



Applying Content and Language Integrated Learning (CLIL) to Improve Students' English-Speaking Skill

Pengaplikasian Integrasi Pembelajaran Konten Dan Bahasa Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa

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ABSTRACT

This research aims to determine the level of students' speaking skill improvement and the application of the Content and Language Integrated Learning (CLIL) approach in teaching speaking skills. In this part, the researcher shows these findings based on the questionnaire results on applying the Content and Language Integrated Learning (CLIL) approach in teaching speaking skills developed by Novitasari, N., Wahyuningsih, N., & Agustina, H. N. (2022). The research applied quantitative methods and experimental research in particular. The subjects were students' Politeknik Pelayaran Barombong, notably in class Diploma III of Nautika. The research findings showed that regarding the pre-test from the experimental class from 20 students of Nautika at Politeknik Pelayaran Barombong, the total score is 1040.22. The mean score is 52.01, then, regarding the pre-test from the controlled class from 20 students of Nautika at Politeknik Pelayaran Barombong showed a total score is 943.75. The mean score is 47.18. As a result, regarding the post-test from the experimental class, 20 students of Nautika at Politeknik Pelayaran Barombong showed a total score of 1693.75. The mean score is 79.75.

Keywords: Content and Language Integrated Language (CLIL), speaking skill, approach, students' perception

ABSTRAK

Penelitian ini bertujuan untuk mengetahui level perbaikan kemampuan berbicara siswa, aplikasi konten dan pembelajaran integrasi bahasa (CLIL) diterapkan dalam mengajarkan kemampuan berbicara. Di bagian ini peneliti menunjukkan hasil penelitian berdasarkan hasil questionnaire pada konten aplikasi dan pembelajaran integrasi bahasa (CLIL) yang diterapkan dalam mengajarkan kemampuan berbicara yang dikembangkan oleh Novitasari, N., Wahyuningsih, N., & Agustina, H. N. (2022). Penelitian ini menerapkan metode kuantitatif, penelitian eksperimental khususnya. Subjek penelitian merupakan mahasiswa Politeknik Pelayaran Barombong khususnya di kelas Diploma III Nautika. Hasil penelitian menunjukkan bahwa hasil dari pretest dari kelas eksperimental dari 20 mahasiswa nautika Politeknik Pelayaran Barombong menunjukkan total skor adalah 1040,22 dan mean skor adalah 52,01 kemudian tentang pretest dari kelas control dari 20 mahasiswa Nautika Politeknik Pelayaran Barombong menunjukkan total skor 943.75 dan mean skor adalah 47.18 sebagai hasilnya, mengenai post -test dari kelas eksperimental dari 20 mahasiswa Nautika Politeknik Pelayaran Barombong menunjukkan total skor sebanyak 1693.75 dan mean skor sejumlah 79.75

Kata Kunci: konten dan integrasi bahasa (CLIL), kemampuan berbicara, penerapan, pendapat mahasiswa

1. BACKGROUND

Learning English plays a significant role in forming human resources in this era. Quality learning is expected to create quality human resources as well. One of the efforts to realize quality learning that can create Human Resources who have global competitiveness is by using English in the learning process.

English is used for many things, but the most important thing is communicating with each other. English has an important role as a means of communication in transferring and obtaining knowledge, information, science, technology, arts and culture and maintaining international relations. In Indonesia, English is considered a foreign language. Therefore, learning English students is a must.

There are some barriers to the use of English in schools. Based on the results of the preliminary questionnaire at Politeknik Pelayaran Barombong in class Diploma III of Nautika, one of the obstacles in learning is the lack of student descriptions of the material taught in English. Based on the pre-observation which was conducted by the researcher lately, the researcher found that the Politeknik Pelayaran Barombong, notably in class Diploma III of Nautika, the lecturer uses English for the specific purpose of developing students' English skills, especially for speaking, but the interview from some students said that they need a new approach to be applied in the classroom in order to increase their English skill, especially speaking skill, from the problems mentioned by the students the researcher would like to adopt Content and Language Integrated Learning (CLIL) to improve students' speaking skill.

Based on the problem above, following the Teaching and learning method must develop every time and has changed the educational process. Human development, technology, and culture are reasons to change educational teaching methods. The multicultural and multilingual era also support teaching method to create a good education, focusing on content and language. In this century, researchers found a new teaching method called "Content and Language Integrated Learning (CLIL)." Dalton-

Puffer, (2007) states that the term CLIL refers to an educational setting where a language other than the student's mother tongue is used as a medium of instruction in which content and language are learned simultaneously.

Therefore, this research aims to analyze content and language integrated learning (CLIL) to improve students' English-speaking skills at Politeknik Pelayaran Barombong.

2. LITERATURE REVIEW

2.1. The Concept of CLIL

The term CLIL was first coined in 1994 in Europe. According to Marsh et al. (2012), 'CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language'. Regarding ELT, CLIL is quite similar to previous methods like 'Content based instruction', 'Bilingual Education' or 'English across the curriculum'. Whatever the label is emphasized in all three methods, language elements are integrated into the content. The content is taught in a language that is not the learner's mother tongue. The natural flow of language is embedded in the content. Language is acquired in real-life situations. Fluency in the use of language is given more importance in CLIL than errors. Errors are natural in language learning. CLIL assumes that a lack of language competency does not affect understanding of subject content. Most CLIL programmes being followed in many countries are yet experimental. To date, sound research in CLIL has not been conducted to establish the method's rights.

