



The Implementation of CLIL (Content and Language Integrated Learning) to Promote Students' Speaking at SMA Tumbuh Yogyakarta

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<http://dx.doi.org/10.18415/ijmmu.v12i3.6598>

Abstract

This study aimed to analyze the implementation of the CLIL approach to promote students' speaking skills at SMA Tumbuh Yogyakarta. This study employed a qualitative research method with a case study design at SMA Tumbuh Yogyakarta. Data were collected by observing the CLIL class and conducting semi-structured interviews. The data resources included a curriculum coordinator, four subject teachers who taught in CLIL class, two students from class 10, and two from class 11. Conducted on 28-31 May 2024 and 02 December 2024. Thematic analysis was used to systematically analyze the data and identify key themes related to implementing CLIL to promote students' speaking skills. The findings showed that the CLIL implementation positively impacted students' speaking skills at SMA Tumbuh Yogyakarta. The main findings showed that CLIL could promote students' speaking skills at SMA Tumbuh Yogyakarta through various ways, including increased motivation, receptive skill development exposure, and ample speaking practice.

Keywords: *CLIL; EFL; Speaking Skills*

Introduction

Speaking English skills is crucial for Students to prepare for their academic and better career prospects in the future. Students who want to continue to a higher, reputable international university and get scholarships should have good speaking skills. In terms of better career prospects, speaking skills are usually a requirement when accepted into some professions. In addition, technology growth and global interaction development run rapidly, making English a fundamental way to get information because it serves as a lingua franca.

Regrettably, it is still tricky for Indonesian students to practice their English ability in daily conversation (Riadil, 2020). In addition, the teaching and learning activities haven't decreased students' anxiety, which correlates with students' lack of motivation to speak English (Wahyuningsih & Afandi, 2020). Many EFL students are still inactive in response to speaking exercises (Abadi, 2015). Furthermore, the Indonesian English Proficiency Index score in 2022 ranks 81st out of the 101 assessed countries, falling considerably short of expectations and trailing behind other Asian nations such as Singapore (2nd), Philippines (22nd), Malaysia (24th), India (52nd), and Vietnam (60th) (First, 2022). There are a possible

number of reasons why Indonesian students continue to struggle with improving their English-speaking abilities. These include linguistic limitations (lexicon, pronunciation, fluency, grammar, and impact of native language); psychological factors (anxiety); facilitating elements (friends and inconsistent engagement); discussion topics (lack of knowledge and unengaging themes); and speaking practice (media interaction and peer practice) (Pratolo et al., 2019). Therefore, increasing students' English-speaking motivation to decrease their anxiety, providing sufficient English exposure, and speaking practices in school environments are essential for students to develop their speaking skills.

Many efforts have been made to resolve the issue from the government and school level for many years. But, the recent result is still unexpected. In this case, the role of the school and teacher is essential in creating a more meaningful teaching and learning process. Speaking proficiency can be evaluated based on various elements, including fluency, complexity, and accuracy (Spring et al., 2019). The typical nature of Indonesian classroom interactions uses the mother tongue. Using target language wisely should be considered for government and school-level policy. As students consistently engage in Content and Language Integrated Learning (CLIL), they demonstrate enhanced proficiency in spoken and written communication skills compared to their non-CLIL counterparts (Merino & Lasagabaster, 2018).

The lack of proficient science teachers capable of effectively instructing the subject in English was the main reason for the unsuccessful outcome of The Pioneering of International Standard School project/RSBI in Indonesia. Despite their excellent mastery of the subject, these teachers could not deliver the instruction in English to their students (Pipit, 2018). Carrió-Pastor and Fortuño (2020) explained that the most significant issue up to this point has been that CLIL is typically only taught by topic teachers who use content methods and neglect language issues. These studies highlight that content teachers should also have English competency in delivering material in CLIL classes to prevent the teaching and learning using English from being obstructed. Therefore, the availability of competent teachers in both content and language is essential.

Previous studies have shown that CLIL positively impacts students' English skills. For Example, CLIL has successfully fostered students' enthusiasm and determination to enhance their abilities and skills in understanding various aspects related to tourist guiding (Novitasari et al., 2022). Khairurrozikin et al. (2020) found that CLIL works well with the genre pedagogical model, significantly improving fifth-grade students' writing skills. However, the studies have not focused on how CLIL can promote students' Senior High School speaking skills. It emphasizes that the study of implementing CLIL to enhance Indonesian students' speaking skills, particularly in senior high school, is urgent. Hence, the study aims to analyze how CLIL can promote students' speaking skills at SMA Tumbuh Yogyakarta.

