

Analysing the possibility to implement Content and Language Integrated Learning (CLIL) in Senior High School in Indonesia

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Abstrak - This paper explores the feasibility of implementing the Content and Language Integrated Learning (CLIL) approach in the Indonesian education system, focusing on four key dimensions: the education system, student assessment, teacher readiness, and parental perspectives. The qualitative approach was used to conduct thematic analysis in the form of desk research and it will be employed to categorize the information into themes, focusing on education system, students, teachers, and parents' aspects as dimensions of feasibility. The implementation of CLIL approach has already spread over the world in the past two decades which begins with movement of European Commission Policy. The Longitudinal research has been conducted to give a new insight regarding CLIL implementation. However, previous research scope is limited only for higher education. Having discuss four considerations that have to take into account, it can be therefore concluded that CLIL can be implemented in Senior high school level in Indonesia. The most pivotal factor is institutional support from government in which regulation regarding education goal can be arranged. In addition, the availability of prospective teacher is beneficial for sustain implementation, although they need pre-sessional and in-sessional training before teaching process. The other reason is that student would be free of national examination pressure so that they would be able to focus on sharpening language skill in gaining communicative competence rather than mastering grammar. Absolutely, this condition provides a promising opportunities to apply CLIL approach and Task-based learning which aims to build communicative competence. However, it is still necessary to carry out longitudinal research in different context and level of students to unveil robustness and drawbacks of this approach.

Kata Kunci: CLIL, Senior High School, Indonesia,

I. INTRODUCTION (font 11)

Establishing multilingual society is one of the main reasons for European Commission policy to make a decree that reveal teaching process should implement more than one language [1]. This is the initial background why Content and Language Integrated Learning (CLIL) has been proposed. Although it is similar to Content-Based Instruction (CBI) developed in United States, CLIL is not an immersion program so that it has a beneficial aspect to preserve vernacular language. Therefore, many countries around the world have tried to apply this approach which is commonly in Europe and some Asian countries including Indonesia.

CLIL can be beneficial to be implemented in Senior High School in Indonesia by considering several aspects. Firstly, most of students in Indonesia grow in multilingual society and master their vernacular languages as mother tongues before learning Indonesian Language as language instruction in the school. Secondly, English has already become compulsory subject in Curriculum 2013 so that it can be helpful for student to be accustomed to communicating by using English integrated with the content. Thirdly, Indonesia is one of the biggest countries in south-East Asian that needs to produce competent skill in facing globalization such as Asian Economic Community (AEC) so that our young generation should be prepared to master English.

Implementing CLIL in Indonesia has a biggest support from teacher candidate because some universities in Indonesia establish bilingual program for prospective teacher. This program is previously designed to be preparation step in establishing bilingual school that use

English as the language instruction in the class. These schools are the innovation from Ministry of Education and Culture called *Rancangan Sekolah Berbasis Internasional* (RSBI) to improve the state school level but since the program has been released, there are too many critics. So, the form of RSBI has been removed due to contrary to 1945 constitutions and considered to be a form of liberalization in the state education areas, albeit bilingual programs for bachelor's degree at university still taught.

However, there are several obstacles that need to be addressed when CLIL approach wants to be implemented. It begins with the relevance of curriculum 2013 as a fundamental guide to form teaching and learning process. Currently, based on the curriculum 2013, English is not merged into others subject. School management is also an urgent issue in which the school managers who use CLIL approach will not make school being exclusive as it can be harmful to be criticized by citizen. Next, Teachers' and student's aspect in terms of an assessment and the teaching quality are also essential part of implementation process. Bearing these issues in mind, the purpose of this paper is to find out the possibilities to implementing CLIL in Indonesia.

II. RESEARCH METHOD

The qualitative approach was used to conduct thematic analysis in the form of desk research and it will be employed to categorize the information into themes, focusing on education system, students, teachers, and parents' aspects as dimensions of feasibility. Desk research can be utilised as analysis method which involves the examination, evaluation and processing of information

already collected from official sources[2]. Through this process, the researcher seeks to identify and the aim is to generate a rich concept and multidimensional understanding of the factors influencing feasibility. By synthesizing the data, the research will contribute to viability and challenges associated with the implementation of sustainable practices in the senior high school in Indonesia, providing valuable insights for both academia and practitioners.

