

## Practice of Content and Language Integrated Learning Methodology Characteristics in 'Dini' Curriculum: Students' Assessment

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**Abstract:** This study is to look into the practice of CLIL's methodology in Sirah's teaching & learning, in the subject of Usuluddin, 'Dini' Integrated Curriculum in four Government Relief Religious Schools (SABK) in Sabah and Sarawak. The objective of this study is to identify the level of Sirah learning content among the students. Research methodology through assessment to 272 Form 2 students. This study is based on the characteristics of the CLIL methodology adopted by Mehisto et al. (2008). CLIL's methodology features consists of six dimensions involving 34 features in teaching. The CLIL study results according to the assessment score on students indicating that they have not mastered Arabic vocabulary through the Sirah subject effectively based on their result in assessment, the majority of the 229 students are able to score 5 and below from 10 full mark. They also still unable to write well and are not confident in writing in Arabic.

**Key words:** CLIL, Sirah, 'Dini' Integrated Curriculum, SABK

### INTRODUCTION

CLIL is the abbreviation for "Content and Language Integrated Learning" which means integration of content and language in teaching and learning (L&T). Studies on content integration and language in teaching and learning (CLIL) have long been discussed in this area of education. In Europe, teaching and learning of non-language subjects is taught using a second language or foreign language has begun for decades.

Among the CLIL studies conducted in Malaysia on the teaching and learning of non-linguistic subjects in a second or foreign language is the subject of Fiqh in primary schools around Selangor which uses the Al Azhar curriculum and Fiqh subject in SABK, Melaka State [5]. However, the study of CLIL in Malaysia is still less specific for the use of Arabic in religious subjects or in schools under the state government and institutions of higher learning. It is therefore imperative that such a study be conducted to see the effectiveness of CLIL's methodology in teaching and learning.

### RESEARCH BACKGROUND

CLIL has been introduced as one of the approaches in education that uses dual-focus techniques that focus on content and at the same time focus on the second language used in the L&T session. CLIL has been widely used in various language learning contexts over the last decade [8]. There are various challenges and obstacles faced by CLIL practitioners regardless of whether in itself, Japan, Brazil, and any other country using this approach. Most of the problems faced by the teachers or practitioners of CLIL are interconnected and the same is true despite the different language used. Europe

Problems often found in past studies are the lack of skilled teachers and are eligible to use CLIL [7,10-12,14]. This is true in Japan, Europe, Taiwan, Thailand, Italy and so on. Taiwan says they find it difficult to find teachers who can master the foreign language and content at a time. The lack of competent teachers in these two areas has had a less positive effect in the implementation of CLIL [14]. In Thailand, the lack of competent teachers in foreign languages is due to the fact that graduates who have a second language are more interested in working in other fields such as flight attendants or working with private companies rather

than working as educators. Even previous studies have also noted that most teachers who teach the second language do not have that language background [12]. In addition, in Italy, studies show that teachers are not fluent in language and are unable to explain or provide information or information relevant to a topic [11].

The problem of this incompetent teacher is not just because the teacher is not proficient in the language but the teacher is not training enough and does not understand the CLIL concept itself [5]. In fact, the lack of expertise in the CLIL field has resulted in a rarity of conferences or workshops explaining techniques and methods for implementing this approach in L&T session [12]. One of the main factors failing to implement CLIL is that teachers are not trained and prepared in advance. Teachers can succeed in implementing this CLIL if given sufficient courses, conferences and workshops [10].

Furthermore, the CLIL problem also involves students. The different backgrounds of the students are also to be taken care of [7]. There are students who cannot afford to use the second language [14]. Not only is it incapable, the student's confidence in using the language is also low resulting in minimal involvement in the L&T session [6]. It is difficult for teachers to deliver their contents through foreign language mediums, and it is certainly difficult for students who rarely use the second language in their daily lives to understand the contents of the second language smoothly. In addition, no student collaboration in using and practicing foreign languages either inside or outside during the learning session is also a failure factor in implementing CLIL [12].

