

The Implementation of Immersion Program in Teaching Speaking in EFL Classroom

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ABSTRACT

This research aimed at knowing the implementation of Immersion Program in teaching speaking in EFL classroom. The instruments of the research were observation sheet, field note sheet and interview protocol. The participants of this research were 2 English teachers and two out of 10 classes of second-grade students, they were XI MIA 1 and XI MIA 2 consisted of 35 students. The results showed that the implementation of Immersion program varied between the teachers. Both teachers had different categories in implementing this program. The first teacher was categorized as Fully Implemented Immersion Program (FIIP), and the second teacher was categorized as Partial Implemented Immersion Program (PIIP). The 1st teacher implemented this program by asking the students brought dictionary and found vocabulary related to the next material and asked the students to memorize the vocabularies, otherwise the second teacher focused on the next material. The 1st teacher made the students familiar with the vocabularies. The students' interest and motivation was improved by this program. The students showed their interest in terms of expressed interest, manifest interest and tested interest. The students liked this program and participated in this program by using full English. Students' motivation could be seen from 4 models, they were attention, relevance, confidence, and satisfaction. By the implementation of the Immersion program, the students paid attention to the explanation and became confident in expressing their opinion. The implementation of immersion program also gave impact to the students' speaking ability. The students' ability in speaking is good enough. It could be seen from their score in the report, mostly students got a good score, some of them got above 80 and above 90. It could be said this program had a big impact on the students' speaking ability.

Keywords: *Immersion Program, Interest, Motivation, Speaking ability*

INTRODUCTION

Nowadays, the role of speaking in our daily life becomes an important part. Speaking is the way to express our mind to build communication among people. However, in teaching and learning process speaking became a big problem for students. The students found difficult to express their opinion about something and did not enjoy the learning process. They did not enjoy the learning process, because of their motivation and interest in the subject. It gave impact to their score, the students were difficult to get a higher

point in English, their score stuck around 75-83. Therefore the researcher interested to study the students' speaking in relation to their interest and motivation.

Interest means that we care about something, that it is important to us and what we have (mostly) positive feelings towards it. John Dewey (1913,p.17) once described interest as “being engaged, engrossed, or entirely taken up with” an activity, object, or topic. Interest plays an important role in the learning process. The more we interest to something, the better result will we get.

Motivation explains what goals people choose to pursue and how actively or intensely they pursue them. John M.Keller (2010, p.3) stated that motivation refers broadly to what people desire, what they choose to do, and what they commit to do. In other words, in-depth discuss thoroughly interest and motivation in relation to teaching speaking. Motivation also is one of the factors that build the students successful in learning, especially in learning English. It refers to students' ability in elaborating their mind after having a motivation to the lesson.

Here, the students need a media to make them interested and motivated for their speaking ability. One of the media that can be applied by the teacher is the immersion program. The term "immersion education" was born and came to prominence in Canada during the 1960s. Its basic theories and principles evolved from the popular theories of language acquisition and language learning. Immersion program was developed by Michele De Courcy and wrote the book entitled Immersion Program including its history and learner's experiences of Immersion education.

The research about Immersion Program is important to be researched, because only few research focused on this research. The previous research investigated about the development of skills using the immersion teaching model, the effect of Immersion Program from the teachers' viewpoints and the way Immersion Program implemented in teaching, however it was in general. Therefore the researcher will use Immersion Program in speaking that will cover the students' interest and motivation.

Based on the illustration above, the objectives of this study were to find out and describe:

The implementation of Immersion Program in teaching speaking in EFL classroom.

REVIEW OF LITERATURE

There are some literature related to Immersion Program, those are:

Athina Nteli and Makrina Zafiri (2017) applied Immersion Teaching model for the 5th grade Greek primary class in EFL classroom. During their research, the use of Immersion Teaching model was flexible enough to accommodate the diverse educational needs, and benefit meaningful speech production if appropriately applied.

Sühendan Era and İ. Hakkı Miricib (2015) did the research to know the teachers' viewpoint about the effect of Immersion Program on native language development in a Turkish Context. The result of this study showed there was no significant effect of bilingual teaching on students' native language development.

