Language Proficiency and Partial Immersion Program at Vocational of Education Technology

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Abstrak

The goal of this article decide any improvement in the mastery of student language proficiency in terms of discuss class after being taught by partial immersion program at Vocational Education Technology.With the use of experimental method this research design is quantitative. On June 2020, this research was conducted in two weeks. On June 2020, this research was conducted in two weeks. The subject of this article was education technology students college consisting of 12 students in the second semester. Methode of collection data was test of pre-test and post-test. Data analysis techniques were calculating Heaton 's speaking test interview by disscussion class software and the spss statistical method.The result show that: Posttest is bigger than Pretest's. For Pretest Acquired, score means 51.80. In Posttest grew to 55.00. Certainly there is an improvement in students ' language proficiency through partial immersion program so that the dominant theory hypothesis is H1 (Alternative Hypothesis).It can be concluded that partial immersion program can improve the language proficiency students college.

Keyword: partial immersion program, Students language proficiency

INTRODUCTION

Nowdays, english as an international language for coomunicating and interacting with one another is used in all parts of the world. According to Ramelan (1992: 2-3) stated that english as an international language is used to communicate strengthen and strengthen relations between all countries in the world in all fields for example in the fields of tourism, business, science and technology. Realizing that english is very important for life, the Indonesian goverment frees english to study from an early age. Brewster (2003: 1) stated that this is result of the belief that children are better language learners, the brain can be easier. Given the importance of english people from various non english speaking countries including Indonesia, are learning english as a second or foreign language. Therefore bilingual learning is very important for all, including Indonesian people. Language proficiency can be interpreted as a person's ability to nteract and talk with each other in certain language.Chua Yi Kay (2014) stated that in order to attain high language proficiency, one should be able to have advanced abilities in all three areas of communication. There are tons of methods to test english proficiency.

Speakingis known as oral skill that plays essential role in human interaction and communication. According to Richard and Willy A. Renandya statd that speaking is one of aspect of communication. As humans we always need communication to express our ideas to do everything more as students or learners, which requires them to talk both with the teacher and with their friends during the teaching and learning process. According to Scott Thurnbury (2005: 1) stated that speaking is so much part of daily life that we take it for granted. brown (2001: 267) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information For example, if students will talk with strangers, so students must to use english language. However english language is international language. many students do not want to take risks by applying what they have learned. Students can recognize a word in written or oral form and think that they already know a word, but they may not be able to use it correctly in different contexts or pronounce it correctly. With regard to some of the above factors, teachers must find students ' interest in learning speaking by providing good teaching models and making them feel happy to learn speaking.

There are so many strategies that can be used to improve students ' language proficiency. "Partial Immersion Program" is one of them. Partial immersion program is a method of using bilingual in class, but its application is only half the time in the learning process namely 50% use of english and 50% use of indonesian.Partial immersion program can be use in one of three ways.

1. Making input comprrehensible

By using simple language, for example by speaking using the target language with a minimum speed, clear pronounciation, using vocabulary that is often used controlling the length of sentences and sometimes it also needs to be accompanied by repetition to increase understanding.

2. Providing opportunities for language output

3. Developing a system for providing

1.1 Language Proficiency

Language proficiency can be interpreted as a person's ability to interact and talk with each other in certain language. So language proficiency in english language skills are listening, speaking, reading and writing. Chua Yi Kay (2014) stated that in order to at tain high language proficiency, one should be able to have advanced abilities in all three of communication. This article fokus in speaking. In speaking there are certain

characteristic in order speaking to be good, there are follow:

1) Speakers talk a lot
2) Participation is even
3) Motivation is high
4) language is acceptable level

From the definitions above show that language proficiency that speaking is an important in human relation component and the always used by people in communicating on various aspects such as trade, business, education, and others

1.1.1contents of speaking

1) Accuracy

Accuracy states of being correct or error and without error. The students do not make serious phonological errors a few grammatical and lexical errors but only few major errors causing confusing.
English speaking teachers have to explain to students how to speak accurately (clear, articulate, grammatically, and phonologically correct) language and of course fluent language.

2) Fluency

Fluency belongs to someone or is able to provide information quickly and accurately. This fluency accentuates the speed in processing accurate information, the time to to convey a mesage in speech that is the average order. Fluency is a term of speech and language ability which means the subtlety or flow with which sounds, syllables words and phrases are combined together when speaking. Fluency in speaking is referred to as a collective term for chaos and stuttering. Language fluency is proficiency in a language ususally foreign languages or other languages learned.

3) Comprehensibility

Comprehensibility as two common senses. In its narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speakers and use them to construct an interpretation of what they think the speaker intended to convey. In its broader sense extracts information it conveys and stores that information in memory.

