CHAPTER I

INTRODUCTION

A. Background of the Research

Learning English for SMP students, especially for 9th grade students, requires the students' ability in practically apply the four skills in their daily activity as well as it is stated in the KTSP curriculum which states that 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 cover to the ability of applying 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 (277).[1] In order to achieve it, it is a task for the teacher to provide them

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[1]Peraturan Pemerintah No.20. Departemen Pendidikan Nasional.Standar Isi 2006.

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 with 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 expect 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 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 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[2]

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

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[2]Made Wena. (2011). *Strategi Pembelajaran Inovatif Kontemporer; Suatu Tinjauan Konseptual Operasional.* Jakarta: Bumi Aksara

activities; (3) the ability of teachers to conduct learning assessments; (4) the ability of teachers to close learning; and (5) other supporting factors.

The 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. [3]

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.

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[3]Wahyu Setyaningrum. 2010. *Content and Language Integrated Learning (CLIL) sebagai Alternatif Pendekatan dalam Pembelajaran Matematika Berbahasa Inggris*. Accessed on 10 April, 2018.

Language is not only as an instructional medium in learning but also as a goal of learning[4]

Alimi (2013) in his research provides evidence that CLIL strategies can be used to improve the quality of learning in bilingual classes[5]. 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[6].

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[4]Coyle, D. 2008. *Content and Language Integrated Learning; Motivating Learners and Teachers*. Accessed on 8 July 2018.

[5]Moh Alimi. Yasir. 2013. *A Methodological Model For Integrating Character Within Content and Language Integrated Learning in Sociology of Religion*. Jurnal Komunitas Vol. 5 No. 2 Tahun 2013. Jurusan Sosiologi dan Antropologi FIS Unnes.

[6]Ahmad Nurkhin. 2012. Designing Accounting Learning at Bilingual Classes Through Content And Language Integrated Learning (CLIL) Strategy. (Accessed on 8 July 2018)

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 teacher-led phenomenon. The CLIL approach was also introduced to universities to meet the needs of the development of 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[7].

In Sweden, the implementation of CLIL is in a different form. First, introducing foreign languages in general then continued with learning 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

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[7]Geraldine Ludbrook. 2007. *CLIL: The Potential of Multilingual Education.* Accessed on 9 March 2018.

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).

To overcome those conditions, I would like to integrate English teacher with other teachers in other studies to collaborate our materials which will be more applicative and thematic. In this case, I 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.

B. Identification of Problems

1. The students are lack of interests on having other skills but reading as the material of the exam.

2. The students do not have sufficient time to practice   English.

3. The teacher is less of creative on creating English learning more applicative.

4. The teacher is not integrated the lesson with other studies in order to make it more applicative.

C. Limitation of the Problem

In line with the identification of the problems, the researcher will focus on engaging English lesson across studies for 9th grade students.

D. Research Question

How to integrate English lesson across studies for 9th grade students?

E. The Purpose of the Research

The purpose of the research is to integrate English lesson across studies for 9th grade students.

F. Benefits of the Research

Theoretically the benefits of the research are to proven the recent theories related to the research. The

theories must prove that the students are more interested on learning English and they apply it well by engaging it across studies; they are History, Biology and ICT, so that they can elaborate their knowledge on those subjects. They will feel practical in doing the test at one time for the two or more subjects. The research is also benefit for the teacher, not only English but also other subjects, to collaborate each other in order to create meaningful, thematic and fun learning activities as the limitation of time for 9th grade students in accomplishing the semester 1. The teachers can also be developed and qualified as they conduct it for their teaching learning process. For the school it is useful to improve the school qualification in terms of inviting learning environment for the students.

 G. **Previous Studies**

The Previous studies in the following refer to the use of CLIL applied in the classroom. Julia Huttner and Angelika Rieder (2007) conducted a study to find out the effect of CLIL instruction on children's narrative competence. They took the sample as 44 children of 12 years old at two secondary schools in Vienna; 22 students of CLIL groups and 22 students of standard groups. Both of the groups were given the picture stories individually and assigned them to comprehend and retell the stories to the two researchers. They were asked to retell it first in their mother language, Germany to the first researcher and then retell it to the second researcher in English. They were convinced that the second researcher only understood in English. The result of the study showed that children in CLIL group (9.1%) compared to children in standard group (22.7%) set off the story without ending. More children in CLIL group (27.3%) than in standard group (18.2%)

are able to compete the ending of the story put it their expectation on it. As a result, children in CLIL group are more capable in revealing their expectations and it is concluded that the use of CLIL instruction has positive effect to improve students independently on narrative competence.

