To overcome this, they reduce the value of class participation or increase the meeting. When not virtual, it is easier for teachers to assess and provide feedback to students.

Then, for challenges in preparing teaching materials and how to overcome them. They explained that there were no challenges in preparing lesson plans and so on, while the science teacher explained that there were challenges, namely having to master English more before teaching. As RESP-01 says:

"The challenge when teaching and implementing media is for English, because English is a foreign language, there are students who are not active in class. media itself, sometimes it is difficult to find good videos, games for students and also power points. Because students will get bored if the media doesn't appeal to them. To overcome this, we must make our own videos that are more interesting for students, then give appreciation, motivate students to be more enthusiastic about learning. then we also discussed with other teachers. And also play the game. "

Games are interesting things for students and things that must be prepared by the teacher in the learning process. The game is the answer if there are no other materials at the same time. Sometimes the teacher also asks students to repeat last week's lesson, to find out what students understand about the lesson or material. And to find out how far students remember the lesson. As the RESP-03 says:

"In implementing learning media, I will adjust it to the lesson plan, then during the lesson we discuss it. looking for interesting media for students. then after the learning process there are questions and answers, if someone doesn't understand the explanation, the explanation is repeated again. "

The final question is about the challenges in assessing and providing feedback to students. they provide the same rationale for this section, as it is difficult to assess virtual learning conditions. As the RESP-04 says:

"In assessing, I have to check the results of student exams one by one. Each of my students gives different motivation. Then it is difficult to know whether students are honest or not in doing their assignments, because there are some students who have tutors or private tutors. we can't control it remotely. "As RESP-03 says:

"To overcome all that, we always communicate with parents during virtual lessons. Our parents provide progress reports on their children. Even when assessing will be adjusted to the existing guidelines, for students who are rarely active in zooming or google classrooms, and get good grades, we will reduce their participation scores in zoom and google classrom, because of the test scores and quizzes can't be bothered. "

B. Discussion

This study aims to determine how the implementation of content and language integrated learning at the Matahari Matahari International School and to identify challenges for teachers. In collecting data, researchers used semi-structured interviews. Researchers interviewed six respondents who became the sample of researchers.

Based on the data analysis, in the interview the researcher started asking them about the implementation and the challenges. Based on the results of the study, in the pre-teaching preparation section, respondents explained that Pearson had provided all preparations such as lesson plans, syllabus, curriculum, teacher guides, student and teacher books, all in English. so they formed a team to discuss the Pearson material. They learn at the beginning of the year, then are reviewed for three months, whether the material has reached the target or not. Because not all lesson plans are in accordance with the conditions at school. They must be adapted, developed and adapted to those in the school environment. We as educators must prepare well what we need before teaching. As with their answer, they first discussed what the Pearson curriculum taught.

Based on the research results, it can be concluded that, most of the respondents explained the same thing about the implementation and challenges of learning integrated content and language. They teach with preface and explanation in class using English, especially English, mathematics and science lessons, they use content and language integrated learning methods or abbreviated as CLIL. Meanwhile, in other lessons, they only use English as a medium of instruction.

Based on the teacher's response, teaching using the CLIL method, the teacher must understand other subjects, not only talking about language, but also general subjects. What this method teaches, is language skills, but through other knowledge such as science. In English lessons are explained a lot about science and geography. because CLIL does not only focus on the language, but also on the content.

After digging deeper into the results, most of the teachers answered that the students already had a previous background in English, making it easier to apply the CLIL method. Something new is difficult for them to explore their language, they need to understand it aloud first and express what they do understand. CLIL method, provide from other knowledge, more content in it. Because there is something to write about, read, and more work to do. Then, because it uses the Pearson curriculum, students cannot enter the classroom before reading, students are required to read first. Occasionally also read together in class. They need to read, then they can interact, without reading, they have trouble interacting in class. Students must be more active, because we need to discuss something. English must be an active class, language classes must communicate, without communication not language class.

Then, learning media are also needed, for example, such as reading material, because the class begins with reading first. Pearson's book doesn't really focus on grammar, so teachers should look for some grammar material. Likewise with listening. Then in assessing students, the teacher gives quizzes, assignments, exercises and projects. Assessment using the CLIL method, English teachers

assessed students' skill abilities more, while science and mathematics teachers assessed students' understanding more about their content. Then the teacher also provides feedback every time there is an exercise, for example when there are grammar mistakes, pronunciation, immediate feedback will be given, such as giving feedback in the comments column or giving notes on student practice sheets.

