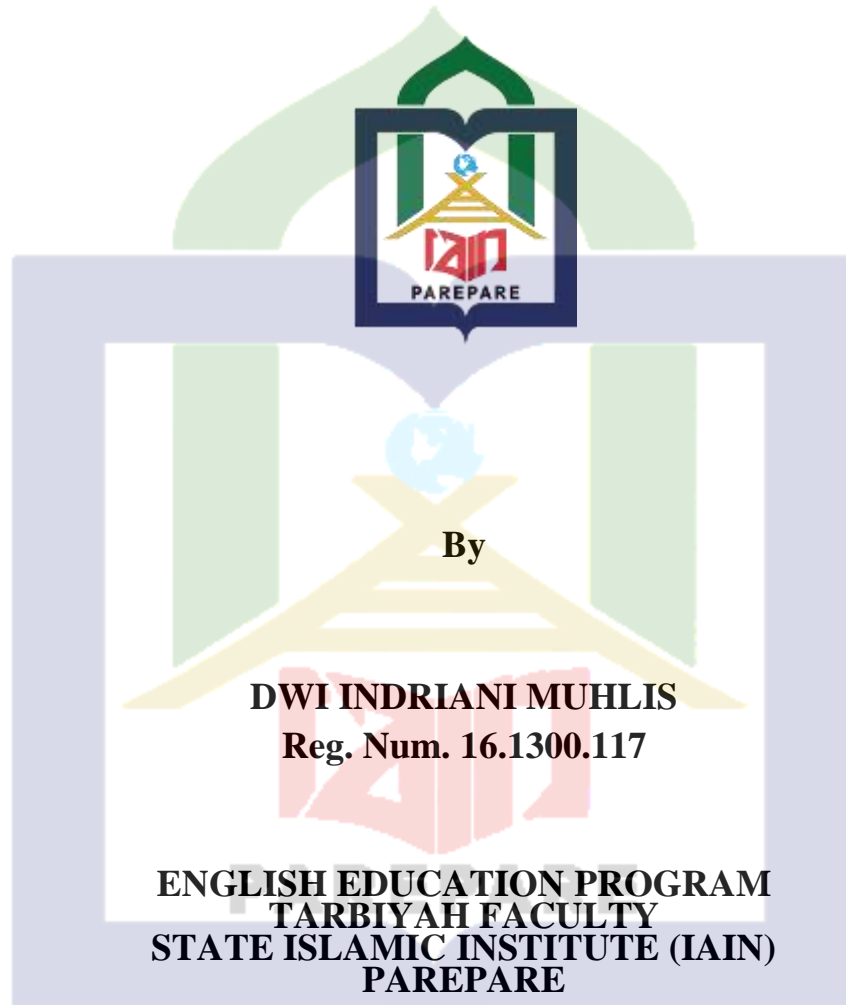


**A THESIS**  
**PROGRAM DESIGN OF IMMERSION AT BRITANIA SCHOOL**  
**OF ENGLISH, MATH & PRESCHOOL**  
**KABUPATEN PINRANG**



**By**

**DWI INDRIANI MUHLIS**  
**Reg. Num. 16.1300.117**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2021**

**PROGRAM DESIGN OF IMMERSION AT BRITANIA SCHOOL  
OF ENGLISH, MATH & PRESCHOOL  
KABUPATEN PINRANG**



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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

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**Thesis**

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Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted by:**

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TARBIYAH FACULTY  
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In the Name of Allah, The Beneficent and The Merciful

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Parepare, 12<sup>th</sup> October 2021  
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## DECLARATION OF THE AUTHENTICITY OF THE THESIS

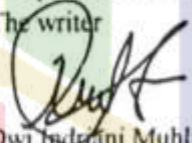
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Stated this thesis was her own writing and if it can be proved that it was duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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## ABSTRACT

**Dwi Indriani Muhlis.** *Program design of immersion At Britania School Of English, Math & Preschool Kabupaten Pinrang, (Supervised by Hj.Nanning and Ahdar)*

The objective of this research is, to know how is design of immersion program at Britania School of English, Math & Preschool Kabupaten Pinrang.

This research is qualitative research design by using descriptive method, qualitative research is procedure narrative or textual description of the phenomena under study. The location of the research was conducted at course Britania School of English, Math & Preschool Kab.Pinrang, This study consisted of two kinds of samples, namely tutors and students. The researcher was collected the data by using Observation and Interview as the instruments of data collection. The researcher used several components which were the source of the data, while what is meant by the data source in this study is the subject from which the data is obtained. Sources of data in this study were divided into primary data and secondary data, the primary Sources of data in this study are the results of observations and interviews of tutors and students with research subjects as many as 2 tutors and 10 students, the secondary data includes official documents for relevant agencies, books, research results that are in the form of reports, diaries, and other. The supporting data in this study are the results of preliminary observations, interviews with English teachers and recordings.

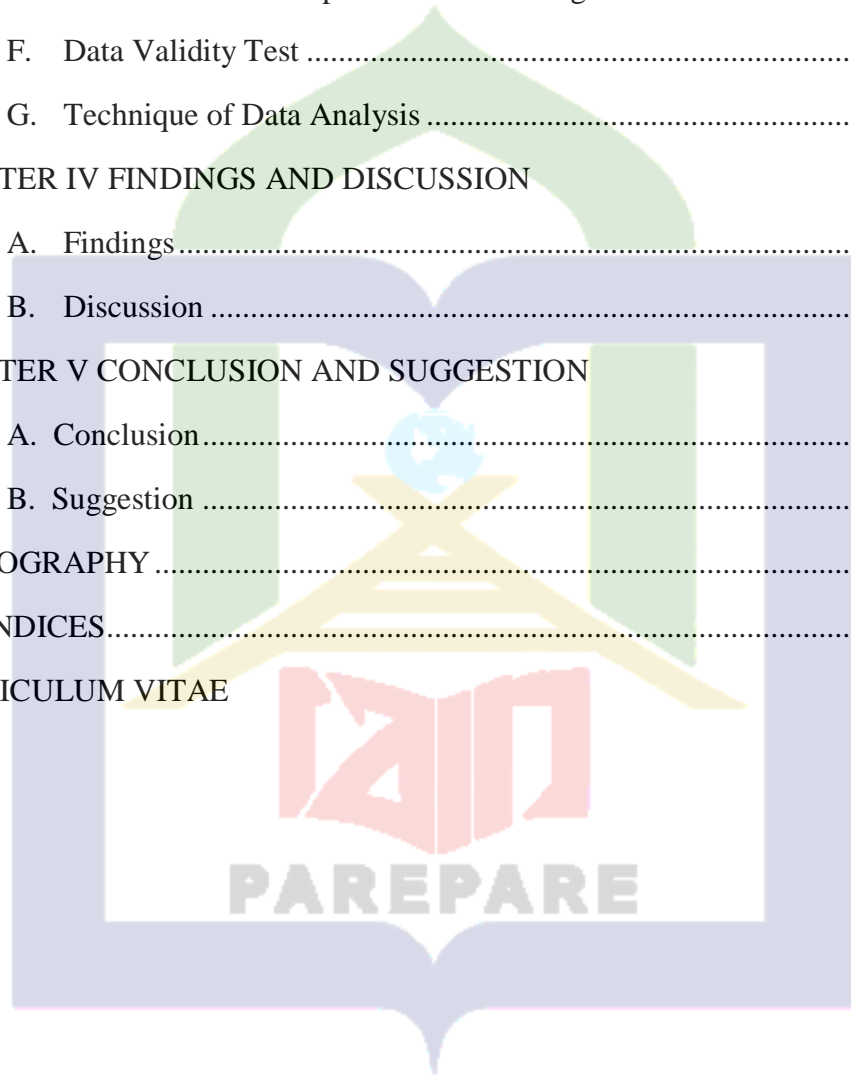
This can be seen from the results of observations and interviews, in Britania there are only two immersion programs applied, namely full immersion program and partial immersion, These two types of immersion programs are applied to familiarize students with English so that students' English mastery through the immersion program becomes more effective, and for the interview students by looking at student activities during the learning process and also the results of student interviews, that the immersion program was an effect on students' English mastery in Britania, with the process of implementing immersion in Britain the tutor has steps that are used as learning strategies for students able to use English

**Keyword:** *The Students, Program Design immersion.*

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# CHAPTER I

## INTRODUCTION

### A. Background

As we can see, in the era of globalization, technological developments are growing rapidly. English is the world's language because it is considered a relatively easy language to learn and is the most widely used language in the world. In Indonesia, English is a foreign language that is not the main language of the natives, of course this language will be difficult to use due to environmental factors or habits,

Basically English is one of the subjects taught at all levels of education and we need to know that the importance of using English has many advantages including being able to communicate with foreign citizens, being able to introduce cultural and national diversity to those who want to know it, strengthen ties of friendship between fellow nations, can master applications that use English, and will also make it easier for every student who wants to continue their education abroad, one of the requirements for getting a scholarship, because English has been set to be an international language used abroad and there are still many other. This indicates how important it is to learn English.

In learning English, there are several aspects that must be understood to make it easier to learn English, namely, speaking, reading, writing, listening. Apart from aspects of learning, English requires learning methods, one of which is bilingual learning, which is learning that uses two languages, mother tongue and second language. Bilingual learning method conveys curriculum material with the aim of increasing students' competence by using a foreign language. Currently, bilingual



learning has been widely applied in various countries, by using bilingual learning there are two main things obtained, namely mastery of knowledge and division of word groups. The purpose of bilingual learning is to improve and accelerate the mastery of science and language.<sup>1</sup> Through a bilingual environment students are more familiar with foreign languages.

In general, bilingualism trains students' language skills to be more active in using their mother tongue, regional and foreign languages, such as Indonesian, Bugis, and foreign languages because this is the goal of bilingual learning which enables students to use two or more languages.<sup>2</sup> When students are able to use two languages, especially Indonesian and English, it becomes an advantage for students because they are also able to use international languages, bilingual learning is very important for all, including Indonesian people

Based on some facts someone has difficulty in understanding English due to uninteresting learning and lack of understanding of vocabulary, lack of practice using English and lack of social interaction using English, so students feel bored with learning English, because some people think consider that English is very difficult and boring, difficulties that are considered trivial will greatly affect the mastery of the English language of someone who wants to learn.

Things like this are very common, and are the cause of a person's lack of interest in learning English, for example, there are still very many people who are not

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<sup>1</sup> Natalia Kusuma Putri, "Pengaruh metode bilingual dan motivasi belajar terhadap prestasi belajar mata pelajaran ilmu pengetahuan sosial pada siswa kelas VII smpn 1 baturetno tahun ajaran 2009/2010" (Skripsi Sarjana; Jurusan Pendidikan Akutansi:Surakarta,2010), p. 2.

<sup>2</sup> Komang Yuli Trisna Wardani, at al., eds., Penerapan metode bilingual berbantuan media flashcard untuk meningkatkan kemampuan berbahasa inggris anak kelompok B2 di TK SAIWA DHARMA SINGARAJA " Singaraja : Indonesia

able to introduce themselves using English, it could happen because of their lack of knowledge of English, or their vocabulary and lack of knowledge, social interaction that is able to use English.

However, there are many interesting and efficient ways that can be done to make someone who wants to learn feel interested, starting from methods, strategies and learning media that can be used, such as getting used to an environment that always uses English and hanging out with friends who are able to speak English. English, watching YouTube, listening to music, reading books, attending English camps, and taking courses and practice.

Apart from that, there are still many good learning methods used in the modern era, one of which is the immersion method, this immersion method is a bilingual language, which is indirectly taught in course institutions, camp programs, and classes that use a second language or foreign language<sup>3</sup>, program immersion is the transition from the mother tongue to the target language so that someone who wants to learn the language will be familiar with the environment that uses the target language or the desired language.

Immersion one of the part from an important English learning method because with this method students can have the opportunity to communicate with the spirit of learning to use the target language, apart from providing strategies for developing students' language understanding, increasing second language learning, training

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<sup>3</sup> Aliva Rosdiana, "Penerapan immersion program education didalam pembelajaran bahasa kedua (L2)" <http://alivarosdiana.blogspot.com/2013/08/penerapan-immersion-education-didalam.html> (aces on 24 November 2021)

students' speaking fluency,<sup>4</sup> thus students who are unable using English at all without realizing it will understand slowly through habit factors ranging from listening, practicing reading, and practicing speaking, and writing. Automatically these students will be able to speak English.

In this study, researchers chose an immersion program. Because the immersion program is one of the common ways to improve English, with immersion strategies that use an English-speaking area or an English-speaking environment, one of which is taking tutoring at an English language course institution, because usually course institutions use bilingual programs to support the learning process. students so that students' English can improve and become better, apart from that there are various types of immersion, namely, full immersion, partial immersion and two away, the type of immersion that is often used is interrupted by a teacher or teacher.

However, the reality today is that many people learn English for a very long time but do not get an improvement in English, this is due to differences in teaching methods, poorly understood strategies or external factors, for example feeling inferior due to lack of knowledge speaking skills, lots of theory without practice, lack of regular practice and so on.

Through this research, the researcher chose an English language course institution as a place of research. Before conducting the research, the researcher had made preliminary observations about the place to be studied, namely the British School of English and Math & Preschool.

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<sup>4</sup>Rahmi D.Handayani,Et Al, Partial Immersion Program Sebagai Model Pembelajaran Bahasa Inggris Menuju Sekolah Bertaraf Internasional (SBI) Disekolah Menengah Pertama Bilingual Daerah Istimewah Yogyakarta, (Universitas Negeri Yogyakarta, 2009), p. 9

Based on the results of the observation, it was found that courses are training institutions that are also teaching and learning activities such as in schools that are non-formal in nature, which are usually held in a short time and only to learn one particular skill, to increase knowledge, and improve existing skills.

Places for courses at Britania School of English and Math & preschool are courses that focus on learning English and mathematics for children who want to take part in non-formal education outside of their child's school hours, namely formal education or at school.

In Britania it is the first time immersion programs had been highlighted, this is one of the factors that researcher wants to do research in that place, and researcher curious about how the tutors using immersion programs to teaching the students, because based on the results of initial observations found in that place, The majority of students who take English classes are able to use English and speak passively and actively, apart from that, students who take tutoring classes at Britania consist of various groups ranging from elementary, junior high, high school students, students even have the status of working or civil servants and company employees If we look at a person's level of enthusiasm for learning, it is never too late to learn a foreign language. It can be seen that there are different levels of students in the English course.

The bilingual program implemented in the course is becoming a flagship program, Britania also applies an English speaking area so students are required to use English unless new students join tolerable but not in the long term. The English area is also one of the factors that have a positive impact on students so that students

are familiar with English or the target language because it is influenced by their environment so that the immersion method is indirectly used when they are at the British entrance.

Apart from that, all students in Britania have a passion for learning English, because students feel they are given the opportunity to learn without shame when they are wrong because the tutor keeps monitoring students and helping students when they don't understand, so students don't hesitate to use the target language.

The Britania School of English and Math & Preschool already has many alumni who are successful in their work, in fact many students have good TOEFL scores and are used to continuing their education. Britania School of English and Math & preschool is one of the most popular English courses in Pinrang city.

This makes researcher interested in researching the immersion method in courses in Britania and also in this case researcher wants to know how the immersion design program at Britania. Therefore, the authors are interested in conducting a research under a title "Program design of immersion at Britania School".

#### **B. The Research Question?**

In accordance with the background above, the research question of this research can be drawn as follows:

1. How is design of immersion program at Britania School of English, Math & Preschool Kabupaten Pinrang?

### **C. Objectives of The Research**

As the research question above, the objectives research of this research as follow:

1. To know how is design of immersion program at Britania School of English, Math & Preschool Kabupaten Pinrang

### **D. Significant of This Research**

The significances of the research are

1. Lecturer

With this research, this research really hopes that it can be used as a reference or reflection for teachers, so that teachers can increase students' enthusiasm for learning during the English learning process, and create a comfortable and interesting learning atmosphere so that teachers can easily transfer the knowledge provided so that goals can be achieved properly. Teachers can make students more enthusiastic in learning English Students

2. Students

The research hopes that the result of this research will make students interested and enjoy in teaching learning process. Moreover, it helps them improve their English language.