Talna Wewer (2017) Stared into CLIL Instruction at primary school using the Observation Tool for Effective Instruction in CLIL, created for research purposes and specifically to observe aspects related to the two primary foci of CLIL: content and language. When instruction in CLIL is approached from a more comprehensive viewpoint, including assessment of language and content, cultural aspects and affect, as the commonly accepted view of main CLIL constituents necessitates.

CHAPTER II

THEORETICAL FRAMEWORK

A. 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[8].

The field of learning 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'.[9]

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[8] Washburne, J. N. (1936). The definition of learning. Journal of Educational Psychology, 27(8), 603-611.

[9] Ibid, p. 789

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. 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.

According to Lyle E. Bourne, 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 an 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[10]. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and

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[10] Daniel T. Gilbert, Daniel M. Wegner, Psychology, 2nd edition. (Worth Publishers: (2009, 2011) p. 264.

procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

Daniel, et.al (2009) delivered some definition about learning, such as;

1. Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'.
2. Learning as memorizing. Learning is storing information that can be reproduced.
3. Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
4. Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.

Learning is the process or the work done for each individual to obtain a change in behavior in the form of knowledge, skills and attitudes and values as a positive experience to get some impression of the material they have learned either from schools, homes or from places such as museums, laboratories or other places.

B. Cooperative learning

Cooperative learning is defined as the classroom strategy which is applied to enhance students motivation and it is able to be used as a bridge to build students critical thinking and problem solving even their collaborative social skill (Calderon: 1987). It also refers to the teachers' classroom techniques which are better organized and more tend to the students on how they can involve and work as groups (Oxford 1997:443). The students will be more actualize their ability while working in the groups and it can assist

much the teacher to overcome the students who have weaknesses in learning.

The use of this technique in the classroom has two benefits as Sharan and Slavin (1980) depict as follow:

1). Academic achievement: According to some studies conducted the technique showed that the technique increasingly improved students to compete and do best their performance. Students are more motivated in learning in the group and are being in the group help and motivate them to be more active in achieving the materials.

2). Self-esteem: When the students are in the groups and work together, they are more confident in sharing ideas and helping each other. The weak students are more motivated to be assisted by the other students and those students who are highly academic are more motivated while they

are contributing in the process of group working. The students will have motivation and self-esteem that contribute them achieving highly in their academics.

Cooperative learning enhances students to express and actualize themselves through group working as partnership. They can take a real learning experience and develop their problem solving while group working by taking chances and being responsible each other.

C. Task Based Learning

Task based learning is underlying on the meaningful task in the learning process (Harmer: 2000). The task and the use of the language are important roles to be completed by the students. When the teacher assigns the students to focus on certain language forms, she asks the students to be more independent by asking them to do the task.

The task itself is arranged to make the students be more applicative and comprehend the language, for example to convince the students about the material of certain genre text, let say explanation text, the teacher assigns the students to find out more sorts of articles of explanation texts by relating it to the history as the theme. By considering the generic structure and the language forms used in the explanation text, the students are freely to search the article and are assigned to present the articles in the class. When the students have presented it, they are clear with both the articles' content and structures of explanation text by experiencing themselves though the task and the teacher roles are discussing and correcting whether any errors appeal in the performance.

Jane Willis (1994) designed the three basic stages of task based learning as the framework of applying it in learning process as follows:

1). Pre-task

In this stage, the teacher focuses the students on certain theme or language forms and convinces that the students are clear with both materials and instructions. The students are centered highlight on the materials and get the practices before having the task even perform it with their pairs or groups while the teacher activating monitors and observes the students to be adjusted with the materials. The students are allowed to have their comprehension and confident on doing the materials moreover they completely know what they are going to plan and to do in the task.

2). Task cycle

This stage tends to task, planning and report. After the teacher has done the previous stage, she

constructs the task related to the materials and gives the instructions to the students. The teacher is freely to decide whether the students work individually, pair or groups. Then, the students are going to plan what they are going to make and do to complete the task. In the last step, the students are assigned to give the report of the task by performing or demonstrating it. For example: the teacher assigns the students to find an article of contemporary history and set it into the generic structure of explanation text by displaying with their own words through the slides of presentation. The students are asked to freely design the layout of slides even put supported pictures or animation onto their slides. At the end, the students are asked to present and explain it in front of the class. In this step, the teacher comments and provides feedback on their presentation.

