

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, research questions, purpose of the study, significance of the study, scope and limitations of the study, and definition of key terms.

A. Background of the Study

The ability to communicate fluently in English has become crucial in today's world, especially with globalization, where cross-border communication is unavoidable. Speaking is not only a key aspect of language mastery but also an essential means of communicating thoughts, interacting socially, and taking part in academic or professional environments. In contrast to receptive skills like reading and listening, speaking requires instant processing, on-the-spot language generation, and the correct application of pronunciation, grammar, and vocabulary. According to (Derakhshan et al., 2020), Speaking is considered a fundamental skill in language learning because it reflects learners' communicative competence and their ability to use language effectively in real communication. In addition, speaking is a complex productive skill that involves real-time language processing and the integration of linguistic knowledge and communication strategies (Leong & Ahmadi, 2020). For learners of English as a Foreign Language (EFL), especially in countries where English is not the primary language such as Indonesia, speaking remains not only one of the most challenging yet essential skills to develop, but also paradoxically one of the least frequently practiced in traditional

EFL classrooms. Therefore, educational stakeholders consistently look for effective strategies to improve students' speaking skills as a component of comprehensive language growth.

However, teaching speaking in EFL classrooms presents various challenges. Many students experience anxiety, lack confidence, and are afraid of making grammatical or pronunciation errors when speaking English. Speaking is often perceived as the most difficult language skill because it requires spontaneous language production and immediate interaction during communication (Tsegaye & Davidson, 2021). In addition, traditional classroom practices frequently emphasize grammar accuracy and written exercises rather than communicative interaction, which limits students' opportunities to practice authentic speaking (Rahmawati & Ertin, 2021). As a result, students may understand English passively but struggle to express their ideas orally. These challenges highlight the need for innovative and contextual teaching approaches that can encourage active participation and meaningful communication in the classroom.

Although the importance of speaking skills is acknowledged, many studies and observations show that Indonesian students, particularly in senior high school, frequently exhibit weak performance in English speaking. Numerous students face difficulties with self-assurance, word retrieval, smoothness, and logical flow when required to converse. Studies indicate that this deficiency arises not only from insufficient exposure and practice but also from the constraints of conventional teaching approaches

that emphasize grammatical correctness and written assignments over verbal communication. Research conducted by Wahyuni (2018), Rahayu (2020), and Sari (2022) shows that students frequently feel anxious and unmotivated to communicate in English during class as a result of strict classroom dynamics and limited contextual learning. The disparity between curriculum standards and students' real speaking skills highlights the need for creative and comprehensive methods in English language teaching.

Content and Language Integrated Learning (CLIL) is a dual-focused teaching approach that integrates content and language learning simultaneously (Coyle, Hood, & Marsh, 2010). CLIL combines language and content instruction, enabling teachers to deliver subject matter through meaningful contexts. This situational relevance enhances student involvement and enables them to use English effectively. The advantages of CLIL are found in its capacity to establish relevant learning situations, encourage genuine language application, and enhance student engagement. Additionally, it promotes cognitive involvement, since students must concurrently handle subject material and language (Coyle et al., 2020). Nonetheless, CLIL presents challenges; it requires teachers to possess high proficiency in both subject matter and language, along with the necessity for well-developed materials and institutional backing. The innovation of the CLIL approach, especially in Indonesian EFL classrooms, is its ability to connect language learning with real-world application, thus promoting active speaking and enhanced comprehension. Unlike conventional methods, the CLIL teaching approach creates a more dynamic classroom

environment in which teachers use language as a medium of instruction rather than treating it merely as a subject. Therefore, in this study, CLIL is viewed as a teaching approach used by teachers to integrate content and language in classroom instruction.

