

## Effectiveness of Digital Teaching Material Model with Content and Language Integrated Learning Approach for Regional Languages

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### Abstract

The aim of the research is to determine effectiveness of digital teaching materials model with content and language integrated learning approach for elementary school students as a local content of regional languages in Banyuwangi, East Java. The method used is quantitative research with pretest-posttest design techniques one group to test effectiveness of the model of teaching materials in two different classes. From the field test showed pretest results with an average value of 65 and 78.33 posttest results for the first class, while the second class pretest results with an average value of 63.27 and 72.55 posttest results. Effectiveness test obtained in both classes are there are differences in the results before and after using digital teaching materials with content and language integrated learning. The conclusion in this study is that digital teaching materials with content and language integrated learning effective to use in elementary schools students as a local content of regional languages.

**Keywords:** Effectiveness, digital teaching materials, CLIL, local content of regional languages.

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektifitas model bahan ajar digital dengan pendekatan pembelajaran terpadu konten dan bahasa bagi siswa sekolah dasar sebagai konten lokal bahasa daerah di Kabupaten Banyuwangi, Jawa Timur. Metode yang digunakan adalah penelitian kuantitatif dengan teknik perancangan pretest-posttest satu kelompok untuk menguji efektifitas model bahan ajar pada dua kelas yang berbeda. Dari uji lapangan menunjukkan hasil pretest dengan nilai rata-rata 65 dan 78,33 hasil posttest untuk kelas I, sedangkan hasil pretest kelas II dengan nilai rata-rata 63,27 dan 72,55 hasil posttest. Uji efektifitas yang diperoleh pada kedua kelas tersebut adalah terdapat perbedaan hasil sebelum dan sesudah menggunakan bahan ajar digital dengan konten dan pembelajaran terintegrasi bahasa. Kesimpulan dalam penelitian ini adalah bahwa bahan ajar digital dengan konten dan pembelajaran terintegrasi bahasa efektif digunakan pada siswa sekolah dasar sebagai konten lokal bahasa daerah.

**Kata Kunci:** Efektivitas, bahan ajar digital, CLIL, konten lokal bahasa daerah.

### Introduction

The implementation of regional language content at the level of elementary school education in Banyuwangi is listed in the number: 1702/104/94 / SK year 2003 and Permendiknas number 22 year 2006 with the policy that language learning Using the elementary school level and madrasah located in Banyuwangi must be given to elementary school students. Using language is a colloquial language used by the Blambangan community in Banyuwangi or known as the Using tribe<sup>1</sup>. Efforts to maintain the Using language continue to be carried out in various ways such as paying attention to, developing, and collaborating with the traditions of a region both language, dance, and

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<sup>1</sup> Asrumi, "Bahasa Using di Desa Serut Kecamatan Panti Kabupaten Jember," *Linguistika: Buletin Ilmiah Program Magister Linguistik Universitas Udayana* 28, no. 1 (2021): 55, <https://doi.org/10.24843/ling.2021.v28.i01.p05>.

song in an integrated manner to introduce the Using language through its culture to be more global <sup>2</sup>, this can be done in addition to language revitalization as a start to revive cultural traditions in each region <sup>3</sup>.

In the aspect of education, especially in the field of learning development in schools, the use of teaching materials tailored to the needs of teachers and students can be used to improve the quality of learning, one of which is in regional language learning <sup>4</sup>. Teaching materials certainly have a connection with the syllabus and influence enough in the language learning process, so it is one of the important things as the needs of teachers and students in learning<sup>5</sup>. For Richards<sup>6</sup> good teaching materials should be adjusted based on the topic of each unit, because each discourse generally addresses a particular theme, then based on the discourse of the material is organized into units that each unit focuses on a topic and emphasizes one language skills in the learning process, and the use of Learning media. While Tomlinson<sup>7</sup> states that good teaching materials can be divided into two kinds, namely teaching materials and learning materials. Learning materials are related to language input that will enable students to acquire and develop language skills based on certain principles.

