

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents an introduction to the review of literature on CLIL, covering the Concept and Importance of Speaking Skill in Language Learning, the Nature and Principles of Language Learning, the Concept and Nature of Content and Language Integrated Learning (CLIL), and Previous Studies on CLIL and Speaking Skills.

A. The Concept and Importance of Speaking Skill in Language Learning

Speaking is one of the most essential skills in language learning, because it enables learners to express thoughts, share information, and engage in social interactions. According to Leong and Ahmadi (2021), speaking is a productive language skill that requires the ability to express ideas clearly and construct meaning through spoken communication. It is considered the most challenging skill to master because it requires simultaneous control over linguistic elements (such as vocabulary, grammar, and pronunciation) and pragmatic aspects (such as turn-taking, appropriateness, and fluency). The ability to speak effectively in a foreign language reflects one's communicative competence, as it demonstrates both knowledge of the language and the confidence to use it in real situations. For learners of English as a foreign language (EFL), speaking becomes a central goal, since oral communication often determines their overall language proficiency.

The development of speaking skills involves exposure, practice, and interaction. Learners improve their speaking ability through repeated opportunities to use language in authentic communicative contexts such as discussions, role plays, presentations, and debates. According to Harmer (2015), meaningful speaking activities should provide learners with both fluency and accuracy practice. Fluency focuses on the ability to convey meaning smoothly without hesitation, while accuracy emphasizes correct use of language structures. In classroom contexts, integrating speaking practice within content-based or CLIL settings allows learners to use English as a medium of thought and expression, rather than as a subject to be studied. This helps build confidence, fosters active learning, and strengthens overall communicative competence. Ultimately, speaking is not only a linguistic skill but also a cognitive and social process through which learners engage with others, express their ideas, and construct understanding in the target language.

From a pedagogical point of view, the skill of speaking needs an educational setting that fosters active engagement and genuine communication. Speaking requires more than pronunciation practice and dialogue mastery, as it also involves meaningful interaction and communication. According to Derakhshan et al. (2020), effective speaking instruction requires students to participate in communicative activities that promote interaction and provide feedback to support the development of their speaking competence. Teachers play a crucial role in ensuring that learners are motivated and confident enough to participate in speaking

activities, and the learners' levels, needs, and objectives must be met for the skill to develop effectively.

Some of the following pedagogies can be implemented in speaking, such as role plays, problem-solving tasks, group discussions, information-gap activities, and presentations. These activities enable learners to negotiate meaning, express opinions, and respond to others, which are the integral features of communicative competence. According to Littlewood (2020) points out that communicative language teaching develops speaking skills by emphasizing interaction as both a process and a goal of language learning. In this type of approach, learners are led towards using English for actual communication rather than just practicing forms. Incorporating speaking activities into content-based learning, such as CLIL, enhances this process even more, as it allows students to discuss subject matter while developing language abilities at the same time.

Although it is a hugely valuable skill, both teaching and learning speaking in an EFL setting involve many challenges, particularly in terms of students' confidence, limited vocabulary, and lack of opportunities to practice English in real-life contexts. One of the main concerns learners encounter is feeling anxious or not confident about speaking in a foreign language. This can range from worrying about producing errors, receiving negative assessments from instructors or fellow learners, or coming across as less skilled. This mental consideration results in a reluctance to take part in speaking exercises. The learners' vocabulary and grammar levels can also

impair their capacity to communicate effectively. This can cause them to fall back on their first language or simply not take part.

As far as the teacher is concerned, there are some issues that influence the teaching of speaking as well. This is due to the large number of pupils, the amount of time allocated for speaking, and curriculum demands, which may limit opportunities for speaking practice. Additionally, teachers may be under pressure to teach exam-centered speaking, which lays stress on grammar and reading processes. It may also be possible that the teacher may not be well-equipped to engage learners in communicative speaking activities. According to Leong and Ahmadi (2021), effective speaking teaching requires well-planned speaking activities, effective classroom management, and continuous encouragement to promote students' active participation in speaking practice.

