

CHAPTER I

INTRODUCTION

This chapter presents the background of research, statement of research problems, objective of the research, significance of the research, scope and limitations of the research, and definition of the key term.

A. Background of the Research

The English language is present in the modern society and used not only informal or formal communication but in English instruction. There is new emerged in language education namely teaching content through English. Alongside teaching English itself, we can see the evidence of students learn content through English is widespread cross the globe. Teaching through English called Content and Language Integrated Learning or CLIL. It is a new approach in language teaching that originate from Europe. The implementation of CLIL programmes started to become popular in Europe in the 1990s and since then many European schools have included CLIL programmes in their education system as an innovative approach to teaching foreign language (Lasagabaster *et al.*, 2015:42). The aim of CLIL is to help the students developed the proficiency both target language and content. CLIL has been defined as an umbrella term which refers to “any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in teaching and learning of non-language content” (Marsh in Lasagabaster *et al*, 2015:43).

Along with the progress in the last two decade, CLIL has emerged as a way of improving the traditional language learning and does not to replace the traditional language learning (Harvey *et al.*, 2013:95). The English instruction that use in CLIL approach focuses on meaning and language use does not in grammatical rules and forms. It is different with traditional language that focuses on forms and rules. In CLIL, the lesson provides language input that depends on the students' level and gives opportunities to use English in meaningful communication without pressure. The language that use in CLIL is simple language to guide the content subject. The CLIL teacher gives simple and clear instruction when introducing the activity and task. The purpose of CLIL in ELT is to communicate subject content orally and to develop listening and reading strategies and support written or physical production (Savic, 2012:38). However, in CLIL the students not only learn the use of English in communication and interaction but also in the subject content. This makes CLIL particularly is suitable for teaching young learners. Young learners get the benefit from activities that promote language use and focus on the process of communicative interaction.

The explanation above teach us that a key factor in CLIL is an emphasis on communication and interaction which improve overall target language competence and develop oral communication skills (Pavlo *et al.*, 2011:16). The students who use CLIL in class it means that they learn one or more of their school subjects (Science, Math) in a targeted language (English). They learn English more than non-CLIL students, the students are not expecting to

beproficient in the new language before they start to study. They learn the language as they need for studying at the same time as they learn the subject. Thus, the position of language and content are balance.

CLIL has 4Cs main principles that described by Coyle 2007 in Lasagabaster *et al.*, (2015:43) the principles are Content, Communication, Cognition and Culture. The first principle is Content, refers to the main objectives, which is learning the subject matter and acquiring the knowledge. The second principle is communication, language that uses both learning and communication. The students learn language in different classroom situation and provide language skill. The third principle is Cognition, developing thinking skills, language proficiency. The last principles is cultures, bring the students to closer other culture by linking language, thinking, culture.

According to Yamano (2013) in his research stated that a CLIL programme in Japanese environment has potential to improve EFL education. The integration of language learning captured the students' interest and led them to engage in meaningful experiential learning in a cognitively demanding environment more than non-CLIL students.

CLIL in ELT hold an important role to create the naturalistic environment of targeted language (Dalton-Puffer & Smit, 2007 in Lasagabaster *et al.*, 2015:43). It is support by the study that have done by Kiely (2011) in Science lesson at elementary French school where the teacher is focus on "Part of plant" theme. The teacher use picture of plant, and is teaching the vocabulary for the parts of plant. She has already presented flower, fruit, leaf, and stem.

The teacher develops the language aspect by discussion. During the lesson, the students give positive respond. Where the content of the lesson, the parts of a plant, is conceptually accessible by the students, and the input is effectively supported by visual material, there is opportunity for developing the language side of CLIL. Hence, CLIL is successfully implemented when the situation and condition of learning are similar or naturalistic to the target language. Learning in authentic context can make learning process more meaningful and unforgettable for students.

Harvey *et al.*, (2013) in their study focus on investigating the implementation of 4Cs CLIL principle in Elementary Spain, Australia, and Finland School. He found that elementary school in Spain completely implemented the 4Cs principle of CLIL rather than the other school. The teaching of language and subject content was in good balance. This school has been use scaffolding note and textbook rather than other schools.

Because the purposeful of the implementation of CLIL, the researcher investigate, the implementations of CLIL have done by Science teacher at Elementary School of MI Al-Azhaar Bandung. It focuses on the teachers plan, implementation and assessment in Bilingual Class program or BCP.

Teaching and learning content (Math, Science, English International) through English can be found in a Bilingual Class Program (BCP) at grade 1 until grade 4 MI Al-Azhaar Bandung. The teachers of this school are known to have potential for development of English class completed by its environment and learning provided. The language used is English for the

lesson as a main of communication and teaching content through English especially in three subjects: Mathematics, Science and English International. In the first to fourth grade BCP of MI Al-Azhaar Bandung applied Cambridge curriculum, 2013 Curriculum, and some teaching materials are from Teacher Training Education Development Institute (T2EDI) from Malang.

