



MODEL OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) STRATEGY IN ARABIC SPEAKING SUBJECT

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Abstract

The aim of this study was to develop Arabic speaking skill by implementing Content Language Integrated Learning (CLIL) model at Jakarta State University. The CLIL used in the lesson emphasized the memorization of dialogues and sentence patterns as one of the main characteristics of the audiolingual method. The research employed the mixed approach using Research and Development (R & D). The procedure of research used Borg and Gall model which has the steps; preliminary step, adevelopment step, and evaluation step. The data were taken by observation, questionnaire, interview, documentation, and test. The research finding shows that the development of CLIL learning strategy for Arabic speaking with the material using Qur'an, Hadits, Fiqih and Tsaqofah Islamiah was an effective model for improving learning to speak Arabic. CLIL have four components that are content, cognition, communication, and culture. These are integrated with the variation of learning media.

Keywords: *Arabic Speaking, CLIL, Learning Strategy*

Introduction

Learning strategies have an important role in achieving success of learning goals because the learning process involves all aspects of cognition possessed by students. As Bullinaria¹ said, different learning strategies will emerge depending on environmental variability. Implementing learning strategies may increase through the idea of competencies that must be mastered by students. According Peters, Viola, and Tardif, strategies are considered as part of the resources of students involved in practicing their competencies. Strategy is a learning approach and reflects the way students use information.² Traditionally, learning strategies have been described as the concept of a combination of cognitive and metacognitive processes. In some studies,

¹ J. Bullinaria, "Evolution of Learning Strategies in Changing Environment," *Cognitive Systems Research*, Vol. 52, 2018, 429-449

² Lorena Peculea & Musata Bocos, "The Role of Learning Strategies in the Development of the Learning-to-learn Competency of 11th Graders from Technical Schools," *Procedia - Social and Behavioral Sciences*, Vol. 203, 16-21

it is said that the process of implementing learning strategies does not only involve cognition and metacognition but the influence of motivation, emotions and behavior. Therefore, learning strategies become a very important part of the success of the learning process in the classroom, such as Arabic speaking learning in the Arabic Language Education study program at Jakarta State University.

The results of observations and interviews with lecturers and students in the Arabic Language Education study program at Jakarta State University, concluded that the lecturer used direct method learning with audiolingual to teach the Arabic speaking material using *Al-Arabiyah Bayna Yadaik* book. The learning methods have combined audio-visual with technological advances so that the learning process is sufficient, but it has not met the learning needs of Arabic speaking. Because direct learning begins with listening the dialogue through audio without looking at books, it makes difficult for students to understand the content of the speaking material. Moreover, the material content learned is not from Indonesian culture, making its level of difficulty higher. In addition, students also find it difficult to understand the contents of the dialogue.³ From the findings of the problem, it is known that the weakness of the learning method is only limited to routine audio listening activities and students listen without the worksheet owned by students. Students can only accept the material around 30%. The text or content of the material being played is less varied. So, the process of Arabic speaking learning requires a strategy that is not only oriented to listen the audio but also strategies facilitate student to practice.

It is known that Arabic speaking learning requires a comprehensive understanding. This is equivalent with the need to use learning strategies. In essence, the process of speaking involves various aspects. Because speaking is used for many different purposes and each goal involves different skills.⁴ Meanwhile, according to Rosydi and Ni'mah that *Maharah Kalam* (speaking skills) is to talk continuously without stopping and repeating the same vocabulary using sound disclosure.⁵ Thus, the learning process of Arabic speaking requires a strategy that is able to be adapted with the concept of Arabic speaking learning. From the results of the Haron study, et al.,⁶ it was found that there were 2 types of obstacles in mastering Arabic speaking skills. Internal factors refer to limitations that originate from students, the knowledge and skills of students. While external factors refer to environmental influences and sufficient opportunities to speak Arabic. Nazzal, et al. have examined the difficulties faced by undergraduate and graduate students of English speakers in the interpretation

³ Hasil Wawancara dengan 3 orang dosen dan 7 mahasiswa Bahasa Arab.

⁴ Jack C. Richards & Willu A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 201.

⁵ Abdul Wahab Rosyidi dan Mamluatul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, (Malang: UIN – Maliki Press, 2011), 88

⁶ Sueraya Che Haron, et.al., "Challenges in Learning to Speak Arabic", *Journal of Education and Practice*, Vol. 7, No. 24, 2016.

and idiomatic translation/formulation of the English language into Arabic.⁷ Because the majority of idiomatic expressions in English or other languages have the potential to have more than one interpretation. These problems prove that the use of foreign languages such as Arabic is not easy. Students tend to be influenced by Mother tongue or a second language. Research conducted by Hamizul and Rahimi⁸ on the design and development of online Arabic learning games. The results of the study showed that the online game approach is recommended as a tool that can improve students' ability to master Arabic. The appropriate model needs to be produced as effective learning material especially in the design and development of online Arabic language games. The concept of this study explores the elements of development and digital game-based learning models in the process of building Arabic online games in schools. This study describes the design elements as a result of the development of Arabic-language online games. The implications of this study can serve as guidelines for the development and effectiveness of future Arabic learning through online gaming in schools.

