THE IMPLEMENTATION OF ENGLISH IMMERSION PROGRAM IN TEACHING SPEAKING IN FUTURE ENGLISH EDUCATION CENTER (FEEC) PARE

THESIS

This Thesis is submitted to fulfill the requirement for "Sarjana" degree in English Language Education

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Demikian permohonan ini kami ajukan, agar dapat diterima. Terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum, Wr.Wb

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **"The Implementation of English Immersion Program in Teaching Speaking in Future English Education Center (FEEC) Pare"**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 12th August 2021

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Assalammu'alaikum Wr.Wb

Alhamdulillahirabbil'alamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessings of Allah be upon Muhammad Saw, the messenger of Allah. and his family and companions and who follows them in righteousness until the Day of Judgement.

The researcher finished this thesis entitled **"The Implementation of English Immersion Program in Teaching Speaking in Future English Education Center (FEEC) Pare"**. This thesis is presented in order to fulfil of the requirement for the degree of strata in English study program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

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Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum Wr. Wb

Curup, 12th August 2021

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MOTTO

Do what people can not do!
then
You will get what people can not get.

DEDICATION

This thesis dedicates to:

- *IAIN Curup*
- *Big thanks for **Bak Arbani (Alm**) who always prays midnight for me. you inspire me a lot, **Umak Endi Eryasi** who never gives up on me, **my brother Dezi Rahmat Pragusti** who always supports me.*
- *All family members who always help lending money until today, especialy **My Grandmother Maryati** and I will pay for all of them*
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- *Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying do more right than wrong. I wanna thank me for just being me at all times.*

ABSTRACT

Detika Erni. 2021. The Implementation of English Immersion Program in Teaching Speaking in Future English Education Center (FEEC) Pare

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In language acquisition, rich language milieu plays a crucial role to accelerate the process of internalizing the language. Therefore, the existence of immersion programs have given significant contribution to provide supportive and rich langague data.

This study is aimed at describing the implementation of English immersion program in Future English Education Center (FEEC) Pare. There are two main issues addressed in this present study: how the implementation of the English immersion program in FEEC Pare and what aspect that support and hamper this program.

This study is a case study with the type of descriptive qualitative research method. The subject of the research consists of 3 English teachers and 8 students. The data are collected through observation, interview and documentation.

The result of this study reveals that the implementation of English immersion program gives many adventages. It is planned well such as learning plan, method, source of learning, as well as culture awarness. The study also shows that naturalnes environment, facilities and teachers' role support this program while students' weak foundation of foreign language become problem. That is why, FEEC instructors employ target language as a teaching tool and daily communication where students actively get involved in surrounding. The students have a wide range of vocabularies and achievement in English. Immersion program are supposed to provide the solution to the primary challanges in improving students' speaking abilities. That's why immersion class will provide the students with strategic ways to improve students' proficiency.

Key: ***English immersion program, supported and hamper aspect***

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CHAPTER I
INTRODUCTION

This chapter provides the justification for conducting a research on the implementation of an immersion program in Future English Education Center (FFEC) Pare Kampung Inggris Kediri. The discussion will comprise several points: Introduction that concerns with a background of the research, research question, the objectives of the research, the significant of the research, definition of terms and thesis organization as will be elaborated in the following sections.

A. Background of The Reearch

Environment plays an important role in language aquisition. It is one aspect which has great ifluence to raise language learning process and practice in developing English speaking performance. It is because environment is where the people interact. Stated by Dulay that language environment is everything that is heard and seen by the language learners related to the second language that is being studied.[1] Clasified as a language environment is the situation both in the classroom and outside the classroom and the interction between students to students and teachers to students. Language environment aims to familiarize students in using language communicatively through practice, providing strengthening of language acquisition that has been learned, fostering creativity and language activitiesthat are integreted between theory and practice. It means

[1] Dulay, H, Burt. M dan Krashen, S. *Language Two*. New York: Oxford University Press. 1982. P.13

that language environment is place to improve the abilities and skills of students activity both orally and writing so that the language learning process becomes more easily, dynamic, effective and meaningful.

In accordences with this, there are some places of learning english which is helped by creating the language environment in Indonesia. It is called kampung inggris. Kampung inggris is known as a place of learning language especially English. The characteristic of kampung inggris are becoming a study destination, fun learning method, and homestay for camp. There are six kampung inggris in Indonesia. They are placed in Magelang, Bandung, West Sumatra, Solo, Jakarta, and Kediri. Kampung Inggris Magelang or known as Desa Bahasa Borobudur is different than others. There is only one course in a villlage but it is empowered village resources. Therefore, it is better known as Desa bahasa. Kampung inggris Bandung is similar to kampung inggris Magelang, but there are two famous courses they are We English and E-PLC. Kampung Inggris West Sumatra which is famous of Harau Valley School is different than others. Many people visit this place for English courses, TOEFL exam preparation, and IELTS exam preparation. Kampung inggris Solo or called as Solo English Camp (SEC) has different time in studying. They only study at night after magrib and in the morning after subuh prayer. So, it does not interfere with learning at school or on campus. Kampung inggris Jakarta or called Easy English Center is adapted directly from kampung inggris Pare. The last is Kampung inggris Pare in Kediri which is the oldest kampung inggris in

Indonesia. It is the only kampung inggris that consists of more than a hundred courses.

Rich language milieu plays a crucial role to accelerate the process of internalizing the language. The presence of more than a hundred English courses in Pare contributes to create an environment where learners can practice English in daily interaction. Learning design and the facility are appropriate for hands on English instruction. As Morris and Lankshear point out, English villages are rich environment of language learning facilities for stimulated language task wich integrates aspects of foreign culture with language teaching and experiential clasess in wich learners are able to interact in English outtside of the classroom, and they are likely to offer substaintial opportunities for transactional authenticity, for example when shopping, using the hotel facilities and using the restaurants in English.[2]

Some courses in kampung inggris apply immersion program. This program differs from the presents conventional method that more emphasizes on grammatical rules. It drives meaningful and interesting communication based on the needs in and out of the classroom. When the students try to utilize the language productively, teachers let them speak as much as possible. If necessary, error correction is supplied after the process of conversation, and it sometimes tends to be indirect.[3] It aimed to keep the students' self-confidence and reduce anxiety when speaking. Huang explained that in the English Immersion

[2] Sam Morris & Andy Lankshear. *English Villages and The Study Abroad Experiences: Does Authenticity Matter?.* No.1, April 2015. (Japan: JALT, 2915), P. 2

[3] Fred Genesee. *Second Language Learning Through Immerssion:* A review of US Programs, (Review of Education Research, 1985), P.541-561

Program, English language learning is taught as meaningful as possible addressing the daily life of the students and attract them to use English in their everyday activities. Teachers should be able to encourages learners to get engaged actively in the leearning experiences by facilitating them to express what they already know and share or collaborate with their partners.

In line with that, there are 6 famous courses based on the number of students in Pare. They are BEC (Basic Engliah Course) BEC has the best quality and the most favorite, because BEC is indeed the first course in Pare, ACCESS-ES (ACCESS English School) ACCESS-ES has collaborated with Schools, Universities, companies and so on so that students have the opportunity find a school or work place, EECC course institute is a branch of the BEC course institute. Even so, this EECC also has a lot of interest because it already has almost 10,000 graduates of the best alumni, HEC 1 or Happy English Course. HEC1 is also a branch of BEC, so the English language learning program at HEC 1 is the same as BEC. students who have studied at HEC 1 for 3 months (CTC Program) can later also continue to BEC (TC Program), ELFAST is recomended because it is more focused on developing English language skills from basic, intermediate and advanced levels. But there is one English course which has those all advantages. It is called FEEC (Future English Education Center).

FEEC (Future English Education Center) is one of famous course in kampung inggris Kediri. It was built in 2004. As the new course, it has more than 130.000 alumni and cooperates with many schools and universities in

Indonesia. Not only in Indonesia but also Malaysia and Thailand. This course provides many English programs from the basic, elementary, intermediate, anvancd level as well as TOEFL preparation. Every program has different study times. Starting from one week, 2 weeks, one to three months even the longest program is for EIE (English Instructor Education) students which is one year program. One of habits that are applied is to speak full day English. It is a habit that requires everyone to speak English full day. It aims to train and familiarize the students to speak English all the time. Based on the interview with one of FEEC's tutor, the students always speak English since they wake up in the morning until they go to bed at night. It is applied every place in FEEC such as canteen, parking area, toilet, playground, dormitory more over in the class. Not only the students and tutors but also school attendents, office boy, and even seller. On the other hand, FEEC includes everyone around as a language environment to participate in supporting the implementation of speaking English full day.

However, the majority of students who learn English in FEEC are beginner. One of FEEC's tutors mentioned that some students totally do not understand and speak English. Over time, the students can speak English fluently in only few months. Although there are some students still doing code mixing. At least all students can understand what people say in English. It is concluded that the implementation of immersion program is proven to help simplify and speed up the process of learning speaking English.

As a result, in this study, the researcher not only studies how the implementation of the English immersion program, but also what factors that support and hinder the implementation of English immersion program's in FEEC. The researcher is interested in conducting this study under title **"The Implementation of Immersion Program in Teaching Speaking in Future English Education Center (FEEC) Pare."**

B. Research Question

To obtain the result of this research, the researcher conclude some reseach problem. They are as the following :

1. How do teachers implement the English Immersion Program in FEEC Pare?
2. What are the aspects that support and hamper the implementation of English Immersion Program in FEEC Pare?

C. Objective of the Research

Related to the explanation above, the research question will be about :

1. To describe how teachers implement the Immersion Program in FEEC Pare.
2. To mention and describe what aspects that support and hamper the implementing of English Immersion Program in FEEC Pare.

D. Significant of The Research

This research will be very usefull and give some benefits as follow :

1. Theoritical

   This research hopefully can give some benefits as a reference and further knowledge for students and also teacher, particularly in English Study Program, and people who learn English as a foreign language.

2. Practical

   This finding research also hope could be the valuable research for academic area, especialy in Speaking subject. After this study finished by the reseacher, it can be used for teacher in teaching and practicing English for students in doing Speaking performance.

E. Definition of Key Terms

1. Implementation

   Implementation is a process of activity which includes idea and concept in a practical action. In this study the term implementation refers to the process of activity in immersion program.

2. Language Immersion Program

   Immersion Program is learning one language by using target language. Language immersion uses the target language as a teaching tool, sorrounding or immersing students in the second language.

3. FEEC Course

   Future English Education Center is an English course which is placed in Pare Kampung Inggris Kediri.

4. Dormitory

   Dormitory is a home for the students with the purpose make easier or overcome the problem the students about home to stay especially for the students who come from the other city.

5. Language Environment

   Language Environment is a place for students to practice one language. Language environment helps to build the student in speaking skill when they interact with others

F. Organization of Thesis

This paper organization is provided from chapter one until chapter five. Chapter I is the introduction. This chapter consist of introduction covering background of the study, research question, objective of the reseach, the significant of the research, definition of terms, and thesis organization.

Chapter II deals with review of the related literature. It is devided into theoritical foundation that is related to this research and previous study of the research. Review of related theories consists of definition of research paper, the important of thesis, and the process of writing research paper.

Chapter III is research methodology, it deals with kind of the research, subject of the research, instrument of instrument, techniques of collecting data, and techniques of analysis data.

Chapter IV deals with findings and discussion. This chapter would answer and discuss the research question. It is also provided interpretation of data related to purpose of study and some theories.

Chapter V is conclution. This chapter showed conclution of whole study. In addition, suggestion for following studied was present.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related theories and review of related findings. Review of related theories is supported with some theories which are relavant to the research while review of related findings provides some findings that relevant to this research.

A. Review of Related Theories

1. Impelementation

Implementation is described as a series of activities. It is aimed to make a known-dimensions activity or program. Implementation procedures are deliberate and precise enough such that impartial observers can detect the presence and strength of the "specific collection of activities" relevant to implementation. Furthermore, the activity or program being implemented is sufficiently defined for an impartial observer to detect its presence and intensity. As previously said, the observer must be aware of two sets of actions (intervention-level activity and implementation-level activity) and two sets of outcomes (intervention outcomes and implementation outcomes). Stated by Dean L. Fixsen.[4] According to Nurdin Usman, implementation is a systems activity, action, or mechanism. Implementation is an activity, but it is one that is planned and carried out in order to achieve the activities goal.[5]

[4] Dean L. Fixsen and friends. *Implementation Researh : A sythesis of the literature*. Louis de la Parte Florida Mental Health Institute Publication #231 : Tampa, Florida, 2005. P5

[5] Nurdin Usman, (2002). *Konteks Implementation Berbasis Kurikulum*, P.70

Furthermore, Rislioko on implementation, it is a policy that is the culmination of a rule or policy that is made. Stages of implementation in general is how a policy issued which becomes an answer to the problems experienced by people applied to ensure maximum effectiveness and can address these problems. On the other hand, the stage of implementation is not an easy part. Policy-makers must look for and develop a good strategy in order for policies to be successful. As a result, obvious and widespread considerations are required before a policy can be properly implemented. According to Erik Maskin, the implementation problem is the problem of designing a mechanism (game form) such that the equilibrium outcomes satisfy a creterion of social optimally embedded in social choice rule. There are some important points in implementing language teaching program according to some experts. They are the following:

a. Plan

Planning is the first process to complete the work, both in the form of concepts and structures, to ensure that the aims to be attained get the best result. Plan for class activities supports the active learning process. According to Donna Walker Tileston in his book Teaching strategies for active learning there are five strategies for teaching active learning. They are plugging in to create an environment for learning, powering up to get the involved, synthesizing to provide new learning,

outsourcing using the information and reflecting to evaluate the learning.[6]

b. Teaching Method

A method is a procedure that is aimed to reach the goal. There are some characteristic of method. They are method is activities that is done by the group, the method is daily routin, it becomes sistematic process to gain the purpose of the program. Method is seen as superordinate, comprising both principles and techniques. Five aspects involve the principles of second or foreign language teaching: teacher, learner, the teaching process, the learning process and the target language culture. Taken together the principles represent the theoritical framework of the method. The techniques are behaviour manifestation of the principles, in other words, the classroom activities and procedures derived from the application of the principles.[7]

These eight method are currently practiced today. They are (1) the grammar translation method which fundamental purpose is to be able to read its literature (students' study of foreign culture is limited to its literature and fine arts), (2) the direct method wich purpose of language learning is communication, opportunities for the students to use the target language, (3) the auto-lingual method which language teaching objective is structural pattern, (4) the silent way which the teacher should start with something that the students already know, (5) suggestopedia which

[6] Donna Walker, *Teaching Strategies for Active Learning: Five Essentials for Your Teaching Plan,* (USA: Sage Publication,2007), P.8

[7] Leffi Noviyenty. *Teaching English as A Foreign Language.*STAIN Curup.P160

learning is facilitated in a relaxed, comfortable environment, (6) community language learning which the students' native is used to make the meaning clear, (7) total physical response which the students' understanding of the target language should be developed before speaking in other words students will begin to speak when they are ready, (8) comminicative approach in which teachers act as advisor during the communicative activities.

c. Learning Resource

Learning resources are everything that can be used for the learning process, either directly or indirectly, outside students who complete themselves at the time of learning take place. Meanwhile, according to Januszewsji and Molenda, learning resources are all sources including messages, people, materials, tools, techniques, and setting that can be used by students either individually or in combination to facilitate learning activities and improve learning performances.[8] The role of learning sources allow individuals to change from unknown to know, unskilled become skilled.

d. Resources Specification

Macbeath and Mortimore stated that to select the learning resources, it is necessary to consider the following metters: (1) The learning resources suitability with goal; learning resources should be selected based on what goals will be achieved by using these learning

[8] A. Januszewski and Molenda, *Educational Technology: A Definition eith Complementary* (New Yorl: Lewrence Erlbaum Associates. 2008) P. 214

resources. There are several pusposes, they are to generate motivation, provide information, facilitate problem solving, and to master certain skills, (2) Economical; sources selection should consider the level of generosity. Cheap does not always mean low price. For example, inviting native speaker (experts) from other city to give lectures even though it costs high, but it is cheaper than inviting all students to visit the expert, (3) Practical and simple, practical learning resources mean that they are easy to use and simple, it means that it does not require sophisticated or complex aquipment, (4) Easy to obtain; good learning resources are those that are easy to obtain, both because of the close distance between the learning resources and the users, but also the number of available learning resources is quite large.[9]

e. Standard and policy

Standard and school policy are regulation that applied by the school. With this standard, all can define and develop their practice. Stated in CASC that the standards address the diversity of California's student popilation and reflect a system of support services that connects all students to activities and apportunities for academic, career, personal and social development.[10]

Guiding Principles

[9] John Macbeath and Peter Mortimore, *Improving School Effective.* Transl Nin Bakdi Sumanto (Jakarta: Grasindo, 2001) P.85

[10] Loretta Whitson, Lonnie Rowell, The Claifornia Standar*:For the School Counseling Profession.* CASD. 2007

The commette has developed a set of overaching principles to guide its effort. The principles include:

1) Standards should be set high to advance the quality of the profession.
2) Standards should be integrates and coherent.
3) Standards should be consistent with the work of the Commission on Teacher Credentialing, Pupil Service Standards Panel (2001)
4) Standards should reflect a strong focus on student achievement.
5) Standards should acknowledge the changing role of the school.
6) Standards should recognize the collaborative nature of the work of school.
7) Standards should empower school to provide equility and acces, opportunity, and empowerment for students and all members of the school community.

