

# CLIL in Islamic Boarding School for Enhancing Students' Literacy through GTM

Hari Prastyo<sup>1\*</sup>, Nining K.Aini<sup>2</sup> Desi Wulandari<sup>3</sup>

Shiva Fauziah<sup>4</sup> Erna Sundari<sup>5</sup>

<sup>1,2</sup> Islamic Education Department, Institut Agama Islam Uluwiyah, Mojokerto, Indonesia

<sup>3</sup> Postgraduate Science of Education Program, Universitas Negeri Surabaya, Surabaya Indonesia

<sup>4</sup> Madrasah Aliyah Negeri 1 Jepara, Kementerian Agama Prop. Jawa Tengah, Jepara, Indonesia

<sup>5</sup> MTsN 11 Tasikmalaya, Ministry Religion of West Jawa, Tasikmalaya, Indonesia

\*Corresponding author. Email: [hari@lecturer.uluwiyah.ac.id](mailto:hari@lecturer.uluwiyah.ac.id)

## ABSTRACT

Content and Language Integrated Learning (CLIL) or language immersion is mostly taken place in *Pesantren* (Islamic Boarding School). However, research on CLIL in *Pesantren* is mostly difficult to find. This article tried to investigate the steps in implementing CLIL at *Pesantren* to enhance speaking skill through Grammar Translation Method (GTM). This study used exploratory case study. The subject of this research was 12 students of *pesantren* who joint Language Program. The result showed that (1) to implement CLIL at *Pesantren* environment by using GTM should combine Teaching-Learning Activities and Language Usage. Teaching and Learning Activities includes Drilling, Explaining, Imitating, Questioning and Answering, Modeling, Making Dialogue, Practicing, Giving Feedback, and Concluding. Then (2) Language Usage (LU) included Code mixing and Switching, Language Acquisition, and Language Environment. In addition, (3) the combination of Teaching-Learning Activities and Language Usage which were integrated in GTM could enhance speaking skill at *Pesantren* environment. This research was done from July 12 to August 21, 2021. This kind of research can be used as a stepping stone of CLIL model in enhancing students' literacy for students, because it provided specific technique in teaching speaking for students of *Pesantren* in Indonesia.

**Keywords:** *Enhancing, English environment, CLIL, Pesantren, Speaking skill, Students' literacy.*

## 1. INTRODUCTION

Research on enhancing students' literacy has been done many times. The first research was done by Ratnawati, Yuliasri, & Hartono. They concluded that teaching speaking skill by using Three-Step Interview and Number Head Together are effective [1]. Furthermore, Fauzan stated that Debate and Peer Assessment can improve speaking ability [2]. All in all, most of the method used in enhancing students' literacy are cooperative learning approach.

Enhancing speaking skill and enhancing students' literacy for students are the important thing in learning English. It is like in Yemen that the universities in Yemen have special program to enhance speaking skill of the students [3]. It shows that this skill has important role for the students. It is supported by Baker and Westrup (2003). They stated that students who have speaking skill

have better chance in the future, whether it relates to the job or continuing education level [4]. Based on those two explanations, it can be concluded that speaking is needed to be considered as the most important skill for the students to be acquired. To support speaking, it is needed a proper material [5]. Furthermore, speaking is a one of productive skills in language teaching and learning. Besides speaking skill, writing is also classified as productive skill. However, this research only focused on speaking skill. It is needed to consider speaking skill in order that the ability of students in Indonesia in term of speaking skill can be enhanced.

However, the implementation of enhancing speaking in *pesantren* (Islamic boarding school) where the researcher did research used GTM. It is different from the research done by Gomleksiz. He stated that teaching speaking by using grammar had negative effect for the students and it could not improve speaking skill of the

students [6]. Furthermore, students were passive when the teacher used grammar in teaching speaking [7]. Based on those two research result, it can be assumed that teaching grammar is not good idea given to the students because it can make negative effect for the students such as passive students.