Additionally, the absence of exposure to authentic forms of the language outside the classroom is yet another major concern for EFL classes. The reality is that English is not used as the mode of communication outside the classroom, which means that speaking practice is restricted to the classroom and does not help the learners in mastering the language. The above-stated concern creates stress in the class as the teacher along with the whole class has to make up for this shortcoming in the classroom. CLIL is a possible solution for this as it makes use of learning content to provide opportunities for speaking in the classroom.

Teaching speaking is a complex process which requires proper teaching methodologies, learning environment, and consideration of

learners' linguistic and psychological needs in the classroom. The challenges involved in teaching and learning speaking are important to address to make learners proficient in speaking English effectively in the English as a foreign language context. By applying appropriate teaching methodologies, learners can develop greater confidence in speaking English.

B. The Nature and Principles of Language Learning

Language learning is a complex and continuous process through which individuals acquire the ability to comprehend, produce, and effectively use a language in communication. It encompasses the development of four primary skills: listening, speaking, reading, and writing which together form the basis of communicative competence. Theories of language learning have evolved over time, ranging from behaviorist perspectives that emphasize repetition and habit formation to more recent cognitive and sociocultural theories that highlight interaction and meaning-making. According to Ellis (2020), effective language learning requires continuous exposure to the language, meaningful practice, and the use of language for real communication. The role of context is also vital, as learners internalize new linguistic forms more effectively when they are used in purposeful communication rather than in isolated drills.

In the modern educational context, language learning is no longer viewed as a mechanical process of memorizing vocabulary and grammar rules but as a communicative act that requires engagement, interaction, and creativity. Communicative Language Teaching (CLT) and approaches such as Task-Based Language Teaching (TBLT) emphasize using language as a tool for real

communication. Similarly, CLIL contributes to this paradigm by situating language learning within meaningful academic contexts. Learners are encouraged to use the language actively to understand and discuss subject matter, thus developing both linguistic accuracy and fluency. As Littlewood (2014) suggests, effective language learning happens when learners are exposed to authentic tasks that require them to express ideas, negotiate meaning, and solve problems using the target language. Therefore, language learning can be seen as both a cognitive and social endeavor, shaped by interaction, context, and purposeful communication.

C. The Concept and Nature of Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) stands as one of the most recognized educational strategies that brings together subject matter instruction and language development into a unified learning process. In contrast to conventional language teaching, which typically keeps language learning separate from meaningful contexts, CLIL motivates learners to build their language skills while simultaneously gaining knowledge through authentic materials and real communication. As a dual-objective educational method, CLIL merges content goals with language goals to produce significant and purposeful learning outcomes. For this reason, it is crucial to comprehend what CLIL is, its key principles, and the theoretical model that supports it. The sections that follow will provide an overview of CLIL's meaning, explain its foundational principles, and introduce the 4Cs Framework as the theoretical basis for this research.

1. Definition of Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which both content learning and language learning occur simultaneously. According to Coyle, Hood, and Marsh (2010), CLIL refers to an educational approach where an additional language is used for learning and teaching both content and language. This definition indicates that language functions not only as the object of learning but also as a medium for acquiring knowledge, constructing meaning, and communicating ideas.

Unlike traditional language instruction, CLIL encourages learners to develop language proficiency while engaging with meaningful content. Students learn the target language through authentic communication, classroom interaction, and content-based learning activities rather than solely through grammar exercises or vocabulary memorization. Consequently, students improve both their language competence and their understanding of the learning content.

Although CLIL has commonly been associated with teaching non-language subjects through English, its essential principle lies in the integration of content and language rather than the type of subject being taught. Therefore, CLIL may also be implemented in English Language Teaching when English is used as a medium for understanding, discussing, and communicating meaningful content.

2. Principle of Content and Language Integrated Learning (CLIL)

The implementation of CLIL is guided by several important principles. First, content objectives and language objectives should be

integrated within the same learning process. Second, students should actively use the target language for meaningful communication rather than merely learning language structures. Third, classroom activities should encourage interaction, collaboration, and higher-order thinking skills. Finally, learning should be connected to meaningful contexts that enable students to apply language for real communicative purposes.

