



**IMPLEMENTING CLIL APPROACH TO INDONESIAN EFL SENIOR HIGH  
SCHOOL STUDENTS:  
A NARRATIVE INQUIRY STUDY**

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**Abstract**

TEFL teaching methods continues to make a strong engagement among students in the classroom. However, current classroom activities seem to be monotonous due to the lack of students' involvement. This research aimed to investigate how CLIL (Content Language Integrated Learning) approached implemented in EFL of senior high school students. Using the narrative inquiry method, this study investigates how the implementation of CLIL in senior high school can strengthen students' engagement in learning activities especially in MA Pulosari. Secondly, this study will examine the effectiveness of CLIL in stimulating students' engagement in classroom activity. The data will be garnered by interviewing students and teachers of senior high school level based on their perspectives. The result shows that students with high motivation in that level have a strong engagement of interaction in learning activity.

Keywords: CLIL, students' engagement, language and content, narrative inquiry

*Abstrak*

*Metode pengajaran TEFL terus membuat usaha untuk meningkatkan keterlibatan siswa yang kuat di antara para siswa di dalam pembelajaran di kelas. Namun, kegiatan di kelas saat ini tampak monoton karena kurangnya keterlibatan siswa dalam pembelajaran. Penelitian ini bertujuan untuk menyelidiki bagaimana pendekatan CLIL (Content Language Integrated Learning) diimplementasikan dalam pembelajaran bahasa Inggris untuk siswa sekolah menengah atas. Dengan menggunakan metode inkuiri naratif, penelitian ini menyelidiki bagaimana implementasi CLIL di sekolah menengah atas dapat memperkuat keterlibatan siswa dalam kegiatan pembelajaran khususnya di MA Pulosari. Kedua, penelitian ini akan menguji keefektifan CLIL pada siswa untuk menstimulasi keterlibatannya dalam kegiatan*

*pembelajaran di kelas. Data penelitian akan didapatkan dengan cara mewawancarai siswa dan guru di tingkat sekolah menengah atas berdasarkan perspektif keduanya. Hasil penelitian menunjukkan bahwa siswa dengan motivasi tinggi pada tingkat tersebut memiliki keterlibatan interaksi yang kuat dalam kegiatan pembelajaran.*

*Kata kunci: CLIL, keterlibatan siswa, bahasa dan konten, inkuiri naratif.*

## **A. INTRODUCTION**

CLIL (Content Language Integrated Learning) as an approach in ELT, has sparked the demands of its implementation in EFL context. The current method is still lack of engagement in experiencing the learning. Brown indicates that CLIL can be the answer for this gap of learning. In real classroom, CLIL provides hands on learning materials for students to learn.

In daily teaching, I have observed that students haven't learn their best because of monotonous and regular teaching method where teacher only provides words to understand and they have to do some learning tasks that vocabulary they memories in the task. By implementing CLIL, students be more engage in class activities. The words have memorized, will be strengthen by involving real materials.

In applying English as foreign language, Indonesian teacher must be desperately building a certain circumstance in stimulating students' to be skillful in English mastery. However, "the situation in Asia is somewhat different because habitually monolingual populations and states are complemented by "riotously multilingual countries" (Bruttium, 2009, p. 124). Besides, most of the privates school especially in rural areas in Indonesia still struggle conducting CLIL in the classroom due to some rationales: "infrastructure, learning resources, language barriers, parents' mindsets, teacher shortages, student competencies, and student mindsets influence", as Febriana et al. (2018) stated in her research. In addition, both teacher and students must have a great effort in succeeding CLIL in those limitations.

This paper will discuss about teacher experience in conducting CLIL in MA students of XII grade. There are three limits of this study, including: a glance explanation about CLIL, CLIL as a practical of classroom discourse, the implementation of CLIL in XII students of MA Pulosari, and students' engagement on CLIL.

