
PERCEPTIONS ON CONTENT LANGUAGE INTEGRATED LEARNING OF STUDENTS AND TEACHERS IN VOCATIONAL SCHOOL

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Abstract

The purpose of this study was to determine the attitudes and motivations of students towards the CLIL class and the teacher's perception of the application of CLIL.

The research method used is a case study which is included in the qualitative research design based on the type of data collected and analyzed. The participants of the study were 32 students in the eleventh grade of the Multimedia class, one English teacher and one Information Technology (IT) teacher at SMK NU Ma'arif Kudus. The data in this study were collected through questionnaires which were modified from the Attitude/Motivation Test Battery (AMTB). To analyze the data in the form of questionnaires and interview results, the writers referred to the qualitative data analysis technique, which consists of three steps, including reducing the data, displaying the data, as well as conclusion drawing/verifying the data.

The result of the study showed that 70% of students argued that CLIL class contributed their learning experience, especially to learn English more in a different setting with additional knowledge about the subject content. Moreover, 18% of them stated that the class changed the setting of learning, and 12% students thought that the class just focused to the language aspect such as grammar and vocabularies, not the content. It indicated that students had a positive attitude toward CLIL class. Similarly, teachers showed positive perceptions about the implementation of CLIL class because this program encouraged students to participate more in the class and the class activity.

Abstrak

Tujuan penelitian ini yaitu untuk mengetahui sikap dan motivasi siswa terhadap kelas CLIL dan persepsi guru terhadap penerapan CLIL.

Metode penelitian yang digunakan yaitu studi kasus yang termasuk dalam desain penelitian kualitatif berdasarkan jenis data yang dikumpulkan dan dianalisis. Partisipan penelitian ini adalah 32 siswa kelas XI Multimedia, satu orang guru Bahasa Inggris dan satu orang guru Teknologi Informasi (TI) di SMK NU Ma'arif Kudus. Data dalam penelitian ini dikumpulkan melalui kuesioner yang dimodifikasi dari Attitude/Motivation Test Battery (AMTB). Untuk menganalisis data berupa angket dan hasil wawancara, penulis mengacu pada teknik analisis data kualitatif, yang terdiri dari tiga langkah, yaitu reduksi data, penyajian data, serta penarikan kesimpulan/verifikasi data. Hasil penelitian menunjukkan bahwa 70% siswa berpendapat bahwa kelas CLIL memberikan kontribusi pengalaman belajar mereka, terutama untuk belajar bahasa Inggris lebih banyak dalam pengaturan yang berbeda dengan tambahan pengetahuan tentang konten mata pelajaran. Selain itu, 18% dari mereka menyatakan bahwa kelas mengubah pengaturan pembelajaran, dan 12% siswa berpikir bahwa kelas hanya fokus pada aspek bahasa seperti tata bahasa dan kosa kata, bukan konten. Hal ini menunjukkan bahwa siswa memiliki sikap positif terhadap kelas CLIL. Demikian pula, guru menunjukkan persepsi positif tentang pelaksanaan kelas CLIL karena program ini mendorong siswa untuk lebih berpartisipasi di kelas dan kegiatan kelas.

INTRODUCTION

In this globalized world, mastering English is important for non-native English-speaking students. Being proficient in a foreign language is also essential (Council of Europe 2001), not least for those involved in scientific and general discussion. It is because English is the most extensively used foreign language on the internet, in the professional field, and technological improvements. Considering the role of learning a second language, the Indonesian government has chosen English as a foreign language to be taught as an obligatory subject in Junior High Schools and Senior High Schools, including Senior Vocational Schools. Ireland (2008) described vocational education as a broad variety of courses/skills that assist students in preparing for entry-level jobs.

In the process of learning English, Indonesian students including those who study at vocational school often face some challenges, for example, they were still difficult to comprehend the English version of manual guidelines or instructions. Sundari (2018) mentions that some constraints faced by students in learning English may include the difficulties in the inconsistency of the word class, in pronouncing a new sound system, in encountering new vocabulary items, and in arranging foreign words into sentences.

Considering the difficulties faced by students and to promote students' English language proficiency, appropriate strategies should be implemented. One of them is Content and Language Integrated Learning (CLIL). Language and content integration refers to the use of a foreign language to teach a non-linguistic subject, which then acts as a means of communication and content sharing (Binterova & Kominkova 2013). That means the teacher combined language and content learning when teaching the subject. By integrating the teaching-learning process with the material content, students will be able to understand English more easily, particularly in direct practice in actual situations.