At MAN 3 Kediri, the development of students' speaking skills in English teaching continues to be a priority. Based on preliminary observations and discussions with teachers, many students still struggle to express their ideas in English, especially during spontaneous communication. Although English is included in the core curriculum, classroom practices often do not fully support communicative competence. Teachers at MAN 3 Kediri have begun to implement the CLIL teaching approach through specific programs, particularly extracurricular activities and thematic learning modules that integrate English into different subjects. MAN 3 Kediri is considered a suitable research setting because it integrates academic and Islamic values, allowing meaningful content to be incorporated into language learning. This condition supports the implementation of CLIL, as students learn English in a contextual and relevant environment. This represents a unique context where content and language are integrated within a madrasa setting, which is often considered more conventional in its teaching methods. Therefore, examining how speaking skills are developed through the CLIL teaching approach at MAN 3 Kediri can provide valuable insights into its effectiveness and areas for improvement.

Numerous earlier studies have investigated the application of CLIL in different educational contexts. Coyle et al. (2020) underscored the theoretical basis and practical use of CLIL in schools across Europe, noting its beneficial impact on language proficiency. In Indonesia, research by Hidayati (2021) and Suryani (2022) revealed that CLIL-based teaching enhances vocabulary learning and listening abilities. Nonetheless, the majority of current studies concentrate either on overall language enhancement or on receptive abilities, with a limited number of investigations examining its effect on speaking skills specifically. Moreover, there is a lack of studies focused on madrasah settings such as MAN 3 Kediri, which possess distinct traits related to curriculum, culture, and student demographics. Thus, reexamining earlier results while emphasizing this research gap enhances the justification for performing the current study.

The distinctive aspect of the implementation of the CLIL teaching approach at MAN 3 Kediri is the incorporation of Islamic content alongside English language teaching, an approach that fosters language development while being in harmony with the school's identity and the interests of students. This situational relevance enhances student involvement and enables them to utilize English effectively with known subject. The CLIL teaching approach applied by teachers focuses on thematic integration, making language learning more meaningful rather than simply emphasizing bilingual education (Coyle, Hood, & Marsh, 2010). Exploring this phenomenon is important not only for academic research but also for

practical applications in curriculum development and teaching practices in various educational contexts. With the increasing interest in CLIL among Indonesian teachers and the absence of comprehensive studies in madrasah settings, this research is relevant and important for enhancing the understanding of how CLIL can successfully develop speaking abilities in EFL students.

While previous studies on the implementation of the CLIL teaching approach in Indonesia have mainly examined its effects on vocabulary acquisition, reading, or listening skills, limited attention has been given to how the CLIL teaching approach is implemented in teaching speaking, particularly within Islamic senior high schools. This study offers a novel contribution by examining the implementation of CLIL in teaching speaking, particularly how CLIL, when integrated with Islamic content, can enhance students' English speaking skills in a madrasah context. By focusing on MAN 3 Kediri, this research not only investigates the pedagogical outcomes of CLIL but also expands the understanding of how this approach can be contextualized within faith-based educational settings (Coyle, Hood, & Marsh, 2010). Hence, this study fills an existing gap in CLIL literature and provides an innovative perspective on its application in EFL classrooms in Indonesia. Therefore, this study not only addresses an existing research gap but also aims to contribute to the pedagogical development of CLIL within Indonesian Islamic education. Therefore, the title of this research is **“The Implementation of Content and Language**

Integrated Learning (CLIL) in Developing Students' Speaking Skills at MAN 3 Kediri.”

B. Research Questions

To gain a deeper insight into the effectiveness and difficulties of applying CLIL in this setting, this study seeks to tackle the subsequent research inquiries:

1. How is Content and Language Integrated Learning (CLIL) implemented in developing students' speaking skills at MAN 3 Kediri?
2. What factors support the implementation of CLIL in developing students' speaking skills at MAN 3 Kediri?
3. What challenges and solutions exist in implementing CLIL at MAN 3 Kediri?

C. Purpose of the Study

With the rising need for English proficiency, CLIL is gaining attention for improving students' language and subject learning. This study examines the implementation of the CLIL teaching approach in teaching speaking at MAN 3 Kediri. In particular, the study aims to:

1. To analyze the implementation of Content and Language Integrated Learning (CLIL) in developing students' English speaking skills at MAN 3 Kediri.