Research Methods

The research used a case study design. A case study serves as the research framework that focuses on a specific subject, such as an individual, a group, an institution, a country, an event, or a period. It involves a detailed examination of the reasons and processes behind occurrences or the circumstances surrounding a particular situation (Thomas, 2016). A case study design is appropriate for this research to explore how SMA Tumbuh Yogyakarta implemented the CLIL.

The data resources were gained from observing teaching and learning activities in two CLIL classes, interviewing a curriculum coordinator, four teachers, and four students participating in CLIL classes. The participants were selected from representative sources within the school community to gain different perspectives. The participants were expected to represent learners', educators', and leaders' insights, which involved the implementation of CLIL at SMA Tumbuh Yogyakarta.

The data collection techniques used in this study were observation and interviews. As a nonparticipant observation, the researcher observed the teaching and learning activities in two different CLIL classes through the checklist observation guideline to confirm that the teaching and learning activities align with the principle of CLIL. Furthermore, the researcher interviewed participants at different times and consumed an average of 45 minutes. The researcher interviewed using a semi-instructed interview guideline.

The research observation was conducted in the two CLIL classes, 10 grade and 11 grade, which represent the SMA Tumbuh Class level. The observation allowed the researcher to observe the CLIL classes directly, investigate instructional strategies and interactions between teachers and students using the checklist's observation guidelines, and note the crucial findings. Grade 12 was not involved because, at that time, Grade 12 was engaged in a series of final examinations.

Meanwhile, interviews provided an opportunity to gather in-depth insights and perceptions from the teachers and students regarding CLIL implementation, including the school's role (curriculum, syllabus, materials, competence teachers, special programs supporting CLIL), teaching and learning activities, and assessment. The interview also provided information on how CLIL promotes students' speaking skills at SMA Tumbuh Yogyakarta, the problems with implementing CLIL, and how to resolve the issues.

To evaluate the excellence of qualitative data, the researcher used triangulation. In qualitative research, triangulation is the process of confirming information from multiple individuals (e.g., a principal and a student), data kinds (e.g., observational fieldnotes and interviews), or data collection methods (e.g., documents and interviews) in descriptions and themes (Creswell, 2011).

To ensure reliability, the researcher employed check transcripts. Gibbs (2007, as cited in Creswell & Creswell, 2018) suggested qualitative reliability procedures include checking transcripts for evident problems during transcribing and ensuring that codes are defined correctly and do not change meaning during the coding process. The procedures are to verify the absence of obvious transcription errors, maintain consistency in code definitions, and prevent any shifts or deviations in code meanings during the coding process. These check transcripts were achieved through ongoing data and code comparisons.

The data analysis technique for this study used a Thematic Analysis. Thematic Analysis (TA) is an approach used to recognize, analyze, and interpret patterns of significance ('themes') present in qualitative data (Clarke & Braun, 2017). Meanwhile, the procedure data analysis technique used phase coding in thematic analysis as follows (Khokhar et al., 2020)

Result and Discussion

Result

Many factors foster the effectiveness of CLIL Implementation at SMA Tumbuh Yogyakarta regarding promoting students' speaking skills. However, the researcher found three strategies emphasizing how CLIL can promote students' speaking skills, including increasing motivation, receptive skills exposure, and sufficient English practice.

The excerpts below showed that the Implementation of CLIL at SMA Tumbuh Yogyakarta, which used English as a medium of instruction, drew students' interest. They enjoy school activities for several reasons. One student has been enrolled in English classes at Tumbuh since elementary school, and another is inspired by a mother's emphasis on highlighting the value of English. In contrast, a student was interested in schooling at SMA Tumbuh. After all, he wanted to get a new experience with the English

language because, during his childhood, he had never used English. These examples show how a learner's motivation is shaped by external variables and inner notions, highlighting the different sources of motivation in language acquisition, such as immediate familial influence, gaining new experience, and long-term institutional exposure.

“Just have fun. It's okay because I've been studying in a Tumbuh school since the beginning. But not here, at Tumbuh Elementary School.”

(WCLIL/SM/D/28052024/15/STUDENT)

“Like. Just because I was happy, my mother once said that English was important.”