1.1.2 Factor Of Speaking
1) Accuracy of speech
2) Placement of appropriate tone pressure joints or duration.
3) Choice of words; accuracy in the use of sentences and grammar.
4) Theaccuracy of the target conversation.
5) Reasonable attitude, calm and not rigid
6) Logging should be directed at the other person.
7) Willingness to respects other.

8) Proper gestures and expressions.
9) Loudness
10) Relevance reasoning

1.1.3   The Problem Of Speaking

According to Brown (2001: 207) there are many problem of speaking, as follow:

1) Clustering

Clustering fluent speaking is phrasal not word for word. Students are able to analyze their learning outcomes both cognitively and physically through groups.

2) Redundancy

Redundancy is form of contraction, elicitation, vocal reduction, etc can all trigger the formation of problems especially in learning english.

3) Reduced forms

Contractions, elisions, reduced vowels, etc all form especially problems in learning English.

4) Perfomance variables

One of the benefits of this spoken language is that in the process of thinking while speaking it allows us to experience problems of doubt, pausing, backing off, and correction of certain performance.

5) Colloquial language

Make learners familiar with everyday words, idioms, and language phrases by practicing individually.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronouncing, as will be explained below. The stress-timed rhytym of spoken English and its intonation patterns convey important messages.

8) Interaction

Interaction as mentioned in the previous section, learning to produce waves of language in a vacuum without the other person will speak is a component skill: the creativity of the conversation negation.

1.1.4 Problems with Speaking Activities

1) Confidence
2) Submission or method of presenting material. So that the material that we are going to convey is well received by our listeners, we must have a separate strategy in delivering this discussion so that the listeners can quickly understand what we are conveying. One strategy is to insert jokes or jokes, so that listeners do not feel bored and bored and so that the atmosphere does not feel rigid and too serious.

3) Topic or material

The topic to be discussed must attract the listener so that the listener really pays attention to the conversation. Choose the topic that is being talked about a lot, and choose the topic that has objective data and facts.

4) Mastery of material

Mastery of the material can be achieved by studying, understanding, and trying to master the material of the conversation material. Namely by examining various sources of reference related to the topic of conversation.

5) Situation and condition

Situations and conditions are very influential and determine the effectiveness of speech. Some things that must be considered in a speaking situation: the room or place where the speaking event should be supportive, the time of the listening event should be considered and taken into account should be appropriate when for example in the morning, when the listener is still fresh and relaxed, the atmosphere and calm environment far from noise, a view that does not interfere with concentration.

6) Appereance

Prepare your appearance while talking. Watch your appearance from the bottom to the top, shoes, try to clean, pants, shirts, try to color in harmony with a tie and suit. Neat hair, etc., this is an important factor that makes you confident in talking.

7) Diction or language knowledge

Use words that are many / indirect (not to the point), formation of new words (choice of new words), use common or familiar words, use gestures or expressions to confirm our intended intentions and use expressions.

1.1.5 Purpose of Speaking

1) Ease of speech

Students should get a great opportunity to practice speaking until they develop these skills naturally, smoothly, and pleasantly, both in small groups and in the presence of a larger audience. Educated participants need to develop trust that grows through practice.

2) Clarity

Learners speak accurately and clearly, both articulation and sentence diction. The ideas that are spoken must be arranged well. With the practice of discussing tang regulating logical and clear ways of thinking, clarity of speech can be achieved.

1) To be responsible

Good speaking exercises hold the speaker responsible for speaking appropriately, and being thoughtfully thought about what is the topic of conversation, the purpose of the conversation, who to talk to, and what the situation is in conversation

and its momentum. This exercise will prevent students from speaking irresponsibly or by stating not to fool the truth.

2) Establish critical hearing

Good speaking practice while developing listening skills appropriately and critically also becomes the main goal. Students need to learn to be able to evaluate words, intentions and purpose of speaking explicitly asking questions.

3) Form habits

Speaking habits cannot be achieved without the habit of interacting in the language learned or even in the mother tongue. Such factors are important for forming speech habits in one behavior.

1.2   Partial Immersion Program

Immersion program can be defined as a second language learning method or target language. This immersion program requires children to learn two languages at the same time.

In America, since the 1980s, immersion programs have grown for several reasons, namely competition in the global economy, population growth of second language students, and the success of previous programs. Along with advances in science and technology, immersion programs have even been internationalized.

There is an International Curriculum or an international curriculum that combines curricula from various countries into the local language curriculum and separates aspects of language learning from the syllabus. This international curriculum makes language immersion programs wider in various parts of the world and increasingly easy and quickly applied in local education curricula.

Partial immersion program is a method of using bilingual in class, but its application is only half the time in the learning process namely 50% use of english and 50% use of indonesian.