## **B. LITERATURE REVIEW**

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, et al. 2010). CLIL as practical of classroom discourse puts interaction as the core activities in classroom as Walsh (2014) stated, "Interaction lies at the heart of effective classroom practice". The students' engagement measured by complex interaction between teacher-students or student-student.

### 1. *“Interaction Is the Heart of Effective Classroom Practice”*

Gonzalez (2008) defines classroom discourse as an essential component of learning that includes teacher-student interactions as well as student-student interactions. According to Walsh, S. (2014) “One of the most important features of classroom discourse is that it follows a fairly typical and predictable structure, consist of three parts: a teacher Initiation, a student Response, and a teacher Feedback. It is commonly known as IRF, or IRE by the mean of Initiation, Response, Feedback/Evaluation. Accordingly, IRF is introduced by Sinclair and Coulthard in 1975 and it is well-known as recitation script or Triadic structure. Recitation Script or Triadic Structure implies the exchange that consist of three movements: typically, a question, a response, and then follow-up. In the classroom discourse, teachers control pattern of communication by managing both the topic and conversation and turn taking, while the students typically take their cues from the direct most of the response (Walsh, 2011).

## **C. RESEARCH METHOD**

This research uses narrative inquiry, an approach that focuses on the use of stories as data (Wang CC, 2017). Accordingly, narrative inquiry is seen in a variety of ways and tends to transcend a number of different approaches and traditions such as biography, autobiography, life story and, more recently, life course research. That means we have our own stories and whatever happens to us also turns into stories. Our life and the moments we live all are part of stories and we can retell that to others.

According to Clandinin, D. J. (2022), narrative has, for example, come to refer to almost anything that uses, for instance, stories as data, narrative or story as representational form, narrative as content analysis, narrative as structure, and so forth. Accordingly, phenomenology and case study qualitative methodologies used stories or narratives as data. In addition, narratives or stories are used as representational forms for results or findings in various qualitative and quantitative methodologies. Moreover, for more recently, narratives or stories are used in knowledge translation in health science, education, and other professional disciplines.

### **1. Respondents**

This chapter presents stories collected from my research field of MA students in XII grade. The private school located in Pulosari, Limbangan Garut, under the umbrella of Yayasan Pendidikan Islam Pulosari foundation. This is my teaching experience at the beginning of first semester in 2023. There are two respondents in this research: first, I as a teacher. Second, my students as second respondents who give their own assumptions.

#### ***a. Participants’ portrayals***

My name is Rima Nabilah Nuzula, I am the researcher and also the participant in this study. I have a long teaching experience since 2013 as an English teacher at MA and MA Pulosari. I also experienced in non-formal teaching private class of senior high school since 2010 until 2015.

Second participants are students of XII IIK and MIPA class as representative. The students of IIK and MIPA are about 90, so researcher take 7 samples for interviewing. It's including: 3 students of IIK, 2 students of MIPA1, and 2 students of MIPA2. The sampling According to Sugiyono (2015), sample is a part of the amount characterized populations. It is taken as a representative of certain group of participants. In addition, the result of the study will be taken from 7 samples experience in CLIL. According to Lohr, S. L. (2021), "we all use data from samples to make decisions".

### ***b. Schooling Experience***

I was a bachelor of education graduated from English Education Department of Islamic State University of Sunan Gunung Djati Bandung, and now I am a post graduate student at the same campus. Due to expanding my English proficiency, when I was at fifth semester of bachelor period, I pursued a class of non-degree education experience in Pare, East Java for a month. There were 4 classes including: grammar class at Kresna, speaking class at Global and Outload.

## **2. Instruments**

The instrument for this research was conducted through one-to-one in-depth unstructured and semi-structured interviews. The semi-structured questions in this study were verified by three qualitative research experts.

