



Pengaruh Penggunaan Model Clil Terhadap Kemampuan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Jerman Universitas Pattimura

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Abstract. Speaking skills as one of the speaking skills has a high frequency of use because it is inevitable in daily activities. The application of content and language integrated learning (CLIL) model in language learning is one way to encourage students to learn language and content (Sprache und Fach) in a balanced manner. This study aims to describe the effect of using CLIL method on students' speaking ability at niveau A2.

The research method is an experiment conducted at the German Language Education Study Programme. The research sample was students who attended the A2.1 Productive Sprachfertigkeit course.

The data were collected through a speaking test by referring to the A2 test used by the Goethe Institut. Based on the results of data analysis, it is concluded that the application of CLIL method in learning contributes positively to students' speaking ability. This conclusion is based on the results of statistical calculations which show that the calculation value of $t = (5.17)$ is more significant than $T_{tab} (1.82)$ at the 0.05 level of significance. On the basis of these findings, it is hoped that the CLIL method can be considered as an alternative in learning German, especially to improve speaking skills.

Keyword: Speaking skills, content, language, integrated.

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INTRODUCTION

Speaking is an important productive skill in everyday life. In general, speaking is defined as the activity of conveying the intent in the form of ideas, thoughts, feelings of a person to others through spoken language, which aims to make the intent conveyed can be understood by speech partners. Barton (2013 : 32-34) quoting Mercer and Hodgkinson who stated that speaking has several types, namely (a) social talk as a way to create togetherness in a group or study group, changing differences of opinion into an understanding that can make changes, (b) exploratory talk as a way to get an understanding of new ideas related to the theme or discussion material and even give ideas. This method requires creative and critical thinking skills, (c) presentation talk is a type of speaking to convey information or understanding to others. In this context,

students understand their opinions from another perspective through the point of view of other group members, so that they become material for reflection (d) meta talk is speaking as a way to manage and discuss the information or ideas presented, which encourages students to think more deeply and creatively (e) critical talk is a type of speaking to convey criticism and understand criticism from the point of view of others.

The above quote confirms that speaking refers to a communication activity that allows a person to convey information in the form of opinions, ideas, criticism, feelings so as to create understanding. Collective understanding can be utilised to make necessary changes..

Thau-Knudsen in Asri (2017: p.133) also explains that a person's fluency is seen through the way a person conveys his ideas clearly so that the interlocutor can understand. Danur in Ulfiyani (2016: p.4) also emphasises that a person can be skilled in speaking through a process of habituation. It is further explained that practicing speaking is likened to someone who practices pedalling a bicycle, the more someone practices, the more proficient they will be in speaking.

In learning German, there are 6 (six) levels of German language mastery based on the Gemeinsamer Europäischer Referenzrahmen für sprachen (GER), namely A1 and A2 (basic level); B1 and B2 (intermediate); C1 and C2 (advanced). In addition to the reference to the GER curriculum, German language learning is also taught in an integrated manner into four language skills, namely Hörverstehen (listening skills), Sprachfertigkeit (speaking skills), Leseverstehen (reading skills), Schreibfertigkeit (writing skills).

To achieve this level of proficiency, the Pattimura University German Language Education Study Programme has strived for its achievement through language courses that train learners to become more skilled in all aspects of language itself, one of which is the aspect of speaking. The aspect of speaking that is applied in the lecture process is referred to as language courses. The linguistic courses aim to establish students' language skills at various levels, such as Produktive Sprachfertigkeit für Grundstufe and Rezeptive Sprechfertigkeit für Grundstufe of 3 credits each offered in the first semester and courses with higher levels in advanced semesters, for example Produktive Sprachfertigkeiten zur Aufbaustufe A.2.1 and Rezeptive Sprachfertigkeiten zur Aufbaustufe A.2.1 which are also given 3 credits each. and Rezeptive Sprachfertigkeiten zur Aufbaustufe A.2.1 are also 3 credits each and Rezeptive Sprachfertigkeiten zur Aufbaustufe A.2.1 are also 3 credits. The next level is studied in semesters three and four, and even semesters five and six, for example Produktive Sprachfertigkeiten zur Aufbaustufe B1, Rezeptive Sprachfertigkeiten zur Aufbaustufe B1, and Deutsch für Zertifikat B1.

The offering of these languages courses is intended to shape the language competence of students so that they are able to achieve competence at the established level of B1..