Teaching and learning using non-language subjects are commonly used in many European schools. In development, it separated the whole world. CLIL is new methodological approach in the last two decade, it was introduced first time in 1990s and very popular in Spain but in several European countries. Coyle et al. (2011) in addition Coyle et al. (2010) gives additional definition Content, and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only

on content and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

2.2. Types of CLIL

Claudiocol in Kusmayadi & Suryana (2017) state that there are three types of CLIL, *Hard CLIL* is how a school requires teachers to teach half of the curriculum in a target language (content led). This type of CLIL focuses more on content. The learners are taught the content/subject by using the target language. On the other hand, *Mid CLIL* is how the school requires teachers to teach some CLIL modules where a subject is taught for a limited amount of hours.

In contrast, *Soft CLIL* is the way that school requires teachers to teach English by using different materials and content/subjects such as biology, physics, chemistry, etc. This is a part of the language ELT course curriculum (language-led course). The focus of this type is language. The types of CLIL allow the teachers to consider how they can implement the CLIL method based on the context, the language used, and the time allocation during teaching and learning based on the need.

2.3. Aims of CLIL

Claudiocol in Kusmayadi & Suryana (2017) state three types of CLIL: *Hard CLIL*, *mid-CLIL*, and *soft CLIL*. *Hard CLIL* is how school requires teachers to teach half of the curriculum in a target language (content led). This type of CLIL focuses more on content. The learners are taught the content/subject by using the target language. On the other hand, *Mid CLIL* is how the school requires teachers to teach some CLIL modules where a subject is taught for a limited amount of hours.

In contrast, *Soft CLIL* requires teachers to teach English using materials and content/subjects such as biology, physics, and chemistry. This is a part of the language ELT course curriculum (language-led course). The focus of this type is language.

In general, CLIL aims to: introduce learners to new ideas and concepts in curriculum subjects; improve learners' performance in both curriculum subjects and the target language; encourage stronger links with the citizenship curriculum; increase learners' confidence in the target language; make the content subject the primary focus of classroom materials; enable learners to access curriculum subjects by modifying lesson

plans to take into account students' ability in the target language; provide cognitively challenging materials from the beginning; provide scaffolding to support learning of content and language.

2.4. Applying of CLIL

Content language integrated learning (CLIL) is a dual-focused approach to teaching. The target language is used for teaching and learning both the content of a learning subject and the language within a specific set of learning objectives set by the teacher. In other words, an additional language is used as a medium in the teaching and learning of a non-language Delliou & Zafiri (2016), in addition, Marsh & Langé (2000) state that CLIL is one of the modern and successful methods developed to help students reach plurilingualism. This approach refers to teaching subjects other than the English language, such as science, geography, history, math, or physical education using the foreign language instead of the students' mother tongue. CLIL implementation is difficult and demanding for educators since the work to be done shifts from current practices to new practices favored by this approach. As already mentioned, CLIL is a kind of bilingual education with equal emphasis on both subject and language in an integrative manner. However, the focus may change from time to time depending on the needs.

2.5. Students' Perceptions of CLIL

Yang (2015) proposes that implementing CLIL in teaching and learning benefits both linguistics skills and non-linguistics. CLIL learners have been found to enhance their speaking skills by producing more and longer utterances, developing constructive ability in the target language and displaying a higher language level than non-CLIL learners. While in the non-linguistics area, CLIL boosts the learners' motivation to keep them interested in foreign language learning, enhancing their mobility, employability, and intercultural communication, preparing them for future careers.

Dalton-Puffer in Pipit (2018) proposes four advantages of CLIL: 1.) Creates conditions for naturalistic language learning; 2.) Provides a purpose for language use in the classroom; 3.) Has a positive effect on language learning by emphasizing meaning rather than form; and 4.) Drastically increases the amount of exposure to the target language. In line with those advantages proposed by (Rohmah, 2019)

offers the benefits of applying CLIL for learners, such as: 1.) Learners are motivated; 2.) Learners developed their cognitive and communication skills; 3.) Learners' communication skills progress more due to meaningful communication; 4.) Learners receive a lot of language input and output; and 5.) Learners develop intercultural awareness.

2.6. The Nature of Speaking

Johnson and Morrow (1981: 70) say that speaking, popular with the term 'oral communication', involves two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Speaking requires learners to produce linguistically connected and pragmatically appropriate utterances (Martinez Flor (2006: 139). In brief, learners must know how to use the language in context.

Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. To do this, language learners should have sufficient knowledge of the English language's sound, structure, vocabulary and cultural system. The learners also have to think about the ideas they wish to express. They have to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression and grammatical, lexical and cultural features needed to express the idea, be sensitive to the person they speak and the situation in which the conversation takes place. Lastly, the learners must be able to change their thoughts' direction based on the p ve to the change of register or style necessitated by persons responses.

2.7. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1) Pronunciation

Based on Longman Dictionary (2000: 429), pronunciation is how a certain sound or sounds are

produced. It covers they way for speakers to produce clear language when they speak. The speakers must deliver clear messages for listeners to make successful communication happen. Teaching pronunciation, including stress, rhythm, and intonation, is very important.

2) Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3) Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes consisting of single words, compound words, and idioms that are typically used when talking about something. To be able to speak fluently and accurately, speaker of a foreign language should master enough vocabulary and can use it accurately

4) Accuracy

Accuracy is an ability to produce sentences or utterances with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure, to speak accurately.

