

**STUDENT ENGLISH PERFORMANCE IN CLIL: A CASE STUDY AT
PRIMARY CLASSROOM CONTENT**

SKRIPSI



Presented to
In partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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THESIS

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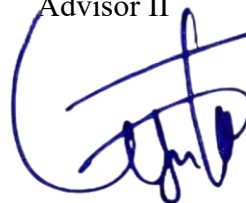
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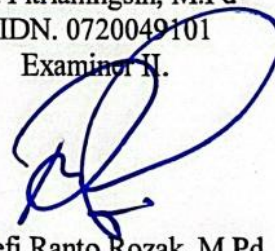


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MOTTO

“Tidaklah mungkin bagi matahari mengejar bulan dan malam pun tidak dapat mendahului siang. Masing – masing beredar pada garis edarnya”

QS. Yasin : 40

“Hiduplah dengan tenang dan seadanya. Live as happily and peacefully as you can. Cari apa yang membuat hati kamu benar – benar gembira and hold on to those moments. Be someone who treats others with kindness and humanity. Utamakan diri sendiri love yourself first, before giving your heart to anyone else.”

ACKNOWLEDGEMENT


Firstly, the researcher expresses gratitude to Allah SWT for His blessings. Secondly, Salutations to our Prophet Muhammad SAW. The researcher has completed this thesis. The title submitted by the researcher is “Student English Performance in CLIL : A Case Study at Primary Classroom Content.” The researcher also thanks the following parties:

1. First of all, I would like to express my deepest gratitude to my parents, especially Sutik my mother. She is source of inspiration and strength in my life. The love, support, and Sacrifices she has made are invaluable. Without her guidance and encouragement, I would not be where today.
2. I also want to extend my heartfelt thanks to my supervisors Dr. Ima Isnaini T.R., S.Pd., M.Pd. and Ayu Fitrianiingsih, M.Pd. Their guidance, direction, and support throughout this research process have been invaluable. They have helped me develop critical thinking and academic skills necessary to complete this work.
3. HM. Dasum, SE, MMA, who serves as the Deputy Chairman of the Blora Regency Regional People’s Representative Council (DPRD), has only been regarded by me as a public official full dedication and integrity but also as a part of my own family, even like a father who continuously provides support, guidance, and trust that have been very meaningful for my academic journey and personal life.

4. To my husband Muhammad Khoirul Ruzin and our little daughter Rannuka Araswara Markahywangan, thank you for the love and support that always strengthens me. Family is my greatest motivation in life, and I am grateful to have them by my side in every step of this journey.
5. My deepest gratitude to my beloved younger siblings, Reno Renaldi and Serli Setiani, who have always been a source of enthusiasm, motivation, and endless prayers. Your presence has brought color and strength to every step I take and has been the main encouragement during the difficult times throughout the process of writing this thesis.
6. I also want to remember my friends, especially Yuniati Gurium and Rizqi Fitria, who are always there to share laughter and support. Our friendship has added color and happiness to this journey, and I cherish every moment we have spent together.
7. Lastly, I want to thank my self, Mita Sulistia, for the perseverance and hard work I have put in. Every challenge faced has been a valuable lesson, and I hope this work can provide a positive contribution to the world of education, especially in English language teaching.

May this work inspire and benefit readers, and encourage us all to continue learning and growing.

Bojonegoro, 29 July 2025
The Researcher



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STATEMENT OF AUTHORSHIP

I, the undersigned below:

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

**“STUDENT ENGLISH PERFORMANCE IN CLIL : A CASE
STUDY AT PRIMARY CLASSROOM CONTENT”**

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.

Rojonegoro, July 2025



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ABSTRACT

Sulistia, Mita. 2025. Student English Performance in CLIL : A Case Study at Primary Classroom Content. Skripsi, English Educational Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini T.R., S.Pd., M.Pd., (II) Ayu Fitriarningsih, M.Pd.

Keywords : CLIL, English performance, primary education, case study.

