



CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN THE CLASSROOM: INDONESIAN TEACHERS' EXPERIENCES AND CHALLENGES

Haris Mustafa^{1*}, Suryani², Ferlya Elyza³

^{1,2,3}Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Abulyatama, Aceh Besar, Indonesia, 23371

*Email korespondensi : harismustafa2001@gmail.com¹

Diterima Mei 2024; Disetujui Desember 2024; Dipublikasi 31 Januari 2025

Abstract: *This study investigated Indonesian teachers' perceptions of Content and Language Integrated Learning (CLIL) implementation at Fatih Bilingual School Banda Aceh. Guided by Vygotsky's zone of proximal development theory, the research employed a mixed-methods approach, combining case study and interview techniques. Data were collected from eight teachers who taught subjects in English, with two teachers selected for in-depth interviews. Findings revealed positive perceptions of CLIL among teachers, who reported improvements in both students' language and content knowledge. Despite limited prior knowledge of CLIL, teachers expressed enthusiasm for its potential to enhance learning. However, challenges emerged, particularly in working with English beginner students and managing the demands of teaching both content and language simultaneously. The study's implications for CLIL implementation in Indonesian schools include the need for ongoing professional development and support for teachers, as well as the importance of carefully considering the language proficiency levels of students. Future research could explore the long-term effects of CLIL on student outcomes and investigate its effectiveness in different educational contexts.*

Keywords : *CLIL, perception, bilingual school, teaching content.*

Abstrak: Penelitian ini mengkaji persepsi guru Indonesia terhadap implementasi Content and Language Integrated Learning (CLIL) di Fatih Bilingual School Banda Aceh. Mengarah pada teori pengembangan proksimal zona Vygotsky, penelitian ini menggunakan pendekatan metode campuran, menggabungkan studi kasus dan teknik wawancara. Data dikumpulkan dari delapan guru yang mengajar mata pelajaran dalam bahasa Inggris, dengan dua guru dipilih untuk wawancara lebih mendalam. Temuan mengungkapkan persepsi positif CLIL di antara para guru, yang melaporkan peningkatan dalam bahasa dan pengetahuan konten siswa. Meskipun pengetahuan CLIL sebelumnya terbatas, para guru menyatakan antusiasmenya terhadap potensinya untuk meningkatkan pembelajaran. Namun, tantangan muncul, terutama dalam bekerja dengan siswa pemula bahasa Inggris dan mengelola tuntutan pengajaran konten dan bahasa secara bersamaan. Implikasi studi terhadap penerapan CLIL di sekolah-sekolah Indonesia antara lain perlunya pengembangan profesional berkelanjutan dan dukungan bagi guru, serta pentingnya mempertimbangkan dengan cermat tingkat kecakapan bahasa siswa. Penelitian di masa depan dapat mengeksplorasi efek jangka panjang CLIL pada hasil siswa dan menyelidiki keefektifannya dalam konteks pendidikan yang berbeda.

Kata kunci : *CLIL, persepsi, bilingual school, mengajar mata Pelajaran.*

INTRODUCTION

Content and Language Integrated Learning (CLIL) is one of the methods used in a bilingual school. It refers

to a term in which English is used as the language in teaching subject content. As an example, science is taught by using English. Thus, in this context, the students learn both language and subject content as Marsh (2006) says that "CLIL offers opportunities for learners to use another language different than their mother tongue in a more natural way so that they soon forget about the language and focus only on learning the topic." Furthermore, Dafouz, et. al (2007) looked into how CLIL was implemented in Madrid, Spain. They discovered that implementing Content and Language Integrated Learning (CLIL) has as a medium of communication.

There are numerous previous studies that look into the use of CLIL in the teaching-learning process. McDoughald (2015) discussed on how attitudes, perception, and experiences of teachers in Colombian schools when it came to CLIL. He found that around half of the teachers said that they had positive experiences teaching content and language together, despite claiming to lack sufficient content understanding. Almost all of the participants felt that the CLIL may assist students improved their language abilities as well as their subject understanding (meaningful communication).

