

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The last chapter of the study presents the conclusions based on the discussion in the previous chapter. Pedagogical implications are also provided as well as recommendations for the authority or future research.

5.1 Conclusions

The covid-19 pandemic has managed to shift the face-to-face learning situation into online learning. The situation has forced not only policy makers but also teachers to keep looking for online learning systems that can meet the emergency needs of students while learning at home (Kemdikbud, 2020).

In search of finding a suitable online learning system, the trend of using Content and Language Integrated Learning (CLIL) seems to be an answer to that quest. Since CLIL has flexibility and adaptability in both offline and online learning, it is considered capable of accommodating the online learning needs during the pandemic.

The present research finds two major discoveries. First, the findings indicate the implementation of CLIL in online learning. The implementation of online CLIL in an English classroom was observed to be delivered using Google Meet platform. In addition, the use of the Learning Management System (LMS) is also an important tool in describing CLIL more clearly. The observation results describe how CLIL with its 4Cs framework, namely communication - culture - content - cognition, is applied in each of the learning stages; pre-activity, whilst-activity, and post-activity. The communication element is dominant to apply by the CLIL teachers, followed by the element of culture that expands the horizon of content learning so that it also affects the element of cognition.

Second, the researcher notices the factors that contribute to the implementation so as to be beneficial for both teacher and students during the pandemic. They cover school and teacher readiness in conducting online learning, teacher pedagogical and technological competence, and students' cognitive

engagement. However, the students' social and manners as a part of cognitive learning attitude remain a big homework.

5.2 Implications

Based on the facts obtained and their relation to the principles and framework of concepts and theories, the implementation of CLIL has been a flexible process that is very likely to ignite creativity and accommodate student participation. That there is a framework of implementation, in fact, can provide space for teachers to explore many options of teaching delivery, not to limit them in a rigid way. Thus, this has positive implications for continuous meaningful learning.

The findings reported in this study imply that successful implementation of CLIL in distance education does not only the work of teachers, but also by the school assistance. In the future, teachers and schools may cooperate with parents to execute more engaging CLIL lessons. Learning attitude issues still need to be addressed. In addition, no matter how effective an online class is, it can never fully substitute face to face learning.

5.3 Recommendations

The present research has proven the detailed implementation of CLIL and the factors contributing to the successful implementation. However, some pedagogical aspects still need to be investigated. First, remote CLIL effectiveness on students' language skills needs to be proven. By way of addition, students' perception is also critical to research.

5.4 Concluding Remarks

The chapter has presented the conclusions of the research. The limitations of the research conducted have also been portrayed as an initial notice for potential future research and pedagogical development by authorities.