English language learning at the primary education level plays a crucial role in laying the foundation for students' future academic and social abilities. The Content and Language Integrated Learning (CLIL) method is an effective approach because it integrates subject content learning with English language mastery simultaneously. This study aims to describe and determine the extent of students' English performance in the CLIL classroom at SDN Trucuk II. The research employs a qualitative case study approach, involving observations, interviews, and English proficiency test. The results show that CLIL significantly improves students' English skills, particularly in vocabulary and oral communication. Moreover, CLIL provides meaningful learning contexts that motivate and engage students.

ABSTRAK

Sulistia, Mita. 2025. Student English Performance in CLIL : A Case Study at Primary Classroom Content. Skripsi, English Educational Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini T.R., S.Pd., M.Pd., (II) Ayu Fitriyaningsih, M.Pd.

Kata kunci : CLIL, Performa bahasa Inggris, Pendidikan dasar, studi kasus.

Pembelajaran bahasa Inggris pada tingkat pendidikan dasar memainkan peran penting dalam membangun dasar kemampuan akademik dan sosial siswa di masa depan. Metode Content and Language Integrated Learning (CLIL) merupakan pendekatan yang efektif karena mengintegrasikan pembelajaran konten mata pelajaran dengan penguasaan bahasa Inggris secara bersamaan. Penelitian ini bertujuan untuk mendeskripsikan dan mengetahui sejauh mana performa bahasa Inggris siswa di kelas CLIL di SDN Trucuk II. Penelitian ini menggunakan pendekatan studi kasus kualitatif, yang melibatkan observasi, wawancara, dan tes kemampuan bahasa Inggris. Hasil penelitian menunjukkan bahwa CLIL secara signifikan meningkatkan kemampuan bahasa Inggris siswa, terutama dalam kosakata dan komunikasi lisan. Selain itu CLIL memberikan konteks pembelajaran yang bermakna yang memotivasi melibatkan siswa.

PREFACE

Praise and sincere gratitude are devoted to Allah SWT, the Almighty God, for His endless mercy, guidance, and blessings that have accompanied the writer throughout every step of this journey. It is by His grace that the writer has been able to complete this undergraduate thesis entitled “*Student English Performance in CLIL: A Case Study at Primary Classroom Content*” to the best of her ability. This thesis is written as one of the academic requirements for obtaining a Bachelor's degree in English Education. This study was inspired by the writer's interest in the development of innovative and contextual English language learning, particularly through the *Content and Language Integrated Learning* (CLIL) approach. In the context of modern education, CLIL offers a method that teaches language not as a separate subject, but by integrating it directly with content-based subjects. This allows students to acquire both language skills and subject knowledge simultaneously.

Therefore, the aim of this research is to understand and analyze students' English language performance within the CLIL framework at the primary school level, which is a crucial stage for building a strong foundation in language learning. Through a case study approach, the writer hopes to provide a comprehensive and in-depth picture of CLIL implementation in primary classrooms and its impact on students' English proficiency. It is also the writer's intention to contribute meaningfully to the body of knowledge in the field of language education, with the expectation that the findings of this study may serve as a reference and source of

inspiration for educators, researchers, and policymakers who are committed to enhancing contextual and meaningful English language instruction in Indonesia, especially at the elementary level.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Content and Language Integrated Learning (CLIL) is an innovative educational approach that merges the instruction of foreign language and subject content in a simultaneous and integrated manner. Under this approach, students learn academic subjects—such as science or social studies—using English as the medium of instruction, thereby fostering both language acquisition and academic comprehension. Marsh (2010) defines CLIL as a dual-focused approach where language and content learning occur together. Coyle, Hood, and Marsh (2010) further emphasize that CLIL enables parallel learning through the integration of content knowledge and language skills. Dalton-Puffer (2007) adds that CLIL supports the acquisition of academic language in authentic, content-rich contexts. In the Indonesian context, Isnaini (2021) highlights that CLIL is particularly effective at the primary level because it helps young learners use English functionally while engaging with meaningful subject content. Similarly, Rohmah (2020) asserts that CLIL enhances students' motivation and participation by linking language with real-life learning experiences. Thus, CLIL not only advances linguistic competence but also strengthens student engagement and cognitive development through relevant, real-world learning.

