

DISSERTATION

**CONTENT AND LANGUAGE INTEGRATED
LEARNING IN ONLINE MICRO-TEACHING AT
ENGLISH TEACHER EDUCATION: A PROGRAM
DESCRIPTION AND AN ANALYSIS OF
THE EFFECT OF IMPLEMENTATION**



**DOCTORATE PROGRAM IN LANGUAGE EDUCATION
(MAJORING ENGLISH LANGUAGE EDUCATION)
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2023**

DISSERTATION

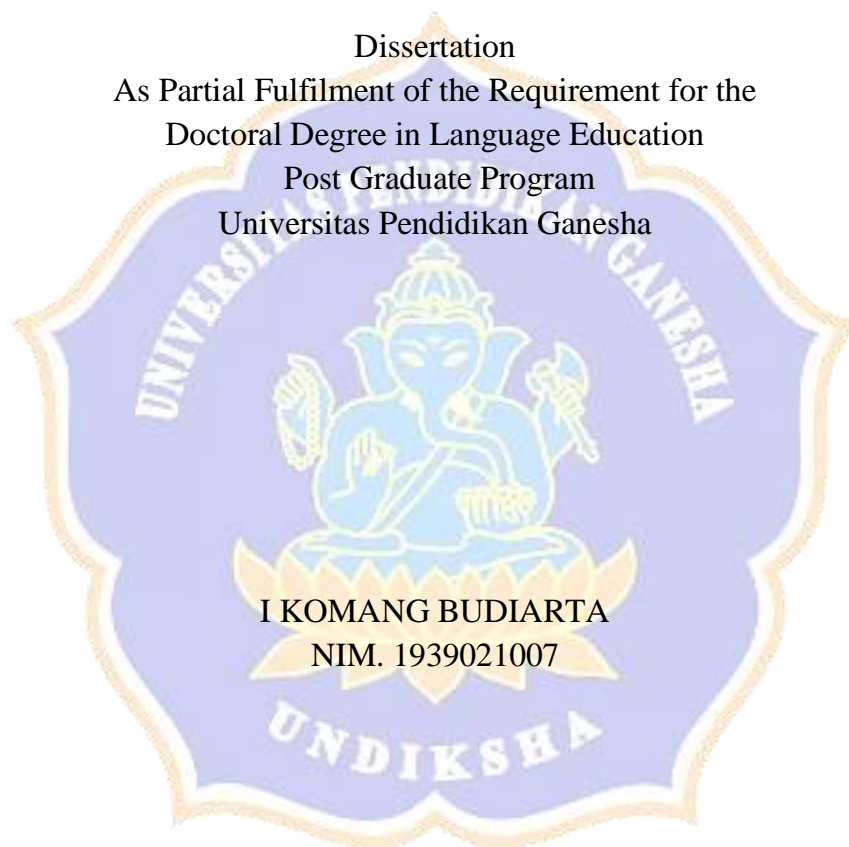
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PRE-REQUISITE TITLE

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DESCRIPTION AND AN ANALYSIS OF
THE EFFECT OF IMPLEMENTATION



Dissertation
As Partial Fulfilment of the Requirement for the
Doctoral Degree in Language Education
Post Graduate Program
Universitas Pendidikan Ganesha

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DOCTORATE PROGRAM IN LANGUAGE EDUCATION
(MAJORING ENGLISH LANGUAGE EDUCATION)
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I KOMANG BUDIARTA

ABSTRACT

English teacher education required a comprehensive teaching approach which could develop the students' content and language ability. It is of necessity for future teacher candidates to experience CLIL implementation in their teaching, so they could manage their teaching with appropriate content mastery and well-structured instructional language. The embedded mixed-methods research design was mainly intended to fathom out the CLIL implementation, its effects on content and language achievement, and the students' perception. It was figured out that to successfully apply CLIL approach, the lecturers were required to carefully consider its planning, implementation, and assessment. Besides, the CLIL implementation affected the students' content and language achievement as the approach provided activities that strengthened their content and language mastery. The students also perceived positively the CLIL implementation in the online Micro-teaching as they considered that the approach has brought meaningful learning atmosphere. They could deepen their understanding on the contents and frequently practice the instructional language.

