

Using CLIL to Enhance Students' Interests and Motivation in Learning English at Junior High School Level

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Using CLIL to Enhance Students' Interests and Motivation in Learning English at Junior High School Level

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Abstract:

This research aims at analyzing the CLIL approach at 9th grade student in Learning English. The purpose of this study is integrating English lesson with other studies in order to compact the materials and stimulate the students in applying English skills. The integration was concerned with English and History, and English and Biology, English and ICT. There were two cycles of the analyzed procedure. The result of the research shows that integrating English lesson with other studies results in a positive effect. It is indicated with the result of students' questionnaire which stated that all students are enthusiastic, interested and satisfied with the ability they got in the lessons. It also enhances students to be more creative and elaborate their ideas in writing and speaking especially in English. By integrating the subjects it was very effective for the students to maintain English skills and the materials. The English teacher was collaborated with the teachers from the other subjects and conducted the learning process interactively.

Keywords: CLIL approach, 9th-grade student, Integration, English Skills, Collaboration, Interactive.

INTRODUCTION

Learning English for Junior High School Level, especially for 9th-grade students require some ability to practically apply the four skills in their daily activity which English is a mean of communication both spoken and written. The use of English must refer to the ability in expressing and understanding the language which covers the

ability to apply the four skills of the language as listening, speaking, reading and writing. The ability of the four skills requires the students to apply them as their daily activity. In order to achieve it, it is a task for the teacher to provide them with sufficient opportunities for them to practice and involving students in a learning English in a certain condition is such a hard task for the teacher because the teacher must convince whether the students are interested in the activity or not, especially young learners. Meanwhile, the teacher must reflect and evaluate the activity in order to find out the effect of it in improving students in learning English.

However, the conditions which happen in the class show in contrast, especially in teaching English learning process. As the 9th-grade students, all of them except for the good result in national examination (UN) and they are intended to face it even the school has prepared them with a set of activity as the extra classes. The extra classes are conducted after school and has a purpose to maintain and review all the materials of the five subjects (Bahasa Indonesia, English, Physics, Biology and Mathematic) in the previous grades since in semester 1 so that the students' intention and point of view are focused on the exam while their interests on having the materials on the grade in the semester are reduced. They seem not interested to do performance such as speaking or even writing as they feel that the exam does not require the skills but reading as the exam demand. Both the teacher and the students do the activity as the textbook and find it rush in finishing the textbook to cover the materials. In other subjects, the teachers also teach their subjects as they are, for example, English teacher teaches English as English, Biology teacher teaches Biology as it is and so forth. In some ways, the use of ICT for their learning is also abandoned for both the students and the teachers conduct it just it is. They may seem to do word processing and other IT materials in the classroom, such as Words, Excel and PowerPoint. They have not experienced to practice on using it integrated with other subjects whereas the curriculum also states that the students are

expected also to elaborate their knowledge on English for general knowledge, technology and culture. Implicitly the teachers are required to imply the English learning process through the use of ICT and they do not need to depend on the textbook all the time just for finishing the materials and the activities on it.

In addition, the length of time to cover the materials is limited, especially in the first semester. The semester begins in the middle of July and it is finished in December. In the middle of the semester, there is a mid-exam. In this case, the teacher is demanded to accomplish the materials appropriately by obviously providing the students with sufficient practices and sorts of tests. In short, English learning to be applicative is hard to conduct for enticing students' interests and involving them in a certain activity. The teacher must have a strategy to set up a set of activity for the students so that they can obtain the objective of learning as stated on the curriculum to be more applicative. The success of the teacher in implementing a learning strategy depends on the ability of the teacher to analyze the existing learning conditions, such as learning objectives, student characteristics, learning resource constraints, and characteristics of the study area

A teacher is not necessarily successful in implementing a learning strategy even though theoretically a teacher has understood the operational steps of a learning strategy. Wena (2011) further explained that in the implementation of learning, many variables affect the success of a teacher. Mastery and skills of teachers in mastering learning materials and learning strategies do not guarantee to be able to improve student learning outcomes optimally. Some of these variables are; (1) teacher's ability to open learning; (2) the ability of teachers to carry out core learning activities; (3) the ability of teachers to conduct learning assessments; (4) the ability of teachers to close learning; and (5) other supporting factors.

