

# THE EFFECT OF CONTENT AND LANGUAGE INTEGRATED LEARNING ON READING COMPREHENSION AT ELEVENTH GRADE AT SMA AL-IJTIHAD IN ACADEMIC YEAR 2018/2019

<sup>1</sup>Nurul Islami Gustari Dewi, <sup>2</sup>Imam Sudarmaji

English Language Education, Faculty of Teacher Training and Education, Islamic University of Syekh Yusuf Tangerang

Email [dewinurul5@gmail.com](mailto:dewinurul5@gmail.com), [isudarmaji@unis.ac.id](mailto:isudarmaji@unis.ac.id)

## ABSTRACT

This research aims at finding out the effect of Content and Language Integrated Learning (CLIL) strategy at eleventh grade of SMA Al-Ijtihad Kota Tangerang. This research was quantitative with the quasi-experimental to chose the sample, and got 57 students to two classes : one experimental and one control. The experimental class (XI IPS 2) which was taught by Content and Language Integrated Learning (CLIL) strategy, whereas the control class (XI IPS 1) which was taught by Conventional Instruction (CI). The researcher used the written test to collect the data, and counting the data with the *chi square* formula to test normality data, *fisher* formula to test homogeneity data. The result of this research showed the students' score of reading comprehension after taught by Content and Language Integrated Learning (CLIL) is good, because the mean value of post-test which was taught by is Content and Language Integrated Learning (CLIL) higher than students which was taught by Conventional Instruction (CI). So, the gained results of the research indicated that Content and Language Integrated Learning (CLIL) strategy is an effective strategy on improving students' reading comprehension, however there are some constraints on the language used by the researchers in this strategy, namely the use of English to convey the material.

**Keywords** : Content and Language Integrated Learning (CLIL), Reading Comprehension

## INTRODUCTION

English have four language skills; listening, speaking, reading, and writing. It is based on the goal of teaching English. To be able to use English well, reading is one of the important skills. English reading becomes a more important in international communication. Reading is important because it can define a meaning from a text by learning about the language and the contents of the text. In other word, reading is searching for a meaning, and the reader should have a purpose to find the meaning in the text. The reading skill of senior high school must be able to composing texts oral and written,

short and simple with the use of the structure of the text in sequence and

coherence as well as the linguistic elements accurately, thanking and smoothly.

Reading comprehension is the process of making meaning from text. Reading comprehension for Senior high school is not easy. Many students have troubles when get task related to the reading material. The cause of this problem due to lack of reading. The most important thing that can help the students to understand their ability to reproduce the reading material, to know the elements, and to understand interrelationship between the it parts.

Through reading, they can enrich their vocabulary and to access knowledge.

Unfortunately, when the researcher observed the result of students reading comprehension, there are some students who got lower score than the minimum mastery criteria (KKM). It showed from the average of student's score that is 60, while the score of minimum mastery criteria (KKM) is 70. To find out what the problem that caused students score is low, the researcher tried to observe in the classroom and joined in learning English process. The result of observation in the classroom, the researcher found some problems of students. Such as, students had difficulties related to vocabulary, students' interest have a effect on their motivation, and students' ability in implementing the reading strategies they know. In reference to the class observation, the students need to use a reading comprehension. The strategy can provide guidance to the students to bring what they have to make easier get the information in the text.

Based on the problem above, the students need methods to make an understanding of reading be easier in teaching English. The researcher will be conducted to determines whether there are significant effects by using Content and Language Integrated Learning (CLIL) method to improve students' reading comprehension. This method can help students to improve students motivation in understanding reading comprehension also can help students to improve students' ability to communicate using a target language and this method also can help teachers to change the practice of teaching and applying various instructional tools. It prove by Ruiz de Zarobe & Zenotz (2018) in the research entitled "Learning strategies in CLIL classrooms : How does strategy

instruction affect reading competence over time ?". In his research, it showed that method has positive effects in students reading comprehension. After using Content and Language Integrated Learning method in learning process, the score of the students increased. By using Content and Language Integrated Learning method, the researchers got question from the students and the effects of this appear over time in the study.