From the findings of the problem, Arabic speaking learning at State University Jakarta requires the development of learning strategies that can fulfill the learning context of Arabic speaking. Moreover, the adjustment of learning strategies in each subject is different. So, it is the duty of the lecturer to analyze the needs of the learning strategy needs. From the results of the needs analysis of the learning strategies needed for Arabic speaking learning, 1) learning strategy can be used to understand the context of integrated dialogue is 92%; 2) learning strategies develop vocabulary is 87%; 3) a blend of strategies equipped with color images, lists of words with meanings, and videos of 89%; and 4) strategies that teach speaking skills by combining 78% of language skills in context.⁹ From the results of the percentage, it can be concluded that students need a learning strategy is equipped with learning media, so that the material presented more interesting. Therefore, to improve the students' Arabic speaking ability and the teaching and learning process make more enjoyable, the development of content and language integrated learning (CLIL) strategies is be to full the Arabic speaking learning needs.

CLIL is a learning strategy that combines the concepts of language acquisition, content, thinking skills and intercultural knowledge in the material being studied.¹⁰ According to Coyle et al., teaching and learning process built on the CLIL theoretical framework must at least take into content (subject), communication (language learning), cognition (learning and thinking) and culture (developing intercultural

⁷ Ayman Nazzala, Fayez Aqel, & Abdul Kareem Igbaria, "Difficulties Encountered by Arabic-Speaking Undergraduate and Graduate English Language Students in Interpreting English Formulaic Expressions", *International Journal of English Linguistics*, Vol. 4, No. 5, 2014.

⁸ D. L. Banegas, "Teachers develop CLIL materials in Argentina: A workshop experience", *Latin American Journal of Content & Language Integrated Learning*, Vol. 9, No. 1, 2016, 17–36. <https://doi.org/10.5294/lacil.2016.9.1.2>

⁹ Hasil Analisis Kebutuhan Kepada Mahasiswa dan Dosen.

¹⁰ D. Coyle, et al., *Content and Language Integrated Learning*, (Cambridge: Cambridge University Press, 2010), 41.

understanding) considering mastery of content and language learning in a specific context and recognize the mutually beneficial relationship between the four elements.¹¹ CLIL is also related with content-based teaching which is based on a dual focus, namely language and content taught.¹² In other study, de Graaff et al.¹³ stated that there are 5 indicators of CLIL class markers. First, the teacher has the skills to facilitate the input of challenging level by selecting authentic material. Second, adapting the text is to increase students' abilities. Third, it provides scaffolding with content. Fourth, language used actively through body language and visual aids. Fifth, the teacher is required to choose and adapt the text and speech.

The results of several studies have oriented to solve speech difficulties derived from students. This is what distinguishes the research that will be conducted from previous research. Some researches have been done relating with the success of using CLIL for the language learning process. One of the studies that was successfully carried out by Rasyid and Zulharby.¹⁴ In this study, it has shown the effectiveness of CLIL towards the development of Arabic learning syllabus that leads to productive competence. From this study, it is clear that CLIL is considered to provide learning needs for productive Arabic skills. Content and language integrated learning (CLIL) is a Europe-born approach. Nevertheless, CLIL as a language learning approach has been implemented in Latin America in different ways and models: content-driven models and language-driven models. As regards the latter, new school curricula demand that CLIL be used in secondary education in Argentina and that teacher pedagogies and materials match the L1 curriculum and overall context.¹⁵ In the last decades, the number of bilingual schools in Europe has increased significantly. Most of these schools implement CLIL methodology in their teaching and, consequently, there is a demand for new and appropriate materials for each content subject taught through a foreign language: new textbooks written in L2 are needed, and the existent offer does not meet the current demand.¹⁶

Some studies can be seen that CLIL provides different ways in achieving learning objectives. The application of the CLIL strategy has been oriented towards material content that must be studied in an integrated manner as the needs of global demands. This research focuses on the need for learning strategies that are appropriate

¹¹ D.Coyle, et al., *Content and Language Integrated Learning*, 41.

¹² Christiane Dalton-Puffer, "Content-and-Language Integrated Learning: From Practice to Principles?", *Annual Review of Applied Linguistics*, Vol. 31, March 2011, 182

¹³ Rick de Graaff, et al, "An Observation Tool for Effective L2 Pedagogy in Content and Language Integrated Learning (CLIL)", *The International Journal of Bilingual Education and Bilingualism*, Vol. 10/5, 2007, 603-624.

¹⁴ Yumna Rasyid & Puti Zulharby, "Developing Syllabus of Arabic Language's Productive Competence Based on Content Language Integrated Learning (CLIL)", *Indonesian Journal of Educational Review*, Vol. 4, No. 1, 2014, 153

¹⁵ D. L. Banegas, "Teachers develop CLIL materials in Argentina: A workshop experience", 17-36.