### ***a. Interview***

To gain the data, it is presented my teaching experience to both XII IIK and MIPA students. Researcher obtained an interview to 6 students, consist of 2 IIK, 2 MIPA1 and 2 MIPA2. It is an open-ended questioning interview conducted to in-depth explore on their perception on CLIL in English class. As a mode of qualitative inquiry, researcher uses stories as data Clandinin, D. J. (2022) as representational forms for results or findings in various qualitative and quantitative methodologies.

The following are some questions that was posed to participants:

*Apakah anda tertarik dengan Bahasa Inggris? Sebutkan alasannya!*

*Apa yang anda rasakan Ketika guru menjelaskan materi menggunakan Bahasa Inggris? Apakah termotivasi atau merasa down, atau malah bosan? Sebutkan alasannya!*

*Apakah anda mengerti apa yang dijelaskan guru di depan kelas?*

*Apakah anda mengerti keseluruhan kalimat yang diterangkan oleh guru? Ataukah hanya menebak saja? Sebutkan alasannya!*

*Bagaimana cara anda mengasah kemampuan Bahasa Inggris di luar kelas seperti mendengarkan musik Barat, membaca quotes berbahasa inggris di media social, membaca buku catatan Bahasa Inggris atau membaca novel berbahasa inggris?*

*Apakah anda akan lebih mengerti penjelasan guru (berbahasa Inggris) dengan memakai alat bantu media seperti projector atau gesture atau dengan ceramah saja sudah cukup mengerti?*

*Mengapa anda selalu terlibat atau tidak terlibat dalam Pelajaran ini Ketika guru*

*menjelaskan materi dengan menggunakan Bahasa Inggris? Apa alasannya? Materi apa yang paling berkesan menurut anda? Sebutkan alasannya*

**b. Participants**

The above questions will be directed to students as second participants, the following are the data of participants:

**Table 1.** The teacher as first participant

ID	Gender	Age	Position	Teaching Experience
Rima	F	33	English teacher	10 years (formal)

**Table 2.** The students' participants

ID	Gender	Age	Position	Class
Alifa	F	18	Student	IJK
Aldi	M	19	Student	IJK
Yusi Carolina	F	19	Student	MIPA1
Nabil	M	18	Student	MIPA1
Dea	F	18	Student	MIPA2
Nasbia	F	17	Student	MIPA2

**3. Data analysis**

According to Mudjiarahardjo (2014:34) data analysis is activity to manage, sequence, classify, code or mark to categorize findings based on certain issues to be solved. The data can be gained both single or multiple based on the model of thematic analysis is proposed by Barkhuinzen et al., (2014) the data consists of single case studies and multiple case studies. For this study, the researcher used a multiple case study to analyze the data from 8 participants. Researcher used the interview, observation and document analysis to ensure the trustworthiness.

**D. FINDINGS AND DISCUSSION**

**1. CLIL (Content Language Integrated Learning)**

In Indonesia, the CLIL is implemented in a private school rather than in public school due to the set of curriculum design and human resources. However, everyone deserves in utilizing CLIL because it is not elitist; both private and public school have each own way in implementing CLIL in the school. CLIL also can be applied whether in primary, secondary or senior high school level. The operational success of CLIL

has been in transferability, not only across countries and continents, but also across types of school (Coyle, et al. 2010).

The practical CLIL by integrating two or more subject in a time is a convenient way to both content and language. All types of provision in which a second language is used to teach certain subjects in the curriculum other than the language lessons themselves. (Euridice 2006). At least two languages including L1 are used to teach different high status content subjects such as mathematic and history. However, the implementation of CLIL in MA and MA Pulosari still find difficulties in integrating English to another subject. In addition, there are still lack of English mastery by most teacher in MA Pulosari. So, the practice is only focused on English subject by English teacher, it is how students proficient in English and the content in English subject, especially students of XII grade.

