KNI/11/2015

LAPORAN AKHIR

PENELITIAN KOMPETITIF KOLEKTIF
KOLABORATIF INTERNASIONAL (KNI)
DIREKTORAT PENDIDIKAN TINGGI ISLAM
DIREKTORAT JENDERAL PENDIDIKAN ISLAM
KEMENTERIAN AGAMA RI
TAHUN 2015

IMMERSION PROGRAM IN JAPANESE HIGH SCHOOLS: A MODEL OF EFFECTIVE ENGLISH LEARNING FOR *MA'HAD AL - JAMI'AH*

Ketua:
Dr. Hj. Syafiyah, M.A. (UIN Maulana Malik Ibrahim Malang)
Anggota:
Miftahul Huda, M.Pd. (UIN Maulana Malik Ibrahim Malang)
Dr. H. Langgeng Budianto, M.Pd. (UIN Maulana Malik Ibrahim Malang)
Deny Efita Nur Rakhmawati, M.Pd. (UIN Maulana Malik Ibrahim Malang)

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
IN COOPERATION WITH HOKKAIDO UNIVERSITY OF EDUCATION, JAPAN

ABSTRACT

This research intends to observe (investigate) the teaching method and communicative approach employed in the immersion program in *Katoh Gakuen Gyoshu* Senior High School and plan (recommend) the effective English learning strategies for *Ma'had al-Jami'ah.* The observation and interview is projected –but not strictly limited– to the program. After revealing the data, it shows that sharing between learners in pairs or groups that encourage students to collaborate each other is the most effective way used in the program. It is supported by the negotiation between teachers and students in communication which indicate the reactive approach, so – called as language scaffolding. Regardless the differences in the use of expression and focus, the expected outcomes of both institutions are undoubtedly similar. This resemblance, in addition to the parallelism in the students' age and thus zone of language proximal development, guarantees the transferability of the immersion strategies from *Katoh Gakuen* to *Ma'had al-Jami'ah*.

Key Words: Immersion program, teaching method, communicative approach, schematic design

CHAPTER I
INTRODUCTION

1.1. Background of the Study

As English has become a *lingua franca* (Pei, 1990), that is a language used widely for international communication, most of the world population whose native languages are not English devote their attention to learning the language extensively (Harmer, 2007). Today English is so widely taught worldwide that the purposes of its learning are frequently taken for granted. Mastering English would bring to –what Richards (2002) illustrates as– "untold blessings," i.e. educational and economic empowerment. This standpoint has triggered several education systems of many non-English speaking countries, including those situated in Asia, to encompass the language as a primary second or foreign language taught at any school levels (Kam and Wong, 2003). Such an internationalization of English also promotes the importance and popularity of the language teaching and learning in Asia (Stroupe, 2011).

Various methods of English language teaching are offered to propose the best – this is to say, the most effective – way to acquire the language. Each method is supported by strong theoretical bases and practical guidelines to achieve the desired, measurable goals. Over years, the process of teaching and learning English as a foreign language has developed in accordance with the advances of educational theory, practice, research, and policy. It is also characterized by frequent changes of instructional design and sometimes ideology. Much of the impetus of change in approaches to language teaching come about from changes in teaching methods (Richards and Rodgers, 2001).The older teaching method is usually dismissed as the newer teaching method is invented. Since using all teaching methods once at the same time is almost impossible to implement, language practitioners are supposed to select the most appropriate method(s) which suits the students' needs toward adequate English proficiency.

While many methodologies have come and gone, some have become well-established (Johnson, 2007). One of the most prominent methods commonly employed for English Language Teaching (ELT) is immersion, an outstanding program which has proven its worth in terms of language acquisition and broad applicability in both local and national settings. Immersion is basically a communicative approach that uses foreign language to teach content subject. The success of immersion programs has been

thoroughly documented with respect to both language development and academic achievement (Genesee, 1987).