CLIL is originated from immersion and bilingual programs in primary schools from the 1960s to the 1980s when students were required to exercise foreign language skills to master a discipline (Brinton, et al 2011). Moreover, Coyle et al (2010) claimed that CLIL is a dual-focused educational strategy in which an additional language is employed for both content and language learning and teaching. There are some theoretical benefits proposed by scholars. First, CLIL which integrates various curricular

subjects could be a suitable alternative for providing realistic learning of English Science, and other subjects. Second, learning a foreign language through content develops problem-solving and higher-order thinking abilities (Dourda, et al 2014). Third, using CLIL, students can grasp text in a foreign language while also improving specific language abilities and components (Dourda, et al 2014; Vasques 2014).

Previous studies have shown the effectiveness in the usage of CLIL for teaching various subjects, such as Mathematics, English, Physical education, and other subjects (Basterrechea & Mayo 2014; García, et al 2020; Oxbrow 2018; Vazques 2014). More CLIL-related research was also carried out in the Indonesian context with different participants (Mahmud 2020; Setyaningrum & Purwati 2020) However, the one which focuses on the implementation of CLIL for secondary vocational students has been rarely conducted. Therefore, this presents study aims to know the attitudes and motivation of students toward CLIL class and the teachers' perception deal with CLIL implementation.

RESEARCH METHOD

This research used a case study which belongs to qualitative research design based on the types of data gathered and analyzed. The participants of the study were 32 students in the eleventh grade of the Multimedia class, one English teacher and one Information Technology (IT) teacher at SMK NU Ma'arif Kudus. It is a private school that has a strong emphasis on English and it applies bilingual classes both content learning and languages in some practical activities of the specific subject.

The data in this study were collected through questionnaires which were modified from the Attitude/Motivation Test Battery (AMTB) proposed by Gardner (1985). To analyze the data in the form of questionnaires and interview results, the writers referred to the qualitative data analysis technique proposed by Miles and Huberman (1994), which consists of three steps, including reducing the data, displaying the data, as well as conclusion drawing/verifying the data.

FINDING AND DISCUSSION

Two research questions will be discussed in this part. (1) How is the attitude and learning motivation of students toward CLIL class, (2) How is the perception of teachers toward CLIL class?

The questionnaire consists of two questions about the positive attitudes of the students towards the lesson and 6 other questions explore students' attitudes towards the content-subjects of the classes and the attitudes towards lessons in the vocational field, they are; reasons

in participating in CLIL class, level in starting to learn English, the frequency about that use to do with the different activities in English, things like most in English class, the reason to study English, and reason to do the learning well in CLIL class.

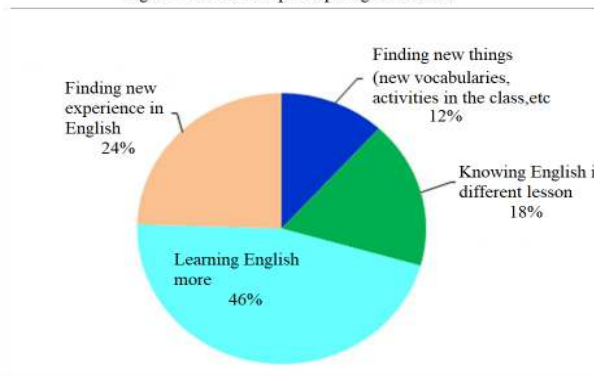
Tabel. 1 Calculation of questionnaire number 1; The students' reason to join CLIL class

Question Number	Finding new experience in learning English		Knowing English in a different lesson		Learning English more		Finding new things (vocabulary, class activity, etc)		Total Score	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>F</i>	%	Σn	%
	1	8	24	6	18	15	46	3	12	32

From the above table, 23 (80%) of 32 students answer about learning more and experiencing new English while the rest 9 (20%)

students answer more specific reasons; to know English in different subjects and its structure. The detailed result is described in Figure 1.

Figure 1. Reasons in participating CLIL class



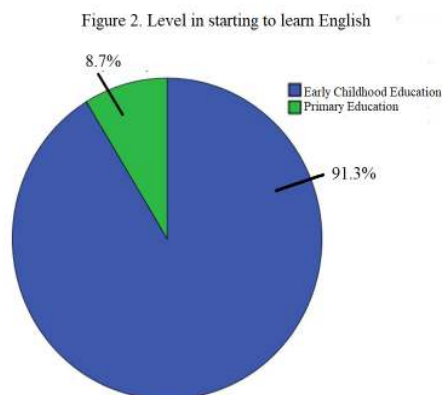
The figure above implies that most of the students have a positive attitude toward the learning content subject through CLIL. The finding of this study is consistent with other

previous studies findings (Czura and Papaja 2013; Lasagabaster & Doiz 2016).