3. RESEARCH METHODOLOGY

3.1. Research Design

This researcher applied a quasi-experimental method. The methods would focus on combining quantitative and qualitative approaches. It would be utilized because the researcher intended to comprehend better, explain, or create the research findings from a different perspective Creswell (2014 : 215). This method was created using a sequential explanatory strategy. According to Morse, "usually use to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data ", the sequential design was "used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data" Creswell (2009). It can be especially useful when unexpected result arises from a quantitative study. The quasi-experiment consists of two groups: Experimental Group and Control Group

and both groups were given by pre-test, treatment, and post-test. The experimental group was treated by implementing Multi-Sensory Approach. In contrast, the control group was given by topics related to The treatment using Lecturing Model by implementing the Communicative Approach.

The design was presented as follows:

EG	O ₁	X ₁	O ₂
CG	O ₁	X ₂	O ₂

Notation : EG : Experimental Group
 CG : Control Group
 O₁ : Pre test
 O₂ : Post test
 X₁ : The treatment by using CLIL
 X₂ : The treatment by using Lecturing Model

3.2. Research Instrument

In this research, the researcher used three instruments that were employed in order to produce valid and reliable findings; the speaking test as a speech production test, classroom observation and a questionnaire addressed to the CLIL group.

Speaking test, both groups were tested in their speaking skills, and their results were compared to see which approach or method was more effective. The speaking test provided the framework for the investigation and collection of data; the learners were marked according to certain criteria set for their level.

Classroom observation was applied in order to focus on the research context. It was a qualitative method of research that allowed the researchers to observe their subjects, in this case, students, in their natural settings. Throughout the teaching of the CLIL lessons, the researchers documented classroom action and interaction with regards to the development of the speaking skill. Classroom observation offered the opportunity to acquire a full insight into the students’ perceptions of the dual-focused nature of the new teaching approach.

Lastly, to learn about the benefits and challenges of implementing CLIL in teaching speaking skills to the Diploma III class of Nautika in Politeknik Pelayaran Barombong. A checklist designed by the researchers was handed out to them after the CLIL lessons. Requested to respond to a checklist, documenting their opinion on specific aspects of the new approach tested. These aspects included the tasks and the organization of the lessons, the interaction of the students within groups and in the classroom, and their learning abilities and speaking skills.

3.3. Data Analysis

In this section, the researcher tried to find the score of each student and the mean score of the students. The data collected through the test that analyzed by quantitatively way. Percentage score and mean score. The steps were described as follows:

Table 1. The way of getting a score based on the analysis scoring systems based on Anderson (2003)

Scores	4	3	2	1
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Fluency	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with a variety	Poor: many errors
Accuracy	Error-free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Pronunciation	Error-free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

In analyzing the result of the pre-test and post-test, the researcher would objectively define the character of

each student’s pre-test and post-test, whether they achieved or not.

Table 3. The Result of Pretest From Experimental class

Table 2. category of total score as follow:

Excellent	91 – 100
Very good	81 – 90
Good	71 – 80
Fair	61 – 70
Bad	51 – 60
Very bad	0 – 50

In the beginning and the end of the study, both groups were tested in their speaking skills and their results were compared to see which approach or method is more effective. The speaking test was provided the framework for the investigation and collection of data; the learners are marked according to certain criteria set for their level.

The students of both the CLIL and non-CLIL class took part in a simulated speaking test in the classroom during the same period; initially, before the CLIL teaching, all students were asked to carry out the same speaking test to assess their initial level of competence. After one month of CLIL teaching, the students were asked, once more, to take the same speaking test, a different one this time, to find out whether the CLIL methodology will help the students of the control group to enhance their speaking abilities. All the tests were recorded and conducted by the researchers.

4. FINDINGS AND DISCUSSION

4.1. Findings

Based on the collected data, the researcher classified findings into two part according to the research questions of this research.

1) The application of CLIL approach in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong

Table 3. The Result of Pretest From Experimental class

NO	Students	Vocabulary (25%)				Fluency (25%)				Accuracy (25%)				Pronunciation (25%)				Total	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	S1		v				v					V				v			56.2
2	S2			v			v					V		V					56.25
3	S3			v			v				v					v			56.26
4	S4			v			v					V				v			62.5
5	S5		v				v				v					v			50
6	S6		v				v				v					v			50
7	S7		v					v			v					v			56.25
8	S8		v				v					V		V					50
9	S9		v				v				v					v			50
10	S10		v				v					V				v			56.26
11	S11		v				v				v			V					43.75
12	S12			v			v				v			V					50
13	S13			v			v				v			V					50
14	S14		v				v				v			V					43.75
15	S15		v				v				v					v			50
16	S16		v				v					V		V					43.75
17	S17		v					v			v			V					50
18	S18		v				v				v					v			43.75
19	S19			v			v				v					v			56.25
20	S20			v			v				v					v			65.26
Total Score																			1040.22
Mean Score																			52.01

Based on the table above regarding the pre-test from experimental class from 20 students of Nautika at Politeknik Pelayaran Barombong, the total score is 1040.22. The mean score is 52.01. This score can be classified as bad score, and based on the table above most of the students lack of vocabulary for specific term in this case English for maritime, in the other hand most of students also are still low in fluency because most of them still use unnecessary words and strutted. The accuracy is also still low same as their pronunciation they still face mis-pronunciation.

