

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is important for human's life because language is as a means of communication to convey ideas, opinions, and feeling from English as a foreign language and becomes the dominant language around the world, and more people use English as an international language. English has function as communication tools to access information, change information. In Indonesia a foreign language, it is the most popular language, one of them is English.

English is the global language that is controlled by each student in Indonesia. Almost all aspects of life have anything to do with English; especially the source of immunization knowledge in this world is made in English. Therefore, English is very important for the successor to the nation, particularly students who are the younger generation and who will continue the struggle of the Indonesian nation. In studying English, there are four aspects to be learned, they are listening, speaking, writing and reading. The four elements are mutually supportive and have a relationship with one another. In this case the case is students from the beginner up to senior high school, in developing the students' ability in mastering English, it can not be separated from speaking mastery, because it can be a measurement of students understanding in English. It is supported by Richards and Rodgers (1986: 110) in their book, "Speech was regarded as the basis of language". Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas,

feeling, and thought. He or she also shares information to other through communication. Speaking is one of the productive skills and a way process between speaker and listener.

Until this time, most of students in senior high school still have difficulties in learning speaking. They always think speaking is hard work and not enjoyable. So that, when the teachers ask them for practicing speaking, they do not brave enough to speak up, especially in front of the class. Sometimes, they also felt anxious and less confident about their speaking especially in intonation. But the first problem is because English is not the first language in Indonesia, while English as a foreign language and dominantly as a third language in this country. The difficulties in the study about English sometimes make the students passive when they are getting the English subject in their class. Probably having fun method, it will be able to help students to be more interested with the learning and also can help teacher to be more relax while teaching speaking in the class.

Speaking skill can be increased by doing immersion program in the classroom. Those method are trusted to improve students speaking ability. While the use of immersion program can help students to develop their understanding by covering the material that they learn in English. Immersion program in partial immersion namely about half of the class time is spent learning subject matter in the foreign language, we can practice this in the beginning or in the middle of the time this will help the students to increase their speaking because while they follow the lesson they will active to hear the teacher carefully, if the students do not listen carefully to the teacher's explanation ofcourse students will less understand about the material and when they want to give a question or discuss something they will think first how do they mention it in English then they can utter. This will motivate the students to speak bravely and to improve their knowledge in English. Many people that have ability speaking English but because they can't

practice it in their daily or with their friends so they don't use it and ofcourse they will forget their ability in speaking and the last the use of immersion program have motivating method, and help the student to create their imagination.

Those method was admited as pleasing method and effective method to help to improve students speaking skill, by having various method, it will be easy to get student interests. Some schools in Indonesia has aplicated those technique and get higher result in students ability especially in speaking. When the writer did teaching practice and sometimes as alternate teacher in the school, when in learning process and the teacher persuades them to speak like small talk, short conversation and simple request and comment the teacher sees that the students are very lack in speaking in the class room, they are very difficult to speak whether with the teacher or with their friends. The students also are very lazy to memorize its proved at experience teaching practice so the teacher here take the solution by the title namely Improving Students' Speaking Skill Through Immersion Program.

Based on the writer's experience at Teaching Practice in a Real Class (PPL), more than half of the students difficult to speak English. However as a foreign language, speaking is the important one to know because willinilly when they want to communicate with people they have to speak. Most of students have some problems in speaking because they seldom practice their English, when in learning process as they often mention sentence and statement, the sentence or the statement that they mention become better eventought not 100% improved but there are some words that improved. The students also fell ashamed with their friends because they don't have self confidence. When someone speaks English, the other friends will mock, its because his friend naughty or there is also because they don't be able to speak English or maybe their friends

invite and teases not to speak English. When someone wants to speak English, he doesn't have any friend or partner to speak.

Based on the problems above, the writer wants to apply a method to improve students' speaking ability that is through Immersion Program. The teacher will invite the students to speak English half of the class time though the material that they will learn and willinilly they have to do it. The writer hopes by using this method, the students can make it easier to improve their Speaking. By looking at the importance of the speaking, the writer hopes "Teaching Speaking Skill through Immersion Program" will make the material more enjoyable, interesting and challenging to improve the students speaking for students' and also give a benefit for education in Indonesia.