Learning strategy referred to as a solution is learning with an Integrated Learning Content and Language strategy or commonly abbreviated as CLIL. Setyaningrum (2010) states that CLIL is an approach that can be used in international classroom learning to overcome the problems mentioned above.

CLIL is one of the approaches to language learning through subjects (content) or otherwise learning subjects through language. CLIL is a very appropriate approach to understanding the subject matter taught at the same time to deepen the language used in learning. Language is not only as an instructional medium in learning but also as a goal of learning

Alimi (2013) in his research provides evidence that CLIL strategies can be used to improve the quality of learning in bilingual classes. Nurkhin (2012) proved that the implementation of learning in bilingual classes could be improved in quality through peer tutoring learning strategies. This strategy is a cooperative learning approach that focuses on student activity. And the CLIL strategy strongly demands group learning and is student-centered.

Ludbrook (2007) states that CLIL is a learning approach introduced by the European Commission to develop a multilingual European community. This approach is growing rapidly in Europe with different forms, mainly the teacher-led phenomenon. The CLIL approach was also introduced to universities to meet the needs of the development of the internationalization of European universities. In Finland, since 1991, teachers in public schools can use foreign languages (English) as the language of instruction in several fields of study.

In Sweden, the implementation of CLIL is in a different form. First, introducing foreign languages in general then continued with learning a foreign language on one subject and continued to be expanded. The second form, the full Immersion class approaches. While in Germany, it has been formed since 1963 the tradition of

French-German bilingual learning and since the mid-1990s began to be introduced to other topics. The development of CLIL implementation in Spain began ten years ago and began to grow rapidly.

Nikula (2005) found in her study of CLIL implementation in Finland that students were well-involved in class. Students voluntarily use English in their activities in class. This is because CLIL uses more student-oriented learning approaches and practical activities such as experiments on science classes (Ludbrook, 2007). Stukalina (2010) has the same opinion, that the CLIL approach is the right instrument to be able to improve foreign language skills in addition to increasing the competence of the field of study. In the CLIL approach, students are allowed to study learning resources in the field of study and simultaneously develop their language competence (communication).

Furthermore, in this research, we would like to integrate English teacher with other teachers in other studies to collaborate materials which will be more applicative and thematic. In this case, this research would like to conduct English for History, English for Biology and English for ICT and here, according to the materials that in semester 1 the students learn about genre texts; they are explanation and procedure texts. At the end of the lesson, teachers are going to have one time to test the students so that we expect that the students will be more practical to have a test for two subjects. The research conducted in Junior High school in Kota Serang, especially for 9th-grade students.

LITERATURE REVIEW

Definition of learning

Learning is defined as "an increase, through experience, of problem-solving ability," i.e., an increase, through experience, of ability to gain goals in spite of obstacles (Washburne, J. N.:

1936:603). The field of learning ⁵ must be considered as a collection of perspectives on and conceptualizations of learning. Conceptualizations of learning often base themselves on particular metaphors, such as learning as 'acquisition', 'participation' and/or 'knowledge creation'. Learning is a quite undeviating move in behavior brought about by practice or experience. However, learning as a process must be identified and distinguished from the results of the behavior or product of the process; learning does not always result in behavioral change- it may remain relatively unchanged while there is a change in the effectiveness of stimuli that bring it up; ambiguous words, such as practice and experience, are replaced by words that more clearly describe what happened during learning.

¹¹ The following is suggested as an enhanced definition: Learning is a process where relatively stable modification in a stimulus-response relationship is developed as a consequence of the interaction of the functional environment through the senses. Kheryadi (2017) added that in learning activity students must have some creativity, imagination, and knowledge to arrange what their ideas in their minds. Daniel T, et, al (2009) also stated that learning is a change in behavior caused by the relatively fixed and workout experience. Learning can also be interpreted as an activity of mental/psychic that takes place in active interaction with the environment which delivers a change in knowledge to understanding, skills, and values till attitude. Learning can also be interpreted as a process attempts to obtain a person's behavior changes as a result of new overall his own experience in the interaction with the environment. Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

Definition of Content and Language Integrated Learning (CLIL)

a. What is CLIL?

