

**ANALYSIS OF CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL) METHOD IN HSS
(HUMANITIES SOCIAL SCIENCE) SUBJECT IN
GRADE 3: A CASE STUDY AT MI ARROYAN
SCHOOL**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of *Sarjana* in English Education

By:
Ratna Indriani
NIM: 21120034

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

**ANALYSIS OF CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL) METHOD IN HSS
(HUMANITIES SOCIAL SCIENCE) SUBJECT IN
GRADE 3: A CASE STUDY AT MI ARROYAN
SCHOOL**

SKRIPSI

Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of *Sarjana* in English Education

By:
Ratna Indriani
NIM: 21120034

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

APPROVAL SHEET

The skripsi entitled “**Analysis of Content and Language Integrated Learning (CLIL) Method in HSS (Humanities Social Science) Subject in Grade 3: A Case Study at MI Arroyan School**” is compiled by:

Name : Ratna Indriani
NIM : 21120034
Department : English Education

Has been approved by the advisors.

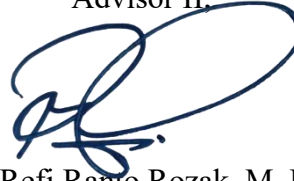
Bojonegoro, 07 July 2025

Advisor I,



Fitri Nurdianingsih, M. Pd.
NIDN. 0729058701

Advisor II,



Dr. Refi Ranto Rozak, M. Pd.
NIDN. 0702058403

LEGITIMATION

The skripsi entitled “**ANALYSIS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHOD IN HSS (HUMANITIES SOCIAL SCIENCE) SUBJECT IN GRADE 3: A CASE STUDY AT MI ARROYAN SCHOOL**” is compiled by:

Name : Ratna Indriani

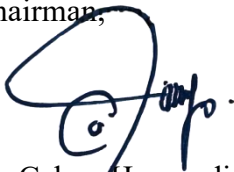
NIM : 21120034

Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 30 July 2025

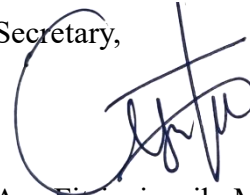
Bojonegoro, 30 July 2025

Chairman,



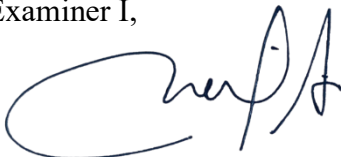
Dr. Cahyo Hasanudin, M.Pd.
NIDN. 0706058801

Secretary,



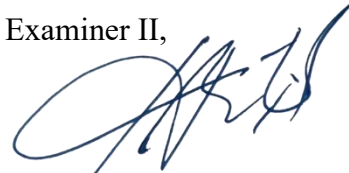
Ayu Fitrianiingsih, M.Pd.
NIDN. 0720049101

Examiner I,



Meiga Ratih Tirtanawati, M.Pd.
NIDN. 0725058403

Examiner II,



Chyntia Heru Woro Prastiwi, M.Pd.
NIDN. 0728017903

Rector,

Dr. Dra. Junarti, M.Pd.
NIDN. 0014016501

MOTTO

“Teaching is not just delivering, but bridging language and meaning in every lesson.”

“CLIL is not just a methodology; it is a mindset.”

(David Marsh)

“Allah akan meninggikan orang-orang yng beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.”

(QS. Al-Mujadilah:11)

ACKNOWLEDGEMENT

Alhamdulillah, all praise belongs only to Allah SWT. Thanks to His grace and blessings the researcher was able to complete this skripsi. This skripsi can be completed well and smoothly solely not only the researcher own efforts, but sincere help from various parties. Therefore, on this occasion the researcher would like to express her gratitude to:

1. Mrs Dr Junarti, M. Pd as the Rector of IKIP PGRI Bojonegoro.
2. Mr Dr Cahyo Hasanudin, M. Pd as the Dean of the Faculty of Language and Arts Education of IKIP PGRI Bojonegoro.
3. Mrs Ayu Fitriarningsih, M. Pd as the Head of English Education Study Programme of IKIP PGRI Bojonegoro.
4. Mrs Fitri Nurdianingsih, M. Pd as the main supervisor who has taken the time to guide, provide input, provide support, and motivation to the researcher during the process of preparing this skripsi.
5. Mr Dr Refi Ranto Rozak, M. Pd as the co-supervisor who has taken the time to guide, provide input, provide support, and motivation to the researcher during the skripsi preparation process.
6. Mr ... And Mrs ... as examiners.
7. All Lecturers of the Faculty of Language and Arts Education IKIP PGRI Bojonegoro for all the knowledge, advice and guidance given during lectures at the Faculty of Language and Arts Education.
8. My parents, Mr Amin Sudarko and Mrs Mursinah, who always pray for me, give me love, attention, motivation, advice, and support both morally and financially.

