



CLIL-Based Oral Literature Learning

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Abstract

This study aims to conduct a meta-analysis of research that has been conducted in the last 10 years related to the application of CLIL in oral literature learning. The method used is the meta-analysis method by collecting and analyzing scientific articles and relevant research reports from various academic databases. Inclusion criteria include research published between 2014–2024, using a descriptive quantitative approach, and focusing on CLIL-based oral literature learning. Data were analyzed systematically to identify trends in findings, research gaps, and pedagogical implications. The results of the analysis show that the application of CLIL in oral literature learning has a positive impact on students' language skills, understanding of local culture, and learning motivation. However, there are several challenges, such as the limited CLIL-based teaching materials that accommodate the richness of oral literature, teacher readiness in adapting the CLIL approach, and the gap in access to adequate educational resources.

Keywords: Oral Literature learning; CLIL; Meta-analysis.

Introduction

Indonesian language learning in the curriculum consists of language and literature learning. However, based on initial observations of Indonesian language textbooks for grade VII, it appears that there is an imbalance in the portion of language and literature material, where the portion of language learning material is greater than the portion of literature learning material. This is one of the causes of students' lack of literary knowledge which has an impact on students' low interest in literature learning. To overcome this problem, CLIL-based literature learning can be one solution.

The CLIL-based learning approach is an approach that emphasizes foreign language learning that is integrated with other subject matter, so that students not only learn a

foreign language, but also learn other content or subject matter through the foreign language. Thus, CLIL-based oral literature learning can be an alternative in Indonesian language learning. Through the CLIL-based learning approach, students not only learn about literature in theory, but can also integrate oral literature learning with Indonesian language learning, so that students can gain knowledge and skills in Indonesian language based on oral literature.

CLIL-based oral literature learning is a literature learning that integrates oral literature content and foreign language learning simultaneously (Febrina et al., 2022), so that it is expected that oral literature learning can improve students' knowledge of oral literature (Khoiroh, 2024) and at the same time can also improve students' language skills (Mundofir, 2017). In line with this, research related to the development of CLIL-based literature learning for junior high school students needs to be conducted. In this study, oral literature was chosen as the learning content because oral literature is a cultural heritage that is still alive in society and has very important values to be preserved and passed on to the younger generation (Disi & Hartati, 2018).

There are still several previous studies that examine CLIL-based oral literature learning, including: 1) Pengembangan bahan ajar berbasis pendekatan *content and language integrated learning* (CLIL) pada pembelajaran menulis puisi siswa kelas IV SDN 86 Kaur (Fadilah et al., 2023); 2) Pengembangan bahan ajar teks cerita panji berbasis *content and language integrated learning* (CLIL) untuk SMK (Utami & Sadiyah, 2020); 3) Pengembangan buku pengayaan menulis cerita anak bermuatan nilai karakter berdasarkan *content and language integrated learning* (CLIL) untuk siswa sekolah dasar kelas tinggi (Ayu Neina et al., 2015); 4) Pembelajaran bahasa Indonesia berbasis Eko-Kultural untuk penguatan Edu-Wisata di Kawasan Taman Nasional Bromo Tengger Semeru (Syukron & Rijadi, 2024); 5) Pengembangan perangkat pembelajaran teks anekdot tema konflik sosial di kalangan remaja dengan pendekatan CLIL dan model berbasis proyek (Candra et al., 2016); 6) Pengembangan buku pengayaan apresiasi dongeng yang bermuatan CLIL bagi peserta didik SD kelas tiga (Febriani, 2015); 7) Peningkatan kemampuan menulis cerpen menggunakan model pembelajaran pedagogi genre, saintifik, dan CLIL pada siswa kelas XI SMAN 2 Kota Bengkulu (Yulistio & Fhitri, 2019); 8) Pengembangan buku pengayaan memproduksi teks fabel bermuatan nilai budaya untuk siswa SMP (Fahmy et al., 2015); 9) Pengembangan buku teks sastra berbasis kearifan lokal Pati untuk SMP/Mts (Mujiwanto et al., 2021); 10) Pengembangan buku pengayaan Teknik memproduksi teks cerita ulang yang bermuatan kearifan lokal bagi peserta didik kelas IX SMA (Syarifa et al., 2015).

Meta-analysis of CLIL-based oral literature learning needs to be conducted to find out the current trends in literature learning and CLIL research in Indonesia. The purpose of this study is to determine the tendency of literary research, especially CLIL-based oral literature research in Indonesia in the last 10 years.

Method

This meta-analysis study uses a sample of 10 articles in accredited national journals on research on CLIL-based oral literature learning in the last 10 years 2014-2024. The research method used is descriptive quantitative meta-analysis. With this meta-analysis, we will know the tendency of literary research, especially CLIL-based oral literature research in Indonesia. The procedure in this study is adjusted to the steps for conducting a meta-analysis suggested by David B. Wilson and George A. Kelley (Sugiyono, 2009), namely: determining the problem or topic to be studied. The problem or topic studied in this study is CLIL-based literature learning, and determining the period of research results used as data sources. The research results used as data sources in this study are articles related to CLIL-based oral literature learning, as well as looking for research reports related to the problem or topic to be studied. The search was carried out from several sources, one of which was collecting a list of existing research reports from various article sources; reading the title and abstract of the research report to see the suitability of its contents with the problem to be studied; focusing research on problems, research methodology such as type of research, place and time of research, method, population, sample, sampling technique, data analysis technique, and results; categorizing each study; comparing the results of all studies according to their categories, and analyzing the conclusions found by reviewing the results of the research by reviewing the methods and data analysis in each study so that the advantages and disadvantages of previous research can be identified. Finally, drawing conclusions from meta-analysis research based on the steps taken above.

