The Partial Immersion Program as a Model of Bilingual English Class to Lead to the Idea of the International Standard Schools in the Province of Daerah Instimewa Yogyakarta

Rahmi D. Andayani, et al., Yogyakarta State University

Abstract: The era of globalization has caused English to become one of the main subjects for education in Indonesia. The teaching of English in the present era has experienced changes from time to time. One of its developments takes the form of the program of bilingual instruction. Such a program is increasingly being promoted by the government in the effort to make the governmental policy concerning the bilingual program a success. Therefore, the researcher has been inspired to contribute suggestions related to the English partial immersion program actualized in the research concerned here.

The development of the bilingual class for language and social science classes has been a follow-up of research conducted by Rahmi D. Andayani, et al. on mathematics and physical science classes. In order that bilingual classes in social and linguistics fields could be developed and implemented at junior high schools (locally called sekolah menengah pertama or SMP, for short) in the province of Daerah istimewa Yogyakarta (or DIY, for short) in particular and in Indonesia in general, research on the partial immersion program as a model of English language instruction to lead to the idea of the international-level school at SMPs running bilingual classes in DIY has been made. The objective of the research was to (a) design a form of teacher training and carry out training in accordance with the field observation, (b) learn the implementation of the English partial immersion program in the field and especially its process of instruction, (c) describe the perceptions of students, parents, teachers, and principals of the said schools of the program, and (d) design a model of instruction for the English partial immersion program. Basically the immersion class is a class using two languages without ignoring the culture of each language (www.carla.umn.com).

The method of the research on the program was qualitatively and quantitatively descriptive. The data were obtained by recording, making interviews, and distributing questionnaires. The model was the tried out and afterwards an evaluation was conducted on it.

The results of the research are that (a) the reason for giving the materials from General English, Describing Language Skills, Developing Writing, Developing Reading, Developing Listening, Developing Speaking, Vocabulary, Lesson Plan, and Classroom English for Bilingual Instruction is that teachers of subjects in the fields of the social sciences and languages need training and arms to be used as stepping stones in bilingual instruction, (b) with the holding of the tutorials on making lesson plans, the teachers feel being helped in planning the execution of
good instruction in the bilingual class, (c) according to the analysis of data in the tabulation of the perceptions of students, parents, teachers, and principals related to both SMPN 1 Bantul and SMPN 4 Pakem, they feel sufficiently enthusiastic about the running of the bilingual immersion program at school, and (d) the workshop is necessary to give feedback, policy, reference for related institutions, and simultaneously dissemination to schools which would later be used as subjects for research on providing a model of good bilingual instruction to be applied at the schools in the effort to lead to the idea of the international – level school. (BATCH IV Nomor: 04/H34.21/KTR.PHK.PINAS4/2009).

**Key words:** Partial Immersion Program, Bilingual Class, International Standard School

**Introduction**

As has been known, when the people of a country is bilingual/multilingual, then it is a phenomenon that needs to be paid attention to because the extent of their being bilingual/multilingual could become a measure of how strong they are when taking active parts in international circles. Therefore, those who manage the directions of educational policies in Indonesia also make efforts to increase certain bilingual/multilingual abilities among the people. One of such efforts is made by way of the policy concerning bilingual schools.

In the ongoing era of globalization, such aforementioned schools employ English as a medium of instruction and it is hoped that the presence of the language as an instructional medium could really generate for the nation generations capable of coping with global challenges, graduates from the bilingual schools are also hoped to be able to overcome linguistic constraints when making international contacts so that they could faultlessly communicate, negotiate, argue, and so on with people from other nations. With high levels of bilingual/multilingual abilities, the Indonesian people would be able to stand equal to other peoples.

To achieve all that, there is a need in the country for great pioneering efforts that should be initiated as soon as possible. The research concerned here has been one of the efforts to achieve progress in the development of the nation through bilingual instruction. The objectives were, among others,

a. Designing a form of training for teachers and carrying out the training on the basis of the field observation
b. Learning of execution of English partial immersion program in the field and particularly those parts related to the instructional process,
c. Describing the perceptions of students, parents, teachers, and principals in relation to the occurring process of instruction, and
d. Designing a model of the instruction through the English partial immersion program by means of a workshop.
Theoretical Framework
What is called the English immersion program is intended to improve students’ language abilities in making them get used to using and understanding English as a foreign language in classes using it as the medium of instruction, hopefully such a program indirectly makes students able to understand and use the foreign language.