9. To my sister Anita Rahayu who took the time to listen to my stories, complaints and concerns during this time.
10. All my dearest family who always pray for and encourage me in completing this skripsi.
11. To all classmates and classmates who have been together through education, thank you for being together, laughing, and supporting each other to make this process lighter. May our friendship be maintained.
12. To MI Arroyyan, especially to Mr Zamroni, M. Pd as the Principal of MI Arroyyan and Mrs Evi Puspitawanti, M. Pd for the permission and opportunity to conduct research at this school. Thanks also to all school staff who have helped in the data collection process, as well as to students who have been willing to become respondents. Good co-operation from all parties greatly helped the researcher in completing this skripsi.
13. Thank you to myself who has struggled hard, hopefully this achievement opens the door to new opportunities.

In writing this skripsi, of course, it still has various shortcomings and mistakes. Therefore, all forms of constructive criticism and suggestions are highly expected in order to perfect the contents of this skripsi. Hopefully, this work can provide benefits for the development of science and education, especially in the application of CLIL methods at the madrasah level.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Ratna Indriani
NIM : 21120034
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled:

**Analysis of Content and Language Integrated Learning (CLIL) Method in
HSS (Humanities Social Science) Subject in Grade 3: A Case Study at MI
Arroyyan School**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 30 July 2025



RATNA INDRIANI
NIM 21120034

ABSTRACT

Indriani, Ratna. 2025. Analysis of Content and Language Integrated Learning (CLIL) Method in HSS (Humanities Social Science) Subject: A Case Study at MI Arroyyan School. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Fitri Nurdianingsih, M. Pd., (II) Dr. Refi Ranto Rozak, M. Pd.

Keyword: CLIL, HSS, MI Arroyyan

This research aims to analyze the use of CLIL in HSS subject. CLIL is one of the learning methods that has two main focuses (language and content) in the learning process. According to Do Coyle, in CLIL has 4Cs namely Content, Cognition, Communication, Culture. The research method used is a case study with a descriptive qualitative approach in a Madrasah Ibtidaiyah namely MI Arroyyan. Data collection instruments through classroom observation, interviews with teachers and students, and documentation. Based on the results of observations and interviews conducted by the researcher, this study shows that the application of CLIL in MI Arroyyan in HSS subjects is quite good. Some principles in CLIL can be fulfilled. With the CLIL approach, it is able to make students' English better and students can think critically. According to the teacher's perception, the application of CLIL greatly affects students' understanding of the material, because students' focus will be divided for the material and English. Students feel happy with HSS learning with CLIL approach, students can further improve their ability in English and learn many cultures.

PREFACE

All praise and gratitude are due to Allah SWT, the Almighty. For all His grace and guidance so that the author is able to complete the skripsi entitled **‘Analysis of Content and Language Integrated Learning (CLIL) Method in HSS (Humanities Social Science) Subject in Grade 3: A Case Study at MI Arroyyan School’** on time. This skripsi is written in order to fulfil the requirements to achieve a Bachelor of Education degree in the English language education programme at the faculty of language and arts education IKIP PGRI Bojonegoro.

This skripsi aims to analyze the application of Content and Language Integrated Learning (CLIL) method in Humanities and Social Sciences (HSS) subjects at MI Arroyyan. The researcher hopes that this research can contribute to the development of language and content integrated learning, especially in the context of Madrasah Ibtidaiyah.

In completing this study, the researcher received a lot of help both teaching, guidance, and direction from various parties. For that the author expresses many thanks to:

1. Mrs Dr Junarti, M. Pd as the Rector of IKIP PGRI Bojonegoro.
2. Mr Dr Cahyo Hasanudin, M. Pd as the Dean of the Faculty of Language and Arts Education of IKIP PGRI Bojonegoro.
3. Mrs Ayu Fitriarningsih, M. Pd as the Head of English Education Study Programme of IKIP PGRI Bojonegoro.