Thus, the role of teaching materials can be said to be in the form of learning activities that refer to the syllabus to match the learning objectives as the initial planning of teachers in the learning process. In order to achieve these goals <sup>8</sup> suggested the use of good teaching materials, it will be more useful for teachers and students, such as: students can learn in advance the material to be taught so that the remaining time can be used for discussion, question and answer, or other learning activities. While for teachers can improve the quality of learning to be more effective and interactive. In the curriculum there are language teaching materials as a medium that can motivate student learning. Brown language teaching materials are related to techniques and exercises that can be used in learning, teaching materials can include textbooks used such as: audio-visual programs, games, or some activities used in the classroom that are adapted to the culture of each region. <sup>9</sup>Developed material that is in accordance with local culture in Banyuwangi and then described and organized properly so that students can use it without confusion and understand the concept of culture as the development of teaching materials. In this case, teaching materials in language lessons can be CDs, textbooks, student workbooks, recordings, online or offline videos, materials from newspapers, or things that can provide information about the language for students to learn. So language teaching materials are not only related to linguistic knowledge but can also show an

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<sup>2</sup> N Anoegrajekti et al., "Maintaining regional language and literature: TheThe Inheritance of Gandrung Song," *Proceeding International Seminar HISKI. "Human Value & Peace Through Literature,"* 2023, 32.

<sup>3</sup> j Sallabank & J Olko, *Revitalizing Endangered Languages: A Practical Guide.*, 2018.

<sup>4</sup> Memmy Dwi Jayanti, "Model Pengembangan Bahan Ajar Bahasa *Using* sebagai Mata Pelajaran Muatan Lokal Berbasis Karakter," *Deiksis* 14, no. 2 (2022): 106, <https://doi.org/10.30998/deiksis.v14i2.11291>.

<sup>5</sup> Seyedeh Maryam dan Mustafa Zamanian, "Incorporation of L1 Culture into Second Language Materials Development : Benefits vs . Risks," *Procedia - Social and Behavioral Sciences* 98 (2014): 1128-33, <https://doi.org/10.1016/j.sbspro.2014.03.525>.

<sup>6</sup> J. C Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001).

<sup>7</sup> B Tomlinson, *English language learning materials: A critical review* (New York: Continuum., 2008)

<sup>8</sup> I.M Sadjati, "Pengembangan Bahan Ajar: Hakikat Bahan Ajar," *Universitas Terbuka, Jakarta*, 2012, 1-62. ISBN 9790110618.

<sup>9</sup> Rachmaniah Mirza Hariastuti, Mega Teguh Budiarto, dan Manuharawati Manuharawati, "Incorporating Culture and Mother Tongue in Mathematics Learning : Counting Operation in Traditional Houses Using Banyuwangi," *Malikussaleh Journal of Mathematics Learning (MJML)* 3, no. 2 (2020): 62, <https://doi.org/10.29103/mjml.v3i2.2482>.

identity and media that can motivate student learning <sup>10</sup>.

The preparation of good teaching materials can take into account several things such as: a) cultural aspects; b) dissemination function; c) target group; d) language presentation; e) methodology; f) proficiency level; g) performative intensity; h) glossary provision; i) visual/audio materials; j) layout or layout <sup>11</sup>. For Tomlinson teaching materials include nine components including: 1) learning principles; 2) cultural perspectives; 3) content ; 4) learning activities; 5) text; 6) teaching components; 7) methodology; 8) instruction; and 9) design and layout. While Brown<sup>12</sup>. divides into three concepts in developing teaching materials, namely: a) creating phase; b) teaching phase, and c) evaluating phase. This teaching material refers to the Jolly and Bolitho language teaching material development model Tomlinson which begins with: 1) Identifying the needs of the developed teaching materials by conducting a needs analysis of teachers and students; 2) exploring the needs to find problems such as: language components, meaning, and student skills; 3) contextual realization by offering some materials in accordance with the needs of teaching materials to be developed; 3) pedagogical realization related to activities, materials, and exercises for students that are tailored to the needs analysis; 4) physical products are the appearance, size, or related to reproduction; 5) students use materials in the form of trials on the use of teaching materials developed; 6) evaluation is the final stage related to teaching materials developed, whether they are in accordance with the goals, needs, and effectiveness of teaching materials. In this study focused on the evaluation stage of teaching materials to determine the effectiveness of teaching materials used by elementary school students.