There are advantages in using the immersion program.
1. IT stimulates comprehensive second language acquisition.
   One of the important characteristics of such a program is that the second language is introduced as a holistic system intended to communicate meaning. Students taking the program are usually introduced to academic vocabulary and language structure that are all covering, from the most simple to the most complex.
2. The program improves fluency.
   Fluency implies automation. Students taking the program could speak the target language, without experiencing significant difficulty, particularly about matters concerning academic topics and class routines. They are capable of using a variety of academic vocabulary.
3. The program supports the development of language comprehending strategies.
   The students taking the program are made to get used to process language particularly on the basis of its meaning or by paying attention to the meaning of content utterances.

The main constraint in running English immersion program is weakness in the language skills concerned. Therefore, there is a need to improve and emphasize some aspects. Some matters that need to be developed in the immersion program are:
1. non-academmic vocabulary, because while they develop their academic vocabulary, the development of their non-academic vocabulary is considerably left behind, and
2. accuracy, because they have problems concerning accuracy in using the target language and ability to match meaning with correct structural usage.

In the research concerned here, the field of study targeted were the social sciences and languages. The school subjects for the social sciences were Economic, History, and Geography while those for languages are Indonesian and Javanese and their instruction in English was intended to
1. generate graduates with high competence related to the aforesaid social sciences and language in accordance with their developments,
2. generate graduates with high competence in using English,
3. improve the mastery of dealing with the aforesaid social sciences anf language in English accordance with international developments,
4. improve international competitiveness in relation with the aforesaid social sciences and language as scientific bases for technological development related to manufacture, the social sciences, and information,
5. improve students’ abilities in taking part in communication using English, and
6. connect Indonesia with the world in international developments in the social and linguistic fields.

Research method
Research Design
The research was qualitatively and descriptive in nature. The data were in the form of spoken utterances and written language obtained from student of junior high schools in the province of Daerah Istimewa Yogyakarta running bilingual classes, their teachers, parent and principals. Representative sampling was made. The instruments for data collection were a video recorder, tape recorder, guide book, data sheets, and sheets, and field notes and the key instrument was a human instrument armed with a questionnaire about the result of the implementation of the model of English instruction in the form of the English partial immersion program. The data were collected by (a) recording, (b) making interviews, and (c) distributing a questionnaire. The researcher obtain the data by means of participant observation. By interviewing, the researcher could collect data from the research subjects so that positive steps could be taken to take care of doubtful data. The data were analyzed in qualitatively and qualitatively descriptive ways. The validity was tasted by means of (1) triangulation, (2) peer review, and (3) matching with result of previous analyses.

Research Object
The objects of the research on the instruction of English through the partial immersion program were students of two state junior high school in Daerah Istimewa Yogyakarta: Sekolah Menengah Pertama Negeri 1 Bantul (or SMPN 1 Bantul, for short) and Sekolah Menengah Pertama Negeri 4 Pekem (or SMPN 4 Pakem).

Research Procedure
The research was conducted through the following steps.

1. The research designed the training model suitable for the instruction through the English partial immersion program.
2. On the basis of the design, the training materials chosen to be the entry knowledge in the instruction through the English partial immersion program.
3. Then the researcher made a presentation of the materials designed to the teachers and principals participating as trainers.
4. To make in-depth understanding of the implementation of lesson plans, the researcher conducted tutorials.
5. The result of the tutorials as follow-up of understanding the materials are used to prepare real teaching.
6. Preparing classes at SMPN 1 Bantul and SMPN 4 Pakem for the implementation of the instruction using English.
7. Results of the real teaching were used to design the model of instruction through the English partial immersion program.
8. The researcher distributed questionnaires to the students, parents, teachers, and principals to determine their perceptions of the presence of classes using the English partial immersion program.
9. For confirmation of the model of instruction, the researcher made interviews with the principals and some teachers to determine their understanding of the bilingual instruction based on the English partial immersion program.
10. To design the model of instruction using English in the form of the English partial immersion program, the researcher held a workshop in the course of disseminating the implementation of the program.