3. Future researchers

The result of this research is hoped as additional information for doing a further research as a new reference for better research in the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There some researchers which are related about students Immersion Program

"English Glocalization In Indonesian: A Case Study On The Immersion Program In SMA 4 Surakarta" written by Maully Halwat Hikma get the result stated. the result of this research showed that what is wanted is in accordance with the objectives stated by the document, namely to provide language provisions to students in improving English language skills so that students can compete using international languages when students continue their studies abroad. The main contribution of this research to language education is to provide a descriptive narrative model of the glocalization of immersion programs in Indonesia, including its effectiveness. This research process supports participants to be more independent.<sup>5</sup> The difference between my research and this research lies in the objectivity of the object where this study senior high school students who are at the level of formal education, while the research that I will discuss the object is children studying in the English course.

"The Implementation of immersion program in teaching speaking in EFL Classroom" Written by Nikmawati Safruddin get the result stated. The result of the results showed that implementation Immersion programs vary between teachers, in implementing this program the two teachers have different categories. fully implemented immersion program (FIIP) is a method owned by the first teacher, the

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<sup>5</sup> Maully Halwat Hikma, "English Glocalization In Indonesian : A Case Study On The Immersion Program In SMA 4 Surakarta" (Thesis, Universitas Sanata Darma Yogyakarta, 2006), p. 9

first teacher implements this program by asking students bring a dictionary and find vocabulary related to the next material and ask students to memorize vocabulary, and Partial Implemented Immersion Program (PIIP) is the second teacher method. The second teacher focuses on the next material. with this program student motivation and interest can increase, with this program it can be seen that students like this program and participate in this program using complete English, with the implementation of the immersion program, students are more focused on paying attention to explanations and students become confident in expressing opinions they.<sup>6</sup>The difference between the research and Nikmawati Safruddin, this research lies in the research subject and English language skills, where this study has a participant subject, namely the teacher and focuses on English language skills, namely speaking, while the research that will be studied focuses on how the tutor implements this immersion program and does not focus on one skill but focuses on mastering English through the immersion method applied by the tutor

“Pengelolaan Program Kelas Imersi Oleh Kepala Sekolah” written by Therecia Hastutiningsih The finding of this study showed The implementation of the immersion class program is one of the efforts to improve the quality of education in Indonesia and to provide resources that are able to compete on a global scale, on the basis of mastery of the English language that can facilitate communication and facilitate good communication while mastering science and technology. The immersion program is a program that uses English in the learning process. The purpose of this study was directed to find out, the strength of the principal's

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<sup>6</sup> Nikmawati Safruddin “The Implementation of immersion program in teaching speaking in EFL Classroom.” (Universitas Negeri Makassar 2018)



management in managing the Immersion Class program. This research uses a qualitative approach in the form of case studies. Data were collected through observation, interviews and documentation study. Determination of informants as data sources using a purposive technique.<sup>7</sup> The difference between this study and Therecia Hastuti is the determination of informants who use purposive techniques and the purpose of this study is more towards the principal, while the research to be studied uses random sampling techniques in sampling and the goal is more focused on students.

## **B. Some Pertinent Ideas**

In this part, some pertinent ideas are explaining the concept of variables of research.

### **1. The Concept of Immersion Program**

#### **a. Definition of Immersion Program**

According to Robert and Merrill, Immersion is a developmental process that is realistic and becomes a bilingual term or a wider choice. Immersion programs aim to provide a quantity and quality of involvement in the use of the target language which does not guarantee the development of a high level of proficiency. Immersion programs are introduced in a variety of forms, from discipline-based language teaching to full immersion.<sup>8</sup> The process of successful immersion is based on students' learning interests and their routines in using the target language.

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<sup>7</sup> Therecia Hastutiningsih "Pengelolaan program kelas imersi oleh kepala sekolah" (Thesis Universitas Negeri Semarang 2007), p. 7

<sup>8</sup> Roberth Keith Johnson and Merrill Swain, " *Immersion Education : International Perspectives*" (Cambridge University Press), p.13

As stated by Rahmi D. Handayani et al, Immersion program is one of the methods of teaching a foreign language where foreign language is the main tool in providing instruction and content. In 1965 this program first appeared in one of the quebec communities. This immersion program is an effort from the surrounding environment, namely the combined efforts of parents, authorities, education in finding a solution to improve the teaching of French to English-speaking children in Quebec.<sup>9</sup> Based on the explanation above, the immersion program is expected to help the children's language recovery process with the help of the surrounding environment.

According to Aliva Rasdiana Immersion, it can be said that bilingual and immersion language is a method not a subject, with the immersion method students can acquire the language skills used in communicating so that speakers and listeners can understand what is discussed in the class program.<sup>10</sup> With this program students' understanding of language can indirectly increase by using methods that make it easier for students' to understand with this immersion method.

Based on the explanation of some of the experts above regarding the definition of immersion program the writer can give a simple conclusion regarding the immersion itself, Immersion program is a method in English that applies foreign language areas, especially in English, so that a person can more easily adapt a language. This immersion method is a method specifically designed to improve

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<sup>9</sup> Rahmi D. Handayani, "Bilingual Partial Immersion Program Sebagai Model Pembelajaran Berbahasa Inggris Menuju SMK Bertaraf Internasional di Daerah Istimewa Yogyakarta" (Universitas Negeri Yogyakarta 2012), p. 4

<sup>10</sup> Alifah Rasdiana "Penerapan Immersion Education di dalam pembelajaran bahasa kedua (L2)," (<http://alivarosdiana.blogspot.com/2013/08/penerapan-immersion-education-di-dalam.html>)aces on 24 February 2021

language teaching, where the success of this program depends on the student's interest in learning or his persistence in practicing the language.

#### b. Kinds of Immersion Program

There are several types of English immersion programs proposed by Rahmi D. Andayani et al.

##### 1) Full English Immersion Program

English full immersion program this type is widely used, and was introduced in Canada and later in the United States. Instructions for learning are first used and learning is still 100% using the mother tongue, but then the intensity decreases so that in the end the foreign language is learned, usually students have more abilities with four English skills, namely, writing, listening, reading, and listening. By using a foreign language<sup>11</sup> Full English immersion always uses a foreign language in writing, speaking, listening and reading even though initially still using the mother tongue and switching to a foreign language. Thus the total immersion program can be said to be successful because it can use two languages in total.

##### 2) Partial Immersion

Unlike total immersion, partial immersion requires less specialized teachers making it easier to do, different from the type of Full English Partial Immersion Program, In this type, learning instructions use only 50% foreign languages, not 100% instructions foreign language, the longer the learning

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<sup>11</sup> Rahmi D. Handayani, Et Al, Partial Immersion Program Sebagai Model Pembelajaran Bahasa Inggris Menuju Sekolah Bertaraf Internasional (SBI) Disekolah Menengah Pertama Bilingual Daerah Istimewah Yogyakarta, (Universitas Negeri Yogyakarta, 2009), p. 4

process does not make this number decrease in contrast to full immersion. Learning is taught by two languages, namely the foreign language and the mother tongue. By using this method students who prefer to take immersion classes have a higher ability different from students who learn languages using traditional methods.<sup>12</sup> This does not mean that traditional language does not have an increased effect in language learning but it is longer than the partial immersion program method, with the partial immersion program method, students are accustomed to using a foreign language so that the level of proficiency in language is very high and accustomed to using foreign languages in total.

### 3) Two Way (Dual Immersion)

In this type students with different language backgrounds are brought together in the same class, this type of program is designed to accommodate both native and foreign language speakers, Two Way aims to turn the two groups of students who use their mother tongue and foreign languages into bilingual, be successful academically and also develop interpersonal relationships in groups. As a result, students who took part in this program had almost the same level of ability as students who took part in full immersion program.<sup>13</sup> With this program students can directly help each other in adopting language.

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<sup>12</sup> Rahmi D.Handayani,Et Al, "Partial Immersion Program Sebagai Model Pembelajaran Bahasa Inggris Menuju Sekolah Bertaraf Internasional (SBI) Disekolah Menengah Pertama Bilingual Daerah Istimewah Yogyakarta", (Universitas Negeri Yogyakarta, 2009), p. 5

<sup>13</sup> Rahmi D.Handayani,Et Al, "Partial Immersion Program Sebagai Model Pembelajaran Bahasa Inggris Menuju Sekolah Bertaraf Internasional (SBI) Disekolah Menengah Pertama Bilingual Daerah Istimewah Yogyakarta", (Universitas Negeri Yogyakarta, 2009), p. 6

Besides the Full English immersion program, the Partial program and Two way. Atinia Hidayah classifies the immersion program into three, namely: Early immersion is the first program in learning a second or foreign language where it is 5 years or 6 years old, Middle immersion children from 9 years to 10 years and the last one is Late immersion, namely children aged 11 years to 14 years.<sup>14</sup> Based on the classification of the immersion program describes the division based on the age of the students.

### c. Immersion In a Foreign Language

According Fotini and Georgia, foreign language is the first foreign language generally taught in most and in the sense, English has become a medium of development of intercultural skills and medium of international communication,<sup>15</sup> which simplifies tourist communication and makes it easier for students who wish to study abroad.

In universal, foreign language learning consist of four language skills, namely; *skills of speaking, listening, writing and reading*, mastering those language skills are well interpreted so that learners can speak well.

However, to achieve good communication, speaking properly is not a determining factor. Students are also required to know the attitude of the native language which is influenced by cultural aspects in order to be able to speak foreign

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<sup>14</sup> Atinia Hidayah, “*Foreign Language Immersion* Sebagai Representasi Pendidikan Bilingual Di Sd Mbf Al Adzkiya Wonosobo” (Fakultas Bahasa Dan Sastra, Universitas Sains Al-Qur’an, Wonosobo, 2018),P.130

<sup>15</sup> Fotini Anastassiou and Georgia Andreou, “English as a Foreign Language: Perspectives on teaching, Multilingualism and interculturalism”, (Cambridge Scholars Publishing : 2020), p.9

language correctly. Therefore, misunderstandings in communication can be avoided and objectives in communication can be achieved properly.

Learning a foreign language is needs cultural understanding not just studying aspects of language and the development of the four language skills speaking, listening, speaking, writing , reading, however it also needs cultural understanding.

In the United States is a dual language term that has been adopted for education that describes programs that adhere to the additive principles of bilingualism, biliteracy and cultural pluralism, three immersion programs identified above are programs of three of the four bilingual programs type,<sup>16</sup> which is where this language program will make a dual language to improve the modern education system.

The introduction of culture in the action of learning a foreign language can reduce the potential misunderstanding occurred during the ceaseless communication action The introduction of this culture mainly in recommended for language learning should have a greater emphasis on developing the ability to communicate with the target language.<sup>17</sup> So that what is desired can be achieved and make the speaker feel happy in communicating.

Foreign languages are international languages that are not used in communities or cultures that have established the target language in the immersion program. In this category the French dyeing program in Australia is clearly described.

<sup>16</sup> Diane J, et al, "Immersion Education practices,policies, Possibilities" ( Canada : 2011) p. 1

<sup>17</sup> Yusri, Annisa Romadloni,Mantasiah. Intercultural approach in foreign language learning to improve students' motivation ,(ASIAN EFL Journal: Makassar State University, Indonesia, 2017) p.64.

French has been a foreign language taught in Australian schools for generations, inheriting from the British education system. In the case of immersion in Hungary briefly described, English is described as a foreign language, based on traditional English culture. English encouragement is currently instrumental and has a broader international frame of reference.<sup>18</sup> Which make English an international language.

The English immersion program is a necessity in facilitating students to gain language skills and has received great attention from alumni of English education. Immersion is a method of teaching English and the content is taught to students<sup>19</sup> it is a good idea to improve mastery of a foreign language that is well used.

A one-way (foreign language) immersion program has been followed by a 'two-way' immersion program in which students from two different language backgrounds learn together through the two languages.

In line with the spread of the immersion program, the development of the community becomes their factor to progressively adapt to different communities this is to make each group have a deep experience in other languages.<sup>20</sup> With deepening their language can further develop with their adjustment.

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<sup>18</sup> Roberth Keith Johnson and Merrill Swain, "Immersion Education: International Perspectives" (Cambridge University Press), p.17

<sup>19</sup> Yusuf Supriyono, English Immersion Program In Efl Setting: A Modified Model, Implementation, And Effectiveness, (Journal Of English Education And Linguistics Studie : 2020), p.143

<sup>20</sup> Tara Williams Fortune, et al., eds., "Pathways to Multilingualism: Evolving Perspectives on Immersion Education" (Canada 2008), p.10

#### d. Advantages of Immersion Programs

According to Rahmi et al. There are several advantages of the Immersion Program, namely:

1) Support the development of language comprehension strategies

The students participating in the immersion program are accustomed to processing language primarily based on meaning, or with regard to meaning or contents of a greeting.

2) Improve overall second language learning

One of the important characteristics of the immersion program is that the second language was introduced as a holistic, purposeful system to communicate meaning. Students who take this program usually introduced to academic vocabulary and language structure comprehensive, ranging from the simplest to the most complex.

3) Increase fluency

Fluency means automaticity. Students who join this program can speak the target language without experiencing significant difficulties, especially things which are about academic topics and class routines. They are capable use a varied academic vocabulary,<sup>21</sup> thus making them more confident.

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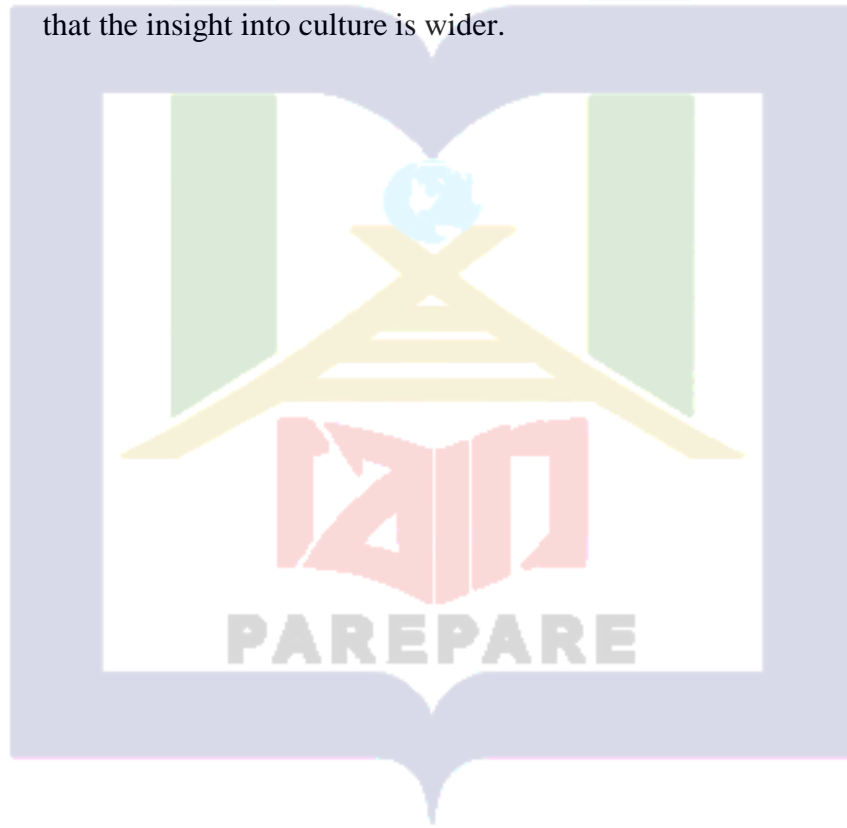
<sup>21</sup> Rahmi D.Handayani,Et Al, Partial Immersion Program Sebagai Model Pembelajaran Bahasa Inggris Menuju Sekolah Bertaraf Internasional (SBI) Disekolah Menengah Pertama Bilingual Daerah Istimewah Yogyakarta, (Universitas Negeri Yogyakarta, 2009), p. 9



e. The Goals of Immersion Program

There are four goals in immersion program based on :

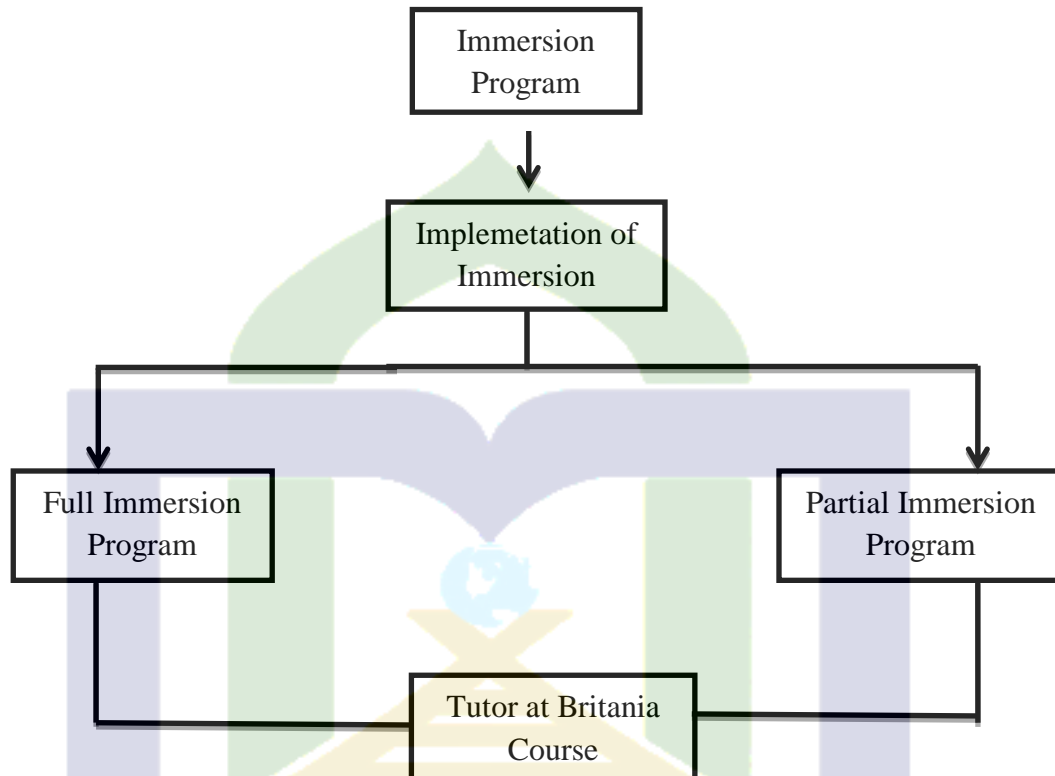
- 1) To attain competence within the foreign language (listening, speaking, reading, writing)
- 2) To accumulate a similar L1 language arts skills as students in regular schools
- 3) To master content space skills & ideas
- 4) To achieve a large understanding and appreciation of alternative cultures<sup>22</sup> so that the insight into culture is wider.