Students' English skills performance refers to their ability to use English effectively across the four key domains: listening, speaking, reading,

and writing. This performance encompasses not only basic communication but also the academic use of English in understanding and expressing subject content. Juliani (2020) categorizes speaking as a reflection of competence, including ability, skill, and communicative knowledge. Brown (2007) explains that English performance includes pronunciation, grammar, fluency, vocabulary, and pragmatic awareness in speaking situations. Hyland (2019) adds that writing performance demands control over language mechanics, structure, and rhetorical strategies tailored to purpose and audience. Furthermore, Isnaini (2022) underlines that students' English performance in CLIL settings is significantly shaped by classroom interaction and the scaffolding strategies provided by teachers. Consequently, effective English performance enables students to access academic content, convey ideas clearly, and function successfully in English-speaking academic contexts.

The primary classroom refers to the educational setting for children aged 6 to 12 years, where they build foundational skills in literacy, numeracy, science, and social development. Bransford, Brown, and Cocking (2000) state that learning at this stage must be interactive and student-centered to develop critical thinking and engagement. Vygotsky (1978) emphasizes the importance of social interaction in learning, proposing that children develop cognitively through scaffolding provided by teachers and peers. Tomlinson (2001) also argues that differentiated instruction is essential in primary classrooms to accommodate diverse learner needs and styles. In line with this, Rohmah (2020) points out that the primary classroom provides an optimal

context for implementing CLIL due to children's natural language learning abilities and curiosity. Therefore, the primary classroom is not only a site for academic learning but also a dynamic space where language and content learning can effectively intersect.

In conclusion, the three key terms—CLIL, English skills performance, and the primary classroom—form the theoretical foundation of this study. CLIL offers a promising model for integrating language and content learning, particularly in primary education. English performance reflects students' ability to apply language in academic contexts, while the primary classroom provides the environment in which these processes interact. Together, these concepts support the study's objective of exploring how CLIL enhances English proficiency among primary-level learners.

B. Formulation of the Problems

1. How are students' English performance in CLIL classroom?
2. To what extent does CLIL enhance the students' English performance?

C. Objectives of the Study

1. To describe the students' English performance in CLIL classroom
2. To know the extent of students' English performance in CLIL classroom

D. Research Significance

1. Theoretical Significance

This research is expected to make a significant contribution to the development of English language learning theory in the context of CLIL (Content and Language Integrated Learning). CLIL is an innovative

approach that integrates academic content teaching with language learning, aiming to enhance students' language skills while simultaneously improving their understanding of subject matter. This approach has gained widespread attention in various countries, particularly in Europe, as an effective method for facilitating second language learning in an academic context.

In this context, this study will explore how students perform in learning that integrates content and language. By analyzing student performance, this research can provide new insights into the effectiveness of the CLIL method at the primary education level. The study will identify various factors that influence student success in CLIL learning, such as motivation, learning strategies, and support from the learning environment.

One important aspect to be investigated is how students interact with content in English and how they develop their language skills through content-based learning. This research will refer to constructivist learning theory, which emphasizes the importance of active and collaborative learning experiences. According to (Vygotsky 1978), social interaction and cultural context significantly influence the learning process. Therefore, this study will explore how interactions between students and teachers, as well as among students themselves, can affect their learning outcomes in the CLIL context.

The results of this research are expected to enrich the existing literature on CLIL and provide a stronger theoretical foundation for the development of better teaching practices. For instance, previous research by (Coyle, Hood, and Marsh 2010) has shown that CLIL can enhance students' language skills and content understanding simultaneously. By adding empirical data from this study, it is hoped that there will be a deeper understanding of how CLIL can be effectively implemented in primary classrooms.