2. Language Environment

a. Definition of Language environment

Langauge environment is a place where people interact with other people and place that help them to practice speaking English as well. The environment is one of the factors that have laverage quite big for the development of a language. In term with this, Dulay stated that language environment can conclude everything that the language learner hears and sees in the new language. It may include a wide variety of situation-exchanged in restaurant and store, conversation with friends, watching

televition, and reasing newspaper. As well as classroom activities or it may be very spare, including only language classroom activities and a few books and records.[11] A linguistic environment is defined as the circumstance at home while watching TV or YouTube, in and out of the classroom while learning, and interaction with other people such as friends, relatives, and teachers.

According to Hidayat, one of the factors that determine the succes of learning process is environment. The existence of a language environment becomes very important because it is always present, encompassing, giving the nuence and context of the learning itself. if the learning environment is condusive the elarning process will be also condusive.[12]

b. The role of language environment.

Abdul Hamid said that the role of the environment as a source of stimulus is very important in helping the second language learning process, because of the language acquisition is a process of hebituation.[13] Based on the theories above, language environment is assential to help humans to be able to maximize the using of language. because if human in the language environment well they can immitate the language to support them to be able to speak better.

[11] Dulay. *Language Two.* New York. (Oxford University Press. 1982), P. 13

[12] A. Hidayat. *Bi'ah Lughowiyah (Lingkungan Berbahasa) Dan Pemerolehan Bahasa* UIN Suska Riau Jurnal Pemikiran Islam; Vol. 37, No. 1 Januari-Juni 2012

[13] Abdul Chaer. *Psikolinguistic Kajian Teoritik,* Jakarta: PT Rineka Cipta, 2009, Cet II, P.256

1) Naturalness of the environment

The natural language environment happens when the speaker is more focus on the contain of the communication than the regulation of linguistic forms. If the focus of the speaker is on the form of the language means that the langauge environment is formal. Both of langauge environment have benefits and limitation. The benefit of natural environment is that the students can perform better and more fluency that in a formal environment. Whereas the limitation are; lack of peers who speak the target langauge natively, incomprehensibility of the communication, and lack of one's silent period (the time when one can absorb the new language but need not produce it).

2) The learner's role in communication

There are three types of communication where learners take part. a) one way communication that is when learners listen and read but do not respond verbally, b) restricted two-way communication when learners listen and respond but the responses are either non-verbal or not in the target language, c) full two-way communication when the learners respond in the target language. When students deliver something using one-way communication (one language), other students may reply but not verbally. So, in studying a foreign language, it is especially permissible to combine the language he has acquired and mother tongue, which has become his primary communication tool.

3) The availibility of concrete referens

Concrete referents refer to any subject and events that can be seen, heard, or felt, while the language is being used. It helps the learners to figure out the meaning of the language used. A good language teacher should be aware of the necessity of providing concrete referents for the new langauge. It can be done by providing visual aids, activities, and other her eor now topics to make the learners understand most of whta is being said in the new language.

4) Target language models.

The models can be the learner's peers, the teachers, the perents, and ethnich groups. The learners have their own model preferences to be imitated. Several researches indicated the following preferences: peeres over teachers, peers over parents, and members of one's own ethnic group over non-members. The learner's choice of model significantly affects the quality of speect produced.[14]

c. Kinds of Language Environment

Two types of environment is classified as formal and informal environment that concern in communication. Krashen claimed that two seprate knowledge system underlay second language performance.

[14] *Ibid* P.42.Dulay

1) Formal environment

It includes various aspects of formal and non-formal education, and most of them are located in the classroom or laboratory. This formal environment can provide input to learners in the form of acquisition of language or language skills and language system. It depends on the types of learning method used by the teacher. In general, there are the tendency that the formal environment provides more knowledge of language systems than language discourse. Academic environment, in the form of school policy in obliging the use of target language. The environment of view and vision in the form of pictures, leaflets, announcements, wall megazine, information board, all of which contain text, the auditory and visual environment. That is a place to hear public speaking, lectures, music, radio, broadcasts, TV.

2) Informal Environment

It provides for natural and mostly accurring language acquisition outside of the classroom. This form of language acquisition can be used by teachers, students, employees, and paople involved in school activities as well as the natural artivicial environment that sorrounds educational environment. Social environment or teaching and learning interactions by using language target. It can be conclude that language environment is one of factors that determine and influence the success of the learning process. The

existence of English speaking environment becomes important because it always presents. Encompassing, giving the naunce and context of the learning itself. If the environment where learning Engish is condusive, the learning process will be also conducive.

d. Forming the Language Environment.

It is stated by Hidayat that the development in a language environment can be carried out in the following spaces:[15]

1) Office

In this environments all announcements addressed to students and institution should be written in English, such as: departement office, open, close, other announcements. If it is difficult to get the message, it ca be written in two languages English and Indonesia. It is a required for Teachers to communicate in English around office.

2) Library

To create a language environment in the library, the library must containts books, mgazines, newspapers all in English language. In this corner all students are required to speak English.

3) Language Laboratory Environment

Language laboratory can be viewed as a formal or informal environment. It will be formal if it used for learning and it will be informal when it is not used to learn. There must be provided adequate media to support the implemetation of language environment. These

[15] *Op Cit.*

media can be audio media listening, visual media vies and audio visual. In this case, the teachers and the laboratory staff are requred to be skilled in using the media.

4) Canteen

One of the places that students like to gather outside of the classroom is canteen. That is why canteen can be used as language environment to interact and do daily conversation such transactional expressions and so on. But the difficulty is that canteen is difficult to be controlled. Therefore, students awareness is required to optimize the functions of canteen as language environment. The steps taken are like pasting a list expression on the wall of the canteen.

5) Mushola

Mushollah is one of the media to form the language environment. It is because everybody have pray five times a day. The students get to know the religious expression in musholla.

6) Auditorium

Auditorium is a place that can be manipulated as a medium to create the language environment. Auditorium can accomodate many people equipped by the facilities, such as loud speaker, podium, and others. This places can be used for specta students show. This activities ca be designed such as public speaking, speeches, poetry, English drama, English quiz and others.

3. English Immerssion Program

a. Definition of Immersion Program

Pacific Policy Research Center stated that language immersion is a method of teaching language, in which the target language is used as both curriculum content and media of instruction.[16] It is a communicative method to second language training in which daily curricular activities are undertaken in a second language. Language immersion, as apposed to more typical language training programs that teach the language as a subject to be learnt, concentrates on the medium and tool of learning. in other words, language learning is combined with cognitive instruction.

Immersion teaching method was found in 1960s. It is a brand new second language teaching mode initiated by French-speaking Canada.[17] It refers to the basic teaching mode of using non-native language environment. In learning a language, students are immersed in the target language environment. Teachers use target language not only to teach target language, but also to teach related subject in instructional activities. In other words, second language learning is both the content and the linguistic tool of learning. The immersion teaching method realized the development of the teaching mode from isolated and simple foreign language teaching to the combination of foreign language and

[16] Pacific Policy Research Center. *Successful Bilingual and Immersion Education Models/Program.* Honolulu: Kamehamela School. 2010

[17] Zujun Chen. *An Exploration of the Immersion English Teaching Model.* Education and Humanities Research, vol.311. Vi'an Peihau University. China. 2019

knowledge of different subject, and provides a broad and rich language environment for students to learn and use the new target language.

Since 2002, immersion class program had been held in Indonesia, especially in Central Java. It is held in order to prevent Indonesia's educational problem. Driven by noble intentions to increase educational quality, the central Java Provincial government through Educational and Cultural Services, has proposed organizing the concepts immersion programs developed by Park Ridge School Australia. This concept appears after a study visit to Australia by a joint team of central Java in July to August 2002. Immersion class is also applied to those who study Janapese and China language. As a result, upon their return from Australia, the team quickly planned the construction of English language immersion classes for junior and senior high school students.

b. Types of Immersion Program Based on Lavel

In concert with Lanker and Rhodes there are three types of immersion program.[18] They are:

1) Total immersion

Total immersion program means almost 100% of class time is spent in studying and teaching using foreign language. Subject are taugh in foreign language and foreign language learning as needed through the curiculum. The goal is to become a functional expert in a

[18] Lenker & Rodes. *Foreign Language Immersion Programs.* ACIE Newsletter.The Bridge. 2007

foreign language, to comprehend and appreciate other cultures, and to absorb essential concepts taught in a foreign language.

2) Partial Immersion

Partial immersion program runs about half the time in class is spent studying teaching material in foreign language. The goals is the same as total immersion even though foreign language skills are lower that total immersion.

3) Two-way immersion

It is also called dual or bilingual immersion, the students population consists of two or more language users. Ideally, half the class consists of native speakers from the majority language in the area (for example Indonesian in Indonesia, Malay-Malay in Malaysia) and the other half using a second language.

The mejority and target languages receive equal amounts of teaching and learning time. in this way, students support and teach one another until they are all bilingual.

c. The Purposes of Immersion Program

The immersion program is design to build and improve educational quality. Furthermore, it aims to produce high-quality human resources with a global viewpoint. They are first improving student's and teacher's foreign language competence especially English, second is improving students and teachers skill, competence, knowledge and view, the tird is developing school's competence and human resources, and the

last is improving the ability to face the internatonal competition by creating competitive competence.[19]

This program are also hoped could have benefit such as stimulate second language learning in which second language introduced as a holistic system that aims to communicate meaning, also Increase students' fluency in order they can speak the target language without experiencing, and support the development of language understanding stategies so that students are accustomed to processing language.

d. Model of Instruction by Using The English Immersion Program

According to Andayani's research, the training in the model of instruction utilizing the English immersion program was design on the basis of theotry and comparison with other countries. The materials used in the English training for immersion class:

1) General English

Present day English training is contextualized, with presentations of real world and readily available examples. The goal of this kind of education is for students to acquire a sense of how to utilize the language in everyday situations. The capacity to communicate effectively necessitates the use of appropriate and well-considered language. A teacher must be able to grasp the parts of speech, lexis, phonology, and functions in order to have a general grasp and mastery of English.

[19] Dinas Pendidikan dan Kebudayaan. 2004. P12

2) Language skills description (Speaking, Reading, Writing, and Listening)

The four skills taught in the teaching of language skills are well known. Writing and speaking are considered productive skills, whereas listening and reading are considered receptive skills. The education of the four talents has ceased to be distinct and integrated through development. Brown claimed that four language competences need to be integrated, so that there is no imbalance in the mastery of four speech competencies.[20]

3) Vocabulary

Vocabulary training must be improved in English lessons so that students may speak freely and properly. In vocabulary study, the instructor is expected to be able to interpret contextual media. The research also covers word components, prefixes, suffixes, inflexions, compounds, compounds, inventions, innovations, abstracts, acronyms and terms of borrowing. Everything is researched in phases and continuously in order to be interconnected.

4) Classroom English for Bilingual Instruction

The bilingual lesson is designed to make English easy for pupils because they are accustomed to use it every day. In the course of training, a bilingual course employs English as a tool to develop its use sometimes.

[20] Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy* . New York: Pearson Educaton Company.

5) Plans for lesson

A lesson plan is a plan that the instructor uses to make a success of the purpose of the lesson. Communicative language should be utilized to compose the lesson plan so that other teachers who teach the same topic automatically utilize the lesson plan.

e. Immersion Teacher Method

A method is seen as superior, as it includes both principles and procedures. The principles cover five components of second or foreign language teaching: the Instructor, the learner, the teaching process, the learning process and the culture of the target language. Taken together the principles represent the theoritical framework of the method.[21]

Baker stated that there are 10 method used by immersion teacher.[22]

1) Providing plenty of contextual support for the language being used (e.g. by body language- plenty of gestures, facial expressions and acting);
2) Deliberately giving more classroom directions and organizational advide to immersion students. For example, signaling the stat and the end of different routines, more explicit direction with homework and assigments;
3) Understanding where a child is at, there by connecting the unfamiliar with the familiar, and the know with the unknown. New material is

[21] Leffi Noviyenty. *Teaching English as A Foreign Language.*STAIN Curup.P160

[22] Baker, C. *Foundation of Bilingual Education and Bilingualism 3rd edition.* Clevedo; Buffalo: Multilingual Matters. 2001.P.364

linked directly and explicitly with the child's present knowledge and understanding;

4) Extensive use of visual material. Using concreteobject to ilustrate lessons, using pictures and audio-visual aids, giving the child plenty of hands-on manipulative activities to ensure all senses are used in the educational experience;
5) Obtaining constant feedback as to the level of a student's understanding. Diagnosing the level of student's language;
6) Using plenty of repitition, summeries, restatement to ensure that students understand the directions of the teacher;
7) The teacher being role model for language emulation by students;
8) Indirect error correction rather than constantly faulting students. Teachers ensure that the corrections are built in to their language to make a quick and immediate impact;
9) Using pleanty of variety in both geeral learning tasks and in language learning tasks;
10) Using frequent and varied mathods to check the child's level of understanding.

f. Immersion Succes Planning

There are general criteria for success in two-way immersion education. Some of them are suggested acrross the literature for those planning a new program adapted from Lindholm by Howard Christian.[23]

They are (1) the Program should give for pupils a minimum of 4 to 6 years of bilingual teaching, and (2) the core academic curriculum that students should focus on is the same; (3)The experience with optimal programmes, (4) The pupils, including the high-quality language education in both languages, should be given optimal language input (comprehensive, fascinating and adequate quantities) as well as outcome opportunity. (5)The programme, where all children have the chance of learning the second language while developing their native language skills, should provide an assistive bilingual environment, (6)classrooms should include a balance between students of target and English background involved together in instructional work; (7)positive interactions between students such as co-operative training; and (8)characteristics of effective schools, such as skilled workers and home-school collaboration, should be incorporated into programmes.

[23] Howard, E.R., Christian. *Two-Way Immersion 101:Designing and Implementing A Two-Way Immersion Education Program At The Elementary Level.* Santa Cruz: University of California.2002

g. English Immersion Activity

Activity means everything that accures during the process of learning such asking questions, submitting opinions, doing assigments. A result of the research done by Park Joo Kyong in a study of Korea-Japan English camp as Immersion program in Korea shows that to achieve the goal of immersion program consists of four parts.[24] They are:

1) Language skills such us pronunciation, listening, speaking, reading, writing and cultures.
2) Special activities such as music, movie, sports, and internet English.
3) Group Project such as talent show and group presentation.
4) Culture exploration such as visiting a historical sites and local community.

Table 1 shows the schadule for the daily activities.

Table 1
Daily Schadule

Time	Activities
07.00 - 08.00 a.m.	Wake up & Excercise
08.00 - 08.40	Breakfast
09.00 - 09.50	1st Periode – Speech/Pronunciation
10.00 - 10.50	2nd Period – Listening
11.00 - 11.50	3rd Period – Speaking
12.00 - 12.50 p.m.	4th Period – Reading
01.00 - 01.50	Lunch
02.00 - 02.50	5th Periode – Writing
03.00 - 03.50	6th Periode – Culture
03.50 - 04.20	Break
04.30 - 05.30	Special Activity
05.30 - 06.50	Break & Dinner
07.00 - 07.50	Group Activity
08.00 - 10.00	Homework & Self-Study
10.00 - 10.30	Group Discussion & Reflection
10.30	Go to bed

[24] Park Joo Kyung. *Korea-Japan English Camp:A Case Study of English Immersion Program in Korea.*English Language and Literature Teaching.2006

Table 2
Special Events and Activities

No	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
First Week							
1	Opening Ceremony	Music Activity	Movie	Sport Activity	Tallent Show	Visiting Historic sites	Visiting church
	Internet English						Going downtown
	Welcome Party					Damyang	shopping
Second Week							
2	Internet English	Movie	Sport Activity	Group Presentation	Returning Home		
				Closing Ceremony			
				Farewell Party			

Special activities such as movie, sports, music, and internet English were organized in order to expose the participants to a diserve contextual English language and culture in a way that wes natural, practial and existing.

h. Supported Aspect in English Immersion Program

There might be some aspects that support the succesful of immersion program. Supported aspect might help the efectiveness of implementation English immersion program. It is explained in the result of the research by Therecia Hastutiningsih in her research.[25]

[25] Therecia Hastutiningrum. *Pengelolaan Program Kelas Immersi Oleh Kepala Sekolah.*Universitas Negeri Malang.2007.P.71

They are as the following:

1) Input of the best graduated

Students who are accepted are the best graduate from junior high school. It will be easy to select students whose English proficiency is above the everage of graduates.

2) Human Recourse

The quality of teacher as a human recourse is always challenged to face the active students, so it increases the enthusiasm in learning. It motivates teachers to be responsible in the task is very strong.

3) Facilities and Infrastructure

The availability of very good facilities and infrastructure adequate the implementation of the immersion program. Classroom necessities complete with tables, chairs, white boards. Teachers' needs such books, English-language references are considered.

4) The Role of Principal

Principal as the person in charge a program that consistently condition the learning situation. The principal always provides support, guidances and direction continuously also creates and expres the idea.

5) Socioeconomic Backround

Parents socioeconomic background supports every succesful progam. The students are mostly capable in economics and from

educated environment, so that it helps in academis activity extra school ours.

i. Hampers Aspect in English Immersion Program

The possibility of poblems arising during the implementation of immersion program could be an obstacle. As stated in a research done by Zujun Chen, factors that barrier to the implementation of this program will be constaints that must be overcome.[26]

1) Lack of Natural Language Environment

According to the theory of second language acquisition, children's language ability is acquired naturally in a certain language environment, and a rich language environment is the most basic condition for the success of foreign language teaching. The immersive foreign language teaching practice further proves the view that learning a foreign language requires a language environment. Language environment includes not only the small language learning environment in the classroom, but also the natural language environment outside the classroom. At present, in our country does not have a large environment for learning English as a second language. Foreign language learning mainly relies on the small environment of classroom teaching and asopts mechanical rote learning or repeated practice. This will effect the authenticity and effectiveness ability to use English. Therefore, in foreign language

[26] Zujun Chen. *An Exploration of the Immersion English Teaching Model.* Education and Humanities Research, volume 311.2019

teaching, attention should be paid to creating a rich foreign language environment so that students ca be exposed to the natural language environment and develop theor language use and communicative competence.