Content and Language Integrated Learning (CLIL) is about how to apply and teach English integrated with other subjects such as Geography, Mathematics, Science and even History. It is applied to other subjects which are taught the materials in English, for example, History teacher teaches the materials in English or others do so (Patrick Hafenstein:2008). The subjects are not related at all in English language learning and the use of English is as a medium on learning the subjects. The teachers are not specified as English teachers and they are able to deliver the materials of the subjects fluently in English. For the students who have found English as the second language, they must comprehend the use of such terms in English and how they can apply it as well while learning other subjects of English. When they have got the terms initially means they have obtained the new knowledge in English, for example: when the students learn biotechnology in Biology, the teacher will provide them with new words of the noun, such as bacteria, fungi, yeast and even verbs such as expand and fermented. The teachers are not to let the students in gaps of out of the words then how they could lead in the process of biotechnology itself as the steps of procedures.

Furthermore, CLIL is not language learning but learning other subjects through English and the teachers are required to focus on the following four elements (Coyle:1999) to succeed CLIL in the classroom:

1. Content; it refers to the progress of the students on knowledge and skills provided and related to the curriculum. When the teacher decides a certain material to be taught in English, the teacher must convey that the students will obtain the terminal objectives of learning as the curriculum requirements.

For example, Biology teacher teaches the subject matter of biotechnology in English and she assigns the students to conduct a simple experiment of the application of biotechnology in English. The result of the students conducting the experiment successfully is the objective of the learning according to the curriculum through the medium of the language is English.

2. Communication; it refers to the use of English while in the learning process. The teacher is able to bridge the terms of the subject to be comprehended by the students and the students are able to communicate them as well.
3. Cognitive; it builds up the critical thinking of the students formed the abstract to appeal in concrete ways by the usage of the language. When the teacher fills up the students with the new terms in English, the students apply the concepts through such as doing a simple experiment or presentation.
4. Culture; it tends to experience the students on sharing understanding and ideas even of being aware on others and themselves. It comes up when the students gain new knowledge, concepts and perspective then they will discover their own understanding on such of those matters.

b. Why CLIL?

In some ways, CLIL is effective to be applied in the classroom. According to Liz Dale, Wibo van der Es and Rosie Tanner (2010), there are four reasons for the effectiveness of CLIL as follows:

1. Motivation and Raising Interest. The students will be motivated at the time they are going to be introduced with the new experience of learning. They will raise their curiosity on having a different way of learning, moreover when they have to involve English in other subjects.

2. Expectations. When the teacher leads the students to certain topics in a different atmosphere, the students will expect more what they are going to be obtained. They are clear to have in their minds that they will gain more than just a subject.
3. Focusing. It will focus both the teacher and the students on certain topics and the language usage in the subjects. When the teacher deals with some concepts, she will provide the students with the use of the language related to the concepts as well.
4. Individual differences. The students have a different background of knowledge and experiences. The teacher is visible the learning to be more meaningful on changing their perspectives even connect it to what the students need to know.

Using CLIL for teaching-learning process provides the students to be more focus on the subjects and the language as they do the subjects as the native speakers do. It also interests the students' curiosity and motivation on learning by having them a new experience and even opportunity to apply the subjects as well the language.

¹² The framework underpinning CLIL rests on four key 'building blocks' known as the 4Cs Framework (Coyle, 2006, p. 9).