Table 4. The Result Of Pretest From Controlled Class

NO	Students	Vocabulary (25%)				Fluency (25%)				Accuracy (25%)				Pronunciation (25%)				Total	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	S1	v				v				v					v				43.75
2	S2	v				v				v					v				56.25
3	S3	v				v				v							v		56.25
4	S4	v				v				v							v		50
5	S5	v				v							V		v				50
6	S6		v			v				v				V					50
7	S7		v			v				v				V					50
8	S8		v			v		v						V					50
9	S9	v				v				v					v				50
10	S10	v				v				v					v				50
11	S11	v				v						V			v				50
12	S12	v				v			v					V					37.50
13	S13	v				v				v					v				50
14	S14	v				v						V		V					43.75
15	S15		v			v				v				V					50
16	S16	v				v				v					v				43.75
17	S17	v				v				v					v				56.25
18	S18	v				v				v				V					37.50
19	S19	v				v				v				V					37.50
20	S20	v				v				v				V					31.25
Total Score																			943.75
Mean Score																			47.18

Based on the table above regarding the pre-test from a controlled class from 20 students of Nautika at Politeknik Pelayaran Barombong, the total score is 943.75. The mean score is 47.18. This score can be classified as very bad score, and based on the table above the researcher can conclude that most of the students are lack of vocabulary for specific term in this case is English for maritime, in the other hand most of students also are still low in fluency because most of them still use unnecessary words and strutted. The accuracy is also still low same as their pronunciation they still face mis-pronunciation.

Table 5. students' activity checklist during the classroom observation

No	Activity	Level				
		1	2	3	4	
1	Students pay attention to the teacher's explanation			V		3
2	Students give responses to teachers' questions				V	4
3	Students actively involved in the discussion				V	4

4	Students do their tasks based on the teacher's instruction			V		3
5	Students present their speaking performance				V	4
Total Score						18
Mean						3.6

It can be seen based on the table above related to students' activity checklist during the classroom. The researcher can conclude that most students pay attention to the teachers' explanation related to the subject. Students give positive responses to teacher questions; in addition, students are actively involved in the class discussion and present their tasks based on the teachers' instruction and then collect the task on time. They also perform their speaking in front of the class.

Table 6. teacher's observation checklist during the classroom observation

No	Activity	Level				
		1	2	3	4	
1	The teacher gives warning up at the beginning of class				V	3
2	The teacher encourages students to be actively involved in the learning process				V	4
3	The teacher gives the instruction clearly				V	4
4	The teacher manages the class very well			V		3
5	The teacher summarizes the material at the end of the class				V	4
Total Score						19
Mean						3.8

Based on the table above related to teacher's observation during the classroom, it can be seen, the researcher can conclude that before the class beginning the teacher gives warning up and ice breaking in order to make the students more spirit, besides that the teacher also encourage all the students to be active and involve to the learning process, another point is the teacher not only can give clear instruction and explanation but also teacher can manage the classroom, then the last before the class end the teacher summarize the subject.

Table 6. The Result of Post-tset from Experimental class

No	Students	Vocabulary (25%)				Fluency (25%)				Accuracy (25%)				pronunciation (25%)				Total		
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	S1			v			v					v								87.5
2	S2			v			v					v								75
3	S3			v			v					v								81.25
4	S4			v			v					v								87.5
5	S5			v			v					v								81.25
6	S6			v			v					v								75
7	S7			v			v					v								81.25
8	S8			v			v					v								81.25
9	S9			v			v					v								87.5
10	S10			v			v					v								81.25
11	S11			v			v					v								75
12	S12			v			v					v								81.25
13	S13			v			v					v								75
14	S14			v			v					v								75
15	S15			v			v					v								81.25
16	S16			v			v					v								75
17	S17			v			v					v								81.25
18	S18			v			v					v								75
19	S19			v			v					v								81.25
20	S20			v			v					v								75
Total Score																			1593.75	
Mean Score																			79.68	

Based on the table above regarding the post-test from the experimental class from 20 students of Nautika at Politeknik Pelayaran Barombong, the total score is 1693.75. The mean score is 79.75; this score can be classified as good score, and based on the table above most of the students at the pre-test who are lack of vocabulary for specific term in this case English for maritime in post-test there is an improvement, in the other hand most of students also who are still low in fluency because most of them still use unnecessary words and strutted but in the post-test shown an improvement such as decreasing the unnecessary word, and the accuracy which is also still low same as their pronunciation in the pre-test because they still face mis-pronunciation. However, in the post-test they perform nicely because the miss-pronunciation are decreasing. The increasing score or the gape score from pre-test and post-test is 27.68 means there is a significant score increased from bad score to good score in this case by using CLIL to increase students speaking skill can be very useful.

Table 7. The Result of Post-tset from Controlled class

NO	Students	Vocabulary (30%)				Fluency (30%)				Accuracy (30%)				Pronunciation (10%)				Total			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1	S1				v							v									62.5
2	S2				v							v									62.5
3	S3				v							v									50
4	S4				v							v									50
5	S5				v							v									62.5
6	S6				v							v									56.25
7	S7				v							v									50
8	S8				v							v									65.25
9	S9				v							v									62.5
10	S10				v							v									56.25
11	S11				v							v									50
12	S12				v							v									50
13	S13				v							v									56.25
14	S14				v							v									62.5
15	S15				v							v									68.75
16	S16				v							v									62.5
17	S17				v							v									62.5
18	S18				v							v									62.5
19	S19				v							v									68.75
20	S20				v							v									62.5
Total Score																			1184		
Mean Score																			59.2		

Based on the table above regarding the post-test from controlled class from 20 students of Nautika at Politeknik Pelayaran Barombong, the total score is 1184. The mean score is 59.2. This score can be classified as a bad score and based on the table above, the researcher can conclude that there is an improvement in students' vocabulary, especially for the maritime term; there is also an improvement in students' fluency in speaking, accuracy and pronunciation but not significant because the score improvement from pre-test and post-test only has a bit increasing from 47.8 as the very bad score to 59.2 bad scores it is because this class did not use CLIL as the approach to improve the students speaking ability.