Learning sessions outside of learning, this also relates to the atmosphere or environment in schools that practice this CLIL. Schools do not create a second language environment [7,14]. It makes students limited to learning second language only during L&T session only. A school environment that uses foreign languages can actually help improve student confidence.

In addition, teachers' beliefs towards students are also among the factors of the previous study. The problem faced by instructors teaching this foreign language is not only on the basis of curriculum or language education only, but it is also closely related to the cognitive teacher, which is what teachers think, and teachers believe [10]. Teachers think that students are not able to speak fluently or students are shy to use foreign languages, resulting in activities being conducted in the classroom very easy. In fact, the teachers themselves are unsure of the level of understanding of the topics that have been taught to their students [2]. As a result, teachers are more likely to use native language and lack of second language application as a way of understanding students [5,14]. The method of translation is used by teachers when teaching subjects in this second language [5].

In terms of teaching aids (BBM), there is no doubt that the causes and problems faced by teachers or practitioners of CLIL are the lack of fuel in foreign languages [6,7,10]. This is a dilemma faced by teachers in providing BBM either in traditional or electronic form. In addition to not having BBM fittings, they also need to master the contents of the subject as well [3]. Due to this situation, teachers are more likely to use traditional methods in their L&T processes. This is because they are convinced and believe that the traditional way of learning as they are taught will help the current student to master the subject matter in this second language [10]. The sequence of these, of course, is in line with the study conducted before find that teachers teaching using this CLIL approach using teacher-centred approach [2]. Lack of mechanisms to encourage students to communicate, no planning modules or task exercises that take into account the level and background of students in the implementation of the CLIL cause the failure factor of this educational method. Teachers also lack collaboration in providing CLIL planning and modules [6,11,14].

## CONCEPTUAL FRAMEWORK

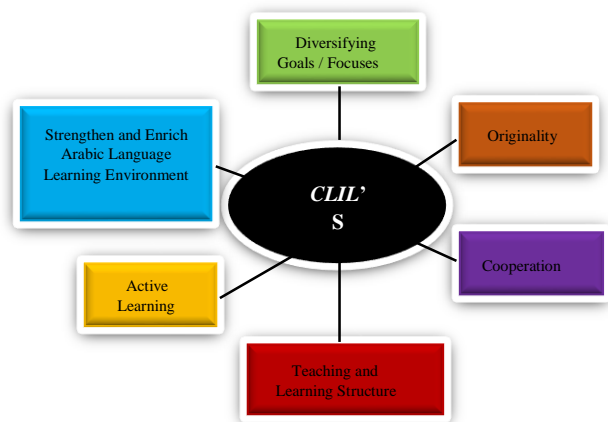


Fig 1 CLIL's DIMENTION

## RESEARCH QUESTION

What is the level of mastery of student content in the learning of KBD Sirah in SABK Sabah and Sarawak?

## RESEACH METHODOLOGY

The population and sample of the study involved second year students and teachers who teach the subject of Sirah in four Sabah and Sarawak schools.

Selection of the subject of Sirah in the KBD for this study is based on the nature of the Sirah itself as a story and the students already have some knowledge of the Prophet's history besides the processing of the text more easily understood by the students.

**Assessment Test Questions**

The test questions created for the students consist of two main sections.

Part 1 is a question that assesses students' vocabulary level. In this section are 10 Arabic words asking respondents (students) to translate them into Malay. The words were selected based on the words they had learned in the subject of Sirah.

Part 2 is a question that assesses students' writing skills. There are two part questions that ask students to tell the story of their family and to briefly relate the knowledge of the prophet's history.

Once this test question is received, the researcher marks and records the total student score. 10 points for Part 1 and 2 points for Part 2.

Next, the researcher elaborated and researched the test results received to analyze the students' level of understanding based on the recorded scores.

Researchers also used SPSS to find the number of respondents who received high and low scores and made differences based on the four schools in Sabah and Sarawak. In addition, researchers also use Excel to explain the frequency of student answers.