Result and Discussion

The following is a presentation of the research results and discussion of meta-analysis of CLIL-based oral literature learning research.

The purpose of this meta-analysis research is to find out how CLIL-based oral literature learning is. Based on the analysis of 10 research articles that focus on the same theme, the following data was produced:

Table 1. Objectives in the research

No.	Research purposes	Frequency	Presentation
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1	Development of teaching materials	9	90%
2	Development of learning tools	1	10%

The research objectives of ten researchers with the same theme have different objectives, including that 90% of the research aims to develop CLIL-based oral literature teaching materials. Meanwhile, 10% of the research aims to develop learning tools. From the ten studies, it is clear that the trend in literature learning research in the last 10 years has been dominated by research on the development of teaching materials. Both literary teaching materials in the form of teaching materials for writing poetry and writing stories in the form of Panji and fable stories, as well as teaching materials for writing short stories. The elements of oral literature from 90% of the research on the development of literary teaching materials are contained in the topics that are used as the basis for developing literary teaching materials, especially in the development of Panji and fable literary materials.

Table 2. Research Design

No.	Research Design	Frequency	Presentation
1	<i>Research and Development</i> (R and D)	8	80%
2	Qualitative	1	10%
3	Quantitative	1	10%

For the research design aspect, from 10 articles that researched about CLIL-based oral literature learning, 80% used research and development (R and D) research design, and 10% of the research used qualitative and quantitative research designs. From 80% of the research used RnD Borg and Gall, while for qualitative research used qualitative research design Sugiono (2010), and quantitative research design from Sukmadinata (2010). In research that used research and development, generally from 10 stages of Borg and Gall research development, the research applied at least 5 steps/stages of research development with the following flow: (1) Research & information collector for preliminary study with observation and interview steps to produce temporary findings as material for compiling textbooks; (2) Planning includes product design and development stages; (3) Develop preliminary form of product with activities of compiling KI, KD, objectives and teaching materials, syllabus, RPP, product development, validation test on literature and literature learning experts, and revision of initial product development; (4) Preliminary field testing with practical trials on Indonesian language teachers, and tests of interest and effectiveness on small groups

of students; (5) Revision of the main product, namely a major revision of the results of the main trial, was carried out by analyzing all notes, comments, input and suggestions from validation tests by experts, practicality tests by teachers, and tests of interest and effectiveness by students.

Table 3. Population/Sample in Research

No.	Population/research sample	Frequency	Presentation
1	Elementary school	3	30%
2	Junior high school	2	20%
3	Senior high school	5	50%

In terms of population/sample in research, out of 10 studies on literature learning, 5 or 50% of the studies used population/sample at the high school level, while 3 or 30% of the studies were at the elementary school level and 2 or 20% of the studies were at the junior high school level. This shows that the trend of literature learning research is still dominated by research at the high school level.

Table 4. Research Data Collection Techniques

No.	Data collection technique	Frequency	Presentation
1	Interview	4	40%
2	Questionnaire	4	40%
3	Test sheet	2	20%

In terms of data collection techniques, there are 4 studies that use interviews as the main instrument in data collection techniques, 4 studies use questionnaires, and 2 studies use test sheets. The use of interview and questionnaire data collection techniques as the most dominant data collection techniques used shows that research on CLIL-based oral literature learning which is dominated by development research, only reaches the stage of product development or development of teaching materials or teaching materials. The teaching materials developed are CLIL-based teaching materials with literary materials. Of the 10 research and development steps (Sugiyono, 2010), the study only adapted 6 development steps, namely: 1) potential problems; 2) information collection; 3) product design; 4) design validation; 5) product revision; 6) product trial. This is done for several reasons, such as time constraints and cost constraints. So, it has not reached the stage of expanded dissemination. Therefore, these studies are more focused on the stage of developing teaching materials only. The results of the study indicate that the CLIL approach in oral literature learning in junior high schools has great potential in improving students' language competence and cultural understanding. However, more systematic development of teaching materials and

training for teachers are needed to optimize the implementation of CLIL in oral literature learning.

Conclusion

From the review of research results, it can be generally concluded that the trend of CLIL-based oral literature learning research in the last 10 years has been dominated by research on the development of literary teaching materials which reaches 90%. In addition, the research on the development of literary teaching materials is intended for high school level with the number of studies reaching 50%, which takes the population/sample at the high school level. As for data collection techniques, previous studies tend to use interview and questionnaire techniques. This shows that the development of CLIL-based literary teaching materials in previous studies tends to still be at the stage of developing oral literature teaching materials, and has not yet reached the stage of expanded trials or dissemination.

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