Socialization of the Content Language Integrated Learning (CLIL) Program in Learning

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Abstract
This article discusses the application of the Content and Language Integrated Learning (CLIL) approach to improve English language skills in Indonesia, especially in rural areas. The low level of English proficiency in Indonesia, as reported by Education First (EF), shows that this ability is still a major challenge, especially in schools with limited resources. In the Community Service (PKM) activity carried out at Madrasah Aliyah Arrahman Nasol Cikoneng Ciamis, the CLIL approach was introduced through a seminar to policy makers and teachers, with the aim of improving the effectiveness of English language learning. The PKM method consists of three main stages: initial assessment, seminar implementation, and evaluation. The results of this program show that CLIL, which integrates language learning and academic content, not only increases students' motivation but also creates a supportive learning environment. Thus, CLIL has the potential to be a sustainable learning strategy to overcome barriers to teaching English in rural settings and improve students' English language skills.

Keywords: Socialization, CLIL, Learning, English.

INTRODUCTION

In language acquisition theory, English language abilities according to Cummins (2001) will be divided into two categories. The two categories are Basic Interpersonal Communication Strategic (BICS) and Cognitive Academic Language Proficiency (CALP). BICS, in the context of language skills, can be interpreted as basic language skills for everyday communication. BICS proficiency is the goal of learning General English, which in the Indonesian context is English studied in schools (Syaepul Uyun, 2020). While CALP is the language skills needed to understand and use language in an academic context. It covers the skills necessary to understand complex concepts and participate in academic discussions. CALP usually takes longer to develop compared to BICS (Cummins, 2008).

Talking about English language skills in the Indonesian context, both BICS and CALP are still categorized as lacking. The annual report issued by Education first (EF) regarding the English language proficiency index of Indonesians, is still considered very low, and places Indonesia in 79th position out of 113 countries studied (EF Report, 2023). This situation places Indonesia far behind compared to other countries, even in Southeast Asia. Meanwhile, similar things were also found from research by Syaepul Uyun (2018) regarding evaluations carried out by the Ministry of Education every year which found that the majority of schools in Indonesia only produce a few graduates who have fairly good English language skills. (2013 National Curriculum English Language Competency Standards, attached, p. 539). Therefore, the average English proficiency index for Indonesians is still very low.

On the other hand, in the current era of globalization, mastery of English is very important because this language is *lingua franca* or lingua franca that dominates various fields, such as business, science, technology and diplomacy (Cristal, 2003). Unfortunately, this development has not been matched by adequate English language skills, especially in Indonesia. Furthermore, although many schools in Indonesia have integrated English into their curriculum, there are still many challenges in improving their language skills effectively (Syaepul Uyun, 2022). Therefore, discussions on this topic are still hotly discussed, such as how to create effective English learning activities.

One suitable approach to overcome this challenge is Content and Language Integrated Learning (CLIL) (Coyle, 2008). CLIL is a learning approach that integrates content teaching with language teaching, where students study academic material using a foreign language, which in this context is English. This approach not only aims to improve students'

language skills but also to explore academic content in depth (Huzairin, Sudirman, & Hasan, 2018). With the CLIL approach, students are expected to gain two benefits at once: better mastery of content and language skills (Coyle, 2010). Furthermore, Marsh, D., Coyle, D., & Hood, P. (2010) have put forward the theory of Content and Language Integrated Learning (CLIL) in their book entitled *"CLIL: Content and Language Integrated Learning"*. Their theory provides a comprehensive framework for understanding and implementing CLIL in educational contexts. David Coyle, along with David Marsh and Philip Hood, identified four main dimensions of CLIL known as the "4 Cs" in their theory namely content which refers to the academic material or subject that students study; the second is communication, which relates to how language is used as a tool to interact and understand content; the third is cognition which involves the thinking and understanding processes needed to master content and language; and finally culture which includes social and cultural aspects of the target language that influence the way students understand and interact with content (Nurrachmad, 2019).

In this service, the application of CLIL has become a topic discussed. This service was carried out at one of the Aliah madrasahs in Ciamis district, namely Madrasah Aliah Arrohman. This MA is one of the schools that still has many problems with teaching English. This school, which is located in the Nasol Cikoneng Ciamis area, is one of the private schools that is still developing. The average English language ability of students at this school is still categorized as low based on the annual evaluation conducted by the school. Therefore, referring to several existing literatures, several reports say that the CLIL approach can be an option that can be used to improve English language learning outcomes. So, providing socialization regarding the application of this approach will be important to answer the problem in question (bu emi).

Learning English in regional schools, such as at MA Ar-rahman Nasol, often faces significant challenges. One of the main problems is limited resources, both in the form of educational facilities and adequate teaching materials. Schools in rural areas often do not have adequate access to the latest textbooks or assistive technology, which is essential for effective English learning. In addition, teachers in rural areas may lack special qualifications or sufficient training in English language teaching, so the quality of teaching may be affected. Student motivation can also be a problem, especially if they do not see immediate benefits from learning English due to a lack of opportunities to use the language in everyday life. In addition, limited access to technology, such as computers and the internet, is also a factor inhibiting the success of language learners.