(WCLIL/SM/DRL/28052024/15/STUDENT)

“I just have fun. Maybe because I've been using Indonesian since I was little, so I don't get bored, so there's something new.”

(WCLIL/SM/I/30052024/15/STUDENT)

Students' interest in the proportion of English language used in the teaching-learning process varied depending on their ability to grasp materials the teacher instructed in English. Some students are more motivated in bilingual English and are assisted by Indonesians due to the challenge of understanding a particular term. However, other students prefer English as language instruction.

“I prefer both languages; if it's full English, there might be terms that I do not understand.”

(WCLIL/SI/I/30052024/7/STUDENT)

“I prefer English.”

(WCLIL/SI/L/30052024/7/STUDENT)

Furthermore, the students realized that English is important for them. The excerpts below showed that one student and others have various opinions on the importance of English. One student recognized that English is a global or international language, and the other highlighted the significance of English as a way of communication, as everything is related to English today. Other students emphasize English as an employment qualification and for Academic purposes.

“It's very important Because English is an international or global language.”

(WCLIL/SM/L/30052024/17/STUDENT)

“It's important how to communicate with people first, ... like anything in this world, you need communication if you want to do something. Even more so nowadays... like on a cell phone, the initial setting is also English.”

(WCLIL/SM/I/30052024/17/STUDENT)

“I agree; it can be used for college, work.”

(WCLIL/SM/DRL/28052024/17/STUDENT)

In addition, the motivation is not always from students themselves, but teachers' navigation of students' challenges motivates them to remain determined and endure. The following excerpts showed that the teachers always encourage students struggling with different techniques. A teacher still appreciates students' effort in asking questions or delivering opinions using English, even though their words were hesitant or their answers were incorrect by saying, "It's okay". Another teacher delivered trigger questions to encourage students to be confident in delivering their opinions. If no students answer those questions, the teacher approaches them to motivate them individually; therefore, they have equal opportunities and don't hesitate to express their thoughts using English.

"Sometimes some of the students still stammer when asking questions or conveying opinions, but I usually reinforce with "it's okay if it's wrong".,

(WCLIL/SOUE/NN/31052024/5/TEACHER)

"I usually ask questions in general in class first, then if someone doesn't want to answer, I ask them one by one, or if not, I approach them directly in front of them..."

(WCLIL/TSESAQO/RFI/30052024/6/TEACHER)

"I think they shouldn't be afraid first, so I regard all my students as equals. Even though some of the answers are right, some are wrong. I have to give everyone the same opportunity, so there's no fear...."

(WCLIL/TSRDA/NN/31052024/9/TEACHER)

Meanwhile, the following excerpt revealed that another teacher, like a chemistry teacher, always motivated students to be confident when using English with her. Because she positioned herself not only as a teacher but also as a student's partner in practising and learning English.

"In general, at the beginning, I always said not to be afraid to use English with me because I'm not an English teacher, so I consider them the same as me..."

(WCLIL/IM/NN/31052024/69/TEACHER)

From the excerpts above, the researcher found that students' attention was successfully drawn by SMA Tumbuh Yogyakarta's use of CLIL, where English is the medium of instruction. Long-term exposure to English, familial influence (such as a mother highlighting the importance of English), and the desire to experience the language in new ways all contribute to this involvement. These incentives show how internal goals (like language learning objectives and personal development) and external factors (like engagement in the family and institution) interact.

Students' enthusiasm for using English in the classroom varies depending on their understanding of the material. While some students are more confident with complete immersion in English, others prefer bilingual instruction, which combines English and Indonesian to help them understand difficult terms. Furthermore, students understand the significance of English for several reasons, including its status as an international language, its necessity for communication in a modern community, and its contribution to improving academic and career chances.

Support from teachers is essential to maintain students' motivation. Teachers employ several techniques to motivate students, such as encouraging their attempts to speak English, even if it is hesitant or inaccurate. "It's okay," for example, is a positive reinforcement that boosts learners' self-confidence. To provide equal possibilities for engagement, teachers also use thought-provoking questions to entice

students to participate. If the students are reluctant to answer, they offer individualized guidance. Furthermore, to provide an enjoyable setting for language practice, a chemistry teacher, for example, considers herself as a partner in the learning process and encourages students to feel comfortable speaking English in class.