Due to the didactic advantages that the immersion put forward, many countries apply the program for ELT in primary and high education levels. In comparison to other non-English speaking countries, Japan is one such country where English immersion program has experienced success and growth in recent years for the purpose of second language instruction (Johnson, 2007). *Katoh Gakuen* in Numazu, Shikuoka, *Gunma Kokusai Academy*, *Seiko Gakuen* in Tokushima, *Hokkaido High School* in Hokkaido, and *Uji Ritsumeikan* in Kyoto are among Japanese high schools which have been not only successful in promoting the students' advanced level of English proficiency but also well-recognized in raising their positive attitudes toward the other language and culture while maintaining their own cultural identity (Downes, 2001).

The aforementioned progress indicates that Japan has been thriving in implementing English immersion program without eliminating Japanese culture. Such an achievement, i.e. being both proficient in English and able to uphold the local tradition, is very important in globalization era, which indirectly triggers the so-called global cultural imperialism. Without losing their national pride, some Japanese institutions have approved English as their official language. Two large Japanese corporations, *Rakuten* and *Uniqlo*, recently announced the adoption of English as their official corporate language (Takahashi, 2010).

Furthermore, more and more Japanese people today have been overseas to expand their perspectives and acquire foreign languages regardless the fact that the country is commonly considered a monolingual nation and is geographically "isolated" from the rest of the world. The number of Japanese students pursuing their study in which English is used as a medium of instruction has steadily increased during the last few decades. The data issued by *Chronicle of Higher Education* in Hayashi (2005) reveals that in the 1995 academic year Japan led all countries in the world with 45,531 Japanese students enrolled in colleges and universities in the United States. This indicates that English learning program in Japan has been successful in facilitating the students to pass the university entry test in English speaking countries, and English immersion program in Japanese high school definitely gives the most supportive role to this trend.

Quite similar with Japanese authority's effort in facilitating the people to acquire proficient English, Indonesian government have stipulated English as a

compulsorily subject at schools. It is explicitly stated in the Decree of the Indonesian Department of National Education Number 060/11/1993 that English is one of the main courses in high schools, even in university level. It is only after a decade that the government attached the idea of immersion program to the establishment of international standardized schools (*Departemen Pendidikan Nasional,* 2007). Since then, a number of public and private schools contend to improve the quality of their education and apply the immersion program in language teaching – practically for the sake of obtaining the government's official admission as international standardized schools. Due to its controversy, however, the ambitious program was annulled by the Decree of Indonesian Education and Culture Ministry No. 017/MPK/SE/2013 issued on 30th of January 2013, leading the affixed implementation of the immersion program to public's ignorance.

Despite the new regulation, some education institutions in Indonesia like *ma'had*s (Islamic boarding schools) still confidently apply the immersion program. Their total reliance upon such instructional design finds its academic support from some research toward ELT in Indonesian context which recommends the implementation of English immersion program. Zain (2009), for example, finds a significant influence of English immersion program on the improvement of students' speaking skill. The idea proposed by Hadi (2008) provides another view, which seems to be fairer, on language learning program in *ma'had.* He implies that, in spite of the students' positive responses and attitude toward the immersion program, teachers and stakeholders of *ma'had* should consider engaging communicative approach more in the teaching and learning process due to the lack of student participation. This limitation, to some degrees, hinders optimum result of the program.

In response to the current development of ELT, communicative approach is indeed very central in supporting the success of English immersion program. In fact, the implementation of communicative approach in immersion program of such Indonesian institution as *ma'had* is still far from ideal. Sukono (cited by Masduqi, 2012) hypothesizes that the concern of most English teachers remains unchanged. English teaching still deals mainly with the complex structures of the language, long reading passages, and other activities not relating straightforwardly to communicative purposes. Less attention to internalizing Indonesian cultural values also contributes to the setback of ELT in Indonesia. These problems intertwine each other, occurring even in *ma'had*

which, as explained previously, rely its English language learning program on immersion.