These principles indicate that successful CLIL implementation depends on the integration of language learning and meaningful content. Therefore, English language teaching that incorporates thematic learning, classroom discussions, collaborative activities, and authentic communication reflects the fundamental principles of CLIL because students simultaneously develop language competence and content understanding.

3. The 4Cs framework in CLIL Implementation

The 4Cs framework (Content, Communication, Cognition, and Culture) proposed by Coyle et al. (2010) serves as the foundation of CLIL pedagogy. It ensures that lessons integrate knowledge acquisition (Content), language use (Communication), thinking skills (Cognition), and intercultural awareness (Culture). Thus, CLIL is not merely about teaching in another language; it is a comprehensive educational strategy that promotes both subject mastery and communicative competence.

The implementation of CLIL can be understood through the 4Cs Framework proposed by Coyle et al. (2010), which consists of Content, Communication, Cognition, and Culture. These four aspects are

interconnected and serve as the core pedagogical principles of CLIL. In classroom practice, the successful implementation of CLIL depends on how these aspects are integrated in the teaching and learning process. Each aspect contributes to the achievement of both academic understanding and language development, making CLIL a comprehensive and meaningful educational approach.

a. Content

The first aspect of CLIL implementation is Content, which refers to the subject matter or academic knowledge that students are expected to learn. In CLIL classrooms, the focus of learning is not solely on language acquisition, but also on helping students understand concepts, information, and skills related to a particular subject area. This means that students are required to learn academic material such as science, mathematics, or social studies through the target language.

Content is considered a fundamental aspect because CLIL is designed to ensure that students continue to achieve subject learning objectives while using a foreign language as the medium of instruction. Therefore, teachers need to organize lessons in a way that allows students to access and understand the content effectively. In this sense, the target language functions as a tool to support subject learning rather than as the final objective of instruction.

Moreover, the content aspect of CLIL encourages meaningful learning because students use language in relation to real academic topics and classroom tasks. Instead of learning English in isolation, students are exposed to language that is directly connected to the lesson material. As a result, the learning process becomes more relevant, contextualized, and academically purposeful.

b. Communication

The second aspect is Communication, which highlights the role of language as a means of interaction and expression in the learning process. In CLIL, communication is central because students are expected to use the target language not only to receive information, but also to express ideas, ask questions, give responses, and participate actively in classroom interaction.

This aspect emphasizes that language learning occurs more effectively when learners are engaged in authentic communication. In the classroom, communication may take place through teacher-student interaction, pair work, group discussion, oral presentations, or question-and-answer sessions. These activities provide students with opportunities to practice speaking and use English in meaningful ways.

In addition, the communication aspect of CLIL helps students develop confidence in using the target language. Since students are encouraged to speak and interact regularly, they

become more familiar with using English for academic purposes. Therefore, communication is not only a medium of learning but also a key element in developing students' speaking ability and communicative competence.

c. Cognition

The third aspect is Cognition, which refers to the thinking processes involved in learning. CLIL does not only aim to improve language proficiency, but also to develop students' intellectual and cognitive abilities. In this approach, students are expected to engage in mental processes such as understanding, identifying, comparing, classifying, analyzing, solving problems, and evaluating information while using the target language.

This aspect is important because effective learning requires students to do more than simply memorize facts or repeat vocabulary. In CLIL classrooms, students are encouraged to think critically about the subject matter, process information actively, and express their understanding through language. This combination of language and thinking makes learning more challenging, but also more meaningful and educationally valuable.

Furthermore, cognition in CLIL is closely related to the development of higher-order thinking skills. When students are asked to explain ideas, justify opinions, or solve academic tasks in English, they are simultaneously building both conceptual understanding and language proficiency. As a result, CLIL

supports not only linguistic growth but also cognitive development.

d. Culture

The fourth aspect is Culture, which refers to the development of intercultural awareness and understanding of different perspectives. In CLIL, language is not viewed merely as a system of grammar and vocabulary, but also as a reflection of social and cultural meaning. Therefore, learning through CLIL allows students to become more aware of how language is connected to identity, context, and communication in broader social settings.

The cultural aspect of CLIL is important because it helps students see language as part of real-life communication rather than only as a classroom subject. Through exposure to English and different ways of expressing ideas, students may develop greater openness to other perspectives, values, and ways of thinking. This can contribute to the formation of intercultural understanding and global awareness.