Based on the problem above, the main objective of the research is to find out whether there is significant difference of students' reading comprehension before and after applying Content and Language Integrated Learning at the eleventh grade of SMA Al-Ijtihad Kota Tangerang in academic year 2018/2019.

## **REVIEW OF LITERATURE**

### **Reading Comprehension**

Comprehension is interpretation of what is being read, to be able to understand the writing or material being read. The reader should be able to solve what terms are in the reading material, make connections between what they are reading or what they already know beforehand and think about what they have read more deeply to find out the terms and information contained in the reading material. According to Wolff (2003) stated that comprehension is constructive process. Comprehension also means a highly active constructive process, and it is here that the key to language learning lies. Language learning does not take place when the learner does not activate his constructive abilities but just takes in receptively the stimuli which his perceptual system discerns. . According to Prado & Plourde, 2005 in (Harvey, 2016) stated that comprehension is the process involves a way to think, teach, experiences, and

knowledge. Comprehension also means interaction among word identification, prior knowledge, comprehension strategies, and engagement. Reading is important because it can define a meaning from a text by learning about the language and the contents of the text. According to Mikulecky (2008) the good reader must be able to master reading skill as automatic decoding, previewing and predicting, specifying purpose, identifying genre, questioning, scanning, recognizing topics, classification of ideas into main topics and details, locating topic sentences, stating the main idea (or thesis) of a sentence, etc. However, students have master reading skill have a good reader. While, definition of comprehension by Wolff (2003) stated that comprehension is constructive process. Comprehension also means a highly active constructive process, and it is here that the key to language learning lies. Language learning does not take place when the learner does not activate his constructive abilities but just takes in receptively the stimuli which his perceptual system discerns. Mckee (2012) stated that reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the resercher is stating. Reading comprehension also have function to identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding and answer to the questions, connecting the text to prior knowledge, summarize, connecting one part of the text to another, and recognizing text structure. Reading has a purpose is often associated with certain types of

text. According to Knutson (1997) reading has a goal that is approaching the text with certain aspects or objectives. Each of these reading goals is often associated with certain types of text. For example, reading for literal experience can be achieved by reading fiction often, while reading aims to obtain and be able to use information generally associated with informative articles and instructional texts. However, the purpose of reading can also be out of balance with the type of text.

According to Brown & Lee (2015) argues that are things that need to be observed when reading by novice readers such as reading strategies used in reading texts (e.g. skimming, scanning, sounding words out, predict the meaning of words from context in the text, rereading, reading in detail), provides strong visual and contextual support for reading texts, choose various texts related to a topic, and read texts whose meanings are embedded and concrete rather than abstract, and realize the context for text through images, audio visuals, excursions, and discussions in class.

Teaching is a process in which students, teachers, curriculum and other variables are arranged systematically and psychologically for achieve some predetermined goals. According to Lesiak (2015) argues that teaching shows or helps someone to learn how to do something, gives direction, gives direction in learning something, gives knowledge, makes students to better know or understand the lesson. Teaching can also facilitate student learning normally done at school or academy in other environments such as outdoors. Teaching facilitates the learning process, provides opportunities for students to learn and ensures in important circumstances for students. One of the

most important aspects in teaching reading is assess students' ability through the test. By testing the students, teacher can find out the students ability about reading text which is given in the class. According to Khusniyah & Lustyantie (2017) in Klingner (2015) Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guilford press, measurement should help teacher to find out students understanding and inform useful report for reading comprehension programs. It purposes to students to understand the reading comprehension. The reading assessment used multiple choice. Multiple choice test is traditional types to evaluate the test. According to Khusniyah & Lustyantie (2017) multiple choice is traditional types to evaluate the test, traditional multiple choice types are often do assessment from low-level comprehension strategies rather than imaginative and interpretive side. According to Hughes (2003) testing is not only way in which information about students language ability can be gathered. This is only one form of assessment, and usually using other methods is often more appropriate. Assessment will be very helpful to know the difference between formative and summative assessment. Formative assessment is when teachers use it to check the ability development of students, to see the development of students who have mastered the material they have previously learned, and then use this information to change their teaching plans in the future. But to be effective and efficient, formative assessment must be appropriate for students' learning styles. To make it easier to find suitable formative assessment ideas,