The successful implementation of CLIL indicates that ability of the students both of content and English will be increase. The teacher and learners should do some preparation to conduct their learning by using CLIL successfully. Teacher should increase his or her own ability, experience in teaching using CLIL. In other situations, to increase their ability the language teacher works closely with the content teachers (Mathematics and Science) to offer guidance on the language they need in their lessons. Here the language teacher takes on the role of ‘consultant’ to content teachers. Besides that, all of the teachers also should prepare the materials, strategy, media will be use in teaching, and define way to evaluate their students before them starting teaching.

The material use International books from Teacher Training Education Development Institute (T2EDI) from Malang. The material chosen by the teacher on the last day in a week before the teacher delivered it in the next week. In the end week the teacher give a list of agenda that should be learn by the students during one week. Example, in Monday the students should learn Math from page number 12-16, Tuesday learn about English International, Wednesday will learn about Science. Therefore, it makes the parent in the

home easy to help the students prepare the material before their child goes to school.

Teaching and learning in the Bilingual Class Program at grade 4 MI Al-Azhaar Bandung different from other school. The students also have practiced what they have listened, looked, and they imitated from the teacher. We can find some routines using simple English in the BCP. This habitual can help the students to maintain English in the class. like when they wanted to ask or faced some problems they would say “Ustadzah, I want to ask” and his hand was up, or when they wanted to sharpen their pencil they would say “I want to sharpen my pencil” while they hold on the pencil and cutter. Other habitual or activities that support teaching and learning like give task about memorizing vocabulary in every weekend and some program to improve English skills like speaking, listening, reading and writing. The program will be done one skill in one day. The children got the benefit from knowing the rules and being familiar with the situation so, they can talk about they are doing, they can listen what they are hear in the classroom activities.

Finally, according to the background mentioned above the researcher conducting the research focuses her study on the implementation of CLIL at the fourth grade Bilingual Class Program of MI Al-Azhaar Bandung especially in Science subject and focus on the “Electricity and Magnetism” theme. Thus to know the implementation of CLIL in teaching Science the researcher involves the Science teacher of Bilingual Class Program (BCP) as the subject of this research. The Science teacher selected as the subject of the

research because CLIL implemented in her class. Beside, the Science teacher who applied CLIL in the teaching and learning process only could explain this research. The Science teacher provided the information about the implementation of CLIL in the Science subject.

B. Statement of Research Problems

Related on the basis of background of the study the research question can be formulated as follow:

The major research question:

How is CLIL implemented at fourth grades Bilingual Class Program (BCP) class of MI Al Azhaar Bandung?

The minor research questions are:

1. How does the Science teacher plan the Science teaching using CLIL at the fourth grade BCP of MI Al Azhaar Bandung?
2. How does teacher plan the use English for Science teaching using CLIL at the fourth grade BCP of MI Al Azhaar Bandung?
3. How does teacher implement the Science teaching using CLIL at the fourth grade BCP of MI Al Azhaar Bandung?
4. How does teacher implement English for Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung?
5. How does teacher assess the content of Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung?

6. How does teacher assess the English for Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung?

C. Objectives of the Research

Based on the research question above this study aims to:

The major of research Objective:

To know CLIL implement at fourth grades at BCP class MI Al Azhaar Bandung.

The minor research objectives are:

1. To know how the teacher plans teaching Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung.
2. To know how the teacher plans language for teaching Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung.
3. To know how the teacher implements teaching Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung.
4. To know how the teacher implement the English for Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung.
5. To know how the teacher assess the content of Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung.
6. To know does the teacher assess the English for Science using CLIL at the fourth grade BCP of MI Al Azhaar Bandung.

D. Significance of the Research

1. Institution / Elementary School

The result of this research might be give positive feedback and contribution for MI Al-Azhaar Bandung itself. This study can help the institution to improve the teaching practice to be more effective and efficient.

2. The Science teachers

The teacher can understand and know about methodology, material, activity during the lesson and evaluation system of teaching and learning process in class and the result can become a consideration to reflect their teaching so that they can improve their teaching process.

3. The Future Researchers

The research can be as additional reference for the next researcher who wants to conduct the similar research.

E. Scope and Limitation of the Research

The study is conducted in MI Al Azhaar Bandung. The subject of this research focuses on how the teacher implements CLIL in teaching and learning process including teacher's plan, implementation and assessment. This study limited to the implementation of CLIL in the teaching Science subject that focus on teaching practice about "Electricity and Magnetism" theme including teachers plan, implementation and assess the student ability

for the Science subject at fourth grade Bilingual Class Program (BCP) of MI Al Azhaar Bandung.

F. Definition of Key Terms

1. CLIL

CLIL is acronym from Content and Language Integrated Learning and known as bilingual teaching (Dalton Puffer and Smith 2007:7 in Catalan *et al.*, 2009:131). In CLIL involves teaching different curricula subjects such as geography, history and other in the additional foreign language. Foreign language in CLIL becomes the medium of instruction and communication. Additionally the foreign language becomes the vehicular language for the teaching of other subjects, a tool by means of which non-linguistics subject matter (Alba, 2009:131).

2. Bilingual Teaching

Bilingual teaching is instruction in two languages that used by the teacher in teaching and learning process. The goal of bilingual teaching is to develop the English.

3. Science Lesson

Science lesson is a subject that taught in the Bilingual Class Program (BCP). In the Science lesson, the student taught the systematic study of the structure and behaviour of the physical world. Science lesson is one of the subject that studied by using CLIL.