The concept of digital-based language teaching materials has actually been widely used in the language learning process, previous research conducted by Kier & Khalil <sup>13</sup> has suggested that teachers are more creative and innovative in developing and implementing teaching materials in digital format as one of the Learning media that can create an interesting and interactive learning atmosphere. The digital teaching materials that are intended can be used both in print and e-books, besides they can be used on laptops and smartphones which make digital teaching materials an alternative to interactive learning media <sup>14</sup>. Developed digital teaching materials can create materials that combine visual, audio, and written content, in research Putra et al <sup>15</sup> concluded the results of the use of digital-based flipbook teaching materials by utilizing smartphones in teaching materials were proven to improve student learning outcomes.

Content and language integrated learning or known as CLIL is developed in the

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<sup>10</sup> Darío Luis Banegas, Kathleen Corrales, dan Paige Poole, "Can engaging L2 teachers as material designers contribute to their professional development? findings from Colombia," *System* 91, no. April (2020), <https://doi.org/10.1016/j.system.2020.102265>.

<sup>11</sup> Carola Surkamp dan Britta Viebrock, "Teaching english as a foreign language: An introduction," *Teaching English as a Foreign Language: An Introduction* 43, no. 4 (2018): 1-295, <https://doi.org/10.1007/978-3-476-04480-8>.

<sup>12</sup> Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle & Heinle Publishers

<sup>13</sup> Meredith W. Kier dan Deena Khalil, "Exploring how digital technologies can support co-construction of equitable curricular resources in STEM," *International Journal of Education in Mathematics, Science and Technology* 6, no. 2 (2018): 105-21, <https://doi.org/10.18404/ijemst.408932>.

<sup>14</sup> Inkha Ameriza dan Nizwardi Jalinus, "Pengembangan E-Modul pada Mata Pelajaran Simulasi dan Komunikasi Digital," *Jurnal Edutech Undiksha* 9, no. 2 (2021): 181, <https://doi.org/10.23887/jeu.v9i2.38571>.

<sup>15</sup> Agung Dian Putra, Dwi Yulianti, dan Helmy Fitriawan, "Pengembangan Bahan Ajar Berbasis Flipbook Digital untuk Meningkatkan Efektivitas Pembelajaran pada Siswa Sekolah Dasar" 6, no. April (2023): 2173-77.

world and is quite recognized in language learning approaches<sup>16</sup>. This approach offers benefits in subject-focused learning in schools to be taught and learned through a second language<sup>17</sup>, CLIL emphasizes child mental development processes such as: memory, attention, and reasoning that involve learning using societal findings such as language and the tools of memory<sup>18</sup>. CLIL aims to improve students' understanding of the use of the first language and foreign language<sup>19</sup> which should be the role of teachers to determine the situation of the use of the first and second language during learning, but still focusing so that more is done to involve students actively in the use of students' second language. This informal approach can be realized in CLIL to use students' native language and foreign language<sup>20</sup>, so in this way the effectiveness in CLIL classes is quite influential on language acquisition, competence, and knowledge of subject Content<sup>21</sup>. Morikoshi et al<sup>22</sup> integrate content, cognition, communication, and culture into the CLIL classroom, which then processes activities in the classroom such as pair work, group discussions, and online exercises. To support regional language learning in Banyuwangi (*Basa Osing*) as a local content subjects regional languages, used digital-based teaching materials with integrated learning approach content and language as one of the learning strategies to make it more interactive and interesting.

This teaching material can be operated with a computer or smartphone that contains video, images, and sound, while in the form of printed teaching materials needed help scan or scan QR Code to add effect to the teaching material. This is one of the innovations that can be used as a digital-based interactive educational tool<sup>23</sup>, so that digital teaching materials can provide benefits for teachers in planning, preparing assignments and assessments, providing feedback, and storing teaching materials for students. However, this digital teaching material is still limited to digital media in the form of teaching materials in the form of animation, video, and audio to help students to understand and learn the material easily. Furthermore, these teaching materials can be continued into digital teaching materials that are integrated with technology such as web 2.0 applications that can help and support regional language learning as a mother tongue for elementary school students<sup>24</sup>.