Ma'had al-Jami'ah (boarding school for Islamic university students) basically fulfills all requirements to carry effective learning. Besides aiming to acclimatize the students with academic traditions and train them to learn to live together, *Ma'had al-Jami'ah,* as the icon of Islamic universities under the Indonesian Ministry for Religious Affairs, is projected to internalize Islam-for-peace teachings and values through *pesantren* traditions. Therefore, the students are required to live at *Ma'had al-Jami'ah* for the first academic year, *firstly* for the sake of engrossing the Islamic tenets and maintaining Indonesian cultural values and *secondly* for the benefit of equipping them with knowledge and skills for international communication in the globalization era. To attain the second goal, creating English language atmosphere through immersion program is required for successful English learning in *Ma'had al-Jami'ah*.

The idea is unfortunately not an easy stuff. At *Ma'had Al-Jami'ah Al-'Ali "Sunan Ampel"* of Maulana Malik Ibrahim Malang, for instance, the English language learning program has not met the desired goal. Regardless the fact that the *Ma'had* owns 11 dormitories which accommodates over 3,000 students and has pioneered an intensive language learning (which later becomes the national program of Higher Islamic Education in the Ministry of Religious Affairs), most of them are not able to communicate in English well even after being immersed in the English environment for one year and getting benefit from living together with students of the same batch. The same or even worse story might also occur in other *Ma'had al-Jami'ah* of Islamic universities.

The above rationales function as academic bases for the significance of conducting the research on immersion program in Japanese high schools to seek and formulate an ideal model of effective English learning for *Ma'had al-Jami'ah*. The study is to be carried out by a team of researchers from Maulana Malik Ibrahim State Islamic University, Indonesia in collaboration with Hokkaido University of Education, Japan toward the immersion program that has been successfully administered by a number of high schools in Japan, especially *Katoh Gakuen* in Numazu. The focus of the research is to deeply observe (investigate) the teaching method and communicative approach employed in the immersion program and plan (recommend) the effective English learning strategies for *Ma'had al-Jami'ah* by adapting the "Japanese model" which corresponds to Islamic traditions and Indonesian cultures.

1.2. Research Questions

The study aims at answering the following questions:

1. How is the English teaching methods applied in the immersion program of Japanese high schools to improve the students' English skills?
2. How is the communicative approach effectively implemented by English teachers in the immersion program of Japanese high schools?

1.3. Research Objectives

By the end of the study, the researcher is expected to be able to:

1. Identify the effective implementation of English immersion program in Japanese high schools in terms of the teaching methods and the communicative approach employed by the teachers;
2. Formulate the ideal grand design of effective English learning for *Ma'had al-Jamiah* in Indonesian Islamic universities.

1.4. Scope of the Research

This research is administered to the extent of foreign language acquisition. It is conducted with respect to the applied linguistic domain dealing with negotiation of meaning as emphasized in a communicative approach. The focus will be on the implementation of immersion program as reflected in the teaching methods and communication strategies used by teachers with the students in the English learning activities especially at *Katoh Gakuen* in Numazu. The observation and interview is projected –but not strictly limited– to the teaching methods and communication approach.

1.5. Significance of the Study

This study is supposed to at least grant institutional and pedagogical contributions. Institutionally, the result of the research shall provide inspiring insights for stakeholders (like supervisors of *Ma'had al-Jami'ah* or *kyai*s), policy makers (among which is the Ministry of Religious Affairs), and teachers (or University lecturers) in designing immersion program for successful English learning in *Ma'had al-Jami'ah*. Not to mention, this collaborative research can also bridge future mutual, academic cooperation and strengthen the network between Japanese educational institutions and Indonesian universities (especially those affiliated to the Ministry of

Religious Affairs). This research, pedagogically, may offer a model for effective teaching methods and communicative approach which is appropriate for Indonesian students who are learning English in *Ma'had al-Jami'ah*. By applying the prospective learning approach through the immersion model, students are expected to acquire more proficiency in both English language skills and the content courses. Furthermore, the model of the program might be elaborated further in larger contexts, such as in university level, and disseminated to wider users through workshops and seminars.

