

Content and Language Integrated Learning in Writing in the Junior High School

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Abstract

The purpose of this research is to analyze the steps and writing competency implemented through CLIL in writing. This research is aimed at seventh-grade students in the Junior High School at SMPN 4 Busungbiu, Singaraja. The participants of students in the Junior High School were 30 students in one class. The first time, the researcher found the diagnostic of students writing competency in SMPN 4 Busungbiu. The mixed method combining descriptive qualitative and quantitative was applied in this study. The data collected by Classroom research that determined by who does such as the teacher, the research then used a syntax, lesson plan (RPP), and rubric as the instruments. The result of students writing competency is seen by the writing component, namely: 1) Title, 2) Topic sentence, 3) Develop Topic Sentence, 4) Grammatical, 5) Vocabulary, and 6) Punctuation. There were 73.3% students had corrected in writing descriptive text based on seven components of writing. Almost same with descriptive text, there were 70% students had corrected in writing procedure text. The result showed a significant increase in students' writing competency after being implemented CLIL method by the teacher.

Keywords: CLIL, Writing, Descriptive Text, Procedure Text

Introduction

Content and Language Integrated Learning (*henceforth*: CLIL) is one of the learning approaches. Based on Deswila et al., (2020) CLIL is considered to be effective in teaching and learning as the learning approach. CLIL approach is not only for learning a foreign language but it can also be an innovative process to integrate the major contemporary learning theories. There are four major components of CLIL in the 4Cs (Coyle, 2010; Theodosiou, 2016) namely Content (subject matter), Cognition (learning and thinking processes), Communication (language learning and using), and Culture (developing intercultural understanding and global citizenship). Meanwhile, the CLIL implementation in the classroom process can be divided into six stages implementing, namely; 1) Beginning of a lesson., 2) Discussing homework, 3) Instruct students, 4) Individual work, 5) Group work and 6) End of a lesson (Alba, 2009; Agustin Llach, 2014; Arocena Egana et al., 2015; Ball et al., 2015).

Writing is the ability that can help the writers explore their thought into the words in a meaningful form by the message. Yulianti et al., (2019) stated that writing is the skill to create the idea of students. Although the writing skill looks so easy it's not easy et all, sometimes writing can be challenging for students. Sari and Fitrawati (2018) stated the students must have a good knowledge in writing elements to deliver good writing. Writing had been considered as difficult skill and a complex process. The challenges to teaching English writing to Junior High School students remains under-researched (Amalia, et al, 2021) that find there were seven challenges, namely; 1) students' poor competence in grammar, 2) students' difficulty in developing ideas, 3) students' poor knowledge in vocabulary, 4) students' demotivation to learn English writing, 5) insufficient time management to teach English writing, 6) limited of English writing materials, and 7) limited facilities to teach English writing.

In Junior High School, students' fail in writing were related to the complexity of the recursive writing process. The researcher had carried out the diagnostic test of seventh grade in the Junior High School in *SMPN 4 Busungbiu, Singaraja*. The researcher had found that there were students' errors in writing descriptive and procedure texts. The result of the researched was there were 30 students in the class. The researcher found the diagnostic in the paragraph of descriptive text that 3.3% students had difficult to determine the suitable title of the paragraph, 26.6% students had been hard to make a topic sentence, 23.3% students difficult in developing topic sentence, 23.3% students had confused to arrange supporting sentences coherently, 13.3% students constructed un-grammatical incorrect sentences in writing English text. 6.6% students' lacked of vocabulary when they wrote a paragraph, 3.3% students had been demented to use correct punctuation. The error found by the researcher in paragraph of procedure text is almost similar with descriptive text. The results are 3.3% students had difficulty determining the suitable title of paragraph, 26.6% students had been hard to make a topic sentence, 23.3% students had difficulty in developing topic sentence, 23.3% students had confused to arrange supporting sentences coherently, 10% students constructed un-grammatical incorrect sentences in writing English text. 6.6% students' lacked vocabulary when they wrote a paragraph, 6.6% of students had been demented to use correct punctuation. It could be concluded that there are seven problems found by seventh grade in the Junior High School especially in *SMPN 4 Busungbiu, Singaraja* namely 1) difficult to determine the suitable title of the paragraph, 2) hard to make topic sentence, 3) difficulty in developing topic sentence, 4) confused to arrange supporting sentences coherently, 5) constructed un-grammatical, 6) lacked vocabulary, and 7) demented to use correct punctuation.