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<sup>22</sup> Mike Botswick And Katoh Gakuen, "What is Immersion"<http://www.bi--lingual.com/school/INFO/WhatIsImmersion.html>

### C. Conceptual Framework



To see how the implementation of immersion program design in Britania School of English Math & Preschool, the researcher would use interview to the tutor know how the implementation from full immersion program and partial immersion program, to complete the data the researcher also doing an interview to the students' to know how students' response toward the immersion program design that been using by the tutor of Britania School of English, Math & Preschool

#### **D. Review of Conceptual**

1. Operational Definition of the Research
  - a. Immersion Program

Immersion program is a method in English that applies foreign language areas, especially in English, so that a person can more easily adapt a language. This immersion method is a method specifically designed to improve language teaching, where the success of this program depends on the student's interest in learning or his persistence in practicing the language.



## CHAPTER III

### RESEARCH METHOD

#### **A. The Design of Research**

This research was design in the qualitative research design by using descriptive method, qualitative research is procedure narrative or textual description of the phenomena under study.<sup>23</sup> The researcher choose descriptive because it will describe how is the students immersion program

#### **B. Location and Duration**

The location of the research was conducted at course Britania School of English, Math & Preschool Kab.Pinrang, the researcher used the qualitative research that have several times to collect and analyze data. So, the duration of this research was more than one month for collecting the data.

#### **C. Focus of The Research**

This study consisted of two kinds of samples, namely tutors and students. The first sample is an English tutor who is active as an English teacher at a British course institution. The second sample is students in Britania. Researchers used simple random sampling in selecting students, where the sample consisted of 2 tutors and 10 students.

#### **D. Types and Data Sources**

In this study, the researcher used several components which were the source of the data, while what is meant by the data source in this study is the subject from

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<sup>23</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Alfabeta Bandung 2018), p.138-139

which the data is obtained. Sources of data in this study were divided into primary data and secondary data. They are as follow;

1. Primary data

Sources of data in this study are the results of observations and interviews of tutors and students with research subjects as many as 2 tutors and 10 students.

2. Secondary Data

It is data that includes official documents for relevant agencies, books, research results that are in the form of reports, diaries, and other.<sup>24</sup> The supporting data in this study are the results of preliminary observations, interviews with English teachers and recordings.

#### **E. The Instrument and process of collecting data**

1. The Instrument

The researcher was collected the data by using Observation and Interview as the instruments of data collection.

- Procedure of Collecting Data

- a. Observation

In the implementation of this observation, the researcher went directly to the field to observe the behavior and activities of individuals in the research location, namely in Britania School of English, Math & Preschool, in the process the researcher observed students in the learning process.

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<sup>24</sup>SujonoSoekarno, *PengantarPenelitianHukum*, (Jakarta: UI Press, 1986). P. 12

## b. Interview

The interview is one of the research instruments used as a data collection technique if you want to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to find out more in-depth things from the respondents and the number of respondents is small or small. This data collection technique is based on self-reports or self-reports, personal beliefs or knowledge<sup>25</sup> using an interview instrument can help researchers to find out more about what the respondents want to research.

The procedures of collecting data as follows;

- 1) The researcher conducted an interview with the tutor after making observations.
- 2) After that, the researcher conducted interviews with students after the researchers conducted interviews with tutors
- 3) After the interview was completed, the researcher collected the results of the student interviews.
- 4) Then researchers get conclusions based on interviews

## F. Data Validity Test

There are four examination criteria in determining the validity of the data (trustworthiness). The data validity test in qualitative research includes; credibility, transferability, dependability checks, confirmability.<sup>26</sup> This is what supports in checking the validity of the date. In this study, to see the credibility or trust test of

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<sup>25</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Alfabeta Bandung 2018), p.138-139

<sup>26</sup> Moleong, L.J. Metodologi Penelitian Kualitatif Edisi Revisi. (Bandung: PT. Remaja Rosdakarya 2011)

qualitative research data, it is necessary to extend the observation of the data, namely; participation extension, observational persistence, triangulation, referential adequacy.

1. Observation extension technique, in this case the researcher went directly to the field to find out activities or explore problems that exist in the field.
2. Observation persistence technique, the researcher makes detailed and detailed observations by paying attention to the subject in providing good and correct information
3. The triangulation technique carried out by the researcher, namely the researcher compares the data obtained from one respondent and another respondent to find out the truth with the previous respondent's information.
4. Referential adequacy technique is used to identify and understand immersion program problems based on literature review as a theoretical basis used to determine the realities that are found when playing directly in the field.

#### **G. Technique of Data Analysis**

##### **a. Analysis of the interview**

The researcher used technique of qualitative data analysis to answer the second question of this research. According to Miles in Masrurah thesis, Data Analysis includes data reduction, data display, and data drawing.<sup>27</sup> The procedures Analysis of the Interview of as follow

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<sup>27</sup> Masrurah, Ummu. *Analyzing Students' Errors in Answering TOEFL Structure Prediction Test at the English Education Department UIN Alauddin Makassar.*(Thesis of PBI UIN Alauddin Makassar, 2016).

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or transcription. Qualitative data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a large pattern and so on. So, in this research, the data was selected, chosen, and taken only the data related to this research. Unimportant data was thrown and reduced.

b. Data Display

Display is organized, compressed assembly of information that permits conclusion drawing and action. It is designed to assemble organized information into and immediately accessible, compact form so that the analyst can see what is happening and either draws justified conclusions or move on the next step of analyst the display. This research displayed the data through narrative description.

c. Data Drawing Conclusion and Verification

Conclusions are also verified as the analyst proceeds. Verifications may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus, or with extensive efforts to replicate a finding in another data set. The data was concluded or verified based on evidence of the validation in the field. So, the data will be credible (trustworthy).



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The research findings are the answers to the problem formulations formulated in the first chapter. The purpose of this study was to determine the design of immersion program. This study used a qualitative descriptive method the study presented the results of observations and interviews.

##### 1. Findings of General Description of the Research Location.

The Britania educational institute is one of the Course & Tutoring institutions in the city of Pinrang which deals with the English and Math education programs, which is located at Dr. Sudirohusodo, Jaya Village, Paleteang District, Regency Pinrang, South Sulawesi Province.

This course & Tutoring institute was originally named Britania School of English and Math and later changed to Britania School of English, Math & Preschool, this institution was founded on Friday 04 October 2002 before a Notary Ny. Haryati Reksoatmodjo, SH.

This institution is under the management of Mr. Adam Surya as Chairman, Secretary to Mrs. Asri Rohilmina and Darmawati as Treasurers. This course institution is an institution that has long existed in Pinrang Regency, Britania has also produced many successful graduates.

The following is a profile of a Britania course institution:

**Table 4.1 Britania School of English, Math & Preschool Course Institution Identity**

Course Institution Name	Britania School of English, Math & Preschool
Date of Establishment	04 Oktober 2002
No Deed of Establishment	01
Notary Public	Ny. Hartati Reksoatmodjo
Early Founders	3 orang
Management	5 Orang
Secretariat	Jl. Dr. Wahidin Sudirohusodo
Information	085 298 305 885
Email	<i>britaniainfo@gmail.com/suryaadam46@gmail.com</i>
Number of instructors	10 Orang

## 2. Finding Observation and Interview Program Design of Immersion at Britania School of English, Math and Preschool Pinrang.

### a. Finding through Observation

Based on observations that researchers made on March 15, 2021 in the learning process at course institutions in Britania, Britania is one of the most famous English language course institutions in Pinrang City which currently only has 35 active students due to the COVID-19 pandemic which has had a major impact on the community. Course institutions include several classes that have to be closed due to the large number of students taking a break and tutors also having several tutors taking a break due to the large-scale implementation of social restrictions. Prior to the

Covid 19 pandemic, actually in Britania there were 10 English tutors and currently there are only 3 English tutors left, currently in Britania there are online and offline class programs so that students continue to follow learning while students who are already proficient in English are placed in online classes, while for students who still really need guidance, they are placed in offline classes and it is true that researchers see that the impact of this pandemic is indeed very influential in Britania course institutions.

The researcher also sees that in Britania there are classes for everyone who wants to learn English, ranging from elementary, junior high, high school, students and even classes for workers, but currently based on what the researchers found that the educational level of students who attend classes is only elementary level, Middle School, High School. Researchers are also allowed to view the curriculum of learning materials but only vocabulary learning materials can be displayed because the curriculum in Britain is confidential. As for students' vocabulary learning materials, there are 4 levels of Children, starting from children 1, 2, 3, and 4, each level has a higher level according to the student's class, special criteria that are often used are self-introduction, greeting, alphabet, words. pronouns, spellings, numbers, days, months, colors, daily activities, nouns, adjectives, adverbs, verbs, and many other types of vocabulary that are used while studying and students should be familiar with using English when in the course this is what researchers see.

The duration used in the teaching and learning process is 90 minutes per meeting with three meetings per week (Monday, Wednesday and Friday) both online and offline. Before the learning process begins, the tutor has a plan that will be carried out in teaching, before starting the lesson the tutor directs students to read

prayers in English, then read the Britania Rule and Britania song, every meeting students are given homework to memorize 5 English vocabulary and in English, deposit before the material takes place which is directed directly by the tutor. Researchers also see in Britania implementing an English area for students and tutors so students in Britania speak English through tutor supervision if students are not able to speak English from what he wants to convey, tutors are always there to help and direct them.

The facilities that the researchers found during the observation were Britania has an air-conditioned room, a rest room, a mini library, a prayer room, free wifi, has an LCD and speakers as learning media.

b. Finding through Interview

The researcher interviewed 2 English tutors and 10 Britania students by asking several questions to answer the formulation of the research problem, namely How to design the immersion program in Britania school of English, math & preschool as supporting data for primary data findings. The data presented are as follows:

Based on the results of interviews with tutors, the previous researcher had a light conversation by asking the name and place of residence and the researcher also asked how many English tutors are in Britania? And the tutor answered according to the facts that existed before the Covid 19 pandemic in Britania had 10 English tutors but with a situation that required activists at the English tutor's house in Britania to remain 3 people.

### Representative Statements:

“Nama lengkap saya itu Adam Surya, S.Pd saat ini saya tinggal di Palirang , dan saat ini saya merupakan salah satu tutor yang ada di Britania dan sebagai Pimpinan Britania dan mengenai tutor Sebelum Pandemi itu kita ada 10 orang tutor bahasa Inggris tetapi sekarang pandemic cuman ada 3 orang saja tutor bahasa Inggris”<sup>28</sup>

“ Saya Riri siswa disini sering memanggil saya dengan Miss Riri dan saya tinggal dekat dari tempat kursus ini dan untuk tutor yang mengajar bahasa Inggris Saat ini ada 3 orang dek, Sebelum pandemi covid 19 itu ada 10 orang khusus tutor bahasa Inggris.”<sup>29</sup>

Then researchers want to know whether in the Britania School of English Math & Preschool there is a special area that requires students to speak English (English area)?

### Representative Statements:

“Iya, disini kami menerapkan English area, semua siswa siswa diwajibkan menggunakan bahasa Inggris tetapi untuk siswa baru masih ditolerir dan kami membimbingnya untuk mampu menggunakan bahasa Inggris secara perlahan sehingga dia dapat aktif speaking English”<sup>30</sup>

“iyaa disini merupakan kawasan English area untuk siswa yang mengambil kelas bahasa Inggris, jadi semua siswa yang ikut kursus bahasa Inggris semua diwajibkan menggunakan bahasa Inggris melalui pengawasan para tutor tetapi disini itu kami juga melakukan pendampingan kepada siswa dek, karena masih banyak siswa yang kadang lupa kosakata yang dia ingin ucapkan atau dia tidak mampu mengeluarkannya jadi tugas tutor membantunya. Jadi siswa disini kami biasakan menggunakan bahasa Inggris ketika ingin berinteraksi sesama teman-temannya dek. Tetapi untuk siswa yang baru masuk itu butuh pendampingan secara khusus untuk dia berinteraksi sesama temannya jadi siswa yang baru masuk atau siswa baru masih di maklumi ketika menggunakan bahasa Indonesia”<sup>31</sup>

<sup>28</sup> Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>29</sup> Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>30</sup> Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>31</sup> Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

Based on the representation of the statements from the interview result above the tutor, yes in Britania applying English area to students as supporting students' language use and tutors always supervising and helping students to use English.

In addition to the application of the English area, the researcher also asked the tutors whether student use English actively in the learning process and how long is the study time used at the Britania School of English Math &Preschool?

**Representative Statements:**

“Iya disini kami berusaha membuat semua siswa aktif, ketika berada di dalam kelas, agar mereka mampu menggunakan bahasa inggris secara aktif dan penuh percaya diri melalui pantauan dan bantuan para tutor dan lama waktu belajar disini itu 1 jam 30 menit setiap pertemuan”<sup>32</sup>

“Alhamdulillah iya dek, walaupun masih ada 1 atau 2 orang siswa yang secara tidak sengaja atau spontan ketika berbicara menggunakan bahasa indonesia, yah mungkin hal ini dipengaruhi oleh faktor lingkungan diluar dari pada kursusan karena mereka itu menggunakan bahasa inggris secara aktif saja ketika berada di tempat kursus dan Setiap pertemuan itu 1 jam 30 menit, dan ada 3 kali pertemuan setiap minggunya.”<sup>33</sup>

Based on the tutor's explanation, students in Briania are required to use English actively in the learning process, although there are still some students who use Indonesian.

Then the researcher asked whether you have heard the term Program Design Immersion?

**Representative Statements:**

“Ohiyaa dek, immersion itu cara yang sangat umum digunakan ketika sedang belajar bahasa. Secara tidak sadar di tempat kursus itu menggunakan metode immersion, siswa mempelajari dua bahasa, yah kalau disini itu ibu mereka bahasa Indonesia dan bahasa inggris sebagai bahasa target”<sup>34</sup>

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<sup>32</sup>Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>33</sup>Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>34</sup>Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

“Iya tentu saja dik, Immersion itu merupakan bagian dari program bilingual yang menggunakan dua bahasa, nah bisa dikatakan bahwa immersion juga merupakan peralihan dari bahasa ibu ke bahasa target, atau bahasa Indonesia ke bahasa Inggris, seperti mengikuti lembaga kursus bahasa, di tempat kursus itu menggunakan dua bahasa, siswa dibiasakan atau diperkenalkan dengan bahasa target”<sup>35</sup>

Based on the explanation from the tutor, immersion is a learning method used for language programs. In Britania apply the immersion method which is indirectly realized by students.

