

CHAPTER 1

INTRODUCTION

This section elaborates on the background of the research, research questions, purpose of the research, scope of the research, significance of the research, definition of key terms, and thesis organization.

1.1 Background

The Covid-19 pandemic has disrupted the process of education on a global scale, with education around the world being affected by school closure and abrupt transition in the learning process. The outbreak has driven teachers to struggle with the new learning form, which has switched face-to-face learning to online learning (Setyaningrum & Purwati, 2020). Online learning, which is perceived as learning facilitated by the internet with a variety of technologies or platforms (Dabbagh & Bannan-Ritland, 2005), has now been mushrooming (Amelia & Istianah, 2021).

During the transition period of covid-19, almost all countries in the world have to face the adjustment of changing learning mode from face-to-face to online. For example, in Indonesia, there is a significant percentage of pupils who do not have access to online learning technologies (Wahyono et al., 2020). Another example is in Italy, in which during the unprecedented period of covid-19, the majority of teachers are struggling to adjust to internet skill issues since they are not adequately equipped to handle online learning situations (Cinganotto, 2020).

In Indonesia, to cope with this transition period, The Ministry of Education has released a strategy for the implementation of online learning to meet the emergency needs of teachers and students during the pandemic (The Ministry of Education and Culture, 2020). Since its establishment, the policy has provided sufficient preparations and directions for Indonesian schools to conduct online learning, as well as technical training for teachers to increase their skills to use

online learning platforms and optimize the online learning process. Along with its flexibility and adaptability to the demands of teachers and students, this policy related to online learning has given many schools a renewed hope.

Online learning is a form of education that offers a variety of remote learning tools for the courses and their supporting materials (Simpson, 2018). In line with Simpson, Dick (2009) also mentioned online learning as an educational method that enables teachers and students to continue their work together even when they are not in the same room. Online learning also refers to the educational process in which the student and teacher are physically separated for the entire or part of the curriculum (Herrington et al., 2001). The ideal way to do this is through iterative delivery, with pre-recorded and properly packaged instructional materials. This is the significant concept behind the online classroom setting, a framework for online courses that combines broadcasting and digital video conferencing techniques to deliver distance learning in real time (Schmidt, 2004). Another alternative is to use the web to simultaneously or in real-time display the learning modules and materials to the remote learner.

Online education develops use of the best technology to get the best learning results, frequently working in conjunction with more conventional teaching methods that are conveyed through various programs (Duhoe et al., 2020). This can be presented as a stand-alone program, seminar, tutorial, conference, internal company training, comprehensive curricula, or at various degree or diploma levels. Through its growth from the days of earlier study modes, online learning has frequently blended technologies into the teaching-learning setting for improved academic achievement. As a result, Duhoen et.al also thought that the advancements in online learning today were mostly driven by appropriately created technologies. Different kinds of online learning have been developed as technology has progressed over the years and current communication methods have been introduced. The development of various online and remote learning environments

depends on the learning objective, target audience, teaching method (physical, virtual, or both), and topic area.

According to Liaw et al. (2007), service, cost, quality, and efficiency are the main factors that have made online learning the most practical learning environment. According to Kartha (2006), who supported this line of reasoning, the number of online classes has sharply increased as a result of the advantages acquired by both students and schools. In relation to the pandemic situations, the significance of online learning is then focused on continuing remote education, particularly for learning from home situations by taking the above listed advantages of online learning.

Given the situation of online learning before the pandemic is different to online learning during the pandemic, the practical use of online learning during pandemic seems to be rushing in terms of material delivery and the need to provide synchronous and asynchronous learning becomes an emergency (Wieland & Kollias, 2020) while before the pandemic the rushing and the emergency situation do not occur. Therefore, although teachers and students are provided with the arrangement and technical solutions related to online learning, there are still some problems and challenges appearing during the process. For teachers, online learning carried out some difficulties in delivering the material to students and doing the assessment. While for students, online learning made the challenge double in comprehending the material that affected their learning results.

As an example, in an online learning classroom during the pandemic, teachers have to provide and develop online learning materials that may include the method of teaching, delivery mode, or learning platform, meanwhile they are still adapting on how to understand the use of the platform. On the other hand, students have to face the lack-of-motivation issue, self-confidence, or even hesitation to participate in the online learning process (Ying et al., 2021).

Considering these appearing problems, then comes the urgency to provide a proper preparation before conducting the online learning process. A model of teaching that may help students and teachers dealing with such difficulties is CLIL (Content and Language Integrated Learning). The CLIL approach seems to be the right activities to address those problems for its learning potential has greater exposure to the language and gives better opportunities in language learning (Coonan, 2003)(Coonan, 2003). The CLIL approach was considered not only providing extra exposure towards comprehensive input of context in language but also embedding context in the classroom activities (Cinganotto & Cuccurullo, 2015). Furthermore, Suwannoppharat and Chinokul (2015) argue that CLIL is the key methodology which actively engages students' participation to develop students' abilities in knowledge and skills acquisition through a cognitive process.

In the online language learning context, CLIL has a great potential to support the development of students' foreign language skills and intercultural competence as well as to increase understanding of subject matter (O'Dowd, 2018). However, for this to happen, teachers must approach digital technology as tools that will enable them to "implement innovative and active pedagogies, focused on interactive and project-based methodologies," rather than just as means for replicating existing classroom practices in new formats (The European Council and Commission, 2015, p.5). Teachers need to be good with technology in order to use online tools and applications, but they also need to understand how to use these resources in creative, pedagogically informed ways (Valtonen et al., 2011).