One of the significant factors in the success of CLIL implementation at SMA Tumbuh Yogyakarta was the students' ability to focus on explaining and understanding the materials delivered by the teacher. Without understanding the learning materials instructed by the teacher, the students didn't grasp any of the information given. They only sit physically present in the class but not mentally. They will be frustrated. However, the following excerpts showed that students of the SMA Tumbuh International class, as the CLIL implementation class, are engaged students in learning and understanding what the teacher explains in English. In addition, the students' comprehension abilities varied, ranging from adequate understanding to complete understanding.

"...quite well understand, it's around 90"

(WCLIL/SU/D/28052024/19/STUDENT)

"Halfway understand, half not, sometimes, if I don't understand, I ask the question."

(WCLIL/SU/DRL/28052024/5/STUDENT)

"Very well"

(WCLIL/SU/L/30052024/19/STUDENT)

Even though students have different abilities to understand the materials delivered by teachers, they should keep focused on the teacher's explanations. The following excerpts revealed that students of SMA Tumbuh Yogyakarta can concentrate on teaching the teaching-learning process through CLIL Implementation. Despite not being 100% in keeping focus, it's still considered good due to achieving 90%.

"I pay attention."

(WCLIL/SA/L/30052024/4/STUDENT)

"it's not 100 %, but it reaches 90 %."

(WCLIL/SA/D/28052024/4/STUDENT)

Moreover, the teachers use strategies depending on the learning topic to ensure that students understand the lesson. For example, in physics, the teacher usually employs practical activities in groups. The instruction, materials, data, and table are in English, which induces students to discuss in English. In addition, the chemistry teacher also conducted practical activities. He didn't directly write down the procedure, but students composed it themselves by considering the clues that the teacher gave previously.

"... in physics itself, there is a practicum. The practicum is usually in groups. The instructions and materials are in English. The data is in English, and the tables are in English, which induces them to discuss in English..."

(WCLIL/SOUE/LTG/28052024/7/TEACHER)

"...I have a practical assignment... I don't write down the procedure directly, but they compose it themselves with a clue that I give..."

(WCLIL/AMUISSS/NN/31052024/24/TEACHER)

From the findings above, the researcher discovered that the student's ability to focus and understand the materials delivered by the teachers was crucial for CLIL Implementation at SMA Tumbuh Yogyakarta. Despite not being 100% in keeping focus, it's still considered good due to achieving 90%. Moreover, the teachers used strategies that depended on the learning topic to ensure the students understood the lesson. For example, in physics, the teacher usually employs practical activities in groups, in which all the instructions, materials, data, and tables are in English. In addition to the chemistry, the teacher didn't directly write down the procedure, but students composed it themselves by considering the clues that the teacher gave previously.

One of the important aspects of how CLIL promotes students' speaking skills is by giving students ample speaking practice. The following excerpts revealed that implementing CLIL at SMA Tumbuh Yogyakarta provided students with many opportunities to practice English. For example, when they answer the teachers' questions orally, they must use English.

"all the answers should be in English."

(WCLIL/SOUE/RFI/30052024/3/TEACHER)

"If I answer questions more or less in English."

(WCLIL/SOUE/D/28052024/10/STUDENT)

A similar situation appeared in some teaching and learning activities in Chemistry. The students learn the lesson's particular topic and how to pose arguments for or against the issues discussed through debating. They learn how to solve the problem of the issue in the study case. The following excerpt revealed it.

"Some of the materials are in the form of debating, like case studies ..."

(WCLIL/SOUE/NN/31052024/7/TEACHER)

Furthermore, the following excerpt showed that students had ample speaking practice at the school. In addition to the teaching and learning process using English as the language of instruction, which involved students interacting with the teachers using English, the students also used English in their daily activities, especially for grade 11 students. However, for grade 10, only a few students used English in their daily language interactions at school.

"Even in grade 11, students use English in their daily interactions, but only a few do so in grade 10."

(WCLIL/TSISPE/RFI/30052024/8/TEACHER)

This is in line with findings from interviews with students' results. When they were asked what language they used to interact in class, their answers varied. For grade 11, some students use English and Indonesian with a balanced composition, while others even reach around 80%.

“Indonesian and English”

(WCLIL/SOPES/L/30052024/13/STUDENT)

“80 % English”

(WCLIL/SOPES/I/30052024/23/STUDENT)

In contrast to grade 11, the excerpt below revealed that the grade 10 students only occasionally used English outside the learning and teaching-learning process. For example, when they involve jokes around their friends,

“Often, we talk in English when we are just joking with our friends.”