Katheryna BALABUKHA (2013) in her study about ways of Immersion Program implementation in teaching legal English indicated that seven-years' practice of immersion programs in National University "Odessa Academy of Law" indicates that law students, who are enrolled in immersion programs, can gain proficiency in a second language and develop cultural awareness as well as their knowledge in studying subjects.

Based on the previous studies above, this researcher focused also on the implementation of immersion program. The implementation covered the students' interest and motivation.

METHOD

This research employed case study method to find out and describe the implementation of immersion program, the students' interest and motivation, and the impact of immersion program on the students' speaking ability.

The participants of this research were 2 English teachers who have been implemented immersion program as an approach in teaching English, and 2 out of 10 classes of second-grade students, they were XI MIA 1 and XI MIA 2 consisted of 35 students. To get the data, the researcher observed the students and teacher in the teaching and learning process. In the learning process, the researcher wrote the steps of the learning process by using field note. After conducting the observation, the researcher interviewed each student to obtain qualitative data on the implementation of immersion program in teaching speaking in relation to the student interest' and motivation. The data collected then analyzed in some step explained by Braun and Clarke (2006) that are familiarizing with the data, generating initial codes, read throughout each transcript to immerse in the data, reviewing themes, defining and naming themes, and producing the report.

FINDINGS AND DISCUSSION

The findings of this research showed the implementation of Immersion Program in teaching speaking in EFL classroom.

The implementation of Immersion Program

The research showed that in applying the immersion program there is amount of differences by both teachers. The differences are the way teacher implemented Immersion Program in the classroom. There were 2 categories for the implementation of this program. They were fully preparation implemented immersion program (FPIIP) and middle preparation implemented immersion program (MPIIP). It could be seen from the extract below:

Extract 1:

<p><i>Kalau dalam kelas saya biasanya anak-anak saya wajibkan pertama bawa kamus, yang kedua mereka wajib mencari materi sebelumnya, sebelum kelas, kemudian yang ketiga biasanya mereka punya vocabulary list tiap hari, jadi biasanya mereka punya vocabulary list yang berbeda-beda</i></p> <p>“in my classroom, I required my students to bring the dictionary first, second they have to look for the previous material before the class, then the third, usually they have a vocabulary list every day, so they will have a different vocabulary list.</p> <p><i>persiapan materi, itu biasanya kan ada di infokan sebelumnya, jadi anak-anak memang sudah siapkan di rumah. Kalau memang yang spesial dalam kelas</i></p>
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biasanya adalah 15-20 menit untuk building their vocabulary. Biasa juga kayak, kan masalah utama anana sekarang, masalah vocabulary. Jadi biasanya ada kayak main games dulu. Misalnya sebutkan kata-kata yang kalian tahu dengan materi kita, misalnya disaster gempa bumi. Sebutkan kata-kata yang berhubungan dengan disaster. Kebanyakan ada yang bisa tetapi ada juga yang masih kurang .

"Preparation material, it usually informed before, so the students are already prepared at home. For the special classroom, it usually takes 15-20 minutes to build their vocabulary. Ordinary also like, the main problem now is vocabulary. So usually there is like playing games first. For example, mention the words that you know with our topic, such as an earthquake. Mention words related to the disaster. Most of them can, but some are still lacking.

(Interview with Teacher A 5 May 2018)

Extract 1 above shows that the teacher A thought that preparation was an important thing to do in applying immersion program, while in doing the preparation there were some rules that have been given for students before, so it made the students easier in the learning process. The rules applied by the teacher were asked the students to bring a dictionary every meeting, found the vocabulary related to the material, wrote their vocabulary list. By seeing the steps of preparation by the teacher, it could be concluded that the teacher had full preparation implemented immersion program (FPIIP).

Extract 2:

sebelum kita terapkan program immerse atau speaking, pertama-tama kita sampaikan kepada siswa materi apa yang cocok dan bagaimana persiapannya termasuk bagaimana mempersiapkan vocabulary nya

" Before we apply for immersion program or speaking, first we tell the student about what material is suitable and how to prepare including how to prepare vocabulary.

biasa ada persiapan sedikit, biasanya kita sampaikan ke siswa misalnya pertemuan selanjutnya speaking, baru kita siapkan materinya atau misalnya kita bagi-bagi materinya misalnya materi ungkapan, ung kapan ini per kelasnya di bagi-bagi perkelompok

" Usually there is a little preparation, usually telling the students such as the next meeting of speaking, we just prepare the material or for example, we share-for example material about English expression, and in the classroom, we divide the students into the group.

