

Research Article

CLIL APPROACH TO THE STUDENTS' FOREIGN- LANGUAGE COMMUNICATION SKILLS: TEACHER'S PERCEPTION

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Abstract.

This study aimed to describe teachers' perceptions of using CLIL to improve students' communication skills in foreign languages without knowing the material elementary school students are taught. This research is motivated by the main problem of the low foreign language ability of students in elementary schools who apply bilingual learning. This situation makes it difficult for students to understand the material taught by the teacher in bilingual education. According to Coyle et al. (2010), CLIL is an approach with a dual focus between content and language with a 4C framework consisting of Content, Cognition, Communication, and Culture; This research includes descriptive qualitative research with interview data collection techniques, document studies, and field notes. The participants in this study consisted of 2 teachers who taught Cambridge Science and Mathematics subjects in grade 4 of SD Lazuardi Kamila GCS. For the application of CLIL in the classroom, teachers use peer learning methods to motivate students to learn foreign languages. Teachers have a perception that CLIL influences the process of learning English communication skills in students. The situation is supported by teachers' creativity in applying 4C and teaching methods that follow the needs of students as peer learning methods.

Keywords: *CLIL, Communication, Perception, Teacher*

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1. INTRODUCTION

English as an international communication skill is a requirement that individuals must possess in the 21st century. The Skill is the main goal in implementing government regulation number 19 of 2005 in providing education on an international scale at the primary and secondary levels. As a result, international schools implement bilingual or bilingual learning in the learning process and apply international curricula such as Cambridge, IB, ISO, and others (Hermawan, Yuliana, & Damanhuri, 2022).

Bilingual learning in international schools is challenging because teachers and students must have English language skills as communication in the learning process. Furthermore, the language skills referred to in English are the primary competence target of the student. The problem is proven in previous studies that the ability of


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teachers and students to master English is an inhibiting factor in the implementation of bilingualism. In addition, international schools that hold bilingual learning simultaneously also carry out learning that adopts the national curriculum, not forgetting the native language of the region or country (Nugraheni, 2017).

Teachers also experienced this problem at one of the international primary schools in SD Lazuardi Kamila GCS. Damayanti Dwi Resminingsih, S.Pd revealed that the student's skills at the SD Lazuardi Kamila GCS have random academic and English skills. The situation is a challenge for the teacher to create a bilingual learning strategy that improves English language skills and understanding of the material in a portion of one class.

Jayanti and Sujarwo (2019), bilingual learning ideally focuses on English skills and material understanding as a competency goal for students. English is used not only as instruction but as a medium for the student's learning process from explicit knowledge of the material and English. The use of the right learning approach must pay attention to the orientation of language skills and the content/material of the subject and encourage students to be more motivated to be creative in the classroom.

Learning with the Content and Language Integrated Learning (CLIL) approach is oriented towards language and content skills. Imamah, Boeriswati, and Rohman (2020), CLIL is a learning approach where the teacher combines a language and content approach. The position of a second or foreign language is not only a language for instructional learning but also a knowledge-building tool. CLIL thrives on non-language learning with a second language as a communication tool in teaching and learning. In this learning, students are faced with mastery of a second language with a broad scope and understanding of non-language knowledge simultaneously (Odilovna, 2021).

According to Pavlo (cited in Zulfa et al., 2021), the critical factor of CLIL is the emphasis on communication and interaction that increases competence and develops oral communication skills through foreign languages. The process of implementing CLIL by integrating the 4C's framework consists of content, cognition, communication & culture. The content used in the CLIL approach is content that can encourage students to create and understand and apply knowledge embodied in skills. Cognition is a student's thought process in harmony with the composition of the content that students learn. Communication uses a triptych approach consisting of Language for learning, Language of Learning & Language through education. Culture is a meaningful correlation between culture and content that contributes to understanding the similarities and differences between cultures (Coyle, Hood, & Marsh, 2010).

Waloyo, Khoiriyah, and Farah (2021) on bilingual education in Indonesia with the CLIL approach is rarely found because most of the CLIL approach is used in the European continent. The CLIL approach is a relatively new learning approach recognized by teachers in Asian countries (Kao, 2022). However, the application of CLIL is sometimes not realized by teachers in the bilingual learning process in Indonesia (Setyaningrum & Purwati, 2020). The statement is in line with Damayanti Dwi Resminingsih, S.Pd.'s principles of CLIL are very close to the teachers at SD Lazuardi Kamila GCS, but the teachers know them as bilingual.

