



## **The Implementation Of Immersion Approach In Bilingualism Classes At Elementary Students (Descriptive Study at SDUA Taman Harapan Curup)**

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### **Abstract**

Indonesia is a country that has various languages from each region. Indonesian is the national language used by people to communicate and English is a foreign language in this country. Even though English is a foreign language, Indonesian people are aware that English is an international language that needs to be learned. The importance of English is the people are aware of the importance of learning English from a young age so the children are accustomed to using English to communicate. This paper aims to investigate the implementation of immersion approach and teaching strategies in bilingualism classes. Types of this study is a descriptive qualitative method. Data collection techniques used by researchers are observation, interviews, and observation checklist. Based on the result of this study, shows the implementation of bilingual classes at SDUA Taman Harapan Curup is going well. The success of implementing bilingual classes in elementary schools is supported by teachers, students, parents, and the school in running bilingual classes. In addition, the teacher uses body language, language modification aides, repetition make perfect, connection to students live in a lesson.

**Keywords:** Teaching Elementary Students, Bilingualism, Immersion, Criteria of good Immersion.

### **1. Introduction**

In this day being bilingual is the best way and very important study in globalization era, especially being able to master English because currently English is an international language or the language used in the globalization market, including in the field of education. The ability to use two languages is called bilingual (Haugen, 1953). On the other hand, bilingualism is someone who is able to use the target language well and can be understood by others (Anthony Liddicoat, 1991). So that bilingualism can be interpreted as someone who is able to use two languages including being able to use the mother tongue and the target language well. For example, someone who is able to use Indonesian and English as a means of communication.

The success of teaching two languages from an early age greatly influences the place where children learn languages. The success of a child in learning a language is very dependent on the teacher, the place of study, and the environment around a child. The ability of a teacher in language will affect the quality of the students he teaches. Therefore, it is necessary for teachers who really understand bilingualism so that children do not misinterpret the use of language. Then the place and environment of children learning languages greatly influences the success of children learning two languages, especially the target language. This phenomenon makes parents try to find the best place for their children to learn two languages. There are several places to learn languages such as target language courses/private lessons, participating in language learning programs such as in the English village. However, this does not make parents feel confident about success in language learning. This problem finally found a new solution, namely the provision of bilingual classes in schools. School is a second home for children so that children will have more time to learn languages. Based on this phenomenon, many schools in Indonesia want to implement bilingual classes.



However, implementing bilingual classes in a school is not easy because there are many factors that must be prepared, especially from the school itself. In the application of bilingual classes, it must have a school scope that supports the use of two languages. Another problem is the limited number of teaching staff who master two languages in a balanced way, especially thematic teachers which include mathematics, Civics, Science, and Social Studies teachers. In addition, in reality the implementation of bilingual classes does not yet have a definite benchmark for effective and efficient implementation of bilingual classes. The benchmark in question is the understanding of bilingual teachers and the school on how to implement a balanced bilingual class. As a result, the implementation of bilingual classes is difficult to achieve the goals of bilingual education because of errors in implementing bilingual classes from both the student teacher or the agency.

Based on this phenomenon, researchers want to find out more information about how to apply the immersion approach in bilingual classes at the elementary school level and choose a bilingual class at a high level, namely fifth grade. Because at this level it is believed that students are able to use two languages. The teacher hopes that children at this level are able to use English as a whole in the learning and communication process. Children at this level do not use their first language much and are used to their second language. Based on information obtained from parents, they claim that the bilingual class at this school has succeeded in making students bilingual. Therefore, the researcher is very enthusiastic to find out how to apply the immersion approach in bilingual classrooms at the elementary school level. This study aims to find out how to apply an effective immersion approach in bilingual classrooms and be able to become a guide for other bilingual schools.

## **2. Review of the literature**

There is numerous research associated with how the implementation of bilingual lessons in standard colleges is achieved however maximum of the studies carried out makes a specialty of the commands given with the aid of using the instructor withinside the bilingual elegance and the forms of bilingualism. As said with the aid of using Tibategeza, E. R. (2010) entitled Implementation of bilingual training in Tanzania: The realities withinside the colleges. Nordic Journal of African Studies. This article affords the outcomes of an observation carried out in number one and secondary colleges in Tanzania at the implementation of language coverage in training. Therefore, the exercise in colleges is that monolingual training dominates and the concept of bilingual training appears absurd to experts withinside the training sector. This file proposes the Model 5050 as a manner ahead to enforce robust bilingual training in Tanzania. From these studies, it can be concluded that the Tanzanian societ y should not guide the implementation of the bilingual training of their use because of the robust impact on their mother tongue.

