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# Student English Performance in Clil: A Case Study at Primary Classroom Content

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**Abstrac** – 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. The research employs a qualitative case study approach, involving observations, interviews, and English proficiency tests. 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.

**Keywords** – CLIL, English performance, primary education, case study

**Abstrak** – 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. 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 dan melibatkan siswa.

**Kata kunci** – CLIL, performa bahasa Inggris, pendidikan dasar, studi kasus

## INTRODUCTION

In recent years, the integration of English into primary school curricula has emerged as a strategic necessity in Indonesia due to the increasing global demand for English language proficiency. English functions not only as a medium of international communication but also as a tool for intellectual and cultural exchange. Research indicates that early exposure to English correlates with enhanced academic

achievement and cognitive development (Zein in Ibrahim et al., 2019). Hence, early English instruction represents a foundational strategy for preparing students for global engagement.

A promising pedagogical innovation in this area is Content and Language Integrated Learning (CLIL). CLIL encourages learners to acquire new subject content and language skills simultaneously, thereby contextualizing language use and enriching cognitive engagement. As Coyle, Hood, and Marsh (2010) argue, CLIL promotes integrated learning experiences that align with the goals of 21st-century education. Similarly, Dalton-Puffer (2007) notes that CLIL contributes significantly to the development of learners' oral communication and vocabulary acquisition.

The practical relevance of CLIL has been echoed in Indonesian contexts. Rohmah (2023) underscores that CLIL offers an immersive learning atmosphere by integrating curriculum content with language instruction, resulting in improved learner engagement. Fitriarningsih (2022) emphasizes that CLIL fosters student-centered learning environments conducive to creativity and participation. Sulistia (2023) highlights the motivational benefits of CLIL in enhancing students' confidence and communicative competence.

Furthermore, previous studies by Nurlaili (2022) and Sari (2023), both from IKIP PGRI Bojonegoro, provide evidence that CLIL positively influences students' critical thinking skills and collaborative learning habits. According to Pramesti (2023), another faculty member at the same institution, CLIL practices strengthen cross-disciplinary linkages and foster learner autonomy. These expert insights affirm that CLIL not only facilitates language acquisition but also nurtures broader educational goals such as creativity, collaboration, and critical thinking.

Globally, CLIL has been associated with enhanced learner outcomes when implemented with sufficient institutional support and teacher training (Marsh, 2002; Mehisto, Marsh, & Frigols, 2008). Teachers are expected to possess dual competencies in both content and language pedagogy, requiring comprehensive professional development (Coyle et al., 2010).

This study aims to investigate the implementation of CLIL in an Indonesian primary classroom, focusing on students' English performance. The research questions include: (1) How is students' English performance in the CLIL classroom? and (2) To what extent does CLIL enhance students' English proficiency? The findings are expected to contribute to the broader discourse on innovative teaching practices in English language education.

## RESEARCH METHOD

This study employed a qualitative case study method to explore the application of Content and Language Integrated Learning (CLIL) at SDN Trucuk, Bojonegoro, Indonesia. The case study design was chosen for its strength in providing a holistic, detailed examination of real-life phenomena within their contextual settings. The data collection involved multiple techniques, including classroom observation, semi-structured interviews with teachers and administrators, and student questionnaires.

Observations focused on teacher-student interactions, student engagement, and the integration of English language use within various subject content. Interviews gathered insights into the challenges and benefits of CLIL from the perspectives of key

stakeholders. Student questionnaires were used to assess learners' attitudes, experiences, and perceived improvements in English proficiency.

Data were analyzed using thematic analysis to identify recurring patterns and themes related to the impact of CLIL on students' language skills. This methodological triangulation ensured the credibility and validity of the findings.

## FINDINGS AND DISCUSSION

The implementation of CLIL at SDN Trucuk demonstrated several positive outcomes regarding students' English performance. The key findings are summarized in the following table:

**Table 1.** Improvements in Students' English Skills through CLIL

Skill Aspect	Description
Vocabulary Mastery	Significant improvement in students' vocabulary knowledge through context-based content.
Grammar Accuracy	Better understanding and usage of grammatical structures.
Speaking Ability	Improved fluency and confidence in spoken English during classroom interactions.
Self-Confidence	Increased willingness to use English in academic and social contexts.
Engagement in Class Discussions	Greater participation and enthusiasm in class activities.
Collaborative Project Involvement	Enhanced teamwork and peer collaboration during group tasks.
Perception of CLIL	Positive student attitudes indicating enjoyment and perceived effectiveness.

The findings suggest that CLIL not only enhances students' linguistic competence but also contributes to their motivation and engagement. The integration of English into subjects like science, mathematics, and arts allowed students to acquire language in meaningful and relevant contexts. This contextual learning promoted deeper understanding and long-term retention of vocabulary and grammar structures.

Furthermore, CLIL encouraged students to actively use English during group projects and class discussions, reinforcing communicative competence. The observed improvement in confidence suggests that CLIL helps to reduce language anxiety and promotes risk-taking in communication. Students' favorable perceptions of CLIL affirm its role in making learning more dynamic, enjoyable, and beneficial.

These findings align with previous research highlighting CLIL's effectiveness in fostering both language proficiency and cognitive engagement (Dalton-Puffer, 2007; Coyle et al., 2010). Nevertheless, the study also identified challenges such as teachers' need for professional development in CLIL methodology and differentiated instruction to accommodate varied language proficiency levels.

## CONCLUSION

The application of Content and Language Integrated Learning (CLIL) at SDN Trucuk has led to notable improvements in students' English language proficiency. Key gains were observed in vocabulary mastery, grammatical accuracy, speaking fluency, and learner confidence. Additionally, CLIL fostered collaborative learning and active classroom participation, contributing to a more engaging and meaningful educational experience.

Despite its effectiveness, the implementation of CLIL requires ongoing teacher training and institutional support. Educators must be equipped with strategies to integrate language and content instruction effectively. Future research could explore longitudinal effects of CLIL and its adaptability across diverse educational settings.

In summary, CLIL presents a promising approach to language education at the primary level. It enhances both linguistic skills and cognitive development, making it a valuable strategy for improving English language instruction in Indonesian schools.

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