2) Lack of Qualified Bilingual Teachers

Qualified bilingual teachers are the key to the successful implementation of immersive foreign language teaching. As a kind of bilingual teaching, immersive foreign language teaching requires teachers to have scientific educational ideas, reasonable knowledge structure, solid mother tongue foundation, strong English teaching ability, and be able to teach subject courses skillfully in foreign languages. Most English teachers are trained in the traditional classroom mode. Like the traditional exam-oriented education, they mainly teach grammar and vocabulary, mechanical listening and speaking, and a lot of exercises. Indonesian teachers have not received the foreign teaching mode, and have not made a clear study of the mode and method of imersion teaching.

3) Students’ Weak Foundation in Foreign Languages

The implementation of immersion teaching is closely related to students' current knowledge level and foreign language foundation. Solid foreign language ability and subject-related knowledge are prerequisites for immersion English teaching. Immersion English teaching requires not only teachers' excellent professional knowledge

and foreign language teaching ability, but also students' solid language proficiency. Based on students' language ability, basic interaction between teachers and students can be formed, and bilingual teaching can be carried out smoothly. When it comes to Chinese students, it is mainly manifested in their weak bilingual awareness, low language literacy, lack of confidence in immersion teaching, doubts and even conflicting feelings, and their poor English language foundation, which makes it difficult to adapt to the requirements of foreign language immersion teaching. Therefore, consolidating students' English foundation, strengthening bilingual awareness and improving bilingual competence are the important foundations of immersion teaching.

In the case that most of the students' English proficiency is not very high, directly putting the students in the English teaching situation, and teaching the whole course content in English, will make the students feel insecure, unsuitable and even anxious. Therefore, the immersion teaching of English puts forward certain requirements for students' abilities. Students should have a good foundation in English and have a certain interest in English subject, be able to learn and apply, and be proficient in communicating in English. Therefore, English immersion teaching is not suitable for all schools and all the students.

4) Lack of Employees

The employees, administrators, librarian, officers have less ability and confidence than the teachers. This is because they come from different education background. This obstacle becomes a factor in running the program. So that in this program, employess, administrators, laboratory as well as librarian, even seurity guards, canteen requiere to provide good service as same as the teachers.

4. Speaking English

a. Definition of speaking

Speaking is crucial skill for students to develop in order to be a skilled communicator who can communicate and receive information. It is the verbal use of language to communicate with others.[27] Speaking is the process of constructing and communicating meaning via the use of verbal and non verbal symbols in a range of circumtances, according to chaney.

In language training, speaking is one of two productive skills. it is described as the process of creating and communicating meaning via the use of verbal or oral communication by Gebhrad and Chaney. Furthermore, Nunan defines speaking as the production of systematic verbal utterances that transmit meaning.

[27] Glenn Fulcher. 2003. *Testing Second Language Speaking*, Britain: Pearson Education Limited, p.23

b. Type of Speaking

There are two types of spoken that stated by Nunan:

1) Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time such as in speeches, reading, news, broadchast, and the like, then the listener have to process the information without interruption an d the speech will go on weather not listeners comprehend what the speaker menas.

2) Dialogue

Speaking that involves two or more speakers, the interruption may happen in the speech when the interlocutor does not comprehend what the speaker say is dialogue stated by Nunan.[28]

From the type of speaking above we will know there are two types of speaking, they are monologue and dialogue. Monologue is the type of speakers must speak with themselves, whereas dialogue is the type of speaking that need two or more people to speak.

[28] Ani Dwi Wahyuni, *The effectiveness of Using Short Movies to Improve Student's ability in Speaking*. 2016 p.67

c. Aspect of Speaking Ability

Speaking, according to Harris can be clasified into two sorts based on achievement: good speaking and bad speaking.

It is mentioned in the following characteristics of speaking:

1) Pronunciation

Pronuncialiton is way of words are pronounced. Foreign language learner must be able to employ English pronunciation as well as other language skill. The criteria of pronunciation are; a)Pronunciation issues so severe that speech is nearly unitelligible, b)very hard to undestand because of pronunciation problems. Must frequently be asked to repeat, c)Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding, d)always intelligible though one is concious of a definite accent, e)has few traces of foreign accent.

2) Grammar

Grammar is a rule system in language. Grammar is a units and patterns of language. The criteria of grammar are; a) Errors in grammar and words order so severe as to make speech virtually unintelligible, b) Grammar and words orders make comprehension difficult. Must often rephrase sentences and restrict him basic pattent, c) Makes frequent grammatical and word order errors that obscure meaning, d) Occasionally makes grammatical or word

order errors which do not obscure meaning, e) Makes few (if any) noticeable grammatical or word-order problem.

3) Vocabulary

Vocabulary is the words used in a language. We can not speak at all without vocabulary. The criteria are; a) A severe lack of vocabulary makes discussion nearly difficult, b) mispellings and a limited vocabulary make comprehension difficult, c) Frequently use the wrong words: conversation somewhat limited because of inadequet vocabulary, d) Sometimes uses inappropriate terms and must rephrase ideas because of lexical inadequacies, e) The terminology and idioms used are nearly identical to those of a native speaker.

4) Fluency

Fluency is a measure of a person's ability to communicate in English. Someone with strog fluency will be able to perform the language effortless and rapidly in the correct order of language.. The criteria are; a) Speech is so sluggish and fragmented that conversing is nearly impossible, b) Usually hesitant, and frequently compelled to remain silent due to linguistic difficulties, c) Language issues have a significant impact on speed and fluency, d) Language issues appear to have a minor impact on speech speed, e) Speech as natural and fluent as that of a native speaker.

5) Comprehension

The ability to understand the speaker's goal and overall meaning is referred to as comprehension. Good comprehension is reffered to as good comprehension. If someone's language understanding is good, it will affect their speaking ability.[29] The criteria are; a) cannot be said to understand even simple conversation of English, b) Has great difficulty following what is said. Can comprehend only "social conversation" spoken with frequent repetition, c) Understand most of what is said at lwer that normal speed with repetitions, d) Understands nearly everyting at normal speed although occasional repetition may be necessary, e) Appears to understand everything without difficulty.[30]

B. Review of Related Findings

There are some related researcher that had been done before; though they are quite significant related to this research. The first finding is *English Immersion Program in EFL Setting* byYususp Suprino, Yuyus Saputra and Nita Sari Narulita Dewi University of Siliwangi. This research reflect the best practice of the English Immersion program design for EFL learners. It is different than this research. While this research discusses about how is the implementation of immersion program itself.

[29] David, Haris. *English as Second Language.* (New York : Mc, Graw Mill. 1974), P.75
[30] *Ibid,* P.76

The next research is a research by Widya Rizki Pratiwi who is a student of Makassar State University. Which is titled as *The Need Analysis of Participation in an English Immersion Village at Kampung Inggris.* This research analyzed the societal needs and the role of English as a foreign language in Indonesia. Methods and data collection techniques used are such as observation and semi structure interviews. The difference between these two research is the need analysis of participant especially societal needs in immersion program and participant's perseption in joining the immersion program.

The last research is a research by Hidayat titled *Bi'ah Lughowiyah (Lingkungan Bahasa) dan Pemerolehan Bahasa.* This reseach focus on how language environment helps the student to gain the second language, what the concept of language environment, and what strategy used in creating the language environment. As for this research also discusses about what are the aspect that support and hamper the English immersion program.

It crearly tells that the related findings are different than this research. The first reference discussed about the best practice of the English Immersion program design for EFL learners while this research discusses about how is the implementation of immersion program itself. The next research analyzed the societal needs and the role of English as a foreign language in Indonesia especially in English Immersion program while this research also discusses about participant's perseption in joining the immersion program. The last research focus on how language environment helps the student to gain the

second language, what concept of language environment, and what strategy used in creating the language environment. As for this research also discusses about what are the aspect that support and hamper the English immersion program the implementation of immersion program in FEEC.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explores the methodology that used in conducting of this research. The purpose of this chapter is to collect information and research, source of the data, research instrument, technique of collecting data, technique of analyzing data.

A. Kind of Research

This study is a case study which is presented in qualitative descriptive research method. Descriptive method is defined as a research method that describes the characteristics of the population or phenomenon studied. This is as stated by John Creswell that case study is a qualitative approach whose researchers explore real life, contemporary limited systems, or various cases.[31] In this research, the researcher investigate the implementation of immersion program in FEEC. Then, researcher describe and present all the fact objectively based on the data obtained from observation, interview and documentation. The instrument of the research were check list and interview guidance.

B. Subject of the Research

Subject is an individual who participates in a research study or someone from whom data are collected. The term subject may also identify individuals who behaviours, past or presents, use as data, without their involment in some

[31] John W Creswell, *Penelitian Kualitatif & Desain Riset*, terj.Ahmad Lintang Lizuardi (Celeban Timur:Pustaka Pelajar, 2015), P135

types of treatment. It will be taken some samples for the subject. As the theory from Gay "sampling is a process of sellecting a number of individuals representing the larger group which they were selected".[32] The sample in this research will be non probability sampling which is used purposive sampling. It means the sampling technique is based on certain consideration. Subject of this research are teachers who teach and students who study in FEEC. The researcher chose the teachers and students as subject because they participate directly in implementing the immersion program in FEEC.

In this research, the researcher select the subject. To select the proper subject, the researcher has observed the subject's daily activity in and out of the class. From the observation, there are 3 English instractors and 8 students will be the subject. Items for the sample are selected deliberately by the researcher; the choice concerning the items remains supreme. So, in this purposive random sampling, the researcher choose the sample depend on their determined criteria. The considerations that make the subjects chosen are:

Teachers

1. These subjects have been teaching in FEEC for four years. (based on the observation)
2. The subjects are the most active teachers (based on the observation)

[32] Gay, L.R. 1987, Educational Reearch, *Competencies for Analysis nd Application.* Third Edition, Columbus: Merril Publishing, P.2

Students

1. The subjects have been learning English in FEEC for one year (based on the observation)
2. The subject are good and more active than other students in the class (based on the observation)

The researcher assume that the students who have good achievement in English have good mastery in their vocabulary which can give valuable information for this research.

C. Technique of Collecting Data

Data collection techniques are the most important step in research, because the main purpose of research is to get data. without knowing the data collection technique, the researcher will not get data that meets the established data standard. In this research, the data is taken by doing observation, interview and documentation.

1. Observation

Observation is one of the method that is aimed to collect the data by seeing, analysing and reviewing activities directly in the place. Observation also refers a complex process, a process composed of various biological and psychological processes. This observation is used to review the activities of teachers and students in immersion program in FEE Center. Setiyadi argues that there are some adventages of using observation, they are: a. In order to get the real condition of an activity: b. In order to get more accurate data; c.

The researcher can choose an appropriate data.[33] It means that the purpose is to explain the situation and activities in that ares and thte relation between the situation and activities.

The observation in this research is moderate participation which means that the researcher maintains a balance between being insider and being outsider. The researcher participates in some activities. In this research, the researcher had done pre observation to know the general description about the implementation of english immersion program in teaching speaking in FEEC then the researcher reached more specific.

Steps for Observation :

1) Choose the location to be observed. Get the relevant permission to acquire access to FEEC.
2) Determine who and what to be observed, when and how long. Assissted by the gatekeeper to get the information.
3) Desining an observation protocol as a method for recording notes in the field (descriptive or reflective notes)
4) Records various aspect such as description of informants physical environment, certain events and activities.
5) After doing the observation, thank to the participan
6) Make the complete notes.

[33] Bambang Setiyadi. Ag. *Metode Penelitian untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif).* Graha Ilmu: Yogyakarta: 2006, P.240

2. Documentation

Documentation refers to tools used to provide proof of study, such as video, pictures and written notes. The documentation methodology will be used in this research. Creswell stated that the type of documents is hand-recorded notes about documents or optically scanned document.[34] In this study, the researcher use the lesson plan and guide books by FEEC as the instrument to be analyzed. This instrument can support to describe what plan does FEEC make in implementing the English immersion program.

Steps for Documentation :

1) Take field notes during research.
2) Ask participant to make photos and videos social, individual or group situations.
3) Analyze document (E.g., memos, minutes, curiculum, lesson plan. records, and official files)
4) Learn about FEEC social media (Facebook, instagram and youtube)

3. Interview

Interview is an activity of giving questions and answers between two people or more which is aimed to know the result of the questions. The purpose of doing interview is to get the information or data directly face to face from the subject. Khan and Channel stated that interview is the discussion between two persons by a purpose. Certianly, interview also the

[34] W.Jhon Creswell. *Educational Research: Planning, Conducting, Evaluating Quantuitative and Qualitative Reaeach,* (USA : Pearson Education, 2012), P.214

tool that used to find out the response of students who realize it and also the teacher who implements the method.[35]

Interview used in this research is semi-structured interview. Semi-structured interview is process of giving question and answer without having to be completely fixated on the interview guide. Catherine stated that in semi-structure interviewe, the participant is free to talk about what he or she deems important with little direction influence from the researcher.[36] This research gave several questions about how teacher implement the english immersion program. The researcher used recorder to do this interview.

Steps for Interview :

1) Define questions. The question general and aims to understand the central phenomenon.
2) Indentify the participants who can answer well the interview questions based on the purposive sampling.
3) Determine the type of interview. Which is in this case uses one on one interview.
4) Use recorder while conducting one by one interview.
5) Use an interview guide.
6) Deterimine the interbiew location
7) Obtaining permission from participants.

[35] Samiaji Sarosa, *Penelitian Kualitatif*. 2011, P.45
[36] Chaterine Dawson, *Practical Research Method,* (Oxford: Crashwell, 2002), P.14

D. Instrument of the Research

Instrument of the research is tools that are selected and used by the researcher to select the data. Instrument is important to get the data easier. On the other hand instrument helped the researcher to get the information needed that related to the researcher in gathering the information or data needed that related to the research. Stated by Gulo that the research instrument is a written guide about interviewes, observations or a list of questions, that prepared for information. They are called observation guides, interview guides questionnaires, or documentary guides according to the method used.[37] To help the researcher completing the data, the researcher used several instrument as follows:

1. Interview Guidance

Interview guidance is a list of question in interview to get information. So, the subject gave free answer that has relation with interview guidence. The interview is in semi structure which is generally has a framework of themes to be explored. The research chose this interview because the researcher needed more information about this research. A semi-structure interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewer says.[38] Before the researcher did interview, the researcher made questions around this research in the paper. After that, the researcher interviewed the teacher. When the researcher needed more information, the researcher made a new question

[37] Gulo.*Metodologi Penelitian.* Jakarta: PT Grasindo Anggota IKAPI. 2000

[38] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D).* Bandung: Alfabet, 2015), P.233

around this researcher. This interview guidance is given to FEEC. In this case, it which will be represented by the teachers who join the implementation of English immersion program. The interview guidence is icluded in appendix

2. Field Notes

Field notes are observer's notes about what was the researcher seen, heard, exprerienced, and though during the observation session. They contain descriptive and reflective aspect. According to Gay field notes are the observer's video of what the teacher seen, heard, experienced and though during an observation. They containe descriptive and reflective aspect.[39] In this study, field notes were used when the researcher conducted pre-observations and observation. It can be provide data for the first research question.[40] The researcher use field notes during obsevsations. The format of field note consists of the implementation of speaking English full day.

Field notes is used by the researcher to support the questionnaire and interview. The researcher also used the field notes to see the teachers and students actvity inside and outside the classroom activity.

3. Recorder

A recording device is useful as a tool to help during interviews, so that researcers can concentrate on the data collection process without having to stop to record answer from the subject. In collecting data, a new recording

[39] Gay, *Op.Cit.* P.213
[40] Taylor and Bgdan, *Fienld Notes: How to Take Them, Check Them, Manage Them.* P.389

device can be used after obtaining permission from the subject to use the tool during the interview. To get the best data, the researcher used recorder. Furthermore, it is specially needed if the interview is doing long time and intensive.

The researcher used both sound recorder and video recorder. The researcher used sound recorder to record the interview process and she used the video recorder to record the situation and condition about the implementation of speaking English full day. The researcher used smart phone to record it in order to get the accurate information. it also make the researcher easier in collecting and analyzig the data.

4. Triangulation

Data triangulation directs researcher to collect data using a variety of different data sources. It means that the similar data will be more stable if the truth is extracted from several different data sources. As stated by William that triangulation is qualitative cross-validation. It asseses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.[41] Sugiono in his book Metode penelitian kuantitatif, kualitatif, and R&B mention three types of triangulation. They are source triangulation, technique triangulation, and time triangulation.

For this research instrument, the researcher uses source triangulation and technique triangulation. Using source triangulation to test the credibility of the data by checking the data that has been obtained through several

[41] William Wiersma, *Research Method in Education; An Introduction;Forth Edition*; Allyn and Bacon Inc; Boston, London, Sydney, Toronto, 1986

sources and using technique triangulation to test the credibility of the data by checking the data to the same source with different technique.

E. Data Analysis Techniques

Data analysis is procedures of analyzing the data. It is done by step to step after the data collected. It is the process of stematichally searching and arranging the result of the data collection.

1. Reading

Reading involves reading field notes, the result of observation and result of interview. The resercher reads everything that happens on the list to get a general picture of the data that has been obtained so that researcher can know how to arrange it properly. After reading them, the researcher writes note in the margin or underline the importances point of the data..

