

CHAPTER I

INTRODUCTION

This chapter includes the background of the study, which describes the topic and why the researcher became interested in the case; the research questions, the limitations, the aims of the research, the significance of the research, and the definition of key terms also included in this chapter.

1.1 Background of the Study

Nowadays, teaching English is not only teaching English as a subject, but in some schools, English is also used as the medium to teach some subjects such as math, science, and computer science. While studying those subjects, students also acquired some vocabulary related to those subjects. Moreover, it can be tricky for teachers to use an effective teaching technique. Thus, they must be very aware of 'how and what to teach to students. 'Teaching any subject in a scientific, methodical manner is known as methodology. It provides guidance for educators on 'how to teach 'and 'how his or her teaching may be effective. 'Consequently, much emphasis is placed on communicative activities while teaching English, and teachers need to be versed in a wide range of instructional techniques.

The use of appropriate learning methods influences students' understanding of each material that has been taught. For this reason, the content language integrated learning (CLIL) approach is the right approach to use. CLIL is one of the learning approaches that combine language and content approaches, where a second or foreign language is not only used as a language in instruction learning but also as a vital tool for building knowledge. This is in line with Yavuz et al. (2020), who

said CLIL offers students to use the language in a meaningful way, which increases the possibility of retention of newly learned knowledge and, ultimately, acquisition of the target structure or word. Moreover, it also stated that the characteristic of CLIL is that it combines materials from non-language lessons with a foreign language of instruction in the learning process with portions of the same thing, not just focusing on one aspect. The CLIL approach makes it possible for students to understand non-language material as well as the language used. In addition, the CLIL approach positively impacted students' material and English vocabulary knowledge. Therefore, CLIL is very appropriate to be applied in bilingual schools where the subject matter is presented in English.

One of the most interesting benefits of CLIL, according to Setiawan (2023), is its ability to increase language proficiency. CLIL encourages students to engage in natural and meaningful language production. Rather than relying solely on memorization and made-up examples, CLIL encourages students to actively apply language skills in real-world academic contexts. This not only strengthens communicative language development but also promotes critical thinking and cognitive engagement as students grapple with complex, high-level subject material. Moreover, a study conducted by Porc and Bundy (2020) shows that CLIL is helpful for students in supporting their vocabulary development, and they find English to be academic and valuable in their daily lives as well as for their future.

However, Banegas (2012) said there are some challenges in teaching using the CLIL approach. One of the challenges is related to teacher preparation and resources. Equipping teachers with the skills and knowledge necessary to implement CLIL effectively is critical to its success. Quality CLIL teaching requires

specific pedagogical strategies that balance language and content mastery. Teachers must master techniques such as scaffolding, differentiation, and formative assessment within an integrated CLIL framework. Lack of training leaves teachers unprepared to provide optimal CLIL instruction, thereby compromising student learning outcomes. Continuous professional development and supportive resources are critical to success. Yavuz et al. (2020) also stated some of the teachers' challenges using the CLIL method are teachers' lack of competence, time and materials, the negative attitude of subject teachers, and the lack of motivation and ability of the students.

Based on the research from Yavuz (2020); Setiawan (2022); and Banegas (2012) the researcher has found several gaps. There are several gaps found in the previous research. First, there are only a few research conducted in Indonesia; most of the research is conducted abroad. Second, the research setting selected in the previous research is primarily in formal education, such as schools; it is rare to find the setting research in informal education, like courses. Therefore, to fill the research gap, the researcher selected an informal educational setting, specifically Efata Learning Centre course.

Efata Learning Center actively applies the CLIL approach in its classes, making it an ideal environment to analyze the challenges teachers face. Additionally, the researcher's current employment offers an advantage for conducting an in-depth investigation. Hence, Efata Learning Center not only aligns with the theoretical focus but also provides an appropriate and meaningful context for examining CLIL-related teacher's challenges in early primary informal

education. Moreover, the researcher investigated the challenges and solutions experienced by the teachers at Efata Learning Center, which located in Jambi.

1.2 Research Questions

Based on the background described above, the researcher formulates the research questions as follows:

1. What are the challenges faced by the teachers in using the CLIL approach in teaching lower-grade students?
2. What are the solutions used by the teachers in teaching lower-grade students using the CLIL approach?

1.3 Limitation of the Research

As with any research, there are some limitations to this research. The first limitation identified by the researcher is the participant of the research. In this research, the researcher only focuses on the teachers who teach lower-grade students which are from grade 1 to grade 3. The second limitation is the subjects selected in this research. Since the institution only set three subjects for teaching, this research focuses on Math, Science, and English subjects.

1.4 Objectives of the Research

This research aims to:

1. Analyze the challenges faced by teachers when using the CLIL approach to teaching lower-grade students.

2. Gather alternate solutions for the challenges that teachers have faced in teaching lower-grade students using the CLIL approach.

1.5 Significance of the Research

The significance of the research is:

1. For the Teacher

To support the teaching and learning process, the researcher anticipated that the English instructor would be able to use CLIL as an approach to teaching bilingual students.

2. For the Future Research

This study is intended to serve as a reference for other researchers who are working on similar projects.

1.6 Definition of Key Terms

1. Challenge: A challenge is a task, a duty, or a situation that is difficult to handle: a lot of effort, determination, and skill is required to face it and overcome it successfully (Meng et al., 2021). In this study, it means the teachers face the challenge of adapting CLIL approach to young learners' needs, requiring creativity and effort to overcome the challenges.
2. CLIL: Coyle, Hood, & Marsh (2010) defined Content Language Integrated Learning (CLIL) as a dual-focused educational approach in which additional language is used for the learning and teaching of both content and language. Moreover, Content Language Integrated Learning is an approach used to teach subjects focused on learning a new language and content.

3. Lower grade students: Lower grade students are children aged 6 to 10 in primary school grades 1, 2, and 3.
4. Solution: According to Kazakov (2021), solution refers to strategies, methodologies or approaches employed to address challenges within teaching and learning process. In this study, solution refers to the strategies that the teachers apply to overcome the challenges they face in using CLIL approach.