III. RESULT AND DISCUSSION

The construction of this article will briefly explain regarding Indonesian teaching context first which is divided into two part which are state school and private school. Next, explaining the development of CLIL and looking at the criticism. Afterwards, there will be a discussion to fathom the implementation possibility by elaborating five key areas: CLIL effect in educational system in Indonesia, parents' perspectives, student and teacher aspects.

1. EFL TEACHING CONTEXT IN INDONESIA

Talking about EFL Teaching Context in Indonesia, English formally has been taught as a foreign language in line with the decision of the Minister of Education and Culture in 1967 and becomes an important subject from primary school to university. Thus, it has been assigned as one of national examination subject that will be assessed to be standardized achievement for education quality mapping in Indonesia.

This paper will be focused on English teaching context of Senior High School Level in Indonesia as follows:

1.1. State School

State school follows the government law for its curriculum, and this triggers why the majority of English Teacher focused on Grammar-Based Teaching. The form of curriculum 2013 which stated that passing standards for Senior High School level comes the accumulation from 60% of National Examination and 40% Local or School Examination. Furthermore, the form of state school is divided into three categories. Firstly, *Sekolah Menengah Atas* (SMA) which is formed to master theory that can be used to continue to higher education. Secondly, in contrast to SMA, *Sekolah Menengah Kejuruan* (SMK) which is commonly known as vocational school focuses on the readiness to get jobs after graduation rather than continuing to university. The last is *Madrasah Aliyah* (MA) which specifically regulated by Ministry of Religious Affairs. It focuses more on Islamic religion subject. All of school forms above have almost similar English teaching atmosphere due to the need to pass National Examination.

1.2. Private School

Private schools are run by non-governmental organisation and given the freedom to choose curriculum, whether they want to implement from governments [3], international curriculum such as Cambridge, New York, Singapore curriculum or create their own. Private school here will be divided into two categories. Initially, Bilingual/International School that will follow international curriculum like Cambridge Curriculum so that the English teaching context here can use whatever methodology as long

as their students achieve what national and international standards. Secondly, *Pesantren* or commonly known as Islamic Boarding School in Indonesia. These school are tending to be focused on Islamic value but, in terms of Language teaching context, their students are accustomed to use multi languages such as Arabic, English, Indonesian, and variant Vernacular Languages.

2. Content and Language Integrated Learning

2.1. Development of CLIL

CLIL was originally introduced in Europe to deal with needs to deliver material in teaching process by using more than one language in order to respond European Commission Policy [4]. It cannot be denied that CLIL approach is similar to other forms of bilingual Education such as immersion education and content-based instruction (CBI) [5]. However, instead of using second language as language instruction which is for bilingual education in Europe, CLIL approach is definitely use a foreign language rather than second language.

Hanesová in 2015 points out that, prior to 1970, immersion education is needed as natural impact of miscellaneous demographic, economic and geographic issues, specifically implemented for border area or a big city[6]. Baker also claims that the initial program in 1965 as a solution to what a group of English-speaking parents want, in order to make their children are competent to master in speaking, reading and writing French in line with good achievements curriculum subjects and honouring the cultural value of Canadians speaking English and French [7]. However, the form of immersion is not really useful for country that is still needed to empower their mother tongue such as Slovakia [8]. Therefore, CLIL is implemented to present new approach which that can support vernacular language.

CLIL approach has already spread over the world in which English and other prestigious Language (official language of PBB) as Instruction tools. It happens because of the needs to produce human resources that can survive in the globalisation era by mastering English of foreign language at same time with mainstream subject such as literature, history, science, and math. Furthermore, time consuming can be shorted by merging of language learning and content learning so that it can be beneficial for teacher themselves where they can create real goal of communication for language teaching in the class.