3). Language focus

It refers to the activity of analysis and practice. After having the presentation, the students discuss and share ideas what they have performed in line with new words, content and concepts of the topics they encounter in the task. The teacher conducts practices to the students so that they are clear with the ideas and they have opportunity to be experienced on the new concepts and ideas.

Task based learning provides experiences on learning for the students to be more contextual in learning process. They are independent on expressing their ideas and responsible on completing the task. The task is designed to set up the students' cognitive and critical thinking.

D. Collaborative learning

1. Theory of collaborative learning

Collaborative learning is related to social constructivism. It is based on the social constructivist theory from Dewey and Vygotsky. According to Dewey's social constructivist, individual learns through the interaction with the community around him/her. He/she does not learn in isolation. Dewey in Oxford (1997) states, "Learners do not learn in isolation; the individual learns by being part of surrounding community and the world as a whole."[12] Dewey believes that the ideas are constructed through *triangular relationship* those are the individual, the community, and the world.

Like Dewey, Vygotsky also argues that learning is a social process. Ideas are constructed through the communication process. Vygotsky in xford (1997) states, "Ideas have social origin; they are constructed

through communication with others. An individual's cognitive system is a result of communication in social groups and cannot be separated from social life."[13]

Vygotsky introduced a concept called *zone of proximal development* (ZPD) that is "the range of the task that are too difficult for children to master alone but can be learned with guidance and assistance from adult or more skilled children."[14] Students can acquire knowledge with the guidance from more skilled person; they could be teacher or more skilled students. When the knowledge is difficult for them to master alone, the guidance or assistance enable them to master it.

The guidance or assistance should fit the students' level. Lower level students tend to need more assistance than higher level students. As the students increase their skill, the teacher can reduce the assistance. In Vigotsky term, it is called

"Scaffolding", that is "A technique of changing the level of support over the course of a teaching session; a more skilled person (teacher or more advance peer of the child) adjust the amount of guidance to fit the student's current performance."[15]

Learning occurs through talking or sharing ideas that can raise agreement and disagreement. Palmer in Wilhem (1997) argues, "Knowing and learning are communal acts ... [requiring] a continual cycle of discussion, disagreement, and consensus over what has been and what it all means.

2. Definition of Collaborative Learning

Some definitions of collaborative Learning proposed by figures concerning about education. According to Nunan, collaborative learning is an approach that entails students working together to achieve common learning goals.[17] Srinivas defines collaborative learning as an educational approach to

teaching and learning which involves learners to work together in groups to solve a problem, to complete a task, or create a product.[18] In collaborative learning, students are divided into groups. They work together to solve a problem, to complete a task or to create a product. They rely to one another to achieve the goal. They share every success and failure.

Smith and McGregor define collaborative learning as "an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers."[19] In their view, collaborative learning is involving students in the process of teaching and learning. Learners are not seen as passive object only receiving new information from the teacher, on the other hand, students are active; they should be involved in the learning process.

Carleton defines collaborative learning as a

pedagogical approach where students have responsibility for their own learning and they are encouraged to have an active role in the learning process.[20]

From the definitions of collaborative learning above, there are some words that can represent collaborative learning, those are: working together, learning together, students involvement and students responsibility. Students work in group to do a task. They are actively involved in the teaching and learning process. They take responsibility on their learning under the assistance of the teacher. Finally, the writer come into a conclusion, whenever we use a technique or a method in teaching which encourage students to work and to learn together, involve them actively in the teaching and learning process, and give opportunity for the students to take responsibility on their learning, that is collaborative learning.

In collaborative learning, students work in group of two or more. They search for understanding or solution such as answering questions given by the teacher, or creating a product such as paper or report.