¹⁶ Beatriz Lopez-Medina, "Developing a CLIL Textbook Evaluation Checklist," *Latin American Journal of Content & Language Integrated Learning*, Vol. 9, No. 1, 2016, 159-173 <https://doi.org/10.5294/laclil.2016.9.1.7>

to the Arabic language context. However, to bring up the novelty in this study, the researcher chooses CLIL learning strategies in accordance with the teaching material that has been provided, so that it can be in harmony with the content of teaching materials. The implementation of CLIL strategy oriented to learn the Arabic content and culture. The students studied the Arabic speaking as appropriate with the Arabic culture. The researcher chose the CLIL strategy as a development due to several reasons; first CLIL is one of the learning approaches that combines language and content approaches, both CLIL provide an opportunity for every student to learn Arabic speaking in an integrated manner with other language competencies. The third reason, CLIL is the newest alternative approach in the learning process of Arabic speaking. The four efforts to optimize the vision and mission of the Language and Art Faculty at Jakarta State University profile. The four reasons are a strong foundation that shows the value of novelty in this development research. This is also because CLIL provides the possibility of completion in learning to speak Arabic.

Therefore, CLIL learning strategies must be designed in learning according to the needs of the learning context to speak Arabic. There is some instruction of CLIL application in the classroom. In this study, the instruction of CLIL learning refers to the theory from Mehiston, et.al., and it modifies with the media of learning to emphasize understanding of Arabic context and culture. Here is the CLIL strategy steps that can be used by teacher in the class; 1) creating a psychologically and safe environment; 2) trying to use the target language; 3). students are allowed to use mother tongue; 4). Speaking slowly and use clear articulation; 5). Using the correct language level; 6). Using gestures and images to convey meaning; 7). Repetition is very necessary; 8). Creating meaningful learning; 9). Giving a varied language model; 10). Creating rich opportunities for children to use language; 11). Communication in class; 12). Creating great opportunities for students to develop linguistic skills - listening, speaking, reading and writing; 13). Doing everything systematically in creating the same status in the use of language in school; 14). Setting high expectations but it still must be realistic; and 15). Finding ways to recognize students' business and success.¹⁷

Based on the explanation above, the purpose of this study is to find out the CLIL learning strategy model for the learning process of Arabic speaking, so that the results of the study are expected to improve learning in the Arabic Language Study Program at the Jakarta State University. So, the formulation of the research problem are;

1. How is the needs analysis of CLIL learning strategies for Arabic speaking learning in the Arabic Language Education Study Program, Jakarta State University?"
2. How is the design of CLIL learning strategies for Arabic speaking learning in the Arabic Language Education Study Program, Jakarta State University?"

¹⁷ PeeterMehisto, David Marsh, & Maria Jesus Frigols, *Uncovering CLIL; Content an Language Integrated Learning in Bilingual and Multilingual Education*, (China: Macmillan Publisher Limited, 2012), 105-109.

Method

Research Methods

This study used a mixed method approach, with research and development methods (R and D). Mixed research is a research approach that combines quantitative and qualitative research.¹⁸ The data was taken from the questionnaire, interview, observation, and interview. The data was analysed from the result of test after the CLIL learning strategy was used in the class.

Data Collection Technique

Data collection techniques were carried out through observation instruments, questionnaires, tests, documents and interviews as described below;

- a. Observations in the form of a diary to assess model trials.
- b. Document analysis was to find out the results of learning using the previous method.
- c. Questionnaire was used for needs analysis
- d. Interview
- e. The test was used to assess the ability of Arabic speaking as a result of the application of the CLIL learning strategy model.

Research Procedure

The research procedure refers to the research stages of Borg and Gall. There are 10 steps in the development research of Borg and Gall. Then from 10 steps, it is simplified into three main steps. However, in this study, the dissemination process was only carried out in a simple way, which was applied to the teaching and learning process of the Speaking (Kalam) course. The following are the steps in the research procedure for developing the CLIL learning strategy that has been carried out;

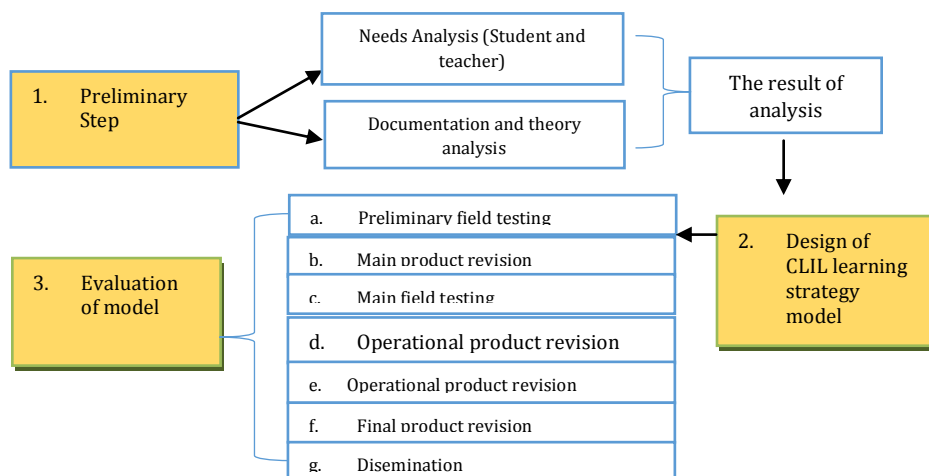


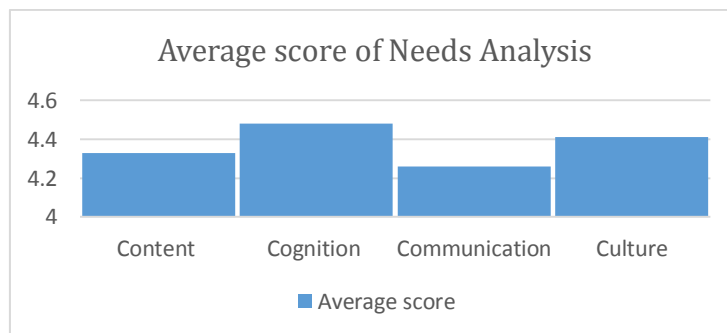
Figure 1. Procedure Research of CLIL Learning Strategy Model for Arabic Speaking

¹⁸ John W. Creswell, “*Research Design, Qualitative, Quantitative, and Mixed Method Approaches*, Third Edition terjemahan Achmad Fawaid”, (Yogyakarta: Pustaka Pelajar, 2010), 304.