When to find out a lot about how the learning process in English class is, the researcher asked the tutor, then the tutor explained how the teaching and learning process was there.

#### **Representative Statements:**

“Proses pembelajaran yang kami lakukan disini tentunya kami mengharuskan mereka menggunakan bahasa Inggris agar mereka itu terbiasa dan juga mampu menggunakan bahasa Inggris, kemudian kami juga memiliki tahap-tahap pembelajaran yang dilakukan pada saat proses pembelajaran. Nah sebelum proses pembelajaran dimulai kami itu menuntun mereka untuk membaca doa sebelum pembelajaran dimulai menurut kepercayaannya masing-masing karena siswa disini ada yang menganut agama Islam dan Kristen. Lalu setelah membaca doa, disini ada yang namanya Britania rules, jadi salah satu siswa membacakan Britania rules untuk meningkatkan kesadaran mereka untuk disiplin, setelah itu menyanyikan yel-yel Britania untuk meningkatkan semangat sebelum belajar, disamping itu sebelum masuk materi tutor mengevaluasi siswa dengan memberikan mereka sebuah kalimat untuk di terjemahkan atau menyusun kalimat dan juga setiap pertemuan itu siswa diharuskan menghafal 5 atau 10 vocabulary yang setiap pertemuan kami tagih hapalan mereka disamping itu disela-sela proses pembelajaran sebelum masuk materi dan pada saat materi berlangsung tutor memutar musik untuk membuat mereka rileks serta melatih mereka untuk terbiasa dengan bahasa Inggris, dan setiap pertemuan kami bermain games sebelum proses pembelajaran habis, kami juga menggunakan banyak metode pembelajaran agar mereka tetap nyaman dan tidak bosan. Selain dari mengajar kami juga mengawasi mereka dan mendampingi mereka untuk tetap konsisten menggunakan bahasa Inggris ketika berada di Britania.”<sup>36</sup>

“Proses pembelajaran di sini itu kami membuka 2 program kelas dik, ada yang online dan offline karena berhubung sekarang pandemi jadi kelas dibagi menjadi 2. Di kelas online itu siswa yang sudah tingkatan advance yang sudah mahir menggunakan

<sup>35</sup>Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>36</sup>Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

bahasa inggris secara aktif dan tutor dikelas ini menjelaskan menggunakan bahasa inggris full, sedangkan kalau di offline itu siswa dan tutor masih menggunakan 50% bahasa ibu dan 50% bahasa inggris dalam artian dikelas offline menggunakan 2 bahasa. Adapun proses pembelajaran yang kami lakukan ketika berada di dalam kelas yaitu tentu saja Membaca doa sebelum pembelajaran dimulai, lalu pembacaan Britania Rules, kemudian menyanyikan Yel-yel Britania, dan juga setiap pertemuan itu siswa diwajibkan menghafal 5 kosakata untuk tingkatan children sedangkan untuk tingkatan teen itu ada 10 kosakata, yang setiap pertemuan siswa diharuskan setor sebelum materi dimulai, kemudian tutor juga memutarakan music untuk membuat siswa merasa nyaman dan bertujuan menambah pembendaharaan kosakata siswa serta melatih, pendengaran mereka agar mereka terbiasa dengan kalimat bahasa inggris dek, selain dari itu juga tutor memberikan sebuah kalimat kepada siswa lalu siswa yang mengartikannya, kemudian masuk di Materi pembelajaran dan 30 menit terakhir ada games yang diberikan oleh tutor”<sup>37</sup>

Based on what the tutors conveyed that in Britania there are structured learning stages and give students the responsibility to try to use English with the given learning methods and strategies and also familiarize students with an environment that uses English.

After knowing the student learning process, the researcher also wants to know how the learning process is on the level of students' ability to use English

#### **Representative Statements:**

“Disini ada 3 tingkatan mulai dari children yaitu kelas untuk anak SD, Teen untuk anak SMP dan untuk anak SMA serta Persiapan untuk kelas pekerja atau yang ingin mengikuti ujian-ujian, misalnya TOEFL. Focus pembelajarannya juga sebenarnya seimbang pada umumnya tetapi ada yang lebih pengkhususan misalnyakan untuk Children itu fokusnya ke yang Basic contohnya kaya Noun, Adj, atau Spelling, kalau untuk Teen itu dia sudah mulai focus ke Speaking sedangkan untuk persiapan kelas pekerja itu dia focus ke Writing kan untuk persiapan ujian, tetapi sebenarnya semua tingkatan ini tetap belajar 4 skill bahasa inggris, mulai dari, speaking, listening, reading and writing. Nah untuk saat ini juga program kelas ada 2 online dan offline karena berhubung pandemic jadi masih pembatasan berkegiatan, nah untuk kelas offline itu sebenarnya proses pembelajaran dikelas itu masih menggunakan bahasa ibu dan bahasa target atau dua bahasa yaitu bahasa Indonesia dan bahasa inggris baik siswa maupun tutor, berbeda dengan yang kelas online mereka sudah berada di tingkatan yang advance bahasa inggris mereka sudah mahir jadi proses belajar mengajarnya sudah menggunakan bahasa inggris 100 %. Walaupun pada dasarnya

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<sup>37</sup>Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021



kelas offline masih dapat menggunakan bahasa Indonesia hal itu terjadi ketika dia tidak dapat mengerti apa yang disampaikan oleh tutor kadang tutor menjelaskan dengan bahasa Indonesia untuk membuat dia paham dek, karena kan belajar bahasa itu bertahap juga dek perlu kesabaran juga, kita juga tidak terlalu dapat memaksakan siswa untuk langsung mampu berbahasa Inggris kan tetapi kami tetap mengusahakan untuk mereka mampu menggunakan bahasa Inggris”<sup>38</sup>

“Sebenarnya untuk siswa disini levelnya mulai dari children atau basic yang siswanya mulai dari SD yang focus pembelajarannya itu mulai dari dasar, noun, spell, dll , Ada juga tingkatan Teen untuk remaja yang siswanya mulai dari SMP Serta SMA yang focus pembahasannya itu ke Speaking lalu persiapan untuk para kelas pekerja itu biasanya mengambil kelas writing untuk mengikuti ujian-ujian Toefl . Lalu disini juga kelas untuk online merupakan kelas yang mana siswanya sudah mampu menggunakan bahasa Inggris full atau berada di tingkatan advance”<sup>39</sup>

The learning of each grade level is balanced, meaning that all classes learn four skills (Reading, Speaking, Writing, Listening,) but for each grade level, each has its own focus as described above.

Then the researcher also asked how the output or target of language learning was given to students

“Target kami itu yah tentunya kami berharap siswa keluaran dari Britania dapat berprestasi dengan baik, mampu menggunakan bahasa Inggris dan tidak pelit ilmu hehehe maksudnya mau berbagi dan mau membantu sesamanya yang ingin belajar bahasa Inggris dan juga ilmu yang didapatkan disini mampu di implementasikan diluar nanti, dan dapat menggunakan bahasa Inggris dengan percaya diri dan dapat melanjutkan jenjang karirnya untuk mendapatkan beasiswa dengan tes Toefl”<sup>40</sup>

“Siswa di harapkan mampu berbahasa Inggris karena bahasa Inggris merupakan bahasa internasional, kemudian siswa lebih mudah melanjutkan jenjang karirnya”<sup>41</sup>

After the researcher interviewed English tutors in Britania, the researcher also wanted to interview ten students in Britania to find out how the program design immersion in Britania.

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<sup>38</sup>Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>39</sup>Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>40</sup>Riri, Interview in Britania School of English, Math and Preschool on March 17, 2021

<sup>41</sup>Adam Surya, Interview in Britania School of English, Math and Preschool on March 17, 2021

Before the researcher conducts further interviews, the researcher wants to know whether the students have ever listened to the immersion method, some say they have and have never.

### **Representative Statements:**

“Tidak pernah kak”<sup>42</sup>

“Iya kak tapi ku dengar saja ji kak”<sup>43</sup>

“Tidak tau kak”<sup>44</sup>

“Iye Pernah”<sup>45</sup>

Based on the representation of statements from the results of the interviews above, there are those who answered "yes and no" so the writer can formulate that not all students know that immersion is a two-language learning method used in this place because the course does not really explain the English material properly general but only focus more on English skills.

To find out specifically, the researcher asked what learning methods did you use during the learning process? all students answered that the learning process in Britain has 2 courses online and offline classes, for online the learning process uses 100% English while offline classes during the learning process the tutor explains in two languages which makes students understand and what is conveyed by the tutor and also during the process learning students feel happy when the learning process is

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<sup>42</sup> Fauziah zahirah, Interview in Britania School of English, Math and Preschool on March 19, 2021

<sup>43</sup> Ahmad Fardhan Attarabi, Interview in Britania School of English, Math and Preschool on March 19, 2021

<sup>44</sup> Nur Afifah, Interview in Britania School of English, Math and Preschool on March 22, 2021

<sup>45</sup> Revan Cristiano Kantamal, Interview in Britania School of English, Math and Preschool on March 22, 2021

interspersed with games and music, tutors also always train students by providing sentences to translate.

### **Representative Statements:**

“Baik, missnya mengajar pakai 2 bahasa kak, bahasa Indonesia sama bahasa inggris kalau untuk kelas tatap muka kak, tapi untuk kelas online sudah menggunakan bahasa inggris. Kalau kelas tatap muka tutor selalu memutar lagu barat ketika dia sedang menulis di papan jadi kami menulis sambil mendengarkan music, atau tutor juga sering memberikan kuis kepada kami kak terus disini kami harus membiasakan diri menggunakan bahasa inggris”<sup>46</sup>

“Belajarnya asik dan tutornya juga menjelaskan pakai bahasa Indonesia dan inggris, tetapi saat ini saya sudah mengambil kelas online jadi proses belajar saya itu sudah menggunakan bahasa inggris, miss nya juga menjelaskan pakai bahasa inggris”<sup>47</sup>

“Sebenarnya kak disini ada dua program kelas kak, ada yang masuk langsung dan ambil kelas online belajar di rumah. Kalau belajar dirumah itu yang sudah mahir bahasa inggris kalau yang langsung masuk di tempat kursus itu masih dua bahasa ji yang dipakai kalau di dalam kelas ki tapi sebenarnya harus ki usahakan bahasa inggris. Tutor biasa pake dua bahasa untuk menjelaskan pelajaran supaya mudah ki mengerti kak tapi nanti na terjemahkan lagi pakai bahasa inggris. Setiap masuk ki ada hapalan kosakata yang digunakan untuk membuat kalimat setiap masuk ki belajar yang di arahkan ki sama tutor sambil membuat kalimatki mendengarkan ki juga lagu bahasa inggris.”<sup>48</sup>

“Kalau untuk dikelasku yang belajar langsung ditempat kursus, tutorku biasa pakai dua bahasa atau campur jadi tidak terlalu sulitki belajar, beda dengan yang kelas online dia pake bahasa inggris kak. Harus ki pakai bahasa inggris kalau ingin berbicara sama teman tapi kalau ada yang tidak di paham na bantu jaki tutor kak. Selama belajar ki seru kak, karena setiap belajar ada gamesnya kak terus diputar ki juga lagu barat jadi belajar ki tapi santai, terus mata pelajarannya juga tidak terlalu sulitji caranya tutor juga menjelaskan tidak terlalu susah ji kak, mudah ji dipahami karena kalau tidak pahamki biasanya tutorku pakai bahasa Indonesia juga kak, setiap masuk ki kursus harus ki hapal 5 kosakata, baru siswa tutor suruhki buat kalimat biasa nasuruhki dengan itu hapalan ta dan juga nasuruhki translate I kak.”<sup>49</sup>

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<sup>46</sup> St. Hasywa Hasnur, Interview in Britania School of English, Math and Preschool on March 22, 2021

<sup>47</sup> Ivan Julian Pratama, Interview in Britania School of English, Math and Preschool on March 22, 2021

<sup>48</sup> Muhammad Rayhan Abdullah, Interview in Britania School of English, Math and Preschool on March 25, 2021

<sup>49</sup> Muhammad Rifqi Aziz, Interview in Britania School of English, Math and Preschool on March 25, 2021

“Diharuskan pakai bahasa inggris, kalau kelasku saya itu kelas yang belajar di tempat kursus jadi ketemu langsungki dengan miss, setiap belajar ki na arahkan ki miss baca doa pakai bahasa inggris, baca britania rules juga, menyanyikan yel-yelnya britania, baru ditagihki hapalan kosakata setiap masuki kursus, selama belajar kin a arahkan ki juga miss pakai bahasa inggris semampu ta nanti na bantuki, jadi setiap kursus ki diputar ki lagu barat setiap masuk kelas pasti beda lagunya sambil diputar music belajar ki tapi santai, baru miss na suruhki membuat kalimat dengan tenses, kalau sudah itu baru masuk materi, biasa juga sambil menyanyiki didalam kelas sambil menulis supaya tambah banyak I kosakata ta, sebelum ki pulang ada games nakasi ki miss supaya tidak bosanki belajar. Baru semua missnya tidak terlalu na paksaki kalau tidak bisaki, tapi na kasi ki nasehat supaya bisaki.”<sup>50</sup>

“Kalau dikelas kak harus ki pakai bahasa inggris kalau ada yang kurang dipahami na ajarki tutor kak, terus sebelum ki belajar harus ki baca doa, baru menyanyikan yel” dan pembacaan Britania rules setiap pertemuan rutin dilakukan, terus tutor memutar music jadi kita belajar dengan santai kak, tidak tegang ki didalam kelas kalau belajar, setiap pertemuan harus ki menghafal 5 kosakata sebelum belajar, terus tutor suruh ki menyusun kalimat sambil dengar lagu barat, kalau miss sudah menjelaskan lagunya di matikan kak, tapi kalau menulis miss dipapan menyanyi bersamaki lagi supaya terbiasa ki dengan bahasa inggris kak. Tapi didalam kelas kalau mauki bertanya atau bicara harus ki memang pakai bahasa inggris kak tapi kalau tidak ditau i na bantuki temanta atau miss, terus kalau menjelaskan mi miss biasa pakai bahasa inggris sama bahasa Indonesia untuk kasi paham ki kak.”<sup>51</sup>

Then the researcher also wants to know whether the tutor uses English actively or passively during the learning process.

#### **Representative Statements:**

“Iya kak missnya selalu menggunakan bahasa inggris kalau mengajar, dulu waktu masih kelas tatap muka saya ambil kak, missnya kalau bicara sama siswanya pake bahasa inggris tapi kadang juga na terjemahkan pake bahasa Indonesia kalau tidak dipahami apa na maksud kak, baru disini ada dibidang English area jadi kalau masuk di britania haruski pake bahasa inggris bicara sama temanta, atau sama missnya tapi tetapi nabantu missnya kalau na dengar ki ada yang salah pronounnya sama vocabnya.”<sup>52</sup>

“Iya kak selalu pakai bahasa inggris kalau di tempat kursus tapi kalau belajar ki atau menjelaskan biasa pakai bahasa inggris dan bahasa Indonesia untuk kasi paham ki

<sup>50</sup> Fitriani, Interview in Britania School of English, Math and Preschool on March 22, 2021

<sup>51</sup> Fauziah zahirah, Interview in Britania School of English, Math and Preschool on March 19, 2021

<sup>52</sup> Ahmad Fardhan Attarabi, Interview in Britania School of English, Math and Preschool on March 19, 2021

karena saya juga kadangkala tidak sadar pakai bahasa Indonesia tapi na bantu jaki miss juga.”<sup>53</sup>

“Iya aktif sekali, bukan saja tutor yang harus pakai bahasa inggris kak tapi kita juga siswanya toh haruski pakai bahasa inggris, karena disini tempat kursus ada dibidang English area kak, jadi kalau mauki bicara pakai bahasa inggris ki tapi kalau ada yang salah na ajar ki tutor karena na perhatikan jaki juga tutor kalau bicara ki sama teman, baru tidak namarahi ki kalau salah kak tapi na ajarki. Itu juga sering putar lagu kalau belajar ki jadi semakin banyak juga kosakata ditau kak”<sup>54</sup>

“Tentu mi kak, karena na awasiki juga tutor dan latih ki pakai bahasa inggris, apalagi di sini kak English area jadi haruski pakai bahasa inggris kalau mau bicara tapi kalau salah atau tidak ditau apa yang mau dibidang dibantu jaki sama tutor dan teman-temanku kak.”<sup>55</sup>

“Iya tutor ku aktif sekali pakai bahasa inggris karena memang mau kalau semua siswanya bisa menggunakan bahasa inggris. Tapi mereka mengawasi kalau ada yang bicara menggunakan bahasa Indonesia diluar jam pelajaran misalnya menunggui kelas atau mauki bertanya sama dia harus pakai bahasa inggris kalau tidak ditau vocabnya na ajar jaki juga, jadi tidak terlalu takut jaki salah.”<sup>56</sup>

The environment is a very influential place in the development of students' English, so researchers want to know clearly Does the learning environment in Britania have an influence on your mastery of English?