2. Data Managing

Data management involves creating and organizing data collected during research, to ensure that it has made observation, arrangement and sorted all field notes, observer comments, transcripts, memos and reflections. The main purpose of data management is to forst organize data that check its completeness, second to start researchers in the process of data analysis and interpretation.[42]

[42] *Ibid.,* P.241

3. Data Reducing

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and changing data that appears in field notes or written transcriptions. Data reduction is a process in which raw data is processed into meaningful information. It involves writing summaries, coding, searching for themes, creating clusters, creating partitions and writing memos according to Corbin & Strauss.[43]

4. Data Display

Data Display means verifying the data, the data is presented in the form of a brief description and conclution drawing. It is in line with statement by Miles and Huberman that the most frequent form of display data for qualitative research data in the past has been narrative text.[44] In this study, this step is used to organize data from pre-observsation, observation and interviews based in indicators.

5. Classify

The classification process is ordering field notes or transcription into categories that represent various aspects of the data. In this study, researcher began to classify each data into several categories based on research questions and indicators.

[43] Corbin, J. Strauss, A. *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, 2014. CA:sage

[44] Miles and Huberman. *Analisis Data Kualitatif*. 1984
Tjetjep Rohendi Rohidi. 1992. Jakarta : Penerbit Universitas Indonesia

6. Description

Description are based on observations and field notes that provide a true picture of the setting and events that accure in them. So, researchers and readers will have an understanding of the context in which the study takes place. In this step, researcher describe data that can help researcher to the next stage analyzing data.

7. Interpreting

Data Interpreting come after data collection. It is also part of the process of writing research result. Interpreting is reflective, integrative and clear aspect of dealinig with research data. The researcher interprets, the data every time he uses several conceptual bases or understanding of categories cannot distinguish categories.[45]

[45] *Ibid.,* P.250

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher appeared the findings and discussion from observation and interview. The pur[oses of this research are to investigate the implementation of English Immersion Progam, aspect that support and hamper and also how students' perception towards English Immertion Program in Future English Education Center.

A. Findings

1. Implemention of English Immersion Program in FEEC Pare

The researcher did observation and interview with English teachers in FEEC. At these points, the researcher decided to observe the teachers and students' activities and interview with some English teacher to answer the first questions about the implementation of English Immersion Program. In addition, the researcher used observation fieldnote and interview guidence.

a. Data Based on the Obervation

In this observation, the researcher decided to observe the teachers first then followed by the students in the next time. Here are the result of the observation.

1) The implementation of Planning

Before the class begin

- Teachers define learning objectives by telling students what will they know after the learning process.
- Plan the learning activities, teachers consider what will teachers do to explain, how can techers engage students in the topic, what relevant real-life examples, that can help students understand the topic, and what will students need to do to help the understand the topic better.
- Plan to test students comprehension, capture students' attention whether they listen while instructor present the learning content, Inform learners objectives to allow students to organize their thoughts, stimulate recall of prior knowledge, present new content, practice, assess performance and enhance retention and transfer.
- Represent the real timeline, predicting how long each activity will take.
- Plan for a lesson closure, check for students understanding and inform subsequent instruction.

During the Class

Teachers informing students about what they will be learning and doing in class can help them stay engaged and on track. Providing a meaningful organization of class time can assist students in not just

remembering better, but also following the presentation and understanding the rationale behind the scheduled learning activities. Teachers share lesson plans by openly telling students what they will be learning.

After the class

Teachers take a few minutes after each lesson to reflect on what went well and why, as well as what could have done better.

2) The Implementation of Teaching Method

Teachers do some activities step by steps so that it helps in implementing the teachig method.

Stages	Teaching and Learning Process
Pre Activity	- Teachers ask the students to fall in the yard - Teachers lead the students to pray together - Teacher guide students to the class - Teacher opens the class with greeting students - Teacher asks students condition - Teacher gives a rivew of last material - Teacher stimulates the students with showing the related pictures, vidio, paper that related to the material and give the motivation
Whilst Activity	- Teacher explains the material to the students - Teacher makes the example by the students - Teacher guide the student to practice (Teacher with students and students to students) - Students play a game related to learning material - Teacher asks students to present the result of their activity
Post Activity	- Both teacher and students, they conclude the learning process - Teacher gives motivation

The learning method applied at FEEC is fun learning. Every teacher is young and energetic so that students are enthusiastic to study. When studying, students sit facing the teacher and they are not allowed to lean back. For example, in vocabulary class, the teacher uses the drill method. The teacher pronounces the vocabulary one by one correctly and then asks the students to repeat it. For practical activities the teacher uses a technique such as O formation. Where students are asked to stand and make 2 layers of circles, then the first layer is called A and the second layer is called B. Each layer faces each other. When the teacher instructs "OK everybody let's begin with A first", layer A says it in Indonesian while B says it in English. And when the teacher said "OK everybody exchange" then the students exchange, B says it in Indonesian and A says it in English. In this activity, the teacher plays an important role in monitoring which students are practicing and which students are not.

3) Learning Resources

Some sources learning materials at FEEC are the Fundamental of Tensis book, Common Daily Vocabulary, New Speaking Concept and FEEC also uses Betty Azhar Schamfer's book. Books other than Betty's are books designed by teachers at FEEC. Tensis Fundamental is a book that contains tenses or English grammar. And common daily vocabulary is a book about vocabularies in English. While the new speaking concept is a book about the concepts of speaking English.

Similar to the fundamentals of tension, Betty Azhar Scamfer is a book about tension. Not only books, but teachers also provide opportunities for students who want to develop their potential through social media such as looking for outside learning resources.

4) The implementation of Selecting Resources Specification.

The specifications to select the materials are carried out by the teacher together. Teachers hold meetings in the evening so that it is not to interfere with study hours. The material is determined based on the needs of students and is aligned with the needs of today's world. Because students prefer things related to trends, the material is always associated with the latest interesting news. It also allows teachers to find information through social media such as youtube, tiktok, and instagram.

Teachers have some consideration in selecting the learning resource: Teachers design book literary, consistent with provincial and local program curriculum oucomes, it is supportive of continuous learning by the individual and relevant to the needs of the students, it is chosen aboriginal people, and culture, and ethnic heritage, chosen to help students understand the many important contributions made to our civilization, designed to motivate students ans staff to examine their attitutes and behaviours, and to comprehend their duties, responsibilities and right, teachers consider media such as print, DVD/Video, digital resources, and web resources.

5) The Implementation Standard and Policy

There are no standards and policies in the form of regulations and penalties at FEEC. There are no mandatory rules that must be obeyed, and there are also no penalties for those who violate them. FEEC implements and affirms cultural awareness. Everyone is obliged to maintain the culture at FEEC, where some of the cultures are obligatory prayers 5 times together including 2 duha and tahajjud times, cleaning every morning and evening, putting sandals neatly, not allowed to go out past 10:00, maintaining good manners everyone and certainly must use English 24 hours. A supportive environment helps to maintain the culture.

b. Data based on Interview

This interview is done with some students. There are two ways of interview. First is personal interview between one by one students and interview with several students in the same time. according to Clandini and Connelly writing a research text with reductionistic boundaries, an approeach that involves reducing it to a theme in which the researcher looks for truth or common elements among the participants.[46] Here are the results of the interview.

[46] Clandinin, D.J., & Connelly, FM.*Narative inquire: Experience and story in qualitative research.* San Francisco: Jossey-Bass. 2000

1) The Implementation of Planning

Based on interview with the teachers, here is what teacher say about the planning. Mr. Akin, Mr. Agung, Miss Yuni. Have the same opinion about the plan.

> Mr. Akin
> A lot of activities apllied in FEEC. We have teachers preparation to plan the class. We have meeting everynight to do class preparation for the next day and evaluate that day, so that it could be better everyday. We do simulation with the lesson that we think we need how to apply and teach the material for students. It is a must for teachers in FEEC to be neat, fresh, good looking and energetic because we do not only trasfer the knowledge but also transfer the positive energy. We also prepare such teaching aids, books, internet etc. We begin the class early at 6.00, we must be in the class 5 minutes before the class begin. Then we come to the second class at 8.00-11.45 Here is the main class where we apllied a lot learning activities and practice.and the last class is in the evening after Isya prayer. We always take time to pray before and after studying. Prayer is the main and the most important thing for us. It is included in our plan. Like other schools, FEEC also has a learning plan to support the learning process in the classroom. You can see here. But we are not just fixated on the lesson plan. FEEC emphasizes language learning that prioritizes practice. Because, no matter how good plan, if it is not put into practice, it will not work.

> Mr. Agung
> We have a lot of activities as others schools do. We also have lesson plan to be a foundation of this program. To plan the class we have teachers preparation before coming to the class. We have meeting everynight to do class preparation for the next day and evaluate that day, so that it could be better everyday. We sometimes do simulation how to apply and teach the material for students. It is a must for teachers in FEEC to be good looking and energetic because we do not only trasfer the knowledge but also transfer the energy positive. We also prepare such teaching aids, books, internet etc. We begin the class early at 6.00, we must be in the class 5 minutes before the class begin. everybody gethers in the yard to pray together then come to the first class. Then we have duha prayer at 7.00. prayer are included in our lesson plan. Then we come to the

> second class at 8.00-11.45 Here is the main class where we apllied a lot learning activities and practice. You can see. But all the activities aphasize the purpose of learning english. That is the use of target language as daily communication. That is why we get more in to practice english.
>
> Miss Yuni
> We plan a lot of activities in lesson plan. But the most important for us is teachers preparation before the class. We hold meeting everynight to do class preparation for the next day and evaluate that day, so that it could be improved everyday. We do simulation with the lesson that we think we need how to apply and teach the material for students. It is a must for teachers in FEEC to be always clean, fresh, good looking, anthusiastic and energetic because we do not only trasfer the knowledge but also transfer the energy. We also prepare such teaching aids, books, internet etc. We begin the class early at 6.00 in the morning we must be in the class 5 minutes before the class begin. Then we come to the second class at 8.00-11.45 Here is the main class where we apllied a lot learning activities and practice. and the last class is in the evening after Isya prayer. But as you know that FEEC does not only teach english but also as Qur'an school. That is why we make balence between study and pray including reciting Al-Qur'an. We include prayer together 7 times as students' daily acivities. It is because we hope that learning in FEEC can bring everyone to be closer to Allah.

Based on the interview can be concluded that the activities done by the teachers in planning the class is self preparation. Teachers prepare everything before the class. Teachers do meeting everynight to have class preparation for the next day class and evaluate the class for that day class, then teachers also have simulation to apply and teach the material that will be given, and because the teachers plays an important role in the clas, so that FEEC's teachers must be fresh, neat, good looking and energetic. It is because FEEC's teachers do not only transfer the knowledge but also transfer the energy. FEEC also have a lesson plan as

other schools have. But because the goal of learning English in FEEC is able to utilize the english language, so that FEEC emphasize the speaking english practice as daily communication.

2) The Implementaion of Teaching Method

In learning a foreign language, an appropriate and suitable method is needed to be applied to students who have different abilities, especially for students who cannot speak English at all. Based on the results of interviews with Mr. Akin, Mr agung and Miss Yuni, they stated that:

> Mr. Akin
> Since most of the students at FEEC are beginners, vocabulary learning is the pillar of language learning. Therefore we emphasize memorizing vocabulary before learning grammar.
> In teaching English vocabulary for beginners we use the drilling method in a fun way. First we give examples of how to pronounce it in English correctly over and over again and then ask students to repeat it. After the pronunciation is correct, we direct the students to practice with us, we call this Teacher to Student (TtS) where the teacher says it in Indonesian and the students say it in English. The next step we direct students to practice with their friends which we call student to student (StS) where one of them mentions in Indonesian and the other says in English. This method can make it easier for students to memorize vocabulary. students can memorize 50 vocabularies in just 30 minutes.
> In learning grammar, we use the Direct Method where we write down the important points of the subject matter. After that we show how to use it. Then we direct students to practice with us.
>
> Miss Yuni
> We use Direct method. Most of the students at FEEC are beginners, vocabulary learning is the pillar of language learning. Therefore we emphasize memorizing vocabulary before learning grammar.
> We drill the students in vocabulaary class. drilling method in a fun way. First we give examples of how to pronounce it in

> English correctly over and over again and then ask students to repeat it. After the pronunciation is correct, we direct the students to practice with us, we call this Teacher to Student (TtS) where the teacher says it in Indonesian and the students say it in English. The next step we direct students to practice with their friends which we call student to student (StS) where one of them mentions in Indonesian and the other says in English. This method can make it easier for students to memorize vocabulary. students can memorize 50 vocabularies in just 30 minutes.
>
> Mr. Agung
> We used direct method. We do the same thing for every level. We begin every program by learning the basic english. It starts from memorizing the vocabulary. vocabulary learning is the pillar of language learning. Therefore we emphasize memorizing vocabulary before learning grammar.
> We drill the students in vocabulaary class. First we give examples of how to pronounce it in English correctly over and over again and then ask students to repeat it. After the pronunciation is correct, we direct the students to practice with us, we call this Teacher to Student (TtS) where the teacher says it in Indonesian and the students say it in English. The next step we direct students to practice with their friends which we call student to student (StS) where one of them mentions in Indonesian and the other says in English. This method can make it easier for students to memorize vocabulary. Students can memorize 50 vocabularies in just 30 minutes.
> The interview was strengthened by the results of direct

observation and interviews with 4 students who had the same opinion.

They are Hanifa, Bena, Bagus and Dita. They stated that:

> We started the class with some brainstorming led by our tutor. In memorizing vocabulary our teacher has a unique way so that we can memorize a lot of vocabulary in a short time. The teacher gave an example and then asked us to repeat it many times after that we practiced it together.
> Likewise with learning grammar, the teacher explains briefly and clearly than give us examples so that it is easy for us to understand and know the purpose. In our class we practice more together than writing.

From the results of the interview, it can be concluded that the teachers employ direct method for every level of the class. Teachers teach vocabulary put on pronunciation from the beginning which means that teachers work with students' pronunciation. In teaching grammar teachers starts with the examples which means that teachers teach grammar inductively. It is in line with statement by Leffi Noviyenty in his book TEFL Technique in teaching English direct method. Both are done in an easy way. The teacher places more emphasis on the practice of using language than writing.

3) The Implementation of Finding Learning Resources

Learning resources are important in developing knowledge. Moreover, English is a foreign language that is not used by us everyday. Therefore, the following is an interview regarding learning resources for FEEC.

> Mr. Agung
> FEEC provides several books for learning, namely Fundamental of Tensis, Common Daily Vocabulary, New Speaking Concept and others. In addition, FEEC always gives students the freedom to express and innovate. Provide opportunities for them to find learning resources as they want, for example live streaming with foreign language teachers from abroad facilitated by FEEC. Teachers not only teaching English in the classroom but we also spend a lot of time and help students practice English outside the classroom. We often invite students to go around the English village collaborating with children from other courses to meet foreigners by speaking in English.
>
> Mr. Akin
> We have several books to study, they are Fundamental of Tensis, Common Daily Vocabulary, New Speaking Concept

> and others. In addition, FEEC always gives students the freedom to express and innovate. Provide opportunities for them to find learning resources as they want, for example live streaming with foreign language teachers from abroad facilitated by FEEC. Teachers not only teaching English in the classroom but we also facilitate the students in developing their spekaing ability.
>
> Miss. Yuni
> We design several books for students. They are Fundamental of Tensis, Common Daily Vocabulary, New Speaking Concept and others. In addition, we also use Betty Schamfer Azzar and oxford to learn the pronunciation. FEEC always gives students chance to express and innovate. Provide opportunities for them to find learning resources as they want, for example live streaming with foreign language teachers from abroad facilitated by FEEC. Teachers not only teaching English in the classroom but we also facilitate the students in developing their spekaing ability

This is also supported by interviews with students. Thesy are Bena and Hanifah. Following are student responses:

> All teachers have the same book such as Betty's book, speaking concept book, oxford etc. We also learned online several times with native speakers. We also often collaborate with other English courses such as lovable, LC etc

As a result of the interview about the learning resources, it can be resumed that FEEC has several learning resources. Books are specially designed by FEEC's teachers such as new speaking concepts which contains of the concepts of speaking in the easy and simple way, common daily vocabulary that contains of all kinds of vocabulary in English Indonesia, then fundamental of tenses which consists of grammatical rule that is designing in simple and easy to understand. There are also grammar books from Betty Schrampfher Azar in which this books become the foundation of the global

grammatical source, and Oxford dictionary pocket which helps in guiding the learners' pronunciation. There is also an English native teacher that is provided by FEEC which come to FEEC once in 3 months and many times having online class. This is also possible for the students to find the sources from social media such as YouTube which are based on english native speakers.

4) The Implementation of Resource Specification

Selecting materials is process to filt which one is suitable for the students. So here are what teachers said about the material chosen.

> Mr. Akin
> We select the learning source according to students' need in this era. We design it as simple as posible so that it is easy to be practiced. This means that it is possible for us to imitate material from social media such as youtube, tiktok, and instagram.

> Mr. Agung
> We select the learning resource based on the purpose of the program. That is students able to use english as daily communication. So that we design the simple book named go simple, in which students can speak english only in two months and of course with our guiding.

> Miss Yuni
> We choose the material based on students' need. The material chosen must be easy to obtain, practical and simple.

It is also supported by the interview with Dita and Bagus, students of EIE.

> One thing I like is that the subject matter is always taken from the latest trends, for example new songs, the latest news, including the latest tiktok content. So that we do not think that we outdate.

According to the interview above, It is deduced that resource specification are chosen based on the students' need and latest news. It is packaged in an easy, simple and practical way so that the materials are easy to be obtained.

5) The Implementation of Standard Policy

Policies and standards are rules and boundaries that aim to solve problems and obtain the intended results. The standards and policies at FEEC are based on interviews with Teachers of FEEC

> Miss Yuni
> We have no rules and we punishment for the students but we have culture and also an agreement. Before we run the program at the opening program, we explain to the students about FEEC's culture and agreement "you are a guess, you are new comer so this is what you should do in FEEC". But if someone get out of the tract the teachers will come and remind. To motivate students, we announce awards every month to eligible students. There are four kind of achievement. The first is the best students or trainee of the month, and the second is the most active speaker, the third is the most helpfull student, and the last is the kost diligent student. Trainee of the month is the one who is able with all deligent, active in speaking and helpfull. The most active means the student who is very active in speaking English and asking questions. While the most helpfull is of course the one who is helpfull to the tutors, friends or other students.