CHAPTER II
THEORITICAL FRAMEWORK

This section provides theoretical foundation underlying the research. It reviews some theories typically related to the basic concepts of immersion, communicative approach in immersion, and its possible transferability into Indonesian context of *Ma'had Al-Jami'ah.*

2.1. The Basic Concept of English Immersion Program

Immersion language education was born out of grassroots initiatives put forward by parents who demanded better language education outcomes for children who required second language skills to function in bilingual areas of Canada. The first immersion program was introduced in St. Lambert, Montreal in 1965 (Lambert and Tucker, 1972). Since then, the term "immersion" in second and foreign language education has been applied loosely to a variety of educational programs and contexts. Its proven utility in producing high levels of second and foreign language competence while simultaneously supporting first language academic development has resulted in its widespread popularity around the world. Immersion, according to Met and Lorens (as cited by Baker, 2002), is then defined as a method of foreign language instruction in which in the regular school curriculum is taught through the medium of language. It is a device for introducing a non-native language and culture to majority language students aiming to provide students with native-like language skills in the foreign language.

There are several defining features of the immersion language education model, the most important of which is that the second or foreign language is not taught explicitly as a 'language subject'. Rather, it is used as the medium through which curricular content is conveyed. Another central feature is that second or foreign language content instruction must consist of a minimum of 50% of the total curriculum (Genesee, 1987). It is through this massive amount of second or foreign language input, usually linguistically graded to learners at various proficiency levels throughout the program, that implicit acquisition of the second or foreign language is attained.

According to Johnson and Swain (1997), other key features of immersion programs include that the first language and second or foreign language curriculums should be parallel, the first language exists in a supportive environment, programs aspire towards additive bilingualism, second or foreign language contact is primarily

within the program, immersion instructors must be bilingual, and the classroom culture should reflect first language customs and practices.

Brondun and Stenson (2007) further classify immersion program. Based on the age, there are early immersions, delayed or middle immersion, and late immersion. Early immersion is the immersion program at kindergarten or infant stage. Delayed or middle immersion is for nine to ten years old kids. And late immersion is the immersion program at secondary level. Based on the amount of time spent in immersion, there are total immersion, partial immersion, double immersion, and two ways (dual) language. Total immersion is the type of immersion using foreign language fully (100%) as the medium of instruction. Partial immersion is the immersion type using 50% of foreign language as its medium. This type is more appropriate for early immersion (bilingual education for children) because the mother tongue can be helpful in understanding lesson. Double immersion is essentially a full immersion program with instruction in two foreign languages. Two-way (dual) immersion is the immersion type in which children from each language group are mixed in the same classroom. The goals of two way immersion are for both language groups to become bilingually successful and to develop positive inter-group relations.

According to Corson (as cited by Baker, 2002), there are some approaches to language learning often taken in the immersion programs. First, it is important to repeat the distinction between teaching a language and mostly through the second language being used as a medium of instruction in fifty percent to one hundred percent of the curriculum. Second, allied to the idea of language as a medium of instruction is the idea language across the curriculum. This is a view that language plays a central role across the curriculum. In all curriculum areas, students learn skills, knowledge, concepts and attitudes mostly through language. Thus, every curriculum areas, from history to mathematics, science to sport, contribute to the growth of a child's language. At the same time, mastery of a particular curriculum area is partly dependent on mastery of the language of the area. Obtaining fluency in the language of chemistry, history or mathematics, for example, is essential to understanding that subject.

Bostwick (2001) and Johnson and Swain (1997) add some important points, that in immersion schools students' foreign language is not the subject of instruction; rather it is the medium of instruction through which the majority of academic subjects, such as math, science, social studies and other academic classes, are taught. The goal of immersion education is to develop bilingualism and bi-literacy in majority language

students. They mention that the academic curriculum of immersion schools should connect with the particular country's education system and also that the classroom culture is the same in the first language society. The learning context is one where the second language or foreign language is restricted to the classroom.

The spread of the immersion language education model has also extended to Japan since the early 1990's. Johnson (2007) mentions some English immersion programs in Japan. The first documented language immersion program in Japan was established in 1992 at *Katoh Gakuen* in Numazu, Shikuoka. This partial immersion program began with a mere 28 students and currently enrolls over 570. Graduates of the *Katoh Gakuen* immersion program have gone on to study at top universities both in Japan and abroad. The ability of its graduates to enter either English or Japanese-medium institutions of higher learning speaks to the high level of language proficiency attained through this particular immersion program. The success of the program has been widely documented in the popular press and professional literature.