Keywords: CLIL, implementation, effect, and perception

**CONTENT AND LANGUAGE INTEGRATED LEARNING
DALAM PERKULIAHAN DARING MICRO-TEACHING
DI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS:
DESKRIPSI DAN PENGARUH PENERAPAN**

I KOMANG BUDIARTA

ABSTRAK

Pendidikan Bahasa Inggris bagi para calon guru membutuhkan sebuah pendekatan yang komprehensif dalam mengembangkan kemampuan memahami konsep dan bahasa. Para calon guru yang mengalami penerapan CLIL atau integrasi antara isi dan bahasa akan membuat mereka menjadi guru yang mampu menguasai materi dan menyampaikannya dengan baik. Penelitian *embedded mixed-methods* ini ditujukan untuk mencari penerapan CLIL, pengaruhnya terhadap kemampuan menguasai materi dan bahasa, dan persepsi mahasiswa. Hasil penelitian menunjukkan bahwa penerapan CLIL yang baik harus mempertimbangkan aspek-aspek dalam perencanaan, penerapan dan penilaian. Di samping itu, penerapan CLIL mempengaruhi kemampuan dalam menguasai materi dan bahasa karena pendekatan menggunakan aktivitas yang dapat memperkuat pemahaman terhadap materi dan kemampuan berbahasa. Mahasiswa juga memberikan persepsi yang positif terhadap penerapan CLIL dalam pembelajaran Micro-teaching. Mereka dapat memperdalam pemahaman terhadap materi dan praktek dalam penggunaan bahasa.

Kata Kunci: CLIL, penerapan, efek dan persepsi.

SUMMARY

English teacher education required a comprehensive teaching approach which could develop the ability to understand content and use language. It is essential to provide students with an innovative teaching approach that could be used as their future reference when they deal with their future classroom. English Language Education Study Program Faculty of Teacher Training and Education (ELESP FTTE) Universitas Mahasaraswati Denpasar applies Content and Language Integrated Learning (CLIL) to the content pedagogical courses. One of them is Micro-teaching. It is a prerequisite course completed before they join Internship in English Language Teaching Program. Thus, they should be provided the basic teaching skills and fluency in language use.

The CLIL approach is also considered in the teaching and learning process carried out in online Micro-teaching. This approach was expected to significantly affect the students' ability to understand the basic concepts in Micro-teaching and use the instructional languages. Many pieces of research have proven that implementing the CLIL approach has significantly improved the students' content and language mastery. They were nourished during the classroom interaction during the CLIL implementation. The present research was mainly conducted to figure out the CLIL implementation in online Micro-teaching, the effect of CLIL on the students' content and language achievement, and their perceptions of the CLIL implementation in online Micro-teaching.

The design of the current research was embedded-mixed methods. This research collected qualitative and quantitative data, yet quantitative data were used to support the qualitative data. In the present research context, the collected data dealing with the CLIL implementation in online Micro-teaching were quantitatively analyzed. In addition, the qualitative data concerning how CLIL was planned, implemented, and assessed would be carefully collected and analyzed. The quantitative data of the present research were collected by administering tests, and the findings would descriptively support the qualitative findings. The students' perception of the CLIL implementation was also qualitatively collected and analyzed to answer the research problems.

The present research was carried out at ELESP FTTE Universitas Mahasaraswati Denpasar. To collect the required data, a series of research instruments were administered. A document study, observation checklist, and interview guide with the lecturer were administered to collect the data dealing with the CLIL implementation in the online Micro-teaching. Besides, Performance tests, self-reflected journals, and interview guides with the students were delivered to collect data on how the CLIL implementation affected the students' content and language achievement. Finally, the required data that dealt with the students' perceptions of the CLIL implementation in the online Micro-teaching were collected through questionnaires, self-reflected journals, and interview guides with the students. The present research findings could be briefly elaborated based on these research instruments.