1.2 The Problem of the Study

Based on the background above, the problem of the study is formulated as follow: Does Immersion Program Improve Students' Speaking Ability ?

1.3 The Objective of the Study

Based on the formulation of the probems above, the writer objective is:
To find out whether Immersion Program improves students' Speaking Ability.

1.4 The Scope of the Study

In this study, the writer used Immersion Program as an observation to observe students' speaking skill of first grade students at SMA Swata HKBP Sidorame Medan. In learning language, students would find many problems in learning English. As we know there are four skills that important to learn in English namely Listening, Speaking, Reading, Writing. The writer limited the skill namely speaking skill in this reseacrh. Generally there are many kinds of speaking, here the writer focused on responsive speaking especially in intonation because the writer will test the students through the small talk, short conversation and simple request and comment. The researcher will do the research for two weeks. Teaching speaking English is a teaching that have practice directly between student to student and students to teacher.

One of the tools in teaching speaking English is by using Immersion Program. There are three kinds of Immersion Program that improve speaking skill they are in total immersion, in partial immersion and in two way immersion. The writer limited the immersion program namely in partial immersion program. In partial immersion program is half of students learning time is used to discuss the material using English. This immersion program method especially im partial immersion is suitable in senior high school.

1.5 The Significances of the Study

It is expected that the findings of the study are significances in some respect in:

1. Theoretical Benefit

- 1) The result of the research is expected to be useful for the research of teaching English.
- 2) The result of the research can be used as the alternative program in research of CAR.

2. Practical Benefit

- 1) The research finding will be used by the readers who are interest to improve speaking skill.
- 2) Students to develop their speaking skill. The students can practice their speaking skill directly in the classroom with their friends and teacher and they are learning in an enjoyable atmosphere.
- 3) The reserch finding will be used by the teachers who wants to apply a new method to the students or who wants to teach speaking skill.

CHAPTER II

RELATED LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts that have relation with this research. Some related theories are used for some basic theories to support the study. In this chapter, the writer states some relate theories from several experts to support the study.

2.2 Definition of Speaking

Actually what is the meaning of speaking? Speaking is one of the skills that has to be mastered by students in learning English. Some experts have various definitions about speaking. According to Louma (2009:10), speaking is a process of person who uses their voice to speech meaningfully. Kayi (2006:13) states that speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts. Jo McDonough and Christopel Shaw, “Speaking is not the oral production of written language, but involves learners in the matery of a wide range sub-skill which added together, constitute and overall competence in the spoken language. it means that speaking is produced by composite of language skills. Tarigan (1990:3) defines that “Speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned”. In other word, speaking is obtained and learned in the early. First he listens, than he speaks, and he understands. After that practice it in learning material every meeting sothat it will develop. Richards (2008:19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea.

2.3 The Definition of Speaking Skill

Teaching English in any level, always involves four basic skills. They are listening, reading writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other skills. According to Tarigan (1990:15) Speaking is ability to produced articulation sounds or sentences that express an idea or feeling. Based on his theory speaking is the device to communicate ideas arranged and developed depending on listener needed. According to Tarigan (1990:15) the goal of the speaking is “communication”. For the

effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the conversation. Then, Hurlock (1998:176) states that “speaking is language form that used articulation or sentences that used for delivered mean of the idea”. He defines that the idea of speaking is the effective one for communication, broader, and the important one. The writer conclude that speaking is a tool to deliver idea by sound and to express feeling in communication.

Goh (2007: 4-6) states that speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. In situations where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning. However, even when there are speaking activities, it is probably true to say that while speaking occurs, the skills may not necessarily be taught. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse. New Webster Dictionary (1994:932) states that speaking is an act to express one’s ideas, feelings, purposes, and thought orally. It is also called comunication. Speaking needs the permormance, expression, intonation, stressing, pronouncation, grammar, and confidence to explore the idea or opinion. From the statements above, the researcher can concluded that speaking is an activity involving 2 or more person in which the participants are both the speaker and the listener, it means that when the speaker want to transfer something like expressing idea by using words or sounds articulation in order to inform, to persuade, or to entertain, etc. That’s we called speaking. Speaking is closely related with skill. Oxford Learner’s Dictionary, skill is the ability to do something well. The writer conclude that speaking is an important skill for learners to express the ideas, feelings, purposes and thought orally by the stressing, expression or opinoin.

