

**Instructional Techniques in Partial Immersion Program:
A Case at a Junior High School in Bandung**

A PAPER

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PAGE OF APPROVAL


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A Paper

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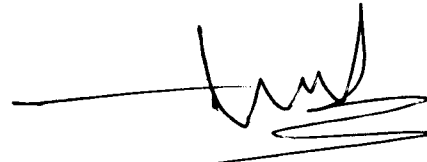
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STATEMENT OF AUTHORIZATION

I hereby certify that this paper entitled *Instructional Techniques in Partial Immersion Program: A Case at a Junior High School in Bandung* is completely my own work except some references made in the text of the paper, and it contains no material that has been submitted for achieving a degree of diploma in any other university or institution.

Bandung, Agustus, 2008

Ratih Yuliantini

There is no medicine like **hope**, no incentive so **great**, and
no tonic so **powerful** as expectation of something
tomorrow

--O.S. Marden--

Ah, but a man's reach **should exceed** his grasp
Or what a heaven for?

--Robert Browning--

*Dedicated to
My beloved Mom, my only brother and sister,
and also my friends
"Your endless love makes me keep pursuing my dreams"*

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ABSTRACT

This study investigates instructional techniques applied by teachers in partial Immersion program in a Junior High School's setting. Getting an understanding of instructional techniques and materials employed by the teachers are the main objectives of this study, to be afterwards may become a model of other schools in applying the program.

The data were gained from three times observation using audio-video recordings and field-note taking, interview and document investigation. The transcribed data from audio-video recordings were then analyzed using Snow's instructional technique. The transcribed data from interview is used as additional information for the study. While the data gained from document investigation is utilized to be a written prove of the teaching learning process.

The findings of the study reveal that the teachers under investigation applied Snow's instructional techniques in providing students with comprehensible input. There are four main techniques applied by the teachers; modifying input, using contextual cues, checking for understanding and designing appropriate lessons. Besides, the teacher implements another technique named code switching but use incorrect grammaticality.

Furthermore, the materials conveyed in the Immersion classroom are parallel to that of National Standard Curriculum with the additional four elements that have to be applied in the Immersion teaching learning process.

This study concludes that the observed Immersion program is success in improving students' target language, academics achievement as well as cross cultural understanding.

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