

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The significance of English as an international language inevitably demands people around the world to learn the language. In fact, it is learned not only by people where English is first or second language but also by those who consider English as foreign language. In Indonesia, the position of English as a foreign language does not put it away from priority to learn it. English is a compulsory subject to be learned from primary to college level. Hence, people may assume that Indonesians are proficient in the language. In reality, however, this assumption is somewhat not true. There are some probable causes of the aforesaid problem, i.e. the existence of English as foreign language which so rarely used in informal setting, the disabilities of classroom in providing a communicative learning atmosphere and the dysfunctional of teacher's role in supplying the language input and also becoming a model of language user. Above all, the incorrect language teaching approach used by school, undoubtedly contribute to the failure of language teaching.

With regard to English as a foreign language in Indonesia, it is not surprising to find the problem above. Speaking English for those who live in a country where the language is not the first language may be challenging. The

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In addition, a language teaching approach used by school, more or less, contributes to learners' language acquisition. Recent study has shown that teaching approach which very largely used in Indonesian school seems to be ineffective. Its emphasis on translating text and memorizing numerous grammatical rules and vocabulary lists is apparently failed in improving learners' communicative competence.

With regard to the problems, it seems that there are many things that should be fixed to create a more communicative English teaching approach. There are several principles that may guide experts to construct such method, such as:

1. Language learning is conducted in a meaningful social context. In the sense that the school curriculum should have a significant role in providing the students with a natural basis for second language learning. The curriculum offers them the opportunity to communicate about what students and what they want to know, as well as about their feelings and attitudes.
  2. Learners are motivated by important and interesting content for learning the communicative functions of the new language. Lack or no meaningful function of language effects to the less-motivated and bored students.
  3. An integrated language, content and foreign language learning, students' social and cognitive development should be a priority. In the belief that young learners' first language acquisition, cognition and social awareness go hand in hand.
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In accordance with the principle, Immersion program, which approximately is constructed in line with the principle, may become a perfect solution for the language teaching problems above. Immersion is defined as an approach of foreign language instruction in which the regular school curriculum is taught through the medium of language. The program has been found to be the most effective study of foreign language in many countries. As asserted by Cummins (1999), Johnson and Swan (1997 cf. Juhrufilah, 2006) the language of Immersion learners progress better compared with learners of the foreign language who learn Immersion language as merely a school subject. Such view is also argued by Met (1998) that Immersion learners may reach higher level of L2 than non-Immersion ones.

Different from conventional language classroom, Immersion classroom atmosphere is set communicatively. Instead of being *a spoon-feeding* in giving learners many inputs and instructions, teacher indeed provides the learners with excessive chance to practice their English. Knowing that incredible benefit, it is not surprising to find the program has currently been available in many advanced countries like Canada, United State and France.

Immersion program which emphasizes a large exposure of the foreign language yields many parents whose children been enrolled in Immersion program, fearful. They are worried of their children first language decline. Yet, as many research have been shown, Immersion program by no means influence

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students' first language. As a matter of fact it, indeed, improves students' communicative competence either in foreign language (Genesee, 1985) or learners' first language (Cloud, Genesee & Hamayan, 2000, in Genesee: 1994).

Besides the benefits above, learners may also benefit from Immersion program in cultural field. As showed by Genesee (1985) an abundant amount of culture and language experience are undoubtedly provided in Immersion program that can rarely be found in another language program. Different from the former research which investigate Immersion program in a private and expensive-fee's primary school, this current research will be conducted in junior high school setting. Such different level of education will definitely cause certain distinctions of either the implementation or students' language acquisition that may be interesting to be observed.

## **1.2 Research Questions**

1. How is the teaching techniques applied by teachers of Immersion program in SMPN I Margahayu?
  2. What materials are conveyed in Immersion program in SMPN I Margahayu?
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### **1.3 The Aims of The Study**

There were two objectives that ground this research, such as:

1. To investigate the teaching techniques used by teachers of partial Immersion in SMPN I Margahayu.
2. To find out the materials conveyed in Immersion program in SMPN I Margahayu.

### **1.4 The Significance of the Study**

This study was expected:

1. To provide information about the implementation of Immersion program in junior high school in Bandung, particularly the techniques and materials used by teachers of the program.
  2. To improve students' understanding of Immersion program applied in their school.
  3. This study would reveal a model of implementation of Immersion program in a junior high school which could be applied by another school.
- It might also contribute some valuable input to the improvement of teaching English and other subjects using target language.
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## **1.5 Research Methodology**

### **1.5.1 Research Design**

The data were organized using qualitative research in which the study was carried out in a natural setting, in this case in an Immersion classroom. Hence, this study used descriptive method to describe the natural phenomena in there.

### **1.5.2 Subjects**

The research would take place in SMPN I Margahayu, Bandung, which notably implemented Immersion program. While the subjects were taken from the three classes of partial Immersion in grade VII, those were VII A, VII B, and VII C. Since the subjects were too wide among them, the researcher only took VII A as the sample which notably applied Immersion program.

### **1.5.3 Instruments**

There were at least three kinds of instrument used by the researcher to gain the information needed.

1. Classroom observation; to investigate teaching learning process Immersion classroom, particularly the teaching techniques applied by the teachers.
  2. Interview; to obtain the data in the formulated problems. The teachers and learners of Immersion program were the subjects to be interviewed.
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### **1.7 Organization of The Paper**

This research would be presented in five chapters. The organization of the paper as well as the additional information of each chapter will be as follows.

#### **Chapter I Introduction**

It consists of background, statements of the study, aims of the study, significance of the study, method of the study, subjects, instruments, procedures of data analysis, clarification of the terms, and organization of the paper.

#### **Chapter II Theoretical Foundation**

It reveals the related theory which will be the basis on discussing the formulated objectives.

#### **Chapter III Research Methodology**

This chapter contains the discussion upon the methodology of the study, including the aims of the study, method of the study, subjects, research location, data collection methods, data analysis methods and establishment of trustworthiness.

#### **Chapter IV Research Findings and Discussion**

This chapter is the core of the study that provides the findings which will be presented, analyzed and discussed.

#### **Chapter V Conclusions and Suggestions**

It draws the conclusion and suggestions for pedagogical concerns as well as for further research after the findings are presented, analyzed and discussed.

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