The second question results from obvious data which asks about their initial period in studying English

Table 2. Level of school to study English

Question Number	Early childhood education		Primary education		Total Score	
	<i>f</i>	%	<i>F</i>	%	Σn	%
	2	29	91.3	3	8.7	32



This shows that 29 (91.3%) of 32 students study English from their early childhood education or kindergarten, while 3 (8.7%) of them start from elementary level. This indicates that most students have got sufficient time in

learning English. The following figures describe further the finding.

Another finding of students' activities related to English which they do out of school life results in diverse data. The activities and the student's preferences are reflected in figure 3.

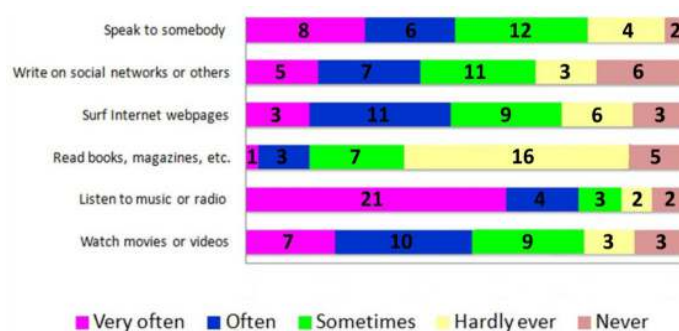


Figure 3. The frequency with which they use to do different activities in English in students' day-to-day life outside school

This indicates that the more frequent activity is to listen to music in English (59.2% do it "Very often"). Another activity they use to do with a high frequency is to watch movies or videos in English: almost half of the students do it often and very often (47%). The less frequent activity is to read books or magazines in English, with 66% doing it "Hardly ever" or "Never", or to speak to somebody in English, with almost half of them (49%) not doing it usually.

The researchers tried to get further data by knowing things due to their English study. From skills should be learned in English, e.g. Speaking, Writing, Listening, Reading, and

additional aspect about the structure was explored from the students and the result shows that Speaking becomes the most favorite one to learn since they can practice directly the language. Another preferable skill is listening. It is the second easiest way for them to learn English because they are not tied up by a certain (formal) context. They can do it any kind of situation and any sources, e.g. music, film, news, etc.

Students are also asked about their reason for joining the class of CLIL. The answer is calculated in the following table 3 about the reason students join CLIL class.

Table 3. Reason For Students to Join CLIL Class.

Question Number	I like it		I have to pass the class		I want to do a good job		I will be able to communicate in English with others		Total Score	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>F</i>	%	Σn	%
	5	7	23	6	18	12	38	7	21	32

The table above shows that students think about their careers after graduating. Most of them join the class because they want to get a good job. Having additional skills (English) will upgrade their profile and sense of competitiveness in grabbing a job. The second reason is students like to be in the subject content class with a different sense of communication in English. And other reasons are they will get benefit by being able to communicate in English with other people for they have been drilled at school and students feel that they must pass the class so they join the class of CLIL.

Further finding is about students' motivation in learning due to CLIL class. The

researchers asked them by comparing English and CLIL content-subject their motivation differs. As a general aspect, using English in the content subject (Multimedia network) is appealing to the majority: 71% (5 'very much' and 15 'much' appealing) found it highly appealing, whilst a 32% value it as a medium degree of appealing (8% 'A little' and a 2% 'Almost nothing' appealing). It indicates that using English acts as a motivator factor for studying content subjects for the majority of students. The above finding can be seen in the following table 4. about the interesting subject related to students' motivation.

Table 4. The Interesting Subject Related To Students' Motivation.

Question Number	Much appealing		appealing		Little appealing		Not appealing		Total Score	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>F</i>	%	Σn	%
	8	2	5	21	66	6	20	3	9	32

The data above shows that 23 students feel the CLIL class gives a new sense of learning so they are motivated to study since it is interesting to join. Meanwhile, the rest nine students think differently. Most students assume that learning English is perceived as essential learning for them. It is to be highlighted that they do not value understanding or speaking in English in the CLIL sessions as difficult issues. On the contrary, they believe their English level is improving because of participating in the bilingual program (CLIL). The writers conclude that the CLIL program holds a positive vibe for them. They love listening to music in English and want to know that English is a way to communicate with other people. They are happy about the method CLIL class and about taking part in it. The majority of students get the source of scientific information about the lesson that students use in their lives via their teacher and other important sources are the internet and television. This finding supports the

study done by Doiz et al (2014) who identified that students in the CLIL setting were more motivated than students in the control group.