² Content: The subject matter, theme, and topic forming the basis for the program, defined by domain or discipline according to knowledge, concepts, and skills (e.g. Science, IT, Arts). Communication: The language to create and communicate meaning about the knowledge, concepts, and skills being learned (e.g. stating facts about the sun, giving instructions on using the software, describing emotions in response to music). Cognition: The ways that we think and

make sense of knowledge, experience, and the world around us (e.g. remembering, understanding, evaluating, critiquing, reflecting, creating). Culture: The ways that we interact and engage with knowledge, experience, and the world around us; socially (e.g. social conventions for expressing oneself in the target language), pedagogically (e.g. classroom conventions for learning and classroom interaction), and/or according to discipline (e.g. scientific conventions for preparing reports to disseminate knowledge)

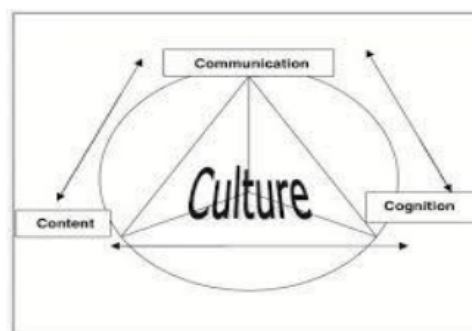


Figure 1. The CLIL 4Cs Framework (Coyle, 2006)

METHOD

This research conducted the classroom action research. Generally, classroom action research involves a cyclical approach. The cycles of classroom action research scheme include identification of problem, collecting, information, analyzing, planning, action and implementing and monitoring the outcomes. As a research approach, classroom action research will be conducted by using qualitative, interpretative, or phenomenological research design.

Subject of the study

The research conducted in Secondary level of SMPN 1 Kota Serang, especially for 9th-grade students which consist of 5 classes in 38 students in each. From the population of 5 classes, the researcher only takes 1 sample of the class that is 9D.

Focus of the study

To know how successful of the CLIL approach is implemented in teaching English across other Studies at Secondary level of SMPN 1 Kota Serang, for 9th-grade students,

¹ *Data*

The data which is required to solve the problems is qualitative data as describes as the followings: 1). the note as the report about students' involvement in the activity and their writings and speaking on explanation and procedure texts. 2). the interview to the teacher and the students; the teacher tends to know the characteristics of the class and the students so that it is easier to collect the data. 3). the questionnaire: It is provided to the students in order to find out their opinions about the method in their learning activity and their motivation to learning speaking and writing activity.

Technique of Collecting Data

1. Test: ¹ Speaking and writing exam will be conducted after the students have got the method in their learning activity. The scores will be computed according to the following rubrics which consist of:

- Organization
- Language functions
- Creativity

- Neatness
- The students' achievement as the scores.

2. Observation:

- ¹ Interview: The result of the interview with the teacher that will be done before the cycle. The interview is the qualitative data which depicts clearly the students and the teacher along with the activity.
- Questionnaire: The questionnaire which will be given to the students at the end of the cycle tends to their responses and opinions to the application of the method in the class.

¹ *Technique of Data Analysis*

All the data both qualitative will be analyzed as follows:

- 1). Writing test is the result of the students' writings which will be analyzed in line with the items of the rubrics. After being analyzed, the students will get the scores as the result of learning across studies.
- 2). Teacher's interview as the initial data which describes the initial condition of the class and even the students as well so that the action that will be applied are able to conduct in order to solve the teacher's problems.
- 3). Students' questionnaires are the results which will be gained at the end of the cycle. The data will record the students' reactions and responds to the action of learning across studies. The data can be used to figure out the strengths and weaknesses of the research.

FINDINGS

1. The first Cycle

a. The planning

The researcher and History teacher have prepared the lesson plan which would be conducted in the class. The language skills which are stated in the lesson plan are integrated. It means that in the learning process the skills are not taught separately but integrated. Thus, in this case, the skills which would be focused were reading and speaking. In this cycle, the researcher and History teacher would conduct learn History through English.