## 2. CLIL as a Practical of Classroom Discourse

According to Brown and Yule (1983), Discourse is language in use. While Classroom discourse is language use on classroom context as a mean of interaction between teacher and students to teach and learn during the class interaction. According to Jocund (2012) “Classroom discourse, broadly defined, refers to all of those forms of talk that one may find within a classroom or other educational setting looking of what people do, and what people say”. In classroom discourse, interaction become an essential part as the attempt to create a social environment to unleash the successful goal of discourse. It plays a key role in how students are involved concretely to the real language learning field as Walsh (2014) stated, “Interaction lies at the heart of effective classroom practice”

Interaction can create an opportunity to bring 'real-world' contexts into the classroom. The early studies of classroom discourse that focused on differences in how groups of students are socialized and how that affects classroom experiences and performance which finally penetrated to other areas of language use in the classroom especially literacy studies. It carries a bunch of beneficial in multiple competences as Walsh (2014) stated; “A detailed examination of classroom discourse reveals how interactants collectively co-construct meanings, how errors arise and are repaired, how turns begin, end, and are passed or seized.” The question now is, how to identify a specific feature in the classroom discourse to accomplish features like direct error correction, wait time, teacher echo, and display questions provide vital clues as to the ways in which “space for learning” (Walsh & Li,2012).

Cooke, M, et al (2013: 572–585) stated that speech material elicited in the presence of sound. Accordingly, Lombard speech is of interest in evaluating speech intelligibility since it is a naturally modified speaking style which has been shown to be more intelligible than plain speech when presented at the same signal-to-noise ratio (Dreher and O’Neill, 1957; Summers et al., 1988; Pittman and Wiley, 2001; Lu and Cooke, 2008) in Cooke, M, et al (2013: 572–585). Besides, they also use of gestures and facial expressions to help convey meaning. In classroom discourse learners must

understand what a teacher is talking if they are going to learn a foreign language. In addition, teacher is model language for their students. The fact that there is so much happening at any one moment in a classroom that teachers need to ensure that the class is following, that everyone understands, and that learners don't get lost in the rapid flow of the discourse. In accordant to the issue of interaction in classroom discourse, there must be a speech modification by teacher, including: speech is slower, louder, more deliberate, and makes greater use of pausing and emphasis. They also use of gestures and facial expressions to help convey meaning.

### 3. The implementation of CLIL in XII students of MA Pulosari

#### a. Teacher's Story of Implementing CLIL in XII IIK and MIPA

MA Pulosari still applied *K-13* instead of *Kurikulum Merdeka* until now. It is so challenging to apply classroom discourse in a very little portion of time allocation based on *Permendikbud nomer 36 Tahun 2018*. The policy rules English at MA has 2 hours as its time allocation in a week. In addition, English subject has a minimum hour to learn. Though, it has a very complex and a bunch of materials of syllabus. The *KD* (the basic competence) of XII grade consist of 9. Therefore, it is so hard to build such a romanticism bonding between English and students.

Besides, due to the monotonous and regular teaching method, researcher design a fun outdoor activity to conduct CLIL. There are two big projects in the XII grade students during first semester. First is Market Day, second is profession interview.

#### b. Market Day Project

The Market Day project conducted at the beginning of the semester. In fact, it could be collaborated and integrated with *Prakarya dan Kewirausahaan (PKWU)*. However, there are some considerations to be underlined, such as lack of human resource, especially teachers' English proficiency by *PKWU* teacher which still low for conducting CLIL. Accordingly, I decided to apply CLIL only to my English class. MA Pulosari is still using *K-13* (Curriculum-13) as a learning reference. So, the content of this project is the expression of "Offering Help" material that reside in the first basic competence (*KD, Kompetensi dasar*). I was divided students into 5 groups. Before the due date, there were three meetings as a preparation time. The table below is my story of applying CLIL in MA Pulosari