To speak effectively learners need to improve their speaking skill. Here teacher can make a new program to make the students interest and motivate the learners. Sometimes student can't utter their speaking skill because they don't have any friend to talk or they are afraid to communicate with their teacher, so the teacher can apply this program to in the class room so that the students use their skill and improve it. If we are talking about the importance of speaking, Azis also quotes Stoval (1998:27) states that language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
- b) Function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c) Social, cultural, and norms (turn talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

2.4 The Elements of Speaking Skill

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001: 269-271). Here are elements of speaking that speakers have to be competent in the speaking skill, in which four points. They are:

- a) Connected speech: Effective speakers of English need to be able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted

(elision), added (linking) or weaken (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

- b) Expressive devices: Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed of speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.
- c) Grammar and lexis: Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.
- d) Negotiation language: Effective speaking benefit from the negotiator language. We use to seek clarification and show the structure of what are saying.

In addition, Harmer (2007:6) states concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are mental/social processing and rapid processing skill that involves language processing, interaction and informing processing. If part of a speakers productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that necessitates:

- a) Language processing: Effective speakers need to be able to process language in their own heads and put it into logical order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processes involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.
- b) Interactive with others: Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how

the other participants are feeling. A knowledge of how linguistically to take turns or allow others to do.

- c) Information processing (on the spot): Quite a part from our response others feeling, we also need to be able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific and it is not prized by speakers in many other language communities.

2.5. Types of Speaking Skill

According to Brown (2004: 141-142), in his book —Language Assessment: Principles and Classroom Practices, states: Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test., there are five basic types of speaking. They are:

a) Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.

b) Intensive

This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

c) Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

d) Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

e) Extensive

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

2.6 Teaching Speaking Skill

Harmer (2007: 123) states: there are three main reasons for teaching speaking skill. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language; they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

According to Brown (1994: 268-269) states there are seven principles for designing speaking techniques:

- a) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b) Provide intrinsically motivating techniques.
- c) Encourage the use of authentic language in meaningful contexts.
- d) Provide appropriate feedback and correction.
- e) Capitalize on the natural link between speaking and listening.
- f) Give students opportunities to initiate oral communication.
- g) Encourage the development of speaking strategies.

From the explanation above, we can see that all of principles for designing speaking techniques are very necessary for us. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation.

2.7 The Common Problem which Students Face in Teaching Speaking

The position of speaking in the hierarchy of language skills has evolved over the centuries. Rather ignored in the Grammar – Translation Method, it became a primary skill in the Direct Method. Audiolingualism brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behaviour in typical and predictable situations. The grammatical syllabus of the Cognitive Method incorporated activities in all language skills, attaching equal importance to each of them. Finally, Communicative Language Teaching added a more realistic dimension to teaching oral discourse by introducing numerous forms of interaction to the classroom and practising the language in natural or

probable situations which demanded defining of the discourse genre and the roles of participants. Although the contribution of CLT to developing forms of speaking practice in the language classroom can hardly be overestimated (Aleksandrak, 2011:1)

There is a growing tendency among researchers and practitioners to criticize it for its insufficient recognition of the complexity of speaking as a psycholinguistic process and of placing too strong an emphasis on information gap criterion as leading to artificial or impractical tasks (Dakowska, 2005:16). Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom. This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations.

Additionally, an advanced language course should create optimal conditions for developing learners' sociocultural knowledge, that is "the culturally embedded rules of social behaviour" (Thornbury, 2007: 31) and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target

language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond. Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating. Yet, the skill of speaking is not automatically transferable from the speaker's first language into the second (Thornbury, 2007:34). Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not properly integrated or accessed. Problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse.

Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows (Ur, 1995: 121):

a) Inhibition

Speaking activities require a student to have all eyes on him and exposure to an audience can often give students stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class.

b) Nothing to say

Another common problem is that students sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that

they know they should be participating in the speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

c) Low or uneven participation

There will always be dominant students in an English class making it difficult for more reserved students to express themselves freely. Dominant students who interrupt frequently or who constantly look for the teacher's attention tend to create an environment in the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

d) Mother-tongue use

Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress.

