Teaching Speaking through Total Immersion Program at the Ninth Grade of SMP Negeri 3 Panca Rijang

Andi Sadapotto, Ibrahim Manda, Sam Hermansyah, Asman M.

English Education Program, Faculty of Teacher and Training Muhammadiyah University Sidenreng Rappang, Indonesia
* Corresponding Author. E-mail: [1]sadapotto_andi@yahoo.com

Abstrak

The aims of this article is to describe that total immersion program in teaching English can improve students speaking ability. This article is made from research result which used pre- test and post-test design. The population of the article is the ninth grade of SMP Negeri 3 Panca Rijang there are two classes. The writer applied random technique that took one of the two class and sample of this article was IX.2 class with 20 students. The instrument of this article was speaking test which would be administred in pre-test and post-test. The pre-test would be used to find the prior knowledge of speaking ability, while post-test would be used to find speaking ability achievement after treatment is given.The result of this article showed that total immersion program was effective to improve speaking ability at the ninth grade of SMP Negeri 3 Panca Rijang especially IX.2 class. It could be proved from their mean score in post-test (56.95) was higher than their mean score in pre-test (48.50), and the t-test value (10.934) was greater than t-table (a = 0.05; df= 9; t table = 2.262, this means that H1 was accepted.

Keyword: Speaking, Total Immersion program

INTRODUCTION

In Indonesia, English is considered as foreign language is one of the school subjects taught by the English teacher. The basic concept applied is the learners of English are expected to be able to listen, read, write and speak. Teach English to the learners need topics which held in accordance with the current discussions and problems they are familiar with. In this context, English as a teaching that encourages users (students) to build relationships among individuals to interact with each other with the needs of the school and even as a main tool to communicate in the setting of everyday life. Success in English teaching is the dominant factor that the English teacher should pay attention to, especially in teaching the speaking skill. Thornbury (2005:1) says that "speaking is so much a part of everyday life that we take it for granted. The average person produces tens of thousands of words per day, although some people — such as the auction and politicians-may produce more than that. So natural and integral is the talk that we forget how

we once struggled to achieve this ability-until, that is, we must learn how to do everything. According to Ladouse (1991: 23) "speak described as a activity as the ability to express yourself in a situation, or activity to report the actions or situation in the right words or the ability to speak or express a sequence of ideas fluently". This means that talk as a way of communication affect the lives of our individual with strong. In the teaching of English language teachers may use media. Methods are used to encourage the students to communicate to teachers and students. "Training should assist them in achieving the best goal of their skill" according to Graberg (1997:201). In applying the approach the teacher should improve a lot, for example: teachers' materials, the management of classrooms and many other things because a technique does not suit the students will make them difficult to understand the explanations of the teacher, which means that the teacher may struggle to teach them.

In building speech, it is important to understand the meaning and flu all components that generate speech that are comprehensible in communication , good pronunciation , grammar, the understanding of vocabulary, and the understanding of vocables. However, the language and expression are meant for contact. It should be noted. Students are not enough to learn my vocabulary, sentences, and life. In everyday conversation you have to make an expression. Language learning is about training and communicating. By training a lot in speaking, students should communicate their significance.

Many factors influence the ability to communicate, whether they are students or teachers from within or outside. The internal and external factors are named, for example external factors of the situation in the classroom, media and teacher strategies, depending on the student's behavior, etc. The teachers should perform well in front of the students because they can influence the teachers' voice, for the internal reasons of the instructor. The teacher should be able to speak in five different ways, as has already been said: the manner in which languages, words or phrases are spoken. The teacher should talk well so students will hear what the teacher says; in this situation, the teacher should be a model and the teacher should give a true example to the students. The next thing I can write about is the state of emergency. When the teacher talks smoothly, the students are able to listen to the teacher so that they can talk smoothly. The above is the interpretation, the teacher must be able to comprehend what the students are taught.

RESULTS AND DISCUSSION

A test of the most beautiful and the post-posttest. A Pretest has been done before giving the treatment while the posttest was conducted after giving the treatment. But wit the same content and care. it is explained that the results of student pretest scores, including in the Poor category of 10 (50%), the classification of the average category of 8 (40%) and the last classification of the good category of 2 (10%).

Classification the mean score students in pre-test

Scoring classification of students post-test score

Classification	Score	Pre-test	
		F	%
Excellent	87-100	0	0
Very Good	73-86	0	0
Good	59-72	8	40
Average	45-58	12	60
Poor	30-44	0	0
Very Poor	< 30	0	0
Total		20	100

The table explained that the percentage and frequency of post-test students none of the students get the category of very poor, poor, very good and excellent. Where category good 8 (40%), and category average 12 (60%),. And in table 4.3 it is explained that in the post-test almost increased. In the pre-test, the writer found that the value of t-test higher than t-table (10.934> 2.262). explaining that the H1 is accepted and H0 is rejected. Or at the level of significant of 0.05

CONCLUSION

Based on the findings of the SPSS before it is described that the speaking ability of the students increased after the treatment, which is a program of immersion. As evidenced by the score of post-test is higher than the average value of the pre-test (56,95> 48,50). this means from level of the poor to a good level.

In addition, based on previous data, students' speaking ability after the treatment make a significant difference, where students who use the program immersion has a higher score than students who did not use the program of immersion in learning. As evidenced by the average score on the post test- (56.95) higher than pre-test (48.50).Guoqiang Liao (2009). Entitled "Improving speaking skill through the skills Interaksinasi" stated that the choice of topic was determined by the fact that very little attention has been given to the ability of talking among the students during the previous years. As a result, students have developed barriers against the use of the target language which has a negative impact on the performance of their oral. Shaban Barimani (2012) states that English is taught as a foreign language in the Kingdom of saudi Arabia. Although the government is gradually trying to integrate the teaching of English in all classes: middle, Middle and elementary, learning English is still limited and needs to be further developed. This essay is a brief review of bilingualism in Saudi education.

Most of the methods are especially formed and try to teach a second or foreign language in isolation. Since the 1960s the programs of the marinade version of the communicative approach has been innovated which is basically meaning oriented and unlike the old methods, trying to teach a second/foreign language in integatif.

Based on the above explanation, According to experts, the use of the program total immersion gives the change in the speaking ability of the

The Test	Mean Score	Standard Deviation
Pre-test	48.50	6.778

students. Even so with the study conducted by researchers, there are changes in the speaking skill of students.

Given the discovery and the discussion in chapter IV, the researcher would like to

conclude that the level of nine of SMP Negeri 3 Panca Rijang, especially IX.2 classes have been improving the ability to speak them through a program of total immersion. It is evidenced by the average value of the test is high (56.95) than the value of the pre-test (48.50).

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