b. The action

Learning History through English-First meeting

The students came to the class and started the session by praying and greeting. The English teacher brainstormed the students with historical sites, for example, pyramids, Eiffel tower and Pisa tower. The students were asked their impressions on the sites and what they knew about the historical background of the sites. The teacher stated the objective of the lesson to the students. The teacher gave the sample of the explanation text of Eiffel tower and highlighted the generic structure of the text as "why" and "how". The teacher asked the students to read the article and convinced whether the students understood the words in the article. The teacher and the students discussed the text. The teacher changed the text as the Pisa tower and the students were asked to mark up the two parts. In pairs, the students were asked to discuss the text and asked them to present the result of the discussion. The students were curious to find out interesting things as the background of the sites, especially when they

knew the fact that the tower is leaning because of the texture of the land which is changing. At the end of the lesson, the students were asked to find another article of the historical places and asked them to work in pairs to present their article using PowerPoint slides. The students were asked to put their own ideas of “why” and “how” of the article to the slides.

In History class, the teacher stated that the students would learn about contemporary history which was begun with the battle of World War 2. The teacher showed the short movie of Pearl Harbour and asked the students to discuss it in pairs. The students were enthusiastic about watching the movie and they were interested in the sequence of the bombing. The students asked the teacher about the event and wondered why it could happen while watching the movie. However, the movie took more than 1 hour so that the teacher decided to stop the movie and would continue it in the next meeting. The students were disappointed and could not wait the time to watch the ending of the movie. Before closing the class, the teacher asked the students' impression of the movie and most of the students were interested and curious about the ending of the movie.

Learning History through English-Second meeting

The students came to the class and started the session by praying and greeting. The teacher asked the students to present their article on slides in front in 5 minutes. After presenting, the teacher gave the feedback to the students focusing on the way of giving a presentation and how to set their ideas on the slides. From 18 pairs, 12 pairs showed and presented their articles. Along with the presentation, the students were enjoying their friends slides moreover the students who succeeded in putting animation as gif and even music in their presentation. The students were given the opportunity to ask and do comment on their friends' performance. Though the teacher gave the

limitation of time on doing the presentation, the students ran it more than 5 minutes and even some students' presentations were quite entertained. However, the session was not adequate to accomplish all the students to do the presentation so that the teacher decided to continue it in the next meeting. Before closing, the teacher asked the students' impressions of the session of giving a presentation and the students answered that the activity was useful for them to make a better presentation in the upcoming test.

In History class, the students were waiting for the movie. The teacher set the equipment and brainstormed the students about the movie previously. The students answered actively and kept wondering about the end of the movie. The teacher asked the students to sit quietly while they were watching the movie. After finishing watching the movie, the students were given some questions related to it and the students worked in pairs answering the questions. The teacher asked the students to do peer correction and the teacher gave some explanation to complete the students' answers.

Learning History through English-Third meeting

The students came to the class and started the session by praying and greeting. The teacher stated that they were going to continue practicing the presentation. The remains of the students did the presentation and obtained the teacher's feedback after presenting. The other students gave comments and impressions on their friends' presentations. In the third meeting, all of the students got the chance to do the practice and all were satisfied to have the feedback. Some students suggested sending the revision of their presentation after having the feedback through e-mail and the teachers agreed to those who wanted to send the presentation. The teacher welcomed to give feedback through e-mail. At the end of the

lesson, the teacher asked the students to work in pairs by changing the partners they preferred to and asked them to elaborate their ideas on having the topics of history during a period of 1941 until the present. The teacher gave 5 days to prepare and asked the students freely to adopt any resources of the presentation by attaching it in the slide. In addition, the teacher asked the students to submit their files of presentations into a CD then the teacher would have a plan to run them through the CD and the captain of the class had a charge of it. The teacher convinced the students whether they understood with the instruction before leaving the class.