As many teachers' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

2.8 General Concept of Immersion Program

In this concept we discuss about the meaning of Immersion Program, how to use Immersion Method in the class, why do we choose the Immersion Program in teaching speaking, the rationale, and the action hypothesis.

2.8.1 The Meaning of Immersion Program

After we know about the meaning of speaking, about speaking skill and other things of speaking, now let's discuss all about Immersion Program as a method to improve students' speaking skill, immersion is "an approach to teaching a new language where learners receive all or most of their instruction in the new language together with others who are learning that language (Clark, 2000:24). It also can be defined as a method of teaching language, usually a second language, in which the target language is used as both curriculum content and media of instruction. According to Baker (2006:1) Language immersion is a method of teaching language, usually a second language (L2), in which the target language is used as both curriculum content and media of instruction. Immersion represents the most intensive form of content-based foreign language instruction (Snow et al. 1989:73). The writer concludes that Immersion Program is a method that uses target language in the teaching.

In an immersion program, English is not the subject of instruction, rather it is the medium through which a majority of the academic content is taught. Immersion is a specific type of integrated instruction. *Pacific Policy Research Center* (2010:1) stated that language immersion is a method of teaching language, usually a second language (L2), in which the target language is used as both curriculum content and media of instruction. Immersion programmes can be further distinguished by the number of involved languages, such as *dual language*, two-way or reciprocal immersion (Baker, 2011:73), where classrooms are composed of two groups of

children, each speaking one of the involved languages as L1 and learning the other as L2. It means that Immersion Program is method of teaching that can be combine whole namely to run the target language and to cover the material that will be teach by the teacher, here English is not the subject of the Immersion but it's as the usual material of that is used in the Immersion Program.

2.8.2 Elements and Objective Advantages of Immersion Programs

According to Katheryna (Katheryna Balabukha, 2013:58) experiences in immersion programs illuminate the practice of foreign language teaching and indicate effective ways of attaining high levels of academic content master and target language proficiency. Evaluations of a variety of immersion program suggest at least three elements of general relevance for second language instruction:

- a) Instructional approaches that integrate content and language are likely to be more effective than approaches in which language is taught in isolation;
- b) An activity-centered approach that creates opportunities for extended student discourse is likely to be beneficial for second language learning;
- c) Language objectives should be systematically targeted along with academic objectives in order to maximize language learning.

According to Deborah (1993:3) there can be observed a number of objective advantages of immersion programs over conventional ways of foreign language teaching. They are as follows:

- a) First, language is acquired most effectively when it is learned for communication in meaningful and significant social situations. The academic content of the curriculum can provide a meaningful basis for second language learning, under the circumstance that the content is of interest or value to the learners.

- b) Second, the integration of language and content instruction provides a substantive basis for language learning. Important and interesting content, academic or otherwise, gives students a meaningful basis for understanding and acquiring new language structures and patterns. In addition, authentic classroom communication provides a purposeful and motivating context for learning the communicative functions of the new language. In the absence of content and authentic communication, language can be learned only as an abstraction devoid of conceptual or communicative substance.
- c) Third is the relationship between language and other aspects of human development. Language, cognition, and social awareness develop concurrently in students. Integrated second language instruction seeks to keep these components of development together so that second language learning is an integral part of social and cognitive development in educational settings.
- d) Finally, knowing how to use language in one social context or academic domain does not necessarily mean knowing how to use it in others. The integration of second language instruction with subject content respects the specificity of language use.

2.8.3 The Types of Immersion Program

After we know the definition and the advantages of Immersion Program, we need to know the types of Immersion program so that we can apply the method easily to the students because there are three types of Immersion Program. Lenker and Rhodes (2007:3-4) divide three types of immersion program. They are:

- a) In total immersion, almost 100% of class time is spent in the foreign language. Subject matter taught in foreign language and language learning perse is incorporated as necessary throughout the curriculum. The goals are to become functionally proficient in the foreign language, to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures.
- b) In partial immersion, about half of the class time is spent learning subject matter in the foreign language. The goals are to become functionally proficient in the second language (though to a lesser extent than through total immersion), to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures.
- c) In two-way immersion, also called “dual-“or“bilingual immersion”, the student population consists of speakers of two or more languages. Ideally speaking, half of the class is made up of native speakers of the major language in the area (e.g., English in the U.S.) and the other half is of the target language (e.g., Spanish). Class time is split in half and taught in the major and target languages. These way students encourage and teach each other, and eventually all become bilingual.