> Mr. Agung
> Everyone is able to speak english is the standard of achievement here. Teachers struggle to make students able to speak english. Because we know that they come here to study english. That is why we apreciate the students' achievement. we announce awards every month to eligible students. There are four kind of achievement. The first is the best students or trainee of the month, and the second is the most active speaker, the third is the most helpfull student, and the last is the kost diligent student. Trainee of the month is the one who is able with all deligent, active in speaking and helpfull. The most active means the student who is very active in speaking

> English and asking questions. While the most helpfull is of course the one who is helpfull to the tutors, friends or other students.There is not rules and punishment for the students but we have culture and also an agreement. Before we run the program at the opening program, we explain to the students about FEEC's culture and agreement "you are a guess, you are new comer so this is what you should do in FEEC". But if someone get out of the tract the teachers will come and remind
>
> Mr. Akin
> The standard of students' achievement is simple. Everyone can speak english fluently in few months only. To apreciate the students achievement, we announce awards every month to eligible students. There are four kind of achievement. The first is the best students or trainee of the month, and the second is the most active speaker, the third is the most helpfull student, and the last is the kost diligent student. Trainee of the month is the one who is able with all deligent, active in speaking and helpfull. The most active means the student who is very active in speaking English and asking questions. While the most helpfull is of course the one who is helpfull to the tutors, friends or other students.
> There is not rules and punishment for the students but we have culture and also an agreement. Before we run the program at the opening program, we explain to the students about FEEC's culture and agreement "you are a guess, you are new comer so this is what you should do in FEEC". But if someone get out of the tract the teachers will come and remind
> .
> It is also proved by the interview with some students with the

same opinion. They are Latifah, Risno, Gandi and Dania. Here is what

they said:

> There are awards every month for students who are the most diligent, the most active, helpful and the best student of the month. There are some students who persist with the award, there are also those who do not. Almost every student has ever received an award.
> In FEEC, there is not rule or punishment for those wo do not speak English. But everyone calls it culture, means everyone should do that.
> At first, we did not speak English but over time we see everyone always speak in English. So that motivates everyone to speak English.

In accordance with the interview above, It is resumed that there is not rule and there is not punishment for the students in FEEC. But there is only culture and agreement that should be followed by everyone. This culture is different than rule. People who breaks the rule will get the punishment. But culture is a way of life that is developed and shared by FEEC, and passed down from generation to generation. Culture is formed from various complex elements, such as religious systems, customs, languages, clothing. FEEC emphasizes the culture awareness.

2. Supported and Hamper aspect of English Immersion Program

There are some aspect that might supports and hamper the English immersion program. Supported aspect might help the effectiveness of implementation English immersion program while some point might be the troubel and hamper the English Immersion Program. Here is what students say towards supported and hamper aspect :

a. Data based on the observation

1) Naturalness Environment

Naturalness environment shows whether the students enjoy speaking English naturally or not. It happens when the speaker more focus on the contain of the communication than the regulation of linguistic forms. Everyone in FEEC speaks English all the time. They enjoys speaking english 24 hours. Teachers to teachers, teachers to

students, students to students, as well as security and seller. One of FEEC's cultures is to always say hello to everyone. They prioritize practice over grammatical errors.

2) Facility

FEEC has a lot of learning facilities. There are many places to learn. Students can study everywhere they feel confortable. They can study in the classroom, outside classroom, in the garden, in cottage, in the ricefield, library, English lab. FEEC also has performance stage to practice students' public speaking. Good facilities make students comfortable to study. Adequate learning facilities make it easier for students to develop their language potential.

3) Teaching Technique

Based on the observation, every teachers give the opportunities for students to develop. Teachers teach by free style so that students enjoy. When they teach, they are always enthusiastic. They are not only transfer the knowlege but also the energy.

Students are always given the practice time in every material. There are some practice way apllied in the class. They are O formation, rolling formation, student to student (STS) and teacher to students (TTS). They believe that practice makes perfect.

4) Lack of natural environment

The immersive foreign language teaching practice further proves the view that learning a foreign language requires a language environment. Language environment includes not only the small language learning environment in the classroom, but also the natural language environment outside the classroom.

In FEEC, they provide facilities to help the students feel comfortable in studying. Not only that but also teacher's role as a teacher and as a friend to talk with.

5) Lack of Qualified Bilingual Teachers

According to observation teachers do not speak in bahasa Indonesia both in the class and outside the class. They explain the lesson in English, they greet in english. Whatever they say, they speak in English.

6) Lack of Students Foundation in Foreign Language

According to pre observation most of the sudents study English from the basic. So that not all of the students could speak english at the beginning. It seems like some of the teachers got difficulties in teaching beginner students. Some of the students do not understand the instructions. That is why teachers use gesture to get the students understand.

b. Data based on the interviews with the Teachers

1) Naturalness environment

Here is what teachers explain about the aspect that support and hamper the implementation of english immersion program.

> Mr. Agung
> Yes, we really enjoy speak English 24 hours. It is because speak english is compulsary for us. We guuide everyone to practice speaking English. So that over time we do not realize that everyone speak English naturally. It means that environment helps everyone a lot in Speaking English.

> Mr.Akin
> We speak english everytime and everywhere. If we do not speak english how could we ask our students to speak english. Thanks god, they also enjoy speaking english with us. Yeah even though their grammatical is not really good. We are not just teaching but we also facilitate the students in improving their speaking practice.

> Miss Yuni
> Yes, I do. We creat the language environment so that everyone speak english naturally. We do not force them to speak english but we make the realize that they need speakig english to improve their speaking ability.

In line with the interview above, It means that FEEC provide language environment. Teachers has also an important role as a language environment where students interact with. Everyone speaks english all the time, teachers to teachers, teachers to students, students to students as well as the school attendence and seller. It is concluded that everyone in FEEC gets the naturalness environment by enjoying speaking english 24 hours.

2) Facility

This is what teacher mention about the facility in FEEC.

Mr. Agung
We provide a lot of facilities such as many classrooms complete with AC, projector, learning tools, wifi and we also provide confortable place outside classroom garden, cottage, stage for students talents show, canteen, dining room and mushola. Those facility are provided for students so that they can feel free to learn everywhere they want. It is proved, some student enjoy studying in garden, some of them are confortable studying in canteen while having a meal.

Mr.Akin
Every facility that provided by FEEC hope could facilitate students. We provide confortable classroom in order students enjoy spending time in the class, we also provide other confortable place outside the clasroom in order students can study outside whey they are boring in the class.

Miss Yuni
Yes, I do. Because all the facilities that we provide are according to the students need. We design it as useful as posible.

As teachers explained above, the facilities that provided in FEEC are probably become place to learn in order students get easy to practice speaking english everywhere. The availability of very good facilities and infrastructure adequate the implementation of the immersion program. Classroom necessities complete with tables, chairs, white boards. Teachers' needs such books, English-language references are considered, language laboratory, library, reading corner, specta students' stage etc.

3) Teaching Technique

Teachers explain as below about the teaching technique applied in FEEC.

> Miss. Yuni
> We use direct method. We teach students directly using english. Some of students get confused at the beginning program. It's because they can not understand what teachers explain. But it just takes sometime. Students just need few weeks to get use to understand.

> Mr. Agung
> We teach students direct in English. We do the same thing for every level of students. Yeah, some of students get difficulties at the first time but they get use to only in few weeks.

> Mr.Akin
> Because the purpose of language learning is communication, opportunities for the students to use the target language so that we apllied teching direct method. Students' responds towards this are good. They can follow the process and enjoy the teaching method applied. More over for the students wo had ever learn english before.

In accordance with the interview about the teaching technique, It is concluded that teaching english applied by FEEC is direct method. Direct association between the target language and meaning. Think the target language as soon as posible. It is because the purpose of this language learning is communication, opportunities for the students to use the target language. This method is helpfull over time.

4) Lack of natural environment

Here is what teachers say about the aspect that may hamper the English Immersion Program.

> Mr. Agung
> Teachers always help students in practicing by speaking english everytime. we tell students what they do not know, we remind them if they speak in bahasa Indonesia. So that, they naturally speak english 24 hours.
> Some of them got difficulties at first time studying in FEEC. It is because we teach the lesson in english as well as everyone around. While most of students could not speak english at all. some students needs for about four weeks to get use to.
>
> Mr.Akin
> It was difficult for some students to adapt in FEEC because everyone speak English. FEEC emphasizes practice english everytime and everywhere. It applied to help building the good language environment.
>
> Miss. Yuni
> All teachers heve important role in keeping the language environment. We always remind students to speak in English. So that students get use to speak english.

Based on the answer by the teachers above, the implementation of speaking english 24 hours get difficulties at the beginning program. It is because most of the class are the beginners so that students got difficulties. But overtime students can addapt well. It is deduced that students get use to speak english over the time. It means that there is no lack of naturalness environment in FEEC. By reason of teacher always helps and remind each other to speak English.

5) Students' weakness in foreign language
Here is what teahcher say about students' lack of english.

> Mr.Agung
> It is because not everyone can speak english. So that it is a bit difficult for me to help the students understand. But again we never try to explain in Bahasa Indonesia. Because we know that it will make the students again and again ask us in Bahasa Indonesis.
>
> Mr. Akin
> Some student are studying from the beginning while others have know the basic of english. But we still use the same method that is direct method. We know that some of students get difficulties to understand what we say and it becomes the problem for us. But we just need few weeks to solve that problem. Because what students need is time to get use to and practice.
>
> Miss Yuni
> We got a bit difficulties in teaching student who learn from the beginning. But we still applied teaching english direct methot. But everyone gets the same achievement in the end. They are able to speak Englsih as well as other students who have learn in long time. it means that students just need to practice in feew times right.

In line with the result of the interview above, both teachers and students got difficulties at beginning class. Teachers get difficulties in teaching the students who begin from the basic English and students get diffuculties in obtaining the material that deliver by teachers. It is because teachers teach in direct method. But, students just need few weeks to adapt. It can be concluded that students' weakness in foreign language hamper the implementation of english Immersion program, but teacers' role and language environment help the students to solve the problem only in few weeks.

c. Data based on the interviews with the students

1) Naturalness environment

This is what students explained about the naturalness environment. These students have the same aponion about it. They are Gusti, lino, ikbal and Anis.

> Yes, we do enjoy speak English 24 hours. It is because everyone invites us to practice. Without realizing that we could speak English naturally. It means that environment helps us a lot in Speaking English. It is different with the school. We have no friends to practice with. We have better to speak in Bahasa rather than practice in English.

It means that students can speak english naturally. It is supported by everyone around who also speaks in english. Students also opin that everything in FEEC really helps language environment to build the speaking ability.

2) Facility

The development in a language environment can be carried out in facility. Here is what students opin about the facility that help the language development. They are Gusti, lino, ikbal and Anis.

> We think good facilities helps the language development. Classroom with air conditioner make the class confortable till the end of the class, projector help us to watch video or film nicely, loud speaker does help us in listening class, a a large yard carries out the routines ceremonies, show stage helps every week talent show as well as a confortable mosque complete with Al-Qur'an supports to pray 5 times a day.

It is proven by the observation by the researcher. There are a lot of classrooms, cottage, yard, mosque, canteen and library. It means

that those facilities support students language development because verywhere is English zone.

3) Teaching Technique

Technique of teaching is one of influential thing, it because every class must be guided by instructor. Here is what students say about teaching technique appied in FEEC.

> Way of learning english in FEEC is much fun. May be because the teachers are young and energetic so that they influence us to be anthusiastic. We like the way they carry the class. For example when we practice, we do rolling formation where students stand up and make 2 lines face to face. One of the line is A and the other is B. When teacher say A first, then A line says in Indonesia while B says in English. We have much fun every practice time.

There are always two teachers in a class. Young and energetic teachers also influence students' motivation. Teacher have some ways in helping the students practice such Rolling formation and O formation. It can be concluded that teacher's teaching way makes students enjoy the class.

4) Lack of natural environment

Here is what students say about the aspect that may hamper the English Immersion Program.

> Risno
> Teachers always help me in speaking english. They tell us what we do not know, they remind us if we speak in bahasa Indonesia. So that, we naturally speak english 24 hours.
> I got difficulties at first time studying in FEEC. It is because our teachers explain the lesson in english as well as everyone around. While I could not speak english at all. This happend for about four weeks for me to get use to. I am sick of everyone speaking english. I think this way of learnig is not

suitable for me as a beginner but overtime I can naturally speak english.

Bagus
It was difficult for me to adapt in FEEC because everyone speak English. So that I just made a friend with they who speak in bahasa Indonesia. But I thank, it only happens 3 weeks. Everyone is friendly. They say hello and talk so that we feel confortable to speak in english too.
It was just difficult for me at the begining because I was not use to it but it good in the end when I can adapt. Since then, I realized that I would not be able to speak english if I were not force myself to.

Latifah
I need a bit long time to get use to speak english. Maybe for about 6 weeks. I was introvert. I am shy making a friend. I though that why everyone so chock full of forcing things that I cannot do. But I am lucky, my teachers help me a lot. They come to me when I am alone, asks me whether I am OK studying english in FEEC. Tell me the lesson I do not understand. It makes me more confortable.
It may be a bit difficult for me at the first but everything is easy when I get used to it.

According to the result of the interview, it can be concluded that the students could not adapt with the teacher's learning way and the language environment at the first time. But it does not take long time for students to get use to it. Everything is easy when students get use to. The students just need to adap in few weeks.

B. Discussion

This point will be discussed about the result of the observation and interview. It is explained about the research findings obtained in the field and research discussions about the implementation of English immersion Program in FEEC Pare.

1. The Implementation of English Immersion Program in FEEC Pare

a. The Implementation of Planning

1) Before the class begin

- Teachers identify the learning objectives to describes what the learner will know or be able to to after the learning process rather than what the learner will be exposed to during the instruction,
- Plan the specific learning activities, teachers consider the types of activities students will need to engage. What will teachers do to explain, what will teachers do to iliustrate the topic in a different wat, how can techers engage students in the topic, what relevant real-life examples, analogies, or situation that can help students understand the topic, and what will students need to do to help the understand the tpic better.
- Plan to assess students understanding, gain students attention so that they wil watch and listen while the instructor present the learning content, Inform learners objectives to allow students to organize their thoughts regarding what they are about to see,

stimulate recall of prior knowledge, present new content, practice, assess performance and enhance retention and transfer.

- Creat a realistic timeline, estimate how much time each of the activities will take.
- Plan for a lesson closure, check for students understanding and inform subsequent instruction.

2) During the Class

Teachers let the students to know what they will be learning and doing in class will help keep them more engange and on track. Providing a meaningful organizatation of the class time can help students not only remember better, but also follow the presentation an understand the rationale behind the planned learning activities.teachers share lesson plan by telling students explicitly what they will be learning.

3) After the class

Teachers take few minutes after each class to reflect on what worked well and why, and what could have done differently.

b. The Implementation of Teaching Method

Stages	Teaching and Learning Process
Pre Activity	- Teachers ask the students to fall in the yard - Teachers lead the students to pray together - Teacher guide students to the class - Teacher opens the class with greeting students - Teacher asks students condition - Teacher gives a rivew of last material - Teacher stimulates the students with showing the related pictures, vidio, paper that related to the material and give the motivation
Whilst Activity	- Teacher explains the material to the students - Teacher makes the example by the students - Teacher guide the student to practice (Teacher with students and students to students) - Students play a game related to learning material - Teacher asks students to present the result of their activity
Post Activity	- Both teacher and students, they conclude the learning process - Teacher gives motivation

The easy and fun learning way makes students enjoy in class, moreover the lessons is delivered by young and energetic teachers greatly affect the enthusiasm of students to learn. It is also supported by practicing every time after the material is delivered, so that students do not only understand but can also use it. in line with statement by Schuitema et al that teachers play a vital role in creating an environment that supports students' learning. teachers anable students to identify with self, personalinterest, and values by supporting their freedom of choice.

c. Learning resources

Learning sources or ideas to collect learning materials at FEEC are the Fundamental of Tensis book, Common Daily Vocabulary, New Speaking

Concept and FEEC also uses Betty Azhar Schamfer's book. Books other than Betty's are books designed by teachers at FEEC. Tensis Fundamental is a book that contains tenses or English grammar. And common daily vocabulary is a book about vocabularies in English. While the new speaking concept is a book about the concepts of speaking English. Similar to the fundamentals of tension, Betty Azhar Scamfer is a book about tensis. Not only books, but teachers also provide opportunities for students who want to develop their potential through social media such as looking for outside learning resources.

d. The resources specifications

To select the materials, teachers carried out by the teacher together. The material is determined based on the students needs and today's world. Because students prefer things related to trends, the material is always associated with the latest interesting news, practical and simple. It also allows teachers to find information through social media such as youtube, tiktok, and instagram. This is supported by Macbeath and Motimore that select the learning resources must be suitable with the goal, economical, practical and simple as well as easy to obtain.

Teachers have some consideration in selecting the learning resource

- Content, Format and Design

  Teachers design book literary and social value, variaty of media presentation, support, consistent with provincial and local program curriculum oucomes.

- Assessment/ Evaluation

  It is supportive of continuous learning by the individual and relevant to the needs of the students.

- Social Consideration

  It is chosen aboriginal people, and culture, and ethnic heritage, chosen to help students understand the many important contributions made toour civilization, designed to motivate students ans staff to examine their attitutes and behaviours, and to comprehend their duties, responsibilities and right.