In History class, the teacher asked the students to work in a group of four and asked them to discuss the effect of the event of Pearl Harbor including giving their ideas of what the actions they would take if they were in position of the leaders of nations, both American and Japan, in line with under attack the harbor. The teacher was around to observe the discussion and she gave 15 minutes for the students in doing the discussion. The students were active talking along with the discussion and they wrote their ideas on the notebook. From 38 students in the class, around 8 students were not involved in the groups. They were quite silent and had no idea in the discussion. The teacher was closer to them and asked them to join the discussion. However, the students were not interested in the topics and found they bored. After discussing, the teacher asked the students to present their ideas in front. The presentation was running well through the eight students were not interested, they were sitting quietly and silent. The teacher gave feedback and praised their performance. At the end of the meeting, the teacher asked the students whether they had an instruction of the test from the English teacher. The students responded that their English teacher had explained the instruction of the test. The teacher convinced that the history

topics were from 1941 until the present and asked the students whether they had the topic. The students asked the teacher whether their topics were fit or not. The teacher gave comment on their topics and let them ask her any time before the test.

Learning History through English-fourth meeting

The English and History teachers discussed and set the time for the test. They informed the schedule for the test to the students. Along with the test, both of the teachers were in the class and did scoring to the students but the teachers would not give any comments to their presentation.

The students came to the class and started the session by praying and greeting. The teachers stated that the meeting would be for the speaking test and history test and reminded the students that there was no feedback from the teachers. The teachers set up the computer and the monitors as well and asked the captain of the class for the CD. The student gave the CD and ran it through the computer. The CD consists of 19 files of presentations. The teachers called the students and they did the presentations. Their presentations were better than the practice. Some students' presentation not only put gif and music but also short video related to the topics, such as the incident of 9/11, Pearl Harbor and Hiroshima and Nagasaki bombing. The students were excited to see their friends' presentations and amazed with their ability to doing that. Moreover, the students worked well using the program in Mac Book which has a different program from other computer programs. However, some students were not succeeded in doing the presentation for they depended on the piece of papers and even they read their slides. They could not manage the materials and made the slides as same as the practice.

At the end of the meeting, the teachers praised all the students and wrapped that all presenters did well. The

students were satisfied and hoped that they could make it in another subject.

a. The observation

The researcher observed along the cycle that in English class the teacher asked the students to work in pair the ones who were sitting beside them since the setting of the class was semi language laboratory, the students were set to sit based on their attendance numbers. In the practice session, not all the pairs could work optimally although they seemed so hard to work together. From 19 pairs, 5 pairs did not work well and did not understand the topics. They were hard to decide whose parts of speaking and found that certain students dominated in the presentation. They were not clear with the topic and let their partner took all the presentation. For the test, the teacher asked the students to freely choose the partner. By doing this, all of the students worked well and did the presentation as good as they could. They managed it well and even could improvise their presentation as well.

In History class, all of the students were interested in the movie. However, when the students were grouped to discuss 8 of the students were not involved. They were not interested in the topics and just found it excited on the movie. Although they were not active they did not distract the presentation. They just sat quietly along with the presentation.

b. The reflection

In this stage, the researcher found that the students from both of the classes; English and History were active involving along with the activity in pairs. Most of the students involved in the

discussion and attempted to contribute well in the groups and pairs. However, eight of the students have less participated in group discussion and pairs.

In the activity, both of the teachers provided the students with the opportunity to work in groups and in pairs and kept assisting the students. In doing the presentation, most of the students could conduct it well. They were creative to put animation, gif, music, and even short video to support their presentation so that they were confident to speak in front and managed the topic well. Their progress on making a presentation was improved especially when they were assigned to choose the partner for the test by themselves for they had learned much from the feedback provided by the teachers. Although the eight of the students were less active in the practice they were better in the test.

The researcher found that in the test four pairs conducted the presentation as same as the practice. They did the slides as the same technique as the previous even they were only depended on reading the slides. They were still less confident in speaking in front and not fully understood with the topic they chose.

2. The Second Cycle

a. The planning

After having the result in the previous cycle, the researcher set a plan to the class and revised it. The English teacher would collaborate with the Biology teacher. The lesson plan was focused on reading, speaking and writing and the

teachers prepared for the materials such as texts, brochures, pictures, and video.

b. The action

Learning Biology through English – first meeting

The students came to the class and started the session by praying and greeting. In English class, the teacher refreshed the students on procedure text as the material which had taught in the 7th grade. By using mind mapping, the students were asked to mention the generic structure of the procedure text. The teacher gave the brochure of the procedure text and asked the students to read it in pairs. The teacher and the students discussed the brochures especially the language used in the brochure. The teacher explained the new words and forms of the language. At the end of the lesson, the teachers asked the students to find an article about procedure text focused on the use of technology.