Result and Discussion

Needs Analysis of CLIL Learning Strategy Model

The aims of needs analysis are to know about students and teacher's needs about the process learning using CLIL strategy. Here is the graph of the result of needs analysis data.



Graph 1. The result of CLIL learning strategy needs analysis

From the graph 1 it can be concluded that content in CLIL strategy implementation has average score is 4.3. The step focuses to the material that has designed as curriculum and goals in Arabic speaking. It emphasizes to students' Arabic learning experience. Beside that, the material is taken from religion component then it has relevance with the Arabic speaking material. While in cognition, it refers to the activities component that relate with the way teacher teaching. The average score in each question has high average. It means that cognition support the implementation of CLIL learning strategy. Communication component has average score is 4.26, it means that communication step is the appropriate way to deliver material. Students need the process of learning through cooperative, pair work, individual work, Arabic linguistic aspect, and integrating with other skills. The last is culture that has average score 4.4. It means that students need Arabic culture and religion context.

The result of data analysis from observation needs analysis, and interview used to design the learning step of *Kalam III* (speaking subject) through CLIL strategy so far includes:

- a. The warming up activity is the presentation of dialog text or short text that is read by the lecturer repeatedly and the student listens the text carefully. Then the lecturer can also explain the meaning of each sentence in the dialogue. After that, it continued with the practice. Students practice a dialogue with a partner. The student makes Imitation and memorization of the text simultaneously. In this technique, students memorize dialogues or short conversations between two people at the beginning of the lesson. Students play one role in dialogue, while the lecturer plays the character of the partner. After students learn a conversation or dialogue from one character, the lecturer and student change roles. Then students memorize a new dialogue.
- b. Students must do the exercises. It is intended that students who have difficulty memorizing long dialogues can practice.

- c. If the training activities have not been successful, the lecturer continues the learning activities by asking students to imitate what the lecturer explained.

The stages of learning using the CLIL strategy, namely;

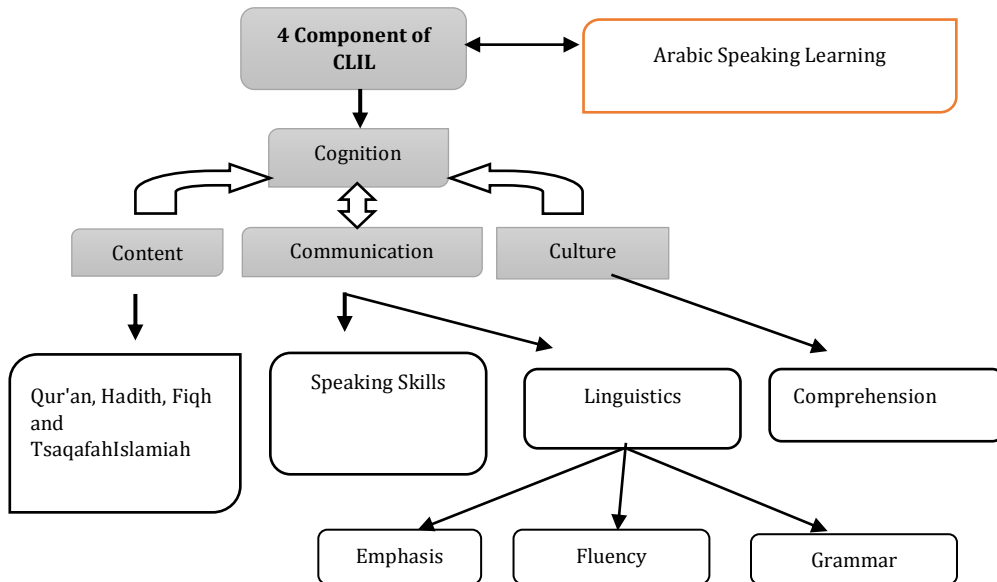
Table1.Learning Activity Steps

Learning Steps	Procedure	Teacher's Activity	Students' Activity	Element of CLIL
Preliminary activity	Phase 1	Condition the class and record student attendance before starting learning process	Preparation	
	Phase 2 1. Aperseption 2. Motivation 3. Orientation	1. Providing initial perceptions to students of the material to be taught 2. Providing an overview of the benefits of the material to be taught 3. Concentrating Students with displaying images	Learning process and attendance Students observe the picture and guess the subject matter through the picture.	Cognition and communication
Main Activity	Phase 3 Eksplorasi	1. Explaining the contents of the letter wal-Ansr 2. Conducting question and answer and discussion 3. Meaning of vocabulary 4. The contents of the letter wal-Ash 5. Guiding students to function the scientific amount in the structure Develop new vocabulary in structure 6. Play reading through videos	Students answer questions in the form of discussions between students and lecturers Explain the meaning of Jumlah Scientific Enable the Scientific amount in the structure through available vocabulary Classify actions that harm and benefit humans Speaking exercises in the subject Observe the pronunciation of the letters and follow them correctly	<i>Content</i> Cognition and communication Communication