4. Mrs Fitri Nurdianingsih, M. Pd as the main supervisor who has taken the time to guide, provide input, provide support, and motivation to the researcher during the process of preparing this skripsi.
5. Mr Dr Refi Ranto Rozak, M. Pd as the co-supervisor who has taken the time to guide, provide input, provide support, and motivation to the researcher during the skripsi preparation process.
6. The supervisors who have provided guidance and direction with patience.
7. The head of MI Arroyyan and all teachers and students who have been willing to become research subjects.
8. Both parents and beloved family who always provide prayers, motivation, and enthusiasm.

The researcher realises that this skripsi is far from perfect. Therefore, constructive criticism and suggestions are expected for future improvements. Hopefully this skripsi can be useful for readers and all interested parties in the field of education.

Researcher

Ratna Indriani
NIM 21120034

TABLE OF CONTENT

COVER PAGE
TITLE PAGE
APPROVAL SHEET	ii
LEGITIMATION	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
STATEMENT OF AUTHENTICITY	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study	1
B. Formulation of the Problems	4
C. Objectives of the Study	4
D. Significance of the Study	4
1. Theoretical Significance	4
2. Practical Significance.....	5
E. Definition of Terminologies	5
CHAPTER II	7
REVIEW OF RELATED LITERATURE.....	7
A. Review of Previous Research	7
B. Theoretical Review	10
1. CLIL (Content and Language Integrated Learning)	10
2. HSS (Humanities and Social Science)	16
C. Theoretical Framework	17
CHAPTER III.....	20
RESEARCH METHODOLOGY	20
A. Research Design	20

B. Research Settings	21
C. Data and Data Sources.....	21
D. Data Collection Technique.....	21
E. Data Analysis Technique.....	24
F. Data Validation Technique	25
CHAPTER IV	27
RESEARCH FINDINGS AND DISCUSSION	27
A. Research Findings	27
B. Discussion.....	32
CHAPTER V	51
CONCLUSION AND SUGGESTION.....	51
A. Conclusion.....	51
B. Suggestion	52
REFERENCES.....	54
APPENDICES	59

LIST OF TABLE

Table 4.1	The result of observation.....	30
-----------	--------------------------------	----

LIST OF FIGURES

Figure 2.1 The 4Cs Framework of CLIL.....	12
Figure 2.2 Framework of Thinking.....	18

LIST OF APPENDICES

Appendix 1. Observation Sheet.....	57
Appendix 2. Teacher Interview Sheet.....	61
Appendix 3. Student Interview Sheet.....	66
Appendix 4. Observation sheet results.....	69
Appendix 5. Documentation results.....	71
Appendix 6. Student interview results.....	72
Appendix 7. Permission Letter for data collection at School	81
Appendix 8. Letter of completion of research.....	82
Appendix 9. Letter of completion of skripsi guidance.....	83
Appendix 10. Skripsi guidance card.....	84

CHAPTER I

INTRODUCTION

This chapter will explain the background of the research, research problems, research objectives, significance of the research, and definition of key terms that related to this research.

A. Background of Study

In the era of increasing globalization, where literacy and communication skills in foreign languages are needed, especially English. According to Rohmah (2019), the rapid challenges of globalization in life will have an impact on the growth and development of language which acts as a support for both the growth and development of technology, science and culture. Therefore, being able to speak English seems to have become an important need that must be owned by the younger generation. In this situation, education has an important role to play in equipping young people with English language skills, critical thinking, effective communication, and global literacy. Therefore, education must implement an approach that can cover several aspects that must be mastered by the younger generation.

One of the approaches that can support the development of these abilities is the application of CLIL (Content and Language Integrated Learning) learning method. CLIL is a learning method that integrates academic content learning with foreign language acquisition, especially English. Content and Language Integrated Learning (CLIL) is an approach in the field of education in which the implementation of content and

language can be mutually beneficial (Muktamir & Rohmah, 2022). CLIL integration only applies to subjects other than language lessons. CLIL has 4 frameworks namely: Content, Communication, Cognition, and Culture. Firstly, students will learn the content of the material. Secondly, students will use a foreign language to learn and learn to use a foreign language, especially English. The third is developing critical thinking skills in solving problems. The last one is culture, students will learn about cultural understanding and global awareness. Hidalgo and Sánchez (2023) argue that, the method used in the bilingual program has many benefits, especially in science thinking, not only communication and linguistic benefits for students, but also high motivation and enthusiasm for learning each subject, as well as improving their cognitive skills.