2) What are the students' perceptions in implementing CLIL in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong

Table 8. Students’ opinion in enjoying the lesson about transfer in and transfer out

No	Description	Total	Percentages
1	Very agree	12	60%
2	Agree	5	25%
3	Neither agree nor disagree	3	15%
4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table above regarding students’ opinions about enjoying the lesson about transfer in and out, and based on the table, 12 students or sixty percent (60%) very agree that they enjoyed the lesson very much. Five students, or twenty-five percent (25%) state they agree that they enjoy the lesson. In comparison, 3 students or fifteen percent (15%) state neither agree nor disagree that they enjoy the lesson. No students state they disagree and very disagree. Thus based on the table above the researcher can conclude that students enjoy the lesson about transfer in and out of the classroom with sixty percent (60%).

Table 9. Students’ opinion about given adequate time and opportunities to sharpen their observing / observation skill

No	Description	Total	Percentages
1	Very agree	14	70%
2	Agree	3	15%
3	Neither agree nor disagree	1	5%
4	Disagree	2	10%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding students’ opinion about given adequate time and opportunities to sharpen their observing or observation skills, based on the table, 14 students or seventy percent (70%) state that they very agree that they are about given adequate time and opportunities to sharpen their observing or observation skill, and 3 students or fifteen percent (15%) state that they agree about given adequate time and opportunities to sharpen their observing or observation skill, then 1 student or five percent (5%) states that they about given adequate time and opportunities to sharpen their observing or observation skill, and last 2 students or ten percent (10%) state disagree that they are about given adequate time and opportunities to sharpen their observing or observation skill, but based on the table

above the researcher can conclude that the students are about given adequate time and opportunities to sharpen their observing or observation skill with seventy percent (70%).

Table 10. Students’ opinion about being given a chance to work and collaborate with other students

No	Description	Total	Percentages
1	Very agree	16	80%
2	Agree	3	15%
3	Neither agree nor disagree	1	5%
4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding students’ opinions about being given a chance to work and collaborate with other students, based on the table, 16 students or eighty percent (80%) very agree that they are given a chance to work and collaborate with other students. Three students or fifteen percent (15%) agree that they can work and collaborate with other students. In contrast, 1 student or five percent (5%) state that neither agreed nor disagreed about given a chance to work and collaborate with other students, and no students states they disagree or very disagree about given a chance to work and collaborate with other students, thus based on the data the researcher can conclude that students are given the chance to work and collaborate with other students with eighty percent (80%).

Table 11. Students’ opinion about allowed to take active participation in the learning process

No	Description	Total	Percentages
1	Very agree	18	90%
2	Agree	2	10%
3	Neither agree nor disagree	-	0%
4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on table about students’ opinion about being allowed to take active participation in the learning process, based on the table, 18 students or ninety percent (90%) state that they very agree that they are allowed to take active participation in the learning process. Two students or ten percent (10%) agree that they are allowed to participate actively in the learning

process. In contrast, no student chose either agree nor disagree, disagree and very disagree, thus based on the table above the researcher can conclude that students are allowed to participate actively in the learning process with eighty percent 80%.

Table 12. Students’ opinion about improving their English language for maritime after attending the lesson

No	Description	Total	Percentages
1	Very agree	15	75%
2	Agree	3	15%
3	Neither agree nor disagree	2	10%
4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding to students’ opinion about improving their English language for maritime after attending the lesson, based on the table, 15 students or seventy percent (75%) very agree that they are improving their English language for maritime after attending the lesson. Three students or fifteen percent (15%) agree that they are improving their English for maritime after attending the lesson, and two students or ten percent (10%), neither agree nor disagree about improving their English for maritime after attending the lesson. Last, no students stated they disagreed and very disagree about improving their English language for maritime after attending the lesson; thus, based on the table, the researcher can conclude that the students improved their English language for maritime after attending the lesson seventy-five percent (75%).

Table 13. Students’ opinion about improving their knowledge of maritime guidelines procedures after attending the lesson

No	Description	Total	Percentages
1	Very agree	14	70%
2	Agree	4	20%
3	Neither agree nor disagree	2	10%
4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding students' opinions about improving their knowledge of maritime guidelines

procedures after attending the lesson, based on the table, 14 students, or seventy percent (70%), state very agrees that they are improving their knowledge of maritime guidelines procedures after attending the lesson. Four students, or twenty percent (20%), agree that students are improving their knowledge of maritime guidelines procedures after attending the lesson. Two students neither agree nor disagree that they are improving their knowledge of maritime guidelines procedures after attending the lesson. Thus the researcher can conclude that students are improving their knowledge of maritime guidelines procedures after attending the lesson with seventy percent (70%).