3. Teacher as Facilitator

The role of the teacher is as a facilitator. He or she provides guidance and assistance for the students. The teacher helps students to understand the materials and to develop their skill. Vygotsky suggests that the teacher acts as a facilitator and provides assistance that can help students develop their language and cultural skills.[21] Teacher can reduce the intensity of guidance or assistance as the learners improves their skills in language

Scarcella and Oxford in Oxford (1997) suggest, "... These people [teachers] provide scaffolding, consisting of multiple forms of assistance that can be

removed bit by bit as the learner becomes more proficient in the language and the culture."[22]

As a facilitator, the teacher gives opportunity for the students to have an active role in the classroom. He or she supports and encourages students to learn. According to Cohen, during the teaching and learning activities, the teacher interacts with students. He or she teaches and supports the students to solve the problem. The teacher-facilitator also gives feedbacks, redirects the group with questions, encourages the groups to solve its problem, extends activity, encourages thinking, manages conflicts, and supplies resources.

4. Benefits of Collaborative learning

a. Better achievement

Students can get better achievement in learning when they work in group learning. A study conducted by Thorndike et al. show that two or

more students can solve problems of various kind better when they work in groups than when they work individually.[26]

b. Better understanding

Students can get better understanding when they work in group, discussing and sharing their ideas. Damon et al. argues "Students will learn from one another because in their discussions of the content, cognitive conflict will arise, inadequate reasoning will be exposed, and higher-quality understandings will emerge."[27]

c. Materials retain in the memory

The materials that students have learned can retain in their memory because they discuss and share them with others. Research in cognitive psychology found that if the learners engage in some sort of cognitive restructuring or elaboration, that is explaining the materials to someone else, the

information they have got can retain in their memory. [28]

The learners and teacher can benefit collaborative learning in the classroom

    a. Class is often more relaxed and enjoyable than traditional classes.

    b. Can help address the needs of heterogeneous classes

    c. Providing various technique, strategies and considerations for teachers.

C. 1. 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 the 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 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 bio technology 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 with 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 bio technology in English and she assigns the students to conduct a simple experiment of the application of bio technology in English. The result of the students conducting the experiment successfully is the objective of the learning according to the

curriculum though the medium of the language is English.

2). *Communication*; it refers to the use of English while in 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 of 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 the different way of learning, moreover when they have to involve English into other subjects.

2). Expectations

When the teacher leads the students to the certain topics in 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 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.

The benefits of CLIL Consistent with research on immersion and other models of additive bilingual education, CLIL has been shown to have numerous linguistic, academic, and social beneficial outcomes.

Not surprisingly, CLIL students have been found to be typically more engaged than students in regular second language programs, due to the authenticity of the content that drives the learning experience (Coyle, Hood, & Marsh, 2010; Mehisto, Marsh, & Frigols, 2008). Likewise, CLIL students do better on tests of second language competence compared to students in regular second language programs (Wesche, 2002).

However, students in CLIL and similar additive bilingual programs also typically do as well, if not better, on tests of their first language skills (e.g. English language/literacy), compared to students learning their first language in a monolingual program (Alberta Ministry of Education, 2010; Baker, 2006). This is consistent with research on the supportive interrelationship between first and second language development (Cummins, 1979).

Academically, CLIL students cover the same curriculum content as those in a corresponding monolingual program, with a focus on grade-equivalent/age-correspondent knowledge, skills, and concepts, rather than 'dumbed-down' units of work (Coyle et al., 2010). However, despite studying the same curriculum in their non-native language, CLIL students have still been shown to perform, on average, at least as well on tests of content knowledge than those learning

the same curriculum material in their first language (Dalton-Puffer, 2008).

Finally, CLIL students have also been shown to demonstrate higher levels of intercultural competence and sensitivity, including more positive attitudes towards other cultures (Lasagabaster & Sierra, 2009; Rodríguez & Puyal, 2012; Sudhoff, 2010). As elaborated within the National Statement and Plan For Languages Education in Australian Schools 2005–2008 (Ministerial Council on Education, Employment, Training and Youth Affairs, 2005, p. 3), intercultural competence makes an important contribution to students' overall educational experiences, including skills to better understand oneself and others, and to appreciate and use 'diverse ways of knowing, being, and doing': 'Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world.'

Muñoz (2002, p. 36) offers an explanation for why CLIL tends to produce so many positive outcomes for learning. The key reasons include:

1. Learners benefit from higher quality teaching and from input that is meaningful and understandable. 2. CLIL may strengthen learners' ability to process input, which prepares them for higher-level thinking skills, and enhances cognitive development. 3. In CLIL, literacy development takes place in the first language, which is cognitively beneficial for the child. Later, literacy skills will transfer to the additional languages. 4. In CLIL the learners' affective filter may be lower than in other situations, for learning takes place in a relatively anxiety-free environment. 5. Learners' motivation to learn content through the foreign language may foster and

sustain motivation towards learning the foreign language itself.

