

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research has been conducted in MAN 3 Banjarmasin. The findings of this study consist of two parts. The first is to know how the teacher applying CLIL in the classroom related to the mentioned steps. The second is to know the obstacles faced when applying CLIL in the classroom. The purpose of this study is not to generalize how CLIL is applied in the classroom, but to find out more deeply how the teacher thinks about the use of CLIL in the classroom in helping students to improve their speaking skills and to achieve the learning outcomes that have been written in the teaching module.

1. The Application of CLIL In Improving Students' Speaking Skills

In the observations and interviews conducted by the researcher, the teacher explained that the use of CLIL as a learning approach is to help him teach the material to students and to achieve learning objectives, which in this study the researcher focuses on the teacher's opinion regarding the development of students' speaking skills through CLIL. In teacher's teaching module, at the end of phase F of the learning outcomes, it stated that:

"Learners use English language skills to explore texts on a variety of topics including social issues and cultural contexts. In this phase, it is not only the learners' language skills that are developing, but also the ability to think critically, creatively, communicatively, collaboratively, and confidently for the realization of the Pancasila profile."

In the interview that was conducted on February 21, 2024 and the observations that the researchers have made during several meetings in the classroom discussed the CLIL learning approach with several things that teachers should pay attention to when implementing it.

In the second semester, the teacher taught compulsory English in class XI A, B, and C, and he also taught English specialization in all class XI. However, the observation focused on learning activities in class XI. While the material he teaches is material that has been determined by the curriculum by the Ministry of Education as stated in the textbook and the teacher has processed teaching modules related to the material, including the language skills developed through the material. Some of the materials taught include: (a) greeting; (b) simple present tense (nominal sentence & verbal sentence); (c) grammatical function of intonation; (d) analytical exposition; (e) narrative text.

In several things that have been found during the observation, the teacher have paid attention to several things that should be considered in the use of CLIL in classroom learning, namely (a) choosing appropriate materials, (b) using language as a means of communication, (c) creating appropriate learning activities, and also (d) designing suitable assessment instruments.

a. Choose appropriate materials

In the CLIL context, the teaching materials in question are the materials (**content**) provided by the curriculum, where the teacher must have a good understanding of these materials and also collaborate them well with speaking skills exercises. According to the teacher, the material that had been

determined by the curriculum was very good to support students' language skills, as the teacher said:

"The existing material from the curriculum itself is very good and supports students' language skills. It's just up to us as teachers how to develop it so that it can be understood by students"

From some of the materials above, teachers try to apply a combination of the 4C CLIL's framework into teaching materials combined with learning media that are expected to help students understand the subject matter better while practicing developing students' speaking skills. Such as by playing videos from YouTube related to the material being taught and also using PowerPoint to more easily show material points when explaining to students. The teacher also strives to achieve the objectives of the teaching material by integrating the CLIL 4c framework as a whole and combining it with students' speaking practice.

"In the understanding part (**cognition**), for example, we ask whether this material is easy or difficult, where are the obstacles, or for example in narrative text material, we usually repeat the previous material at the beginning, what is remembered and known about narrative text so that their understanding is not lost."

The researcher also found that the teacher tried to hone students' thinking skills through oral tests to take points, and on Friday 16/02/2024 the teacher explained that there were 3 materials on the oral exam on Monday 19/02/2024, there are introduction, simple present tense (nominal and verbal sentences), and analytical exposition. At the time of taking the points, the teacher used an oral system, where there were only 2 students in the

classroom, with other students waiting in front of the classroom while waiting for their turn.

The teacher chose the analytical exposition material as she explained during the interview:

"Analytical exposition, to find out the students' understanding during the learning of the material then I want to know if the students know the tenses used, ask the arguments in the text, then we ask "what is the title of the text" to ask about the structure of the text, and other questions related to the structure of the text, namely, tenses, arguments and reiteration"

In simple present tense, the teacher explained why she took this material:

"In present tense, do they remember the pattern, are they able to change the sentence according to the formula, or do they still need to be guided?"