(WCLIL/SOUE/D/28052024/14/STUDENT)

In addition, the following students' interview results showed that the average students' responses were good when they were asked whether they spoke English fluently or not. They can speak fluently. Nevertheless, although the Grade 10 students can communicate in English, their fluency still requires improvement.

“Yes Fluent, Maybe not super fluent. But still fluent enough”

(WCLIL/ECLIL/D/28052024/21/STUDENT)

“Not very fluent”

(WCLIL/ECLIL/DRL/28052024/21/STUDENT)

“The average student's speaking is good”

(WCLIL/SSA/Dh/02122024/15/CC)

In contrast to the students in grade 10, the following result showed that when the participants from students grade 11 were interviewed by the researcher about whether they can speak English fluently, they convincingly responded that they can speak English fluently.

“Of course, yes”

(WCLIL/ECLIL/L/30052024/21/STUDENT)

The students experienced ample speaking practice when implementing CLIL at SMA Tumbuh Yogyakarta. The following excerpts revealed whether there were improvements in their skills before enrolling in the CLIL class when the researcher interviewed them. After, students, as the respondents, answered that they had significant improvements in their speaking skills due to their frequently used English. There's an increase in student public speaking skills, and the other students feel more confident speaking English.

“Yes. What I feel the most is for public speaking. Like talking, yeah, public speaking... but here, we do presentations a lot.”

(WCLIL/ECLIL/L/30052024/20/STUDENT)

“My English confidence, aside in English lessons, English is used more frequently here.”

(WCLIL/ECLIL/1/30052024/20/STUDENT)

From the findings above, the researcher found that SMA Tumbuh Yogyakarta had provided students with many opportunities to practice English. It can be seen when students answer the teachers' questions orally. They must use English. Another situation showed that students not only learn the particular topic of the lesson, but they also learn how to pose an argument for or against the issues discussed and solve the problem of the issue through debate.

Moreover, students, particularly in grade 11, use English daily. However, in grade 10, only a few students incorporate English into their daily interactions at school. The students in grade 11 have reasonable English confidence, fluency, and public speaking skills. It differs from grade 10 in that their fluency and confidence required improvement. However, these findings indirectly explained a cause-effect relationship, where more frequent use of English in daily interactions contributes to better fluency, confidence, and public speaking skills.

Discussion

Based on the findings, the researcher discovered that CLIL promotes students' speaking skills at SMA Tumbuh Yogyakarta through various ways, including increased motivation, exposure to receptive skill development, and ample speaking practice.

Motivation is the principal factor in the successful implementation of CLIL at SMA Tumbuh Yogyakarta. Motivation is directed to the learner's increased effort and energy and is directly related to the needs and goals (Sreena & Ilankumaran, 2018; Purnama et al., 2019). In the context of increasing motivation, the researcher indicates that SMA Tumbuh Yogyakarta successfully drew students' attention to participating in the international class the CLIL implemented because of long-term exposure to English, familial influence, and a drive to experience the language in new ways. CLIL students demonstrated increased achievement, motivation, and cognitive capacities. The stability of motivation is crucial for gaining CLIL's purpose (Feddermann et al., 2021; Hemmi & Banegas, 2021). Inviting students to speak and increasing their self-confidence is crucial regarding speaking skill development. The changes in students' learning motivation then impact students' achievement (Rahardjo & Pertiwi, 2020). Due to the significance of motivation in acquiring language, SMA Tumbuh Yogyakarta pays significant attention to CLIL implementation. The school anticipated decreasing the lack of students' motivation to learn English. Students may have weak motivation because they have not found ways to trigger motivation, like building awareness of the importance of English language skills in developing the human index (Muslim et al., 2020).

However, the CLIL Implementation at SMA Tumbuh is also supported by students' motivation to achieve English Skills. They have a good awareness of the importance of English for various reasons, such as its standing as an international language, its role in enhancing academic and professional opportunities, and its requirement for communication in the current world. Students know English is the only language that links the whole world together (Sreena & Ilankumaran, 2018). In this regard, SMA Tumbuh indicated successfully overcoming the motivation challenges. The average student demonstrates impressive speaking confidence. Their growth shows a significant gain in speaking skills as they move from junior to senior levels. The teacher uses a variety of strategies to encourage students to speak English, including promoting their attempts, asking triggering questions to get them involved, providing equal opportunities for participation, offering individualized guidance, and creating an enjoyable setting.

