

**The Implementation of CLIL (Content and Language Integrated
Learning) on EFL Students' Speaking Skills**

THESIS



By:

Nila Yuni Safira

NIM. 22202135

**ENGLISH LANGUAGE EDUCATION STUDY
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) SYEKH WASIL KEDIRI**

2026

APPROVAL PAGE

This is to certify that the Sarjana's thesis titled

**THE IMPLEMENTATION OF CLIL (CONTENT AND LANGUAGE
INTEGRATED LEARNING) ON EFL STUDENTS' SPEAKING SKILLS**

NILA YUNI SAFIRA

NIM. 22202135

Approved by:

Advisor 1



Dr. Sri Wahyuni, M.Pd.
NIP. 198409092011012018

Advisor 2



Ria Fakhurriana, S.Pd.I. M.Pd.
NIP. 198010172023212017

RATIFICATION SHEET

The Implementation of CLIL (Content and Language Integrated Learning) on EFL Students' Speaking Skills

NILA YUNI SAFIRA
NIM. 22202135

Has been examined by the board of Examiner of State Islamic University of
Syekh Wasil Kediri on May 19th, 2026

1. Main Examiner

Prof. Dr. Fathor Rasyid, M.Pd.

NIP. 196908312000031001



(.....)

2. Examiner I

Dr. Sri Wahyuni, M.Pd

NIP. 198409092011012018



(.....)

3. Examiner II

Ria Fakhurriana, M.Pd

NIP. 198010172023212017



(.....)

Kediri, May 19th, 2026

Acknowledged by Dean of Faculty of Tarbiyah and Teacher Training

State Islamic University of Syekh Wasil Kediri



Prof. Dr. Hj. Munifah, M.Pd.
NIP. 19700412140320

DECLARATION OF AUTHENTICITY

Nama : Nila Yuni Safira
NIM : 22202135
Study Program : Department of English Education
Faculty : Faculty of Tarbiyah and Teacher Training

I hereby declare that the thesis I wrote with the title "THE IMPLEMENTATION OF CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) ON EFL STUDENTS' SPEAKING SKILLS" is my own and it has been generated by me as result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis if there is any subjection or claim from others.

Kediri, May 19th 2026

The researcher



Nila Yuni Safira
NIM. 22202135

NOTA KONSULTAN

Kediri, 08 Mei 2026

Nomor :
Lampiran :
Hal : Bimbingan Skripsi
Kepada
Bapak Rektor Universitas Islam Negeri Syekh Wasil Kediri
Di Jln. Sunan Ampel No. 07 Ngronggo Kota Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Rektor untuk membimbing
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Nama : Nila Yuni Safira
NIM : 22202135
Judul : **THE IMPLEMENTATION OF CLIL (CONTENT AND
LANGUAGE INTEGRATED LEARNING) ON EFL
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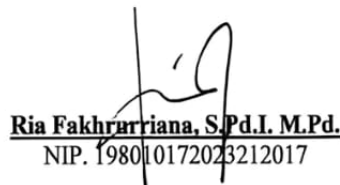
Wassalamu'alaikum Wr. Wb.

Pembimbing I



Dr. Sri Wahyuni, M.Pd
NIP. 198409092011012018

Pembimbing II



Ria Fakharrizana, S.Pd.I. M.Pd.
NIP. 198010172023212017

NOTA PEMBIMBING

Kediri, 08 Mei 2026

Nomor:
Lampiran :
Hal : Bimbingan Skripsi
Kepada
Bapak Rektor Universitas Islam Negeri Syekh Wasil Kediri
Di Jln. Sunan Ampel No. 07 Ngronggo Kota Kediri

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NIM : 22202135
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STUDENTS' SPEAKING SKILLS**

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Demikian agar maklum adanya.

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Pembimbing I



Dr. Sri Wahyuni, M.Pd
NIP. 198409092011012018

Pembimbing II



Ria Fakhruzziana, S.Pd.I. M.Pd.
NIP. 198010172023212017

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Because indeed with every difficulty there is ease."

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, with every hardship there is ease."

DEDICATION PAGE

1. All praises are due to Allah SWT for His endless mercy and blessings that have allowed me to complete this thesis.
2. Prophet Muhammad Peace be Upon Him who has guided us from the darkness into the lightness.
3. My beloved parents Mr. Yudiono and Mrs. Rini Praptiningsih who always give me support, attention, motivation, pray for me, and everything that they have given to me.
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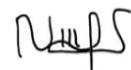
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Kediri, May 19th, 2026
The Researcher



Nila Yuni Safira
NIM. 22202135

ABSTRACT

Safira, Nila Yuni, 2026. "The Implementation of CLIL (Content and Language Integrated Learning) on EFL Students' Speaking Skills." Thesis. Department of English Language Education. Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri. Advisor: Ria Fakhurriana, M.Pd.

Keywords: CLIL, Speaking Skills, EFL Students, MAN 3 Kediri, Content and Language Integrated Learning

Speaking skill is one of the most essential yet challenging aspects of English language learning, particularly for EFL students in Indonesia. This study aims to examine the implementation of Content and Language Integrated Learning (CLIL) in developing students' English speaking skills at MAN 3 Kediri, including the supporting factors as well as the challenges and solutions encountered during its implementation.

This study employed a descriptive qualitative approach. The data sources consisted of English teachers and eleventh-grade students of MAN 3 Kediri. Data were collected through semi-structured interviews, classroom observations using an observation checklist, and field notes. Data analysis was conducted thematically following Braun and Clarke's (2021) approach through data reduction, coding, and theme identification. Data triangulation was applied through source triangulation and method triangulation to ensure the credibility and validity of the findings.

The results showed that CLIL was implemented at MAN 3 Kediri through the integration of Islamic content with English language instruction, based on the 4Cs framework Content, Communication, Cognition, and Culture. This approach effectively encouraged students to participate actively in speaking activities, increased their confidence in using English, and reduced their anxiety in oral communication. Several supporting factors were identified, including meaningful content, teacher support, and a conducive learning environment. However, challenges such as limited vocabulary and varying student proficiency levels were also found, along with practical solutions applied by teachers. It was concluded that the integration of CLIL in an Islamic school context can significantly support the development of students' English speaking skills. This research suggests that CLIL be further developed and adopted as a strategic approach in EFL classrooms, particularly in madrasah settings across Indonesia.

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