Table 14. Students’ opinion about learning new skill after attending the lesson

No	Description	Total	Percentages
1	Very agree	8	40%
2	Agree	10	50%
3	Neither agree nor disagree	1	5%
4	Disagree	1	5%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding students’ opinions about learning new skills after attending the lesson, based on the table, 8 students, or forty percent (40%) state very agree that the students are learning new skills after attending the lesson, 10 students or fifty percent (50%) agree that the students are learning new skill after attending the lesson, while 1 student or five percent (5%) states neither agree nor disagree that the student is learning new skill after attending the lesson, and one student or five percent (5%) disagree that student is learning new skill after attending the lesson, and no students state very disagree about learning new skill after attending the lesson, thus based on the table above the researcher can conclude that the students agree that they are learning new skill after attending the lesson with fifty percent (50%)

Table 15. Students’ opinion about getting new vocabulary related to maritime academic vocabulary after attending the lesson

No	Description	Total	Percentages
1	Very agree	8	40%
2	Agree	11	55%
3	Neither agree nor disagree	1	5%

4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table 15. regarding to students' opinion about getting new vocabulary related to maritime academic vocabulary after attending the lesson, the table shown 8 students or forty percent (40%) state that they very agree about getting new vocabulary related to maritime academic vocabulary after attending the lesson, then 11 students or fifty-five percent (55%) state that they agree that students getting new vocabulary related to maritime academic vocabulary after attending the lesson, then the rest 1 student or five percent (5%) states neither agree nor disagree about getting new vocabulary related to maritime academic vocabulary after attending the lesson, while no students state disagree and very disagree that they are not getting new vocabulary related to maritime academic vocabulary after attending the lesson, thus the researcher can conclude that students agree that they are getting new vocabulary related to maritime academic vocabulary after attending the lesson with fifty-five percent (55%).

Table 16. Students' opinion about getting change to ask the teacher when they got confused about the subject

No	Description	Total	Percentages
1	Very agree	18	90%
2	Agree	2	10%
3	Neither agree nor disagree	-	0%
4	Disagree	-	0%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding students' opinion about getting a chance to ask the teacher when they got confused about the subject, the table shows that 18 students or ninety percent (90%), state that they are getting a chance to ask the teacher when they got confused about the subject, then two students or ten percent (10%) state agree that they are getting change to ask the teacher when they got confused about the subject, and no students state neither agree nor disagree, disagree and very disagree; thus the researcher can conclude that students very agree that they are getting change to ask the teacher when they got confused about the subject with eighty percent (80%).

Table 17. Students' opinion about getting more confidence when they speak in front of the class during the lesson

No	Description	Total	Percentages
1	Very agree	7	35%
2	Agree	12	60%
3	Neither agree nor disagree	-	0%
4	Disagree	1	5%
5	Very disagree	-	0%
Total		20 students	100%

Based on the table regarding students, opinion about getting more confidence when they speak in front of the class during the lesson, the table shown 7 students or thirty-five percent (35%) very agree that they are getting more confidence when they speak in front of the class during the lesson, then 12 students or sixty percent (60%) state agree that they are getting more confidence when they speak in front of the class during the lesson, no students or zero percent (0%) state for neither agree nor disagree and very disagree, but one student or five percent (5%) states disagree about getting more confidence when they speak in front of the class during the lesson, thus the researcher can conclude that students are getting more confidence when they speak in front of the class during the lesson with sixty percent (60%).

4.2. Discussion

In this part, the researcher would like to discuss about finding the application of the Content and Language Integrated Learning (CLIL) approach in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong and the students' perceptions in implementing CLIL in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong. This research was composed of the subject of the research; they are two classes, the experimental class and the controlled class, where the experimental class use CLIL and the controlled class does not use CLIL. The number of populations is 40 students. Thus, the researcher uses total sampling to be the sample.

1) The Application Of The Clil Approach In Teaching Speaking Skills To Diploma Iii Class Of Nautika In Politeknik Pelayaran Barombong

in the finding deeply related to CLIL, Marsh et al. (2012) state CLIL is a dual-focused educational approach in which an additional language is used for learning and teaching content and language. Regarding ELT, CLIL is quite similar to previous methods like 'Content based instruction', 'Bilingual Education' or 'English across the curriculum'. Whatever the label is emphasized in all three methods, language elements are integrated into the content. The content is taught in a language that is not the learner's mother tongue. The natural flow of language is embedded in the content. Language is acquired in real-life situations. Fluency in the use of language is given more importance in CLIL than errors. Errors are natural in language learning. CLIL assumes that understanding subject content is not affected by lack of language competency. Most CLIL programmes being followed in many countries are yet experimental. Johnson and Morrow (1981: 70) say that speaking, popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Based on the experimental class pre-test result, most students lack vocabulary for specific terms, in this case, English for maritime. On the other hand, most of the students also were still low in fluency because most of them still used unnecessary words and strutted, and the accuracy was still low same as their pronunciation they still faced mis-pronunciation. And then, based on the result of pre-test from controlled class, the researcher could conclude that most of the students were lack of vocabulary for a specific term, in this case, English for maritime. In the other hand most of the students also were still low in fluency because most of them still use unnecessary words and strutted and the accuracy was also still low same as their pronunciation they still faced mis-pronunciation also. Regarding comparing both of the pre-test, the researcher could conclude the importance of good criteria of good speaker had to master pronunciation as the first learner of speaking. Speaking was not simply expressing something orally. However, the

students need to acquire some speaking aspects to have a good speaking skills. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

a. Pronunciation

Based on Longman Dictionary (2000), the pronunciation was how a certain sound or sounds were produced. It covered the way for speakers to produce clear language when they spoke. The speakers needed to deliver a clear message to listeners to make successful communication happen. Teaching pronunciation, including stress, rhythm, and intonation, was very important.