No.	Meeting	Activities	Students' Engagement
1.	Week 1	In the first week, I gave students a detailed and brief explanation about conceptual and theoretical of offering, asking and responding for help in English medium. Afterward, students noted some expressions from the book of how people offer, ask, and respond	I saw Students were enthusiast and engage the class very well. They were so struggle in understanding the classroom discourse held by me, as an English teacher. However, I always translated all the vocabulary

		<p>someone's help in the form of table and inserted it into dialogue. I ordered students to practice the dialogue by acting and speaking in front of the class. At the final, students are given a home task to make some dialogue contained "offering help" expression in a group.</p>	<p>in every sentence uttered, it was very helpful so their engagement was high. There were 3 classes I taught; XII IIK, MIPA1 and MIPA2 and the greater engagement showed by MIPA1, while the other classes were engaged after I switched the English into Bahasa.</p>
2.	Week 2	<p>In the second week, students applied the expressions of "Offering Help" into a simple dialogue done by the collaboration of group member, and the representative read it in front of the class. The dialogue must be written and spoken. There were 3 representative of each group member, 1 person read the dialogue, while second and third person acted like the storyline. They pretended to fall and one other would offer her a hand. At the rest of the meeting, I gave students a home task making a poster of advertisement in CANVA application. In addition, we were discussed about the technical planning for the coming week</p>	<p>The three classes showed a significant engagement in current activity. It was triggered by their acting, so classroom discourse was running well. I considered two reasons behind their engagement: first, the meeting seemed cheers and full of laughter due to their fun acting. Second, it was more understandable for students by demonstrating the dialogue so they comprehend the content more easily than only by reading the it.</p>
3.	Week 2 Preparation time	<p>It was an outside classes activity. I gave them a week, before the due date in third week, the promotion period. Each group would spread to all the class of MA and outside MA such as SMA, MI and MTs to promote their product by mix medium, Bahasa and English.</p>	<p>They are highly engaged in this activity. All the member group were prepare their speaking very well to impress the buyer to be and to get an A because teacher paid attention and monitor them in distance.</p>
4.	Week 3	<p>It is a due date. Students prepared their product to sell, and waited until the break time came. At 10 a.m. they started the Market Day,</p>	<p>The due date showed a highest engagement by students. I considered that was caused by their</p>



		<p>and people came enthusiastically. I saw each of the group really enthusiast welcoming the visitors by English medium. I instructed them to speak English using simple expressions of offering, giving and asking for help. It was so delighted moment when they served the visitors and struggle recalling the expression of offering help at the same time. The visitors laughed and seemed confused what were the seller talked about. However, I always reminded them to focus on their English medium and ignore the visitors' confusion.</p>	<p>preparation period, it was about a week long to memorize the expressions. So, students were ready enough and looked more confident. Secondly, it was caused by the outdoor activity. Students more proficiency in comprehending the content. They became understand the substance of offering help expression in practical trade transaction. However, MIPA2 engagement was the lowest one, I interviewed the member that they memorized the expressions a night before. So, their medium is Bahasa.</p>
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The rule in implementing CLIL in market day project was: first, each group should be already memorized the expression of offering, asking and giving help in English. Secondly, the buyers' respond is not necessary. The obligatory of using English was only given to seller. For instance, the seller should initiate the conversation by offering buyer a help, "what can I do for you, teteh? What do you want to buy?", then buyer respond will be: "*hoyong es Thai tea teh. Sabarahaan?*", then seller respond with English, "it's only single thousands rupias".

#### 4. From Students' Sight

##### Alifa Story

Alifa is one of the smartest students in IIK. She gave her experiences in CLIL. Alifa said that she sometimes understands the content but sometimes is not. The teacher's gesture and media usage ease her to guess the meaning. However, sometimes she really understands the English medium due to her little vocabulary mastery. She never read or learn English except doing the take home assignment given by me, as a teacher. She just memorizes a little bit vocabulary from the western music on TikTok. Accordingly, English is not her favorite subject indeed, but she was motivated by me as her teacher to speak English due to her dream to study abroad and travelling around the world. Besides, she saw English speaker was so cool. Alifa assumed that market day was an interesting outdoor activity, but she admitted that she

and the majority of her classmates didn't memorize the expressions of offering help due to her difficulties in pronouncing the sentence.