However, the practice in *pesantren* was different from those two research results. Consequently, it is essential to do research more detail in *pesantren* that relates to enhancing students' literacy through grammar by using GTM since it can fulfil the gap in the research on teaching strategy, especially in teaching speaking skill through grammar by using GTM. However, Research on speaking skill in *pesantren* has ever been done. The research focuses on the implementation of speaking skill at *pesantren* area. Then we call it as English environment in *pesantren*. Nur at al., was one of researchers who did research on English environment. They stated that English environment in *pesantren* could run well in two cases. They were formal environment and informal environment [8]. By this research, it can be said that English speaking skill of the students in *pesantren* were applicable.

Additionally, Hidayat stated that focus of teaching English, especially language component, in *pesantren* Tarbiyah Islamiyah Paiton Probolinggo was grammar and pronunciation [9]. It supported that teaching grammar is really applicable for the students at *pesantren*. It means that there was a gap among the theory in teaching English by using GTM, especially teaching grammar at *pesantren*. Gomlekzis [6] and Ning [7] stated that teaching grammar was not a good thing for the students. However, it was different from Nur, Gani, Samad, & Nur [8] and Hidayat [9]. All of them did research in *pesantren* and they stated that teaching English by using grammar is really important. Since students at *pesantren* had their own environment that can help them to implement the grammar lesson that they learnt in the classroom. The environment then was called as formal dan informal environment. Consequently, it can be concluded that it is really urgent to do research on *pesantren* environment that teaches English speaking skill by using GTM.

In addition, the English at *pesantren* is not only practiced informally, but also formally. It shows that *pesantren* implemented CLIL in teaching and learning process. Consequently, this research focused on the implementation of speaking skill through grammar by using GTM to find a CLIL Model at *pesantren*. However, this research is only stepping stone to find CLIL Model at *pesantren*.

Research on CLIL has ever been done by Anuradha and Viswanathan. They stated that Education needs a Content and Language Integrated Learning (CLIL) to help the students in learning process [10].

Based on the previous research by Hidayat, it can be seen that he only focused in grammar and pronunciation. However, this research focuses on CLIL Model implemented at *pesantren*. There were three main focuses of this research, they were (1) to describe the material given to the students at *pesantren* by using GTM in creating CLIL Model at *pesantren* environment; (2) to reveal the way the materials delivered to the students at *pesantren* by using GTM in creating CLIL Model at *pesantren* environment; and (3) to expose the reason of the materials delivered to the students at *pesantren* by using GTM in creating CLIL Model at *pesantren* environment.

This research provided the techniques in teaching speaking skill by using GTM to create English Environment at *pesantren* in implementing CLIL Model. It is kind of research article that can be used as a stepping stone of Model in Enhancing Students Speaking Skill by Using GTM to create CLIL at *pesantren* Environment.

## **2. METHODS**

In this research, the researcher used exploratory case study. This type of case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes [11]. The subjects of the research are the students at *pesantren* Darut Taqwa, Mojokerto. There were 14 students at the beginning of the research. However, after two-month program, there were 12 students. They focused on learning speaking through grammar to create English environment at *pesantren*. The research was done from the beginning of July 2021 to the beginning of September 2021. It is only a stepping stone to find a model in enhancing students' literacy of students at *pesantren*. In this research, the researcher used observation sheet and interview guide to collect the data. Diagnostic analysis was used to analyze the data.

## **3. RESULTS AND DISCUSSION**

### **3.1 Results**

#### **3.1.1. Material**

It was not different with the grammar teaching technique, the materials given by the teachers were about 12 tenses and 4 additional tenses. All of them were taught in active and passive. Then the teacher also gave conditional sentence as a basic material to help the students in supporting speaking skill. Not only had the tenses, the teacher also given the vocabularies to the students. The main types of vocabularies given were

**Table 1.** Material given to the students at *pesantren*

Material	
Sentence	Vocabularies
Simple Present Tense	Verb
Present Continuous Tense	Adjective
Present Perfect Tense	Noun
Present Perfect Continuous Tense	
Simple Past Tense	
Past Continuous Tense	
Past Perfect Tense	
Past Perfect Continuous Tense	
Simple Future Tense	
Future Continuous Tense	
Future Perfect Tense	
Future Perfect Continuous Tense	
4 Additional Tense	
Conditional Sentences	

verb, adjective, and noun. To summarize, the materials given are described in Table 1:

### 3.1.2. The Way of Teaching

The teacher used variation method in teaching and learning process. It could be classified based on the language usage, the activities, and techniques. The following is the Table 2 for the way of the teaching used in *pesantren*.