#### **Representative Statements:**

“Sangat berpengaruh semenjak saya masuk kursus saya unggul di kelas kak untuk pelajaran bahasa inggris dan mendapatkan nilai yang bagus kalau ulangan kak, tapi di kursus jika sering pake bahasa inggris karena tidak ada temanku yang ku temani pake bahasa inggris”<sup>57</sup>

<sup>53</sup>Fitriani, Interview in Britania School of English, Math and Preschool on March 22, 2021

<sup>54</sup>Muhammad Rifqi Aziz, Interview in Britania School of English, Math and Preschool on March 25, 2021

<sup>55</sup> Muhammad Rayhan Abdullah, Interview in Britania School of English, Math and Preschool on March 25, 2021

<sup>56</sup> Nurhasanah Ikbal, Interview in Britania School of English, Math and Preschool on March 25, 2021

<sup>57</sup>St. Hasywa Hasnur, Interview in Britania School of English, Math and Preschool on March 22, 2021

“Iyee sangat berpengaruh kak, saya sudah bisa menonton film barat tanpa translatenya dan juga sudah bisa memperkenalkan diri saya”<sup>58</sup>

“Kalau pengaruh iya sangat banyak pengaruhnya bisama pakai bahasa inggris, bisama juga menjawab soal bahasa inggris yang mudah secara perlahan sebelum masuk kursus karena di biasakan ki pakai bahasa inggris di britania karena orang-orang disana memang pakai bahasa inggris jarang pakai bahasa Indonesia kecuali siswa baru, begitu ji juga saya dulu kak awal masuk ku di tempat kursus tapi semenjak terbiasa bisama juga pakai bahasa inggris walaupun toh tidak lancar juga kemarin tapi cuman ditempat kursusja biasanya pake bahasa inggris kak karena kurang temanku yang ambil kursus”<sup>59</sup>

“Iya banyak sekali pengaruhnya kak, pintar pakai bahasa inggris sekarang terus banyak mi ku paham kalau dengarka bahasa inggris. Bisama juga bicara sama kakak ku pakai bahasa inggris karena sudah juga kursus di Britania”<sup>60</sup>

From the results of students' statements they stated that the course environment had a good influence on their English mastery and also the results of their statements that they only actively used English in the course because of their environmental factors, who did not understand English so they could not practice other than in place courses or meet up with friends who are taking courses.

## **B. Discussion**

In this section are the results of preliminary observations made by researchers at the Britania School of English Math and Preschool course in Pinrang Regency. In general, in the initial research carried out by researchers, researchers choose a Britania location to study how to design an immersion program in Britania which at this location has never done a similar study, so researchers want to know how to design an immersion program in Britania

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<sup>58</sup>Ivan Julian Pratama, Interview in Britania School of English, Math and Preschool on March 22, 2021

<sup>59</sup>Nurhasanah Iqbal, Interview in Britania School of English, Math and Preschool on March 25, 2021

<sup>60</sup>Muhammad Rayhan Abdullah, Interview in Britania School of English, Math and Preschool on March 25, 2021

Based on this, the researcher wants to describe the discussion of the results of data analysis in accordance with the scope of the research that has been discussed previously this discussion is intended to describe how the immersion program design in Britania.

In this study, the researcher took two English tutors and ten students who were sampled and used as research data by using observation methods and direct interviews with students, in this observation process the researchers found two types of immersion programs found in the field based on researcher observations by paying attention to students, and the teaching and learning process of students in the classroom, namely: Full Immersion where learning is online, while Partial Immersion learning is offline.

In Britania School there are several grade levels ranging from, elementary, junior high and high school. There are two learning processes carried out during this pandemic, namely online and offline. This is due to the Covid 19 pandemic which makes some parents worried when the learning process is carried out online. Online classes are a solution offered by the course for students so that the learning process continues, then students who are in online classes are students who are already at an advanced level of ability in the sense that these students are able to use English well, but not a few students take a break, when the Covid 19 pandemic increased rapidly in Pinrang district.

Currently, researchers are conducting research by examining students who take offline classes by complying with the Covid 19 health protocol so that students

can study directly, although there are still some students who do the online learning process or study at home.

Based on the theory of Robert and Merrill in their book *Immersion Education: International Perspectives*, he said that Immersion is a realistic developmental process and has become a bilingual term or a broader choice. The immersion program aims to provide a quantity and quality of involvement in the use of the target language that does not guarantee the development of a high level of proficiency. Immersion programs are introduced in many forms, from discipline-based language teaching to full immersion.<sup>61</sup> A successful immersion process is based on students' learning interests and their routines in using the target language.

It turns out that based on the results of research by researchers with the theory put forward by Robert and Meril, in line with what was stated by the informants interviewed, the researcher concluded that to be able to use the target language, discipline is needed in everyday use so that students are accustomed to using English. One of them is that students use English when they want to speak and do any activity and the course institution is one of the very good program solutions for target language improvement because basically the course uses the English language area.

In connection with the results of research conducted by Rahmi D. Handayani et al. Entitled "Bilingual Partial Immersion Program as a Model for English Language Learning Towards International Standard Vocational High Schools in the Special Region of Yogyakarta". The results showed that there were 3 types of language immersion programs, namely full immersion, partial immersion and two-way

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<sup>61</sup>Roberth keith Johnson and Merrill Swain, "Immersion Education: International Perspectives" (Cambridge University Press), p.13



immersion. While the research findings obtained in the field are students in Britain only use two types of immersion programs, namely full immersion and partial immersion.

The full immersion program is used in online classes, while the partial immersion program is used in offline classes, because the level of education is long so that the English level of students in online classes is very fluent, in contrast to students who take offline classes who still need assistance in using two language of the tutor. This does not mean that students who take offline classes cannot use English they are already very capable of using English when speaking, making sentences and having a lot of vocabulary but still need help from a tutor to use the target language.

As stated by Rahmi D. Handayani et al, the Immersion program is one of the foreign language teaching methods in which a foreign language is the main tool in providing teaching and content. In 1965 this program first appeared in one of the quebec communities. This immersion program is an effort from the environment, namely the combined efforts of parents, authorities, education in finding solutions to improve the teaching of French to English-speaking children in Quebec<sup>62</sup>. Based on the explanation above, the immersion program is expected to help the children's language recovery process with the help of the surrounding environment.

Based on the facts that the researchers found in the field through observations during the research period and interviews with students, the researchers concluded

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<sup>62</sup>Rahmi D. Handayani, "Bilingual Partial Immersion Program Sebagai Model Pembelajaran Berbahasa Inggris Menuju SMK Bertaraf Internasional di Daerah Istimewa Yogyakarta" (Universitas Negeri Yogyakarta 2012), p. 4

that the immersion method has an important role for students in mastering English, this immersion is a language learning method, this immersion can only be obtained in language classes, such as in the course institution, the language camp program apart from that at the course can also provide an environment that uses two languages or the target language in accordance with what language institution they want then students will find it easier to use English because it adapts to the environment, then through the program immersion students will also find more vocabulary, and have a variety of tricks which are steps from this immersion method so that the process of teaching tutors with students makes students have a lot of vocabulary that they can use, in this case there are many ways that tutors do to for students' English mastery, starting from asking students to memorize 5 vocabularies every meeting, directing students to interpret sentences, giving quizzes, playing songs, applying English areas, and getting students to practice speaking when they want to ask questions, and also during the student learning process, often acquire vocabulary by imitating the tutor while teaching.

With the Full immersion tutor method and students use 100% of the target language or English and this partial immersion, the student learning process in class is not so difficult for students because the tutor uses 50% of the mother tongue and 50% of the target language, making it easier for students when the tutor uses the target language or If they don't understand English, the tutor will explain in Indonesian or their mother tongue so they can understand.

The course greatly influences students' English mastery, starting from speaking, writing, listening, and reading skills, thus students are able to introduce themselves using English which previously students were not able to do, then students

already know many types of vocabulary starting from self-introduction. , greetings, daily activities, alphabet, numbers, spelling, colors, days, months, nouns, adjectives, adverbs, verbs, and students are able to interpret English songs, and are also able to read English books with good pronunciation. . This is due to environmental factors from Britain and the way the tutors teach them. However, the current obstacle is the factor of their social environment, which makes students passively use English outside the British environment so that students only actively use English when they are in the English course or class, this is due to the lack of student friends who take the course so that students cannot hone their skills in communicating using English.

According to Rahmi, there are several advantages of immersion programs in his research, one of which is to improve overall second language learning. One of the important characteristics of immersion programs is that a second language is introduced as a purposeful and holistic system for communicating meaning. Students taking this program are usually introduced to a comprehensive range of academic vocabulary and language structures, from the simplest to the most complex.

Based on the results of interviews conducted by researchers, it was concluded that the implementation of the immersion program had a significant effect on seeing the phenomenon then the use of this method was considered effective in mastering English taught by tutors so that students could understand structured English learning materials.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

The immersion program is one of the methods used in foreign language teaching, where students and teachers use two languages to find out the target language or English that students want, and form students' habits in speaking and understanding conversations using English.

This program is a transition from the mother tongue to the target language and becomes a bilingual term, by joining this program students have the advantage of being able to use two languages which will facilitate communication and provide distinct advantages for students.

The immersion program is the method used in language courses, especially English which is divided into 3 categories namely full immersion program, partial immersion program and two away, but in Britain there are only two immersion programs applied, namely full immersion program and partial immersion. The full immersion program is implemented in online classes, while the partial immersion program is implemented in offline classes. These two types of immersion programs are applied to familiarize students with English so that students' English mastery through the immersion program becomes more effective.

This can be seen from the results of observations and interviews with students by looking at student activities during the learning process and also the results of student interviews, that the immersion program has an effect on students' English mastery in Britania, with the process of implementing immersion in Britania the tutor

has steps that are used as learning strategies for students able to use English. The steps taken by tutors in Britania are: Before studying, students are required to read English prayers, sing Britania songs, then at each meeting students are required to memorize five vocabularies and then make sentences and interpret them, and listen to western songs while singing and studying, compiling sentences, and also make quizzes for students and provide games to students so that students do not feel bored when studying then students also often imitate what the tutor says and in Britania also apply the English area,

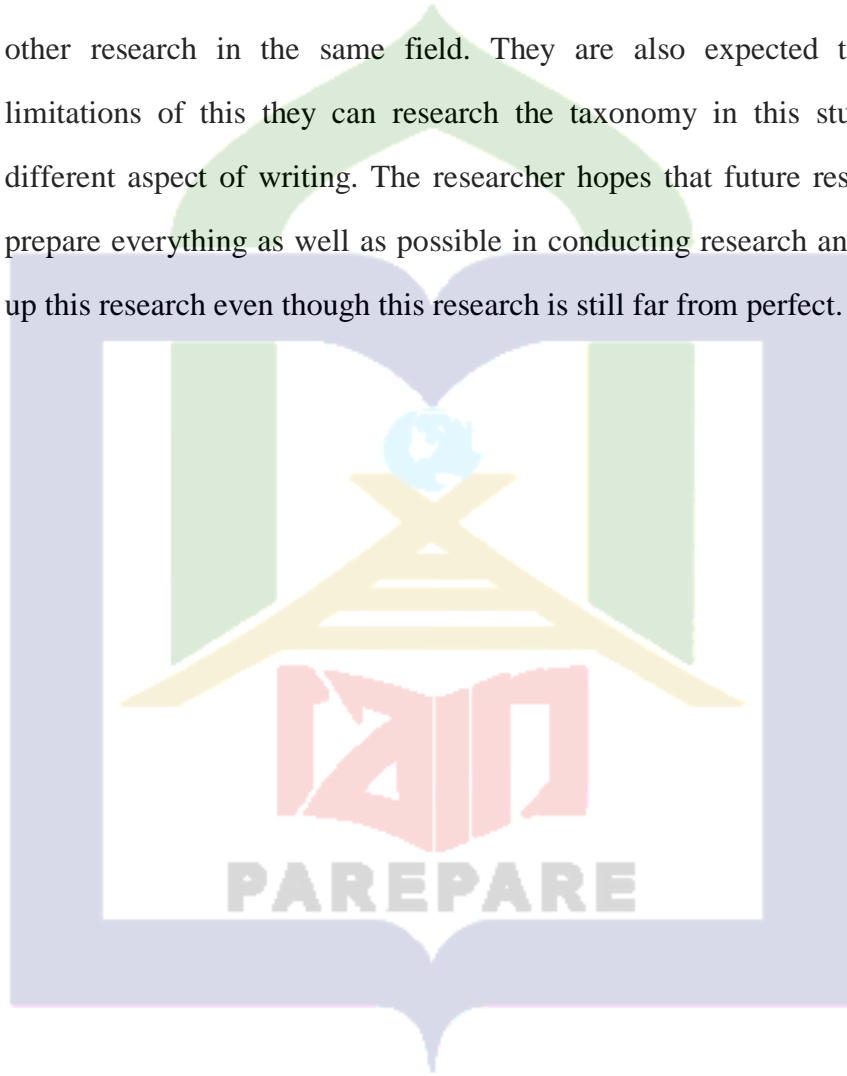
After the researchers made observations and saw the students' English mastery at the Britania School by interviewing several students then the researchers also saw directly using the immersion method, the researchers concluded that the implementation of the immersion program at Britania School was very good for students and the course became one of the most excellent non-formal educations helpful for students who want to learn languages.

### **B. Suggestion**

Based on the research and discussion, the researcher offers two ideas addressed to the researcher and these points are explained as follows:

1. For English tutors to always maintain teaching and learning activities in helping students stay consistent with the field of speaking English so that they can use English well
2. English tutors should provide more practice to students while still making them feel comfortable with the learning process so that students have and master English well.

3. Students are expected to continue to communicate using good English at the course location and in the surrounding environment and use English when meeting with classmates outside the course environment.
4. For further researchers, this research can be used as a reference to conduct other research in the same field. They are also expected to cover the limitations of this they can research the taxonomy in this study but in a different aspect of writing. The researcher hopes that future researchers can prepare everything as well as possible in conducting research and can follow up this research even though this research is still far from perfect.