Another school in Japan adopting similar approaches is *Gunma Kokusai Academy*, a private school supported by the Ota Municipal Government which began a partial immersion program in 1995. This program centers on the provision of almost 10,000 hours of English content instruction between the first and twelfth grades. Another example is *Seiko Gakuen* in Tokushima, which has been gradually expanding its partial immersion programs from primary through to junior and senior high school levels. A further model is that of *Uji Ritsumeikan High School* in Kyoto, which has been operating an immersion program since 2000. Students entering this program with TOEFL scores around 350 to 400 go on to achieve scores in excess of 600 upon graduation – a proficiency level well in excess of the 525 to 580 range required for entry into most universities in English-speaking countries. Ritsumeikan has also developed a university unique within Japan, *Ritsumeikan Asia Pacific University*, in which university content is delivered in English to a student body consisting of over 40% foreign students.

2.2. Teaching Method and Communicative Approach in Immersion Program

Swan (as cited by Lyster, 2014) agrees that immersion pedagogy is primarily input driven and that students are not given adequate opportunities to produce the immersion language and to receive helpful feedback. Moreover, the language used to teach subject matter is functionally restricted, and does not, on its own, provide

adequate exposure to the foreign language. That is, many foreign language features either do not occur in the classroom discourse or are not salient enough for students to actually notice. Therefore, it is needed projected to integrate the language and content teaching and to do so; teachers can draw active and proactive approaches to foreign language instruction.

Furthermore, E. R. Howard, et.al (2007) adds several methods that can be opted for immersion program:

Method	Detail
Equitable Interaction	Promotion of positive interactions between teacher and learners. When applied equitably in a classroom with mixed L1 and L2 students this method has enabled both groups of students to perform better academically.
Targeted and Varied Teaching Techniques	Utilization of a variety of teaching techniques that respond to different learning styles. This method enables students with varying language proficiency levels to orient their learning more efficiently to the curriculum.
Student-Centered Teaching and Learning	The program should have a student-centered approach. Reciprocal interaction is preferable to teacher-centered knowledge transmission and is associated with higher-level cognitive skills. In classrooms with mixed L1 and L2 students, a bilingual program should encourage students to share their linguistic codes and cultural knowledge with other students.

Sharing Between Learners	Cooperative learning strategies should be encouraged. In a classroom with ethnically and linguistically diverse students, academic achievement improves when students collaborate interdependently on common objective tasks and share work experiences. Additionally, students' expectations and attitudes toward each other become more positive.
Language through Common Task Orientation	Language transfer is not always a result of cooperative learning strategies, and attention should be paid to the type of task. Linguistic knowledge transfer will occur when the cooperative learning strategy is focused around a language task that facilitates the students sharing language knowledge.

In the program, students are immersed in the target language as a method of communication in the classroom. The basic philosophy is that the students will acquire the language by using it to learn. It is a way of bringing a foreign or second language environment into the classroom thereby surrounding the student with the target language (Messerklinger, 2006). The immersion program for the high school students tends to use content-based instruction. As the name implies, content-based language learning is a way of teaching language through some academic subject rather than teaching language directly. To do this, teachers commonly use content that they are familiar with such as their culture or a specialty course from their major to design content-based language courses. Another approach to content-based teaching is to use a subject that is easily accessible to both students and teacher. Other kinds of content courses are those that teach content to students based on their needs.

Students are not merely taught how to use English, but the language is used as the medium of instruction for many of their courses. In addition, students are required to use English to do research, write reports and participate in class. Mangubhain (cited by

Messerklinger, 2007) lists several techniques used by immersion teachers that can be used by teachers including questioning downward, rephrasing, recast (sic), modelling (sic) or demonstrating, and the use of visuals and realia. Besides, information gap activities are not only a useful way to practice language; they can be a fun way for students to learn content. A variation of twenty questions that takes the form of hide and seek using language will also be a very fun way to do. The learning of language through content-based instruction promotes high levels of cognitive processing while simultaneously fostering motivation through the intrinsic nature of engaging new content (Grabe and Stoller in Johnson, 2007). Individual subjects from the curriculum can be selected and taught in English, or special English content courses may be developed around themes of particular interest to students. By doing these techniques, teacher can elaborate reactive and proactive approach in dealing with the communication during the teaching learning process.