Additionally, this research will also discuss the challenges faced by students and teachers in the implementation of the CLIL method. For example, research by (Dalton-Puffer 2007) indicates that while CLIL has many benefits, there are also barriers that need to be addressed, such as a lack of training for teachers and limited resources. By understanding these challenges, this study can provide better recommendations for future teaching practices.

Thus, this research not only contributes to theoretical development but also offers practical guidance for educators in effectively applying the CLIL method in the classroom. This study is expected to serve as a reference for future research and assist in the development of educational policies that support more effective language learning at the primary level.

2. Practical Significance

The results of this research are expected to provide valuable information for teachers and education practitioners in designing and implementing more effective teaching strategies. By understanding the factors that influence student performance in CLIL (Content and Language Integrated Learning) instruction, teachers can adapt their teaching methods to enhance student learning outcomes in the classroom.

One of the practical contributions of this research is the identification of the most effective teaching strategies within the CLIL context. For instance, previous studies have shown that project-based learning and collaborative learning approaches can significantly enhance student engagement and understanding of the material (Hattie, 2009). By recognizing these strategies, teachers can design more engaging and relevant learning activities that cater to students' interests and needs, thereby increasing their motivation and academic performance. This aligns with the principles of differentiated instruction, which advocate for tailoring teaching methods to accommodate diverse learning styles and preferences (Tomlinson, 2001).

Moreover, this research will shed light on the importance of a supportive learning environment, both from teachers and parents. Research by (Epstein 2011) indicates that parental involvement in

children's education can contribute significantly to students' academic success. By understanding this role, teachers can develop programs that actively involve parents in the learning process, creating a synergy between home and school. For example, organizing workshops or informational sessions for parents about the CLIL approach can empower them to support their children's learning at home, reinforcing the skills and knowledge acquired in the classroom.

Additionally, the findings of this research can be utilized to develop professional training programs for teachers. By identifying the challenges faced in implementing the CLIL method, educational institutions can design training programs that are more aligned with teachers' needs. Research by (Gibbons 2002) has shown that appropriate training can enhance teachers' confidence in teaching a second language, which in turn positively impacts student performance. Training sessions could focus on effective CLIL strategies, classroom management techniques, and ways to assess student progress in a dual-language context.

Furthermore, this research can inform curriculum development at the school level. By providing insights into how students learn best in a CLIL environment, educational policymakers can create curricula that are more aligned with the principles of integrated learning. This could involve the incorporation of interdisciplinary themes that connect

language learning with other subject areas, fostering a more holistic educational experience for students.

In conclusion, this research not only contributes to theoretical understanding but also offers practical solutions that can be implemented by teachers and education practitioners to improve teaching effectiveness in the classroom. The findings are expected to serve as a guide for the development of educational policies that support the broader implementation of the CLIL method in primary schools. By equipping teachers with the necessary tools and knowledge, we can enhance the quality of education and better prepare students for a globalized world where bilingualism and content knowledge are increasingly valuable.

3. Pedagogical Significance

This research also has significant pedagogical implications, as it can assist in the development of a more effective and relevant curriculum for primary-level students. By understanding the needs and challenges faced by students in learning English through CLIL (Content and Language Integrated Learning), educators can create a more supportive and inclusive learning environment.

One of the key pedagogical contributions of this research is the identification of specific learning needs of students engaged in CLIL. Research has shown that students often face difficulties in language acquisition when content knowledge is not adequately scaffolded

(Gibbons, 2002). By recognizing these challenges, educators can design curricula that incorporate appropriate scaffolding techniques, allowing students to build on their existing knowledge while simultaneously developing their language skills. This approach aligns with Vygotsky's (1978) theory of the Zone of Proximal Development, which emphasizes the importance of providing support to learners as they progress toward greater independence.