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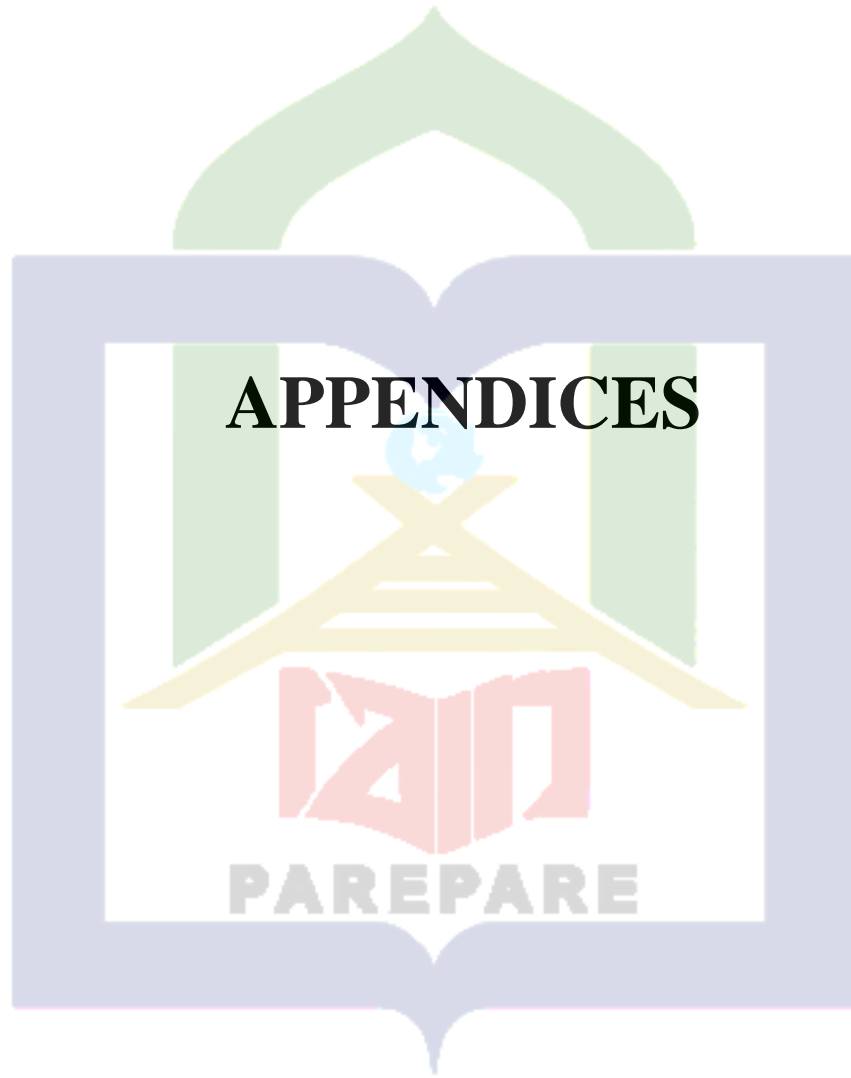
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**Appendix 1 :**

**Profile Britania School of English, Math & Preschool Kabupaten Pinrang**

Lembaga pendidikan BRITANIA merupakan salah satu lembaga Kursus& Bimbingan belajar yang berada di kota pinrang yang bergelut di program pendidikan Bahasa Inggris dan Matimatika, yang bertempat di Jl. Dr. Sudirohusodo, Kelurahan. Jaya, Kecamatan. Paleteang.Kabupaten.Pinrang.Propinsi Sulawesi Selatan.

Lembaga kursus & Bimbingan Belajar ini awalnya bernama Britania School Of English and Math dan kemudian berubah menjadi Britania School of English, Math & Preschool, lembaga ini didirikan pada hari jumat 04 Oktober 2002 dihadapan Notaris Ny. Haryati Reksoatmodjo, SH. Adapun beberapa pendiri dari Lembaga Kursus Britania School of English, Math & Preschool kab. Pinrang sebagai berikut :

1. Adam Surya
2. Asri Rohilmina
3. Darmawati

**1. Visi dan Misi Britania School Of English, Math & Preschool.**

<b>Visi</b>	<b>Misi</b>
<ul style="list-style-type: none"> <li>• Menyelenggarakan lembaga kursus bahasa inggris dan bimbingan belajar.</li> <li>• Para peserta dapat menguasai bahasa inggris dan matimatika dalam waktu singkat.</li> <li>• Meningkatkan motivasi kepercayaan diri dalam belajar, mengerjakan soal-soal</li> </ul>	<ul style="list-style-type: none"> <li>• Lembaga yang berorientasi pada pendidikan dan peningkatan sumber daya manusia.</li> <li>• Memberikan kesempatan yang sama kepada semua generasi bangsa untuk mendapatkan pendidikan yang layak dan berkualitas.</li> </ul>

matematika dan bahasa inggris.	<ul style="list-style-type: none"><li>• Memberi pemahaman bahasa inggris dan matematika sangat penting untuk diketahui demi pengembangan karir di masa depan</li><li>• Memberi kesan bahwa belajar bahasa inggris dan matematika mudah dan menyenangkan.</li></ul>
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## **2. Sarana dan Prasarana Britania School Of English, Math & Preschool.**

Sarana dan prasarana adalah hal yang sangat penting dalam mengelolah Lembaga pendidikan Britania School Of English, Math & Preschool, karena dengan adanya sarana dan prasarana yang baik maka dapat memudahkan proses pengelolaannya dan mampu memberikan pelayanan yang baik kepada siswa, adapun beberapa sarana dan prasarana yang ada di Britania School Of English, Math & Preschool Kab.Pinrang adalah sebagai berikut :

1. Ruangan belajar Ber AC
2. Ruangan Istirahat
3. Kamar mandi
4. Free wifi
5. Mushollah
6. Lcd
7. Speaker

### 3. Nama-nama Instruktur Bahasa Inggris

1. Nama	: Adam Surya, S.Pd.
Tempat Tanggal Lahir:	Pinrang, 11 April 1990
Agama	: Islam
Alamat	: Palirang, Pinrang
Pendidikan Terakhir	: S1
2. Nama	: Radia, S.Pd.I.
Tempat Tanggal Lahir:	Bilajeng, 23 September 1991
Agama	: Islam
Alamat	: Bilajeng, Kel. Kassa, Kec. Batulappa
Pendidikan Terakhir	: S1
3. Nama	: Sulastia Ningsih AS
Tempat Tanggal Lahir:	Malimpung, 8 September 1991
Agama	: Islam
Alamat	: Jl. Cempaka, Pinrang Sul-sel
Pendidikan Terakhir	: S1
4. Nama	: Darmawati, S.Pd.I
Tempat Tanggal Lahir:	Pinrang, 9 September 1991
Agama	: Islam
Alamat	: Pinrang Sul-sel
Pendidikan Terakhir	: S1

5. Nama : Salasia, S.Pd. Tempat Tanggal Lahir: Pinrang 5 Juli 1992 Agama : Islam Alamat : Pinrang Sul-sel Pendidikan Terakhir : S1
6. Nama : Riri Farsjad Tempat Tanggal Lahir: Pinrang 1 November 1992 Agama : Islam Alamat : Pinrang Sul-sel Pendidikan Terakhir : S1
7. Nama : Mirna Amir Tempat Tanggal Lahir: Pinrang 3 Mei 1996 Agama : Islam Alamat : Kanni, Pinrang Pendidikan Terakhir : S1



**Appendix 2 :The List of Tutors and Students' Name**

<b>No.</b>	<b>Name</b>	<b>Tutors or Students</b>
1.	Adam Surya	Tutor
2.	Riri	Tutor
3.	Ahmad Fardhan Attarabi	Students
4.	Fauziah Zahirah	Students
5.	Muhammad Rifqi Asiz	Students
6.	Fitriani	Students
7.	Muhammad Rayhan Abdullah	Students
8.	Revan Cristiano Kantamal	Students
9.	Nur Hasanah	Students
10.	Nur Afifah	Students
11.	Ivan Julian Pratama	Students
12.	St. Haswa Hasnur	Students



	<p style="text-align: center;"><b>KEMENTERIAN AGAMA</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>  <b>FAKULTAS TARBIYAH</b>  <b>Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307,</b>  <b>Faksimile (0421)2404</b></p>
	<p style="text-align: center;"><b>VALIDASI INSTRUMENT PENELITIAN PENULISAN</b>  <b>SKRIPSI</b></p>

**Appendix 3 : The Instrumen**

NAMA : DWI INDRIANI MUHLIS

NIM : 16.1300.117

JURUSAN : PENDIDIKAN BAHASA INGGRIS

FAKULTAS : TARBIYAH

JUDUL : **THE STUDENTS' VOCABULARY MASTERY THROUGH IMMERSION PROGRAM AT BRITANIA SCHOOL OF ENGLISH, MATH & PRESCHOOL KABUPATEN PINRANG.**

Research Instrument

**1. Observasi**

Observations in qualitative research are observations in which the researcher immediately goes down to the field to observe the behavior and activities of individuals at the research location.

Subject :		
Time :		
No.	Procedure	Teachers activities and students' activities
1	Curriculum	Memiliki kurikulum tetapi bersifat rahasia
2	Planning	<ul style="list-style-type: none"> <li>➤ Membaca doa dengan menggunakan bahasa inggris</li> <li>➤ Membaca Britania Rules</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Yel-yel Britania</li> <li>➤ Materi</li> <li>➤ 30 menit terakhir bermain games dengan menggunakan bahasa inggris</li> </ul>
3	Process	Menggunakan metode fun quantum learning dan menggunakan banyak metode pembelajaran salah satunya suggestopedia dan lain-lainnya
4	Output	Siswa mampu menggunakan bahasa inggris dengan baik.

## 2. Interview

Interview is a data collection technique by means of questions and answers between researchers and informants to obtain deeper information about the process of acquiring students' words and the types of vocabulary obtained by students at BRITANIA School of English, Math & Preschool. The interview is one of the qualitative data collection processes. The focus of this research leads to students who are samples of research, students will answer the questions given according to the words and facts that occur in themselves.

### Interview with students

Informant :

Date :

Location :

## Interview Tutor

### Warm Up :

1. Melakukan percakapan ringan (menanyakan nama & alamat) ?
2. Berapa banyak tutor bahasa inggris yang ada di Britania School of English Math & Preschool?
3. Apakah di Britania School of English Math & Preschool terdapat kawasan khusus yang mewajibkan siswa untuk berbahasa inggris (English area)

### Level Check :

1. Apakah siswa menggunakan bahasa inggris secara aktif dalam proses pembelajaran ?
2. Berapa lama waktu belajar yang digunakan di Britania School of English Math & Preschool ?
3. Apakah sebelumnya Bapak/Ibu pernah mendengar istilah Design Program Immersion ?

### Probe :

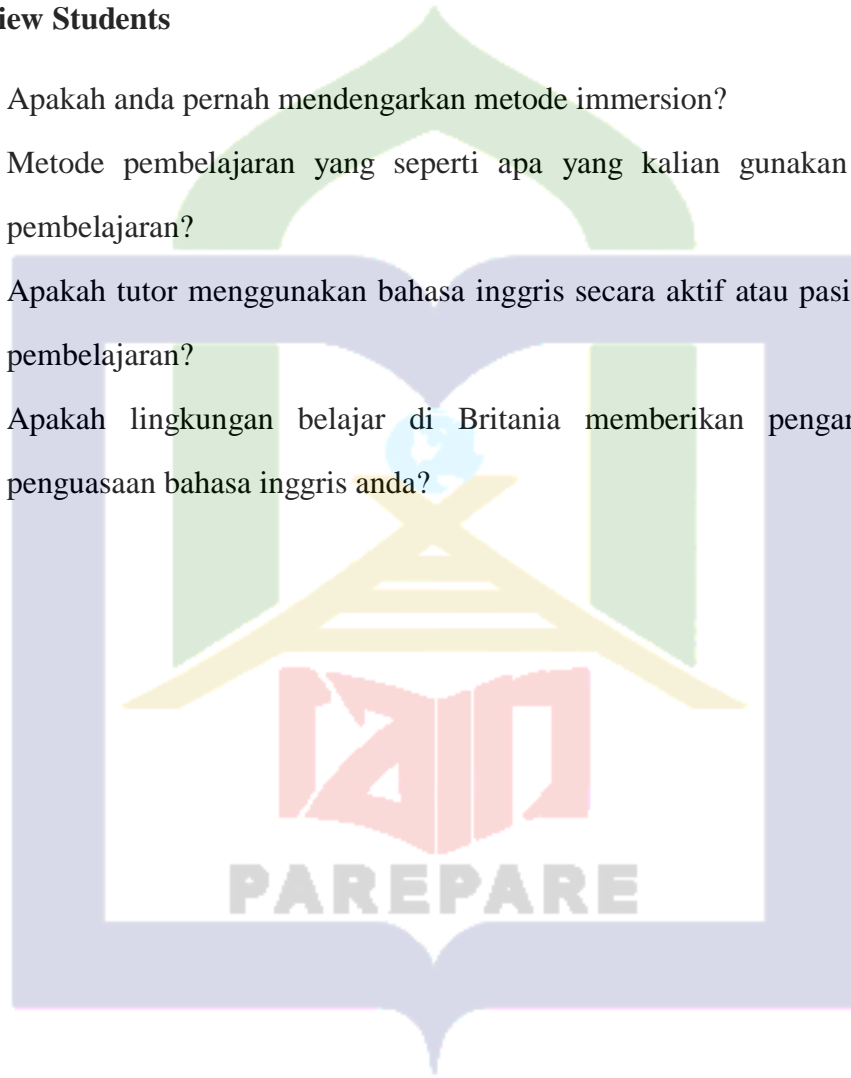
1. Bagaimana proses pembelajaran dalam kelas bahasa inggris di Britania School of English Math & Preschool?
2. Bagaimana proses pembelajaran terhadap level kemampuan siswa dalam menggunakan bahasa inggris?
3. Bagaimana output atau target dari pembelajaran bahasa yang diberikan kepada siswa?

Wind-down

Terimakasih atas waktu yang telah Ibu/Bapak luangkan mengenai sesi interview yang telah dilakukan apakah ada pertanyaan?

### **Interview Students**

1. Apakah anda pernah mendengarkan metode immersion?
2. Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?
3. Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?
4. Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?



#### Appendix 4 :Transcript of Representative Interview

Informant 1 : Adam Surya

- Melakukan percakapan ringan (Menanyakan nama & alamat) ?  
Adam Surya, Palirang
- Berapa banyak tutor bahasa inggris yang ada di Britania School of English Math & Preschool?  
Sebelum Pandemi itu kita ada 10 orang tutor bahasa inggris tetapi sekarang pandemic cuman ada 3 orang saja tutor bahasa inggris
- Apakah di Britania School of English Math & Preschool terdapat kawasan khusus yang mewajibkan siswa untuk berbahasa inggris (English area)  
Iya, disini kami menerapkan English area, semua siswa siswa diwajibkan menggunakan bahasa inggris tetapi untuk siswa baru kami masih ditoleril dan kami membimbingnya untuk mampu menggunakan bahasa inggris secara perlahan sehingga dia dapat aktif speaking english
- Apakah siswa menggunakan bahasa inggris secara aktif dalam proses pembelajaran ?  
Iya disini kami berusaha membuat semua siswa aktif, ketika berada di dalam kelas, agar mereka mampu menggunakan bahasa inggris secara aktif dan penuh percaya diri melalui pantauan dan bantuan para tutor
- Berapa lama waktu belajar yang digunakan di Britania School of English Math & Preschool ?  
1 jam 30 menit setiap pertemuan
- Apakah sebelumnya Bapak/Ibu pernah mendengar istilah Design Program Immersion ?  
Iya tentu saja dik, Immersion itu merupakan bagian dari program bilingual yang menggunakan dua bahasa, nah bisa dikatakan bahwa immersion juga merupakan peralihan dari bahasa ibu ke bahasa target, atau bahasa Indonesia ke bahasa inggris, seperti mengikuti lembaga kursus bahasa , di tempat kursus itu menggunakan dua bahasa, siswa dibiasakan atau diperkenalkan dengan bahasa target.
- Bagaimana proses pembelajaran dalam kelas bahasa inggris di Britania School of English Math & Preschool?  
Proses pembelajaran di sini itu kami membuka 2 program kelas dik, ada yang online dan offline karena berhubung sekarang pandemi jadi kelas dibagi menjadi 2. Dikelas online itu siswa yang sudah tingkatan advance yang sudah mahir menggunakan bahasa inggris secara aktif dan tutor dikelas ini

menjelaskan menggunakan bahasa inggris full, sedangkan kalau di partial itu siswa dan tutor masih menggunakan 50% bahasa ibu dan 50% bahasa inggris dalam artian dikelas partial menggunakan 2 bahasa. Adapun proses pembelajaran yang kami lakukan ketika berada di dalam kelas yaitu tentu saja Membaca doa sebelum pembelajaran dimulai, lalu pembacaan Britania Rules, kemudian menyanyikan Yel-yel Britania, dan juga setiap pertemuan itu siswa diwajibkan menghafal 5 kosakata untuk tingkatan children sedangkan untuk tingkatan teen itu ada 10 kosakata, yang setiap pertemuan siswa diharuskan setor sebelum materi dimulai, kemudian tutor juga memutarakan music untuk membuat siswa merasa nyaman dan bertujuan menambah pembendaharaan kosakata siswa serta melatih, pendengaran mereka agar mereka terbiasa dengan kalimat bahasa inggris dek, selain dari itu juga tutor memberikan sebuah kalimat kepada siswa lalu siswa yang mengartikannya, kemudian masuk di Materi pembelajaran dan 30 menit terakhir ada games yang diberikan oleh tutor.