The second question that the researcher focused on asking the participants was about their challenges in teaching using the CLIL method. For the challenges of learning with the CLIL method, the teacher explained that in the preparation of RPP, syllabus, and curriculum there were no challenges, because given by Pearson, the teacher only adjusted and adjusted to the school. They face challenges or obstacles when teaching in class, namely sometimes there are students who don't understand when explained in English, so the teacher explains it again in Indonesian, only difficult vocabulary and terms. Then the challenge in preparing the media, the teacher must find media that is attractive to students, which must be adapted to the content of the lesson in the book. They overcome this by discussing with other teachers and looking for sample videos on YouTube.

Furthermore, in assessing and providing feedback to students, all teachers gave the same reason, namely it was difficult to assess during virtual learning like now, when teaching in class the teacher could directly assess face-to-face, as well as when giving feedback to students. They overcome this by reducing the value of student participation in class during virtual learning.

In this research or research, it can be concluded that the implementation of content and language integrated learning at the Matahari Matahari International School, using various methods or strategies, first by preparing materials or adapting existing ones, then preparing learning media so that students are more interested in learning, because of the medium. adapted to the lessons and topics studied. If we are not interested in what we teach, don't force students to be interested either, so start with the teacher first. In the classroom students are also given motivation so that students are more enthusiastic in learning, as well as give appreciation to students. Then in assessing students it is also done well, using existing guidelines in school, the assessment does not only focus on English language skills, but also students' understanding in understanding the content of the lesson. With all the strategies available, the teachers have done their best when teaching, the CLIL method has been well applied in the Sunflower International School. Because it starts with the curriculum, lesson plans, syllabus and books, in English. By applying the curriculum from Pearson. And for teacher challenges, teachers face some challenges well, but they overcome these challenges well, for example by discussing with other teachers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided in two parts, they are conclusion and recommendation. The first part has explained the conclusion of the findings in this research. The second part, recommendation, described the benefit of this research for future research.

A. Conclusions

The purpose of this study was to determine how the implementation of content and language integrated learning at the Matahari Bunga International School and how the challenges of teachers in applying this method. Content and Language Integrated Learning is a dual-focused educational approach in which additional languages are used for content and language learning and teaching. Integrated learning combines various aspects, namely attitudes, knowledge and skills. Integrated learning uses themes to link part of the course content with students' real life experiences, so that it can provide meaningful experiences for students. In the first finding, most respondents explained the same thing about the implementation and challenges of Content and Language Integrated Learning. They teach with introductory words and explanations in class using English, especially in English, Mathematics and Science lessons, they use the Content and Language Integrated Learning method or abbreviated as CLIL.

Meanwhile, in other lessons, they only use English as an introduction. According to the teacher's answer, teaching with the CLIL method, the teacher must understand other subjects, not only talking about language, but also general subjects. Something that is taught by this method is language skills, but through other knowledge such as science. In English lessons a lot is explained about science and geography, because CLIL does not focus only on the language, but also on the content.

The second finding is about their challenges in teaching using the CLIL method. For the challenges of learning with the CLIL method, the teacher explained that in the preparation of lesson plans, syllabus, and curriculum there were no challenges, because given by Pearson, the teacher only adjusted to the school. They experience challenges or obstacles when teaching in class, sometimes students don't understand when explained in English, so the teacher explains it again in Indonesian, the teacher explains only difficult vocabulary and terms. Then the challenge in preparing the media, the teacher must find media that is attractive to students, which must be adapted to the content of the lesson in the book. They solve the challenge by discussing with other teachers and looking for videos, for example on YouTube. Furthermore, in assessing and providing feedback to students, all teachers gave the same reason, it is difficult to assess the virtual learning time. However, when teaching in class, the teacher can directly assess face-to-face, as well as when giving feedback to students. They solve this challenge by reducing student participation scores in class during virtual lessons.

Based on the results of the study, the researchers concluded that the implementation of Content and Language Integrated Learning at Matahari Matahari International School was well implemented. Then adjust it to the existing curriculum, syllabus and lesson plans. Students also find it easier to teach because they can already speak English, both in interactions with teachers and with their peers. Because the language class must be active, read a lot and also discuss in class. With this method, students not only gain knowledge of English, but also gain other general insights. Because the CLIL method focuses on two things, focus on language and content.

B. Recommendations

The researcher would give some suggestion to teacher, academic institution and future researcher based on the results of this research, as follow:

1. Teacher

Based on the result, this research can be used for teachers, they can find out how to apply the CLIL method in schools, especially for young learners. With this research, teachers can also make feedback in the future, and the teaching and learning can be better.