Extract 2 above shows that the teacher B stated that he needed time to prepare before he applied immersion program and every meeting he asked the students for the next material, so there was preparation for students also. That was an important thing to do in applying for immersion program. The teacher focused on the material will be learned, so it could be said the teacher had middle preparation implemented immersion program.

(Interview with Teacher B 28 May 2018)

Extract 3:

" menurut saya program immersi ini selalu di aplikasikan di setiap pelajaran bahasa inggris baik itu lintas minat maupun yang bahasa inggris wajib dan bahkan beberapa guru juga seperti eh di dalam mata pelajaran prakayarya kita e, kebetulan guru prakarya saya itu adalah guru bahasa inggris. Dia mengajar bahasa inggris juga di kelas lain namum pada saat jam prakarya dia juga sering menggunakan bahasa inggris.

" menurut saya pengaplikasian program immerse ini sangatlah efektif

“ adapun pihak-pihak yang terlibat dalam penerapan program immerse yakni guru mata pelajaran yang bersangkutan dan para siswa yang berada di dalamnya.
“ menurut saya tidak ada topik tertentu yang digunakan dalam program tersebut
“ eh, menurut saya hal tersebut tidak diharuskan namun ada baiknya jika kita menggunakan bahasa inggris
“ yang menjadi pengontrol saat pembelajaran berlangsung adalah eh guru yang bersangkutan yang meng yang sedang e melaksanakan program immerse tersebut
 “ I think this immersion program is always applied in every English lesson either cross-interest or the mandatory English language and even some teachers are also like eh in our workshop subject e, coincidentally my honorarium’s teacher was an English teacher. She teaches English also in other classes but at the time of the workshops She also often uses English.
 “I think the application of this immerse program is very effective
 “ as for the parties involved in the implementation of the immersion program ie the relevant subject teachers and students who are in it.
 “ in my opinion no specific topics used in the program
 “ eh, I think it is not required but it's good if we use English
 “ the controller when the learning takes place is eh the teacher concerned who meng e implement the immerse program

(Interview with Student A)

Extract 3 above shows that the implementation of immersion program was effective for students, because this program is applied in English subject, so the teacher who had a big role in implementing this program. The teacher focused on the students’ ability. However in applying this program, there was no specific topics, but in general ways. It made the students used English every time.

Extract 4:

“ cukup sering
“ menurut saya efektif karena tidak semua siswa fasih dalam berbahasa inggris jadi dengan adanya program ini memudahkan kita untuk belajar bahasa inggris
“ eh tergantung dengan kegiatannya tetapi apabila kegiatan pembelajaran tidak diharuskan berbahasa inggris karena tidak semua siswa fasih dalam berbahasa inggris tapi dianjurkan berbahasa inggris
“ guru itu sendiri
 “ quite often
 “ in my opinion, it is effective because not all students fluent in English so with this program, it allows us to learn English
 “ eh depending on the activities but if learning activities is not required to speak English because not all students fluent in English but it is recommended to speak English
 “ teacher itself

(Interview with Student G)

Extract 4above shows that immersion program was applied quite often and effective because it makes the students practiced to speak English every time. This program did not have certain topic when it was applied, it was based on the learning material in the classroom, so the controller for this program was teacher.

Based on the findings above from the teachers' interview, it could be concluded that from both teachers had differences way in implementing immersion program. It could be seen from their preparation, students' responds and characteristics, techniques, classroom management, and teachers' collaboration. There were 2 categories for the implementation

of immersion program. They were fully implemented immersion program (FIIP) and partial implemented immersion program (PIIP). The first teacher was categorized as fully implemented immersion program (FIIP), it was supported by the way teacher implement this program in the classroom. The first teacher asked the students to always bring the dictionary every meeting and found the vocabulary related to the material, so every student have a vocabulary list. By doing this steps, the students will be easier in understanding the material. Otherwise, the second teacher was categorized as middle implemented immersion program. The second teacher asked the students to focus on the next material. The goal was to make the students had the background knowledge before studying. The implementation of Immersion Program was effective based on the students' interview, the students said that not all the students fluent in English so by this program it trained the students to be familiar with English by always practice and practice.