Another essential part of how CLIL enhances students' speaking skills at SMA Tumbuh Yogyakarta is receptive skill development. More artificial English environments are required to increase students' exposure to English (Pipit, 2018). A student is a good listener and a careful reader (Sreena & Ilankumaran, 2018). Feddermann et al. (2021) stated that CLIL students benefit from CLIL instruction, especially in listening and reading comprehension, since the input is often written or oral. Indeed, Students in the international class at SMA Tumbuh, utilizing the CLIL approach, actively participate in learning and exhibit comprehension of the teachers' explanations and the materials delivered in English. The students are involved in reading activities and listening as well. Automatically, They acquired a significant number of English words. The acquisition process begins with comprehension, where learners initially understand the language input before progressing to the stage of language production (Lichtman & VanPatten, 2021).

However, Absorption and concentration are essential for listening (Sreena & Ilankumaran, 2018). Therefore, the students' understanding of the target language they get is crucial. In this context, students in the CLIL class at SMA Tumbuh Yogyakarta indicated that they have demonstrated a robust understanding of the subject matter and the teachers' explanations provided in English. Despite not being 100% focused, it is nevertheless considered good because it achieved 90%. Meanwhile, Fluency, accuracy, and the variety of language output are directly related to the quality, quantity, and accuracy of language input (Demirel, 2021). Simply put, the content teachers who teach CLIL classes should be a good model for the students. Therefore, students can acquire proper language skills. In this context, to ensure the content teachers are also competent in English, SMA Tumbuh Yogyakarta has conducted a teacher trainer program to equip teachers with content and language competencies before becoming educators in CLIL classes.

The last part of how CLIL promotes students' speaking skills at SMA Tumbuh is by providing ample speaking practice. When students answer the teachers' questions orally, they must also use English. Students need to improve their language skills by utilizing what they have learned in practice—this is known as the hypothesis output (Trinh, 2021) Another situation showed that students not only understand the particular topic of the lesson, but they also learn how to pose arguments for or against the issues discussed and solve the problem of the issue through debate. Acquiring proficiency in English, mainly through debate procedures, can enhance students' oral communication abilities (Afri et al., 2021). In addition, the debate is regarded as a potentially beneficial pedagogical technique for speaking that could facilitate learning processes favorable to language development (el Majidi et al., 2024).

Moreover, students, particularly in Grade 11, use English in their daily activities. This situation is rather difficult to find in regular classes, as illustrated by Wahyuningsih and Afandi (2020), who explained that since most interactions outside of English-speaking classes utilize Indonesian, English may be regarded as having a lower input environment. Meanwhile, the findings also indicate that the students in grade 11 have good English confidence, fluency, and public speaking skills. It has been identified that fluency is the particular skill in which CLIL students have performed the best (Cañado & Lancaster, 2017).

Regarding the fluency aspect, Implementation of CLIL has a positive effect in building students communication. In the communicative approach, speaking is crucial as it entails conversation among learners and others (Namaziandost & Nasri, 2019) However, there is a slight difference between grade 10 and Grade 11 students in their involvement in their daily conversation outside the classroom and in their fluency. In grade 10, only a few students incorporated English into their daily interactions at school, and their fluency and confidence required improvement. Nevertheless, this situation indicates an improvement in students' skills from Grade 10 to Grade 11, which can be attributed to the frequent use of English.

Conclusion

CLIL promotes students' speaking skills at SMA Tumbuh Yogyakarta through various ways, including increased motivation, exposure to receptive skill development, and providing ample speaking practice. SMA Tumbuh Yogyakarta successfully drew students' attention to participating in the CLIL Class because of long-term exposure to English, familial influence, and a drive to experience the language in new ways. They have a good awareness of the importance of English. The average student demonstrates impressive speaking confidence and fluency. Their growth shows a significant gain in speaking skills as they move from junior to senior levels. Another essential part of how CLIL enhances students' speaking skills at SMA Tumbuh Yogyakarta is receptive skill development. Furthermore, Students in the CLIL class at SMA Tumbuh, actively participate in learning and exhibit comprehension of the teachers' explanations and the materials delivered in English. The last part of how CLIL promotes students' speaking skills at SMA Tumbuh is by providing ample speaking practice.

Conflicts of Interest

The authors declare no conflict of interest.

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