In addition, Savic (2010) conducted a small-scale study to see if Serbian EFL teachers were ready to use CLIL in their classrooms. The finding showed that many of the teachers were unfamiliar with CLIL and the teacher competences were needed to teach English and subject, such as using suitable pedagogical approaches involving problem-solving, negotiations, dialogues, and classroom management.

Johnson (2012) also conducted out a small-scale case study with five doctoral-level lecturers at a teacher training college in Alcalá de Henares, Spain, to see how the participants' beliefs developed and/or altered throughout the course of a two-and-a-half-year CLIL-focused teacher development program. The findings implied that the supplementary CLIL training course was a success. Participants' knowledge of CLIL improved as a result of the course, giving them better tools to teach using English. In addition, their perception of how knowledge was acquired shifted, resulting in a new attitude about employing a CLIL approach in their classrooms.

Furthermore, in the context of teaching subject matter by using a foreign language such as English, the preparation and the nature of the teaching may be more challenging for elementary school level when teaching subject matter in foreign language. Thus, this research investigates the teachers' perception toward the implementation of CLIL at Fatih Bilingual School.

LITERATURE REVIEW

Content and Language Integrated Learning (CLIL)

CLIL (Content and Language Integrated Learning) is a method in which students simultaneously learn a subject and a second language. It involves the learning content using foreign languages in the learning process. It comprises a dual focus, in which English and subject matter are taught simultaneously. The implementation of CLIL provides opportunities for students to enhance their English competencies and their subjects knowledge (Castellano-Risco et al., 2020; Khoiriyah, 2021). Students can be taught a science course in English, for example, and gain not only scientific knowledge but also relevant vocabulary and language skills. Rohmah (2022) explains

that Content and Language Integrated Learning (CLIL) refers to any dual-focused educational situation in which non-linguistic content is taught and learned using an additional language that is not usually the learners' primary language. It is dual-focused because, regardless of whether attention is focused on subject-specific material or language, both are always accommodated. Learners are exposed to a wider choice of language while also gaining knowledge and abilities in a variety of subject areas. Learning a curricular subject (such as geography) in a second or third language requires competent pedagogical practice in CLIL. It boosts learners' self-confidence, improves academic cognitive processes and communication skills, and promotes intercultural understanding and community values. Furthermore, research demonstrates that learners grow more attentive to words and concepts provided in both their first language and target languages, as well as gaining a larger and more varied vocabulary. Learners achieve considerably higher level of proficiency in all four abilities of listening, speaking, reading and writing than is expected in other English programs for young learners (Cambridge, 2016).

CLIL also contains process when applied (Marsh, 2003). When students learn a subject such as history, geography, or science in a foreign language, the foreign language serves as a vehicle for learning. He said, "Content and Language Integrated Learning refers to an educational approach where some learning content (like a topic on global climate, or a subject) is taught in an additional language". Based on the statements above, it can be concluded that CLIL is an educational approach that combines language teaching and subject learning with the general teaching of school subjects. He combined two goals; first, to ensure that students learn curricular subject matter and the second is to improve students' proficiency in a language (Stukalina, 2010). Thus, educators plan to integrate not only content and language, but also procedures by attaining how content will be addressed in such a way that it is appropriate for all learners, regardless of proficiency level.

RESEARCH METHODOLOGY

This is a case study research that employs a mixed method in collecting and analysing the data. The case study design is more likely to investigate narrowly defined topic areas such as classroom problems or language development (Griffie, 2012). In this study, a case study is used because it is an excellent methodology for conducting an in-depth investigation. It is used to examine something in a real-life context. In this research, the researcher focuses on teachers' perception about the implementation of CLIL in teaching courses. The data from questionnaires and interview are collected and reported in form of numerical and descriptive data.

The results of the questionnaires are analyzed by using the percentage formula by Sugiono (2019) as follows.