Campo in 2007 concludes that there are three basic principles for practicing CLIL (Content and Language Integrated Learning) in the classroom[9]. Firstly, the function of language for learning and for communication is utilizing simultaneously. In addition, the way to decide what the type of language that will be applied is strongly related to subject being studied. Lastly, the goal of mastering fluency is far more pivotal than accuracy in using language.

To support in using CLIL vehicular language, Coyle constructed the Language Triptych that can help teacher to analyse the correlation between language and content goal in teaching process [10]. This is divided into three as follows:

- *Language of Learning* is an analysis of language needed to access basic concepts and skills relating to subject theme or topic.
- *Language for Learning* focuses on kind of language needed to operate in language environment.
- *Language through Learning* is based on the principle that effective learning cannot take a place without active involvement of language and thinking.

Moreover, he also suggests that there are four principals underlying CLIL, commonly known as 4c framework[10] as following:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- **Communication** - Utilising language to learn whilst learning to use language.
- **Cognition** - thinking skills development which link concept formation (abstract and concrete), understanding and language.
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

2.2. Task based Language Teaching (TBLT) and CLIL

According to Richards, Task based Language teaching is using task as a main core to design Language Teaching [4]. A task mentioned can be a context to enhance or nurture the natural language ability of the learner's so that the teacher can improve a systematic process to teach language[11]. In line with nurturing naturalistic acquisition, TBLT can support CLIL because both of these approaches have the same characteristic [12]. Therefore, CLIL and TBLT can be implemented at the same time in which using task to deliver target language in learning Math, History, or Science as their purpose is to acquire language naturally by practicing authentic material. However, Moore & Lorenzo claim that tasks may be classified as 'real world' or 'pedagogic'[12] – compare making a video with writing an essay; but in CLIL classrooms the language will always be 'real' in the sense that learners are involved in learning the content rather than simply communicating about something for the purpose of communication itself. It means that TBLT is more barely focus on communication itself, whereas CLIL is more complex to use language integrated content. Consequently, what teacher should pay more attention in applying task in CLIL is balancing the role of task to be more learner-centered because it can influence learner's motivation [13].

2.3. CLIL in Asia

CLIL education has gained much success since its first introduction in European contexts, and it is beginning to flourish in other settings, especially in Asian EFL contexts where English is believed to enhance learners' future mobility and employability. There have been several implementations of English as a medium of instruction (EMI) such as Hong Kong, Philippines and Malaysia but lack exposure to L2, improper teacher input, oversimplified materials, and learners' lower English proficiency are issues

to be considered [14]. Moreover, specifically in Japan, Sasajima claims that CLIL can harm their mother tongue existence[15]. Lately, it has been implemented and analysed as a new longitudinal study in Taiwan to measure both content and language improvement [14]. However, the research context is only limited for higher education for tourism program.

2.4. CLIL Criticism

Since the development of CLIL, there are several critics [4]. Firstly, teacher who has been trained to handle CLIL class focus more on teaching language as a skill rather than using it to understand content. In addition, team-teaching is often considered to be strenuous, even not efficient in time consuming. Furthermore, Paran also claims that by far the research does not provide a clear claim in term of successful learning language and content[16]. As an answer for this issues, Yang conducted a longitudinal study that reveals the implementation of CLIL approach brings positive effect of productive language skill and content subject achievement is mastered but it is strongly correlated with entry English level of the students[14].

3. FEASIBILITY TO APPLY CLIL

When it comes to considering about the feasibility to apply CLIL approach in Indonesia, several pivotal aspects needed to be pay attention more as it can be an initial step to change the future education atmosphere to compete with global society, not only for the learners who will get prominent result, but also for the teacher. Four areas that will be elaborated are education system, student assessment, teacher readiness, and parents' perspectives.