Katheryna Bukalukha (201:34) also say in her journal, as for the mode of teaching process within the immersion program, following a number of researchers, we can point out some models of training practice. They are:

a) Total immersion

with no native language support in teaching certain disciplines;

b) Partial immersion

when native language is used at primary stage of studying and is gradually pulled out from the teaching process;

c) Sheltered or structural immersion

when a certain discipline is studied in foreign language but the usage of native language is adjusted by the teacher to the needs of students according to their foreign language level.

Experiences in immersion programs illuminate the practice of foreign language teaching and indicate effective ways of attaining high levels of academic content master and target language proficiency. Evaluations of a variety of immersion programs suggest at least three elements of general relevance for second language instruction:

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- c) Language objectives should be systematically targeted along with academic objectives in order to maximize language learning.

According to Baker (2006:4) the immersion program is divided based on the age level.

They are:

- a) Early immersion: Students begin the second language from age 5 or 6.
- b) Middle immersion: Students begin the second language from age 9 or 10.
- c) Late immersion: Students begin the second language between ages 11 and 14.

So the writer choose late immersion namely between ages 13-14 in the research to be observed.

2.8.4 The Model of Instruction by using The English Immersion Program

Based on the research was conducted by Andayani (2007:10), in the model of instruction using the English immersion program, the training was designed on the basis of theory and comparison with other countries. The materials used in the English training for immersion class:

a) General English

Current instruction of English is conducted contextually with presentations of actual and available examples around us. The objective of this method of instruction is that the students have an idea of the use of the language in their daily situations. The ability to communicate well requires acceptable and well-conceived language use. As basis of general understanding and mastery of English, a teacher needs the ability to master the parts of speech, lexis, phonology, and functions.

b) Describing Language Skills (Speaking, Reading, Writing, and Listening)

In the teaching of language skills, we know the four skills taught. The writing and speaking skills are regarded as productive skills while the listening and reading skills are regarded as receptive skills. In the course of development, the teaching of the four skills has ceased being separated and has become integrated. Brown (2001:33) also states that the integration of the four language skills need to be applied in order that no imbalance occurs in students in mastering the four language skills.

c) Vocabulary

The teaching of vocabulary in classes of English needs to be developed in order that students could communicate freely, correctly, and purposefully. In vocabulary study, the teacher is hoped to be able to use appropriate and contextual media in order to be clearly understandable to students. Vocabulary study also covers word parts, prefixes, suffixes, inflections, compounds, blends, inventions, clippings, acronyms, and loan words. All are studied in stages and with continuity in order that they could be related to one another.

d) Classroom English for Bilingual Instruction

The bilingual class is intended to enable students to master English easily because of being accustomed to using it daily. In the process of instruction, the bilingual class uses English as medium of instruction with efforts to develop its use from time to time.

e) Making Lesson Plan

A lesson plan is a plan of instruction used by the teacher in order that the objective of the instruction could be achieved well. In composing the lesson plan, communicative language should be used so that the lesson plan automatically could be used by other teachers teaching the same subject.

The other hand, there are following 10 methods used by immersion teacher (Baker, 2001 :364) :

- a) Providing plenty of contextual support for the language being used (e.g. by body language — plenty of gestures, facial expressions and acting);
- b) Deliberately giving more classroom directions and organizational advice to immersion students. For example, signaling the start and the end of different routines, more explicit directions with homework and assignments;
- c) Understanding where a child is at, thereby connecting the unfamiliar with the familiar, and the known with the unknown. New material is linked directly and explicitly with the child's present knowledge and understanding;
- d) Extensive use of visual material. Using concrete objects to illustrate 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;
- e) Obtaining constant feedback as to the level of a student's understanding. Diagnosing the level of a student's language;.