Here also at the same time sharpening students' understanding in terms of tenses, when explaining what will be tested, the teacher explained that:

"In the simple present tense, I will ask you to change the existing tenses, for example from positive to negative or negative to interrogative or vice versa, so that you understand how to use the simple present tense."

During the oral exam, the researcher found that the teacher really tried to communicate using English with students, both when giving instructions, and asking questions, so that students automatically answered the teacher's questions in English, the goal is to improve students' speaking skills.

(Communication)

And in the culture section, on several occasions the teacher slipped in questions that stimulated students to answer according to their personal experiences, as the teacher explained that:

"At the beginning of learning after the holiday, I tried to ask what they had done during the holidays, but due to limited vocabulary, most students only answered to the point with one word that they thought could represent their vacation activities, such as sleeping, traveling, and others."

Not only that, the teacher also brought back the Introduction material, which although usually found in the early semester material, during the oral exam for taking grades, where students were expected to be able to introduce themselves properly along with their hobbies and other things about themselves. The researcher realized that many of the students had limited vocabulary. So that most of the students only explained about themselves regarding name, place of birth, address, and hobbies.

Then afterward, the researcher also found that the teacher was still trying to get students to speak English with culture-related questions such as "what is your genre of music" in the introduction section.

b. The language used

It is explained that the use of language is a means of communicating in the classroom. Therefore, it is expected that teachers can facilitate the use of language in the classroom as an effort to train students' speaking skills.

The researcher found that the teacher tries to maximize the use of English during the lesson as she explained that she usually used English but also adjusts to the ability of the students in the class, the teacher said:

"If the students in this local have a good ability and knowledge of English then the use of English in the class will be more, but if the ability of the students is somewhat less, then there will be less use of English, because if I teach by using a lot of English in a class that has less ability, then I have to explain twice, first in English and then translate again into our language."

Furthermore, the teacher added that:

"Even though the material taught in English, maybe at the beginning or at the end we can use English in brief interactions, or when giving sparking questions, but when explaining the material almost entirely in Indonesian, because if it is explained fully in English, the students do not understand, while with the explanation using Indonesian alone students need time to digest what we explain."

During the lesson itself the teacher explained that the students responded well when the teacher interacted with the students using English, as the teacher said:

"Some of students gave a positive response because they understood, but there were also those who because they did not know, so they did not give any response. Because, actually from what I observed, actually these students want to be able to speak English but they don't know the vocabulary and are less enthusiastic during the lesson."

c. Creating appropriate learning activities

What is meant by this section is how the teacher designs learning activities in the classroom so that students can understand the material well. In the classroom, the teacher asks the students to practice the dialogue in the Erlangga textbook in the Activity 1, which is intended for speaking activities by going to the front of the class in pairs randomly appointed by the teacher. Some students got the opportunity to practice it in front of the class.

Afterwards, the teacher invited students to translate the dialog orally by randomly pointing at students, and asked students who had finished

translating to point at their friends to translate the next dialog. This activity makes the class atmosphere a little crowded, because students will sometimes choose friends who often make noise with them and end up pointing back and forth. While translating, the teacher also invites students to understand the content of the dialog, in which there is an argument as part of the learning material.

When translating, the teacher only helps a little with the aim that students can find out new vocabulary from their own efforts. Furthermore, after the students finished translating and the teacher also finished explaining the content of the dialog, the teacher also asked the students to make a dialog with their classmates. In the dialog, the teacher asked the students to also make a conversation in which there is an argument. With this learning approach, according to the teacher:

"Asking students to create a dialog that contains an argument can improve students' understanding of the material better. Because they find out for themselves about what is discussed in the material."

Furthermore, after the students finish making the dialog, the teacher asks the students to demonstrate their dialog in front of the class. This is the teacher's effort in practicing students' speaking skills.