Furthermore, the findings of this research can inform the integration of culturally relevant materials and practices into the curriculum. Culturally responsive teaching recognizes the importance of students' cultural backgrounds in the learning process (Ladson-Billings, 1994). By incorporating diverse perspectives and contexts into the CLIL curriculum, educators can foster a more inclusive environment that values students' identities and experiences. This not only enhances engagement but also promotes a sense of belonging among students, which is crucial for effective learning.

Additionally, this research can guide the development of assessment practices that are more aligned with the goals of CLIL. Traditional assessment methods may not adequately capture students' language proficiency and content knowledge in an integrated learning context. By exploring alternative assessment strategies, such as formative assessments and performance-based evaluations, educators can gain a more comprehensive understanding of student progress and

areas for improvement (Black & Wiliam, 1998). This approach encourages a growth mindset among students, as they receive ongoing feedback that supports their learning journey.

Moreover, the insights gained from this research can contribute to professional development programs for teachers. By equipping educators with the knowledge and skills necessary to implement CLIL effectively, schools can enhance the overall quality of instruction. Professional development initiatives can focus on best practices for integrating content and language teaching, as well as strategies for addressing the diverse needs of students in the classroom (Richards & Farrell, 2005).

In conclusion, this research not only contributes to theoretical understanding but also offers practical pedagogical solutions that can enhance curriculum development and teaching practices in primary education. By addressing the specific needs and challenges of students in CLIL contexts, educators can create a more inclusive and effective learning environment that supports language acquisition and content mastery.

E. Definition of Terminologies

1. CLIL (Content and Language Integrated Learning)

CLIL (Content and Language Integrated Learning) is a dual-focused educational approach that combines language learning with subject content. In this method, students learn a subject such as science

or history through a foreign language, which simultaneously enhances their subject knowledge and language skills. This integrated approach supports both language acquisition and content mastery by immersing students in meaningful, context-rich learning experiences where language is used as a medium for learning academic subjects. This approach advances bilingual instruction by emphasizing meaningful communication and cognitive engagement within the target language, aligning with contemporary pedagogical frameworks such as translanguaging that support bilingual learners' academic and linguistic development (García & Wei, 2014). CLIL is outlined to form dialect procurement more characteristic and relevant, permitting understudies to utilize the dialect in real-life circumstances whereas learning modern concepts.

2. Student's English Skills Performance

Student English skills performance refers to a student's demonstrable ability to effectively communicate in English, encompassing several crucial components. These components include fluency, which is the ability to express oneself smoothly and naturally without unnecessary pauses or hesitation; pronunciation, referring to the clarity and accuracy with which spoken English sounds are produced; vocabulary, involving the range of words a student knows and their appropriate usage in different contexts; grammar, which entails the correct application of English language rules to form

coherent and accurate sentences; and comprehension, the capacity to understand both spoken and written English effectively. Together, these elements provide a comprehensive picture of a student's proficiency and effectiveness in using English for communication. (Juliani, R. 2020) classifies speaking skills into competency, reflecting ability, skill, and knowledge, and performance. Effective English skills performance allows students to convey messages clearly, understand complex ideas, and engage successfully in academic and social contexts where English is the primary language of communication. The demonstration of these skills is crucial for academic achievements and can be greatly enhanced through specific practice and effective instruction.

3. Primary Classroom

A primary classroom is an educational setting designed for young learners, typically between the ages of 6 and 12 years. In this environment, foundational skills across various subjects such as reading, writing, mathematics, science, and social studies are taught. The primary classroom focuses on building essential knowledge and abilities that serve as the basis for further learning, while also fostering social, emotional, and cognitive development in children during their early years of formal education. In this environment, students engage with a curriculum that includes basic literacy, numeracy, and social studies, often integrated with language learning approaches like CLIL. The primary classroom is characterized by interactive teaching methods

that foster student engagement and collaborative learning, aiming to develop essential critical thinking and communication skills necessary for academic success (Bransford, Brown, & Cocking, 2000).