A similar study was also published by Vina Ardian Septiyani Putri (2010) entitled Implementation of Bilingualism in Teaching-Learning Activities in International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in 2009/2010 Academic Year. This research focuses on how the teacher's role, the role of students, the materials and syllabus used in the learning process in the bilingual class and reveals the advantages and disadvantages of using two languages in the classroom. This study uses a descriptive qualitative method. The techniques used by the researcher are observation, interview, and data analysis. The findings show that the use of bilingual classes has been going well and in the implementation of the bilingual class, the teacher plays an important role in running this program. In addition, in teaching the bilingual class sometimes the teacher has problems using English in communicating with students. This study also shows the advantages and disadvantages of bilingual classes.

In addition, there is also a study on the bilingual approach by Milk, Robert T (1984) entitled "Comparison of functional language distribution in bilingual classrooms after language separation vs. simultaneous teaching approaches". This research focuses on teachers' functional language use as



measured by statements coded according to their function. This study uses data sources from video cassette samples obtained during a teaching in the years 1982-1983. The findings of this study indicate that no functional distortion was found in the NCA class. The teacher's concern about excessive code-switching for excessive code-switching was not found in the classroom. From several studies that have been carried out by previous researchers, it turns out that there has been no more detailed research on how to apply bilingual classes in elementary schools and the approach used by teachers in teaching bilingual classes. For this explanation, the authors are interested in the coresearchinghe implementation of the bilingual classroom in the teaching of elementary school students at the SDUA CURUP. this study aims to find out how bilingual teaching is implemented in primary schools and which approaches schools use. This research has two issues that guided the study:

1. How is the implementation of immersion approach in bilingualism classes at elementary students?
2. What are the teachers strategies in teaching bilingual students?

### **3. Research methods**

This research uses the descriptive qualitative method. Descriptive research encompasses a collection of techniques used to specify and describe natural phenomena without experimental manipulation. The author also reports qualitatively in the form of case studies as the research discussed is related to the activities in the teaching and learning process at the SDUA Taman Harapan Curup. The subjects of this study were two bilingual teachers and 32 students in two bilingual classes. Data collection techniques were carried out by observation, field notes, and in-depth interviews. The tools used in this study are video and recorder.

The procedure for collecting data from this study has several stages. First, I made observations about a class that implemented a bilingual class. Second, I use field notes and follow the learning process to observe the activities carried out by students during the learning process. Third, I conducted guidance interviews with bilingual teachers who teach bilingual classes to find out the approach used by teachers when teaching bilingual classes. Fourth, I collected all the data that I got from the observation process, the results of field notes, and interviews to get the results and conclusions of this research.

### **4. Results**

At this stage, namely the results of observations, interviews, and data analysis that I obtained from the bilingual class. The bilingual class has two different classes, namely class A and class B. The results of the research I have conducted can explain exact teachers and students do during the teaching and learning process in the bilingual classroom.

#### **4.1 How is the implementation of immersion approach in bilingualism class**

Based on the findings, firstly I have found this school uses a special curriculum for bilingual classes and the material is general lessons. In the bilingual class, the teachers teach based on the topics in the syllabus. In the learning process, two bilingual teachers who teach in different classes, namely class A and class B use English as a whole in explaining the material and interacting with students. Bilingual teachers are classroom teachers who understand and understand English or are English graduates. During the learning process, not all subjects use English.

Secondly, based on the finding that bilingual classes have a lesson plan that has been set by the school in teaching bilingual classes. Teaching in a bilingual class that uses full English is only for thematic lessons. After the first hour, students will study general material with non-bilingual teachers, such as tahfidz teachers. In implementing the bilingual class, teachers and students use the



3G book published by Erlangga as a guide in learning the book, including mathematics, civic education, natural sciences, social sciences, and cultural arts. The use of English is not only used in bilingual classes, but they use English is also mandatory in the school environment and when talking to bilingual friends.

Thirdly, based on the findings in the teaching and learning process, bilingual teachers also conduct previewing and reviewing. In explaining the material the teacher will ask students whether students find difficulties or problems in understanding the lesson. During the learning process, the students were asked by the teacher to read the material in the book using Indonesian. After students understand the material they have learned, the teacher will review what they have learned that day.

#### **4.2 Teaching strategies used immersion approach in bilingual students**

Based on the findings, both bilingual teachers have implemented teaching in the bilingual class by the existing immersion approach. In addition, I conducted interviews with teachers in class A and teachers in class B about what teaching strategies of immersion approach in bilingual students. Based on some of the questions I asked. Here are the answers from teachers A and B on how they teach in a bilingual class. They use some strategies there are connection to students live, body language/visual aides, language modification and repitition make perfect.

### **3. Discussion**

After doing research, the first will answer about how to implement immersion approach in bilingual classes for elementary students. First, in the bilingual class, teachers and students learn to use English in thematic subjects such as mathematics, science, and social science, and students use Indonesian in religious, sports, and cultural arts lessons. Second, teachers and students have used English and Indonesian according to the schedule determined by the school. For example, on the first day, students learn to use English in the morning and the next lesson uses Indonesian in lessons other than thematic ones. Tird, bilingual students must have a special place in using English (Baker, C. (2011). In this school, bilingual class students have a special place that has been determined by the teacher. Bilingual class students are required to use English in the area around the classroom, during when classroom learning process, language laboratory, and English zone. At this stage, students are required to use English, and students who use the first language will be subject to sanctions such as adding new vocabulary that is more or more than 10 vocabulariesy. Sanctions are applied to students so that students are motivated to use English in communicating. Based on this, students try to always use English in the designated area and outside of school.