2. Historical Developments of CLIL

CLIL in its origins was a specifically European phenomenon, although related to, and drawing inspiration from, other approaches to bilingual education such as immersion in Canada, the development of CLIL can be seen against the backdrop of European language policies which promoted multilingualism as a way of both celebrating diversity and building a common European identity.[11] It was hoped that bringing together content and language learning would introduce fresh approaches to 'traditional' foreign language teaching (i.e. foreign language as a 'subject' with often a focus on grammar), and stimulate pedagogical innovation in other subject

Tom Morton. (2013) 'critically evaluating materials for CLIL: Practitioners' perspectives and practices', in J. Gray (ed.) Perspectives on Language Teaching Materials. Basingstoke: Palgrave. 137-60.

areas[12]. Around this time, there was also an increase in grass-roots classroom activity, with enthusiasts at the local level starting to teach curricular content through foreign languages on a small scale. For example, in the UK, a geography teacher with good French skills might volunteer to teach the whole subject, or a few topics, in French.

By the early 2000s, CLIL was attracting policy makers' attention, with EU policy documents mentioning it as a way of promoting language learning and language diversity. However, CLIL provision in Europe remains very uneven and variable, with some countries taking it up as a matter of national education policy and others leaving it to more local initiative. For example, Sylvén (2013), points out that Spain and Finland have more structured CLIL provision, more developed teacher education programs and more

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[12] Ibid, p. 214

research activity than Germany and Sweden[13]. In Spain many regional governments have well developed bilingual education programs, in which the subjects taught, the curriculum time devoted to content taught in foreign and regional languages, and the language requirements of teachers are stipulated by official policy. In Sweden, as Sylvén (2013) points out, CLIL is not mentioned in any official policy documents at national level, and no specific level of language proficiency for teachers is required[14].

3. CLIL Instructional Framework and Guiding Principles

CLIL 4Cs pedagogic framework and guiding principles The framework underpinning CLIL rests on

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[13] Sylvén, L. K. (2013) 'CLIL in Sweden-why does it not work? A metaperspective on CLIL across contexts in Europe'. International Journal of Bilingual Education and Bilingualism. P. 232

[14] Opcit, p 356

four key 'building blocks' (Coyle, 2006, p. 9), known as the 4Cs Framework: 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 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.

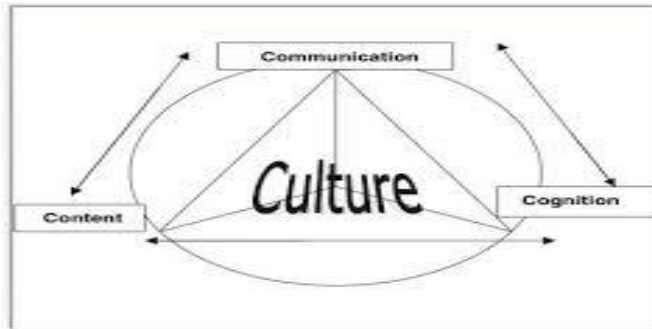scientific conventions for preparing reports to disseminate knowledge)

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

As Coyle goes on to elaborate, The 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and 'otherness', that effective CLIL takes place. From this perspective, CLIL involves

learning to use language appropriately whilst using language to learn effectively. (p. 9)

Whereas methodology relies heavily on specific conditions for successful implementation (e.g. see Baker, 2006, for a list of 'core' and 'variable' features of immersion), CLIL is instead guided by six relational (and therefore more contextually sensitive and flexible) pedagogical principles for integrating language and content that work across different contexts and settings, while incorporating all four key elements of underlying 4Cs framework:

1. Subject matter is about much more than acquiring knowledge and skills. It is about the learner constructing his/her own knowledge and developing skills which are relevant and appropriate (Lantolf, 2000; Vygotsky, 1978).

2. Acquiring subject knowledge, skills and understanding involves learning and thinking

(cognition). To enable the learner to construct an understanding of the subject matter, the linguistic demands of its content as the conduit for learning must be analyzed and made accessible (Met, 1998).