**Table 2.** The way of teaching

The Way of Teaching		
Language Usage	Activities	Technique

The language used by the teacher in teaching and learning process were Javanese, Indonesia, English, and sometimes Arabic. The teacher used those four languages in different way and purpose. It means that the teacher mixed the four languages in the classroom. Based on the interview, teacher had different purpose in using four

languages. To see the detail about the purpose, see Table 3.

Besides having purpose in mixing the language, the teacher also had certain way in mixing the languages. The following was the Table 4 used by the researcher to observe the findings of mix language:

While in the activities of teaching and learning, the teacher used some varieties. The followings are the

activities used by the teachers in practicing English. They students practiced in pair with their partners or friends. However, before the students practiced the language in pair, the teacher gave a model of dialogue for the students. See Table 5 for detail description to make it easier in understanding:

**Table 3.** Purposes of mix languages

Indonesia	English	Arabic	Javanese
The function of tense	The rule of tense	Compare the rule of English and Arabic	Give example of the function
Drill the students	Ask the students to immitate vocabulary	Give a quiz to the students	Drill the students
Answer the question of the students	To confirm students' understanding	To confirm students' understanding	To confirm students' understanding

**Table 4.** The way to mix the language

English	Arabic/Java	Mix	Indonesia
<i>Understand?</i>	Fahim <i>tum</i>	<i>Understum?</i>	Paham?
He	<i>Huwa*</i>		Dia (lk)
Same	<i>Pleg</i>	Same <i>pleg</i>	Sama persis

**Table 5.** The activities between students and teacher

Status	Students	Teacher
Students	1. Making a Dialogue 2. Practicing a dialogue 3. Using English as daily conversation	Drilling and immitating
Teacher	Drilling and immitating	Model of Dialogue

**Table 6.** Steps in teaching grammar

Steps	Involved
Drill to review previous lesson	Students-teacher
Explaining	Teacher
Immitation	Students-teacher
Question and Answer	Students-teacher
Model of dialogue	Teacher
Making dialogue	Student-students
Practicing dialogue	Student-students
Giving feed back	Teacher
Making conclusion	Teacher-students

Besides observing the activities of teaching and learning process, the researcher also focused on the techniques implemented by the teacher in teaching and learning process. The techniques used were explaining the materials, drilling the students, and listing the vocabularies. To see the detail of activity, see Table 6:

### 3.1.3. The Reason

There were some reasons for the teacher who mixed the languages. The first reason, the teacher used Javanese in the classroom was to make teacher and students closer. While the second reason of Bahasa

Indonesia was used to make the students easier in understanding the lesson. Then the third reason of English was used to give input foreign language skill for the students. The last but not the list, the teacher used Arabic to confirm their understanding of the English and Arabic lesson that they had learnt before. Consequently, all of the languages used by the teacher had its own role in the classroom. In implementing those three languages, the teacher mixed one language to other languages. The following is the Table 7.

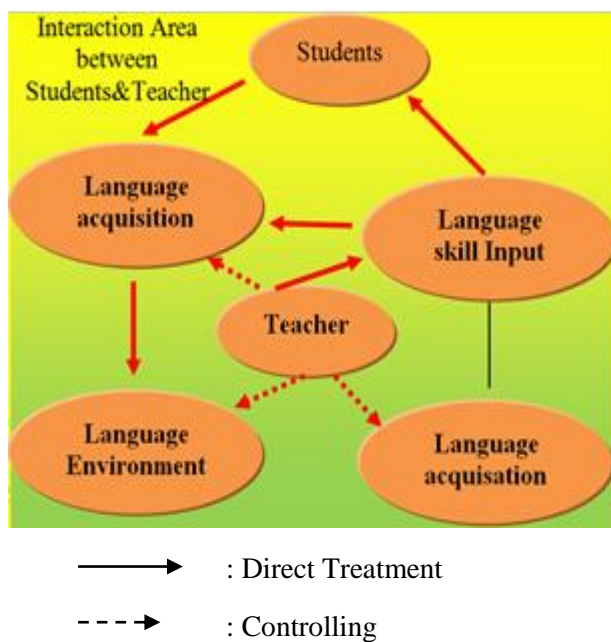
**Table 7.** The function of four languages in the classroom