Regarding the strategies that teachers apply in improving students' speaking skills, as the teacher said:

"If the strategy might be like asking questions in English, practicing dialogue, presentations, giving students a video show and then asking them to comment on it in English which is about practicing speaking skills, also imposing class rules such as permission to leave the class in English."

Then, the teacher added that she had a plan to ask students to make a presentation on a material that would be given randomly, and the presentation would only be in pairs or threes, so that fellow students really understood the material and the teacher would ask students to explain it in English.

Regarding learning according to the teaching module, the teacher stated that:

"To carry out learning in accordance with the teaching module, it may be rather difficult. If the teaching module is probably more about administration, but in the classroom we want our teaching objectives to be in accordance with the module, but sometimes the fact is, maybe from the module it can only be implemented 50% and only at the beginning, such as the teacher saying greetings, taking attendance like that. When it comes to the delivery of material or the use of media in the classroom, there are usually changes, related to the ability of students, we can design in the teaching module like this, it turns out that it can't, so we have to change to another way, so like that"

d. Designing suitable assessment instruments

In determining the method of assessment, of course, teachers refer to the process of designing evaluation instruments that are suitable for measuring student understanding and student development in student language skills. In this case, the researcher found that the teacher assessed some materials by conducting oral exams. The teacher explained that by conducting this oral exam, he hoped that students could practice their speaking skills and also, they would understand the material more deeply.

In setting the purpose of the evaluation itself, the teacher informs the students a few days before the exam time, the 3 materials that will be included in the oral exam assessment so that students can learn them again and understand them better. The materials tested were introduction, analytical exposition, and simple present tense.

The reason for the oral exam that was held taking some of these materials as a result of interviews with teachers is:

"Introduction is related to their vocabulary, which starts with simple things, how they master grammar, such as simple present tense. Then the second, related to translation also goes into their knowledge of vocabulary. Then the third, knowing their understanding of the material. Finally, assessing their writing, in the present tense, whether they remember the pattern, are able to change the sentence according to the formula, or whether they still need to be guided, and for analytical exposition it goes into their understanding of a text. About the structure of the text, the sentences used, how many arguments there are in the text."

As for the speaking assessment itself, the teacher said that:

"If for the speaking assessment it is like the ones that often exist too, such as fluency how many percent, pronunciation how many percent, which is like most teachers used too"

2. The Challenges Teacher Faces in Applying CLIL in the Classroom

There are several things that become challenges for teachers in applying CLIL in teaching speaking skills in the classroom Based on interviews conducted twice with teachers on 21/02/2024 at 08.50 to 09.35. The second interview was conducted on 27/02/2024 at 08.20 to 08.45. There are 7 things that become challenges for teachers in applying CLIL in Teaching Speaking Skills in the classroom. This interview was conducted when the teacher did not have learning activities.

The 1st is students' ability. To apply a way of communicating that seeks English during learning, the teacher distinguishes the portion between classes.

The teacher said:

"Usually depends on the ability of the students, if their English language skills or understanding of English is more, then they usually use more

English. But if the student's ability is somewhat less, the English portion is also reduced. Because then I have to explain the instruction or material twice, into English and also into our language"

The 2nd is students' lack of vocabulary knowledge. Here the teacher said: "When taking test scores, the text used is different from what is learned during the material, I look for easy ones, for example the importance of regular exercise, then the importance of limiting the use of gadgets in children, then the benefits of gardening for mental health, so children are expected to find sentences whose vocabulary is somewhat familiar. However, because it also goes back to the student's ability, those who know a lot of vocabulary may be able to do it smoothly and easily when asked in the oral exam. But for those with less vocabulary, it might be a bit difficult, for example from just asking the title "what is the title of the text?" they look for the paragraph, even though we asked for the title.

The 3rd is lack of confidence. The teacher said that: "Sometimes we encounter students who lack confidence, for example, they know the vocabulary, but they hesitate to practice which ends up not voicing something that they can. Therefore, as teachers, we provoke them by asking questions to the students in the hope that they can answer our questions well."