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Number of data

RESULT AND DISCUSSION

Result

In this qualitative research, the researcher collected the data by giving questionnaires and doing interview. The researcher distributed the questionnaires to all of the teachers (8 teachers) who taught their subject by using English at Fatih Bilingual School Banda Aceh. Furthermore, the interview was administered with two of the teachers who randomly chosen from all of the participants. The aim was to find out the teachers' perception in applying CLIL at Fatih Bilingual School Banda Aceh. The researcher analyzed the result of questionnaires by using a percentage formula. Then, he analyzed the interview result by using qualitative procedures proposed by Miles, et al (2014).

The researcher distributed questionnaires to teachers at Fatih Bilingual School who taught subject by using English. The aim is to find out their perception about the implementation of CLIL at Fatih Bilingual School Banda Aceh. The results of the questionnaires are tabulated in the following tables.

Tabel 1 . The Teachers' Responses about How Much They Know CLIL

Question 1	Possibility Answers	Frequency	Percentage
I know much about CLIL	Yes	4	50%
	No	4	50%
Total		8	100%

Furthermore, the researcher also administered semi-structured interview to gather more detail data about the implementation of CLIL at Fatih Bilingual School Banda Aceh. In doing this, the researcher interviewed two subject teachers who taught subject by using English with refers to teacher T and Q. The interview questions were adapted from Yavuz (2020). The result of interview with the teachers is presented as follows:

The teachers' knowledge about CLIL

The interview result with teacher Q and T showed that the teachers knew CLIL in different ways. Teacher Q admitted that CLIL can be identified by form of checking instruction. She said:

“CLIL can be identified by doing instruction checking. The teacher should provide the instruction checklist to help the students to understand the instruction and the content. Once, before I provided the instruction checking, it is not easy to me to make the students understand the content I taught. After I provided the instruction checking, I found that the students could understand the content easier because they knew what they were going to do and the aim of the learning objectives.”

Meanwhile, the teacher T said that in CLIL the term about the content should be taught in English. The teachers should explain the material in English. Even when a student did not know about a term in content, we should give the definition in English. Thus, the students mastering the content based on their understanding, not by remembering a term. The teacher T said:

“In teaching by using CLIL, the teacher should give the students the prior knowledge about the content in English. The teacher should prepare the students with some terms which is explained in English. Thus, the

students really understood the content in English and when they were required to ask questions or to do discussion, they will do it in English without thinking about the translation of the term in Bahasa Indonesia.”

Discussion

In this research, the writer intends to find out the answers to the following research question: What is the teachers' perception in applying CLIL at Fatih Bilingual School? The result of questionnaires shows that the teachers did not know much about CLIL. Their experiences teaching using CLIL is quite short or new (less than eight months).

The result of the teachers' responses also supports the findings of the previous research by Savic (2010). He tried to discover whether Serbian EFL teachers were ready to implement CLIL in their classrooms and explored teachers' attitudes and experiences as well as potential benefits of using a CLIL approach. The results of this previous study are similar to the present study in which the teachers are not familiar with CLIL and have a very unclear idea about CLIL. However, the teachers keep teaching content subjects by using English. Thus, the teacher should master both language and the content subjects because they teach both English and subject contents. For example, in teaching Mathematics, the teachers should use English by using appropriate vocabularies and grammar to explain the numbers, multiplication, division, formulas, and so on.

CONCLUSION AND SUGGESTION

Conclusion

This study investigates the teachers' perception toward the implementation of CLIL at Fatih Bilingual School Banda Aceh. Based on the teachers' responses toward the questionnaires and interview result, it was found that the teachers gave responded positively toward the implementation of CLIL at Fatih Bilingual School Banda Aceh. The finding reveals that the teachers are curious about CLIL and they want to know more about CLIL. They also comment that using English to teach subject helps students to improve both their subject and language development. They expect that there will be further courses about CLIL so that they can find more information about CLIL. However, the Fatih Bilingual School teachers perceived that teaching by using CLIL requires new teaching materials, a lot of administrative support and cooperation with subject teachers. The teachers claim that they were interested in participating in future CLIL research project. The teachers also admit that teaching beginner by using CLIL is not easy.