Some empirical studies on the issue have discussed how CLIL is implemented in the English aspects. CLIL has been implemented in the language educational context for quite some years (Andreas, 2004; Dalton-Puffer, 2008). De Diezmas (2016) had studied the impact of CLIL on the acquisition of L2 competencies (reading, writing, listening, and spoken production and interaction) in primary school settings. He compared CLIL with traditional learning of English as a foreign language (EFL). The research findings showed that the only communicative competence in which differences in favor of CLIL students were significant was spoken production and interaction. Almost the same with Cristina and Martínez (2017) and Kusmayadi and Suryana, (2017) analyzed the effect of CLIL on the writing competency of s students. This study was focused to analyze the writing product such as fluency, accuracy, grammatical complexity, and

lexical complexity. The result of this study showed CLIL can give positive influence aspects measured. The CLIL also can be used for the method in English programs to achieve positive outcomes (Yuliani et al., 2015).

From the problem above especially in the Junior High School in *SMPN 4 Busungbiu, Singaraja*, this study focuses on identifying: 1) What are the steps in implementing the CLIL method in writing in Sekolah Menengah Pertama Negeri 4 Busungbiu Singaraja? 2) What are students' writing competency implemented through CLIL in *Sekolah Menengah Pertama Negeri 4 Busungbiu, Singaraja*? Then there are two research objectives here, namely; General Objective and Specific Objective. The general objective was to analyze the steps and writing competency implemented through CLIL in writing in *SMPN 4 Busungbiu, Singaraja*; While the specific objective divided into two there were to understand the steps implemented through CLIL in writing in *SMPN 4 Busungbiu, Singaraja*; and to measure the writing competency implemented through CLIL in writing in *SMPN 4 Busungbiu, Singaraja*.

Method

Related with the aimed above, this researched used descriptively qualitative and statistically quantitative terms or it called mixed methods approach (Baxter et al., 2008). Sepang et al., (2021) explained that the mixed method research is the merging of qualitative and quantitative research. Adedoyin (2020) stated qualitative research is related to gathering and interpretation non-numerical data, the aim of this research method is to understanding human and social environment. Descriptive research aim is to describe the phenomenon and characteristics (Nassaji, 2015). The quantitative method also important in this researched to know students' writing competency. (Ahmad et al., 2019) stated qualitative research is gathering numerical data. The quantitative also followed by statistical research for statement support. Therefore, based on the aim of this study that mixed approach was considered appropriate this study.

To collect the data, researcher used the Classroom Research as the research design. Classroom Research is an activity that does by the teacher and the aim is to find out what works best in the classroom and improve writing activities more effectively and beneficially. The purpose of Classroom Research is to help the teacher evaluate their effectiveness as the teacher and to encourage intellectual stimulation and professional renewal. Classroom Action Research differs from Classroom Research. Action Research is a research method. The research teacher is determined by who does the research (a teacher). While Classroom Research is defined by a place where the data are collected as in (Abarca, 2011). Khasinah (2013) explained that classroom research function as the tool to solve the problems in the classroom and can create the innovative learning.

The data collection method was administered to collect the data based on the research questions. There are two research instruments, namely: Syntax and Lesson Plan. According to (Chear, 2009; Mahayani et al., 2018) Syntax is a language system such as the arrangement of words and arrangements into larger units. The syntactic units include words, phrases, clauses, sentences, and paragraphs. On the other hand according to (Ratnawati, 2017) a lesson plan is the procedure of activity that written in learning process. Sesorina (2014) stated that lesson plan is

the important think that has some aspect such as goals, objectives, activities, media, and assessments. Then, the data collected by first, teachers' implementation of writing sessions through CLIL will be observed. The Syntax and Lesson Plan (RPP) through CLIL will be guided to do the Classroom Research. Second, writing competency test (make a simple paragraph) and using a rubric to collect the data administered to measure students' writing competency comprehend descriptive text and procedure text in *SMPN 4 Busungbiu, Singaraja*.