- f) Using plenty of repetition, summaries, restatement to ensure that students understand the directions of the teacher;
- g) The teacher being a role model for language emulation by the student;
- h) 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;
- i) Using plenty of variety in both general learning tasks and in language learning tasks;
- j) Using frequent and varied methods to check the child's level of understanding.

2.8.5 Previous Study

In previous study the researcher will prove that the method of Immersion Program improve students's speaking ability through the thesis that had observed before. Firstly by Jeromil O. Enoc, Ethel L. Abao (2018:5), Cebu Normal University in his journal "*The Effectiveness of Immersion Activities in Improving Students' English Speaking and Writing Skill*". The purpose of the study is to explore the effectiveness of Immersion activities in improving students' English speaking. Employing research design of one group of research participants, and mean gain exist in the students' English speaking proficiency levels. Results and implications of the experiment were discussed and appropriated recommendations were proposed. So by the Immersion activity the students' speaking ability is improved. By the Effectiveness of Immersion Activities so the students' speaking ability is improved.

Athina Nteli, Makrina Zafiri (2017:4) Hellenic Open University Greece in her research "*The Development of Speaking Skills using the Immersion Teaching Model*" it aims to explore whether the ITM intervention in an English as a foreign language context will have an impact on the students' speech development and motivation,. However the ITM intervention was proven feasible to use in the EFL classroom and highly affective to student motivation. The

implications of the present research for the EFL context have shown that the ITM is flexible enough to accommodate the diverse educational needs and benefit meaningful speech production if appropriately applied. Thus through the both research above that the Immersion method is proven to improve students' speaking skill. In the thesis above that the researcher use Immersion teaching model to improve students' speaking skill is succes.

2.8.6 Conceptual Framework

Speaking is one of the most important skill that the students need to know. And teachers some variants technique to improve their students' speaking skill like using some methods, technique and approach. The teacher can choose freely about the strategy that they like and they think it's suitable for the ability of the students. Sometimes the teacher make different way every meeting and all the teachers do to make the students easier how to speak English fluently. The teacher must be able to make the students enjoying and interesting in the teaching learning process. Like in immersion method the teacher must believe that the students will easier to speak by this technique.

Immersion program will give a good motivation for students to increase their speaking ability, here they will not fell bound when in learning process. Half time of the class time will use to speak English in learning process so the students still have half time more to think or to prepare their mind.

Thus, the writer expects by using immersion program can be alternative teaching speaking to make students could enjoy the English class and it can improve students' speaking.

Figure Conceptual Framework

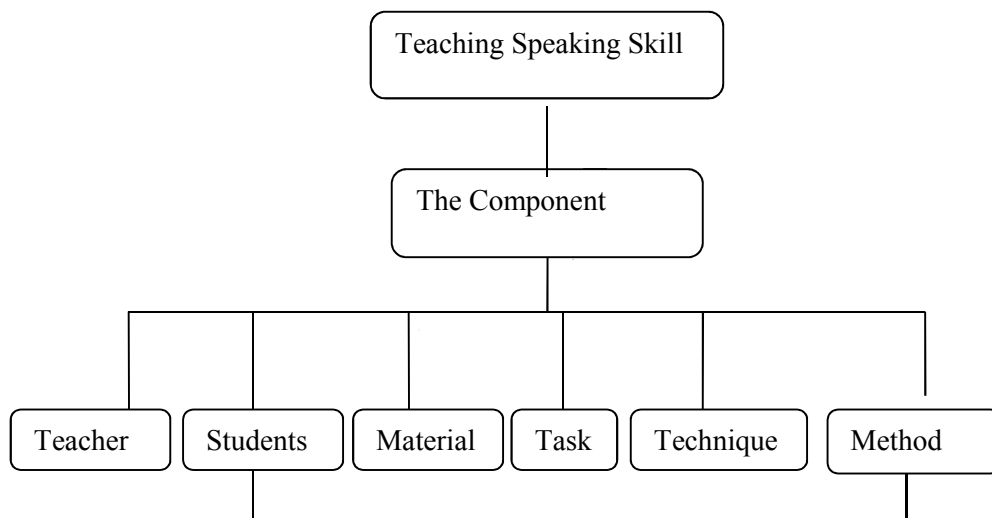


Figure 2.1 Improving Students' Speaking Skill Through Immersion Program in SMP Swasta HKBP Sidorame Medan.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research method used in this research was classroom action research. Classroom action research knew and spoke in educational word. To know the meaning of classroom action

research, according to Arikunto (2006: 2-3) there are three words that make those means. So, there are three definitions that can be explained.