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<sup>16</sup> N.M Pablo dan E.G Jimenez, "Are CLIL Students More Motivated? An Analysis of Affective Factors and their Relation to Language Attainment," no. iii (2018): 71-90.

<sup>17</sup> Cristina Escobar Urmeneta, "An Introduction to Content and Language Integrated Learning (CLIL) for Teachers and Teacher Educators," *CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education* 2, no. 1 (2019): 7, <https://doi.org/10.5565/rev/clil.21>.

<sup>18</sup> Elena Kovacicova, *English for Specific Purposes in Higher Education through Content and Language Integrated Learning*, 2022.

<sup>19</sup> Farida Temirova dan Debra Westall, "Analysis of First and Foreign Language Use in Content and Language Integrated Learning (CLIL) Classrooms," *Procedia - Social and Behavioral Sciences* 178, no. November 2014 (2015): 217-21, <https://doi.org/10.1016/j.sbspro.2015.03.184>.

<sup>20</sup> Tamara Roth, Cathérine Conrady, dan Franz X. Bogner, "The relevance of school self-concept and creativity for CLIL outreach learning," *Studies in Educational Evaluation* 73, no. January (2022), <https://doi.org/10.1016/j.stueduc.2022.101153>.

<sup>21</sup> Thomas Canz et al., "Test-language effects in bilingual education: Evidence from CLIL classes in Germany," *Learning and Instruction* 75, no. June (2021): 101499, <https://doi.org/10.1016/j.learninstruc.2021.101499>.

<sup>22</sup> Kyoko Morikoshi, Naoko Tanaka, dan Kayoko Yoshida, "Content and Language Integrated Learning Applications in Hospitality and Tourism," *Research bulletin of English teaching: JACET 北海道支部紀要* 14 (2018): 1-21.

<sup>23</sup> Lauren Bringman-Rodenbarger dan Michael Hortsch, "How students choose E-learning resources: The importance of ease, familiarity, and convenience," *FASEB BioAdvances* 2, no. 5 (2020): 286-95, <https://doi.org/10.1096/fba.2019-00094>.

<sup>24</sup> Üzeyir Süğümlü dan Serkan Aslan, "The Use of Web 2.0 Tools in Mother-tongue Instruction: Teachers' Experiences," *International Journal of Education and Literacy Studies* 10, no. 1 (2022): 124, <https://doi.org/10.7575/aiac.ijels.v.10n.1p.124>.

## Methods

This study was conducted on elementary school students Model Banyuwangi. The research method is in the form of pre-experimental design with one-Group Pretest-Posttest Design technique. The selection of respondents using purposive random sampling technique by taking into account the characteristics of students, namely the consideration that students have known and implemented the local content of the previous Using language with a total of 12 people in the VA class and 11 students in the VB class. The Data generated in the form of student learning outcomes scores using digital teaching materials with integrated learning approach content and language (CLIL), the scores are in the form of pre-test and post-test. Test the effectiveness of teaching materials is done by T-Test against the value of pretest and posttest students, the design of one-Group Pretest-Posttest Design can use the experimental group by providing two tests, namely pretest conducted before treatment and posttest conducted after treatment<sup>25</sup>.

## Results

Gambar 1. di bawah ini merupakan tampilan depan bahan ajar digital dengan content and language integrated learning approach (CLIL). Teaching materials is one of the teaching materials needed by students and teachers in SDN model Banyuwangi. In the presentation of the material can use learning both printed and digital teaching materials. Each theme is presented succinctly, clearly, and interestingly to hone language skills in students. In addition, the material is also supported by information technology through QR codes that can be accessed using devices that contain videos, images, and sounds in accordance with the theme of each unit in order to motivate student learning and help learn the material independently. The following is a picture of digital teaching materials with integrated learning content and language / CLIL as a local learning content Using language.