- Media Consideration

  Teachers consider media such as print, DVD/Video, digital resources, and web resources.

e. The Implementation of Standard and Policy

There are not standards and policies in the form of regulations and penalties at FEEC. There are no mandatory rules that must be obeyed, and there are also no penalties for those who violate them. FEEC implements and affirms cultural awareness. Everyone is obliged

to maintain the culture at FEEC, where some of the cultures are obligatory prayers 5 times together including 2 duha and tahajud times, cleaning every morning and evening, putting sandals neatly, not allowed to go out past 10:00, maintaining good manners everyone and certainly must use English 24 hours. A supportive environment helps to maintain the culture. It is not in line with the expert. But FEEC applied culture awareness.

2. Supported and Hamper aspect of English Immersion Program

There are some aspect that supports and hamper the English immersion program. Supported aspect might help the effectiveness of the implementation of English immersion program while some points might be the problem and hamper the English Immersion Program. Here is what supported and hamper aspect in implementing english immersion program in FEEC Pare.

a. Supported Aspect

1) Naturalness environment shows whether the students enjoy speaking English naturally or not. It happens when the speaker more focus on the contain of the communication than the regulation of linguistic forms. Everyone in FEEC enjoys speaking english 24 hours. Teachers to teachers, teachers to students, students to students, as well as security and seller. One of FEEC's cultures is to always say hello to everyone. They prioritize practice over grammatical errors. It is in line with the study done by Abdul Hamid that the benefit of

neturalness environment is that students can perform better and more fluency.

2) FEEC has a lot of learning facilities. There are many places to learn. Students can study everywhere they feel confortable. They can study in the classroom, outside classroom, in the garden, in cottage, in the ricefield, library, English lab. FEEC also has performance stage to practice students' public speaking. Good facilities make students comfortable to study. Adequate learning facilities make it easier for students to develop their language potential. Therecia Hastutiningsih in her research mention that the available of very good facilities and infrastructure adequate the implementation of immersion program.

3) Teachers give the opportunities for students to develop. Teachers teach by free style so that students enjoy. When they teach, they are always enthusiastic. They are not only transfer the knowlege but also the energy. Students are always given the practice time in every material. There are some practice way apllied in the class. They are O formation, rolling formation, student to student (STS) and teacher to students (TTS). They believe that practice makes perfect. FEEC amphasizes the practice and the use of language than grammatical rule.

b. Hamper aspect

1) Lack of natural environment The immersive foreign language teaching practice further proves the view that learning a foreign language requires a language environment. Language environment includes not only the small language learning environment in the classroom, but also the natural language environment outside the classroom.

2) Students' Weak Foundation in Foreign Languages, Based on students' language ability, basic interaction between teachers and students can be formed, and bilingual teaching can be carried out smoothly. it is mainly manifested in their weak bilingual awareness, low language literacy, lack of confidence in immersion teaching, doubts and even conflicting feelings, and their poor English language foundation, which makes it difficult to adapt to the requirements of foreign language immersion teaching. In the case that most of the students' English proficiency is not very high, directly putting the students in the English teaching situation, and teaching the whole course content in English, will make the students feel insecure, unsuitable and even anxious. Therefore, the immersion teaching of English puts forward certain requirements for students' abilities. Students should have a good foundation in English and have a certain interest in English subject, be able to learn and apply, and be proficient in

communicating in English. Therefore, English immersion teaching is not suitable for all students.

Both of these point are in line with the study by Zujun Chen that lack of naturalness environment and lack of students' foundation barrier

CHAPTER V

CONCLUTION

A. Conclution

Based on the result of the research that has been analyzed by researcher wich untitled: “The Implementation of English Immersion Program in Future English Education Center (FEEC) Pare” conclution can be drawn as follows:

1. The implementation of english immersion program in FEEC Pare

   FEEC prepares plan, teaching method, learning resource, resource specification and culture awarness for learning process. Teachers do self preparation before the class such as having meeting at night to prepare for the next day class and evaluate the class for that day class, teachers have simulation to teach the material that will be given including teaching aids then teachers must be fress, neat, energetic, and good looking. Teachers do not only transfer the knowledge but also energy. FEEC applies teaching by direct method which the purposes of language learning is communication, opportunities for the students to use the target language. FEEC’s learning source are books which is designed by FEECs’ teachers, Betty Azhar, oxford and not only books, but teachers also provide opportunities for students who want to develop their potential through social media such as looking for outside learning resources. Teachers find out together how to design, choose and select the material. There is no standard policy and rule appield in FEEC. The only culture awarness is applied in FEEC.

2. Supported and Hamper aspect toward English immersion program

Immersion program in FEEC suppors with naturalness environment. Everyone in FEEC enjoys speaking english 24 hours. Confortable facilities and infrasturcture make students enjoy studiying. Teachers teaching way give the opportunities for students to develop. Teachers teach by free style so that students enjoy. But students weak foundation in foreign language becomes the hamper aspect. That is why FEEC applied teaching by direct method.

B. Suggestion

After doing the research which finds out the implementation of English immersion Program in FEEC, the researcher make some suggestions for some people who are probably related to this research.

1. For the Institution

This institution is expected to develop in applying speaking online class based on technology. As the reason, every English learner around the world could join and share language learning together.

2. For the teachers

The English instructors are expected to share the tips and tricks to other English teachers so that english teachers can apply the way of teaching english as FEECS' does. It is probably can expand teachers' teaching english way.

3. For the researcher

The result of this research is expected could give new knowledge and method for the researcher. The researchers is also expected to implement this knowledge and method for the english learners.

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APPENDIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **THE IMPLEMENTATION OF ENGLISH IMMERSION PROGRAM IN FUTURE ENGLISH EDUCATION CENTER (FEEC) PARE**

Penulis : Detika Erni
NIM : 17551009

Dengan tingkat kesamaan sebesar 17%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 16 Agustus 2021
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 390 Tahun 2021
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;

Memperhatikan :
1. Surat Rekomendasi dari Ketua Ketua Prodi TBI nomor : B-057/FT.2/PP.00.9/03/2021
2. Berita Acara Seminar Proposal pada Hari Kamis, 29 April 2021.

M E M U T U S K A N :

Menetapkan

Pertama :
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Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Detika Erni**
N I M	:	**17551009**
JUDUL SKRIPSI	:	**The Implementation of English Immersion Program in Future English Education Centre (FEEC) Pare**

: Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal 05 Mei 2021

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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Nomor : 452/In.34/FT/PP.00.9/06/2021 04 Juni 2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Kepala Lembaga FEEC Pare**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Detika Erni
NIM	: 17551009
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: The Implementation of Immersion Program in Future English Education Center (FEEC)
Waktu Penelitian	: 04 Juni s.d 04 September 2021
Tempat Penelitian	: Future English Education Centre (FEEC) Pare

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Baryanto, MM.,M.Pd
NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

CS Dipindai dengan CamScanner

KAMPUNG INGGRIS PARE-KEDIRI
Jl. Langkat, Dusun Singgahan, Desa Pelem, Kecamatan Pare, Kabupaten Kediri
Nomor. 421.9/431/418.47/2009

SURAT KETERANGAN

Nomor: 035/ADM.SY/2610/VI/2021

Yang bertanda tangan di bawah ini:

Nama	:	**Abdul Malik, S.Pd.**
Jabatan	:	Direktur Future English Education Center (FEE Center)
Alamat	:	Jl. Langkat, Dusun Singgahan, Desa Pelem, Kecamatan Pare, Kabupaten Kediri

Memberikan izin kepada:

Nama	:	Detika Erni
NIM	:	17551009
Program study	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah
		Institut Agama Islam Negeri (IAIN) Curup

Untuk melakukan penelitian di **Future English Education Center (FEE Center)** mulai dari 6 Juni - 6 Juli 2021 dengan judul skripsi **"The Implementation of English Immersion Program in Future English Education Center (FEEC) Pare"** dalam rangka penyusunan skripsi strata satu (S1)

Demikian surat keterangan ini dikami dengan sebenar-benarnya untuk dapat digunakan sebagai mana mestinya.

Kediri, 6 Juni 2021

Direktur

Abdul Malik, S.Pd.

KAMPUNG INGGRIS PARE-KEDIRI
Jl. Langkat, Dusun Singgahan, Desa Pelem, Kecamatan Pare, Kabupaten Kediri
Nomor. 421.9/431/418.47/2009

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 036/ADM.SY/2610/VI/2021

Yang bertanda tangan di bawah ini:

Nama	:	**Abdul Malik, S.Pd.**
Jabatan	:	Direktur Future English Education Center (FEE Center)
Alamat	:	Jl. Langkat, Dusun Singgahan, Desa Pelem, Kecamatan Pare, Kabupaten Kediri

Menerangkan bahwa nama mahasiswa/i di bawah ini:

Nama	:	Detika Erni
NIM	:	17551009
Program Study	:	Tadris Bahasa Inggris
Fakukltas	:	Tarbiyah, Institut Agama Islam Negeri (IAIN) Curup
Waktu penelitian	:	06 Juni - 06 Agustus
Judul penelitian	:	The Implementation of English Immersion Program in Future English Education Center (FEEC) Pare

Benar telah melaksanakan penelitian di **Future English Education Center (FEE Center)** selama sejak 6 Juni s/d 6 Agustus yang beralamatkan di Jl. Langkat, Dusun Singgahan, Desa Pelem, Kecamatan Pare, Kabupaten Kediri.

Demikian surat keterangan yang kami sampaikan, semoga dapat digunakan sebagai mana mestinya.

Kediri, 7 Agustus 2021
Direktur

Abdul Malik, S.Pd.

Table 3
Interview Guidance for the Teachers towards supported and hamper aspects
(To answer research question 2)

Supported and Hamper Aspect	Supported Aspect	Naturalness of the environment	1. Do you enjoy speaking English all the time? 2. What do you think of such an English speaking environment in terms of supporting students to improve their English speaking ability better?
		Good facility supports the language environment	3. Do you think the facility (e.g. English lab, a loud speaker, and a clean room) help students in practice speaking English? Please explain!
		Teaching techniques	4. What teaching technique do teachers used? 5. How is students responds towards teaching technique used?
		Students' Motivation	6. What do you think about students' English speaking motivation during learning in FEEC?
	Hampering Aspects in English Immersion Program	Lack of natural environment	7. Does FEEC provide good language environment in developing students speaking ability?
		Lack of qualified bilingual teacher	8. Do you find bilingual teachers who speak English and Indonesian in balance during teaching in FEEC? 9. If you do, what is your perception of such teachers in terms of supporting you to improve more your English speaking skill?
		Students' weakness in foreign language	10. What do you think about English speaking skills of the average students in FEEC?

Table 4
Interview Guidance for the Students towards supported and hamper aspects
(To answer research question 2)

Supported and Hamper Aspect	Supported Aspect	Naturalness of the environment	1. Do you enjoy speaking English all the time? 2. Do you get natural English speaking environment in FEEC? 3. What do you think of such an English speaking environment in terms of supporting you to improve your English speaking ability better?
		Good facility supports the language environment	4. Do you think the facility (e.g. English lab, a loud speaker, and a clean room) help you in practice speaking English? Please explain!
		Teaching techniques	5. Do you enjoy learning with the techniques used by the teachers in FEEC? Please explain! 6. Do you consider that the teachers' teaching techniques can improve your English speaking ability? Please elaborate more on it!
		Students' Motivation	7. What do you think about your English speaking motivation during learning in FEEC?
	Hampering Aspects	Lack of natural environment	8. Does FEEC help you as a good environment to improve you speaking? Please explain
		Lack of qualified bilingual teacher	9. Do you find bilingual teachers who speak English and Indonesian in balance during teaching in FEEC? 10. If you do, what is your perception of such teachers in terms of supporting you to improve more your English speaking skill?
		Students' weakness in foreign language	11. What do you think about English speaking skills of the average students in FEEC?

Result of the Observation
for Teachers

Nama : Mr. Abdul Rohim
: Miss. Yuni
: Mr. Akin
: Mr. Agung

6) The implementation of Planning

Before the class begin

- Teachers define learning objectives by telling students what will they know after the learning process.
- Plan the learning activities, teachers consider what will teachers do to explain, how can techers engage students in the topic, what relevant real-life examples, that can help students understand the topic, and what will students need to do to help the understand the topic better.
- Plan to test students comprehension, capture students' attention whether they listen while instructor present the learning content, Inform learners objectives to allow students to organize their thoughts, stimulate recall of prior knowledge, present new content, practice, assess performance and enhance retention and transfer.
- Represent the real timeline, predicting how long each activity will take.
- Plan for a lesson closure, check for students understanding and inform subsequent instruction.

During the Class

Teachers informing students about what they will be learning and doing in class can help them stay engaged and on track. Providing a meaningful organization of class time can assist students in not just remembering better, but also following the presentation and understanding the rationale behind the scheduled learning activities. Teachers share lesson plans by openly telling students what they will be learning.

After the class

Teachers take a few minutes after each lesson to reflect on what went well and why, as well as what could have done better.

7) The Implementation of Teaching Method

Teachers do some activities step by steps so that it helps in implementing the teachig method.

Stages	Teaching and Learning Process
Pre Activity	Teachers ask the students to fall in the yard Teachers lead the students to pray together Teacher guide students to the class Teacher opens the class with greeting students Teacher asks students condition Teacher gives a rivew of last material Teacher stimulates the students with showing the related pictures, vidio, paper that related to the material and give the motivation
Whilst Activity	Teacher explains the material to the students Teacher makes the example by the students Teacher guide the student to practice (Teacher with students and students to students) Students play a game related to learning material Teacher asks students to present the result of their activity
Post Activity	Both teacher and students, they conclude the learning process Teacher gives motivation

The learning method applied at FEEC is fun learning. Every teacher is young and energetic so that students are enthusiastic to study. When studying, students sit facing the teacher and they are not allowed to lean back. For example, in vocabulary class, the teacher uses the drill method. The teacher pronounces the vocabulary one by one correctly and then asks the students to repeat it. For practical activities the teacher uses a technique such as O formation. Where students are asked to stand and make 2 layers of circles, then the first layer is called A and the second layer is called B. Each layer faces each other. When the teacher instructs "OK everybody let's begin with A first", layer A says it in Indonesian while B says it in English. And when the teacher said "OK everybody exchange" then the students exchange, B says it in Indonesian and A says it in English. In this activity, the teacher plays an important role in monitoring which students are practicing and which students are not.

8) Learning Resources

Some sources learning materials at FEEC are the Fundamental of Tensis book, Common Daily Vocabulary, New Speaking Concept and FEEC also uses Betty Azhar Schamfer's book. Books other than Betty's are books designed by teachers at FEEC. Tensis Fundamental is a book that contains tenses or English grammar. And common daily vocabulary is a book about vocabularies in English. While the new speaking concept is a book about the concepts of speaking English. Similar to the fundamentals of tension, Betty Azhar Scamfer is a book about tension. Not only books, but teachers also provide opportunities for students who want to develop their potential through social media such as looking for outside learning resources.

9) The implementation of Selecting Resources Specification.

The specifications to select the materials are carried out by the teacher together. Teachers hold meetings in the evening so that it is not to interfere with study hours. The material is determined based on the needs of students and is aligned with the needs of today's world. Because students prefer things related to trends, the material is always associated with the latest interesting news. It also allows teachers to find information through social media such as youtube, tiktok, and instagram.

Teachers have some consideration in selecting the learning resource: Teachers design book literary, consistent with provincial and local program curriculum oucomes, it is supportive of continuous learning by the individual and relevant to the needs of the students, it is chosen aboriginal people, and culture, and ethnic heritage, chosen to help students understand the many important contributions made to our civilization, designed to motivate students ans staff to examine their attitutes and behaviours, and to comprehend their duties, responsibilities and right, teachers consider media such as print, DVD/Video, digital resources, and web resources.

10) The Implementation Standard and Policy

There are no standards and policies in the form of regulations and penalties at FEEC. There are no mandatory rules that must be obeyed, and there are also no penalties for those who violate them. FEEC implements and affirms cultural awareness. Everyone is obliged to maintain the culture at FEEC, where some of the cultures are obligatory prayers 5 times together including 2 duha and tahajjud times, cleaning every morning and evening, putting sandals neatly, not allowed to go out past 10:00, maintaining

good manners everyone and certainly must use English 24 hours. A supportive environment helps

Result of the Observation
Students' activities

Nama : Hanifah
: Ummairoh Zulfrikhaq
: Nasywa
: Devi
: Paizah
: Aisyah
: Bena
Class : English Instructor Education (EIE) Program

Every student always wakes up in early morning at 3.00. then pray tahajud, hajat, taubat, subuh together at 3.30-5.00 after that they prepare themselves. They gether in the yard at 5.50 before prayer together begining. At 6.00 o'clock sharp they begin to pray. At 6.15 the first class begins. They go with their teachers. Some of them go to the class while some of them stay. The first class is sometimes about vocabulary, morning chat (MornChat). They have breakfast and pray Duha at 7.00 to 7.50. and then the second class is begun at 8.00-11.45. The second class is run longger than the first class. They have grammar, reading andsometime listening time in the second class. This class in ended before pray Zuhur.

Students have some rest and lunch after pray zuhur. Some of students study together. Some of them have time with their teachers. Others go bike, the others are trained by teachers to prepare their public speaking. The next class is begun after ashar, it is exactly at 3.40. this class is more enjoyable. students just have free chat with other students. They sometimes go somewhere together.

The last class is in the evening. It is begun after pray Isya. It is not always about the lesson, but sometime it is about prformances. Students have talent show in the evening. Teachers help the students to prepare to perform. They have students

talent show every Saturday night and sholawat time every Wednesday night. and for the rest of other night are teaching as usual. Some classes have watching together. They analyze the conversation in the movie, some classes study about the pronounciation. The last class is closed at 10.00. after that they go to their room to have rest and go to bed.