Discussion

Training

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 training were from, among others, the following.

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) 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.

c. 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.

d. Making Lesson Plans
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.

Perception
The data about the perception of the students, parents, teachers, and principals of the two schools, namely, SMPN 1 Bantul and SMPN 4 Pakem, were mostly obtained from answers to questionnaires. The data have been analyzed and described generally as follows.

a. Students
In general, students of both SMPN 1 Bantul and SMPN 4 Pakem have the same perceptions of the aspects being asked in the questionnaire. For their response about the concept of the bilingual class, generally they answer that the bilingual class is a class using two languages, namely, English and Indonesian, as the medium of instruction and most of them have got the information from the schools. As for their reasons for joining the bilingual class, they join the bilingual class because they want to improve their English language abilities. About their hope, students in the bilingual class also hope to be able to improve those abilities of theirs.

The facilities they would like to be made available in the bilingual class are LCD, computers, and access to the Internet. The facilities currently available are already sufficient and need only to be improved and increased in quantity. Concerning services, the students from both schools state that the services provided by the schools are already sufficient but not maximum yet and they hope for additional services related to matters like additional hours, outdoor activities, extra lessons,
native speakers, and others. As for their response to the books used in the bilingual class, the students consider the books already available are sufficiently easy to understand but they need additions in the form of other books like e-books, etc. About the method used by the teacher, the students answer that most of the teachers use explanations, discussions, question-and-answer sessions, group work, individual work, and so on. Most or 60% of the students consider the method used by the teacher pleasant.

In relation to the media used, according to the students, the media used by the teachers are the OHP, computer, board, TV, and so on. Most of the students think that there still need to be additional media. About the students' response concerning the benefits of the bilingual class, they consider that such a class makes them use English in and outside class. About the examination questions, they consider the questions relevant to what is taught at school. As for the students' affective response, most admit that they like the class. According to the suggestions given by the students, it could be concluded that the human resource in the form of the teachers, the facilities, and the services need further improvements.

**b. Parents**

The data obtained about parents' perception indicate that both the parents of the students at SMPN 1 Bantul and those of the students at SMPN 4 Pakem generally have the same perception of the aspects asked. About the teachers' perception of the characteristics of a bilingual school, most or 60% of them think that a bilingual school is an international school which uses English as its medium of communication and instruction. About their perception of information about the bilingual class, accumulatively approximately more than 50% have got the information from some sources like schools, teachers, media, etc. As for parents' perception of the reason for sending their children to school, approximately 40% of them choose the reason that they do it in order that the children would rise in level of achievement. As for their hope for their children entering the bilingual class, approximately 30% of them hope that it would give the children's a brighter future. As for their perception of the facilities provided for students, most or 60% of the parents of students at both schools respond that the facilities provided, which are, among others, the OHP, computer, access to the Internet, language laboratory, and bilingual books, are sufficient.
Figure 2. The percentage of parents’ perceptions about schools facilities
As for services that need to be added, they are, among others, additional lessons, a speaking club, air conditioning, and subscription to a magazine using English as medium of communication. About perception of services already provided by the schools, most of the parents have given the following data: extra bilingual lessons with native speakers, extra lessons, language laboratory, and others.

c. Teachers
The respondents to inform about the abilities of social science and language teachers that consist of teachers of history, geography, economics, Indonesian, Javanese, and English are the principals and the teachers concerned as coordinators of the bilingual program from the two corresponding pilot bilingual schools. With reference to the data from questionnaires and handwritten notes, it could be stated that the abilities of the teachers of the social science and language fields of study in using English could on the whole be said to be sufficiently good though there should be a little improvement in pronunciation and grammar but it is understandable.