- Bagaimana proses pembelajaran terhadap level kemampuan siswa dalam menggunakan bahasa inggris?  
Sebenarnya untuk siswa disini levelnya mulai dari children atau basic yang siswanya mulai dari SD yang focus pembelajarannya itu mulai dari dasar, noun, spell, dll , Ada juga tingkatan Teen untuk remaja yang siswanya mulai dari SMP Serta SMA yang focus pembahasannya itu ke Speaking lalu persiapan untuk para kelas pekerja itu biasanya mengambil kelas writing untuk mengikuti ujian-ujian ToafL . Lalu disini juga kelas untuk online merupakan kelas yang mana siswanya sudah mampu menggunakan bahasa inggris full atau berada di tingkatan advance .
- Bagaimana output atau target dari pembelajaran bahasa yang diberikan kepada siswa?  
Siswa di harapkan mampu berbahasa inggris karena bahasa inggris merupakan bahasa internasional, kemudian siswa lebih mudah melanjutkan jenjang karirnya.

Informant 2 :Riri Farsjad

- Melakukan percakapan ringan (menanyakan nama & alamat) ?  
Riri Farsjad
- Berapa banyak tutor bahasa inggris yang ada di Britania School of English Math & Preschool?

Saat ini ada 3 orang dek, Sebelum pandemi covid 19 itu ada 10 orang khusus tutor bahasa inggris.

- Apakah di Britania School of English Math & Preschool terdapat kawasan khusus yang mewajibkan siswa untuk berbahasa inggris (English area)  
iyaa disini merupakan kawasan English area untuk siswa yang mengambil kelas bahasa inggris, jadi semua siswa yang ikut kursus bahasa inggris semua diwajibkan menggunakan bahasa inggris melalui pengawasan para tutor tetapi disini itu kami juga melakukan pendampingan kepada siswa dek, karena masih banyak siswa yang kadang lupa kosakata yang dia ingin ucapkan atau dia tidak mampu mengeluarkannya jadi tugas tutor membantunya. Jadi siswa disini kami biasakan menggunakan bahasa inggris ketika ingin berinteraksi sesama teman-temannya dek. Tetapi untuk siswa yang baru masuk itu butuh pendampingan secara khusus untuk dia berinteraksi sesama temannya jadi siswa yang baru masuk atau siswa baru masih di maklumi ketika menggunakan bahasa Indonesia.
- Apakah siswa menggunakan bahasa inggris secara aktif dalam proses pembelajaran ?  
Alhamdulillah iya dek, walaupun masih ada 1 atau 2 orang siswa yang secara tidak sengaja atau spontan ketika berbicara menggunakan bahasa indonesia, yah mungkin hal ini dipengaruhi oleh faktor lingkungan diluar dari pada kursusan karena mereka itu menggunakan bahasa inggris secara aktif saja ketika berada di tempat kursus.
- Berapa lama waktu belajar yang digunakan di Britania School of English Math & Preschool ?  
Setiap pertemuan itu 1 jam 30 menit, dan ada 3 kali pertemuan setiap minggunya.
- Apakah sebelumnya Bapak/Ibu pernah mendengar istilah Design Program Immersion ?  
Ohiyaa dek, immersion itu cara yang sangat umum digunakan ketika sedang belajar bahasa. Secara tidak sadar di tempat kursus itu menggunakan metode immersion, siswa mempelajari dua bahasa, yah kalau disini itu ibu mereka bahasa Indonesia dan bahasa inggris sebagai bahasa target
- Bagaimana proses pembelajaran dalam kelas bahasa inggris di Britania School of English Math & Preschool?  
Proses pembelajaran yang kami lakukan disini tentunya kami mengharuskan mereka menggunakan bahasa inggris agar mereka itu terbiasa dan juga mampu menggunakan bahasa inggris, kemudian kami juga memiliki tahap-

tahap pembelajaran yang dilakukan pada saat proses pembelajaran. Nah sebelum proses pembelajaran dimulai kami itu menuntun mereka untuk membaca doa sebelum pembelajaran dimulai menurut kepercayaannya masing-masing karena siswa disini ada yang menganut agama Islam dan Kristen. Lalu setelah membaca doa, disini ada yang namanya Britania rules, jadi salah satu siswa membacakan Britania rules untuk meningkatkan kesadaran mereka untuk disiplin, setelah itu menyanyikan yel-yel Britania untuk meningkatkan semangat sebelum belajar, disamping itu sebelum masuk materi tutor mengevaluasi siswa dengan memberikan mereka sebuah kalimat untuk di terjemahkan atau menyusun kalimat dan juga setiap pertemuan itu siswa diharuskan menghafal 5 atau 10 vocabulary yang setiap pertemuan kami tagih hapalan mereka disamping itu disela-sela proses pembelajaran sebelum masuk materi dan pada saat materi berlangsung tutor memutarakan music untuk membuat mereka rileks serta melatih mereka untuk terbiasa dengan bahasa inggris, dan setiap pertemuan kami bermain games sebelum proses pembelajaran habis, kami juga menggunakan banyak metode pembelajaran agar mereka tetap nyaman dan tidak bosan. Selain dari mengajar kami juga mengawasi mereka dan mendampingi mereka untuk tetap konsisten menggunakan bahasa inggris ketika berada di Britania.

- Bagaimana proses pembelajaran terhadap level kemampuan siswa dalam menggunakan bahasa inggris?

Disini ada 3 tingkatan mulai dari children yaitu kelas untuk anak SD, Teen untuk anak SMP dan untuk anak SMA serta Persiapan untuk kelas pekerja atau yang ingin mengikuti ujian-ujian, misalnya TOEFL. Focus pembelajarannya juga sebenarnya seimbang pada umumnya tetapi ada yang lebih pengkhususan misalnyakan untuk Children itu fokusnya ke yang Basic contohnya kaya Noun, Adj, atau Spelling, kalau untuk Teen itu dia sudah mulai focus ke Speaking sedangkan untuk persiapan kelas pekerja itu dia focus ke Writing kan untuk persiapan ujian, tetapi sebenarnya semua tingkatan ini tetap belajar 4 skill bahasa inggris, mulai dari, speaking, listening, reading and writing. Nah untuk saat ini juga program kelas ada 2 online dan offline karena berhubung pandemic jadi masih pembatasan berkegiatan, nah untuk kelas offline itu sebenarnya proses pembelajaran dikelas itu masih menggunakan bahasa ibu dan bahasa target atau dua bahasa yaitu bahasa Indonesia dan bahasa inggris baik siswa maupun tutor, berbeda dengan yang kelas online mereka sudah berada di tingkatan yang advance bahasa inggris mereka sudah mahir jadi proses belajar mengajarnya sudah

menggunakan bahasa inggris 100 %. Walaupun pada dasarnya kelas offline masih dapat menggunakan bahasa indonesia hal itu terjadi ketika dia tidak dapat mengerti apa yang disampaikan oleh tutor kadang tutor menjelaskan dengan bahasa Indonesia untuk membuat dia paham dek, karena kan belajar bahasa itu bertahap juga dek perlu kesabaran juga, kita juga tidak terlalu dapat memaksakan siswa untuk langsung mampu berbahasa inggris kan tetapi kami tetap mengusahakan untuk mereka mampu menggunakan bahasa inggris.

- Bagaimana output atau target dari pembelajaran bahasa yang diberikan kepada siswa?

Target kami itu yah tentunya kami berharap siswa keluaran dari Britania dapat berprestasi dengan baik, mampu menggunakan bahasa inggris dan tidak pelit ilmu hehehe maksudnya mau berbagi dan mau membantu sesamanya yang ingin belajar bahasa inggris dan juga ilmu yang didapatkan disini mampu di implementasikan diluar nanti, dan dapat menggunakan bahasa inggris dengan percaya diri dan dapat melanjutkan jenjang karirnya untuk mendapatkan beasiswa dengan tes Toefl.

#### Interview Siswa

Informan 1 : Ahmad Fardhan Attarabi

- Apakah anda pernah mendengarkan metode immersion?  
Iya kak tapi ku dengar saja ji kak
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Kalau disini kak ada yang masuk belajar di tempat kursus ada juga yang kelas online kak. Kalau proses pembelajaranku saya menggunakan bahasa inggris full, miss ku menjelaskan pake bahasa inggris dan juga teman-temanku pake bahasa inggris juga, jadi tidak adami yang pake bahasa Indonesia semuanya pake bahasa inggris.
- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?  
Iya kak missnya selalu menggunakan bahasa inggris kalau mengajar, dulu waktu masih kelas tatap muka saya ambil kak, missnya kalau bicara sama siswanya pake bahasa inggris tapi kadang juga na terjemahkan pake bahasa Indonesia kalau tidak dipahami apa na maksud kak, baru disini ada dibilang English area jadi kalau masuk mki di britania haruski pake bahasa inggris



bicara sama temanta, atau sama missnya tapi tetapki nabantu missnya kalau na dengar ki ada yang salah pronounnya sama vocabnya.

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?

Iya sangat kak, karena semenjak masuka di britania pintar ma pake bahasa inggris, lebih unggul ka di sekolahku, apalagi kalau ada tugas baru seringka disuruh bantu teman ku, kupahami mi juga klo ada bahasa inggris yang kubaca, terus kalau nonton ka film barat mengerti ma juga apa nabilang.

Informant 2 : Fauziah Zahirah

- Apakah anda pernah mendengarkan metode immersion?

Tidak pernah kak

- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?

Kalau dikelas kak harus ki pakai bahasa inggris kalau ada yang kurang dipahami na ajarki tutor kak, terus sebelum ki belajar harus ki baca doa, baru menyanyikan yel'' dan pembacaan Britania rules setiap pertemuan rutin dilakukan, terus tutor memutarakan music jadi kita belajar dengan santai kak, tidak tegang ki didalam kelas kalau belajar, setiap pertemuan harus ki menghafal 5 kosakata sebelum belajar, terus tutor suruh ki menyusun kalimat sambil dengar lagu barat, kalau miss sudah menjelaskan lagunya di matikan kak, tapi kalau menulis miss dipapan menyanyi bersamaki lagi supaya terbiasa ki dengan bahasa inggris kak. Tapi didalam kelas kalau mauki bertanya atau bicara harus ki memang pakai bahasa inggris kak tapi kalau tidak ditau i na bantuki temanta atau miss, terus kalau menjelaskan mi miss biasa pakai bahasa inggris sama bahasa Indonesia untuk kasi paham ki kak.

- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?

Iya kak lancar semua pakai bahasa inggris baru santai semua caranya bicara kak, kalau didalam kelas ku saya kak, miss ku pakai bahasa inggris sama bahasa Indonesia kalau menjelaskan.

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?

Iya sangat kak, karena toh kalau di tempat kursus ada namanya English area jadi memang toh kak haruski pakai bahasa inggris tapi kalau ada yang tidak dipahami nabantu jaki miss

## Informan 3 : Fitriani

- Apakah anda pernah mendengarkan metode immersion?  
Tidak kak
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Diharuskan pakai bahasa inggris, kalau kelasku saya itu kelas yang belajar di tempat kursus jadi ketemu langsung dengan miss, setiap belajar ki na arahkan ki miss baca doa pakai bahasa inggris, baca britania rules juga, menyanyikan yel-yelnya britania, baru ditagihki hapalan kosakata setiap masuki kursus, selama belajar kin a arahkan ki juga miss pakai bahasa inggris semampu ta nanti na bantuki, jadi setiap kursus ki diputarkan ki lagu barat setiap masuk kelas pasti beda lagunya sambil diputar music belajar ki tapi santai, baru miss na suruhki membuat kalimat dengan tenses, kalau sudah itu baru masuk materi, biasa juga sambil menyanyiki didalam kelas sambil menulis supaya tambah banyak I kosakata ta, sebelum ki pulang ada games nakasi ki miss supaya tidak bosanki belajar. Baru semua missnya tidak terlalu na paksaki kalau tidak bisaki, tapi na kasi ki nasehat supaya bisaki.
- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?  
Iya kak selalu pakai bahasa inggris kalau di tempat kursus tapi kalau belajar ki atau menjelaskan biasa pakai bahasa inggris dan bahasa Indonesia untuk kasi paham ki karena saya juga kadangkala tidak sadar pakai bahasa Indonesia tapi na bantu jaki miss juga.
- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?  
Iya semenjak masuka kursus pintar ma pakai bahasa inggris, unggul ka juga disekolah ku, terus banyak mi juga kosakata kutau beda sebelum ka masuk kursus tidak ada sama sekali kutau.

## Informant 4 : Muhammad Rifqi Aziz

- Apakah anda pernah mendengarkan metode immersion?  
Tidak kak
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Kalau untuk dikelasku yang belajar langsung ditempat kursus, tutorku biasa pakai dua bahasa atau campur jadi tidak terlalu sulitki belajar, beda dengan

yang kelas online dia pake bahasa inggris kak. Harus ki pakai bahasa inggris kalau ingin berbicara sama teman tapi kalau ada yang tidak di paham na bantu jaki tutor kak. Selama belajar ki seru kak, karena setiap belajar ada gamesnya kak terus diputar ki juga lagu barat jadi belajar ki tapi santai, terus mata pelajarannya juga tidak terlalu sulitji caranya tutor juga menjelaskan tidak terlalu susah ji kak, mudah ji dipahami karena kalau tidak pahamki biasanya tutorku pakai bahasa Indonesia juga kak, setiap masuk ki kursus harus ki hapal 5 kosakata, baru siswa tutor suruhki buat kalimat biasa nasuruhki dengan itu hapalan ta dan juga nasuruhki translate I kak.

- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?

Iya aktif sekali, bukan saja tutor yang harus pakai bahasa inggris kak tapi kita juga siswanya toh haruski pakai bahasa inggris, karena disini tempat kursus ada dibidang English area kak, jadi kalau mauki bicara pakai bahasa inggris ki tapi kalau ada yang salah na ajar ki tutor karena na perhatikan jaki juga tutor kalau bicara ki sama teman, baru tidak namarahi ki kalau salah kak tapi na ajarki. Itu juga sering putar lagu kalau belajar ki jadi semakin banyak juga kosakata ditau kak.

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?

Iyee karena di kursus jaka belajar bahasa inggris secara baik kak, karena kalau di sekolah sebentar ji kak kadang juga langsung tenses di ajarkan ki. kalau di tempat kursus mulai ki diajar dari nol sampai ta paham kak, terus ada juga teman yang diajak bicara pake bahasa inggris sama yang bisa bantu ki.

Informan 5 : Muhammad Rayhan Abdullah

- Apakah anda pernah mendengarkan metode immersion?  
Tidak kayanya kak
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?

Sebenarnya kak disini ada dua program kelas kak, ada yang masuk langsung dan ambil kelas online belajar di rumah. Kalau belajar dirumah itu yang sudah mahir bahasa inggris kalau yang langsung masuk di tempat kursus itu masih dua bahasa ji yang dipakai kalau di dalam kelas ki tapi sebenarnya harus ki usahakan bahasa inggris. Tutor biasa pake dua bahasa untuk menjelaskan pelajaran supaya mudah ki mengerti kak tapi nanti na terjemahkan lagi pakai bahasa inggris. Setiap masuk ki ada hapalan kosakata yang digunakan untuk

membuat kalimat setiap masuk ke belajar yang di arahkan ke sama tutor sambil membuat kalimatki mendengarkan ke juga lagu bahasa inggris.

- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?

Tentu mi kak, karena na awasiki juga tutor dan latih ke pakai bahasa inggris, apalagi di sini kak English area jadi haruski pakai bahasa inggris kalau mau bicara tapi kalau salah atau tidak ditau apa yang mau dibilang dibantu jaki sama tutor dan teman-temanku kak.

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?

Iya banyak sekali pengaruhnya kak, pintar pakai bahasa inggris sekarang terus banyak mi ku paham kalau dengarka bahasa inggris. Bisama juga bicara sama kakak ku pakai bahasa inggris karena sudah juga kursus di Britania

Informan 6 : Nurhasna Ikbal

- Apakah anda pernah mendengarkan metode immersion?

Sudah

- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?