Result of the Observation
Supported and Hamper Aspect

Everyone in FEEC

Based on the result of the observation, FEEC provides the language environment. Naturalness environment shows whether the students enjoy speaking English naturally or not. It happens when the speaker more focus on the contain of the communication than the regulation of linguistic forms. Everyone in FEEC enjoys speaking english 24 hours. Teachers to teachers, teachers to students, students to students, as well as security and seller. One of FEEC's cultures is to always say hello to everyone. They prioritize practice over grammatical errors.

FEEC has a lot of learning facilities. There are many places to learn. Students can study everywhere they feel confortable. They can study in the classroom, outside classroom, in the garden, in cottage, in the ricefield, library, English lab. FEEC also has performance stage to practice students' public speaking. Good facilities make students comfortable to study. Adequate learning facilities make it easier for students to develop their language potential.

Every teachers gives the opportunities for students to develop. Teachers teach by free style so that students enjoy. When they teach, they are always enthusiastic. They are not only transfer the knowlege but also the energy. Students are always given the practice time in every material. There are some practice way apllied in the class. They are O formation, rolling formation, student to student (STS) and teacher to students (TTS). They believe that practice makes perfect.

The immersive foreign language teaching practice further proves the view that learning a foreign language requires a language environment. Language environment includes not only the small language learning environment in the classroom, but also the natural language environment outside the classroom. In FEEC, they provide facilities to help the students feel comfortable in studying. Not only that but also teacher's role as a teacher and as a friend to talk with.

Result Of The Interview
The Implementation of English Immersion Program In FEEC

Name : Mr. Lalu Agung Wicaksana
Day/date : 22 June 2021

No	Question	Answer
1	**Q:** What are the activities that you implement to help students improve their English speaking skills in FEEC?	**A:** We have a lot of activities as others schools do. We also have lesson plan to be a foundation of this program. To plan the class we have teachers preparation before coming to the class. We have meeting everynight to do class preparation for the next day and evaluate that day, so that it could be better everyday. We sometimes do simulation how to apply and teach the material for students. It is a must for teachers in FEEC to be good looking and energetic because we do not only trasfer the knowledge but also transfer the energy positive. We also prepare such teaching aids, books, internet etc. We begin the class early at 6.00, we must be in the class 5 minutes before the class begin. everybody gethers in the yard to pray together then come to the first class. Then we have duha prayer at 7.00. prayer are included in our lesson plan. Then we come to the second class at 8.00-11.45 Here is the main class where we apllied a lot learning activities and practice. You can see the lesson plan. But all the activities aphasize the purpose of learning english. That is the use of target language as daily communication. That is why we get more in to practice english.
2	**Q:** What teaching method do you employ in the learning processes of FEEC? How is the method applied?	**A:** We used direct method. We do the same thing for every level. We begin every program by learning the basic english. It starts from memorizing the vocabulary. vocabulary learning is the pillar of language learning. Therefore we emphasize memorizing vocabulary before learning grammar. We drill the students in vocabulaary class. First we give examples of how to pronounce it in English correctly over and over again and then ask students to repeat it. After the pronunciation is correct, we direct the students to practice with us, we call this Teacher to Student (TtS) where the teacher says it in Indonesian and the students say it in English. The next step we direct students to practice with their friends which we call student to student (StS) where one of them mentions in Indonesian and the other says in English. This method can make it easier for students to memorize vocabulary. Students can memorize 50 vocabularies in just 30 minutes.
3	**Q:** What are the sources that you use to expand ideas so that students can upgrade their English speaking skills in FEEC?	**A:** FEEC provides several books for learning, namely Fundamental of Tensis, Common Daily Vocabulary, New Speaking Concept and others. In addition, FEEC always gives students the freedom to express and innovate. Provide opportunities for them to find

		learning resources as they want, for example live streaming with foreign language teachers from abroad facilitated by FEEC. Teachers not only teaching English in the classroom but we also spend a lot of time and help students practice English outside the classroom. We often invite students to go around the English village collaborating with children from other courses to meet foreigners by speaking in English
4	**Q:** What do you do when it comes to selecting learning materials?	**A:** We select the learning resource based on the purpose of the program. That is students able to use english as daily communication. So that we design the simple book named go simple, in which students can speak english only in two months and of course with our guiding
5	**Q:** What are the standards that will be achieved in English immersion program? What rules are applied in English immersion program?	**A:** Everyone is able to speak english is the standard of achievement here. Teachers struggle to make students able to speak english. Because we know that they come here to study english. That is why we apreciate the students' achievement. we announce awards every month to eligible students. There are four kind of achievement. The first is the best students or trainee of the month, and the second is the most active speaker, the third is the most helpfull student, and the last is the kost diligent student. Trainee of the month is the one who is able with all deligent, active in speaking and helpfull. The most active means the student who is very active in speaking English and asking questions. While the most helpfull is of course the one who is helpfull to the tutors, friends or other students.There is not rules and punishment for the students but we have culture and also an agreement. Before we run the program at the opening program, we explain to the students about FEEC's culture and agreement "you are a guess, you are new comer so this is what you should do in FEEC". But if someone get out of the tract the teachers will come and remind

Name : Mr Akin
Day/date : 22 June 2021

No	Question	Answer
1	**Q:** What are the activities that you implement to help students improve their English speaking skills in FEEC?	**A:** A lot of activities apllied in FEEC. We have teachers preparation to plan the class. We have meeting everynight to do class preparation for the next day and evaluate that day, so that it could be better everyday. We do simulation with the lesson that we think we need how to apply and teach the material for students. It is a must for teachers in FEEC to be neat, fresh, good looking and energetic because we do not only trasfer the knowledge but also transfer the positive energy. We also prepare such teaching aids, books, internet etc. We begin the class early at 6.00, we must be in the class 5 minutes before the class begin. Then we come to the second class at 8.00-11.45 Here is the main class where we apllied a lot learning activities and practice.and the last class is in the evening after Isya prayer. We always take time to pray before and after studying. Prayer is the main and the most important thing for us. It is included in our plan. Like other schools, FEEC also has a learning plan to support the learning process in the classroom. You can see here. But we are not just fixated on the lesson plan. FEEC emphasizes language learning that prioritizes practice. Because, no matter how good plan, if it is not put into practice, it will not work
2	**Q:** What teaching method do you employ in the learning processes of FEEC? How is the method applied?	**A:** Since most of the students at FEEC are beginners, vocabulary learning is the pillar of language learning. Therefore we emphasize memorizing vocabulary before learning grammar. In teaching English vocabulary for beginners we use the drilling method in a fun way. First we give examples of how to pronounce it in English correctly over and over again and then ask students to repeat it. After the pronunciation is correct, we direct the students to practice with us, we call this Teacher to Student (TtS) where the teacher says it in Indonesian and the students say it in English. The next step we direct students to practice with their friends which we call student to student (StS) where one of them mentions in Indonesian and the other says in English. This method can make it easier for students to memorize vocabulary. students can memorize 50 vocabularies in just 30 minutes. In learning grammar, we use the Direct Method where we write down the important points of the subject matter. After that we show how to use it. Then we direct students to practice with us.
3	**Q:** What are the sources that you use to expand ideas so that students can upgrade their English speaking skills in FEEC?	**A:** We have several books to study, they are Fundamental of Tensis, Common Daily Vocabulary, New Speaking Concept and others. In addition, FEEC always gives students the freedom to express

		and innovate. Provide opportunities for them to find learning resources as they want, for example live streaming with foreign language teachers from abroad facilitated by FEEC. Teachers not only teaching English in the classroom but we also facilitate the students in developing their spekaing ability.
4	**Q:** What do you do when it comes to selecting learning materials?	**A:** We select the learning source according to students' need in this era. We design it as simple as posible so that it is easy to be practiced. This means that it is possible for us to imitate material from social media such as youtube, tiktok, and instagram
5	**Q:** What are the standards that will be achieved in English immersion program? What rules are applied in English immersion program?	**A:** The standard of students' achievement is simple. Everyone can speak english fluently in few months only. To apreciate the students achievement, we announce awards every month to eligible students. There are four kind of achievement. The first is the best students or trainee of the month, and the second is the most active speaker, the third is the most helpfull student, and the last is the kost diligent student. Trainee of the month is the one who is able with all deligent, active in speaking and helpfull. The most active means the student who is very active in speaking English and asking questions. While the most helpfull is of course the one who is helpfull to the tutors, friends or other students. There is not rules and punishment for the students but we have culture and also an agreement. Before we run the program at the opening program, we explain to the students about FEEC's culture and agreement "you are a guess, you are new comer so this is what you should do in FEEC". But if someone get out of the tract the teachers will come and remind

Name : Miss Sri Wahyuni
Day/date : 21 June 2021

No	Question	Answer
1	**Q:** What are the activities that you implement to help students improve their English speaking skills in FEEC?	**A:** We plan a lot of activities in lesson plan. But the most important for us is teachers preparation before the class. We hold meeting everynight to do class preparation for the next day and evaluate that day, so that it could be improved everyday. We do simulation with the lesson that we think we need how to apply and teach the material for students. It is a must for teachers in FEEC to be always clean, fresh, good looking, anthusiastic and energetic because we do not only trasfer the knowledge but also transfer the energy. We also prepare such teaching aids, books, internet etc. We begin the class early at 6.00 in the morning we must be in the class 5 minutes before the class begin. Then we come to the second class at 8.00-11.45 Here is the main class where we apllied a lot learning activities and practice. and the last class is in the evening after Isya prayer. But But as you know that FEEC does not only teach english but also as Qur'an school. That is why we make balence between study and pray including reciting Al-Qur'an. We include prayer together 7 times as students' daily acivities. It is because we hope that learning in FEEC can bring everyone to be closer to Allah.
2	**Q:** What teaching method do you employ in the learning processes of FEEC? How is the method applied?	**A:** We use Direct method. Most of the students at FEEC are beginners, vocabulary learning is the pillar of language learning. Therefore we emphasize memorizing vocabulary before learning grammar. We drill the students in vocabulaary class. drilling method in a fun way. First we give examples of how to pronounce it in English correctly over and over again and then ask students to repeat it. After the pronunciation is correct, we direct the students to practice with us, we call this Teacher to Student (TtS) where the teacher says it in Indonesian and the students say it in English. The next step we direct students to practice with their friends which we call student to student (StS) where one of them mentions in Indonesian and the other says in English. This method can make it easier for students to memorize vocabulary. students can memorize 50 vocabularies in just 30 minutes.
3	**Q:** What are the sources that you use to expand ideas so that students can upgrade their English speaking skills in FEEC?	**A:** We design several books for students. They are Fundamental of Tensis, Common Daily Vocabulary, New Speaking Concept and others. In addition, we also use Betty Schamfer Azzar and oxford to learn the pronunciation. FEEC always gives students chance to express and innovate. Provide opportunities for them to find learning resources as they want, for example live streaming with foreign language teachers from abroad facilitated by FEEC. Teachers not only teaching English in the classroom but we

		also facilitate the students in developing their spekaing ability
4	**Q:** What do you do when it comes to selecting learning materials?	**A:** We choose the material based on students' need. The material chosen must be easy to obtain, practical and simple
5	**Q:** What are the standards that will be achieved in English immersion program? What rules are applied in English immersion program?	**A:** We have no rules and we punishment for the students but we have culture and also an agreement. Before we run the program at the opening program, we explain to the students about FEEC's culture and agreement "you are a guess, you are new comer so this is what you should do in FEEC". But if someone get out of the tract the teachers will come and remind. To motivate students, we announce awards every month to eligible students. There are four kind of achievement. The first is the best students or trainee of the month, and the second is the most active speaker, the third is the most helpfull student, and the last is the kost diligent student. Trainee of the month is the one who is able with all deligent, active in speaking and helpfull. The most active means the student who is very active in speaking English and asking questions. While the most helpfull is of course the one who is helpfull to the tutors, friends or other students.

Result of The Interview
Supported and Hamper Aspect through teachers perspective

Nama : Mr. Lalu Agung Wicaksana
Day/Date : 22 June 2021

No	Questions	Answers
1	**Q:** Do you enjoy speaking English all the time? What do you think of such an English speaking environment in terms of supporting students to improve their English speaking ability better?	**A:** Yes, we really enjoy speak English 24 hours. It is because speak english is compulsary for us. We guuide everyone to practice speaking English. So that over time we do not realize that everyone speak English naturally. It means that environment helps everyone a lot in Speaking English.
2	**Q:** Do you think the facility (e.g. English lab, a loud speaker, and a clean room) help students in practice speaking English? Please explain!	**A:** We provide a lot of facilities such as many classrooms complete with AC, projector, learning tools, wifi and we also provide confortable place outside classroom garden, cottage, stage for students talents show, canteen, dining room and mushola. Those facility are provided for students so that they can feel free to learn everywhere they want. It is proved, some student enjoy studying in garden, some of them are confortable studying in canteen while having a meal.
3	**Q:** What are teachers teaching technique? How is students responds towards teaching technique used?	**A:** We teach students direct in English. We do the same thing for every level of students. Yeah, some of students get difficulties at the first time but they get use to only in few weeks.
4	**Q:** Does FEEC provide good language environment in developing students speaking ability?	**A:** Mr. Agung Teachers always help students in practicing by speaking english everytime. we tell students what thhey do not know, we remind them if they speak in bahasa Indonesia. So that, they naturally speak english 24 hours. Some of them got difficulties at first time studying in FEEC. It is because we teach the lesson in english as well as everyone around. While most of students could not speak english at all. some students needs for about four weeks to get use to.
5	**Q:** Do you find bilingual teachers who speak English and Indonesian in balance during teaching in FEEC? If you do, what is your perception of such teachers in terms of supporting you to improve more your English speaking skill?	**A:** It is because not everyone can speak english. So that it is a bit difficult for me to help the students understand. But again we never try to explain in Bahasa Indonesia. Because we know that it will make the students again and again ask us in Bahasa Indonesis.

Nama : Mr. Akin
Day/Date : 22 Juni 2021

No	Questions	Answers
1	**Q:** Do you enjoy speaking English all the time? What do you think of such an English speaking environment in terms of supporting students to improve their English speaking ability better?	**A:** We speak english everytime and everywhere. If we do not speak english how could we ask our students to speak english. Thanks god, they also enjoy speaking english with us. Yeah even though their grammatical is not really good. We are not just teaching but we also facilitate the students in improving their speaking practice
2	**Q:** Do you think the facility (e.g. English lab, a loud speaker, and a clean room) help students in practice speaking English? Please explain!	**A:** Every facility that provided by FEEC hope could facilitate students. We provide confortable classroom in order students enjoy spending time in the class, we also provide other confortable place outside the clasroom in order students can study outside whey they are boring in the class.
3	**Q:** What are teachers teaching technique? How is students responds towards teaching technique used?	**A:** Because the purpose of language learning is communication, opportunities for the students to use the target language so that we apllied teching direct method. Students' responds towards this are good. They can follow the process and enjoy the teaching method applied. More over for the students wo had ever learn english before.
4	**Q:** Does FEEC provide good language environment in developing students speaking ability?	**A:** It was difficult for some students to adapt in FEEC because everyone speak English. FEEC emphasizes practice english everytime and everywhere. It's applied to help building the good language environment.
5	**Q:** Do you find bilingual teachers who speak English and Indonesian in balance during teaching in FEEC? If you do, what is your perception of such teachers in terms of supporting you to improve more your English speaking skill?	**A:** Some students are studying from the basic while others have known the basic of english. But we still use the same method that is direct method. We know that some of students get difficulties to understand what we say and it becomes the problem for us. But we just need few weeks to solve that problem. Because what students need is time to get use to and practice.

Nama : Miss Sri Wahyuni
Day/Date : 21 June 2021

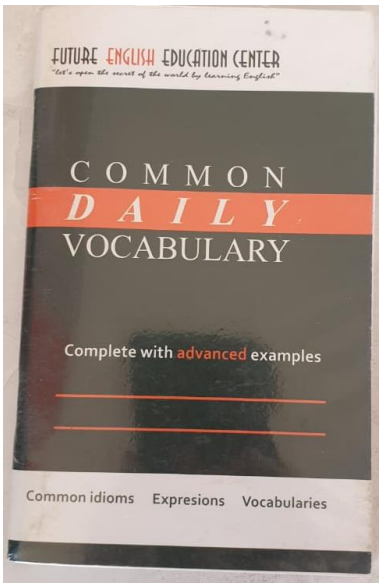
No	Questions and Answers	Note
1	**Q:** Do you enjoy speaking English all the time? What do you think of such an English speaking environment in terms of supporting students to improve their English speaking ability better?	**A:** Yes, I do. We creat the language environment so that everyone speak english naturally. We do not force them to speak english but we make the realize that they need speakig english to improve their speaking ability.
2	**Q:** Do you think the facility (e.g. English lab, a loud speaker, and a clean room) help students in practice speaking English? Please explain!	**A:** Yes, I do. Because all the facilities that we provide are according to the students need. We design it as useful as posible.
3	**Q:** What are teachers teaching technique? How is students responds towards teaching technique used?	**A:** We use direct method. We teach students directly using english. Some of students get confused at the beginning program. It's because they can not understand what teachers explain. But it just takes sometime. Students judt need few weeks to get use to understand
4	**Q:** Does FEEC provide good language environment in developing students speaking ability?	**A:** All teachers heve important role in keeping the language environment. We always remind students to speak in English. So that students get use to speak english.
5	**Q:** Do you find bilingual teachers who speak English and Indonesian in balance during teaching in FEEC? If you do, what is your perception of such teachers in terms of supporting you to improve more your English speaking skill?	**A:** We got a bit difficulties in teaching student who learn from the beginning. But we still applied teaching english direct methot. But everyone gets the same achievement in the end. They are able to speak Englsih as well as other students who have learn in long time. it means that students just need to practice in feew times right.