b. Fluency

Harris and Hodges (1995) proposed that fluency was the ability to speak quickly and automatically. It meant that fluent speakers could be able to speak quickly and automatically.

c. Vocabulary

Based on Longman Dictionary (2002), vocabulary was a set of lexemes consisting of single words, compound words, and idioms typically used when talking about something. To be able to speak fluently and accurately, a speaker of a foreign language should master enough vocabulary and could use it accurately

d. Accuracy

Accuracy was an ability to produce sentences or utterances with correct grammar, as stated in Longman Dictionary (2000: 204). The speakers needed to follow the rules of the language, such as grammar and structure, to speak accurately.

Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. To do this, language learners should have sufficient knowledge of the English language's sound, structure, vocabulary and cultural system. The learners also have to think about the ideas they wish to express. They have to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression and grammatical, lexical and cultural features needed to

express the idea, and be sensitive to the person they speak to and the situation in which the conversation takes place.

The term CLIL was first coined in 1994 in Europe. According to Marsh et al. (2012), 'CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language'. Concerning ELT, CLIL is quite similar to previous methods like 'Content-based instruction' or 'Bilingual Education' or 'English across the curriculum'. Whatever the label is emphasized in all three methods, language elements are integrated into the content. The content is taught in a language that is not the learner's mother tongue. The natural flow of language is embedded in the content. Language is acquired in real-life situations. Fluency in the use of language is given more importance in CLIL than errors. Errors are natural in language learning. CLIL assumes that a lack of language competency does not affect understanding of subject content. Most CLIL programmes being followed in many countries are yet experimental. To date, sound research in CLIL has not been conducted to establish the method's rights.

Teaching and learning using non-language subject commonly use in many schools in Europe, in the development it separated in the whole world. CLIL is new methodological approach in the last two decade, it was introduced first time in 1990s and very popular in Spain but in several European countries. Coyle et al. (2011) in addition Coyle et al. (2010) gives addition definition Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language. That is in the teaching and learning process; there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

In simple explanation above about the definition of CLIL the researcher can conclude that CLIL integrates both content learning and language learning. By using CLIL, the students learn one and more school subjects

in the targeted language. The target language often use is English language. The position of content and language in CLIL are equal, the student learn the content through English language and at the same time learns how to use English language.

Claudiocol in Kusmayadi & Suryana (2017) states that there are three types of CLIL, namely Hard CLIL, mid CLIL, and soft CLIL, *Hard CLIL* is how school requires teachers to teach half of the curriculum in a target language (content led). This type of CLIL focuses more on content. The learners are taught the content/subject by using the target language. On the other hand, *Mid CLIL* requires teachers to teach some CLIL modules where a subject is taught for a limited amount of hours. In contrast, *Soft CLIL* requires teachers to teach English using different materials and content/subjects such as biology, physics, chemistry, etc.

According to Dalton-Puffer (1984) the term Content and Language Integrated Learning (CLIL) refers to an educational setting in which a language other than the learner's mother tongue is used as a medium of instruction. In Asian countries, the status of English may play an important role in a globalized world, such as teaching English to accelerate national growth, understanding other cultures, and teaching English as a medium of international communication Dalton-Puffer (1984) .

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Pancheva, T. & Antov, P. (2017) The CLIL aims are often referred to as the 4 Cs – Content, Communication, Cognition and Culture; the 4 Cs Conceptual framework was developed from a holistic perspective to provide a basis for bringing together different facets of CLIL in order to support the development of CLIL pedagogies. This framework incorporates cultural, communicative, cognitive and cultural abilities and emphasizes that the operating principles and outcomes of a successful CLIL education differ significantly from the traditional educational methods.

The 4 Cs Conceptual framework was developed from a holistic perspective to provide a basis for bringing together different facets of CLIL in order to support the development of CLIL pedagogies. This framework incorporates cultural, communicative, cognitive and cultural abilities and emphasizes that the operating principles and outcomes of a successful CLIL education differ significantly from the traditional educational methods.

Content Language Integrated Learning (CLIL) is considered to maximize the students' exposure to foreign languages and thus create the most suitable environment for learning. In CLIL, the target language is used as a vehicle for the instruction of school subjects; it is used not only to offer knowledge but also to convey meaning and share experiences. Even though CLIL has become commonplace in many European schools, language teachers and researchers have only started experimenting with this method's effectiveness in Greece. Teaching and implementing CLIL has many implications for educators; they must comply with the new methodology's principles, adjust their teaching material, and have a thorough knowledge of both the foreign language and the content subject. In light of those mentioned above, the present research aims to examine the effectiveness of CLIL in the improvement of the students' speaking skills Delliou & Zafiri (2016), Pokrivcakova (2015)

Based on the findings above regarding the pre-test and post-test between experimental class and controlled class show a significant difference score: the experimental class has a good improvement in speaking. In contrast, the controlled class does not show the significance of different scores; thus, in this case, the use of content and language integrated learning (CLIL) has a good impact on students speaking to the diploma class of Nautica in Politeknik Pelayaran Barombong because it can increase the student's score. the application of the Content and Language Integrated Learning (CLIL) approach in teaching speaking skills to the Diploma III class of Nautika in Politeknik Pelayaran Barombong based on the pre-test and post-test between the experimental class and controlled class show significant difference score which the experimental class a good improvement in speaking skill that shown bad score to good score, while the controlled class does not show the different significance score because the score from the very bad score to bad score, thus, in this case, the use of content and language integrated learning (CLIL) has good impact to students speaking to diploma class of Nautica in Politeknik Pelayaran Barombong because can increase the students' score