Suggestions

Based on the finding of this research, the researcher provides some suggestions for teachers and other researchers as follows.

1. For teachers: since in implementation of CLIL requires language and subject mastery, English teachers and the subject content teachers need to cooperate in assisting the students to understand both language and subject content.
2. For researchers: this research has limitation in which the researcher only focuses on the teachers' points of view and has no evidence of the implementation of CLIL at bilingual school. So, the direct observation is

needed. Thus, the researcher suggests other researchers to conduct further research in order to describe and portray the implementation of CLIL in the class at bilingual schools.

REFERENCE

- Castellano-Risco, I., Alejo-González, R., & Piquer-Píriz, A. M. (2020). The development of receptive vocabulary in CLIL vs EFL: Is the learning context the main variable? *System*, *91*, 102263. <https://doi.org/https://doi.org/10.1016/j.system.2020.102263>
- Dafouz, E., Núñez, B., Sancho, C., & Foran, D. (2007). Integrating CLIL at the tertiary level: Teachers' and students' reactions. In D. Wolff & D. Marsh (Eds.), *Diverse contexts, converging goals: Content and language integrated learning in Europe* (pp. 91- 102). Frankfurt, Peter Lang.
- Griffiee, T. D. (2012). *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publication
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Method Source Book*. SAGE Publication.
- Johnson, M. (2012). Bilingual degree teacher's beliefs: A case study in a tertiary setting. *Pulso Revista de Educación*, *35*, 49-74.
- Khoiriyah. (2021). Content and language integrated learning (clil) in indonesian. *Jurnal Pendidikan Progresif*, *11*(3), 587–601. <https://doi.org/10.23960/jpp.v11.i3.202110>.
- Marsh, D. (2003). The relevance and potential of content and language integrated learning (CLIL) for achieving MT+2 in Europe. *ELC Information Bulletin* 9 - April 2003 retrieved ON 22 February 2020 from: <http://userpage.fu-berlin.de/elc/bulletin/9/en/marsh.html>
- McDougald, J.(2015). Teachers' attitudes, perceptions and experiences in CLIL: A look at content and language. *Colomb. Appl. Linguist. J.*, *17*(1), pp. 25-41.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Method Source Book*. SAGE Publication.
- Rohmah, I, I, T. (2022). *Assessment: What Every CLIL Teachers Should Know*. Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia.
- Savic, V. (2010). *Are we ready for implementing CLIL in primary language classrooms?* *British Council Serbia ELTA Newsletter*, *May*. Retrieved on 9 April 2020 from <http://www.britishcouncil.org/ro/serbia-elta-newsletter-2010-may.htm>

Stukalina, Y. (2010). Using Content and Language Integrated Learning (CLIL) for Creating the Educational Environment Contributing to Language Learning In a Technical Higher School. http://www.tsi.lv/Research/Conference/MIP_2010/22.pdf. Retrieved on 10 April 2023.

Sugiono. (2019). *Metode Penelitian Kuantitatif, Kualitatif R&D*. Alfabeta.

Suryani., Meutia, P.D., Fidyati., Prayudiana, W., & Ugahara. (2024). The Constraints Faced by EFL Lecturers To The Implementation Of Online Learning. *Getsempena English Education Journal, 11(2)*, 100-111

Yavuz, A.C., Oztufekci, A., Oren, A, D., Kaplan. A., Uzunkaya, C, Y. (2020). Teachers' Perceptions and Needs of CLIL: A Collective Case Study from Turkey." *Shanlax International Journal of Education, 9 (1)*, pp. 92-103.

▪ *How to cite this paper :*

Mustafa, H., Suryani., & Elyza, F. (2025). Content and Language Integrated Learning (CLIL) In The Classroom: Indonesian Teachers' Experiences And Challenges. *Jurnal Dedikasi Pendidikan, 9(1)*, 77–84.