(1)



The method applied in the model of digital teaching materials using integrated learning approach content and language (CLIL) which consists of four steps, namely: 1) content, taking into account the material used in learning, in this case the content focuses on the material Using culture in Banyuwangi; 2) cognition, in the form of cognition or thinking by analyzing and selecting the ability to think, problem; 3) communication, about the knowledge and use of Using language which is interpreted in learning and using language by connecting content and cognitive demands with communication such as: Using language learned by students, for what Using language is learned, and Using

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<sup>25</sup> Sugiyono. (2010). Metode penelitian pendidikan, pendekatan kuantitatif, kualitatif, dan R & D, Bandung Alfabeta

language through learning; 4) culture, which is cross-cultural understanding by integrating cultural opportunities in students through the experience of new knowledge and understanding between cultures, so that each student can learn and respect intercultural from a variety of different perspectives. Figure 2. is a display of digital teaching materials through learning methods with an integrated learning approach to content and language.

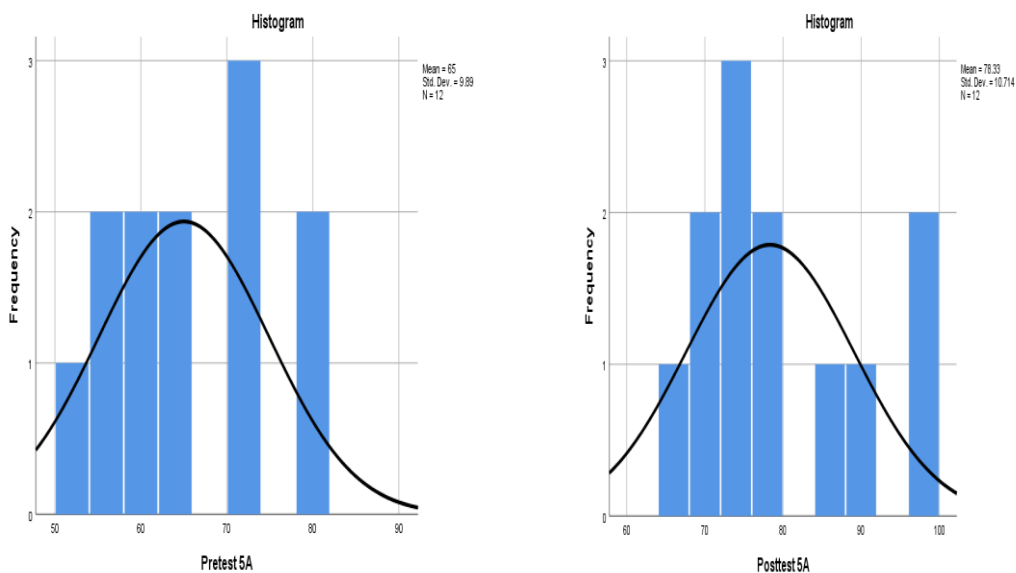
(2)



**Discussion**

Effectiveness tests were conducted to determine the difference in the average value of students before and after using teaching materials. Questions given to students to measure differences in the form of multiple choice questions consisting of questions for verbal communication skills, reading skills, and writing skills.

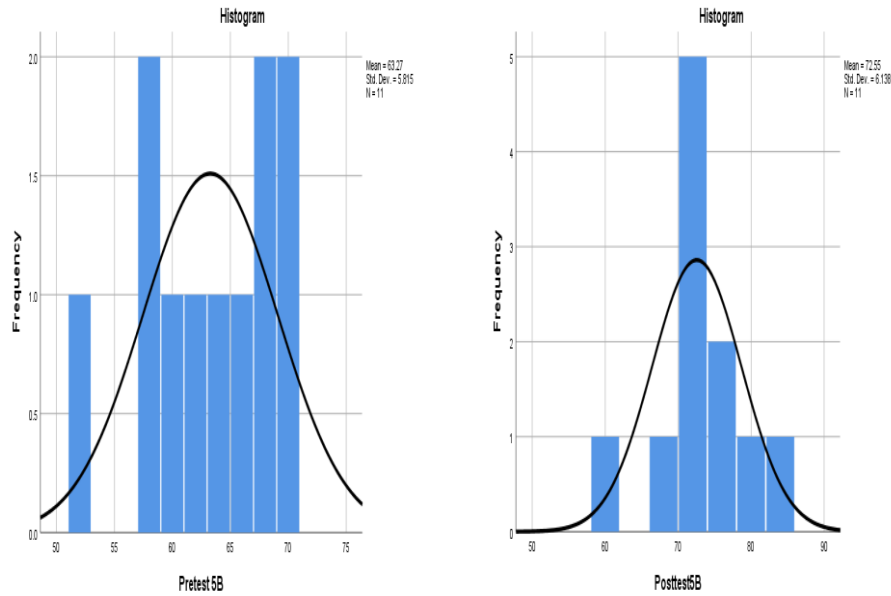
(3)