Reactive approaches occur during the communicative interaction with students and include the negotiation of meaning and negotiation of form. The negotiation of meaning facilitates comprehension during classroom interaction as teachers adopt a range of techniques to transform subject matter into comprehensible input for second language learners (Lyster, 2004). Negotiation of meaning comprises the types of interactional features, such as: input modification (stress on key words, decomposition, partial self-repetition), semantically contingent responses (recasts, repetition, expansions), and conversational modifications (confirmations, comprehension checks, clarification requests). Negotiation of form includes at least four types of feedback: clarification request (‘‘Pardon me’’, ‘‘I don’t understand’’), repetition (“He goed?”), metalinguistic cues (‘‘Do we say ‘goed’ in English?”), and elicitation (‘‘How do we say that in French?’’, ‘‘Try again’’).

Proactive approaches involve planned second language instruction designed to draw attention to various features of the immersion language. It includes content-based instruction form-focused instruction. Form-focused instruction is designed to induce learners to notice non-salient or infrequent morphosyntactic features of the immersion language. It includes noticing activities (input enhancement, input flood), awareness activities (compare and contrast language pattern), and practice activities (communicative practice/controlled practice).

Furthermore, Fortune (2000) proposes what is called as Immersion Teaching Strategies Observation Checklist (appendix). This observation checklist can be used to

facilitate useful observation in a variety of ways that include the teaching methods and communication approach used in immersion program. It consists of integrating language, content, and culture; attending to continuous language growth and improve accuracy; making input comprehensible; creating an L2-rich learning environment; using teacher talk effectively; promoting extended student output; and attending to diverse learner needs.

2.3. English Immersion Program in Japan and Its Transferability into Indonesian Context of *Ma'had Al-Jami'ah*

In this research, the English immersion program is based on the program in *Katoh Gakuen* as the pioneer of English Immersion program in Japan. The immersion education is given as most of the students are learning the contents through their second language – that is English, they use language immersion pedagogy to ensure mastery of the content and promote high levels of language development.

What can be transferred from Immersion program in *Katoh Gakuen* to *Ma'had al-Jami'ah* is the way teachers conduct 45%-75% instruction in English in all subjects. Students in *Ma'had al-Jami'ah* are from various departments so that they need to be trained to get used to use English in their everyday life. Students are asked to speak in English both in and out of the classroom. Dormitories of *Ma'had Al-Jami'ah "Sunan Ampel" Al-'Ali* of Maulana Malik Ibrahim State Islamic University Malang are of good environment to enhance awareness in using English. It can also be done through teaching some academic subjects rather than teaching language directly.Students are not merely taught how to use English, but the language is used as the medium of instruction for many of the courses. Thus, teachers in *Ma'had al-Jami'ah* need to give materials or subject that are easily accessible to students and based on the students' needs.

Bilingual classes in *Katoh Gakuen* are interactive environments in which students collaborate in groups and pairs. This should be adapted since the teaching and learning in *Ma'had al-Jami'ah* tends to use the traditional method. Communicating with friends in group to practice English will make students relaxed and interested rather than just listening to the teachers. Several communicative techniques of immersion - questioning downward, rephrasing, recast, modeling or demonstrating, using visuals and realia, and information gap activities - can be used by teachers at *Ma'had al-Jami'ah.* Those are not only a useful way to practice language but also can be a fun way for students to learn content.

