

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research. Conclusion is summarizes the main result of the discussion based on the research problems. So, it summarizes about the implementation of CLIL in teaching Science at fourth grade BCP. While, the suggestion is the researcher's recommendation based on result of the research.

A. Conclusion

Using CLIL at fourth grade BCP in teaching science not fully implemented. The Science teacher only plans the content of Science and not in language competence. The goal as stated in lesson plan focus on the content. The language as the media of communication in the Science, not integrated. Furthermore, the implementation content and language in teaching practice were successfully implemented. The science teacher used some variety techniques both of content and of language that appropriate with the guideline for implementation CLIL. The last for the assessment, the science teacher assess the student language and content in different form of test. In assessing, content the teacher use some test like worksheet, assessment holistic, CPT and IPT. The entire test in the form of written. In assessing students' language competence, the Science teacher use ongoing assessment. The Science teacher assesses the students when they perform during teaching and learning process in Science subject. The kinds of

assessment like speaking, reading and pronunciation. For students writing ability the teacher got from the students result of the task and test. The result of student's task and test point out the student's language competence. Hence, assessment in Science subject successfully implements the integrated assessment for CLIL that were assessing of both the content and subject.

1. CLIL lesson planning the content

Designing the effective CLIL lesson plan have to integrated content and language. It need some procedures, they were planning the content and language. Firstly, in planning the content the science teacher choose the topic, then selected the appropriate theme that related to the topic, prepare the material from many sources like Science workbook, I step Book, and from internet. The science teacher decided the content goal, designing the activities and assessment.

2. CLIL lesson planning the language

Language uses as a medium of communication in teaching science. The language goals include in the language of content, the students could use English as medium of communication and interaction in the learning process. In the planning the language, the Science teacher prepares the vocabulary that related to the topic of the content then gave it to their students. Besides, the science teacher also prepare their pronunciation before teaching in the class.

3. Implementation CLIL

The implementation of CLIL in teaching practice includes implementation of content and language. The science teacher uses some techniques to support and assist student understands the content. The techniques that used by the science teacher to implement the content in Science class include using mother tongue in discussion and using visualization techniques. Based on the research, the techniques above used to explain the content and make the content clear for the students. The techniques are effective to help the student understand the content. It means that by using those techniques help the science teacher to deliver the materials.

4. In the implementing language the science teacher use some varieties techniques, they were Speech slowly and often repeats the sentence, Using English and L1 or Bahasa Indonesia, and Giving clear instruction to answer the exercise. Appropriate to the research, the techniques that use in the implementing language in order to make the science teacher language input comprehensible for the students. It means that by providing the techniques the science teacher can explain the content and the students will accept the material clearly.

5. Assessment the content in CLIL

Assessment in science lesson includes assessment the content and language. The science teacher assesses the knowledge, performance and attitudes. In assessing the content, the science teacher used test to

assess the content. The kinds of test include worksheet, assessment holistic, CPT and IPT in the form of written and the question always used English then the students answer used English too. The entire test indirectly assesses the student knowledge and language competence.

6. Assessment the language of CLIL

The science teacher also assesses the student language. The science teacher use ongoing assessment to assess the language ability. The language assessment includes student pronunciation, reading, and speaking when they perform the task or presenting their task in the class.

B. Suggestion

Based on the conclusion above, the researcher give some suggestions are presented for:

1. Institution

For the Institution, the researcher suggests that teaching and learning process will be run well when all of the elements gathered. We can learn English not only in English instruction but also in the integrated learning.

2. Science Teacher

For the science teacher, the researcher suggests to make a good preparation before teaching Science though English. The science teacher should prepare the content and language. The science teacher gives varieties activity to make student enjoy study in the class.

3. Science future teacher/content teacher

For the science future teacher who teaches content using English, the researcher suggests to prepare the English to communicate with the student in the class. Beside prepare their language before enter the class they prepare the strategies that suitable for her and the student, to make their input acceptable for the student.

4. Other researchers

The result of this research can be used as input or a reference to conduct a further research dealing with a similar problem.