Language	Function
English	to give input foreign language skill for the students
Arabic	to confirm their understanding the English lesson and Arabic lesson that they had learnt before
Javanese	to make closer between teacher and students
Indonesia	to make easier for the students in understanding the lesson

### 3.2. Discussion

Based on the data presentation above, we can see some points. The first point is that the teacher used English to input language skill of the students. It means that the teacher would like to create a language acquisition for the students. Since the teacher did direct speech to the learners, it can help the learners to get their acquisition. This idea is in line with Shneidman and Susan Goldin-Meadow. They stated that language input by using directed speech could help the students to get the acquisition [12]. Additionally, language acquisition was really needed by the students.

In addition, it is supported with the idea that language acquisition is really helpful for students [13]. It showed that the language input could really help the students in enhancing students' literacy. Furthermore, they could even create CLIL in *pesantren* environment. It is supported with the previous research that *pesantren* had formal and informal environment to implement their English [8]. To see the correlation among language skill input, language acquisition, language environment, and the role of teacher, we can see Figure 1.



**Figure 1** The importance of input language to create language acquisition and environment.

Based on the chart 1 above, it can be seen that the key term is language skill input. Then the key role in delivering the language skill input is the teacher. It means that there was an interaction between students and teacher in using the language. This kind of interaction was really urgent for the students, because it had effect to solve language problem in English language learning[14]. Thus, interaction between students and teacher should be considered in language teaching and learning process.

In the interaction between students and teacher, it was found that the teacher used four languages in the classroom. It means that the teacher mixed and switched the language. Both code switching and mixing are really important in learning English. Then one of the reasons in doing code mixing and switching based on the interview with the teacher was to make the students easier in understanding the lesson. It is in line with the previous theory that the function of code mixing and switching was to make the meaning of something clear [15].

It means that by doing code mixing and switching, the teacher helped the students to understand the content of the subject. Code mixing and switching could help the students to overcome the students' problem when they had lack of knowledge [16]. It shows that both code mixing and switching were useful in term of academic point of view, because it could aid the students to solve the academic problem faced by the students.

Furthermore, the purposes of code mixing and switching was that to make a joke. By having a joke, it could create good interaction between teacher and students. Since, good interaction between teacher and students could motivate the students internally in involving the learning process. Kustati stated that both code mixing and switching were useful to be more affianced in learning process[16].

The interaction between teacher and students and the teaching and learning process were really important to create the internal motivation of students. Since that internal motivation was really helpful for the students, it could be a good way to solve the problem in teaching and learning process [17]. In other words, to solve the students' problem in learning process, it could be done by supporting internal motivation. Since, this point could give a power internally from the students themselves. Besides, the students motivation could also give an effect for their behavior [18].

The last but not least, internal motivation could be created by implementing code mixing and code switching. Both of them could help the students academically and culturally. Helping them academically means that code mixing and code switching helped the students in understanding a certain concept [15]. Besides, both code mixing and switching could help the students culturally. That was to create internal motivation[16].

To easily understand the concept, see Figure 2. Based on the activities above, it can be seen that the activity was a stepping stone to create language acquisition such as drilling the students, imitating language, and practicing the language. All of them were really urgent to create the language acquisition (LA). It is in line with the previous research about imitation and drilling towards language acquisition. They stated that imitation and drilling were really helpful for the students [19]. Then language acquisition was really helpful for the students in creating CLIL Model at *pesantren* environment.