**RESULT**

**Level of Content of Student Content in KBD Learning at SABK Sabah and Sarawak**

The following are the findings of the study through the evaluation test question method. This study aims to analyze students' skills and abilities. Question 1 is a question that tests students' vocabulary levels. This question contains 10 questions that ask students to translate words given into Malay. Question 2 was a question that tested respondents' ability to construct sentences based on the vocabulary they had learned. The researcher will decipher the achievement scores obtained by the respondents based on these two types of questions. The purpose of this data analysis is to look at two main things: assessing student vocabulary knowledge and assessing writing skills in Arabic.

**Analysis Question 1**

	School				Overall	
	S1	S2	S3	S4		
	0	0	0	0	0	
	1	0	0	5	1	6
	2	0	3	18	23	44
	3	14	4	35	15	68
	4	26	11	22	15	74
Mark	5	7	8	21	1	37
	6	6	2	3	0	11
	7	8	0	4	0	12
	8	8	0	2	0	10
	9	6	0	0	0	6
	10	4	0	0	0	4

Table 1 Achievement of Scores for Question 1

Based on Table 1, the finding found that the scores that reached the highest frequency value were 4 scores with a frequency of 74 students. Followed by 3 marks for 68 students, 2 for 44, 5 for 37, 7 for 12, 6 for 11, 8 for 10, 1 and 9 for 6, and 10 for 10 / 10 as many as 4.

The conclusions reached by the researcher are that all students are still poor at mastering vocabulary. This is because, the majority of the 229 students are able to score 5 and below in other words can only translate 5 and below vocabulary into Malay correctly and accurately.

Frequency of Error	Arabic Word	Question No	Frequency of Error	Arabic word	Question No
181	رَيْسٌ ب	6	10	نَارِيح	1
234	رُضَاعَةٌ	7	243	رَبِّهِمْ رَحْمَتُ	2
42	رُؤْيَاةٌ	8	18	رُؤْيَاةٌ	3
174	رُؤْيَاةٌ	9	231	رُؤْيَاةٌ	4
243	رُؤْيَاةٌ	10	243	رُؤْيَاةٌ	5

Table 2 Frequency of Students' Error

Table 2 above is the frequency of student misconduct. The highest frequency of errors was 243 in question 2, question 5 and question 10. Following question 7 was

234, question 4 was 231, question 6 was 181, question 9 was 174. Many students were found to be leaving blank answers and some giving answer but incorrect. In fact, there are also students who copy back the given Arabic word and place it in the answer box. Words with low frequency error such as question 1 and question 8 show students understand the meaning of the word.

### Analysis Question 2

	School				Overall	
	S1	S2	S3	S4		
	0	0	21	37	27	85
Mark	1	13	4	31	18	66
	2	66	3	42	10	121

Table 3 Achievement of Scores for Question 2

In this section, the researcher does not look at the extent to which the students are using the sentence. The researcher only looks at whether students are capable and able to write in Arabic. Students who earn full marks do not write using complex sentences or vocabulary. In fact, there were minor errors such as misunderstandings of *muttasil*, *mudhakar* and *muannath*, use of *alif lām*, punctuation of *hamzah*, word formation when connected with *damir* in the case of *marfū 'mansūb* or *majrūr*, error in the name of the prophet and spelling of names and so on. Some of the mistakes made are as follows:

Mistaken *muttasil* usage error:

اسم أبي هو عبد هلا واسم أمي هي أمينة

Correction of student verse:

اسم أبوه عبد هلا واسم أمه أمينة

Mistakes of misdemeanors and misdemeanors:

اسم أبوه عبد هلا بن عبد المطالب

Correction of student verse:

اسم أبوه عبد هلا بن عبد المطالب

Error using *alif lam*:

اسم النبي النبي هو عبد هلا

Correction of student verse:

اسم أب النبي هو عبد هلا

*Hamzah* letter placement error:

واسم أم النبي أمينة

Correction of student verse:

واسم أم النبي أمينة

Error in determining *marfū 'or mansūb* or *majrūr*:

واسم ابه عبد هلا

Correction of student verse:

واسم أبوه عبد هلا

Name error:

اسم النبي هو محمد بن أبي طالب بن عبد المطالب

Correction of student verse:

اسم النبي هو محمد بن عبد هلا بن عبد المطالب

This does not reduce the students' scores because the researcher understands that they are trying their best to write in Arabic and try not to leave any room blank. Such technical errors are not a benchmark for the researcher in assessing the student's ability, unless the answer given by the student is not immediately understood by the researcher or the written sentence leads to the wrong meaning.