The CLIL (Content and Language Integrated Learning) approach offers an effective solution to overcome these problems. With CLIL, English is taught over other subjects, such as science or mathematics, which makes language learning more relevant and integrated with content that students are already familiar with (Mariño, 2014). This approach helps connect English to a more concrete context, thereby increasing students' motivation as they see the practical application of the language being learned. In addition, CLIL utilizes existing teaching materials and reduces dependence on separate English textbooks, resulting in more efficient use of resources. The use of technology in CLIL can also be enhanced as students can utilize the internet and digital tools to learn content in English, although access may be limited. Overall, CLIL offers a more holistic and practical approach to English language learning in rural schools, making it more relevant and beneficial for students (Khoiriyah, & Pipit, 2018).

METHOD

This method of implementing PKM is held directly in the form of a seminar conducted for students and teachers in the Madrasah Aliayah Arrahman environment by providing exposure and understanding regarding the concept of the Content Language Integrated Learning (CLIL) approach. This PKM is carried out in the form of a seminar. This PKM was implemented by one of the English education lecturers. Which was assisted by several students and students. Lecturers serve as PKM leaders, while students

and pupils serve as members. The PKM Chair serves as a drafter in providing ideas and serving as a speaker in seminars. Meanwhile, PKM members are directly on duty in the field and help to document activities and collect data through interviews and document analysis. with the following steps:

a. Pre-activity; In this section we carry out curriculum revitalization through an initial assessment. This activity was carried out in the first and second weeks by collecting data in the form of administration of the English curriculum being used and learning achievements. This will then provide basic information about the school's description. The theory used as a benchmark for this field assessment is the theory of Hutchingtion and Alan Waters (1987).

b. Launching activities; The second agenda is to carry out seminar activities. After curriculum evaluation is carried out at an early stage. To confirm the results obtained, seminar activities were carried out to explain the CLIL approach. This seminar was carried out as a form of answer to the problems found in the initial evaluation stage. It is hoped that the CLIL approach can be an alternative learning solution and can increase the effectiveness of English language teaching at the Arrahman madrasah.

c. Post-activity; At this stage, to maintain the continuity of the service process, interpretation is carried out to draw conclusions from the presentations made. At this stage, ongoing evaluation is also carried out which can be carried out independently by the school and the lecturers who teach English courses.

RESULTS AND DISCUSSION

In this section, it will be explained from the initial stages to the final stages of PKM activities. Each section will explain what activities are carried out as well as the basic theoretical concepts that are used as references for these activities.

In the initial stage of the assessment process or assessment of the effectiveness of English language learning at Madrasah Arrahman, we used the assessment theory from Richard (2000) and combined it with the needs analysis theory from Hutchington and Waters (1987). Together with the teachers, we are trying to evaluate the existing and existing learning processes. From the results of observations several notes emerged such as the quality of resources, student learning motivation, teaching quality, and cultural barriers dominated the results of our assessment. Below we explain more specifically the problems faced

- Limitations of Teacher Competence: Teachers may not be used to or lack mastery of interactive English language teaching approaches, such as the CLIL method, which combines content learning with language.
- Student Motivation and Interest: Students may lack motivation or find it difficult to understand English due to limited experience or exposure to English outside the classroom.
- Limited Learning Facilities: Schools may not have supporting facilities such as books, audiovisual aids, or internet access to assist the English language learning process.
- Language Environment: Students tend to rarely use English outside the classroom because the surrounding environment is predominantly in regional or Indonesian languages, so practical English language skills are difficult to develop.
- Traditional Learning Approach: If the teaching methods used still focus on memorization or grammar without relevant context to everyday life, this can hinder students' communicative abilities in English.

From what is explained above, we can draw the conclusion that this problem is a contemporary problem that many schools in the region face (Warschauer, 2003). This is also acknowledged by policy makers at Madrasah Aliah Arrahman. These problems show the complexity faced in learning English in the region. Overcoming this challenge requires a holistic approach and is sensitive to the local context to increase the effectiveness of learning, especially English (Zaenuddin, Rachmat, 2019).

Therefore, in the second stage, namely implementing PKM, we held a seminar on the

topic of an integrated learning approach between content and language (Coyle, 2010), as one of the alternative solutions that we offered to modify the English language learning process at MA Arrahaman. The CLIL approach is a learning approach that combines content teaching with language teaching. This approach allows students to study academic material in a foreign language (usually English) so that they not only gain content knowledge but also improve their language skills. This approach is based on several basic learning theories that support its effectiveness such as constructivism and Krashen's comprehensible input theory (Coyle, 2014).