Tutorku pakai 2 bahasa, biasa pakai bahasa inggris dan bahasa Indonesia untuk mudah ke paham apa yang nasampaikan kak, sebelum ke belajar kadang ke disuruh menebak kata, atau Spell nama lengkapnya teman ta dan nama ta sendiri, karena saya ambil kelas tatap muka kak, kalau ini kelas masih pakai 2 bahasa beda dengan kelas online bahasa inggris saja na pakai kak. Caranya tutor mengajar juga asik kak, kadang ke tidak paham kalau pakai bahasa inggris terus I menjelaskan di kelas tapi tutor paham siswanya kak, jadi pakai dua bahasa kalau menjelaskan, pakai bahasa inggris untuk tingkatkan bahasa inggris ta tapi untuk bahasa Indonesia supaya pahamki apa yang nasampaikan

- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?

Iya tutor ku aktif sekali pakai bahasa inggris karena memang mau kalau semua siswanya bisa menggunakan bahasa inggris. Tapi mereka mengawasi kalau ada yang bicara menggunakan bahasa Indonesia diluar jam pelajaran misalnya menungguki kelas atau mauki bertanya sama dia harus pakai bahasa inggris kalau tidak ditau vocabnya na ajar jaki juga, jadi tidak terlalu takut jaki salah.

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?

Kalau pengaruh iya sangat banyak pengaruhnya bisama pakai bahasa inggris, bisama juga menjawab soal bahasa inggris yang mudah secara perlahan sebelum masuk kursus karena di biasakan ki pakai bahasa inggris di britania karena orang-orang disana memang pakai bahasa inggris jarang pakai bahasa Indonesia kecuali siswa baru, begitu ji juga saya dulu kak awal masuk ku di tempat kursus tapi semenjak terbiasa bisama juga pakai bahasa inggris walaupun toh tidak lancar juga kemarin.

Informan 7 : Nur Afifah

- Apakah anda pernah mendengarkan metode immersion?  
Tidak tau kak
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Baik karena tutor menjelaskan dengan bahasa inggris dan membuat kita mengerti dengan bahasa Indonesia.
- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?  
Iya aktif karena disini ada yang namanya English area, tutor mengawasi kami ketika berbicara sesama teman
- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?  
Iya sangat karena memang di tempat kursus melatih saya untuk menggunakan bahasa inggris jadi sudah banyak kosakata yang saya ketahui

Informant 8 : Revan Cristiano Kantamal

- Apakah anda pernah mendengarkan metode immersion?  
Iye pernah
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Kalau untuk kelas online menggunakan bahasa inggris tetapi kalau yang tatap muka kak pakai dua bahasa, Bahasa Indonesia dan inggris
- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?  
Iye tentu saja, karena menggunakan bahasa inggris ketika mengajar dan mengawasi kami jika berada di tempat kursus

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?  
Iya dengan bahasa inggris yang saya tau sekarang saya dapat membantu saya dalam berkomunikasi

Informan 9 : Ivan Julian Pratama

- Apakah anda pernah mendengarkan metode immersion?  
Tidak,
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Baik karena belajarnya asik dan tutornya juga menjelaskan pakai bahasa Indonesia dan inggris, tetapi saat ini saya sudah mengambil kelas online jadi proses belajar saya itu sudah menggunakan bahasa inggris, miss nya juga menjelaskan pakai bahasa inggris.
- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?  
Iye karena tutor menjelaskan menggunakan bahasa inggris dan membantu kita untuk menggunakan bahasa inggris juga
- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?  
Iyee sangat berpengaruh kak, saya sudah bisa menonton film barat tanpa translatenya dan juga sudah bisa memperkenalkan diri saya.

Informant 10 : St. Hasywa Hasnur

- Apakah anda pernah mendengarkan metode immersion?  
Tidak kak.
- Metode pembelajaran yang seperti apa yang kalian gunakan saat proses pembelajaran?  
Baik, missnya mengajar pakai 2 bahasa kak, bahasa Indonesia sama bahasa inggris kalau untuk kelas tatap muka kak, tapi untuk kelas online sudah menggunakan bahasa inggris. Kalau kelas tatap muka tutor selalu memutar lagu barat ketika dia sedang menulis di papan jadi kami menulis sambil mendengarkan music, atau tutor juga sering memberikan kuis kepada kami kak. terus disini kami harus membiasakan diri menggunakan bahasa inggris.
- Apakah tutor menggunakan bahasa inggris secara aktif atau pasif saat proses pembelajaran?

Iye sangat aktif tetapi tutor juga kadang mencampur bahasanya kak supaya kami paham apa yang dia sampaikan kak.

- Apakah lingkungan belajar di Britania memberikan pengaruh didalam penguasaan bahasa inggris anda?

Sangat berpengaruh semenjak saya masuk kursus saya unggul di kelas kak untuk pelajaran bahasa inggris dan mendapatkan nilai yang bagus kalau ulangan kak.



**Appendix 5 :Vocabulary Learning Materials**

<p style="text-align: center;"><b>Children 1</b></p>	<p style="text-align: center;"><b>Children 2</b></p>
<p style="text-align: center;"><b>Children 3</b></p> <ol style="list-style-type: none"> <li>1. Noun</li> <li>2. Adjective</li> <li>3. Verbs</li> <li>4. To be (+,-,?)</li> <li>5. To do / does ( -, ? )</li> <li>6. Present tense (verbal)</li> <li>7. Introductive pronoun ( what, where, why, when, which, whose, how + does/do )</li> <li>8. Introductive pronoun (who, whom, with whom, to whom)</li> <li>9. Countable and uncountable noun</li> <li>10. Much/many, a lot of</li> <li>11. Some, any</li> <li>12. There is, there are + there is only, there must be, there will be</li> </ol>	<p style="text-align: center;"><b>Children 4</b></p> <ol style="list-style-type: none"> <li>1. Present tense</li> <li>2. Daily activities</li> <li>3. Past tense (nominal)</li> <li>4. Past tenses (verbal)</li> <li>5. Interrogative pronoun (what, where, why, when, which, whose, how + did)</li> <li>6. Interrogative pronoun (who, whom, with, whom, to whom+ did)</li> <li>7. Comparison               <ol style="list-style-type: none"> <li>a. positif degree (as+adj+as)</li> <li>b. comparative degree (is+....er/more...+than)</li> <li>superlative degree (is + the .. est/ the most)</li> </ol> </li> </ol>



<ul style="list-style-type: none"> <li>13. Prohibition (Don't &amp; No)</li> <li>14. Modals</li> <li>15. Time (american &amp; british)</li> <li>16. Present continuous tense\interrogative pronoun (presents continuous tenses)</li> <li>17. Interrogative pronoun (present continuous tenses)</li> <li>18. Future tense</li> <li>19. Interrogative pronoun (future tense)</li> <li>20. Asking &amp; giving direction</li> </ul>	<ul style="list-style-type: none"> <li>8. Superlative degree (is +the ...est/ the most)</li> <li>9. Past continuous tense</li> <li>10. Interrogative pronoun (past continuous tense)</li> <li>11. Perfect tense + irregular verbs</li> <li>12. Perfect tense (I have ever / I just/ I have never)</li> <li>13. Interrogative (perfect tense)</li> <li>14. Must, have to/has to)</li> </ul>
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## Appendix 6 : Interview Certificate

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan di bawah ini:

Nama : Muhammad Rifqi Azis  
Alamat : Jl. Ir. H. Juanda  
Pekerjaan : student  
Status Hidup :

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Parepare,  
Yang Bersangkutan,



**PAREPARE**

Scanned by TapScanner

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:


Nama : Adam Suryo, S.Pd  
Alamat : Palirang  
Pekerjaan : Wiraswasta  
Status Hidup : Hidup

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,

Yang Bersangkutan,

  
Adam Suryo, S.Pd

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Ivan Julian Pratama  
Alamat : ~~Ateteji~~ Jember Pinrang  
Pekerjaan : Students  
Status Hidup :

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,  
Yang Bersangkutan,

**PAREPARE**

*Ivan Julian Pratama*  
Ivan Julian

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : *Revan Christiana Kontamal*  
Alamat : *Pinrang, Melati Street*  
Pekerjaan : *Students*  
Status Hidup : *Happy is Simple*

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,  
Yang Bersangkutan,

**PAREPARE**

*Revan*  
Revan

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Fauziah Zahrah

Alamat : Gtaha Lasinrang

Pekerjaan : Belajar

Status Hidup :

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,

Yang Bersangkutan,

*Fauziah*

fauziah zahrah

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

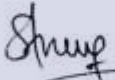
Nama : ST. Nasrywa Harnur  
Alamat : Jln. Dr. Wahidin Sudiro Husodo, Losong, Mearpati - no 37  
Pekerjaan : Student  
Status Hidup : Stay Connect to God

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,

Yang Bersangkutan,

  
ST. Nasrywa Harnur

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Nur hasanah

Alamat : Paleteang

Pekerjaan : belajar


Status Hidup :

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,  
Yang Bersangkutan,

**PAREPARE**

  
Nur hasanah



## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : FITRIANI  
Alamat : Jln Matabani (Jln Moongisik) Piarang  
Pekerjaan : Sisula (Student)  
Status Hidup : -

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,

Yang Bersangkutan,

  
Fitriani

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Nur Hafifah ICBAL.  
Alamat : Jln. Gunung Lompo Battang  
Pekerjaan : ~~siswa~~ student.  
Status Hidup :

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

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Parepare,  
Yang Bersangkutan,

**PAREPARE**



## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Ahmad Fardan Attabarani  
Alamat : Jl. Melati Pinrang  
Pekerjaan : students  
Status Hidup : Always smile

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Parepare,

Yang Bersangkutan,

*Fahri*

## SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Muh. Rayhan Abdillah R  
Alamat : Jln. Basuki Rahmet  
Pekerjaan : Student  
Status Hidup :

Bahwa benar telah diwawancarai oleh DWI INDRIANI MUHLIS untuk keperluan skripsi dengan judul penelitian "The Students' Vocabulary Mastery Through Immersion Program at BRITANIA School of English, Math and Presschool".

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

**PAREPARE**

Parepare,  
Yang Bersangkutan,





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INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307 . Fax. (0421) 24404

Nomor : B.1644/In.39.5/PP.00.9/09/2019

03 September 2019

Lamp : -  
Hal : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Dra. Hj. Nanning, M.Pd.
2. Dr. Ahdar, M.Pd.I

di-

Tempat

Asslamu Alaikum Wr. Wb.

Berdasarkan Hasil Keputusan Sidang Judul Penelitian pada tanggal 09 Agustus 2019, maka dengan ini kami menunjuk dan menetapkan Bapak sebagai pembimbing pada mahasiswa:

Nama : Dwi Indriani Muhlis  
NIM : 16.1300.117  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Judul : The Students' Vocabulary Mastery Through Immersion Program  
At Britania School of English, Math & Preschool Kabupaten  
Pinrang

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.



Saepudin



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INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.751/in.39.5.1/PP.00.9/03/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di-  
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Name	: Dwi Indriani Muhlis
Tempat/Tgl. Lahir	: Pinrang, 17 Mei 1998
NIM	: 16.1300.117
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Jl. Seroja, Kel. Pacongang, Kec. Paleteang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"The Students' Vocabulary Mastery Through Immersion Program At Britania School Of English Math & Preschool Kabupaten Pinrang "**

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 08 Maret 2021

Wakil Dekan I,



Muhammad Tholib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0117/PENELITIAN/DPMPPTSP/03/2021

Tentang

**REKOMENDASI PENELITIAN**

**Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 15-03-2021 atas nama DWI INDRIANI MUHLIS, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

**Mengingat** : 1. Undang - Undang Nomor 29 Tahun 1959;  
 2. Undang - Undang Nomor 18 Tahun 2002;  
 3. Undang - Undang Nomor 25 Tahun 2007;  
 4. Undang - Undang Nomor 25 Tahun 2009;  
 5. Undang - Undang Nomor 23 Tahun 2014;  
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;

**Memperhatikan** : 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.  
 1. Rekomendasi Tim Teknis PTSP : 020/R/R/T.Teknis/DPMPPTSP/03/2021, Tanggal : 15-03-2021  
 2. Benta Acara Pemeriksaan (BAP) Nomor : 0117/BAP/PENELITIAN/DPMPPTSP/03/2021, Tanggal : 15-03-2021

**MEMUTUSKAN**

- Menetapkan** :  
**KESATU** : Memberikan Rekomendasi Penelitian kepada
- |                              |   |
|------------------------------|---|
| 1. Nama Lembaga              | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE   |
| 2. Alamat Lembaga            | : JL. AMAL BAKTI NO. 8  |
| 3. Nama Peneliti             | : DWI INDRIANI MUHLIS   |
| 4. Judul Penelitian          | : THE STUDENTS VOCABULARY MASTERY THROUGH IMMERSION PROGRAM BRITANIA SCHOOL OF ENGLISH, MATH & PRESCHOOL KABUPATEN PINRANG. |
| 5. Jangka waktu Penelitian   | : 1 Bulan   |
| 6. Sasaran/target Penelitian | : SISWA KURSUSAN BRITANIA SCHOOL OF ENGLISH MATH & PRESCHOOL KAB. PINRANG   |
| 7. Lokasi Penelitian         | : Kecamatan Wacang Sawitih  |
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 15-09-2021.
- KETIGA** : Peneliti wajib menaati dan melaksanakan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 15 Maret 2021



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP, M.Si**  
 NIP. 197406031993112001  
**Kepala Dinas Penanaman Modal dan PTSP**  
 Selaku Kepala Unit PTSP Kabupaten Pinrang

**Biaya : Rp 0,-**



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSI-E

Britania School of English, Math & Preschool.  
The Institution for Education Human Resources Development  
Jl. Dr. Wahidin Sudirohusodo.No.36 Pinrang  
Cp.085 298 305 885 Email : [britaniainfo@gmail.com](mailto:britaniainfo@gmail.com)  
Website:Britaniaschool.weebly.com

### SURAT KETERANGAN IZIN PENELITIAN


Berdasarkan surat pemerintah Kabupaten Pinrang dinas penanaman modal dan pelayanan terpadu satu pintu unit pelayanan terpadu satu pintu, maka Pimpinan Britania School of English, math & preschool Kab. Pinrang menerangkan bahwa:

Nama : Dwi Indriani Muhlis  
Tempat/tanggal lahir : Pinrang, 17 Mei 1998  
Jenis kelamin : Perempuan  
Pekerjaan : Mahasiswa IAIN PAREPARE  
Alamat : Btn. Pondok Indah soreang, blok C1 Kota Parepare

Peneliti telah melaksanakan penelitian di lembaga kursus Britania School of English, Math & Preschool di Kab. Pinrang untuk mendukung penyelesaian skripsi yang berjudul The Students Vocabulary Mastery Throught Immersion Program at Britania School of English, Math & Preschool Kab. Pinrang

Penelitian yang dilakukan kurang lebih 1 bulan (Terhitung mulai tanggal 15 Maret sampai 15 April 2021). demikian surat keterangan ini diberikan kepadanya untuk menjadi acuan dan bahan pertimbangan bagi pihak-pihak yang membutuhkan.

Pinrang, 15 April 2021,  
Center Manager Pinrang



Adam Surya, S.Pd



## Documentation









## CURRICULUM VITAE



Dwi Indriani Muhlis was born on May 17th 1998 in Pinrang south Sulawesi. She is the first children from Drs. Muhammad Muhlis and Samrahyani P.Syafi. She has 1 brother and 1 sister. She began studying at SDN INPRES PALIA and graduated in 2010, at the same year she continued her study in junior high school of SMPN 2 Pinrang and graduated in 2013. After that she continued her study in senior high school of MAN Pinrang and graduated in 2016. She registered and was accepted to study at the English Language Education Undergraduate Program, Faculty of Tarbiyah State Islamic High School (STAIN) Parepare in 2016 and graduated in 2021 at the State Islamic Institute (IAIN) Parepare.

During his study, she had joined in some organization when senior high school, she had participated in Kelompok Ilmiah Remaja (KIR) Man Pinrang, and basketball. In state islamic institute of Parepare (IAIN), she had joined in Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah 2018 and 2019 and she joined in Himpunan Mahasiswa Islam (HMI) Koms Bumi Harapan in 2017 and and she served as Chairman of kohati in 2019-2020. The writer completed her study with her skripsi in title “Design Program of Immersion at Britania School of English, Math & Preschool Kabupaten Pinrang”