there are several examples of formative assessment teaching techniques such as analyzing student work, round robin charts, strategic questioning, 3 way summaries, think-pair-share, 3-2-1 countdown, classroom polls, exit/admit tickets, one minute papers, and creative extension projects. According to Development (2004) summative assessment is more aimed at results and assessing the final results while formative assessment focuses on the process towards completion of the results. According to Harlen (2005) the impact of summative assessments on student learning stimuli that can be done directly and indirectly. There are several examples of summative assessment teaching techniques such as examinations (major, high-stakes exams), final examination (a truly summative assessment), term papers (the draft given during the semester will be a formative assessment), projects (work in the form of projects completed and given at various points can be formally assessed), portfolios (could also be assessed during the increase as a formative assessment), performances, student evaluation of the course (effective teaching), and educator's self evaluation. Moreover, according to Snyder & Caccamise (2005), assessment of reading comprehension in school settings has four purposes : 1. Participate in state and district evaluations also following the evaluation of competency and curriculum programs, 2. Recognize problems that are at risk in children, 3. Researching differences in children's problems in reading; and Assess the progress of student learning outcomes that are intervened.

### **Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning (CLIL) is an approach for learning content through an additional language (foreign or

second). According to Prasetianto (2014) CLIL is an English subject which can be integrated with other subjects. Through developments in education, many are now adopting learning in which content and language are integrated as an approach to education in the present as a new approach to education even with different contexts in society and the country. In this research, the researcher used the CLIL method in English subject but focused on Geography text so students could improve their reading comprehension. The researcher chooses report text as a research instruments in order to find out whether in this subject students are weak in reading comprehension, and the researchers can motivate students in reading comprehension, also so that students can improve their reading comprehension because CLIL methods are carried out on subjects outside of English subjects such as History, Mathematics, Science, Geography, etc. Moreover, based on Liliya Vilkanienė (2013) describing opinions about the CLIL approach which is an integrated approach to content and language contributing to the increase in knowledge needed for knowledge-based community members.

Using this method can inspire educators to develop their knowledge, experience and linguistics as well enhance their teaching experience and suggest new ways to be creative.

Teaching procedure consists of several steps how the teacher can teaching English using the CLIL approach. One of the teaching methods that can be used for CLIL material is presentation, practice, and production. Based on Prasetianto (2014) stated that teaching and learning activities are not only about teaching materials but also in accordance with teaching procedures. For details of the procedures are students pay close attention to the slides, students answer the teacher's question about what the picture is (the picture is a medium for students to understand the teaching material), students read text shared by teacher. In some of the

teaching procedures above, the teacher should make sure that in the production of teaching students are required to create creativity. CLIL also has advantages as follows : 1. Learners to learn a second language or English from valid material. The teacher can use various materials in creating challenging activities (e.g. the teachers guide students to watch videos on youtube and ask them to carry out projects such as tour programs, if students learn English for tourism), 2. CLIL activities provide learning to students so that they learn through tasks related to the use of communicative language teaching or task-based learning. According to L . Dale & R . Tanner (2017) argues that the teacher is a medium in teaching and the teacher directs the development of students to have more opportunities to exchange views from their own opinions, 3. CLIL can increase students' stimulus. According to Harrop (2012) clil can clear up motivation by providing authentic context in the use of language. CLIL also facilitates students to get involved and have the opportunity to using language (second language or English) in the content appropriately. It means done when developing students' knowledge, skills, attitudes, and experience, 4. According to Harrop (2012) CLIL can improve students' linguistic abilitie in a variety of content. By making assignments for students who use language so that it can be explained in various fields, so students are able to understand the various types of languages that will be used. This means, that it will affect language and content in language learning by using a CLIL approach called double processing.