The media used by the teachers from the two schools also already have some variety. Most of the teachers are already able to use information technology. Student's worksheets and handbooks are also used to support students' learning. In general the constraints facing the bilingual teachers are in the fields of pronunciation, grammar, and spelling. To overcome the constraints, supportive accompaniment by teachers of English, courses, education and training sessions, and so on are held.

d. Principals
On the basis of the results of analysis on the tabulation, it could be concluded that the perception of the principals of the two schools, namely, SMPN 1 Bantul and SMPN 4 Pakem, of the aspects evaluated is that approximately 75% of the students have very good abilities and the rest have good abilities. Meanwhile, the principals' perception of the social science and language teachers in terms of the aspects evaluated in relation with the bilingual program is that they are generally evaluated good.

The two principals' perception of the aspects evaluated in the management of the bilingual program, funding, preparation for the national examinations, and relation with support from and dissemination by members of the school community is that they are generally evaluated very good.

As for any problem confronting the two schools in the program, in general they have the same problem or constraint: lack of human resources who master English, because the program is felt to be still new and therefore certain efforts need to be made to overcome it. The two principals explain some solutions like supportive accompaniment by teachers of English and other supervisors with competence in the instruction of the social sciences in English, courses, education and training sessions, and provision with social science materials.
Conclusion

a. Training with materials from *General English, Describing Language Skills, Vocabulary, and Classroom English for Bilingual Instruction*, among others, is done because teachers of subjects in the fields of the social sciences and languages need training and arms as stepping stones in bilingual instruction. With the holding of the training with those materials, it is hoped that the bilingual teachers would be able to bring about effective instruction by using two languages as the media of instruction.

b. Training in making the lesson plans makes the teachers feel being helped in planning the implementation of good instruction in the bilingual class. The teachers are hoped to be able to simultaneously comprehend the concepts and the contents of the making of lesson plans for bilingual instruction. Moreover, they do not make mistakes in grammar and spelling anymore.

c. The implementation of the training is real teaching done by bilingual teachers. From the observation of practice in real teaching in class it is found that bilingual teachers still make some mistakes in language matters like pronunciation, grammar, spelling, and others. For example, some of them pronounce the word *discuss* [diskus] and say, "Are you finish?" In other aspects like classroom management, teaching method, use of instructional media, and so on, it is felt that they are sufficiently good. All the teachers are able to use well instructional media such as the LCD.

d. On the basis of the analysis of data from the tabulation of the perception of students, parents, teachers, and principals related to SMPN 1 Bantul and SMPN 4 Pakem, it is known that they feel sufficiently enthusiastic with the running of the bilingual immersion program at school. However, they still feel that increase, development, and improvement are needed in the related aspects that could support the bilingual program such as facilities, human resources, services, materials, and training sessions in order to achieve the international-level school.

e. On the basis of the results of the workshop, it is considered necessary to develop and disseminate a model of English partial immersion program at pilot bilingual junior high schools to lead to the international-level school in order that school subjects in the social science and language fields could be classified as bilingual examination subjects. The said results are also hoped to become a stepping stone for the government, or, in this case, the related institutions, to categorize the subjects in the social science and language fields as subjects for the bilingual class and include them in the bilingual class together with the implementation of their instruction and evaluation.

Suggestions

a. It is suggested that teachers of school subjects in the fields of the social sciences and languages participate actively in training sessions about bilingual instruction as stepping stones for them to be active in bilingual instruction.

b. Teachers could plan good and effective bilingual instruction by making lesson plans with good content and language.
c. Holding practices of real teaching could help teachers eliminate instructional weaknesses and develop bilingual instruction.

d. The results of a needs analysis on the data obtained from the tabulation of students', parents', teachers', and principals' perception could be used as a guide in developing a better bilingual program.

e. All related parties could apply the results of the workshop in the form of a model of the English partial immersion program as an alternative instructional model in the bilingual class of subjects in the fields of the social sciences and languages and simultaneously as a try-out and dissemination of the model at pilot bilingual junior high schools.

References


Chaika, Elaine. 1982. Language; the Social Mirror. Massachusetts; Newbury House Publisher Inc.

Dittmar, Norbert.1976. Sociolinguistics. Britain; Edward Arnold