Although students have been encouraged and trained through the courses mentioned above, the fact is that there are still many students whose language skills are lacking, especially speaking as a productive skill. This is due to the lack of use of German, students are more likely to speak Indonesian in daily conversation, another obstacle is that there is no second language community as a partner for the use of the language being studied. In addition, German language learning still has not integrated language and learning content properly. In this context, language is often taught separately from content. To address the contextual issues described earlier, CLIL (Content and language integrated learning), is promoted as a solution. In general, CLIL is defined as one of the dual-focused learning models. In its implementation, the content

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or teaching material is taught using a foreign language. furthermore (Mikulade, 2017: p.5).
Wowro, Jakosz & Gladysz (2020: p.283) assert that the Content and Language Integrated
Learning model is a learning model that has a focus on foreign language teaching and content.
Generally, CLIL is used as a convincing learning model.

The objectives of the CLIL model are: (1) introducing new concepts to learners through
learning with a foreign language; (2) improving learners' language production through courses
studied; (3) improving learners' achievement in courses studied and the target language; (4)
increasing learners' confidence in the target second language and mother tongue; and (5)
providing teaching materials that can improve learning skills (Bentley in Nurkhin, 2014:
p.134).

Furthermore, it is argued that the main objectives of CLIL are closely related to content
(materials), culture, environment, language and learning. Terdapat pula beberapa keunggulan
penerapan CLIL dalam pembelajaran yang digagas oleh TKT There are also several
advantages of implementing CLIL in learning initiated by TKT. (2019:p.2), namely (a) It can
increase learner confidence as well as improve academic cognitive processes and speaking
skills; (b) CLIL encourages understanding of the culture and values of the community; (c)
Learners become more sensitive to vocabulary and ideas presented both in the mother tongue
and in the target language; (d) Learners achieve a level of proficiency in all four skills by using
a wider and varied vocabulary in the target language.

In addition to the advantages of applying the CLIL model to learning, there are two problems
raised by Momang and cited by Puffer (2018: p.131), namely (1) Many types of content used
can slow down the learning process, so that learners do not have sufficient language support;
(2) The low level of material complexity is related to the scope and depth aspects of the
material. However, these problems can be overcome in learning if the steps applied by the
teacher are appropriate and in accordance with CLIL teaching criteria, namely using content as
a way to encourage students to speak followed by linguistic explanations in the language focus
phase. According to Wati (2013:p.16) there are several steps that can be used to implement
CLIL in learning. Firstly, selecting materials (content) that are in line with the curriculum;
Secondly, selecting topics that are interesting, also suitable for learners and teachers and have
relevant language characteristics and patterns by relating real life, communication, and cultural
integration; Thirdly, considering language as a medium of communication in learning.

METHOD

The type of research used in this study is experimental research. This study aims to conduct an
experiment to determine the effect of using the CLIL model on the speaking ability of second
semester students of the German Language Education Study Programme at Pattimura
University in the A2.1 Produktive Sprachfertigkeiten zur Aufbaustufe course.

This research was conducted at the German Language Education Study Programme, Faculty
of Teacher Training and Education, Pattimura University even semester academic year
2023/2024 .

The population in this study were students of the German Language Education Study Programme at Pattimura University.

The sample taken in this study were 11 students who were attending the Produktive Sprachfertigkeiten zur Aufbaustufe A2.1 course.

Research Instruments

The instrument used in this research is a speaking test. Speaking tests, namely Pre-Test and Post-Test, use the same question format. The theme given in this speaking test is adjusted to the theme in the current semester.

Research Procedure

The implementation of this study includes pre-treatment activities (pre-Test), treatment activities, and post-treatment activities.

The Data collection technique

The data collection technique used in this research is a test, the form of test used is an oral test that uses rubrics or criteria based on the Goethe Institut speaking test.

Data Analysis Technique

The data will be analysed by looking at the average difference before and after being taught with the CLIL (Content and Language Integrated learning) model, then the dependent t-test formula is used to see the difference in speaking ability results before and after treatment.

Results And Discussion

It has been stated at the beginning of this paper that this research aims to describe the effect of using the CLIL (Content and Language Integrated learning) model, as a learning model on improving students' speaking skills through student learning outcomes before and after getting treatment using the CLIL (Content and Language Integrated learning) model.