Closing Activity		Encouraging students to understand text discourse	Identify the main thoughts of text discourse Read the text and answer the question Reading practice in the subject	Cognition and communication
		Encouraging students to express ideas through writing	Make a Scientific Amount structure Exercise makes structural patterns	Communication
	Phase 4 Elaboration	<ol style="list-style-type: none"> 1. Guiding students to think critically 2. Guiding students to respond to other groups 3. Encourage students to hold discussions, draw conclusions and discover new knowledge 4. Encourage students to explore cultural values in the subject 	<ol style="list-style-type: none"> 1. Discuss with group members 2. Explain the relationship of faith and appreciation 3. Do questions and answers 4. Discuss, deduce material, and discover new knowledge 5. Students explore cultural values in the subject 6. Students apply discipline and reward time 	Cognition and communication Culture character
	Closing Confirmation	Encouraging students to give conclusions Provide reinforcement of teaching material and motivation	Students and lecturers conclude the subject	

The design of CLIL learning strategies for Arabic speaking learning in the Arabic Language Education Study Program, Jakarta State University

CLIL learning strategies model is designed based on the needs analysis, observation, and interview. The following is the initial draft of the CLIL learning strategy model design;



Picture 2. Draft 1 of of CLIL Learning Strategy Model for Arabic Speaking Subject

The picture 2 is explained about the structure of the CLIL learning strategy of Arabic speaking learning beginning with the design of the syllabus, the CLIL approach focuses on the Arabic speaking ability. The application of this CLIL is:

- a. Content contains the subject matter of each chapter taken from the Qur'an, Hadith, Fiqh and TsaqafahIslamiah which are used as a main for understanding content and language to improve the Arabic speaking ability.
- b. Communication learns skills and language. The systematics of teaching materials developed are; speaking skills. While language consists of pronunciation (pressure), fluency, and grammar.
- c. Culture is directed at the process of understanding content related to culture.
- d. Cognition is related to the integration of each element of content, communication and culture.

The draft 1 has assessed by experts and partner (peer assessment). There are some suggest as data to revise and produced a draft 2 model, those are;

1. The content emphasizes in students' life and religion context
2. Concept of integrated skills in communication component that emphasize to linguistic and culture.
3. Students centered learning in implementation of CLIL strategy

Here is figure of CLIL strategy that has been revised;

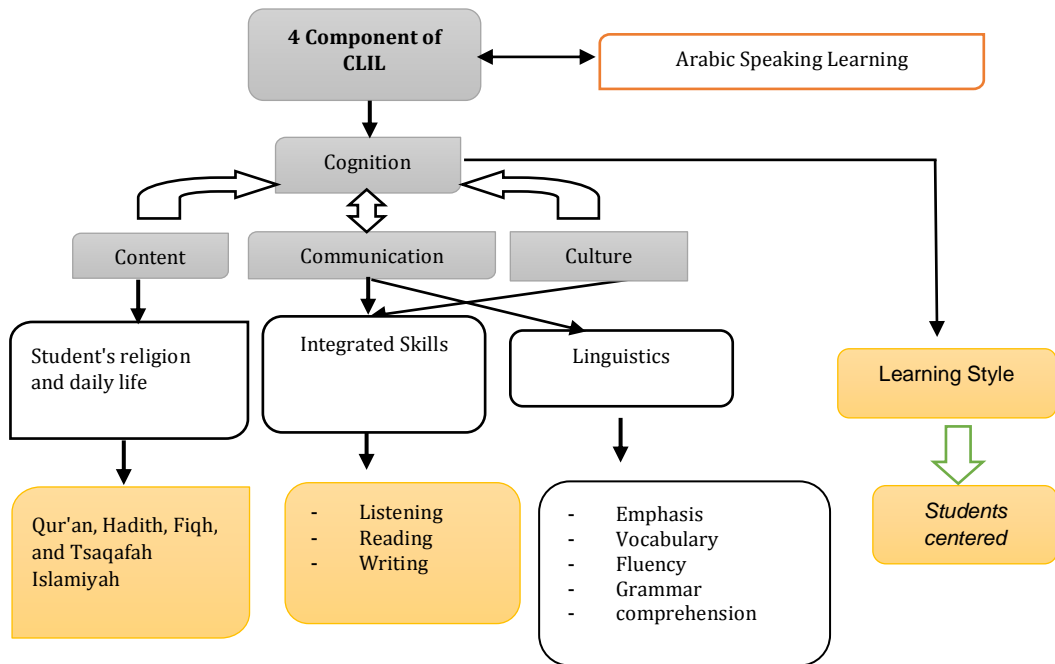


Figure 3. Draft 2 of CLIL Learning Strategy Model for Arabic Speaking Subject

In the picture 3, it can be seen the draft model 2 of CLIL learning strategy for the learning process of Arabic speaking after revised. Other teaching material components are clearer and more focused. Each component in the CLIL is equipped with clear learning styles for the practice of Arabic speaking. The second draft implemented in small groups. Then the researcher distributed questionnaires to students and lecturers and experts to obtain response data from research subjects. From the suggestions and input of respondents after conducting trials in small groups, then at the next stage, the researchers make improvements to the instructional material model developed.