Findings

The data collected divided into three section (three days). The first day was as introduction the content and material. The second day was as stabilization. On the last day gave a test such as asked the students to make a simple paragraph of descriptive and procedure text. The situation in the first day was students still confused with the material and how to make a title based on the writing component from determined the title, make topic sentence, develop the topic sentence, arrange supporting sentences coherently, constructed un-grammatical, lacking vocabulary, and demented to use correct punctuation. While on the EFL teacher perception when the researched implemented the CLIL method in writing had the difficulty to share the material because that was the first time for the students to exercise the writing skill especially make a paragraph that supported by CLIL method. The second day, there was the improvement while the EFL teacher or researched implemented the CLIL method because from step by step previously the students could be followed the instruction that was given. Students' writing competency especially in writing components could be understood by the students. The last day was the section of gave a test, the students had to make a simple paragraph of descriptive and procedure texts. Those section did base on the syntax and lesson plan (RPP) instruments. The syntax and lesson plan (RPP) adapted to the 2013 curriculum which uses a scientific approach with their five components, namely: observing, questioning, exploring, associating, and communicating. Then, the learning activities divided into three sections as Pre-activity, Whilst activity, and post-activity. On the syntax and lesson plan (RPP), of course there were activities to provide content and language according to the CLIL method.

Then, from the students' simple paragraph of descriptive and procedure text result and assess by the rubric there were the significance result. Before implemented the CLIL in writing there were the worst significant especially in the problems found in seven components of writing in the students' percentages, namely: 1) difficult to determine the suitable title of paragraph, 2) hard to make topic sentence, 3) difficulty in developing topic sentence, 4) confused to arrange supporting sentences coherently, 5) constructed un-grammatical, 6) lacked vocabulary, and 7) demented to use correct punctuation.

Table 1. Before CLIL

Text type	Title	Topic sentence	Develop topic sentence	Arrange supporting sentence	Grammatical	Vocabulary	Punctuation
Person/ animal/ object	1 (3.3%)	8 (26.6%)	7 (23.3%)	7 (23.3%)	4 (13.3%)	2 (6.6%)	1 (3.3%)
Procedure	1 (3.3%)	8 (26.6%)	7 (23.3%)	7 (23.3%)	3 (10%)	2 (6.6%)	2 (6.6%)

Table 2. After CLIL

Text type	Title	Topic sentence	Develop topic sentence	Arrange supporting sentence	Grammatical	Vocabulary	Punctuation
Person/ animal/ object	0 (0%)	1 (3.3%)	2 (6.6%)	3 (10%)	1 (3.3%)	1 (3.3%)	0 (0%)
Procedure	0 (0%)	2 (6.6%)	2 (6.6%)	3 (10%)	1 (3.3%)	1 (3.3%)	0 (0%)

The researcher found after implementing CLIL method in paragraph of descriptive text that 0% students had difficult to determine the suitable title of the paragraph, 3.3% students had been hard to make topic sentence, 6.6% students difficult in developing topic sentence, 10% of students had confused to arrange supporting sentences coherently, 3.3% students constructed un-grammatical incorrect sentences in writing English text. 3.3% students' lacked of vocabulary when they wrote a paragraph, 0% students had been demented to use correct punctuation. The error found by the researcher in paragraph of procedure text almost similar to descriptive text. The results are 0% students had difficulty determining the suitable title of paragraph, 6.6% students had been hard to make topic sentence, 6.6% students had difficulty in developing topic sentence, 10% students had confused to arrange supporting sentences coherently, 3.3% students constructed un-grammatical incorrect sentences in writing English text. 3.3% students' lacked vocabulary when they wrote a paragraph, 0% of students had been demented to use correct punctuation. It can be concluded there were 73.3% students had corrected in writing descriptive text based on seven components of writing. Almost same with descriptive text, there were 70% students had corrected in writing procedure text.

Discussions

Based on the result study, it can be seen that the percentages of students' writing competency based on the seven components of writing, there were an improvement their writing competency. There were 17 or 73% students who already understood and correct in writing paragraph in descriptive text and 16 or 70% students who already make a correct paragraph of procedure text related with seven components of writing. It can be known that CLIL can be the effective method from the implementation of teacher and measure the writing competency implemented through CLIL in writing. Cristina & Martínez (2017) also studied that CLIL method can be the learning approach that give a positive influence in writing skill. Khoiriyah (2021) highlighted three importance points of implementing CLIL in classroom (1) CLIL is implemented as a framework for teaching material developments, (2) CLIL has been researched to seek the effect of implementation of CLIL on content comprehension, language skills and attitude, and (3) pedagogical suggestions were highlighted including improving teachers' competence, initiating cooperation among content and language teachers and boosting students' motivation.

Conclusions and Suggestions

In conclusion, CLIL can be an effective method in teaching writing in the Junior High School. The EFL teacher can delivered the material based the steps in implementing CLIL method. It can improve students' understanding in writing competency. Then, the students can improve their writing competency after the teacher's implementation through CLIL. The CLIL method is suggested for the teacher while teach a writing competency because from this result there is a significant increase in students' writing competency after being implemented by the teacher.

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