

**THE IMPLEMENTATION OF CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL) IN IMPROVING STUDENTS'
SPEAKING SKILLS**

**BY
SITI NUR SYAFA'AH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD/1445 AH**

**THE IMPLEMENTATION OF CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL) IN IMPROVING STUDENTS'
SPEAKING SKILLS**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By
Siti Nur Syafa'ah
SRN. 200101030434

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
2024 AD/1445 AH**

STATEMENT OF AUTHENTICITY

I, the undersigned, Siti Nur Syafa'ah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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The writer



Siti Nur Syafa'ah

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Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

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Nama : Siti Nur Syafa'ah
NIM : 200101030434
Program : S-1
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Title : The Implementation of Content and Language Integrated Learning (CLIL) In Improving Students' Speaking Skills
Name : Siti Nur Syafa'ah
SRN : 200101030434
Faculty : Faculty of Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2023/2024
Place/Date of Birth : Martapura, 09 November 2001
Address : Jl. Berangas RT.011 RW.003 Kec. Alalak Kab. Barito Kuala

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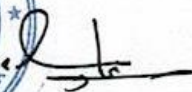
Banjarmasin, 15th March 2024
Advisor



Nurlaila Kadariyah, S. Ag., M. Pd
NIP. 197011181996032001

Acknowledge by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin




Linda Sari, S.S., M.Pd
NIP. 198711102015032004

VALIDATION

Title: The Implementation of Content and Language Integrated Learning (CLIL) In Improving Students' Speaking Skills.

Name Siti Nur Syafa'ah. SRN 200101030434 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Monday
Date : 22 April 2024
Score : 81,7 (A)



Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin

Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No	Name	Signature
1.	Hj. Nurlaila Kadariyah, S. Ag., M. Pd (chairperson)	
2.	Dr. Hj. Noor Maulidiyah, MA (member)	
3.	Fajrianor, S. Pd., M. Pd (member)	

ABSTRACT

Siti Nur Syafa'ah. 2024. The Implementation of Content and Language Integrated Learning (CLIL) In Improving Students' Speaking Skills. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Nurlaila Kadariyah, S.Ag, M. Pd

Keywords: CLIL, Improving, Speaking Skill, Learning Approach.

Content and Language Integrated learning is one of the teaching approaches which integrates both the content material of non-English subjects and English Skills. It is used in bilingual learning. So, CLIL is used to not only to achieve learning objectives but also improve language and communication competences, especially speaking skills. This research purposed to prove that CLIL also can be used to teach English and improve the students' Speaking skills. This research was conducted to find out how the teacher implements CLIL in improving the students' speaking skills and the challenges faced in its implementation in the classroom. This research used descriptive qualitative method and the participant was one English teacher who implemented CLIL in teaching English in MAN 3 Banjarmasin. The data were collected by using observation and interview. The data was then analysed by condensation, data display, and verifying conclusion. The result of the research was revealed that the teacher implemented CLIL chose the material based on the syllabus and additional resources taken from internet, the teacher had tried to communicate using English during the lesson but still adjusted to the ability of the students in learning activities, and then, designed assessment by practicing oral test. Then, created the learning activities by asking the students to make their own dialogues and practice it when the dialogue was ready. Meanwhile, the challenges faced in implementing CLIL were the students' mastery on English-speaking skills. Such as lack of vocabulary, lack of confidence in speaking English, students' low motivation in learning English, and a less supportive environment.

ABSTRAK

Siti Nur Syafa'ah. 2024. *The Implementation of Content and Language Integrated Learning (CLIL) In Improving Students' Speaking Skills.* Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Nurlaila Kadariyah, S.Ag, M. Pd

Kata kunci: CLIL, Kemampuan berbicara, Bahasa Inggris.