In addition, the way teachers in *Katoh Gakuen* supervise the students is also very good to be applied in *Ma'had al-Jami'ah*. Team of teachers in *Katoh Gakuen* plan and record the instruction and activities by using a certain customized web-based curriculum management tool called the Atlas Rubicon. Planning and recording the teaching learning activities with other teachers would be very applicable in *Ma'had al-Jami'ah*. Moreover, the way the teachers supervise every students' development is very inspiring. Teachers can cooperate with *Murabbi/Murabbiyah* and *Musyrif/Musyrifah* to supervise students' development in English and to create customized web-based curriculum management so that students' ability would be easier to measure.

CHAPTER III
RESEARCH METHOD

3.1. Research Design

The study employs descriptive qualitative design as it observes and analyzes the approaches used for teacher-student interaction in the immersion program through non-numerical data but accumulation of information analyzed descriptively. The interpretation upon the collected data will take school-based ethnography into account as the foundation for discovering how the Japanese cultural values are maintained in the program. This ethnographic approach is very visible due to the prospective assistance provided by the academic staffs of Hokkaido University of Education.

3.2. Data and Data Source

The data of the research are mainly the teaching method and communicative approach implemented by teachers of Japanese high schools in which administer immersion program, i.e. *Katoh Gakuen* in Numazu. The data needed for revealing the model of implementing the immersion program are in the form of the observation on the interaction and communication process during the teaching learning at *Katoh Gakuen* Senior High School. In doing so, the document "narration" including observation checklist and field notes to record the situational context during the teaching process is also needed. Besides, the documents covering the lesson plan, learning assessment, and students' works are the supporting documents needed.

3.3. Subject of the Research

The research involves 7 teachers from social subjects and 2 school principals. 4 students from grade 10 and 4 students from grade 11 of *Katoh Gakuen Gyoshu* Senior High School are involved here. The students are chosen based on their willingness to do the interview as reported by the school principals.

3.4. Data Collection Technique

The data are collected through observation upon the design of the English immersion program as reflected in the teaching and learning process in social and cultural subjects. The observation uses observation checklist, and any details relating to the classroom situation are written in field notes. The observation is expected including

the whole students in one class and the teachers who give instructions and explanations mostly in English. In–depth interview with the teachers of social and cultural subjects and representative of the students of 12th (2 males and 2 females) and 11th grade (2 males and 2 females) is also helpful to provide supporting data and verify the information gained from observations and field-note traces. Last but not the least, documents recording the materials, lesson plans, assessments, and students' work are also required to supply authentic facts.

3.5. Data Analysis

The data analysis is begun with reviewing the data obtained from observation, field note, interview, and documentations. In presenting the data, each observed class is represented by abbreviation. For the observed classes, they are presented as C1, C2, C3, C4, C5, C6, and C7. The data are described based on the contexts of teaching method and communication approach in immersion program. Then, the data analysis moves to a cycle process of designing the formulation of ideal immersion program for *Ma'had Al-Jamiah*. The component analysis includes the aspects of input, process, and output.

Last, triangulation is used in this research to get the trustworthiness of data. This method is done to eliminate the researchers' prejudice and bias toward the data obtained from the school. This trustworthiness of data is done by a cross check observation and interview data with the school principals and the documentations or the other way around.

CHAPTER IV
FINDINGS AND ANALYSIS

This chapter presents the findings which elaborate the teacher-student interaction in the immersion program to recognize the effective teaching method and communicative approach used in it. It also involves further formulation on the ideal design of effective English learning for *Ma'had al-Jamiah* in the Indonesian Islamic University context. Therefore, the section is divided into two parts, i.e. realistic description on the immersion program in Japanese high school and the possible design of English learning program for *Ma'had al-Jami'ah.*

4.1. English Immersion Program at *Katoh Gakuen Gyoshu*: Its Teaching Methods and Communicative Approach

Katoh Gakuen is a big private school located in Numazu, Shizuoka, Japan. The school is very popular with its English Immersion / Bilingual Program for the country's students with Japanese as their first language. The school also attracts those who come from bicultural families, for students who have just come from living abroad, and for those who are good at English or willing to study abroad where English is the main medium of instruction. In Bilingual Program, the medium of instruction is 100% English, and most of the teachers are natives.