1.2.1   Type of Immersion Based on Age

According to Baker (2006) the type of immersion program based on age, that is:

1) Early immersion

In the early immersion program, students / children begin to learn a second language from the age of five or six years. In Indonesia, the early dyeing program is implemented in several international schools or international standard schools that teach English since grade 1 elementary school.

2) Middle immersion

In the middle immersion program, students / children begin second language learning from the age of nine or ten years. In Indonesia, the middle immersion program is implemented in several schools that teach English since 4th grade elementary school.

3) Late immersion

In the late immersion program, students / children begin second language learning between the ages of eleven to fourteen. In Indonesia, the late immersion program is implemented in a number of regional schools that have only started teaching english since grade 1 junior high school.

1.2.2   Type of Immersion Based on Level

According to Lenker and Rhodes (2007) there are three types of immersion program based on levels, that is:

1) Total immersion

In the total immersion program, almost 100% of class time is spent in a foreign or second language language. Subjects are taught in foreign languages and foreign language learning as needed through the curriculum. The aim is to become a functional expert in a foreign language, for core lessons taught in a foreign language, and to absorb the understanding and appreciation of other cultures.

This type is generally sequential, cumulative, sustainable, skill-oriented, and part of the order of school level. Although this program is called total immersion, the language of the curriculum can return to the native language of students after several years.

2) Partial immersion

In the partial immersion program (half immersion), about half the time in class is spent studying teaching material in foreign languages. The goal is the same as total immersion even though foreign language skills are lower than total immersion.

3) Two-way immersion

In the two-way immersion program, also called dual or bilingual immersion, the student population consists of two or more language users. Ideally, half the class consists of native speakers from the majority language in the area (for example Indonesian in Indonesia, Malay-Malay in Malaysia) and the other half using a second language.

Teaching and learning time is divided into half and taught in the majority and target languages. In this way, students encourage and teach one another and eventually all become bilingual. The aim is the same as the previous programs. Different comparisons of target languages with native languages can occur, the comparison is not always 1: 1.

1.2.3   The Benefits of Immersion Program

1) Stimulate second language learning

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

2) Increase fluency

Students participating in this program can speak the target language without experiencing significant difficulties, especially matters relating to academic topics and class routines. They are able to use various academic vocabularies.

3) Support the development of language understanding strategies

Students involved in the immersion program are accustomed to processing language.

The researcher was explain the previous studies that have been completed by the previous researchers who have familiar subjects in this section.

First, thesis of SumayyahQaedAlsulami *"Partial Immersion Program for Saudi Bilingualis"* stated that English is taught as a foreign language in Kingdom of Saudi Arabia. Although the government tries gradually to integrate teaching English in all grades: secondary, intermediate and elementary, learning English is still limited and need more developing. This essay is a brief review about bilingualism in Saudi education.The first section will describe the Saudi bilingual context through three dimensions: language competence, late bilingualism, and individual bilingualism. The analysis shows that partial immersion program can improve students' language proficiency. Based on the results of the study, researchersadvise English teachers to apply.

Second, ShabanBarimani (2012) *"Immersion Program : State of the Art"* stated that english is taught as a foreign language in the Kingdom of Saudi Arabia. Although the government is gradually trying to integrate English teaching in all classes: middle, middle and basic, learning English is still limited and needs to be more developed. This essay is a brief review of bilingualism in Saudi education.Most of such methods are mainly form oriented and attempt to teach a second/foreign language in isolation. The author makes same conclusion that is partial immersion program can improve students' language proficiency.

Third, there is also thesis of theHakkiMirici in his research *"Classroom Teachers Viewpoints About the Effect of Immersion Programs on Native Language Development in a Turkish Context"* stated that educational experts are working to improve the EFL model to be more effective and efficient in English learning from an early age and become a personal need in communicating. The results of the EFL model that is now applied in Turkey are less convincing than the practice search model in learning foreign languages.

Fourth, previous findings ofRobelle Millie *"English Language Proficiency and Academic Performance of Philippine Science High School Students"* stated that using the descriptive-correlational research design, this study aims to determine the relationship between English language

proficiency and academic performance in Science, Mathematics and English from 216 Grade 8 students at the Philippine High School of Science in North Luzon - Ilocos Regional Campus, Cordillera Autonomous Region and Campus Cagayan Valley. with frequency distribution and Pearson correlation is a statistical tool used in this study to collect data.

Last, previous findings of Romeo Castillo *"Level of Language Proficiency of Gulf College Students"* stated that in this study using descriptive correlational research describing the phenomenon being studied. Researchers used purposive sampling. With data that is from twenty seven (27) batches registered in semester 1 and 2 eleven (11) batches were used as respondents consisting of three hundred and forty nine (349) respondents.

Based on the previous findings above, the author concludes that language proficiency skills can be improved in several ways one of them is one of them, namely the Partial Immersion Program to Improve Students Language Proficiency. with material and good methods, there are some differences previous findings above with the article by author including time, place, sample, frequency, object and also background researcher.