3. Thinking processes (cognition) require analysis in terms of their linguistic demands to facilitate development (Bloom, 1984; McGuiness, 1999). 4. Language needs to be learned in context (i.e. learning through the language), which requires reconstructing the subject themes and their related cognitive processes through a foreign or second language e.g. language intake/output (Krashen, 1985; Swain, 2000). 5. Interaction in the learning context is fundamental to learning. 'If teachers can provide more opportunities for exploratory talk and writing, students would have the chance to think through materials and make it their own (Mohan, 1986:13).

This has implications when the learning context operates through L2 [second language] (Pica, 1991; van Lier, 1996). 6. The interrelationship between cultures and languages is complex (Byram, 2001). The framework puts culture at the core and intercultural understanding pushes the boundaries towards alternative agendas such as transformative pedagogies, global citizenship, student voice and 'identity investment' (Cummins, 2004). (Coyle, 2007, pp. 550-551)

The results are educational experiences that promote greater opportunities for authentic and purposeful meaning-making through language, by facilitating the development of new communicative skills while learning new content, understanding, and knowledge.

In effect, CLIL provides the basic conditions under which humans successfully acquire any new language:

by understanding and then creating meaning (Lightbown & Spada, 2006). For first language acquisition, this occurs as infants are gradually exposed to new language in their first four to six years of life, matched against corresponding levels of early cognitive development. In contrast, traditional second language lessons typically focus (often exclusively) on elements of language—such as grammar, vocabulary, and other mechanics (spelling, pronunciation, etc.)—while deliberately seeking to avoid exposure to what might be perceived as difficult or challenging content.

Intuitively, this conventional separation of language/content seems reasonable, given that the learner's ability to use new language is often rudimentary in comparison to what they can already understand and do in their mother tongue. However, by separating the 4Cs, the basic building blocks for language acquisition are displaced, resulting in a

hindrance, rather than an enabler, for successful language acquisition.

As a pedagogy, CLIL provides a comprehensive framework that recognizes the complex but necessary interrelationship between language and content for genuine language development. It does this together with a theoretically rich and robust set of principles to help guide teachers on how this can actually be achieved in practice, across a range of educational settings.

4. Content and Language Integrated Learning (CLIL) Across Contexts.

CLIL distils key principles underlying other highly successful approaches, such as immersion, to offer a flexible pedagogical framework that has shown to be effective across a range of different educational contexts within Europe. The diversity of territories comprising the European Union suggest that CLIL has

considerable potential for achieving the same high quality outcomes in other education systems and contexts. This has been difficult to achieve with immersion due the necessary commitment of a whole school approach.

Although this potential exists in theory, there has been little application of CLIL beyond Europe to date, and even less research evaluating the suitability of CLIL to support Languages programs in non-European contexts.

As emphasized in the pedagogical principles underlying the CLIL approach, CLIL is sensitive to the impact of context on the teaching/learning relationship, and implications for how to then best integrate language and content in practice. For this reason, multiple approaches to CLIL have evolved since first emerging in the mid-late 1990s. Grin (cited in Coyle, 2008) documents at least 216 variations of CLIL

within Europe, based on language intensity, level, age, compulsory status, and duration.

On the evolution of CLIL across different educational settings, Coyle (2006, p. 3) contends: Different variations become rooted in distributed contexts. On a European level, the diversity of potential models demanded a re-visioning of bilingual education according to national and regional contexts—clearly CLIL in Luxembourg or Scotland or Switzerland will differ significantly from CLIL in Sweden or France or Spain due to social and cultural differences including linguistic diversity and attitudes to English. As Baetens-Beardsmore comments (1993) 'no model is for export' although sharing ideas and collaboration is essential.

To take CLIL within the UK as one notable example, Hood and Tobutt (Coyle, 2006, p. 105) have identified at least four main models that have evolved. These include:

• Surface cross-curricular linking • Integrating language while building on semi-familiar content • Integrating language and new content • Immersion [as understood in the CLIL UK context]

Surface cross-curricular linking refers to teaching new target language through curriculum-based tasks with which students are already familiar (e.g. using Indonesian for common fractions, if students can already do this in English). By way of contrast, programs that integrate language while building on semi-familiar content build closely on first language skills and knowledge (e.g. common fractions in English) to introduce new target language and concepts (e.g. vulgar fractions in Indonesian).