Fourth, in the teahing learning, it is important that students can master English skills such as reading, listening, writing, and speaking (Sadiku. L. M, 2015). In applying these four skills, the two bilingual teachers are assisted by the 3G book. The 3G book uses Indonesian writing. So that in applying the four English skills the teacher tries to explain the material and give instructions using English, then the students listen to the explanation and instructions from the teacher. After that, students are asked to re-read the material that the teacher has explained and students are asked to do assignments if they have understood the material. The sixth is the curriculum material used by students, namely the K13 curriculum which is specifically for bilingual students, and an application, that must use English. In the bilingual curriculum that teachers, students, schools, and parents must support the goals of bilingual children and the bilingual curriculum must also know the needs of students and parents of bilingual children (Pfeiffer, A. B, 1974). Seventh, function and students, namely between students and bilingual teachers can use the first language in conversations that are difficult to use in English. But at this stage, the teacher still provides a little information on English vocabulary that students can use in conversation. Eighth, teachers and students learn based on the topic of the syllabus used. Ninth, in every learning process students, are always given a review at the



end of the lesson. Lastly, students and teachers are also using language translation and adding new vocabulary every day.

Based on the findings, it can be concluded both teachers have various kinds in implementing bilingual classes and aim to achieve the target of the bilingual class students, namely being able to communicate using English properly and correctly. The implementation of immersion approach in the bilingual class is assisted by procedures from the school, the ability of bilingual teachers, students who are enthusiastic about learning in bilingual classes, and support from parents for their children to use English.

Regarding the implementation of bilingual classes in elementary students, the second research question aims to find out the teaching strategies of immersion approach used by bilingual teachers in teaching in elementary schools. Based on the rationale of the solutions to the elementary studies questions, we are canish that the 2 bilingual instructors use modify language, body language and visual aides, connection in students live's, repetition make perfect. When coaching bilingual training in primary schools, each bilingual instinstructortght consistent with the recommendations of the language separation concept. For example,

- a. The teacher teaches based on the topic and syllabus of the school
- b. Teachers can find out the character of students in a bilingual class.
- c. Teachers and students have an English zone in using English/
- d. The teacher applies 4 English competencies during the coaching and introduction process
- e. The teacher teaches based entirely on the k13 syllabus using English
- f. The teachers teach based entirely on the schedule organized through school facilities. Bilingual teachers continue to use English to speak and learn

Then the teaching strategies of immersion strategies uses of language in a lesson. For example :

- a. Teachers randomly switch language at certain stages in the learning process
- b. The teachers carry out language translation if there is a structure or vocabulary that is difficult for students to understand
- c. Bilingual teachers do brainstorming even as a lesson opener
- d. The teachers evaluate the subject matter

Both of those procedures can assist the teacher's college students in strolling paerful bilingual elegance at some stage in the coaching and getting to know procthe ess. The technique utilized by teachers likewise able instructors and colleges to understand what to do in enforcing bilingual classes.

#### **4. Conclusion**

This study investigates two specific aspects that aim to find out about how the implementation of immersion approach in bilingual classes and teaching strategies. The findings show that teachers play a very important role in the implementation of bilingual classes. The teacher's understanding in teaching the bilingual class is very influential on the final results that will be obtained by students. So that teachers have various ways of teaching in the bilingual class and by the provisions of the school. Then the teacher must also have an approach that is suitable for elementary school students in teaching bilingual classes. Therefore, it can be concluded that from this study both teachers were able to teach in the bilingual class and had understood the appropriate approach to teach the bilingual class.

The limitation of this study is that the current study only shows the implementation of immersion approach in bilingual classes and teacher teaching strategies. Therefore, further research





should compare whether the teaching carried out by bilingual teachers is to the goals of bilingual students and what more interesting methods can help students use English during the teaching and learning process. Another limitation is that the results can only be used for elementary school students and not all schools can implement bilingual classes if they do not have sufficient facilities. Thus, future research can investigate further what methods bilingual teachers can use in the teaching and learning process. In addition, researchers can also compare how bilingual classes are implemented in other elementary schools. The comparison can find the best way to implement bilingual classes.

To improve students' ability to use English, the school can open special tutoring for bilingual students during holidays or outside school hours and add bilingual teacher assistants for more effective learning. For bilingual language teachers, they should attend more training related to how to improve children's ability to learn English. In addition, parents should also be given training in understanding their children who take bilingual classes so that they are accustomed to using English in their daily lives.

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