Result of the Interview
Supported and Hamper Aspect Through Students' Perspective

Name : Risno, Latifah, hanifa and Bagus
Day/Date : 23 June 2021

No	Questions	Answer
1	**Q:** Do you enjoy speaking English all the time? What do you think of such an English speaking environment in terms of supporting you to improve your English speaking ability better?	Yes, we do enjoy speak English 24 hours. It is because everyone invites us to practice. Without realizing that we could speak English naturally. It means that environment helps us a lot in Speaking English. It is different with the school. We have no friends to practice with. We have better to speak in Bahasa rather than practice in English.
2	**Q:** Do you think the facility (e.g. English lab, a loud speaker, and a clean room) help you in practice speaking English? Please explain!	We think good facilities helps the language development. Classroom with air conditioner make the class confortable till the end of the class, projector help us to watch video or film nicely, loud speaker does help us in listening class, a a large yard carries out the routines ceremonies, show stage helps every week talent show as well as a confortable mosque complete with Al-Qur'an supports to pray 5 times a day.
3	**Q:** Do you enjoy learning with the techniques used by the teachers in FEEC? Please explain! Do you consider that the teachers' teaching techniques can improve your English speaking ability? Please elaborate more on it!	Way of learning english in FEEC is much fun. May be because the teachers are young and energetic so that they influence us to be anthusiastic. We like the way they carry the class. For example when we practice, we do rolling formation where students stand up and make 2 lines face to face. One of the line is A and the other is B. When teacher say A first, then A line says in Indonesia while B says in English. We have much fun every practice time.
4	**Q:** English speaking motivation during learning in FEEC?	
5	**Q:** Does FEEC help you as a good environment to improve you speaking? Please explain	Risno Teachers always help me in speaking english. They tell us what we do not know, they remind us if we speak in bahasa Indonesia. So that, we naturally speak english 24 hours. I got difficulties at first time studying in FEEC. It is because our teachers explain the lesson in english as well as everyone around. While I could not speak english at all. This happend for about four weeks for me to get use to. I am sick of everyone speaking english. I think this way of learnig is not suitable for me as a beginner but overtime I can naturally speak english. Bagus It was difficult for me to adapt in FEEC because everyone speak English. So that I just made a friend with they who speak in bahasa Indonesia. But I thank, it only happens 3 weeks. Everyone is friendly. They say hello and talk so that we feel confortable to

		speak in english too. It was just difficult for me at the begining because I was not use to it but it good in the end when I can adapt. Since then, I realized that I would not be able to speak english if I were not force myself to. Latifah I need a bit long time to get use to speak english. Maybe for about 6 weeks. I was introvert. I am shy making a friend. I though that why everyone so chock full of forcing things that I cannot do. But I am lucky, my teachers help me a lot. They come to me when I am alone, asks me whether I am OK studying english in FEEC. Tell me the lesson I do not understand. It makes me more confortable. It may be a bit difficult for me at the first but everything is easy when I get used to it.
6	**Q:** Do you find bilingual teachers who speak English and Indonesian in balance during teaching in FEEC? If you do, what is your perception of such teachers in terms of supporting you to improve more your English speaking skill?	No, we don't. Everyone speaks English wherever.
7	**Q:** What do you think about English speaking skills of the average students in FEEC?	We have different background of kowledge. Some of us know nothing about English and some of us are good in english. But teachers teach us in the same material and the same way. What we don't realise is now we have the same achievement in speaking ability.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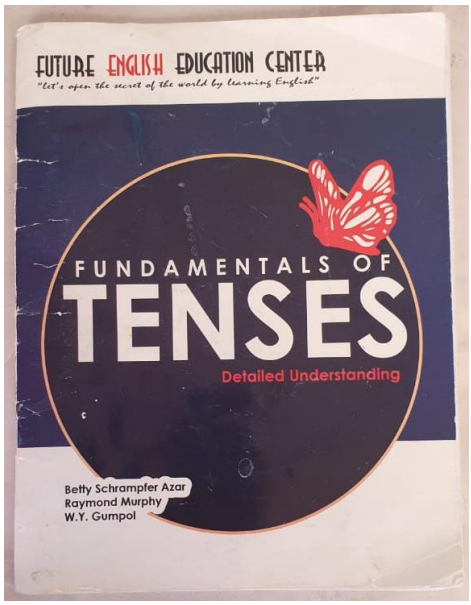
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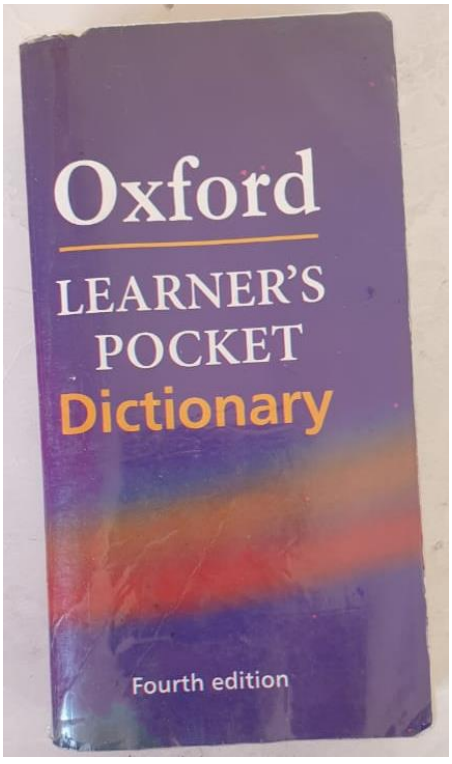
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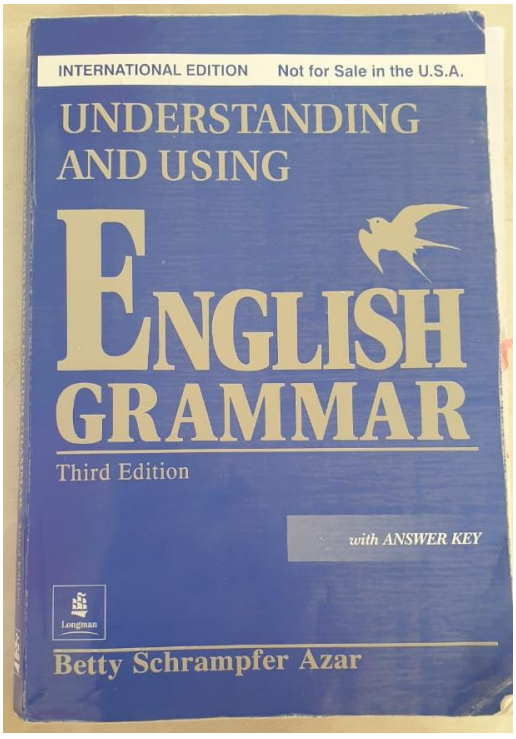
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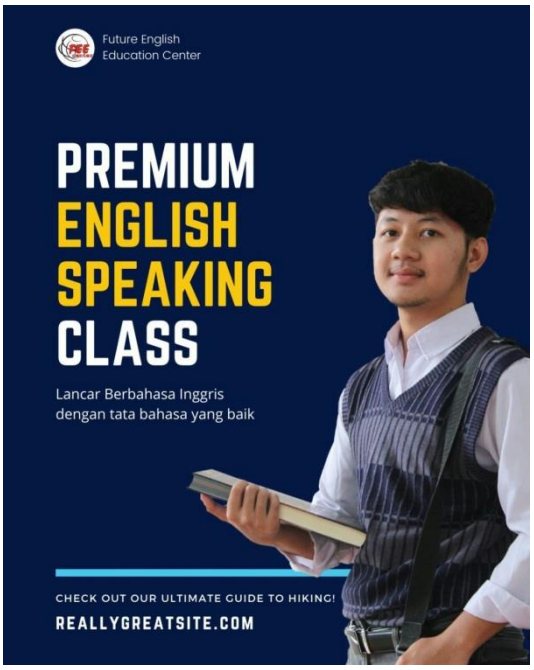
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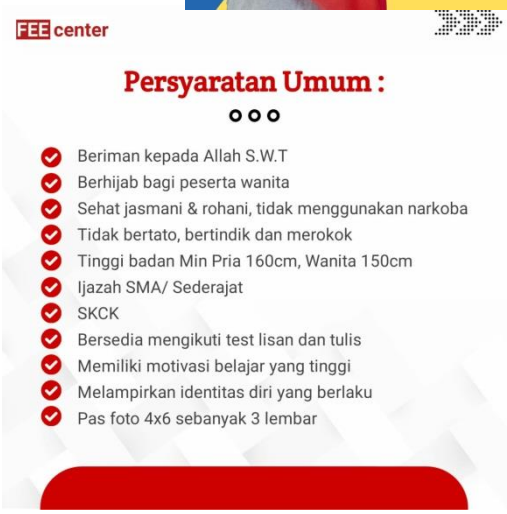
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- Sepatu olahraga
- Kaos kaki

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- Sepatu formal hitam
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Proses seleksi berkas :
28 Juni 2021

Proses seleksi tulis :
29 Juni 2021

Interview :
30 Juni 2021

Satu langkah lebih dekat dengan kampus impian

Sebarkan berita gembira ini kepada teman & keluarga

SUBJECT LISTS

ENGLISH INSTRUCTOR EDUCATION 18

No	Month		Subjects		Note
			Plan	Reality	
1	August	1	Daily Vocabulary (1-65)	Daily Vocabulary (1-60)	NOT Accomplished
		2	English for Kids	English for Kids	Accomplished
		3	English for Kids (MTC)	English for Kids (MTC)	Accomplished
		4	New Speaking Concept 1	New Speaking Concept 1	Accomplished
		5	New Speaking Concept 2	New Speaking Concept 2	Accomplished
		6	English Application	English Application	Accomplished
2	September	1	Daily Vocabulary (66-130)	Daily Vocabulary (61-130)	Accomplished
		2	English for Kids	English for Kids	Accomplished
		3	English for Kids (MTC)	English for Kids (MTC)	Accomplished
		4	New Speaking Concept 1	New Speaking Concept 1	Accomplished
		5	New Speaking Concept 2	New Speaking Concept 2	Accomplished
		6	English Application	English Application	Accomplished
3	October	1	Daily Vocabulary and Idioms	Daily Vocabulary and Idioms	Accomplished
		2	New Speaking Concept (MTC 1)	New Speaking Concept (MTC 1)	Accomplished
		3	Basic English Grammar and Structure	Basic English Grammar and Structure 1. Part of speech 2. Tenses 1-4 3. QW (who, whom, what, what+do, how long)	Accomplished
		4	Fundamental of Tenses 1	Fundamental of Tenses 1	Accomplished
		5	Fundamental of Tenses 2	Fundamental of Tenses 2	Accomplished
		6	English Application	English Application	Accomplished
4	November	1	Daily Vocabulary and Idioms	Daily Vocabulary and Idioms	Accomplished
		2	New Speaking Concept (MTC 1)	New Speaking Concept (MTC 1)	Accomplished
		3	Fundamental of Tenses (MTC 1)	Fundamental of Tenses 1	NOT Accomplished
		4	Basic English Grammar and Structure	Basic English Grammar and Structure 1. tenses 6-7 2. QW (semuanya selesai)	Accomplished
		5	Computer Application	Fundamental of Tenses 2	NOT Accomplished
		6	English Application	English Application	Accomplished
5	December	1	Daily Vocabulary and Idioms	Daily Vocabulary and Idioms	Accomplished
		2	New Speaking Concept 1 (MTC)	New Speaking Concept (MTC 1)	Accomplished
		3	Fundamental of Tenses 1 (MTC)	New Speaking Concept (MTC 2)	NOT Accomplished
		4	Basic English Grammar and Structure	General Election	NOT Accomplished
		5	Computer Application	(preparation of) Inaguration	NOT Accomplished
		6	English Application	English Application	Accomplished
6	January	1	Daily Vocabulary and Idioms	Daily Vocabulary and Idioms	Accomplished
		2	English Application	English Application	Accomplished
		3	English Application	English Application	Accomplished
		4	Basic English Grammar and Structure	Basic English Grammar and Structure	Accomplished
		5	UUEG	UUEG	Accomplished
		6	Translation	Computer Application / Preparation	NOT Accomplished
7	February	1	Daily Vocabulary and Idioms	Daily Vocabulary and Idioms	Accomplished
		2	English Application	English Application	Accomplished
		3	English Application	Basic English Grammar and Structure	NOT Accomplished
		4	UUEG	UUEG	Accomplished
		5	UUEG	UUEG	Accomplished
		6	Translation	Computer Application / Preparation	NOT Accomplished
8	March	1	Daily Vocabulary and Idioms	Basic English Grammar and Structure	Accomplished
		2	English Application	English Application	Accomplished
		3	Genre Text (Top-Down Reading)	Genre Text (Top-Down Reading) SMP	Accomplished
		4	UUEG	UUEG	Accomplished
		5	UUEG	UUEG	Accomplished
		6	Translation	Computer Application	NOT Accomplished
9	April	1	Daily Vocabulary and Idioms	English Application	Accomplished
		2	English Application	English Application	Accomplished
		3	Genre Text (Top-Down Reading)	Genre Text (Top-Down Reading) SMP	Accomplished
		4	UUEG	UUEG	Accomplished
		5	TOEFL	UUEG	NOT Accomplished
		6	Translation	Independent Learning	NOT Accomplished
10	May	1	Daily Vocabulary and Idioms	English Application	Accomplished
		2	English Application	English Application	Accomplished
		3	Genre Text (Top-Down Reading)	Genre Text (Top-Down Reading) SMA	Accomplished
		4	UUEG / UUEG (MTC)	UUEG	Accomplished
		5	TOEFL	UUEG	Accomplished
		6	TOEIC	Independent Learning	NOT Accomplished
11	June	1	Daily Vocabulary and Idioms		
		2	English Application		
		3	Genre Text (Top-Down Reading)		
		4	UUEG / UUEG (MTC)		
		5	TOEFL		
		6	TOEIC		
12	July	1	Daily Vocabulary and Idioms		
		2	English Application		
		3	Genre Text (Top-Down Reading)		
		4	UUEG / UUEG (MTc)		
		5	TOEFL		
		6	TOEIC		

No.	Subjects
1	Daily Vocabulary
2	English for Kids
3	English for Kids (MTC)
4	New Speaking Concept 1
5	New Speaking Concept 2
6	English Application
	Listening to conversation (Tuning in the USA)
	Listening to song
	Describing pictures
	Describing people
	Public Speaking
	English Debate
	Discussion
	Watching Movie
	Drama Making, Practicing, Showing
	Dialogue/Monologue
	Reading Aloud
7	Daily Vocabulary and Idioms
8	New Speaking Concept 1 (MTC)
9	Fundamental of Tenses
10	Fundamental of Tenses (MTC)
11	Understanding and Using English Grammar
	Fundamental of English Grammar
	Practical English Usage
	English Grammar in Use
	Essential Grammar in Use
	Let's Write
12	Computer Application
13	Genre Text (Top-Down Reading)
14	Translation
15	TOEFL
16	TOEIC
17	World English (Op)
18	
19	
20	

STUDENT DAILY ACTIVITIES

NO	ACTIVITY	TIME
1	Getting up & taking bath	04.00 a.m. - 04.30 a.m.
2	Tahajud prayer	04.30 a.m. - 04.45 a.m.
3	Subuh Prayer	04.45 a.m. - 05.00 a.m.
4	Ar-rohman Reading	05.00 a.m. – 05.15 a.m.
5	Cleaning the room	05.15 a.m. - 05.30 a.m.
6	Preparing to go to class	05.30 a.m. – 05.45 a.m.
7	Breakfast Time	06.00 a.m. – 06.30 a.m.
8	Dhuha Prayer	07.00 a.m. – 07.15 a.m.
9	Qur'an Reviewing	07.15 a.m. - 08.30 a.m.
10	English Class 1	08.30 a.m. – 09.30 a.m.
11	Break time	09.30 a.m. – 10.00 a.m.
12	English Class 2	10.00 a.m. – 11.00 a.m.
13	English Class 3	11. 00 a.m. – 12.00 a.m.
14	Dzuhur Prayer	12.15 p.m. – 12.30 p.m.
15	Juz Amma Reading	12.30 p.m. – 12.45 p.m.
16	Lunch	12.55 p.m. – 01.20 p.m.
17	Rest Time	01.30 p.m. – 03.00 p.m.
18	Ashar Prayer	03.45 p.m. – 04.00 p.m.
19	Al Waqiah Reading	04.00 p.m. – 4.15 p.m.
20	English Class 4	04.30 p.m. – 05.15 p.m.
21	English Class 5	05.15 p.m. – 05.45 p.m.
22	Maghrib Prayer & Yasin Reading	06.28 p.m. – 06.50 p.m.
23	Dinner Time	07.00 p.m. – 07.30 p.m.
24	Isya Prayer	07.44 p.m. – 08.00 p.m.
25	Al-baqarah Reading (1 page)	08.00 p.m. – 08.15 p.m.
26	English Class 6	08.30 p.m. – 09.30 p.m.
27	Going to bed (quiet hour)	10.30 p.m. – 04.00 a.m.

BIOGRAPHY

DETIKA ERNI was born in Sialingan on July 5th 1996. She is a daugther of Mr. Arbani (Alm) and Mrs. Endy Eryasi. She has one brother named Dezi Rahmat Pragusti. She finished her Elementary School at SDN Sialingan, then continued her Junior High School at SMPN 1 Belida Darat then cerried on her Senior High School at SMA PGRI Sialingan. After that, she join to continue her study in State college for islamic studies (IAIN) curup for English Tadris Study Program Education (tarbiyah) Department. During studying in IAIN Curup, she was also active in e-station for two period as the education departmen, and also a leader of education of department in ma'ah al jami'ah IAIN Curup.