Here is the conclusion of analysis data that is taken from questionnaire analysis and it used to revise the model.

Table 2. The result of questionnaire analysis in small group trial

Number	Component	F	%
1	content	7	87,5
2	Cognition	7	87,5
3	Communication	6	75
4	Culture	6	75

From the table 2, it can be concluded that 4 components of CLIL learning strategy need revising, i.e.

1. Enriching the CLIL learning strategy through lectures, storytelling, role playing and games
2. Reducing the explanation of grammar briefly and easily.

3. Eliminating the boxes contained in the teaching material that are not important.
4. Making guidance on the use of instructional materials, so that the application of CLIL learning strategies becomes clearer and trace.

The following is results of the CLIL learning strategy model that has revised based on the input.

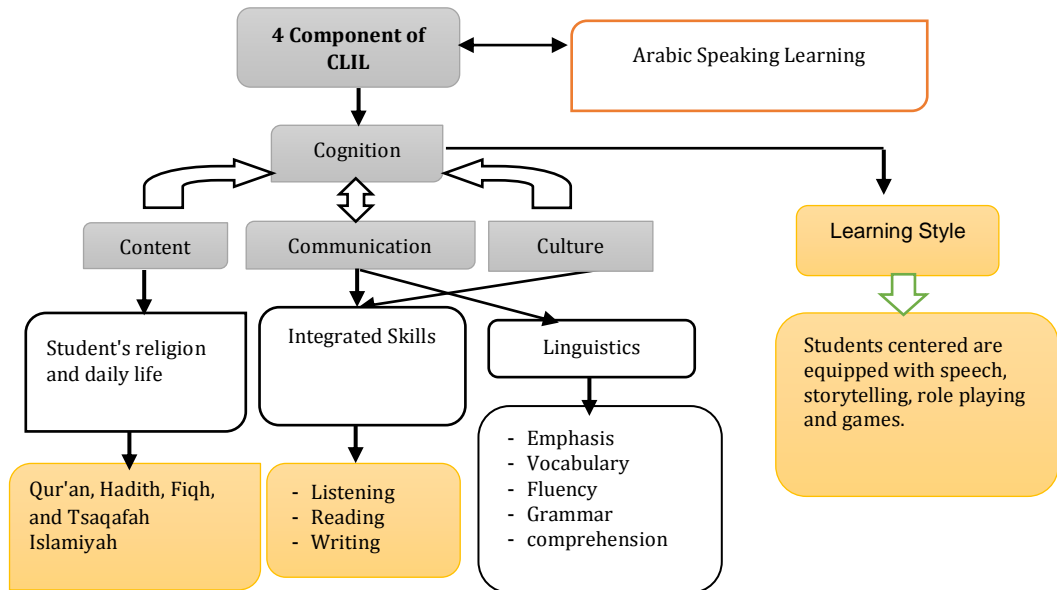


Figure 4. Draft 3 of CLIL Learning Strategy Model for Arabic Speaking Subject

The results of the improvement in the CLIL learning strategy model, namely draft 3, were then tested on large groups in the class, with the number of students being more than small groups. During the trial process, researchers observed the implementation of the CLIL learning strategy and distributed the questionnaire to students, lecturers, and experts. Based on the questionnaire analysis data, interview and discussion with expert concluded that the final model does not make many changes. Because the changes made are to include the answer question component, discussion and assignment as a form of CLIL learning activities. The researcher included the component aimed at clarifying the order of learning and understanding the learning material being studied. In addition, videos help improve the use of media learning and sharpens the practice of languageskills and reciprocal application in the use of CLIL learning strategies.

At this stage, researchers conduct feasibility trials by asking for advice and input from 2 expert teams as expert judgment. This is done to perfect the results of the development of CLIL learning strategy models that are suitable for the needs of students. The results of the feasibility trial of the expert model produced two data, namely qualitative and quantitative. Feasibility trial data was done by experts in the form of quantitative data. To obtain this quantitative data, the researcher provided a questionnaire containing statement using a Likert scale which was converted into a

score. While qualitative data were in the form of comments, suggestions, and recommendations. Here is the result of analysis data

Table 3. Recapitulation of Expert Input

Component	Experts Assessment		Account	Average Score
	A	B		
Content and Culture				
1. Conformity with competencies and indicators developed	3	4	7	3.5
2. Conformity with students' needs	4	3	7	2.5
3. Conformity with content	3	4	7	3.5
4. Actual and meaningful	3	3	6	3
5. It has character and morality value	4	4	8	4
Communication				
1. Readiness	4	3	7	3.5
2. Information clarity	3	4	7	3.5
3. Compatibility with grammar	4	4	8	4
4. Effective and efficient language use	3	4	7	3.5
Cognition				
1. Clarity of purpose	4	3	7	3.5
2. Presentation	4	3	7	3.5
3. Giving motivation	4	3	7	3.5
4. Information steps of learning as sequence	3	4	7	3.5