Based on Figure 3. the above shows the results of the pretest performed before the treat resulting in a value with an average of 65.00. Then the results of the posttest conducted after the treatment resulted in an average value of 78.33. While in Figure 4. below is the pretest result that was done before the treat resulted in the value of the VB

class with an average value of 63.27. Then the results of posttest conducted after treatment resulted in an average value of 72.55.

(4)



The test continued with the Paired Sample t test, which is to measure the difference between the two averages between pretest and posttest. Paired Sample T Test is a test used to compare the difference between the mean of two paired samples with the assumption of normally distributed data. The paired samples came from the same subjects, each variable taken during different situations and circumstances. The test is carried out if the significance value (2-tailed) < 0.05 means that there is a significant difference between the initial variable and the final variable. This shows that there is a significant influence on the differences in treatment given to each variable. Whereas if the value of significance (2-tailed) > 0.05 indicates there is no significant difference between the initial variable with the final variable. This shows that there is no meaningful influence on the difference in treatment given to each variable. The significance value (2-tailed) is 0.000 ( $p < 0.05$ ).

(5)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest VA	65.00	12	9.890	2.855
	Posttest VA	78.33	12	10.714	3.093

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest VA & Posttest VA	12	.961	.000

Paired Differences

				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

					Lower	Upper			
Pair 1	Pretest VA - Posttest VA	-13.333	2.995	.865	-15.236	-11.430	-15.422	11	.000

Figure 5 above shows the value of the correlation between the two variables with the result of 0.961 which means a strong and positive relationship. Sig. (2-tailed): probability value/p value T Paired test: result = 0,00. This means: there is an average difference between before and after treatment. This is based on a p value of  $0.00 < 0.05$  (95% confidence). While in Figure 6. below, the correlation value between the two variables is 0.629, which means that the relationship is strong and positive. Sig. (2-tailed): probability value/p value T Paired test: result = 0,00. This means: there is an average difference between before and after treatment. This is based on a p value of  $0.00 < 0.05$  (95% confidence).

(6)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest VB	63.27	11	5.815	1.753
	PosttestVB	72.55	11	6.138	1.851

		N	Correlation	Sig.
Pair 1	Pretest VB & PosttestVB	11	.629	.038

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest VB - Posttest VB	-9.273	5.159	1.556	-12.739	-5.807	-5.961	10	.000

Test the effectiveness of paired T-Test for elementary school students in SDN Banyuwangi model obtained the significance value of statistical data  $t = 15.422$  with  $df = 11$  and GIS figures. or  $p\text{-value} = 0.000$  ( $p < 0.05$ ), while for other classes obtained  $t = 5,961$  with  $df = 10$  and GIS numbers. or  $p\text{-value} (p < 0.05)$ . So the pretest and posttest results have changed significantly. which can be concluded that there are differences in the results before and after using the model of digital teaching materials with content and language integrated learning approach (CLIL) in primary school students are significant as learning the local content of the language *Using*.

## Conclusion

Regional language learning for elementary school students should be able to apply several approaches that are based on curriculum synthesis, namely genre pedagogy, scientific, and CLIL or integrated learning of content and language. The results of the effectiveness test obtained in both classes are there are differences in the results before



and after using the digital teaching materials model with an integrated learning approach of content and language. Students are expected to gain experience in learning the language Using to improve local language learning as a local content in Banyuwangi.

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