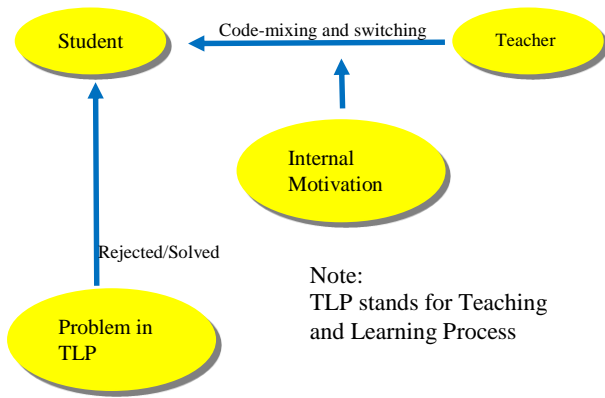


Figure 2 Designed based on the function of internal motivation proposed by [17].

In short, the combination among teaching technique by using GTM, Language Usage, and Language Acquisition could create CLIL Model at *Pesantren* Environment. See the detail in Figure 3:

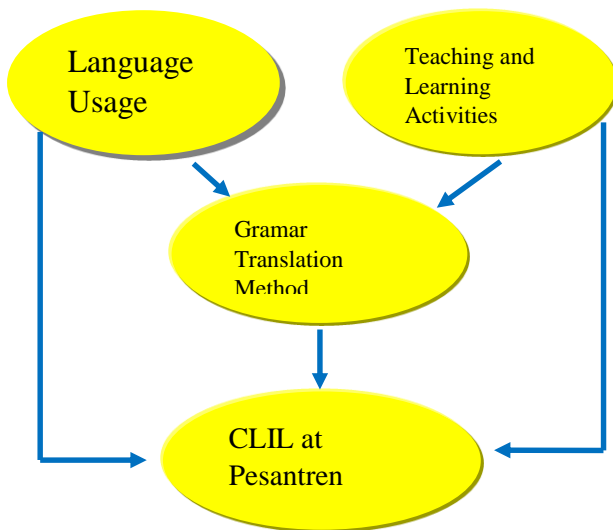


Figure 3 Model of enhancing students speaking skill by using GTM to create CLIL at *pesantren* environment.

**4. CONCLUSION**

It can be concluded that to create CLIL in *pesantren* Environment should be started with inputting the language skill to support language acquisition of the students, because by having language acquisition, the students can create language environment. Then when the students can create the language environment, they can create CLIL in *pesantren* Environment. It means that they use English informal environment and formal environment. In short, Language Acquisition (LA) can create Language Environment (LE) and CLIL in

*pesantren*. This research is useful for the teacher and stakeholder of *pesantren* in making language policy because this research can be used as a stepping stone of CLIL model in enhancing students' literacy for students and it provided specific technique in teaching speaking for students of *pesantren* in Indonesia. However, this research has a limitation. It only discusses about the first step to create CLIL model in enhancing students' literacy for students. It means that it does not measure the effectiveness of the model implementation. Moreover, this research does not provide a guided book for implementing the CLIL model in enhancing students' literacy for students. Consequently, for the next researchers, it is really important to do research on the implementation of CLIL in *pesantren* Environment to measure the effectiveness of it. In addition, they can also do research and development to proposed model of guided book that can be used by the students as reference in implementing CLIL at *pesantren* environment.

**AUTHOR CONTRIBUTIONS**

All author conceived and designed this study. All author contributed to the process of revising the manuscript, and at the end all authors have approved the final version of this manuscript.