### **Aldi's Story**

Aldi said that his English understanding was fluctuate. Sometimes he could get the point, but sometimes he didn't. However, he was motivated by English teacher to be able to speak English due to his rationale that he dreamed about watching western movies without subtitles. He said that he couldn't get the discourse and CLIL except teacher showed some gestures and media such as video or picture to strengthen it. His English literacy sourced by movies, social media's status or feeds, reels, and YouTube. However, he felt like it didn't improve his English proficiency, he likes exacts subject like math and physics.

### **Yusi Story**

Yusi is cheerful, energetic, and active student in MIPA1 class. She gave her assumption of conducting CLIL in MIPA1 class. She was enthusiast by the coming of English teacher to the class and felt motivated. She said that she understood the English medium and the content of learning at the same time, but sometimes she got stuck and didn't understand what teacher said and she always be ready with a dictionary in her cellphone. Yusi said that she was a student of modern school that used English and Arabic as daily conversation. However, she moved to regular or what we call as *Pesantren Salafi* now as her current Islamic boarding school, so she now sees English so strange and unfamiliar anymore. In addition, she could not speak English but still understand a little meaning. Yusi maintained her English proficiency by listening music with its lyric and reading novel online. Yusi assumed on market day event as playful, entertaining and pleasant activity. She was mostly enthusiast in second week, especially in promoting day. She could meet the other class's students she never done before, and speak English in front of them was such a memorable experience, so she prepared it well before.

### **Nabil's Story**

Nabil was the one who always engaged mostly in classroom discourse. He said that he really liked English and planned to take English major in UNIGAL, Ciamis-west Java. Nabil said that he always watching western movies in theater. Like father like son, he wants to be a civil servant as an English teacher. He engages in almost all English meeting due to his vocabulary mastery. He said that he understood teacher's utterance by or without gesture. Nabil said that her subject score is dominantly low except English subject score. "I always got 90 for English subject"

### **Dea's Story**

Dea is among the most intelligent students in the MIPA1. She stated that I, as her English teacher, had greatly inspired her to speak the language. Her goal was to become a fluent English speaker and travel around the world. However, she

acknowledged that she didn't read any English literacy material outside of the classroom. English is largely seen by Dea as a required course in school. She performed a great job on the English writing assignment, including the news item text. She gave a proper response to the essay. She is thought to have outstanding cognitive abilities by the researcher as she can think quickly and give accurate answers to the questions. To ensure she could speak with the buyer fluently on market day, Dea spent several days learning the English phrases.

#### **Nasbia Story**

Nasbia said that she was extremely wanted to do some English interaction like asking teacher by English medium in classroom discourse but she was unconfident. She was really fear of being laughed, and make an error. She did memorize the expressions during the preparation period and used English in the due date of market day. However, Nasbia was really impressed and strongly engage and memorize the If conditional + clause material than other material. She thought that YouTube video helped her a lot in comprehending If + clause. The colorful screen and bright one made her awake during the class. Besides, her seat position was influential. Nasbia sit in the front line at that time, nobody chatting to her and speak during the English class. That aspects impacted to her focus.

#### **E. CONCLUSION**

CLIL as a practical of classroom discourse, has become increasingly used in almost all the school in Indonesia. However, there are some issues regarding to practical CLIL, including: first, teacher's resources. It implies that many schools in Indonesia especially in Garut still struggle conducting CLIL by integrating two or more subject. Second, the Permendikbud limits time allocation for English subject only two hours in a week. In addition, it decreases a romanticism between students and English subject mastery. However, in these limitations, some schools still implementing CLIL in their school especially in MA Pulosari. Furthermore, their engagement shows a significant percentage like in figure 1. The engagement also significantly higher when conducting CLIL by media assistance and teacher's speech modification.