In Biology class, the teacher showed the picture of Tempe and asked the students whether they were familiar with Tempe. The teacher asked the students why Tempe is called as the conventional term of biotechnology and why fermented food can last longer. The students discussed it in a group of four. The teacher concluded the results of the students' discussion and explained about biotechnology term and fermentation process. The teacher asked the students opinion about what sorts of food and beverage used the process of biotechnology. At the end of the lesson, the teacher assigned the students for the upcoming meeting that would be held in the biology laboratory and they were going to conduct a pre-experiment on doing biotechnology process.

Learning Biology through English – second meeting

The students came to the class and started the session by praying and greeting. The teacher asked the students the activity that they had done in the last meeting and the students showed the article that they brought about procedure text in Biology. The teacher distributed the sample of the brochure to the students and asked the students to write and design their own brochure according to the article they brought. The teacher gave 45' minutes for the students to do this and she was walking around to observe the students' working individually. The teacher checked the language usage they worked with and did correction if she found any mistakes on the students' writing. At the end of the lesson, the teacher assigned the students to write their brochure based on the topic of biotechnology. The students stated that they would be in a group of 5 on doing an experiment of biotechnology but the teacher responded even they were in a group of Biology they would write their brochure individually. The teacher focused on the students' performance in the experiment as their speaking test and their writing brochures would be their scores on writing. The teacher convinced whether they understood with the instruction before closing the meeting.

In Biology class, the students were asked to go to the laboratory. The teacher asked the students to make a group of 5 by their own choice and asked the students to gather in the desk of the laboratory for each group. The teacher explained about the safety and procedural experiment in the laboratory. The teacher asked the students to do all the procedures along with clean and hygiene by asking them to wear apron and plastic gloves. The teacher asked the students to work on their own sorts of biotechnology and write down all the procedures. The teacher checked their biotechnology and asked a question from those students who were unsure whether the food they

chose was correct and fit to the biotechnology process. At the end of the lesson, the teacher assigned the students to do the experiment of biotechnology in English as their Biology test. In the process of the experiment, the Biology teacher would score the process and would score their brochures as their report on making biotechnology. The activity would be held in the laboratory and both of the teachers would be in the test.

Learning Biology through English – third meeting

The students gathered in the laboratory and started the class as usual. The Biology teacher asked the students to be in one desk for one group and asked them to prepare all the equipment on it. The students did the instruction and wore their aprons as well. The captain of the class was asked to gather the students' brochures and submit them to the teachers. The Biology teacher asked the group to demonstrate their experiment. While one group was doing this, the others were watching the performance and both of the teachers were walking to the desks and did the scorings.

At the end of this study the students were happy to enjoy their reading, speaking, and writing. They such have new motivation and more enthusiasts in learning English.

DISCUSSION

CLIL points to higher motivation among students. Some of the reasons that have been advanced the positive results obtained in the class. whereas in EFL the focus utterly on language, and content is often simply vehicular for language instruction, in CLIL classrooms both content and language play important roles; students show to adopt perception of CLIL as an innovative and effective method for language learning; CLIL pedagogy revolves around of flexible non-

prescriptive models which encourage context-driven changes (Coyle, 2006, 12) that allow students to take proprietorship of the language; and finally, CLIL establishes a cognitively challenging environment that allows students to feel a sense of achievement.

The researcher found that along with the activity the students did optimal while they were writing brochures individually. Their creativity occurred and they could learn their mistakes while the teacher was around checking. In Biology class the students were active and enthusiastic while they were introducing to the new term of biotechnology. They were active listening while the teacher was explaining the safety experiment in the laboratory. The students also showed their eagerness on doing the experiment since the teacher asked them to choose their friends for their groups.

c. The reflection

In this cycle, the researcher found that the students from the two subjects were more active as the previous cycle. They were involved in the experiment and worked together in a group of five. There was no one dominated along with the experiment. They were creative to expand the sorts of biotechnology such as bagel, pizza, ice, and even wine. They did all the procedures clean and hygiene. They were satisfied and looked fun especially after doing the experiment, they were enjoyed sharing and tasting the food even they baked and cooked together.