First of all, the qualitative data dealing with the CLIL implementation were specified into how CLIL was planned, implemented, and assessed during the online Micro-teaching. To successfully apply the approach, the lecturer should take into account: mapping and connecting the 4Cs framework, scaffolding content and language, designing engaging teaching and learning activities, and selecting an apposite online platform. Besides, the CLIL implementation should consider many aspects: integrating the 4Cs framework, empowering collaboration, applying content and language scaffolding, fostering HOTS, encouraging students' self-confidence, and facilitating rich-online practices. Based on the research findings, CLIL assessment should consider assessing content and language, administering performance assessment, and employing scoring rubrics in online Micro-teaching contexts.

In addition, the second research question dealt with investigating the effect of CLIL implementation on the students' content and language achievement in the online Micro-teaching course. The present research evidently disclosed that the CLIL implementation in online Micro-teaching could affect the students' content and language achievement. The CLIL implementation strengthened the students' content achievement by recalling the contents, organizing a well-structured content presentation, applying content scaffolding,

and providing rich-practices activities. Besides, these results could be achieved because the CLIL implementation in the online Micro-teaching was organized by applying language scaffolding, developing communicative skills, using simple language instructions, and organizing cooperative learning. These activities strengthened their ability to understand the contents and use the languages so that it could improve their content and language achievement.

Finally, the last research question in the present research dealt with how the students perceived the implementation of the CLIL approach in the online Micro-teaching course. Based on the research findings which were yielded by administering the research instruments, it could be concluded that it was palpable that the students positively perceived the CLIL implementation in the online Micro-teaching. They were interested and challenged by the CLIL implementation as this approach offered a dual focus that became the main consideration during the teaching and learning process. In line with the research findings, it was figured out that the students' perceptions of the CLIL implementation in the online Micro-teaching were directed towards: encouraging collaborative sharing, developing language skills and components, stimulating HOTS, strengthening motivation, increasing self-confidence, and presenting well-organized content and language.

Based on the research findings and discussions of the present research, it was revealed that the CLIL implementation in online Micro-teaching should be carefully planned, implemented, and assessed. Some imperative activities should be considered to successfully conduct the planning, implementation, and assessment of the CLIL implementation. Besides, implementing the CLIL approach in online Micro-teaching affected the students' content and language achievement. In addition to the previous findings, the CLIL implementation was positively perceived in the online Micro-teaching course. In summary, implementing the CLIL approach could yield much more meaningful online teaching and learning in the pedagogical content courses.

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APPROVAL SHEET 2

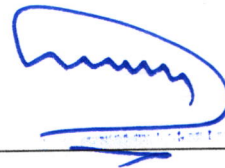
The dissertation, written by I Komang Budiarta, has been successfully examined and assessed by the examiner committee of the open dissertation examination on Wednesday, 15th March 2023. Besides, it has been approved and accepted as partial fulfilment for the Doctoral Degree in Doctorate Study Program of Language Education Majoring English Language Education, Post-graduate Program, Universitas Pendidikan Ganesha.

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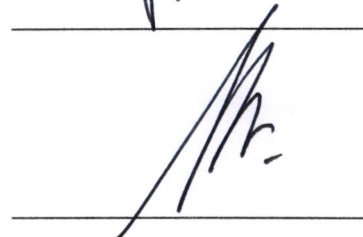
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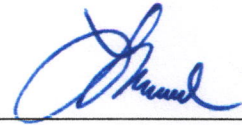
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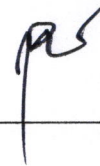
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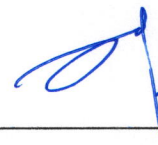
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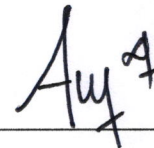
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STATEMENT OF AUTHENTICITY

The researcher hereby declares that the dissertation written as a partial requirement to achieve his Doctoral Degree in Doctorate Study Program of Language Education Majoring English Language Education, Post-graduate Program, Universitas Pendidikan Ganesha is his own writing.

It is true and correct that there is no other's work or statement except the work or statement referred to in the references. All cited works have been quoted following the ethical code of academic writing.

If in the future it is found that all or parts of this dissertation are not his own work or there is plagiarism in certain parts, I would accept the sanction of revocation of the academic degree and other sanctions in accordance with the applicable laws and regulations.

Denpasar, 6th March 2023

The Researcher,



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Singaraja, 6th March 2023

The Researcher,

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