- a) Research is an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.
- b) Action is a movement activity deliberately with a specific purpose.
- c) Class in this case is not bound by the terms of the classroom, but in a more specific sense. The terms of class in this case are a group of students who are in the same time; receive the same lesson from the same teacher as well.

The aim of action research is to feed practical judgment in concrete situation, and the validity of the theories or hypothesis it is not generate depends so much on scientific test of truth as an their usefulness in helping people to act more intelligently and skillfully. In recent years, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Arikunto, 2006:57).

According to Carr & Kemmis in Burns (2010:5) “self-reflective enquiry’ undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.”

The CAR process includes seven manageable steps. Instructors may complete small projects within a single semester, while projects more ambitious in scope might require planning ahead or collecting data over several semesters.

Step 1: Identify a question.

A good question has three major qualities:

First, the question is significant to your classroom situation.

Second, the research findings will lead to action, such as keeping or changing a teaching strategy.

Third, the question should lead to a project that is feasible in terms of time, effort, and resources.

Step 2: Review the literature.

You need background information on your question, but a brief review of secondary sources is adequate for these purposes.

Step 3: Plan a research strategy

There is no single best strategy for data collection. Depending on your research question, you might gather data about individual students or an entire class.

Step 4: Data Collection

This data could be quantitative (e.g. test scores, grades, survey results) or qualitative (e.g. dialogue from focus groups or class discussions).

Step 5: Analyze data

The goal of data analysis is to look for patterns.

Step 6: Take action based on results

Your research findings should inform your teaching decisions.

Step 7: Share your findings

Teaching can be a solitary activity, with successes and failures rarely acknowledged to others.

It means that classroom action research has a goal to improve the system, process, competition and the situation in class through action. The classroom action research is done

through cycle process which consists of four steps, namely: planning, action, observation, and reflection.

3.2 The Population of the Study

In this research population is important to support this research so that this research can be running well. Population is a total member of research respondent. According to Arikunto (2006:130) population is the research subject and sample is a list of all elements in the population. The research was emphasized on first grade students of SMA Swasta HKBP Sidorame Medan namely all the students of the first grade, the total of all the students were for about 35 person, actually there was only one class of the first grade in the school. Eventhought the school had two majors but when the students were in English subject, the students combined into one class and if the ten grade in major's subject, the class separate into two classes namely science class and social class. After the teacher applied the immersion method in SMA Swasta HKBP Sidorame Medan especially in X class the teacher found the result of the study by the observation that the teacher did. The teacher just chose one class at this time.

3.3 The Instrument Of Collecting Data

The instrument of collecting data of this study was test. According to Arikunto (2006:160), research instrument is a device used by the research while collecting the data to make his work become easier and to get better result, complete and systematic in order to make the data are easy to process. About speaking test, the writer as a teacher would test the speaking ability of the students like to have a conversation by paying the attention of their fluent, intonation and also the using of the words. By firstly the teacher gave the pretest after that the

teacher taught the students by using immersion method or treatment and then the teacher gave post test.

3.4 Procedure of Collecting Data

Mu'Alimin (2018:31) In this research, the procedure of collecting data is the most important because without the the collecting data the writer will not success. The technique of collecting data would be done by the teacher as the writer as long as the process of the method. The data would be collected with speaking test. In this speaking test there was small talk, short conversation and simple request and comments. In this collecting data the teacher made into two cycles. The first cycle did in the first meeting, the teacher got the data and would be continue to cycle two for the next meeting to see the improvement of the students and the passing grade of them too. Here let's discuss one by one about the procedure of collecting data:

3.4.1 Cycle 1

1) Planning

The planning of the speaking skill was done by the writer namely between the teacher and the the students. The goal of this planning namely to build self confidence of the teacher and so that the teacher has preparation to do what she did in the pre test until post test. And the most important of this planning namely to make the learning process of the method run well. Clearly the activities that are done in planning as follows:

- (1) Teacher arranged lesson plan about the speaking
- (2) Teacher prepared media that related to the material of speaking

(3) Teacher prepared teaching material of speaking through the immersion program method

(4) Teacher prepared the instruments for collecting data.