Finally, the author briefly concluded that all previous findings had in common and different fields of research. Previous studies above could be one of reference to continue to doing this research. In this study, the author focuses on analyzing in depth how the teaching of partial immersion program can improve and increase language proficiency of the students.

Language proficiency can be interpreted as a person's ability to interact and talk with each other in certain language. So language proficiency in english language skills are listening, speaking, reading and writing. Chua Yi Kay (2014) stated that in order to at tain high language proficiency, one should be able to have advanced abilities in all three of communication.

The points of previous review literature can be summarized that by using partial immersion program can stimulate students on speaking. It can focus on helping students to improve their language proficiency. Teacher should use various technique in stimulating the students to improve their speaking skill.

Teachers are suggested to use various technique in practice in particular and to create teaching learning process in general. If the students have positive interest toward the technique the teacher uses, they will find it easier to learn and will achieve development to the objective they are directed.

It is suspected that using partial immersion program can improve language proficiency, so it is necessary to clarify what variables are used by learning.

Partial Immersion Teaching In Language Proficiencv	⇒	Learning Language Proficiency By Using Partial Immersion Teaching In Student Speaking	⇒	The Student Language Proficiency
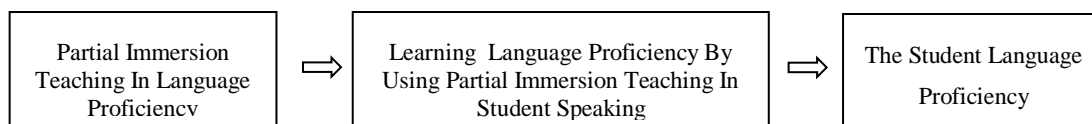
The three variables above, input, process and output, are as follows:

1. Student activities in the learning process by using partial immersion.
2. Teacher activity as a facilitator during the learning process by using speaking.
3. Output refers to the achievement student speaking in teaching partial immersion.

METHODS

2.1 Article Design

Quantitative research method is called the traditional method, because this method is already long enough to use so that it isn as a method for research. This method is called as a method of positivistic because it is based on the philosophy of positivism. This method as a scientific method/scientific because it has met the scientific norms of concrete/empirical, objective, measurable, rational, and systematic. This method is also called method konfirmatif, because this method is suitable for proof/confirmation. This method is called quantitative methods because the resesrch data in the form of numbers and using statistical analysis.So quantitative methods can be defined as analysis based on the philosophy of positivism, used to analyze the population or a specific sample, gathering data using analysis techniques, evaluating quantitative data / statistics in order to test the hypothesis.

RESULTS AND DISCUSSION

1) Result of data analysis suggest that Pretest and Posttest have different significances. It is based on the fact that there are different mean student values in Pretest and Posttest. Posttest is bigger than Pretest's. For Pretest Acquired, score means 51.80. In Posttest grew to 55.00. Researchers tested the students' language proficiency achievement related to the partial immersion in the pre-test process by giving the interview test as many as 5 questions as possible.The results revealed that there were 4 people with the lowest score of Poor 30-44, Average 45-58 is 2 and Good 59-72 is 4were able to reach the highest score. But students first speak to a discussion class related to learning the partial immersion at the time of post-test. After that, students practice students who gain

in obtaining the highest score Very good by 10%, Good 30%, Average 30% and Poor 30%.. Certainly there is an improvement in language proficiency throught partial immersion teaching so that the dominant theory hypothesis is H1 (Alternative Hypothesis). It can be concluded that partial immersion assignment can improve the language proficiency achievement students.

2) The mean value of high performance students gain in vocabulary learning Using a partial immersion program. Accordingly, based on the mean score, may the hypotheses expressed in my Chapter 2 that there is an increase in students ' language proficiency through partial immersion.

3) The above disscussion shows acceptance of the action hypothesis.. Partial Immersion program can improve language proficiency for students.. Analysis The theory is supported by the data collected. Students become more enthusiastic than ever before. They responded to the research activity well. They were very active, not only in paying attention but also answering the question more correctly. This is also supported by the result of tests.

CONCLUSION

Partial Immersion could increase students' language proficiency. The students' language proficiency showed an improvement from a pretest and posttest. Because partial immersion gives many benefits related to students' language proficiency. Partial immersion make students' ability in constructing a sentences getting better, and it is broadening students speaking. Beside that partial immersion make students can speak with another person. So the students' speaking achivement getting better.

The aspect of language proficiency that increased the most after being taught through partial immersion was discussion class. Students' speaking developed because a partial immersion could indicate what part of speech (noun, adjective and verb) to which the word belongs. Beside that, by knowing the meaning of partial immersion could help the students to speak in public.

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