Following is the revised framework of the CLIL learning strategy model for the teaching and learning process of Arabicspeaking;

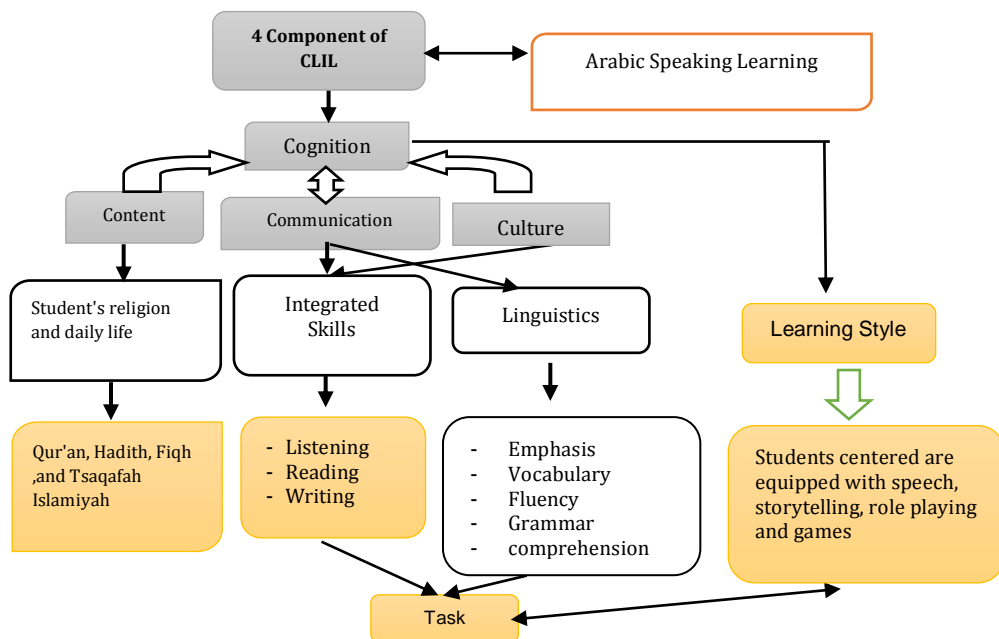


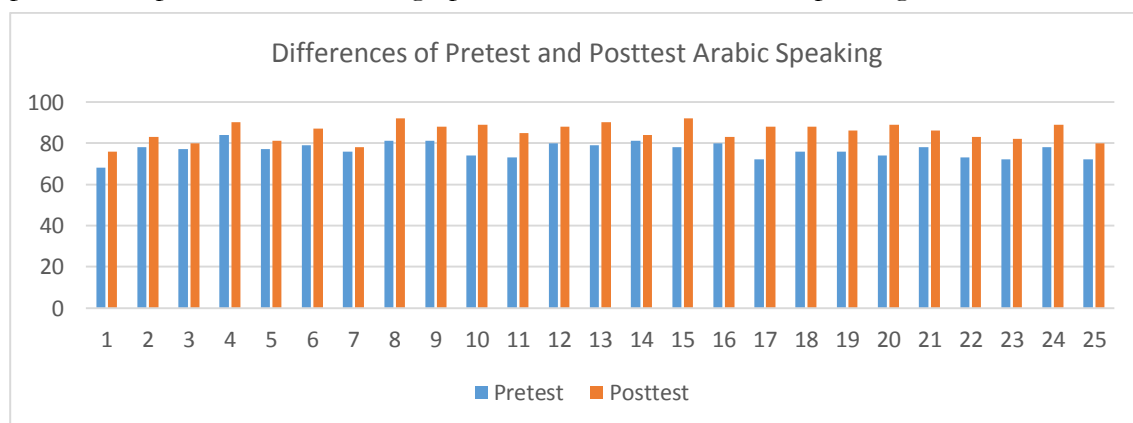
Figure 5. The Final Draft of CLIL Learning Strategy Model for Arabic Speaking Subject

In the trial of a large group of CLIL learning strategies, researchers gave tests to students before and after the trial. This aims to determine the effectiveness of the implementation of CLIL learning strategies that have been improved. The evaluation instruments used in assessing the ability of Arabic speaking include indicators of asking, answering, expressing opinions and responding opinions. Assessment is also carried out on the speaking component, namely; pressure, grammar, vocabulary, fluency and understanding and activeness of students. In the table 3, you can see the results of the large group trial scores and the activeness of students in the test activities with a range of score from 10 to 15, while the score range of the activity speaking process with a range of numbers 1 to 5.

Table 3. Assesment Component of Language Aspect and Speaking Process Activities

		Component	Pretest	Posttest	High Score	Low Score	Average Score
Pretest	1	Presssure	13	14	83	72	70
	2	Grammar	13	15			
	3	Vocabulary	12	14			
	4	Fluency	13	14			
	5	Comprehension	14	15			
Posttest	6	Answering	3	4	88	75	77
	7	Asking	4	3			
	8	Expressing Opinion	4	5			
	9	Responding Opinion	4	3			
	10	Explanation	3	4			

Table 3 showed that the result of Arabic speaking assessment for each component. In pretest got the high score 83 and low score 72. While in posttest got the high score 88 and low score 75. There is the different average score between pretest and posttest. Here is the graph students' score in Arabic speaking test.