2) Action

This phase of action means the process of activity that was done. In this phase the lesson plan was discussed and implemented by the writer. In implementing the action, the writer as an English teacher acted as observed all the activities that happened in teaching learning process. This phase could solve the students' problem. The activities of action such as:

- (1) Teacher started to teach the material that would learn
- (2) Teacher explained the material by using the immersion program
- (3) Teacher gave speaking test

3) Observation

In this phase. The observer observed CAR process of learning speaking through their material by using immersion program method. The observer also observed students' activities in the classroom. The important aspects in observation are sources data, the instrument used in collecting data, and the technique for data collection. When observing, the observer should notice and made the documentation all of activities in the classroom. It would regard on class situation. Students' response, the teacher's performance, etc. It was aimed to know whether there was any improvement in the first cycle or not. The observation checked by some steps as follows:

- (1) The students' activities answer and the question

- (2) The students' responses during the teaching learning process
- (3) The students' speaking achievement

4) Reflection

The writer was an observer analyzed and evaluated teaching learning process in cycle 1. Reflection phase was the last phase on one cycle. The aims of this phase were to reflect the data from the implementation of the action and to know whether the action was successful or not by appropriating the result of the observing phase with the criteria of success. If the result of the first cycle was satisfied, pointed by reaching the criteria of success, so there would not be the next cycle. Meanwhile, if the result of the action would not reach the criteria of success, the next cycle needed to be conducted. It should be moved to the next cycle.

3.4.2 Cycle 2

The teacher did this cycle two because the teacher saw that there were many students still got low score, it appeared from the result of cycle one. The goal of teacher to do this cycle two namely to improve the students ability in speaking skill by giving them one more test. But before giving the test the teacher gave a treatment how was the students can improve their value. This is just the same with the method that had given in the first cycle. And in this cycle two the students could improve their speaking skill by their passing grade.

3.4.3 The Validity of the Test

The validity of test namely to show how well the test that the students used. In this validity we could know that the test suitable to use as the mode of teaching or not. It proved from the students respond, after the teacher applied the immersion method in the classroom. The most

important namely to make sure that immersion program already good as the method in learning speaking skill.

Table 3.4.3 Table The Validity of the Test

Intonation	Test Item	Kind of Test	Score
Rising Intonation	1	Script and oral	50
Falling Intonation	1	Script and oral	50
Total Score			100

3.6 Technique of Analyzing Data

According to Mills (2015:21) analysing data is the effort that is done by the teacher that has a role as a researcher to conclude accurately the data that had collected in a form that will believe by other people and it's true. So that by the definition here the writer needed a method. Here the writer used the function of qualitative data and quantitative data that qualitative data namely the process of the test as long as the writer applied the method namely Immersion Program in the classroom started from the first time the teacher began their research, how was the process until the respon and the result of the students. And quantitative data namely the result of the data that was calculated by the reseacher namely to calculate the result of the students data. The data that would be analysed here namely from the students sheet and the most important their oral or speaking as long as follow the learning process.

Here are the steps of calculating students' data:

- 1) In cycle 1 teacher calculated the students' test
- 2) In cycle 1 and cycle 2 teacher would tabulate the students' score

- 3) Teacher would make the comparison between cycle 1 and cycle 2
- 4) The teacher would give the percentage of each them
- 5) Conclusion or the result

Clearly the writer show the formula to count the tabulating of score:

$$\text{Formula : } M = \frac{\sum x}{N}$$

Where:

M = the mean of the students

$\sum x$ = the sum of all score

N = the number of the subject

Finally, The score percentage of each cycle would be calculated by using this formula:

$$\text{Formula: } P = \frac{R}{T} \times 100 \%$$

Where: P = the percentage of the students who got point up 75

R = the number of the students who got point 75 to up

T = the total number of the students who did the best.