The latter two levels, integrating language and new content and immersion (as used in the context of CLIL being applied in the UK), are effectively similar in practice; that is, introducing new content and language

with a simultaneous focus on both (e.g. using Indonesian to introduce the concept of fractions, which students have not yet done in English at all). The point of differentiation between these two levels can be made according to where they exist in relation to the wider school context. While immersion is likely to have had an impact on other areas of the school and curriculum (e.g. widespread adjustments to timetabling, teachers and staffing, etc.), integrating language and new content can be achieved by Languages teachers working independently or on a small-scale, within the boundaries of existing Languages programs and classes.

CLIL therefore offers a highly flexible approach for producing extremely high quality outcomes for Languages education, and has evolved to suit the demands of different education systems and settings.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defined action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms.

In addition, Kemmis and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted.

It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition.

The linking of term "action" and "research" highlights the essential features of this method; trying out ideas in practice as means of increasing knowledge about/or improving curriculum, teaching and learning.

Moreover, action research provided teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja & Pine, 1989: 96).

It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process.

The researcher uses classroom action research because it is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in her own enquiry, and collaborative, in that it involves other people as part of a shared enquiry.

B. The Action

In order to solve the problems, according to the results of problem identification and theoretical framework, the researcher would do the following actions:

a. Apply the integrating of learning English across studies to the 9th grade students, especially in learning explanation and procedure texts.

b. Conduct observation along the activity of integrating English lesson across studies in order to find out the effectiveness of the method in improving the students' ability on speaking and writing explanation and procedure texts.

c. Give questionnaire to the students to find out their opinions and responds on the learning English across studies.

d. Analyze the students' writing of procedure and explanation after conducting the method.

e. Take a look at the students' scores of writing and speaking after conducting the method.

C. The Setting of the Research

The research conducted in SMPN 1 Serang city as the sample of population because the school is almost famous in Serang city. The research will be on July to November 2018.

D. The Cycles

The research will be done in two cycles which consists of planning, action, and reflection as the followings:

1. The planning

The researcher and the teacher prepare and collect data as lesson plan and the materials

related to the method that will be conducted in the class. The materials are set initially by explaining to the students about explanation text and the generic structure as well. The students will be lead to the topic of the explanation as the contemporary history. It means that the content of the text is specified to the history. Both the researcher and the teacher also prepare ice breaker activity to reduce the students' tension especially the class in the last session.

2. The Action

In this stage the planning will be applied in the class and the data will be collected. The researcher will observe the application of the method in the class, how the teacher conducts the planning, and how the students' responds. Along the research, the researcher will document it as the pictures to be the data.

3. The Reflection

After the action is done, the researcher and the teacher do the reflection and discuss the result of the action whether it has the weaknesses and the strength of the action in the cycle.

E. Method of Research

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 to 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 on learning speaking and writing activity.

F. Technique of Collecting Data

1. Test

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

- Interview: The result of the interview of the teacher that will be done before the cycle. The interview is the qualitative data which depicts clearly the students and the teacher along the activity.

- Questionnaire: The questionnaire which will be given to the students in the end of the cycle tends to their respond and opinions to the application of the method in the class.

G. Technique of Data Analysis

All the data both qualitative and quantitative 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 and the scores are as the quantitative data.

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 on the action of learning across studies. The data can be used to figure out about the strengths and the weaknesses of the research.

CHAPTER IV

RESEARCH FINDINGS

A. Description of Data

In this chapter, the researcher described the data which has collected from the first to the last cycles. The cycles consist of planning, action, observation and reflection. The observation initially began in August 2018. The researcher has observed the learning process in the classroom, the teachers and the students along learning across studies. Before conducting the action, previously the researcher and the teachers have prepared the lesson plan, the rubrics, and the materials.

B. Findings and Discussion

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 with 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 with the words in the article. The teacher and the students discussed the text. The teacher changed the text as 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 are 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 the contemporary history which was begun with the battle of World War 2. The teacher showed the short movie of Pearl Harbourand asked the students to discuss about it in pairs. The students were enthusiastic watching the movie and they were interested with the sequence of the bombing. The students asked the teacher about the event and wondered why it could be 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 for the ending of the movie.

Learning History through English-Second meeting

The students came to the class and started the session with 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 presentation and how to set their ideas on the slides. From 18 pairs, 12 pairs showed and presented their articles.