2) The Students' Perceptions In Implementing Clil In Teaching Speaking Skills To Diploma Iii Class Of Nautika In Politeknik Pelayaran Barombong

Regarding students' perception, Yang (2015) proposes that implementing CLIL in the teaching and learning process brings benefits both in linguistics skills and non-linguistics. CLIL learners have been found to enhance their speaking skills by producing more and longer utterances, developing constructive ability in the target language and displaying a higher language level than non-CLIL learners. While in the non-linguistics area, CLIL boosts the learners' motivation to keep them interested in foreign language learning, enhancing their mobility, employability, and intercultural communication, preparing them for future careers.

Dalton-Puffer in Pipit (2018) proposes four advantages of CLIL: 1.) Creates conditions for

naturalistic language learning; 2.) Provides a purpose for language use in the classroom; 3.) Has a positive effect on language learning by emphasizing meaning rather than form; and 4.) Drastically increases the amount of exposure to the target language. In line with those advantages proposed by Rohmah (2019) offers the benefits of applying CLIL for learners, such as: 1.) Learners are motivated; 2.) Learners developed their cognitive and communication skills; 3.) Learners' communication skills progress more due to meaningful communication; 4.) Learners receive a lot of language input and output; and 5.) Learners develop intercultural awareness. Seeing the many advantages of applying CLIL for Vocational High Schools to prepare graduates to encounter the world of work, the government needs to create a curriculum suitable for this condition. The writer promoted a model for embedding CLIL in the ESP curriculum in the previous discussion. The CLIL could be applied step by step during the semesters since English in Indonesia is still considered a foreign language, so it is common to find students unfamiliar with using English appropriately. It could take some time for teachers and students to adapt to this teaching and learning environment. However, the benefits offered are quite commensurate.

a. From the questionnaire findings, most students enjoy the lesson, are actively involved in the teaching and learning process, and gain knowledge and skill in guiding. From the questionnaire, the researcher also can see that most students had a positive attitude when CLIL was implemented in the classroom. Speaking is not simply expressing something orally. However, the students need to acquire some speaking skills to have good speaking skills. As Brown (2001) proposed, those aspects are pronunciation, fluency, vocabulary, and accuracy. Based on Longman Dictionary (2000: 429), pronunciation is how a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. The speakers must deliver clear messages for listeners to make successful communication happen. Teaching

pronunciation, including stress, rhythm, and intonation, is very important. As proposed by Harris and Hodges (1995: 14) fluency is the ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically. Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and can use it accurately. Accuracy is an ability to produce sentences or utterances with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to speak accurately.

b. To implement CLIL successfully, teacher should both understand the subject content well and have a very good mastery of English for all skills, CLIL instructions are accountable not only for ensuring that their students understand the desired topics knowledge but also for assisting them in communicating that information in a teaching speaking in the classroom. The students also must pay attention on the teacher's instruction thus, they can understand the topic given easily. Content language integrated learning (CLIL) is a dual-focused approach to teaching. The target language is used for teaching and learning both the content of a learning subject and the language within a specific set of learning objectives set by the teacher. In other words, an additional language is used as a medium in the teaching and learning of a non-language Delliou & Zafiri (2016), in addition Marsh & Langé (2000) state that CLIL is one of the modern and successful methods developed to help students reach plurilingualism.

5. CONCLUSION

Regarding the researcher's findings, the researcher concludes this researcher revealed with the application of the Content and Language Integrated Learning (CLIL) approach in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong and the students' perceptions in implementing CLIL in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong. And the conclusion as follows;

- 1) the application of the Content and Language Integrated Learning (CLIL) approach in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong based on the pre-test and post-test between the experimental class and controlled class show significant difference score which is the experimental class has a good improvement in speaking skill that shown bad score to good score, while the controlled class does not shown the different significance score because the score from very bad score to bad score, thus, in this case, the use of content and language integrated learning (CLIL) has good impact to students speaking to diploma class of Nautika in Politeknik Pelayaran Barombong because can increase the students' score
- 2) the students' perceptions in implementing CLIL in teaching speaking skills to Diploma III class of Nautika in Politeknik Pelayaran Barombong
 - a. students enjoy the lesson about transfer in and transfer out in the classroom with sixty percent (60%)
 - b. the students are given adequate time and opportunities to sharpen their observing or observation skill with a percentage of 70%.
 - c. students are given the chance to work and collaborate with other students with eighty percent (80%).
 - d. students are allowed to participate actively in the learning process with eighty percent (80%).
 - e. students are improving their English language for maritime after attending the lesson with seventy-five percent (75%).

- f. students are improving their knowledge of maritime guidelines procedures after attending the lesson with seventy percent (70%).
- g. students agree that they are learning new skill after attending the lesson with fifty percent (50%).
- h. students are getting new vocabulary related to maritime academic vocabulary after attending the lesson with fifty-five percent (55%).
- i. Students agree that they are getting change to ask the teacher when they got confused about the subject with eighty percent (80%).
- j. Students are getting more confidence when they speak in front of the class during the lesson with sixty percent (60%).

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