Another data finding is taken from teachers' interviews. Two teachers have been involved in the content subject class; an English teacher and a Multimedia network teacher with no more than five to ten years of experience.

The question about the use of English in CLIL class was answered frequently by both teachers. However, the characteristics of class in which not all were motivated students in CLIL class; "*Sometimes I need to reinforce certain explanations of some concepts in Bahasa. There are pupils with difficulties and they need it*". From the teacher's answer, it implies that one of the barriers in implementing CLIL is related to the English proficiency of the student. This finding is compliant with much worldwide research that has found language-related challenges among CLIL students (Finardi, et al

2016; Piacentini, et al 2019; Pinner 2013; Waloyo, et al 2021). In her research, Pinner (2013) claimed that embedding content into language and removing language issues might be difficult not only for teachers but also for learners. As a result, teachers must adopt a specific strategy to be inspired to create CLIL materials. Moreover, teachers are also advised to participate in a Professional Development workshop focusing on CLIL implementation (Waloyo, et al 2021).

Another question about the assessment of English as a means of communication was answered by the English teacher that it was not assessed in the content subject class, because "The use of language is a medium for working subject-contents, not an objective to be assessed and "It is valued but not assessed with a particular weight in the score. We try to get them to use English for communication". The teachers agree about the need for using students' second language, Bahasa Indonesia, sometimes for making complex concepts clear, for acquiring content properly, or for giving important advice, such as exams data. That is, for information considered essential in the context of the class.

The teachers agree on a question which relates to making an extra effort preparing and developing the class of CLIL because they also said that "*According to the CLIL methodology we are developing, the class has to be very well structured and require a great variety of resources. Search and organize in a foreign language are an additional aspect*".

Moreover, both of the teachers feel satisfied with the CLIL program at different levels or about different aspects: "*satisfied about content learning and highly satisfied about the use of English*". There are some advantages of the bilingual class, such as the possibility of learning a foreign language in a practical way, social skills, language competence, language fluidity, workgroup, and the loss of fear about public speaking. It is explained as "*Pupils have a lot of fluidity with the use of language. Although they have grammatical mistakes they understand and express themselves at a very high level to their age. The fear of public speaking doesn't exist anymore*".

On the other hand, the main disadvantages and challenges of the bilingual class are: more training is needed; the attention to diversity requires more effort, and the need for students to become more autonomous when it comes to learning in that kind of learning environment. Teachers perceived students as

highly motivated about the bilingual class, as they want more content-subjects to participate in it, enjoy interacting in English, they do participate a lot, and value the opportunity to learn a second language. About learning in general, teachers believe students' motivation is high, developing critical thinking and interest for research different areas of knowledge.

The finding is in line with the previous research conducted by Basterrechea & Mayo (2014); García, et al (2020); Oxbrow (2018); and Vazques (2014) which showed the effectiveness of using English in other subject content (CLIL) e.g. Maths and Physic. The positive attitude of students and their learning motivation due to CLIL class and a definite perception from the teachers indicate that CLIL contributes positive impact both for students and teachers in learning.

CONCLUSION

Based on the finding from the study, it can be concluded that students have a positive attitude toward CLIL class which contributes to their different sense in learning the content subject and learning English. The new context of learning gives them new knowledge and skill due to the subject taught by using English. This brings positive motivation for students to learn. The idea of conducting the subject content class by using English takes them to a new atmosphere in learning which gains their participation to join the class and to be active in-class activities.

The second conclusion is dealing with the implementation of the CLIL class. It is assumed that the running of CLIL class is successfully conducted in the Multimedia class. It included one of the good example practices about learning the bilingualism practices that developed in secondary education. The students and also the teachers show positive attitudes towards the implementation of CLIL class. For the students' enjoyment, the writers can conclude that most of the students enjoy learning English, they value that English not only as the school's subject, but they need English as a useful tool for communication, for the future, for the majority of cases, and others. The students and the teacher also hold positive opinions about the development of the content-subject part in the class of CLIL. The teacher is also involved in the bilingual program and has a strong opinion and shares a positive view about the development of CLIL class. Both the students and also the teacher is satisfied with the CLIL program.

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