3.1. Education system in Indonesia

Senior high schools in Indonesia are divided into two forms, private and state schools. The state schools implemented Curriculum 2013 as the latest form of curriculum in Indonesia. The ministry of Education and Culture stated that the Curriculum 2013 uses the Scientific Approach[3]. This approach will be realised using 5 steps such as: observing, questioning, experimenting, associating, and communicating. The purpose of this curriculum is to support teachers to enhance the learning competency that focus on the learner's need, based on actual condition of the school and the necessity to link it to the environment [17]. CLIL can be implemented by using curriculum 2013 when considering about student's needs to communicate in the actual condition and purpose in the school as a real function to deliver another subject.

In 2013, the form of bilingual school for senior and junior high school has been removed[3]. The first reason is due to imbalance between what the achievement of parents hopes and the tuitions fee that students had to pay. In addition, the management of bilingual school focus solely on infrastructure rather than the quality of teaching and learning achievement. Some people also believed that government do not need to make exclusivity by giving branded schools with Stub-International or International standard. These schools just focused on setting an expensive tuition fee in which poor

citizens cannot afford to enrol as prospective students. Consequently, most of students are from wealthy citizen.

Bearing aforementioned issues in mind, the form of Bilingual School implementation for state school in Indonesia cannot be running well if government does not give support. The government therefore must consider the fact that every nation has to face socio-economic changes which happens faster due to technology wave. Thus, Coyle suggests that it will be better to do accelerating format performance in language learning and method as it is utmost to improve our human resources quality[10].

It is also known that the majority of state school student will enter extra course outside the formal education to improve their language skill. This condition is one of the reasons that the quality of English learning in formal school cannot fulfil students and parent's expectation to master foreign language. Many parents hope that the form of curriculum can sharpen their children's skill in Foreign Language as they have to face global society where multilingual person are needed by many employers, job seeker or just to communication. Moreover, the form of language learning currently still focusses on grammar.

What the Indonesia government fear is the loss of traditional value if all subjects are transferred by using foreign language. CLIL comes to give a solution that teacher can transferred content subject without forcing to only use foreign language and the reason to use this approach [18] is to develop intercultural knowledge and communication. Intercultural knowledge and communication here represent that using foreign language as an instructional tool can help student to fathom diversity of cultural horizons regardless neglecting local value. Teachers can use first or common language in the form of code switching in a plan or Coyle defines it as "Translanguaging" to accommodate if students are not capable enough to understand content by using vehicular language[10].

Apart from state school, there are many private schools that has implemented bilingual system especially in the big city of Indonesia. It is a demand of citizens to master language than can be prominent for continuing to higher education or pursuing good career in this era. Due to be free to regulate their school system, private schools in Indonesia, especially for schools branded as international have already implement bilingual school which involved in Model B2 according to [10].

Considering about five curricular model [10] for secondary school level in Indonesia (12-19 years), Model B1 and B2 are not suitable due to absence of institutional support from government but the implementation for private enable to be enforced. However, Model B3 is an option to establish interdisciplinary project as an extracurricular which is, in curriculum 2013, based on students' interest. Besides, Model B5 is also match for vocational school in Indonesia but it is still to be consider about time consuming and extra expense.

3.2. Student Aspect

Various of EFL context for senior high school in Indonesia can be analysed to improve the significant impact on applying CLIL. Student in the village or slum area will

face a difficulty when teacher deliver content by using foreign language. Lack of ability to use Bahasa Indonesia, as the main instruction language, leads to be burdened to translate from vernacular language (Mother Tongue) to Bahasa Indonesia (National Language). Therefore, Yang suggests that CLIL teacher should consider individual differences like learning styles and socio-cultural backgrounds[14].

What benefits should be considered is that CLIL can affect student's motivation. It happens when Language instruction trigger to build person cognitive thinking to fathom content subject as Dornyei claims that cognitive, behaviour and context can bring an impact on motivation[19]. Furthermore, Coyle et al. claim that integrated content and language can stimulate students to be active in gaining skills and knowledge (education) to improve their problem solving and provide holistic environment to learning and teaching process[10]. Moreover, Admiraal claims that student reading skill and speaking proficiency has an improvement[20] which is correlated to Yang found that not only students' receptive skill, but also productive skill can be enhanced[14].