According to Harrop (2012) argues that classes using the CLIL approach may largely focus on content to get communicative in real life but students may not master competence

in linguistic. CLIL also has disadvantages as follows :

1. The problem comes from the teacher, they might just focus on the content and they might not be right in teaching the language using English language to the students. This means that teachers may not strike a balance between language teaching and content, so that there can be weaknesses when using the CLIL approach to teaching,

2. Teachers lack awareness of second language learning or English language learning so that students are able to improve their learning abilities. This could mean that the teacher cannot use the CLIL approach with students who are weak in language skills or vocabulary discovery in a second language or English but students must learn from students who are superior in language until they can use English at the study level or high level. This disadvantages can be a major problem in class if the teacher use CLIL because the students may have different language skills, but they learn in the same class,

3. The disadvantages can affect students because they may have limited language or English skills and they cannot understand how to speak the language correctly. To this problem, they seem to be forced to depend on understanding the material to be taught and students may be motivated in their learning,

4. The language teacher may not have enough knowledge and the teacher cannot speak the second language or English correctly. This problem is not new to them but it is difficult to find a solution and it is also difficult to increase the knowledge of teachers and students. According to Harrop (2012) argues that when teachers teach in class using CLIL, they can speak correctly using mother tongue while the teacher does not quite understand the meaning contained in the CLIL approach,

5. Culture is possible in CLIL classes. According to Harrop (2012) that in the case of a class that uses the CLIL approach has a culture in each different learning in the same class but on the one hand the CLIL approach can also promote a framework especially culture in the CLIL classes. To the teaching problems in the classroom using the CLIL approach, it could be that the teacher's problem is culture that occurs when using the CLIL approach that students should be aware. There are various weaknesses found in the CLIL. However, it is still popular in teaching. Therefore, the following subject will relate to the application of CLIL in teaching English related to communicative language teaching.

There are some previous researchers that showed the effectiveness of the mind CLIL (Content and Language Integrated Learning) technique to improve students' reading comprehension are able to be seen below. The first research is Ruiz de Zarobe & Zenotz (2018) with title "Learning strategies in CLIL classrooms : how does strategy instruction affect reading competence over time?". The aim of this research was to identify of reading using CLIL as a strategy instruction on the reading competence of young learners. They conducted the quasi experimental study to 61% girls and 39% boys in a multilingual (Spanish-Basque-English) context in the Basque Country. Every group consist of 50 students. The results show the positive effect of the strategy instruction on reading comprehension. They got questions from the researchers and the effects of this appear over time in the study. They also identify how reading strategy instruction should help students, firstly, to facilitate the students reading text and to become more strategic have more skilled readers. In the context of multilingual there are some of the language in introduce in the

curriculum used a strategic of CLIL the benefits of training and the instruction was can apply one language (English L3) or different skill.

The next research was conducted by Hamidavi, Amiz, & Gorjian (2016) with the title "The Effect of CLIL Method on Teaching Reading Comprehension to Junior High School Students". The aim of this research was to investigated effect of CLIL on Iranian EFL learners' reading comprehension. In this research, the participants were 80 students of junior high school in the age of 12 to 14 years, 60 learners who took 0 to 36 out of 60 were selected as the participants of the study. The each group was divided non-randomly in two sub-group of experimental and control groups, each included 15 participants.

In this research used true experiment as the method. There were four sub groups: two groups of high and two low achievers. Two groups of low achievers as experimental groups and two groups of high achievers as the control groups. Each group is divided into two groups after taking pre-test. There are two improved high achievement in the experimental group significantly after treatment and post-test. In the post-test showed less improvement in control groups in the high and low achievers. The result showed the two experimental groups of high and low could outperform their counterparts. The high achievers performed better than the low achievers in the post-test of the experimental group. Thus, CLIL method could enhance the learners' reading comprehension among both high and low achievers.

The last research from Turner (2013) with the title "CLIL in Australia: The importance of context". They investigate focused on ways in which CLIL defined through the European context for which it was designed. It will identify some of the bilingual programmes on offer in Australia and explore issues related to expanding the CLIL approach to education in Australia which dominance of English language, language choice and human resources. In Australia

attempt to emulate the success of CLIL in Europe by implementing CLIL pedagogy. The method of research is true experiment.

The result of this article with title "CLIL in Australia: The importance of context" showed the CLIL approach is experiencing success in a European context, caution is required when applying CLIL programmes to Australian in primary and secondary schools. The language-driven approaches of the majority of language classes taught in primary and secondary schools in Australia could well become conflated with the CLIL approach if attention is not paid to both methodology and context. All children have the right to effective language education, and the European initiative of bilingual education has a lot to offer Australian. CLIL is viewed as a situated phenomenon, which investigates the Australian bilingual programmes may help inform how adapted CLIL programmes can be implemented in Australian schools.