In addition, when it comes to the results they give, most of them simply rewrite what they have learned and rewrite the extent to which they have the memory and knowledge. For example, the second question asked the student to write a brief essay on the Prophet's family. Most students answer by writing only the names of prophets, fathers, mothers, wives and families. There are also students who write in detail the details of the prophet's birth and his life history. Although the students were previously found to have made minor mistakes as mentioned, this does not negate the claim that there are also students who can use *damir* correctly.

S1 (79)		S2 (28)		S3(110)		S4 (55)	
Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
1	12	24	22	61	44	34	38

Table 4 Frequency of unanswered or inaccurate questions

Furthermore, as can be seen in Table 4, some students did not have any problems in describing their personal identities, especially those in S1. The majority of students in S1 are able to write about their families. However, students in S2, S3 and S4, they are found to be having difficulty writing either about their families or writing about the prophet's head.

What is to be concluded is that this may be related to the students' level of understanding whether they have forgotten what they have learned in the classroom or whether they are still unable to write well and are not confident in writing in Arabic.

## DISCUSSION

Learning Arabic in Arabic according to the respondents among the teachers, they agreed that it could improve student vocabulary. According to them, the subject of Sirah itself has new vocabulary and students are excited to learn the vocabulary. In fact, there are also teachers who have their own initiative to direct and require their students to learn and learn five new vocabulary each time they teach Sirah.

Judging by the level of mastery of students in Sabah and Sarawak in learning Sirah is still at a disadvantage. This is because, from the results of the analysis of the given test, the students are not able to tell the prophet's history other than the name of the prophet, the name of his parents, grandfather's name or in other words, the students are only talking about lineage. In fact, when it comes to translating the meaning of the Arabic vocabulary provided, the majority of the students have not yet mastered the content of Sirah in Arabic.

Reality or logic based on the use of Arabic in PdP sessions can improve student vocabulary. According to Bilal Adnan and Kamarulzaman (2013) regarding CLIL for non-Arabic speakers in PdP, it was found that this practice was able to increase students' proficiency in Arabic [4]. In one study [13] that CLIL language is a form of PdP democracy as students and teachers work together to understand knowledge and acquire language. This is also agreed by [6] who stated that PdP which uses Arabic medium especially KBD subject, can improve the quality of communication and students' language as well as they can study the scriptures.

Earlier studies [1] stated that second language learners need at least 2000 words before they can enter university. Her research allows teachers to master the level of student vocabulary using a set of questions adapted from Paul Nation. The question is an Arabic vocabulary level test that has three different levels. The first level is best used for students in grades 1 and 2, the first and second levels are for students in grades 3 and 4, and the first and third levels are for 5th and elementary students (university level). This needs to be done and carried out on the students so that teachers are aware of their students' ability level. Teachers cannot take the easy way of using Malay language in the classroom simply because it meets the demands of the students. It certainly cannot achieve the objectives of implementing the CLIL itself

## CONCLUSION

From the findings of this study, students are still unable to master the Arabic vocabulary through CLIL technique due to several factors. For example, teachers still do not master the learning sessions using the CLIL approach such as the relationship between the subject of the head and the student's life, and the subject of Sirah has not been taught in a regular manner based on the student's inability to recall vocabulary learned in the classroom. Teachers need to actively focus on student engagement such as using vocabulary learned in the context of their lives.

## ACKNOWLEDGMENTS

The authors acknowledge the financial support from International Islamic University College Selangor, Malaysia.

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