The 4th is because students do not understand the material, as the teacher said: "During the oral exam, we have conveyed that this is analytical exposition, this text has a structure, namely, tenses, arguments, and reiteration. But when we asked which one the tenses, but they just silently looked at the text which means

they don't understand the material so they don't know what explanation they should voice."

The 5th, according to the pronunciation does not really affect but as she explained "There are students who are good at pronouncing English vocabulary, but there are also those who are lacking. Because they rarely say it, not familiar with the vocabulary"

The 6th is students' motivation, the teacher said:

"lack of motivation is one of the obstacles. Because students have many subjects in a day, they may only be motivated in other subjects. Highlighting other subjects, but in this subject, they are not too prominent. But for example, if they are motivated, before the exam, they have been given a grid of what will be tested, if they want the introduction material, for example, they can prepare by preparing in advance and maybe memorizing what they have prepared so that they can speak fluently, then like analytical exposition they can study the text and understand the structure of the text, then if the simple present tense, they can remember the formula so that it is easy to change it to the negative form or interrogative form".

But then the teacher added that it is unfortunate that students' motivation is sometimes not too great in learning a foreign language.

The 7th, continuing about the students' lack of motivation in learning and practicing foreign languages in their daily lives is because their first language is not English, as the teacher said "We speak Banjar as the first language, then we have to translate to Indonesian first and then to English, therefore English can also be said to be the third language, so it might be difficult for some students"

B. Discussions

The data that has been collected will be analyzed in this section. The researcher will connect the findings that have been obtained with the theory that will answer the research question of this study.

1. The Application of CLIL in Improving Students' Speaking Skills

From the obtained, the teacher attempted several activities to practice speaking skills during teaching and learning activities so that students could understand the material better, where the teacher interacted a lot with English. This is in line with what is intended by the CLIL approach. This is in line with Genesee (2003) who states CLIL is a bilingual content-driven methodology where mastery of academic objectives is considered as essential as the proficiency in the target language.

When doing activities that support students' language skills, teachers provide many opportunities for students to practice. In speaking activities, teachers provide exercises such as dialog exercises, presentations, and holding oral exams. Some of these activities are carried out with the aim of honing students' speaking skills, knowing students' abilities individually, and assessing students' understanding of the material that has been taught.

Teachers also provide examples of good language skills to students, such as giving sparking questions in English, and also guiding students to speak in English. This is as stated by David and Beadle (2014) which states that CLIL increases the opportunities for language learning and practice without increasing

the curriculum time and specialist language teacher time allocated to language learning.

Based on the data from observation, the teacher shows that she pays attention to things that are expected to make learning with the CLIL approach successful. As according to Marusic (2012), the success of CLIL is the combination of the 4C framework which includes content, communication, cognition, and culture. From the 4C framework, during its implementation there are several things that need to be considered by the teacher when applying CLIL in learning which aims to improve students' speaking skills.

In teaching and learning activities, the researcher found that the teacher used the materials that had been determined. Because according to the teacher himself, the material that has been determined by the curriculum is very good to support students' abilities in English, as he stated "the existing material from the curriculum itself is very good and supports students' language skills".

English as the target language in this learning makes the teacher a facilitator of interaction in the classroom using English, this is known when the researchers made observations, the teacher asked simple questions so that students could also understand what was being asked, such as: "can you explain to me, why you come late to the class?"

For students deeper understanding, teachers also create varied teaching and learning activities in the room, but without being separated from the existing material and there are activities that can improve students' language skills, one of which is speaking skills. Finally, teachers make appropriate assessment

aspects related to students' language skills and how students understand the material that has been taught.

Then, from the results of interviews conducted with the teacher, she agreed that CLIL can help her improve students' speaking skills, as is the purpose of the CLIL approach according to The Cambridge University Handbook (2010).