Thus, based on the story of teachers' experience and students' story, we can conclude that students will engage the CLIL by the packaged of interesting activity such as outdoor activity like market day and other one. Besides, the interaction will be occurred between student-student and teacher-students while there is media and teachers' gesture to support teacher's explanation about the content. So, to succeed the implementation of CLIL in the classroom, teacher must have such a unique and fresh activity to bring students to real-life condition of CLIL. based on the data, we can also implement a CLIL without any collaboration with other subject, we can only integrated classroom discourse with English material itself.

This research is contributed to teachers and schools in Indonesia as an importance consideration to create. There are still many schools in Indonesia which still apathetic and close their eyes on the important of sustaining teacher professionalism especially private school with low tuition. There will be a bunch of alternatives to apply the

identical activities or program to be conducted in different schools based on their teachers' needs.

**FIGURE AND TABLES**

Figure 1 below is the percentage of students' engagement classified by XII and MIPA class in CLIL (Market Day project)

**Figure 1 is CLIL engagement based on class classification**

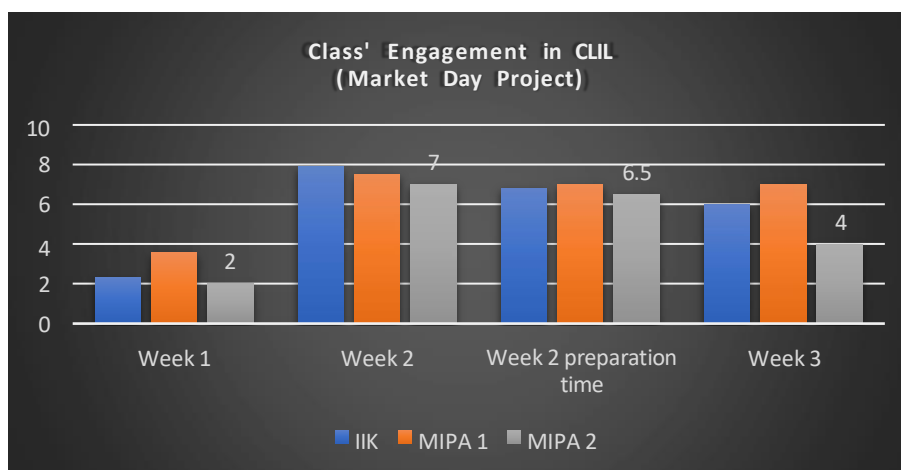


Figure 1

Figure 2 is students' engagement to CLIL based on their story

No.	Name	Reasons why engage CLIL	Challenges
1.	Alifa	Teacher used gesture, media assistance such as video, little vocabulary mastery, memorizing vocabulary from western music on TikTok, market day as an interesting outdoor activity to conduct CLIL	English is not her favorite subject
2.	Aldi	He was motivated by English teacher, dreamed about watching western movies without subtitles, gestures and media usage such as video or picture.	His English motivation was fluctuated. watching English movies, social media's status or feeds, reels, and YouTube didn't improve his English proficiency, in addition he really likes exacts subject like math and physics

3. Yusi	Enthusiast, felt, motivated, understood, English medium, and the content, dictionary assistance I her cellphone, her previous school was modern school with English-Arabic medium. Like market day event due to its playful, entertaining and pleasant activity.	She moved to regular or what we call as Pesantren Salafi, English so strange and unfamiliar anymore.
4. Nabil	He really liked English and planned to take English major in UNIGAL, he always watching western movies in theater. Like father like son, he wants to be a civil servant as an English teacher. He has vocabulary mastery. He said that he understood teacher's utterance and understood teacher's utterance by or without speech modification.	There is no partner to practice English
5. Dea	Highly motivated by me as her English teacher. Secondly, she wanted to go around the world and speak English fluently. Also, she has an excellent cognitive skill, it is proven by her first rank in the class. In addition, she can think fast and answered the questions correctly. Dea memorize the English expressions several days before Market day, so she can interact with buyer fluently.	Shhe never read any English literacy outside the class. Dea tend to see English as just a compulsory school subject.
6. Nasbia	She is diligent student. Nasbia was really impressed and strongly engage to CLIL interaction by media usage such as if conditional + clause material explained by video assistance. The colorful screen and bright one made her awake	Unconfident and fear of being laughed, and make an error. Easy distracted.