## **RESEARCH METHOD**

The research will conducted at SMA Al-Ijtihad Kota Tangerang of Academic Year 2018/2019. The school will location on Jl. Ariasantika Kel. Margasari Kec. Karawaci, Kota Tangerang, Banten. The research subject was students of eleventh grade of SMA Al-Ijtihad Kota Tangerang. The researcher spent for doing research starting from March until April 2019.

This research used experimental research. In experimental research, there are several design that can be used in research, there are several designs that can be used in research, namely pre- experimental, factorial design, and quasi experimental. According to Ross & Morrison (2014) in experimental research often using standardized procedures that are expected to improve the situation on an independent or experimental variable. This standardization confirms that high internal validity (experimental control) to complete the experimental group to the control group on the dependent variable or the result.

There are two instruments namely instruments in the form of tests and instruments in the form of non-tests. The instrument test aims to measure learning achievement, the instrument answers in the form of tests are “wrong or correct” while the instruments in the form of non-tests aim to measure attitudes, the answers of these instruments are “positive or negative”. The reason the researcher choose this an experimental method because the writer wanted to known as quantitative research, the data of the research. The result should be calculated by using the statistical data in experimental research it was divided into three namely true experimental, quasi experimental, and single subject experimental. The researcher used quasi- experimental. According to Ross & Morrison (2014) quasi-experimental studies are use pretesting or use achievement analysis to build grup equality.

## POPULATION

According to (Sugiyono, 1999) *“Population is an area that generalizes an object/subject that has quality also has a limited characteristic determined by the researcher so that later it can be studied to make conclusions”*.

The target population of this research is all of eleventh grade students at SMA Al-Ijtihad Kota Tangerang. In this research there were 2 classes, and the target population of this research consisted of 57 students from the eleventh grade of SMA Al-Ijtihad Kota Tangerang.

## SAMPLE

According to Sugiyono (1999) stated that sample is a component of the number and characteristics possessed by the population. In this research, the researcher uses purposive sampling and choosing the sample based on the proficiency that is suitable for the purpose of the research.

In this research there were 2 classes, and the target population of this

research consisted of 57 students from the eleventh grade of SMA Al-Ijtihad Kota Tangerang. The number of sample students is 29 students, it’s from XI IPS 1 as control class and XI IPS 2 is 28 students as experimental class.

## RESEARCH FINDINGS AND DISCUSSION

The research was conducted at SMA Al- Ijtihad Kota Tangerang. The researcher took two classes of eleventh grade students as the research sample namely XI IPS 1 and XI IPS 2. Class of XI IPS 1 as control class and XI IPS 2 as experimental class. Both of classes were given the different treatment in learning process. In the experimental class the researcher used Content and Language Integrated Learning method, while in control class used Conventional method However, the researcher gave the same test to both classes.

The researcher gave pre-test and post- test in the experiment and control classes, the researcher got the result from the students’ score. The result of the test would be processed by using statistical calculation IBM SPSS version 24. From the results of data analysis, researcher use real scores from student results. The results are obtained to find the difference between the pre-test and post-test scores of each class.

The result score of the students’ reading Comprehension in control class can be seen in statistic descriptive 24. From the results of data analysis, researcher use real scores from student results. The results are obtained to find the difference between the pre-test and post-test scores of each class.

The result score of the students’ reading Comprehension in control class can be seen in statistic descriptive table below:

**Table 1**  
**Statistical Result of control Class**

		Pre test	Post test
N	Valid	25	25
	Missing	25	25



Mean		54,00	56,88
Median		53,00	56,00
Std. Deviation		8,40	8,3313
Minimum		40	40
Maximum		70	70

Based on the statistical result of SPSS 24 of pre-test and post-test there is difference. The maximum value of pre-test is 70 and the minimum value is 43 with mean 54,00, median 53,00, and The result score of the students' reading comprehension in experimental class standart deviation 8,689. While the maximum value of post-test is 70 and minimum value is 43 with mean 56,88, median 56,00, and standard deviation 8,313. It can be seen in statistic descriptive table below:

**Table 2**  
**Statistical Result of experimental Class**

		Pre test	Post test
N	Valid	25	25
	Missing	25	25
Mean		65,40	69,48
Median		67,00	70,00
Std. Deviation		12,871	8,856
Minimum		43	55
Maximum		90	90

Based on the statistical result of SPSS24 of pre-test and post-test there is difference. The maximum value of pre- test is 90 and the minimum value 43 is with mean 65,40, median 67,00, and standard devitiation 12,871. While the maximum value of post-test is 90 and minimum value is 55 with mean 69,48, median 70,00, and standard deviation 8,856.