In addition, culture in CLIL can also be reflected in how teachers connect lesson content to students' real-life experiences and social contexts. This makes learning more meaningful and helps students relate academic content to their everyday life. Therefore, culture is an essential aspect of CLIL because it enriches both language learning and educational experience.

In conclusion, the 4Cs Framework provides a strong theoretical foundation for understanding the implementation of CLIL in the classroom. The four aspects Content, Communication, Cognition, and Culture are closely interrelated and should be integrated in the teaching and learning process. Through these aspects, CLIL enables students to learn academic content, use language meaningfully, develop critical thinking skills, and build intercultural awareness. Thus, CLIL can be seen as a comprehensive approach that supports both educational and linguistic development.

D. CLIL in English Language Teaching

Historically, Content and Language Integrated Learning has been predominantly employed in instructing subject-matter disciplines such as science, history, geography, and mathematics through a foreign language medium, enabling concurrent development of disciplinary knowledge and linguistic proficiency. As a result, CLIL is frequently perceived as a pedagogical method designed chiefly for content-based courses rather than language-focused instruction.

Nonetheless, contemporary scholarly perspectives argue that CLIL's essential feature rests not on subject categorization but on the synthesis of academic and linguistic development occurring within unified instruction. Drawing from Coyle, Hood, and Marsh's conceptualization, CLIL functions as a bilaterally oriented strategy wherein language operates simultaneously as both the instructional vehicle and the learning target. Consequently, CLIL's potency

resides in harmonizing linguistic and disciplinary goals to generate purposeful learning rather than on distinctions between language centered and content-centered disciplines.

Under this contemporary interpretation, CLIL extends its applicability beyond subject-specific curricula to language classrooms themselves, notably in English as a Foreign Language environments. Recent research by Pérez-Cañado (2023) demonstrates that CLIL-informed instruction in language classrooms significantly enhances learners' oral communication skills by providing authentic, content-rich contexts for speaking practice. Rather than limiting English instruction to grammatical study, term acquisition, or mechanical practice, this application positions learners to examine substantive material, partake in meaningful discussion, articulate diverse positions, tackle problems cooperatively, and share information purposefully. As a result, linguistic competency advances while learners simultaneously internalize conceptual knowledge grounded in authentic instructional substance.

Embracing CLIL within English curricula motivates educators to coordinate speaking targets with substantive instructional substance throughout the pedagogical experience. Instruction shifts from compartmentalizing linguistic study from classroom substance toward constructing assignments mandating learners deploy English for comprehending material, scrutinizing information, articulating perspectives, addressing inquiries, and engaging cooperatively. Learners thereby encounter language learning anchored in genuine interactive frameworks while simultaneously accomplishing linguistic and content-based endpoints.

Likewise, embedding CLIL in English curricula strengthens learners' communicative capabilities. Orchestrated group debates, formal oral demonstrations, cooperative pair engagements, coordinated small-group projects, and interactive dialogue cycles grant learners authentic venues for English communication. Lasagabaster and García (2022) found that such collaborative learning activities within CLIL contexts foster significant development in speaking proficiency, critical thinking, and interpersonal communication skills. Such contexts stimulate learners to voice ideas securely, reciprocally construct significance, and amplify communicative proficiency via persistent dialoguing.

Beyond vocabulary and syntactic development, CLIL facilitates cultivation of sophisticated mental processes. Learners scrutinize information, manage intricate scenarios, assess contrasting viewpoints, and substantiate positions via English articulation. Linguistic study consequently becomes substantively enriched as learners deliberately generate knowledge via English rather than passively absorbing isolated terms or constructions.

The manifestation of CLIL in language instruction aligns with the 4Cs organizational framework encompassing Content, Communication, Cognition, and Culture. Substantive instructional material represents the content dimension; purposeful language practice generates authentic communication; reflective learning exercises cultivate higher-order cognition; and cultural appreciation emerges through multicultural consciousness and integration between academic material and learners' lived experience. Language study consequently becomes increasingly situated, participatory, and consequential.