**REFERENCES**

- [1] E M. Clarke, E.A. Emerson, Design and synthesis of synchronization skeletons using branching time temporal logic, in: D. Kozen (Eds.), Workshop on Logics of Programs, Lecture Notes in Computer Science, Springer, Berlin, Heidelberg, 1981, pp. 52–71. DOI: <https://doi.org/10.1007/BFb0025774>.
- [2] J.P. Queille, J. Sifakis, Specification and verification of concurrent systems in CESAR, in: M. Dezani-Ciancaglini and U. Montanari (Eds.), Proceedings of the 5th International Symposium on Programming, Lecture Notes in Computer Science, Springer, Berlin, Heidelberg, 1982, pp. 337–351. DOI: [https://doi.org/10.1007/3-540-11494-7\\_22](https://doi.org/10.1007/3-540-11494-7_22)
- [3] C. Baier, J-P. Katoen, Principles of Model Checking, MIT Press, 2008.
- [4] M. Kwiatkowska, G. Norman, D. Parker, Stochastic model checking, in: M. Bernardo, J. Hillston (Eds.), Proceedings of the Formal Methods for the Design of Computer, Communication and Software Systems: Performance Evaluation (SFM), Springer, Berlin, Heidelberg, 2007, pp. 220–270. DOI: [https://doi.org/10.1007/978-3-540-72522-0\\_6](https://doi.org/10.1007/978-3-540-72522-0_6)
- [5] V. Forejt, M. Kwiatkowska, G. Norman, D. Parker, Automated verification techniques for probabilistic systems, in: M. Bernardo, V. Issarny (Eds.), Proceedings of the Formal Methods for Eternal

- Networked Software Systems (SFM), Springer, Berlin, Heidelberg, 2011, pp. 53–113. DOI: [https://doi.org/10.1007/978-3-642-21455-4\\_3](https://doi.org/10.1007/978-3-642-21455-4_3)
- [6] G.D. Penna, B. Intrigila, I. Melatti, E. Tronci, M.V. Zilli, Bounded probabilistic model checking with the muralpha verifier, in: A.J. Hu, A.K. Martin (Eds.), *Proceedings of the Formal Methods in Computer-Aided Design*, Springer, Berlin, Heidelberg, 2004, pp. 214–229. DOI: [https://doi.org/10.1007/978-3-540-30494-4\\_16](https://doi.org/10.1007/978-3-540-30494-4_16)
- [7] E. Clarke, O. Grumberg, S. Jha, Counterexample-guided abstraction refinement, in: E.A. Emerson, A.P. Sistla (Eds.), *Computer Aided Verification*, Springer, Berlin, Heidelberg, 2000, pp. 154–169. DOI: [https://doi.org/10.1007/10722167\\_15](https://doi.org/10.1007/10722167_15)
- [8] H. Barringer, R. Kuiper, A. Pnueli, Now you may compose temporal logic specifications, in: *Proceedings of the Sixteenth Annual ACM Symposium on the Theory of Computing (STOC)*, ACM, 1984, pp. 51–63. DOI: <https://doi.org/10.1145/800057.808665>
- [9] A. Pnueli, In transition from global to modular temporal reasoning about programs, in: K.R. Apt (Ed.), *Logics and Models of Concurrent Systems*, Springer, Berlin, Heidelberg, 1984, pp. 123–144. DOI: [https://doi.org/10.1007/978-3-642-82453-1\\_5](https://doi.org/10.1007/978-3-642-82453-1_5)
- [10] B. Meyer, Applying Design by Contract, *Computer* 25(10) (1992) 40–51. DOI: <https://doi.org/10.1109/2.161279>
- [11] S. Bensalem, M. Bogza, A. Legay, T.H. Nguyen, J. Sifakis, R. Yan, Incremental component-based construction and verification using invariants, in: *Proceedings of the Conference on Formal Methods in Computer Aided Design (FMCAD)*, IEEE Press, Piscataway, NJ, 2010, pp. 257–256.
- [12] H. Barringer, C.S. Pasareanu, D. Giannakopolou, Proof rules for automated compositional verification through learning, in *Proc. of the 2nd International Workshop on Specification and Verification of Component Based Systems*, 2003.
- [13] M.G. Bobaru, C.S. Pasareanu, D. Giannakopoulou, Automated assume-guarantee reasoning by abstraction refinement, in: A. Gupta, S. Malik (Eds.), *Proceedings of the Computer Aided Verification*, Springer, Berlin, Heidelberg, 2008, pp. 135–148. DOI: [https://doi.org/10.1007/978-3-540-70545-1\\_14](https://doi.org/10.1007/978-3-540-70545-1_14)