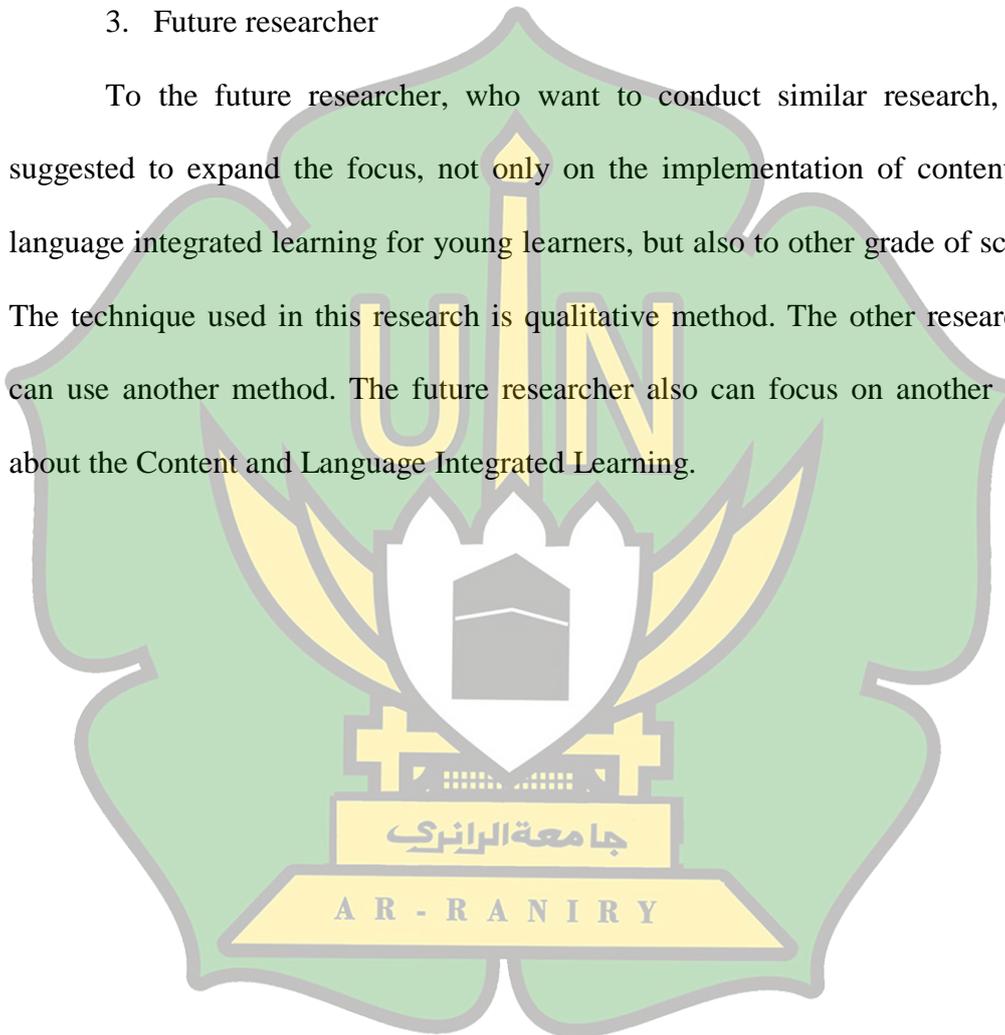
2. Academic institution

For institutions, especially Bunga Matahari International School, this research can provide feedback for curriculum and so on for a better teaching and learning process. From this research it can be seen that Bunga Matahari International School applies the Content and Language Integrated Learning

method in teaching and learning. Likewise with other schools, this method can be applied at all ages. Both young learners, high school students and university students.