Within this particular investigation, CLIL emerges throughout English instruction at MAN 3 Kediri. The educator aligns substantive instructional material with interactive speaking engagement encompassing collaborative deliberations, interactive questioning, oral demonstrations, and cooperative group endeavors. Through these undertakings, learners employ English concurrently as the academic subject and communicative apparatus for conveying concepts, relaying thoughts, and manufacturing understanding. Educational interactions thereby exemplify CLIL's principal characteristics since disciplinary and linguistic advancement happen concurrently throughout pedagogical processes.

Accordingly, this investigation embraces an expansive conceptualization of CLIL as a bilaterally-oriented methodology synthesizing disciplinary and linguistic development throughout language curricula. Though instruction concentrates on English as the subject, classroom interactions under observation exemplify CLIL's cardinal characteristics as learners manipulate English to participate with substantive instructional material while concurrently advancing communicative proficiency. This interpretive framework supplies foundational grounding for examining how CLIL functions in cultivating learners' communicative development at MAN 3 Kediri.

E. Previous Studies on CLIL and Speaking Skills

Several previous studies have investigated the relationship between CLIL implementation and students' speaking performance, providing valuable insights for the present research.

First, a study by Banegas (2021) in Argentina explored how CLIL promotes oral communication among secondary school learners. The findings

revealed that students who participated in CLIL classes demonstrated greater confidence and fluency in English speaking compared to those in traditional EFL classes. The integration of subject content encouraged students to use English for meaningful purposes, which increased their motivation and reduced speaking anxiety. This study supports the idea that CLIL enhances communicative competence through authentic interaction.

Second, Yang and Gosling (2022) examined CLIL implementation in Chinese high schools and found that CLIL classrooms fostered better spontaneous speaking abilities. The researchers concluded that learning academic content in English provided contextualized language exposure that naturally developed students' oral fluency and vocabulary range. This supports the claim that CLIL environments enable students to develop both subject knowledge and language proficiency simultaneously.

Third, Mokhtar and Ali (2023) conducted research in Malaysia focusing on how CLIL influences students' English fluency and accuracy in speaking. The study revealed that learners in CLIL programs performed better in structured speaking tasks such as oral presentations and debates. The combination of academic topics and English use required students to employ discipline-specific vocabulary and complex structures, thus improving both linguistic precision and confidence.

Fourth, Lestari (2024) carried out a study in Indonesia on the use of CLIL in teaching science at a senior high school level. The results indicated that CLIL enhanced students' participation in speaking activities and encouraged them to use English more spontaneously during classroom discussions. Teachers reported

that students became more motivated and less afraid of making mistakes, which positively affected their speaking performance. This finding highlights the effectiveness of CLIL in the Indonesian educational context.

Fifth, Martínez and Torres (2025) investigated the long-term impact of CLIL based instruction on students' communicative competence in Spain. The results showed that CLIL learners outperformed non-CLIL peers in terms of fluency, pronunciation, and interactional strategies. The study emphasized that sustained exposure to English through CLIL not only improved speaking but also built learners' intercultural awareness and confidence.

Following these international and national studies, MAN 3 Kediri represents a distinctive educational context in which the implementation of CLIL has begun to be applied within a madrasah environment. Unlike general secondary schools, MAN 3 Kediri integrates English learning with Islamic content and values. This integration allows students to engage in English speaking activities through familiar religious and moral themes, which may influence their participation, confidence, and communicative behavior. The application of CLIL in this context provides an opportunity to examine how content-based instruction is implemented to support speaking skill development within a faith-based educational setting.

Overall, previous studies indicate that Content and Language Integrated Learning (CLIL) has shown potential in supporting students' speaking development through authentic and meaningful communication. However, most existing research has focused on general or public school contexts, while limited attention has been given to madrasah settings such as MAN 3 Kediri. Therefore,

a research gap remains concerning how CLIL is implemented in Islamic senior high schools.

Accordingly, this study seeks to address this gap by examining the implementation of CLIL and how it facilitates students' English speaking skills at MAN 3 Kediri. By focusing on this specific context, the study aims to extend existing CLIL research and provide practical insights into the application of CLIL in faith based EFL educational environments in Indonesia.