By using this approach, schools will be given the understanding that English needs to be taught to students and must be a priority. It is well understood that perhaps, in the regions, students' interest in English is very low, but we need to emphasize the importance of having this ability (Syaepul Uyun, 2022). This is in line with the opinion of Dakowaska and Kusnierrik (2015) who state this. Therefore, schools need to design English language learning as well as their programs in order to achieve these goals (Syaepul Uyun, 2023). The aim is to find out the objectives, material, language attitudes, students' expectations for subjects, and study habits in order to design an efficient curriculum (Richards; 2001).

Choosing a CLIL approach could be an alternative solution that is relevant to the learning approach brought by the government's English curriculum, namely the communicative approach. Schools can translate this concept as their view of English language learning which must be communicative. Understanding that the job of schools is not to teach English, but rather to teach how to make students understand how to use English as an effective learning tool. So in this context, language elements such as pronunciation, grammar, structure and vocabulary, are more appropriately seen as tools rather than learning objectives. This is in accordance with what Cummin (2001) said, which said that context in English language teaching must be involved to help students achieve their abilities formally (Cummin, 2012). It needs to be emphasized that the application of

CLIL is not only applied in formal intracurricular learning. However, all elements of the curriculum, both co-curricular and extra-curricular activities, also need to be involved in order to form a complete approach (Krashen, 2007).

The CLIL approach is very relevant to the theory of second language teaching for foreigners. The CLIL approach's view on how to teach English is the same as Yang Hong's opinion in his journal entitled second language acquisition (2015). He said that a comprehensive approach to learning a language would be a very effective method in learning a language. The CLIL approach allows students to provide ample space where the language being studied is actually used in a very comprehensive manner, not only in English lessons, but also in other subjects and all elements of the curriculum at school. This is in line with Krashen's (2007) theory, namely the theory of second language acquisition with five hypotheses, namely the input hypothesis, acquisition and learning, monitor, natural order, and affective filter hypothesis. (Syaepul Uyun, 2022).

The achievement of language learning will be greatly influenced by the environment, a supportive environment will get optimal results in the second language learning process. Therefore, it is not enough for schools to only increase the capacity of teaching resources, facilities and other teaching materials, while creating a supportive environment is not part of the priority. The CLIL approach where learning integrates language learning with content allows building a strong English language environment, will have a significant impact on students' language development.

In the final stage, the author provides recommendations in the form of suggestions to support English learning. Therefore, schools need to develop several programs such as English language development activities outside of class hours for both teachers and students, and all programs are under the control of language institutions. This policy encourages all parties, including students, teachers and school stakeholders, to use English in communication. Apart from that, this program actually has many benefits for improving students' English skills.

Referring to Burn (2012) regarding the concept of English language teaching, there are three different aspects analyzed, namely cognitive, sociocultural and emotional aspects. According to the author personally, all these concepts are aligned and implemented in this approach. This has encouraged the acquisition of a second language. Because, when students use English to communicate, indirectly, they learn vocabulary, pronunciation and word structure. This shows how cognitive aspects are included in this program (Thonbury, 2006).

Furthermore, Burns (2016) argues that spoken language is produced for specific purposes and thus functions to fulfill the daily transactional and interactional goals of its speakers. From a cultural perspective, to achieve this goal, speakers are required to understand and use various genres (or culturally influenced stages of discourse). All of these concepts are actually addressed by the policy. The use of English depends on the environment. This action is supported by Cummins (2001) who emphasized that the context of application in English language practice is very important for students to acquire basic interpersonal communication skills (BICS).

Plus, students will enjoy it, if they all do it together without being forced. This means that they can study in favorable conditions and achieve the best results in English class. Attitudes and emotional factors play an important role in the language learning process. Students' attitudes towards language learning also influence them outside the classroom. Burden's (2004) research in Burns (2016) proves that a positive attitude brings positive results in language learning. A similar argument was put forward in another study by Hong (2012).

The author also proves this because the majority of students have good Basic Interpersonal Communication Skills (BICS). Because if students are enthusiastic about learning a foreign language such as learning English, their positive attitude will help them in learning. On the other hand, if he thinks English is a very difficult language and learning the language is a waste of time, then this negative attitude will definitely hinder his English learning.

CONCLUSION

This article discusses the importance of English language skills in Indonesia, which are still relatively low according to various reports, including the Education First (EF) report. The Content and Language Integrated Learning (CLIL) approach is proposed as an effective solution for improving English language skills, especially in rural areas that often experience limited resources, student motivation, and teaching competency. In Community Service (PKM) activities at MA Arrahman Nasol Cikoneng Ciamis, CLIL was discussed through seminars attended by teachers and school policy makers, with the hope of being able to overcome existing obstacles and improve the quality of English language learning. This PKM is carried out in three stages, namely initial assessment, seminar implementation, and evaluation. The results of this activity show that CLIL helps students learn English in a relevant context, increases motivation, and builds a supportive learning environment. By combining language and content learning, CLIL can be a sustainable and contextual English language learning strategy in rural settings.

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