In terms of the use of English in the classroom, it can be said that teachers do not use it that much. More when interacting and instructing something to students than when explaining material. As the results of interviews and observations that have been made, in one class there are several different abilities of students. This makes it difficult for the teacher to speak English with many, as the teacher stated during the interview: *"when teaching in a class where the students' English proficiency is less, it will be difficult to speak a lot in English, because I have to explain twice"*. This finding is in accordance with the purpose of *communication* in the 4C framework of CLIL. As according to Coyle (2008), it is a tool of communication in teaching and learning activities, so that teachers interact with students using the target language in the lesson.

Furthermore, in the final stage of CLIL implementation, the teacher must pay attention to making assessments that are in accordance with the objectives of learning. Based on the observations and interviews that have been conducted, the teacher has conducted oral tests with some predetermined material, to help students understand the material more deeply and help students improve their language skills, especially in speaking skills. This is in line with Spratt (2012)

who explains that the purpose of CLIL is to improve students' knowledge and language skills in a subject by using the target language in the classroom.

The teacher also explained that she takes grades after completing a chapter from the book, which aims to allow students to revisit the lessons that have been taught and understand them better. As explained by Bachman (1990), assessment has a great influence in knowing the extent of students' understanding of the material that has been given.

As the result of observation, teachers have tried to interact with students using English in the classroom, this is in accordance with some findings from previous researchers. First, Brown and Yule (2000) as cited in Richards (2008) who explained that one of the functions of speaking is speaking as a tool for interaction, this is supported by several activities such as greeting, conversing about basic topics, sharing personal stories, etc., as cited in Richards (2008).

Furthermore, teacher conducted oral tests whose schedules have been arranged and announced in advance so that students can study the material to be tested and prepare well. This is done to determine the development of students individually and to conduct learning activities that can help students develop their language skills. This is in accordance with Brown's (2004) explanation that assessment is a continuous process that covers a far larger range of topics. Then, from the teacher who schedules the test time is also in accordance with Brown (2004) who categorizes assessment into several parts, there are: (a) formal assessment, where based on the interviews that have been carried out the teacher has said that the purpose of this test is to find out students' understanding of the

material that has been taught, (b) formative assessment, through this the teacher conducts discussions, questions and answers, students' understanding of the material, and introduction; (c) summative assessment, here the teacher conducts it after completing some material and chooses introduction, simple present tense, and analytical exposition as the test material.

The activities that teachers do during assessment related to speaking include word repetition tasks, response tasks, oral questionnaires, translation, interviews and discussions. Some of them are carried out according to the analytical exposition text that students have chosen to discuss. Some of the activities that teachers do are in line with Brown and Abeywickrama (2010) who divide speaking assessment according to 5 types of speaking; imitative, intensive, responsive, interactive, and extensive.

2. The challenges teacher faces in applying CLIL in the classroom

Based on the data collected from two interviews with teachers who use CLIL and also the researcher's view during the classroom, it is known that there are indeed some challenges that teachers face in applying the CLIL approach in learning materials. Some of these challenges are in terms of lack of vocabulary, pronunciation which sometimes causes self-confidence, still strong use of L1 and a less supportive environment.

Yusuf & Zuraini (2016) also stated that some of the challenges faced by teachers in teaching speaking skills are pronunciation problems, lack of motivation and lack of vocabulary. However, in facing these challenges,

researchers found that teachers try to have two-way interactions with students, such as asking: how was your weekend yesterday?

Based on the interview, the teacher also explained that there were challenges in the ability of the students themselves which made the teacher have to explain the material more or repeat questions during interaction. This is as the findings stated by NSS Anggraini, A Munir & O Purwati (2023) that the challenges in applying CLIL as a teaching strategy in private primary school related to the instructors and pupils. In order for learning objectives to be achieved and to help students improve their language skills, they also continued that teachers must indeed have the ability to develop subject matter.