2. To identify the factors that support the implementation of CLIL in developing students' speaking skills at MAN 3 Kediri.
3. To identify the challenges and possible solutions in implementing the CLIL teaching approach in teaching speaking at MAN 3 Kediri.

D. Significance of the Study

The application of the CLIL teaching approach in educational settings is expected to provide significant benefits for several stakeholders involved in the teaching and learning process:

- a. For teachers : This study highlights effective strategies for improving students' speaking skills by using meaningful, context-driven lessons based on the CLIL approach. It offers teachers practical ways to integrate content and language more communicatively and engagingly, and supports the enhancement of instructional practices in EFL classrooms.
- b. For students : The study is expected to enhance students' speaking skills, boost their confidence in using English, and provide meaningful learning experiences through contextual learning activities. Moreover, it aims to encourage students to participate actively in classroom interactions and to use English more naturally in real-life situations.
- c. For the school : This research can act as a guide for enhancing the quality of English instruction and learning, particularly in applying innovative methods like CLIL. It might also assist the school in creating programs that integrate content and language learning more efficiently.
- d. For future researchers: This research serves as a valuable resource and aids in advancing studies on CLIL, especially within EFL settings and Islamic

senior high schools. In addition, it may serve as a foundation for additional research pertaining to speaking abilities, CLIL application, and research conducted in the classroom.

E. Scope and Limitations of the Study

This study focuses on the implementation of the CLIL teaching approach in teaching speaking at MAN 3 Kediri. It specifically examines how the approach is applied in classroom activities to develop students' English speaking skills. The study is limited to English teaching practices that integrate content and language within the school context.

This research involves a specific group of students at MAN 3 Kediri who participate in learning activities where the CLIL teaching approach is implemented. Therefore, the findings are limited to the characteristics of these participants and may not represent students in other educational contexts with different backgrounds.

In addition, this study is conducted within a limited time frame and focuses on classroom implementation. As a result, it may not fully capture the long-term development of students' speaking skills. Therefore, the findings of this study may not be generalizable to other schools or contexts.

F. Definition of Key Terms

To ensure no misconceptions arise and provide understanding, key terms used in this study will be defined as follows:

1. Content and Language Integrated Learning (CLIL) : CLIL is an educational approach that brings two learning objectives together students acquire subject knowledge while simultaneously developing

their language abilities. As scholars like Coyle, Hood, and Marsh have noted, this method uses an additional language as the foundation for both teaching content and facilitating language development. Essentially, CLIL breaks down the traditional separation between content instruction and language instruction, weaving them into a single learning experience.

While CLIL is frequently linked to teaching academic subjects through English, many educators recognize that this approach also works well within English language instruction itself. Rather than treating English purely as the target skill, it becomes a tool for exploring, discussing, and communicating about meaningful topics. This research applies CLIL to merge English language development with thematic content and interactive classroom tasks, specifically aiming to strengthen students' speaking abilities at MAN 3 Kediri. In this way, CLIL functions as a comprehensive strategy that harmonizes content learning and language learning within the same classroom environment.

2. English as a Foreign Language (EFL) : EFL is the learning and teaching of English where the English language is not a native tongue. In this setup, as is the case with Indonesia, learners will predominantly encounter English within the classroom. An EFL context makes approaches such as CLIL especially important as this is the method through which learners get meaningful exposure to the English language and the learning experience is enhanced and made authentic.

3. Speaking Skills : Speaking skills entail the ability to communicate and articulate ideas, thoughts, and opinions through spoken English with fluency, accuracy, and confidence at a high level. In an EFL context, these skills will entail a great deal of practice, active use of English in real life situations, and communicative interactions.
4. MAN 3 Kediri : MAN 3 Kediri is a state Islamic senior high school located in Kediri, East Java. It emphasizes both academic and religious values. This school is considered suitable for the implementation of the CLIL teaching approach, as students learn English in an EFL context. Therefore, this setting provides a relevant environment to examine the implementation of the CLIL teaching approach in teaching speaking in real classroom situations.