Based on the statement above, the researcher wants to examine the teacher's perception of the implementation of CLIL, which affects English skills as a foreign language. In addition, the researcher describes the teacher's way of creating interaction between students and teachers in the learning process with a second language in the CLIL class.

2. METHOD

This qualitative research uses a descriptive method to understand the teacher's perception of applying the CLIL approach, which influences improving students' foreign language skills. Participants were teachers who taught Cambridge Science and Math subjects in Grade IV at SD Lazuardi Kamila GCS. Then the data were analyzed using the Miles and Huberman model.

3. FINDINGS AND DISCUSSION

Communication in class IV in Cambridge Science and Math subjects based on CLIL has the same way of communication with a combination of Indonesian and English. In the previous section, students in one class have different English skills, so the teacher uses a variety of Indonesian and English in the learning process. This method is used so that teachers continue to pay attention to understanding content for students who lack English skills. The teacher uses English; if students do not know what the teacher is saying, they translate them into Indonesian, either vocabulary or sentences. Communication in learning with the CLIL approach uses the Language for learning aspect to choose the language students to need to understand the content and a second language in class (Aguilar-Pérez, 2021)

In each learning process, the teacher uses different techniques for student interaction in one class. In the Opening, Science teachers use storytelling techniques correlated

with the material learned by students. In contrast, Math teachers use presentation techniques related to understanding content students so that students are motivated to express their opinions and understandings of content taught using English. In the Main Activity, the teacher uses practice and play activities in the learning process because it adjusts the active students from grade 4th and then inserts questions and answers to determine students' understanding of English. In Closing, the teacher asks students about the benefits of studying the material in everyday life. Based on the three learning processes, students dominantly use English as a student learning process both in understanding content and English. The technique is the application of the Language through the learning aspect in the Triptych approach from CLIL (Aguilar-Pérez, 2021; Coyle et al., 2010)

The teacher uses a combination of Formal and Informal English in the learning process. Formal English is used in the form of questions that are by grammar, while Informal English is used for student interaction and instructions that suit students' English skills and conditions in the classroom. In addition, the teacher must arrange the English to be used based on the content and thought processes of the students. The teacher will speak with an arrangement consisting of vocabulary and sentences in class. It is intended that the language be used as a reference for students to understand basic and essential concepts and support skills in connecting subjects and topics being taught. This application is an aspect of the Language of Learning in the Triptych approach to the CLIL communication component (Aguilar-Pérez, 2021; Coyle et al., 2010)

According to the theory of Cortacans, Zulfa, Rahmah, and Sofyan(2021) stated that the communicative language characteristic in CLIL is a language that allows two-way communication and interaction. In the Cambridge Science and Math learning process, English interaction and communication are not only between teachers and students but also between students and students. In the interaction between teachers and students, the teacher tries to use story techniques and problems that exist in everyday life, and then the teacher connects them with the material to be taught. In this session, students will be enthusiastic about conveying the same experiences in life so that class IV becomes responsive and active.

Cambridge Science and Math teachers use peer-to-peer learning methods to motivate students to learn English by speaking, listening, and writing. In addition, this condition is supported by the characteristics of students who are more confident in working on assignments in groups so that students with English skills can teach students with less English skills because sometimes students understand other students' explanations better than the teacher. Based on Lesca (cited in Zulfa et al. (2021), students have a

significant role in the CLIL learning process with activities based on peer cooperation that help each other understand content, language, and learning skills outcomes. This statement is suitable for the technique of the Cambridge Science and Math teacher in group play.

4. CONCLUSION AND RECOMMENDATION

This study concludes that Cambridge Science and Math teachers view that using the CLIL approach can affect improving students' English skills. Implement the communication with English references in total will make it difficult for students to understand the material, so it is necessary to apply the Triptych approach, which consists of Language for learning (choice of the language needed by students in understanding the second language in class), Language of Learning (language as a reference and students to understand basic and essential concepts and support skills related to topic subjects in the content being taught), Language through learning (understanding the language used for the student learning process).

Communication English used in CLIL classes has interaction and accessibility in class. The teacher creates interaction between the teacher and students during the Opening and Closing with questions and answers and presentations then the teacher becomes a facilitator to create student-student interactions with peer learning methods. Implement Communication in CLIL Class, supported by other 4C components consisting of Content, Cognition, and Culture. Synchronization between the 4C components is the main factor in implementing the CLIL-based learning process, which aims to improve students' English skills.

The CLIL approach can influence skills in communicating foreign languages from the student with the support of the school and parents. The researcher is aware that this research is still in a small scope in Grade IV. So in the future, we can explore research on CLIL in Low and High classes to get more varied data that can be generalized to applying the CLIL Approach in Primary Schools.

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