Content and Language Integrated Learning (CLIL) adalah salah satu pendekatan pengajaran yang mengintegrasikan materi konten mata pelajaran non-Inggris dan Bahasa Inggris Keterampilan. Pendekatan ini digunakan dalam pembelajaran bilingual. CLIL digunakan tidak hanya untuk mencapai tujuan pembelajaran tetapi juga meningkatkan kompetensi bahasa dan komunikasi, terutama keterampilan berbicara. Penelitian ini bertujuan untuk membuktikan bahwa CLIL juga dapat digunakan untuk mengajar bahasa Inggris dan meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan untuk mengetahui bagaimana guru mengimplementasikan CLIL dalam meningkatkan keterampilan berbicara siswa dan tantangan yang dihadapi dalam penerapannya didalam kelas. Penelitian ini menggunakan metode kualitatif deskriptif dan partisipan adalah satu orang guru bahasa Inggris yang mengimplementasikan CLIL dalam mengajar bahasa Inggris di MAN 3 Banjarmasin. Data dikumpulkan dengan menggunakan observasi dan wawancara. Data kemudian dianalisis dengan kondensasi, display data, dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa guru yang menerapkan CLIL memilih materi berdasarkan silabus dan sumber tambahan yang diambil dari internet, guru sudah berusaha berkomunikasi menggunakan bahasa Inggris selama pembelajaran namun tetap disesuaikan dengan kemampuan siswa dalam kegiatan pembelajaran dan kemudian merancang penilaian dengan melakukan tes lisan. Kemudian, membuat kegiatan pembelajaran dengan meminta siswa untuk membuat kegiatan pembelajaran dengan meminta siswa untuk membuat dialog sendiri dan mempraktekkannya ketika dialog sudah siap. Sementara itu, tantangan yang dihadapi dalam menerapkan CLIL adalah penguasaan siswa terhadap kemampuan berbahasa Inggris. Seperti kurangnya kosakata, kurangnya kepercayaan diri dalam berbicara bahasa Inggris, rendahnya motivasi siswa dalam belajar bahasa Inggris dan lingkungan yang kurang mendukung.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ آيَاتُهَا وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا

مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “*The Implementation of CLIL (Content and Language Integrated Learning) in Improving Students Speaking Skills*”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The researcher likes to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his Staff for their help in the administrative matters.
2. Afifah Linda Sari, M.Pd., as the Head of English Education Department for the advices, helps and motivation.
3. Hidayah Nor, S. Pd, M. Pd, as the secretary of English Education Department for the assistance, helps and motivation.
4. Nor Faizah Hayati, S. Pd, as the staff of English Education Department, for the assistance, helps and motivation.
5. Nurlaila Kadariyah, S. Ag, M. Pd as my academic advisor and thesis advisor, for the advice, guidance, help, suggestion and encouragement.
6. All of lectures and assistants in Faculty of Tarbiyah and Teacher Training and in English Education Department for the priceless knowledges.

7. The headmaster and the English teacher at MAN 3 Banjarmasin, who has given permission and willing to be researched.
8. Muhammad Arsyad, S. Ag, M. Pd, Khairul Anami, S. Ag, M. Pd, Siti Nurunnajwa, Siti Nur Adzkie Maulida, and Muhammad Habibi Irsyadi as writer's parents and siblings. Seems like there aren't enough words to express how grateful I am to be their daughter, also to be their older sister, for their uncountable support and unstoppable prayer to every moment of life.
9. Nida', thank you very much for always wanting to read stories of complaints that are not far from the theme of frustration with the situation around. Hopefully we can always be good friends.
10. Mark Lee, for all his wonderful words. He might encourage indirectly, but a lot of his words made me think that whatever hard things are, they will be passed too, no matter what. Because, that's one of the processes in achieving the happy things we always hope for.
11. Ibu Putri, Alija, Jured, Alfa, Okta, Rowna, Hilmina, Anid and more which I can't mention one by one. I would like to express my sincere thanks for your supports until I finished this research.

Finally, the writer hopes that this research would be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion would be expected to make it better.

Banjarmasin, Ramadhan 25th 1445 A.H
April 04th 2024 A.D

Writer

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