Working in a big group made them more co-work and help each other. It made them less tension on doing the activity and found it more effective rather than work in pairs or in the small group. All of the students were confident to speak because they were doing things at the same time they were speaking.

1. Questionnaire

After the second cycle, the researcher gave the questionnaire to the students to find out their opinion and impressions on learning English across studies. The students were asked to fill in the questionnaire clearly and based their own opinion without asking someone interference on doing this. The result of the questionnaire as follows:

- Does this technique assist you to comprehend the materials of History, Biology, and English?

Result:

All of the students stated that this technique assists them to understand the materials of those subjects.

- Is this technique suitable for learning those subjects? Why?

Result:

All of the students stated that this technique was suitable and they felt comfortable to be in groups and they felt it was more practical for making one test in one day for two subjects.

- Is this activity fun? Explain.

Result:

All of the students stated that the whole activity was fun, especially when they were entertained on their friends' presentation and could enjoy food for each other in the experiment.

- Does this technique help you to be more creative? Explain.

Result:

Most of the students stated that it helped them to be more creative, but there were 7 students were less creative in History for they felt that the materials were still hard for them and they still memorized the events.

- Do you find a new experience or knowledge along with the activity? Explain.

Result:

All of the students stated that the whole activity was informative and they gained new experience, especially doing the presentation and speaking in public.

- Do you like this technique? Explain.

All of the students like this technique and they felt that they could learn each other and they enjoyed the activity as they could improve each other.

- Give your comments about the whole activity.

Result:

All of the students stated that it was useful for them to understand the materials and it could improve their English ability as well. They were satisfied with the performance and got much progress in teamwork. They felt that the activity could reduce their tension on

having much assignment in the semester and it was very effective to have a test for two subjects at one time.

2. The Interview

All of the teachers have been teaching in the school for more than 10 years and they have taught both regular and acceleration programs.

Before combining the subjects, the teachers had taught their subjects separately as they were. They had found it difficult to give the assignment to the students because all of the students had been doing much assignment in the first semester. It had happened because most of the teachers had taken the materials of semester 2 to be put in semester 1 as their strategy to make it more effective for the students in semester 2. In fact, the students had felt exhausted to do much assignment and less focused on the materials. They had been run with the deadline of the submission even the teachers had required much time to check the students' assignment. The teacher also had felt that the students were less active and less creative in doing the performance.

Before conducting the technique, the teachers had prepared an ice breaker to reduce the students' tensions, especially in the afternoon sessions. The teachers still used the textbooks to introduce the materials even the teachers brought the texts, pictures, and movies to attract the students' interests on the materials, especially history for the students found it was such as a hard subject to learn. The teachers stated that this technique helped them to maximize the limit time in semester 1 and they were satisfied with the results of the students. They also found that by giving the task and group working, the students were independently creative and innovative in their own ways. They also found it was very effective to improve the students' ability in the subjects and it was more practical to compact the subjects at certain times.

CONCLUSION

The result of the study showed that learning across studies both the teachers and the students obtain a positive effect in order to improve the students' ability in English and other subjects, especially for regular classes. CLIL approach can be applied to be conducted in other classes for it attracts and improves the students' interest in learning English. For the next study, it is recommended to collaborate with more subjects so that the students will be more applicative in learning English and finds it more useful.

According to the two cycles in the study, the results are concluded as follows: CLIL attracts the students' interest, enthusiasm and motivation and they are used to working in different groups with different activities. The texts and the sample used by the teachers are clear and they are easily understood with the materials even they could elaborate the texts with their ideas into the slides. The technique enhances the students' creativity. The students could design their performance in the groups by sharing ideas and discussion. Group working helps them to be improved and learned each other independently.

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