Graph. 2 Students' Score of Arabic Speaking Test

Based on the results of the pre-tests and post-tests of the Arabic speaking ability using the CLIL learning strategy in graph 2, here is the result of the descriptive data statistic can be described as follows.

Table4. Description Data of Pre-test and Post-test Score

Statistic Data	Pre-test Score	Post-test Score
Amount of sample (N)	25	25
Average	76.68	85.48
Minimum	68	76
Maximum	84	92
Standard deviation	3,72	4,33
Varians	13.89	18.76

From the table 4, it can be explained that the average score of the pre-test group was 76.68 and the post-test group was 85.48. Thus, there is an increase of score was 8.8 points. While the minimum score of pre-test is 68 and post-test 76, so the tests have increased until 8 point, and the maximum score on the pre-test is 84, while the post-test is 92. Based on that data, learning using the CLIL strategy gave experience improvement. To know the differences of students' ability before and after the application of CLIL learning strategy, then the statistical technique of the average difference test was carried out by the independent t-test. The test results can be displayed as follows.

Table5. The Result of Effectivity of Testing Model

	N	\bar{x}	db	s ²	t _{account}	t _{table}	
						$\alpha=0,05$	$\alpha=0,01$
Pre-Test	25	62,92	24	14,41	4,12*	2,01	2,68
Post-Test	25	87,26	24	17,78			

Based on the calculation results obtained by t-account = 4.12, this value is greater than t-table, with a significant level of 0.01 and db = 48 obtained t-table = 2.68. Thus, it can be concluded that the average scores of the post-tests and pre-tests are significantly different. The test results shown, the students score has increased after following learning using a model of learning strategies developed. Thus, it can be stated that the students get a good score or appropriate with the score standard, then the students can be said to have mastered the Arabic speaking skills as well. Thus, the implementation of CLIL learning strategy can be said the success. The developed CLIL learning strategy model is tested significantly.

The effectiveness of Arabic speaking learning using CLIL has a pretty good influence on the teaching and learning process in the classroom. The CLIL framework in this study focuses on the language being taught. So that students become the main focus that has a big role in the class. As in Kiely's research, CLIL refers to the diversity process and productivity. This certainly has a broader meaning. This means that students learn to speak not only in the local but also global. This can be seen from the

results of Dourda's¹⁹ research that CLIL benefits the learning process. Students are able to have a context of international speaking experience and self-development. The results of Dourda's research have aligned with Kiely's research. The results of the research both have the same findings in the research development of Arabicspeaking using CLIL. Students have a more varied learning experience context. Not only the context in the surrounding environment but also wider. As it is known that teaching material is equipped with learning media, namely multimedia that is realized through video. Research provide video content global context because Arabic has become the language of the international community.

From the findings, the research novelty appears in this study is seen in every aspect that emerges from the CLIL element. The learning approach is oriented to the needs of students in an integrated manner with other skills as well as material content related to the Indonesian context through themes taken from the Qur'an, Hadith, Morals and TsaqofahIslamih. Moreover, students in this study program have known these religious themes well in their daily lives. But what provides ease of teaching materials is the presence of an introductory language that is not dominated by Arabic. So that students who are still having difficulties can understand and practice teaching materials well. From the cultural elements appear in all teaching materials, so that the CLIL approach builds the mindset and independence of students. CLIL is very suitable for the learning process of other subjects that use foreign languages, it turns out this approach can also provide convenience to students who learn to speak Arabic. The strategies designed in the CLIL approach in this study are practical and provide opportunities for all students to study independently.

The CLIL approach has made the lecturer acts as a facilitator to create an atmosphere of active learning by asking questions and assignments and conducting discussions because students as the subject of learning are expected to be able to express and develop ideas for each subject in reconstructing knowledge to improve Arabic speaking ability. This has implications for the lecturer to plan and prepare for the learning process in the classroom so that it fits the expected target because learning strategy has important. CLIL is primarily intended to present two learning objectives, namely to teach language that is not the mother tongue and to teach opinions on target language competencies and fill in more specific material. Other implication of CLIL learning strategy developing model is to help students accelerate epistemological development. Thus, Arabic speaking learning has the different interest for students. Nowadays, CLIL provides convenience in the learning and teaching process in the class because it combines content and real life. This learning model starts from content that is integrated with the context of life and learning experiences of students.

¹⁹ Kyriaki Dourda, et.al., "Content and Language Integrated Learning through an on line Game in Primary School: a Case Study", *The Electronic Journal of E-Learning*, Vol. 12, Issue 3, 2014.

Conclusion

Content and Language Integrated Learning (CLIL) which is designed based on the analysis of student needs is a learning approach that combines the understanding of content and language taught simultaneously. In other words, the researcher makes the material of the Qur'an, hadith, morality, jurisprudence and tsaqofah as the subject matter of the material that emphasizes Arabic speaking learning in addition to exercising listening skills, reading and writing and vocabulary development, pronunciation and grammar in Arabic. The functional is expected to be able to improve Arabic speaking the ability. The design of the CLIL strategy model has four important components; content, cognition, communication and culture. Through these four components, the learning process of each subject is designed to show the students not only to understand the text but also to be trained, to think in building knowledge through various individual and group exercises using strategies of question and answer activities, assignments and discussions.[]

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