A number of research have revealed how CLIL helps students learn during online learning. The research of Daraini et al. (2021) revealed that students perceive the implementation of online CLIL positively, as they are able to understand their teachers' instructions, learn the subject comfortably, and CLIL assists them with vocabulary mastery enhancement. Another research points out that CLIL has been shown to help students learn a new language effectively (K R Mahan, 2020). Simultaneously, it assists in the development of other talents such

as cognitive, cultural awareness, and general academic understanding (Le & Nguyen, 2022). Students' vocabulary mastery has statistically improved after the use of CLIL, and they see CLIL positively (Nugroho, 2020). Teachers also positively respond to the implementation of online CLIL (Waloyo et al., 2021).

However, the above listed research has only highlighted the assistance of CLIL in students' learning process. None of the aforementioned research takes into account the gap of presenting the detailed implementation and pattern used of CLIL 4C's framework during classroom activities, since the nature of CLIL is flexible and there is no fixed pattern of implementation for different learning activities. Additionally, the factors determining the successful implementation of CLIL need more exploration pertaining to the period of Covid-19 pandemic. Therefore, this research focused on how the elements of 4Cs appeared during the implementation of CLIL in online learning classrooms as well as on how the challenges and problems that occur during the implementation can change into successful factors of the implementation.

1.2 Research Questions

This present research is aimed at finding answers to these research questions below:

1. How is CLIL implemented in the online classroom during covid-19 Pandemic?
2. What factors determine the successful implementation of CLIL in online learning?

1.3 Aims of the Research

The present research is aimed at describing the implementation of CLIL approach in online classrooms during the Covid-19 Pandemic. Additionally, the researcher intends to see the factors which determine the successful implementation of CLIL in online learning classrooms.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN EFL: AN OVERVIEW OF ONLINE IMPLEMENTATION DURING COVID-19 PANDEMIC

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1.4 Scope of the Research

This present research focuses on describing the emergence of 4Cs elements of CLIL during its implementation and determining factors of successful CLIL implementation in an online classroom during the Covid-19 pandemic.

1.5 Significance of the Research

Generally, the findings of the research are expected to enlighten the dynamic implementation of online CLIL approach during the Covid-19 pandemic. More specifically, it is expected that:

1. As indicated in Chapter 4, theoretically the findings may provide reference for English teachers in applying 4Cs framework. Although the 4Cs elements may be applied in a flexible way, the findings of this research may contribute to one of good practices in online CLIL learning,
2. Then practically, the findings can be used significantly as reference by English teachers to accommodate students' need and create meaningful learning in an online setting either during or after the pandemic. Further, the findings of the research may provide alternatives of teaching approach not only in English language classrooms but also in other fields. The findings of this research may also give consideration to schools including policy makers in designing appropriate instruction for their students by concerning the determining factors to succeed the design.

1.6 Definition of Key Terms

In order to draw a better understanding towards this research, it is very important to know the terminologies as the main concerns in this present research. Those terms are:

1. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) refers to an approach which is integrating the content of a curriculum material with the teaching of a non-native language in order to develop students' communicative skills through the integration of science, arts, and technology (Lesca, 2012). The phrase "CLIL" also refers to any dual-focused approach in which the teaching and learning of a non-linguistic subject is accomplished through the use of a second language, whether it is foreign or not, with language and content playing a collaborative and mutually beneficial role (Marsh, 2002).

CLIL, in this research, is specifically defined as an educational approach to learn and teach content and language simultaneously by using an additional language. CLIL demonstrates the interrelationship among content (subject matter), communication (language), cognition (learning and thinking), and culture (cultivating intercultural awareness). It reflects the connections between different CLIL elements, such as *content* selection and *cognition*, language learning and *communication* with *cultures*, and intercultural experiences.

2. Online learning

Online learning is an educational system that provides various distance media for the courses and its supporting media (Simpson, 2018). Online learning is also known as "learning experiences in synchronous or asynchronous situations using various devices (e.g., mobile phones, laptops, etc.) with internet connection and the learning with online mode can be referred to as a tool that can create the teaching-learning process more student-centered, more creative, and even more adaptable (Dhawan, 2020).

1.7 Thesis Organization

The thesis is structured into five chapters.

Chapter I is the introduction. It covers the background of the research, questions, aims of the research, scope of the research, significance of the research, definition of key terms, and thesis organization.

Chapter II is the literature review. It elaborates the concept of CLIL (Content and Language Integrated Learning), online learning, language learning during Covid-19, and learning challenges and opportunities during the pandemic.

Chapter III describes the research methodology. The chapter discusses the research design, participants and research setting, data collection (techniques and procedures), and data analysis.

Chapter IV explains the findings and discussion. The findings are displayed based on the research questions. The discussion contains the interpretation and justification of the findings, supported by relevant theories, and the most current research.

Chapter V is the last part of the research. It comprises the conclusions, implications, and recommendations.

1.8 Concluding Remarks

The introduction to this study is offered in this chapter. This section delves into the research background, scope of the research, research questions, aims of the research, significance of the research, definition of key terms, and thesis organization. The literature relevant to this study is discussed in the next chapter.