As has been said by Cummins (2012) that "language immersion described about the exposure of the learner exclusively to the target language, in order to develop bilingualism and is flexible enough to adapt to various sociocultural and sociolinguistic contexts". The students in the classroom must always speak the target language.

Implementing an English program was actually quite simple. In fact for most schools and districts, an immersion program is usually easier than any other program design for students new to English. All schools and district have teachers who speak English, many of whom have been trained in special methods and techniques for teaching English. The implementation of immersion program will make the students be familiar and become active in the teaching and learning process. Both teachers implemented immersion program with the different ways. It was supported by the teachers' interview result, the first teacher asked the students to find vocabulary related to the material while the second teacher focused on the next material so the second teacher asked the students to prepare themselves for the material. It could be stated that the first teacher was categorized as highly implemented immersion program (HIIP) and had a good preparation, while the second teacher was categorized as middle implemented immersion program (MIIP) and had a middle preparation in implementing this program.

As has been stated by Chowan (1999) "successful immersion programmes have been characterized by instruction that incorporates the following key concepts, the students learn other languages best when their native language is not used for instruction, successful second language learning emphasizes comprehension rather than speaking at beginning stages and uses the insights of second language, learning occurs in a meaningful communicative context and use is made of subject-content instruction, games, songs and rhymes, experiences with arts, crafts, and sports, learning activities are geared to the child's cognitive level, interest level, and motor skills, learning activities establish the language as a real means of communication in authentic".

This research explained about 5 important things as has been described in the findings by comparing with the literature.

1. Enthusiasm

Enthusiasm is a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it. There was a big enthusiasm of students during the implementation of this program. Mostly the students liked English after the implementation of this program. It can be seen from the extract 1 in interview to student page 91 about the students' interest in speaking with the implementation of immersion program. The student said that "In my opinion, I prefer to use eh I become fond of using English I like to use English eh since using this immersion program". The student

enjoyed to study English with this program, so it made the student level of participation became increased. It also can be seen from the extract 13. The student said “ in this immersion program I think eh my level of participation in learning I think increased, because in the beginning I just know some of vocabularies and the English pattern and and now I know that after the implementation of immersion program. Besides that, it can be seen from the students’ observation about students showed their enthusiasm and interest into learning process in statement 6 page 129. Both teachers in implementing this program made the students enthusiasm and interest in learning process. It was shown by the students’ feeling in the classroom, they really enjoyed the learning process. The data about the students’ enthusiasm could be seen from the field note 2 in page 123 where the students raised their hand directly to answer the questions by the teacher B. It was supported by the theory of deher and Zenge (1990) “in the globalized world, the ability of communicating in two languages and interacting with a large population is probably an advantage for the students who are exposed to immersion programs. Awareness toward linguistic and communicative language skills will be resulted in predicting later reading skills”. It could be concluded that by this immersion program the students took some advantages, one of them is enthusiasm. By that reason it influenced the students’ participation.

2. Difficulty

Enthusiasm is the positive of this program, however there was also the negative or difficulties of this implementation for this program. The difficulties were observed from the data of students’ interview in extract 1 page 114. The student said that “the negative impact of this program first eh the difficulties to receive the material well this is because there are some words that are not understood eh the second eh teacher if implemented this immersion program eh of course there are also students who were not very concerned about it. This is because the students were already saturated listening to English without understandable he said therefore the students preferred to play around in the learning process. Consequently the material cannot be delivered properly. Besides that, it could be also seen from extract 8 where the students said that “negative that is eh for students who have not less able to speak English eh they have not been able to understand learning well when the teacher use English only in the process of learning”. The students’ observation also supported the statement of students’ difficulties. “The students can express their opinion about the material, even it needs time to express and also some of students can directly express what in their mind, some of them get difficulties to express their opinion”. It was in line with the pertinent ideas stated that “anyone who has ever studied a new language knows that in the beginning it is difficult to understand native speaker. For many students new to English the pressure of using the new language with native speaker can be stressful. Moreover, for immersion students to learn the language quickly requires that the teacher be able to design and deliver English and content area lessons especially for students who have minimal English”. It can be concluded that the role of teacher in implementing this program is an important thing to make the students can solve the negative or difficulties during the learning process.