Pre-Test Results

The results of the research to be discussed are by using the t test to examine the differences in the pre-test and post test of the sample group of students who attended the Produktive Sprachfertigkeiten zur Aufbaustufe A2.1 course.

Table 1 : Pre-Test Score

No.	Responden	Pre-Test (X1)
1.	S. T	67
2.	K M. S	53
3.	W. A	67
4.	E. N	53
5.	S .T	87
6.	T .K	53
7.	E. N	60

8.	S. F	67
9.	N. I	87
10.	V. C	60
		$\Sigma X1 = 534$

The table above shows that the overage of speaking test results in the pre-test phase is 65.4. This score is relatively low, even though there were two students who achieved a score of 87. While most of them only reached a score between 50-60 out of a maximum score of 100. The results of this initial test confirmed the problem of this study, namely the poor speaking ability. The test results of students' speaking ability in the A2.1 Productive Sprachfertigkeiten zur Aufbaustufe course after getting treatment using the CLIL model.

Post-Test Result

The test results of students' speaking ability in the A2.1 Productive Sprachfertigkeiten zur Aufbaustufe course after getting treatment using the CLIL model.

Table 1 : Post-Test Score

No.	Responden	Post-Test (X2)
1.	S. T	96
2.	K M. S	80
3.	W. A	84
4.	E. N	60
5.	S. T	100
6.	T. K	60
7.	E. N	64
8.	S. F	72
9.	N. I	100
10.	V. C	80
		$\Sigma X2 = 896$

The data in the table above shows the significant development achieved by students after being trained with the principles of the CLIL model. The indicator of this development is the increase in the average achievement in the post test, from 65.4 pre-test score to 79.6 in the post-test. This improvement can also be seen in individual achievements, that each individual experienced significant progress, for example there were 2 students who reached a score of 100, while the rest reached a score exceeding the initial test score.

Hypothesis Testing

The hypothesis tested in this study is that there is an effect of using CLIL (Content and Language Integrated learning) model on the German speaking ability of Pattimura University German Language Study Programme students. To test the hypothesis, the researcher used the T-test formula.

Data	t_{hitung}	t_{tabel}	Conclusion
Experiment (pre- dan post-Test)	5,17	1, 812.	there is a difference

The results of statistical calculations show that the t score obtained through statistical calculations is 5.17, at a significance level of 0.05%, while the t value in the table is 1.812. The calculation results have a significant difference, namely 5.17: 1.812. This result is an indicator to conclude that there is a significant difference between students' achievements before and after using the CLIL model in learning German, especially for speaking skills. The difference can be explained that the application of CLIL in German language learning can make a positive contribution to the improvement of speaking skills.

Discussion

The results of hypothesis testing have explained that there is an effect of using the CLIL model on students' speaking ability. This achievement is possible because theoretically the CLIL model integrates knowledge of language and knowledge of substance. CLIL accommodates students' experience and prior knowledge of the learning theme, then consciously focuses on language improvement. In this case, CLIL pays attention to the balance between language and content. (Sprache und Sache). In principle, mastery of language without knowledge or experience of a topic of discussion will not have much impact. In this case, language is only useful if it is used to convey a certain substance, according to the principle "Sprachbeherrschung ist bloss die Hälfte der Welt (NN). Language mastery is only half of the world.

Therefore, CLIL tries to balance content and language. In the implementation, learning materials can be determined by collaborating with other disciplines. For example, discussing texts about butterfly metamorphosis in German texts. This method in German language learning didactics is known as "Fachübergreifend". Thus, on the one hand, students learn about vocabulary and utterances related to butterfly metamorphosis but on the other hand also get information or knowledge about metamorphosis. This way makes CLIL considered effective. Therefore, the results of this study should be considered by foreign language teachers or trainers as an alternative in planning and implementing foreign language learning.

Conclusion

Based on the results of statistical calculations and discussions above, it can be concluded that the application of the CLIL model can have a positive influence on students' language speaking skills,

J-EDu: Journal - Erfolgreicher Deutschunterricht | Agustus 2023 | Volume 4 Nomor 1 | 16 especially at speaking level A2. The positive influence can be observed through the improvement of students' ability to discuss with their speaking partners to determine certain terms or activities. Students can give suggestions, receive salutations, reject suggestions and give contra suggestions. The ability to use language for these purposes must be supported by language knowledge and general knowledge and insights. Both requirements are possible in the application of the CLIL model.

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