3. Future researcher

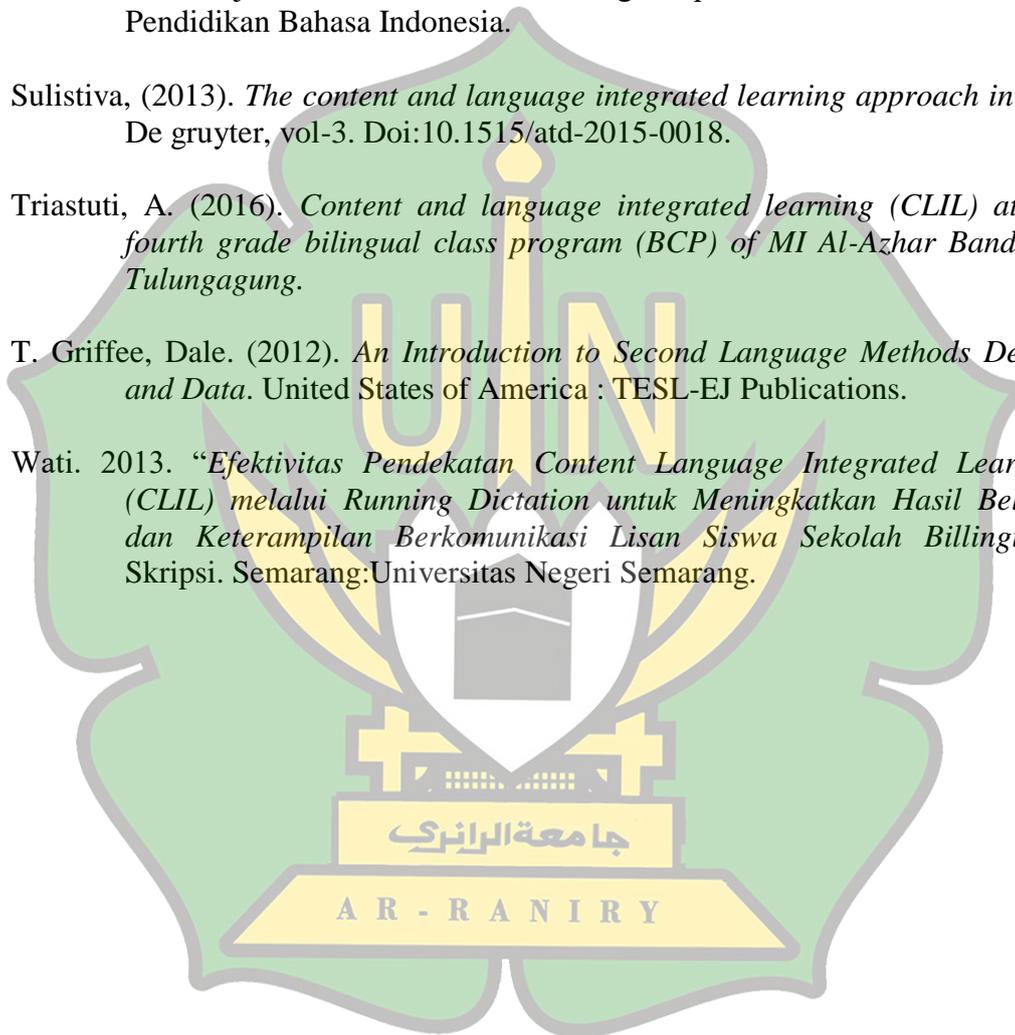
To the future researcher, who want to conduct similar research, it is suggested to expand the focus, not **only** on the implementation of content and language integrated learning for young learners, but also to other grade of school. The technique used in this research is qualitative method. The other researchers can use another method. The future researcher also can focus on another thing about the Content and Language Integrated Learning.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B.3724/U.N.08/TK/KP.07.6/03/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

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 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Februari 2020

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Siti Khasinah, M.Pd

2. Fitriah, M. Pd

Untuk membimbing Skripsi :

Nama : Dian Yustitiya

NIM : 160203066

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **The Implementation of Content and Language Integrated Learning at Bunga Matahari International School**

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT

: Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - RANIRY

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 Maret 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12954/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth.
Bunga Matahari International School

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : DIAN YUSTITIYA / 160203066
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Desa Pasheu Beutong, Kec. Darul Imarah, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Implementation of Content and Language Integrated Learning at Bunga Matahari International School*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 23 November
2021

Dr. M. Chalis, M.Ag.

جامعة الرانيري

AR - RANIRY



YAYASAN PENDIDIKAN BUNGONG MATAHARI ACEH
SEKOLAH DASAR BUNGA MATAHARI ACEH

Jln. Jend. Sudirman No. 41A, Cawusu Isom, Kec. Banda Raya, Kota Banda Aceh
Telp. (0651) 49693, (0651) 2421961, Fax (0651) 49695
E-mail: siltungamatahari@gmail.com

Kode Pos: 11279

SURAT KETERANGAN
No : 422/SD-UMIS /0359/112021

Yang bertanda tangan di bawah ini :

Nama : Muhammad Ikbal, S.Pd.I., MA
Jabatan : Kepala Sekolah
Unit Kerja : SDS Bunga Matahari

Menerangkan bahwa :

Nama : Dian Yustitiya
NIM : 160203066
Prodi : Pendidikan Bahasa Inggris
Jenjang : S-1

Yang tersebut namanya di atas adalah benar telah melakukan penelitian/mengumpulkan data dalam rangka penyusunan Skripsi pada SDS Bunga Matahari Aceh dengan judul "THE IMPLEMENTATION OF CONTENT AND LANGUAGE INTERGRATED LEARNING AT BUNGA MATAHARI".