Several student matters that can be helpful to CLIL implementation in Indonesia. First, Student in Islamic boarding school (*Pesantren*) have a wide range opportunity to improve their language fluency. Students will be easily to pick up vocabulary as many *Pesantren* in Indonesia has applied the rule to use foreign language every day in the school atmosphere, not only English but also Arabic. Second, there will be no more national examination in 2017. The ministry of education and culture has made a statement that the form of national examination will be removed. This condition brings an adequate impact on students change their learning focus to be able to communication rather than be able to answer multiple choices. This change would bring new form of language teaching in Indonesia due to assessment form which is not solely charged to national examination. So, students can focus more on communicative competence rather than grammar competence. Third, the level of student's proficiency can be a problem when teacher cannot regulate how to use code switching wisely. This condition can force teacher to use L1 frequently due to targeting content achievement.

3.3. Teachers Aspect

Preparing CLIL Teacher is a pivotal part that has to be concerned to get high result of learning goals. Coyle claims that teacher needs to arrange clear regarding content objectives[10] and language objectives interrelationship by using 'The language triptych'. CLIL provides two options whether implementing team teaching divided into content teacher and language teacher or solely CLIL teacher who teaches content and language simultaneously. Moore claims experienced CLIL content teachers should be primarily responsible for producing the materials [12] and so a team was assembled involving a group of primary and secondary content teachers with good L2 levels (C1 or above) who had been teaching in bilingual sections for some time and had received specialised training in CLIL. In fact, currently in

Indonesia, several universities that arrange bilingual program for math and science in bachelor's degree level, just set TOEFL paper-based (no speaking test) as an English standard to accomplish their study. This can affect the communication competence because there is no speaking assessment as a specific standard to measure their ability so that they are not capable enough to modify their language in teaching process. Further implication is that they will use first language dominantly to achieve content and regardless language goal. Therefore, there must be a pre-sessional for prospective CLIL teacher or in-sessional for current English teacher to establish this system.

3.4. Parents' Perspectives

Talking about secondary school in Indonesia as example, parents there have an important role to build and keep maintain the education system. It is supported by what Coyle concludes [10] that many CLIL movement of CLIL Secondary school (12-19 years) is strongly related to parents and school attitudes to consider about the significance of this approach. This condition is strongly related to what happens in Indonesia where the majority of parents has already realised that mastering more than one language has a significance effect for their future children's careers so that their children are sent to private school which has bilingual system. Therefore, if CLIL wants to be implemented, the demands from parents in terms of educational goals is an essential that will make an effect to amend school system or even constitution.

IV. CONCLUSION AND RECOMMENDATION

The implementation of CLIL approach has already spread over the world in the past two decades which begins with movement of European Commission Policy. The Longitudinal research has been conducted by Yang gives a new insight regarding CLIL implementation in ASIA context[14]. This research concludes that CLIL approach enhances not only student's receptive skill but also productive skill. However, research scope is limited only for higher education.

Having discuss four considerations that have to take into account, it can be therefore concluded that CLIL can be implemented in Senior high school level in Indonesia. The most pivotal factor is institutional support from government in which regulation regarding education goal can be arranged. In addition, the availability of prospective teacher is beneficial for sustain implementation, although they need pre-sessional and in-sessional training before teaching process. The other reason is that student would be free of national examination pressure so that they would be able to focus on sharpening language skill in gaining communicative competence rather than mastering grammar. Absolutely, this condition provides a promising opportunities to apply CLIL approach and Task-based learning which aims to build communicative competence.

Lately, CLIL approach is really interested field to be scrutinised. The holistic perspective of CLIL approach becomes the trigger for academicians and practitioners to be

involved for example SIGs (Special Interest Group) and even expanded to be thematic conferences [10]. However, it is still necessary to carry out longitudinal research in different context and level of students to unveil robustness and drawbacks of this approach.

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