Along the presentation, the students were enjoying their friends slides moreover the students who were succeed on putting animation as gif and even music in their presentation. The students were given 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 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 presentation and the students

answered that the activity was useful for them to make better presentation in the up-coming 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 watch 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 with 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 the 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 period of 1941 until the present. The teacher gave 5 days to prepare and asked the students freely to adapt 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 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 with the topics and found they bored. After discussing, the teacher asked the students to present their ideas in front. The presentation was running well though the eight students were not interested, they were sitting quietly and silent. The teacher gave the feedback and praised their performance. At the end of the meeting, the teacher asked the students whether they had 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 to 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 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 with 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 any 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 on doing that.

Moreover, the students worked well using the program in Mac Book which have different program from other computer programs. However, some students were not succeeded 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.

c. The observation

The researcher observed along the cycle that in English class the teacher asked the

students to work in pair the ones who was 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 practice session, not all the pairs could work optimal although they seemed so hard to work together. From 19 pairs, 5 pairs did not work well and did not understand to 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 with the movie. However, when the students were grouped to discuss 8 of the students were not involved. They were not interested with 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 the presentation.

d. The reflection

In this stage, the researcher found that the students from both of the classes; English and History were active involving along 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

were 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 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 same technique as the previous even they 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 were 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 with 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 bio technology and why fermented food can last longer. The students discussed it in group of four. The teacher concluded the results of the students' discussion and explained about bio technology term and fermentation process. The teacher asked the students opinion about what sorts of food and beverage used the process of bio technology. 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 bio technology process.

Learning Biology through English – second meeting

The students came to the class and started the session with 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 bio technology. The students stated that they would be in group of 5 on doing experiment of bio technology but the teacher responded even they were in 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 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 clean and hygiene by asking them to wear apron and plastic gloves. The teacher asked the students to work on their own sorts of bio technology and write down all the procedures. The teacher checked their bio technology and asked question from those students who were unsure whether

the food they chose was correct and fit to the bio technology process. At the end of the lesson, the teacher assigned the students to do the experiment of bio technology 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 bio technology. 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 the experiment, the students were happy to enjoy their food and beverage and shared each other while the teachers finishing the scoring. The teachers asked the students to clean up the equipment before leaving the

class and praised them for doing the experiment well.

c. The observation

The researcher found that along the activity the students did optimal while they were writing brochures individually. Their creativity was 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 bio technology. They were active listening while the teacher was explaining about 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.

d. 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 along the experiment and worked together in the group of five. There was no one dominated along the experiment. They were creative to expand the sorts of bio technology such as bagel, pizza, doger 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 the big group made them to more co work and help each other. It made them less tension on doing the activity and found it more effective rather that 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.

3. 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:

1.	Does this technique assist you to comprehend the materials of History, Biology and English? Result: All of the students stated that this technique assist them to understand the materials of those subjects.
2.	Is this technique suitable for learning those subjects? Why? Result: All of the students stated that this technique was suitable and they felt comfort to be in groups and they felt it was more practical for making one test in one day for two subjects.
3.	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 each other in the experiment.
4.	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 was still hard for them and they still memorized the events.
5.	Do you find a new experience or knowledge along the activity? Explain. Result:

	All of the students stated that the whole activity was informative and they gained new experience, especially doing presentation and speaking in public.
6.	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.
7.	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.

4. 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 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 the semester 2 to be put in the semester 1 as their strategy to

make it more effective for the students in the 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 on doing the performance.

Before conducting the technique, the teachers had prepared 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 in certain times.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

According to the two cycles in the study, the results are concluded as follows:

1. Learning English across studies attracts the students' interest and enthusiasm and they are used to working in different groups with different activities.

2. 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.

3. 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.

4. The technique assists the students to be adjusted applying ICT. Along the activity, the students coincidently improved themselves for applying ICT, especially by using PowerPoint and Publisher programs. They were capable on applying the program to succeed their performance.

5. The technique attracts the students to be more confident on speaking in the public. The students were capable on conducting presentation by using ICT at the same time even doing the experiments.

B. Recommendation

The researcher has proved that by learning across studies both the teachers and the students obtain the positive effect in order to improve the students' ability in English and other subjects, especially for regular classes. This technique can be applied to be conducted in other classes for it attracts and improves the students' interest on learning English. The students are more creative and active in learning process. However the teachers of ICT are better if they are involved in the study so that the students are more capable on using ICT and obtain more feedback to improve their ability in ICT. 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.