3. Rules

Rules play an important thing during the learning process. However during the interview with the students about the rule of immersion program, most of students said that there was no rule of implementing this program. The data could be seen from the extract 2 page 80, extract 3, and extract 10 page 86. The students had different opinion for the implementing of this program. In extract 2, the students said “ the immersion program is applied once a week in my school”. In extract 3, the students said “well, that is during the English lesson and also during the extracurricular activities”. In extract 10, the student said “eh twice a week”. It could be concluded that there was no rule in implementing this program. Immersion program could be applied based on the teacher’s role. It was in line with the pertinent ideas about “implementing an English immersion

program is actually quite simple. In fact, for most schools and districts, an immersion program is usually easier than any other program design for students new to English, many of whom have been trained in special methods and most places have plenty of English-language instructional materials, though they may not be specifically designed for immersion teaching”.

4. Steps

In implementing immersion program, there might be some steps. It was proved by the interview with the teacher about the steps of implementing immersion program. The data could be seen from extract 1 and 2 from both teachers. The 1st teacher said that “preparation material, it usually informed before, so the students were already prepared at home. For the special classroom, it usually takes 15-20 minutes to build their vocabulary, the main problem now is vocabulary. So usually, there is like playing games first, for example mentioning the words that the students know with the topic, such as earthquake. Mention words related to disaster. Most of them can mention it, but some are still lacking”. The 2nd teacher also said that “before we apply immersion program or speaking, first we tell the student what material is suitable and how to prepare including how to prepare vocabulary”. The steps of immersion program based on the interview were supported in the pertinent idea from some theories, such as “total immersion-with no native language support in teaching certain disciplines by Johnson and Swain (1997), partial immersion-when native language is used at primary stage of studying and gradually pulled out from the teaching process by Genesee (2004) page 547-576, sheltered or structural immersion-when a certain discipline is studied in foreign language is adjusted by the teacher to the needs of students according to their foreign language level by Cummins (2000)”.

5. Techniques

In teaching and learning process, the appropriate technique will make the learning process run well. As the teacher did in the classroom, there were some techniques that have been applied. It could be seen from the extract 1 and 2 page 74-75 about the techniques in speaking. The 1st teacher said that “oh yes, the teaching technique that I do most often in the class were making short dialogue, conversation, bigger projects like role play, we play the role, for example they play what, they bring their own property and we play the role, the big project there such as the previous year and project which is making a film, so each class divided into several groups to make project. So yeah, they seem to love the projects like that, it is also for seeing and strengthening their speaking”. The 2nd teacher said that “case study, we give the case and how we solve together then the level of ability is still minimal, we usually use the memorizing meaning system, we give the material and they make and we see how the next is”. It was in line with the previous finding by Mengo et al (2013) about the effect of discussion techniques and English learning motivation toward students’ speaking ability in Singaraja. It could be concluded that, technique plays an important role for the teaching and learning process.

CONCLUSION

The implementation of immersion program in school varies between the teachers. Both teachers had different categories in implementing this program. The 1st teacher was categorized as Fully Implemented Immersion Program (FIIP) and had good preparation. The students brought the dictionary every meeting and found the next material, so the students had a vocabulary list before teaching and learning process. It made the students have good preparation with the implementation of the teacher. The students had familiar with the vocabulary because there were time 15-20 minutes to build the students’ vocabulary. It could be seen from the teachers’ interview. Otherwise, the second teacher was categorized as Partial Implemented Immersion Program (PIIP) and had middle

preparation in implementing this program. The teacher had little preparation by asking the students the next material and they prepared it together.

The students' interest and motivation during the implementation of immersion program were improved. In interest, there were some ways to measure the students' interest, such as expressed interest, manifest interest, and tested interest. From three kinds of interest the students showed their like to this program, they participated in this program, and the teacher gave an assessment to the students. In motivation, there were 4 models supported by the theory of Keller namely Attention, Relevance, Confidence, and Satisfaction. The students had high motivation in teaching and learning process by seeing their attention, relevance, confidence, and satisfaction.

The impact of Immersion program on the students' speaking ability was good enough. It could be seen from the students' score in the report after the implementation of this program. Mostly students got a good score, some of them got above 80 and 90. It could be stated that this program had a big impact on the students' speaking ability.

For the future researcher, this research can be used as a reference for the next research and can modify the research design by mixing with quantitative to get more data about this research.

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