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during the class. Besides, her  
seat position was influential.

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Figure 2

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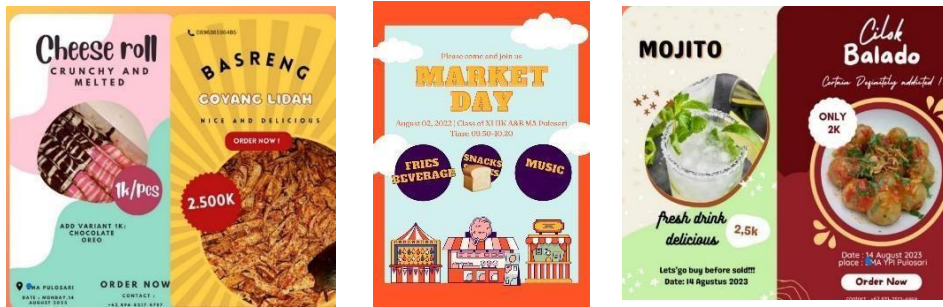
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## APPENDIX

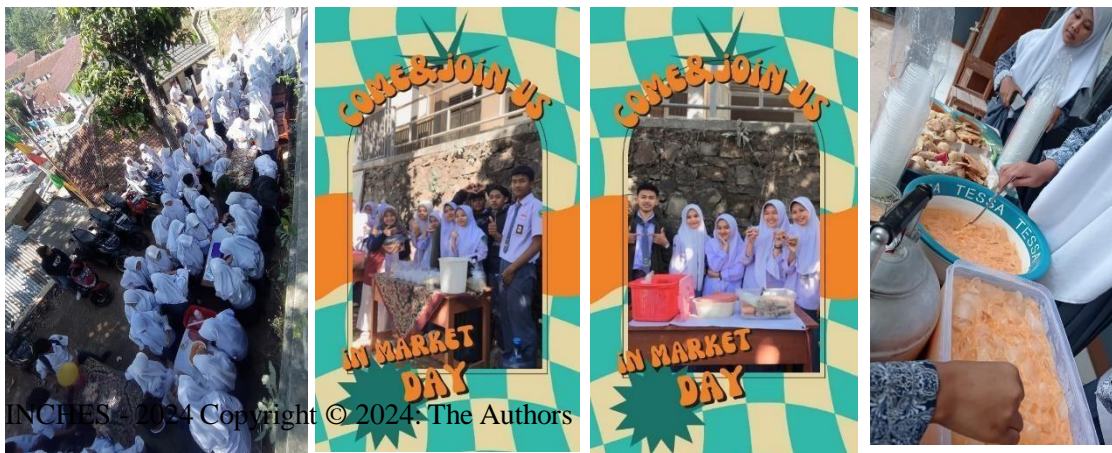


The following are the advertisement poster made by MIPA during the preparation period

The preparation and promoting period in second week.



Market Day due date time





As additional information, here are another picture shows CLIL activity conducted in XII. The following figures shows a student who are presenting their project “Explanation Text” by making miny visual aid to demonstrate how earthquake happen, or landslide happen and many natural phenomena happen in the world in sequenced text. Students were engaging the CLIL by interacting between teacher-students and student-student. However, their medium was Bahasa. Also, they present the project by reading the sequence of phenomena.