### The Test of the Analysis Assumption

Before conducting the research, the researcher needed to know whether the data was normal and homogenous. To test the data normality, the researcher used *Liliefors formula* and the researcher used *Exact Fisher* test to test the homogeneity data.

### Test of Normality Data

The testing of normality data was used SPSS 24 by using *Liliefors formula* with significant level 0,05.

The result of Experimental Class taught by CLIL is 0,961, and control class taught by conventional strategy is 0,941. The result Sig. of Experimental class was lower than 0,05. It can be concluded that the data from experimental class was normally distributed, but in experimental class was not normally distributed.

### Test of Homogeneity Data

The To know the variance of the sample was homogeneous or not, the researcher should do the homogeneity test with significant level was. It can be stated if Sig.<0.05 it means the data is normally distributed. After calculating the test of variant homogeneity by using test.

The result was Sig= 0,117. It showed that the population variant is homogeneous.

### Testing of Hypothesis

In this research, the research used One Independent Sample Test formula to find out the effect of CLIL strategies on improving studnets reading comprehension about reading comprehension for final shows the significant effect of experimental class and control class.

The result of hypothesis test show 0,402 higher than 0,05 (0,402 > 0,05). It can be concluded that Ha is rejected and there was no significant difference from the experimental class which taught by CLIL and control class which taught by conventional strategy.

### DISCUSSION OF THE RESEARCH

From the presentation and the students' analysis of reading text taught by using CLIL strategy in the previous chapter, the researcher has found the result of students' ability in comprehending reading text. The researcher has just given treatment and gave post-test. The test is done in order to know the

students' reading comprehension. The results of the test was computed by using SPSS 24 version, and it can be seen that the lowest score is 13 and the highest score is 90. Then the mean is 36,88, the median is 40,00, and the standard deviation is 12,614. Based on the table categorization, the result of teaching reading taught by using CLIL was good because almost of the students got good categorization. It is proven that there were 3 of 54 students who got score more than 70 (KKM).

Based on the table categorization, the result of teaching reading taught by using CLIL is good and gave positive effect although not as good as teaching reading using CLIL. It is proven that there were only of students who got score more than 70 (KKM). Based on theory that stated before, it can be concluded that this strategy belongs to engaging students in active learning but in this research, almost all of the students had difficulty in applying this strategy because the students less interest to read and less command of the language.

Based on the result of the research entitled, "The Effect of Content and Language Integrated Learning on Reading Comprehension at Eleventh Grade of SMA Al-Ijtihad Kota Tangerang in Academic Year 2019/2020" it was known that Sig. 0,057 was higher than 0,05 ( $0,057 > 0,05$ ). It indicated that there was not significant different between both strategies, but CLIL is more effective than conventional method. The result of this research is in agree with Ruiz de Zarobe & Zenotz (2018) stated that with using multilingual context which use several languages are introduced in the curriculum through CLIL. The benefits of strategy instruction in one skill and use one of the languages that can potentially be applied to other languages and different skills.

## CONCLUSION

The result of the observation in the experiment and control class, it showed that the students in experimental class have motivated and interested in learning process than the students in control class. It showed from the activeness the students in the learning process.

The result of the level of significance of the *Liliefors formula* that it is lower than 0.05. In addition, the result of rectification of the experimental group's mean 69,48 showed that it is lower than that of the control group's mean 56,88.

It can be concluded that use of Content and Language Integrated Learning method in learning process of experiemntal class was effective and give a good effect of students' reading comprehension. It means where was significant effect of Content and Language Integrated Learning method on students' reading comprehension on the eleventh grade of SMA Al-Ijtihad Kota Tangerang in academic year 2018/201

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