Demikian surat keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 4 Januari 2021
Mengetahui,
Kepala Sekolah

جامعة الرانيري

AR - RANIRY

Muhammad Ikbal, S.Pd.I., MA

PARTICIPANT INFORMATION SHEET

Dear teacher,

My name is Dian Yustitiya, student of Faculty of Education and Teacher Training, English Education Department, UIN Ar-Raniry Banda Aceh. I am asking you to take part in this research. Before you decide if you want to take part or not, I want to tell you why the research is being done and why you have been chosen. Please read carefully. Ask the researcher if you have any other question.

Thank you for reading this.

1. Research Title

The Implementation of Content and Language Integrated Learning at Bunga Matahari International School.

2. Research purpose

This research aims to know how the implementation and challenges for teachers of Content and Language Integrated Learning.

3. Why have I been chosen?

You were chosen because as a teacher who teaches at Bunga Matahari International School who uses Content and Language Integrated Learning method in the teaching and learning process.

4. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw at any time. You do not have to give a reason.

5. What will happen to me if I take part?

You will be interviewed with 7 questions about the implementation of content and language integrated learning in teaching learning process. Which we estimate will take you about 20 minutes. You may also wish to agree to a follow-up interview to find out more about your approach.

6. What do I have to do?

Please give the information about the implementation of content and language integrated learning in teaching learning process.

7. Will my taking part in this project be kept confidential?

All the information that we collect about you during research will be kept strictly confidential. Data collected may be shared in an anonymised form to allow reuse by the research team and other third parties.

Thank you for taking part in this research.



**Title : The Implementation of Content and Language
Integrated Learning at Bunga Matahari International
School**

Researched by : Dian Yustitiya

Consent Form for Participation in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please Initial box:

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the

research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymised data will be kept for future research purposes such as publications related to this study after completion this study.

I agree to take part in this interview.

Participant's Name

Date

Signature

Dian Yustitiya

Researcher Name

Date

Signature

If you have any further question or concerns about this study, please contact:

Name of researcher : Dian Yustitiya

Telephone : 082277800709

E-mail : yustitiya0803@gmail.com

Address : Desa Pasheu Beutong, Kec. Darul Imarah,
Kab. Aceh Besar

RESEARCH INSTRUMENT

Interview Guidelines for Teachers

School Name :

School Address :

Class Teacher Name :

Day/ Date of Interview :

Place :

The questions for RQ 1 (How is the implementation of CLIL at Bunga Matahari International School)

1. Do you know what CLIL method is?
2. How do you prepare before teaching using this method ?
3. How do you teach the lesson in the classroom using this method ?
4. How do you and student interact when applying this method?
5. How do you develop teaching materials and learning media ?
6. How do the teacher assess students and provides feedback to them?

The questions for RQ 2 (How are the challenges of teachers in implementing the CLIL at Bunga Matahari International School)

1. Did you find the problem or the challenge in applying this method?
 - A. Challenges in preparing teaching materials
 - B. Challenges in teaching in the class
 - C. Challenges in developing media and teaching materials
 - D. Challenges in assessing and providing feedback to students

2. How did you deal with the problem or the challenge?
 - A. Challenges in preparing teaching materials

- B. Challenges in teaching in the class
- C. Challenges in developing media and teaching materials
- D. Challenges in assessing and providing feedback to students



AUTOBIOGRAPHY

1. Full Name : Dian Yustitiya
2. Students' Reg. Number : 160203066
3. Place/Date of Birth : Aceh Besar, August, 12 1998
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Marital Status : Single
8. Occupation : Student
9. Address : Desa Pasheu Beutong, Kec. Darul Imarah,
Kab. Aceh Besar
10. Phone Number : 082277800709
11. E-mail : yustitiya0803@gmail.com
12. The Parents
 - a. Father's Name : Drs. Hasanuddin
- Occupation : Teacher
 - b. Mother's Name : Amariah
- Occupation : Housewife
13. Address : Desa Pasheu Beutong, Kec. Darul Imarah,
Kab. Aceh Besar
14. Educational Background
 - a. Elementary School : MIN Jeumpet, graduated 2010
 - b. Junior High School : MTsS Umar Diyan, graduated 2013
 - c. Senior High School : MAS Oemar Diyan, graduated 2016
 - d. University : UIN Ar-Raniry Banda Aceh, graduated
2020

Aceh Besar, 26 Desember 2020

Dian Yustitiya