In this research, the subject that uses CLIL learning method is HSS (Humanities and Social Sciences). This subject includes social, cultural, and natural science aspects. In HSS subjects, students will be invited to understand social and cultural values in a globalized society. In addition, this subject will also shape students' understanding of the natural and social world, so that students can further develop their critical thinking, communication, and problem-solving skills through engaging learning. Another opportunity that can be generated in the application of CLIL in HSS subjects is the effectiveness of developing students' competencies, both in terms of understanding academic content and foreign language skills. Therefore, CLIL learning method is very relevant to be applied in HSS subjects.

Although CLIL is still very rarely applied in primary level schools, MI Arroyyan is able to implement this method. MI Arroyyan is one of the religious-based educational institutions that provide opportunities for the implementation of CLIL learning methods in the school environment. Especially in HSS subjects. But in its application, there is no study that examines how CLIL is integrated in MI Arroyyan. So, this study wants to analyses the application of CLIL learning methods in HSS lessons at MI Arroyyan. In order to understand how to improve students' understanding both in terms of content and foreign languages using CLIL learning methods.

The reason why the researcher choose MI Arroyyan is because it has applied the CLIL learning method in the delivery of HSS material before. MI Arroyyan also has teachers who have been trained in applying CLIL learning methods and has adequate facilities in its application. MI Arroyyan also applies a modern learning approach. And the party from MI Arroyyan provides openness to this research, so that it will facilitate the process in data collection.

From the explanation above, it can be concluded that today's young generation needs English language skills, critical thinking, effective communication, and global literacy. In that regard, MI Arroyyan applies CLIL learning method in HSS lessons. It will make students learn the content and improve English language skills.

B. Formulation of the Problems

Based on the background described above, the problem formulation can be drawn as follows:

1. How is the application of CLIL learning method in learning HSS subjects at MI Arroyyan?
2. How are the HSS teacher and students' perception about CLIL method?

C. Objectives of the Study

From the research problem above, this research has several objectives including:

1. To analyze the application of CLIL method in learning, especially HSS subject in MI Arroyyan school.
2. To find out the perceptions of HSS teacher and students regarding learning using the CLIL method.

D. Significance of the Study

1. Theoretical Significance

The results of this study are expected to be useful theoretically and practically. Theoretically, this research is expected to increase knowledge about the application of CLIL learning methods and how they are applied. For practical benefits, this research is expected to be useful information for many people, such as:

2. Practical Significance

a. Teacher

This research is expected to be useful for teachers, both teachers who teach English and teachers who teach HSS subjects. Where the CLIL learning method can be an alternative method in effective and interactive learning. Thus, creating a new and varied teaching experience.

b. Student

This research is expected to be useful for students to be more motivated to learn content and improve English language skills. As well as further develop critical thinking, communication and literacy skills.

c. For other researchers

This research is expected to be useful for other researchers who are interested in conducting similar research, so that it can become a reference.

E. Definition of Terminologies

The scope of this research is to find out how the role of CLIL in student learning activities, as well as how influential CLIL is in HSS learning (mastery of subject matter and improvement of English language skills) of students at MI Arroyan.

1. CLIL learning method

CLIL is a teaching method used by teachers using a language other than the mother tongue of students, to increase foreign language

skills and be able to have an understanding of material in a non-language area (Ferrer, et al. 2020). Meanwhile, according to Qizi and Komiljonova (2024) an educational approach that takes a dual focus, where language learning and content are both prioritized, is referred to as the CLIL approach, which supports the use of foreign languages. Based on both explanations, CLIL is an approach to learning that focuses on students foreign language development and understanding of non-language content.

2. HSS Subjects

HSS subjects are a combination of Humanities, Social, and Science subjects. The study of human life and culture is called the humanities (Reiter, 2017). Social study is knowledge related to the environment, which is related to culture, religion, ethnicity, and knowledge that explains how the causes and effect process of social activities carried out by individuals and groups (Nora, 2018). Science is the study of knowledge that studies natural phenomena and what happens in nature (Suryana, et al. 2022). From this explanation, it can be interpreted that HSS is one of the subjects that studies diversity, history and phenomena that occur in nature and then how they are applied in the social environment.