In this program, the students of grade 10 are focused on English improvement. Meanwhile, the students of grade 11 and 12 are focused on their academic mastery. Each class in *Katoh Gakuen Gyoshu* Senior High School Bilingual Program has the so-called "home room" teachers: one Japanese teacher and the other one English native teacher. Every morning, the home room teachers come to the class to do meditation together with the students, gives some announcements, give the students time to do silent reading, and collect the students' homework to be given to the subject teachers. Then, the students are given 5 minutes break, just before the subject class starts.

Every class also has some subject teachers. The teachers come to the class based on the schedule arranged by the school principals. Every subject teacher uses interesting teaching strategies during the teaching learning process. The strategies could be seen from the method and communication approach used in the classroom.

4.1.1. Teaching Methods

The use of the teaching methods at *Katoh Gakuen Gyoshu* Senior High School is observed through Observation Checklist on Immersion Teaching Strategies as offered by Fortune (2000). The teaching methods implemented during the classroom session of grade 10 and 11 are examined in terms of their distinctive roles in promoting extended student output, attending to diverse learners' needs, and integrating language, content, and culture.

The first category of the method is its ability in extending the student output. The most common way that the majority of teachers use is by applying a variety of grouping techniques, such as small group discussion and pair work. By doing so, the students are mediated to share their ideas with their friends. It is considered the most useful way to improve the students' language ability. Besides, grouping or pairing also leads the students to learn from and with peers, i.e. peer editing and peer tutoring. The results of the group discussion and pair work are subsequently shared to the whole class.

This is in line with the teachers' purpose to structure and facilitate high – interest, student – centered activities. The shifting focus of activity from the teacher to the students in this class is highly emphasized. Here, the teacher provides many activities to trigger the students' active participation during the learning process. This is evident, for instance, in C2 when the teacher at the beginning of the class brainstorms the students to retell the text they talked about in the previous meeting. The teacher gives an essay to be discussed in groups based on the parts of essay: introduction, thesis statement, body, and conclusion. Then, the students are directed to prepare writing a blog with a catchy title discussed and agreed by the group members. Here, the students are facilitated to actively participate during the learning process so that they are encouraged to use their language skill both in spoken and written discourse.

This finding is supported by the teachers' statements during the interview. All of them agree that peer work in the classroom is the most effective way to improve the students' language ability. T1 said, *"There are so many strategies but one important thing is the vocabulary and also have the students to use them in better structure. One important activity we do to make students express themselves is getting them in pairs and discuss with their friends in the target language before they actually express it as the whole group or with the teachers"*. This statement is supported by another teacher, T5, saying: "…*a good way to teach students reading and writing, for example, by using peer group in the classroom.*"

Attending to diverse students' needs is another category appearing in the classroom. As previously illustrated, teachers mostly use cooperative group learning. This small-group learning is an instructional strategy in which small groups of students work together on a shared task. The task, which may be simple or complex, is discussed in the target language so that the exposure on the language can be maximized. In this case, cooperative learning encourages the students to have confidence and motivation to use English. T6 adds that "*in the group discussion, students are encouraged to help each other to correct their language*".

Collaborating with other students can provide the students with authentic experiences in communication since each group consists of students with different level of English proficiency. Besides, the teacher always raises questions to invite students share different problem-solving approaches, such as in C6 in which the teacher gives some questions as a review of the lesson, *"What lesson do you get? If you do not take care of your thing, what will happen?"* Different subject discussion will give more vocabularies to digest and use both from teachers and other students.

The teachers also use visual and auditory materials in the classroom to help the students understand and react to the teachers' instruction. These materials assist them a lot in providing the real description and concrete examples. It makes them easier to find ideas and opinions to share with other friends. T5 supports this by saying that *"For Katoh Gakuen, it is important to use a lot of illustrations, model, and instructions along with picture of what teachers said".* It is in line with what is written in one of the subject objectives in grade 10, that the students are required to use accurate and varied language that is appropriate to the context and intention in written, oral and visual text.

Finally, the method is projected to integrate language, content, and culture. The teachers of this school use the content-based English language development. This refers to the use of content as a vehicle for teaching the English language. The more concrete example is that an eleven grade history book chapter on the Japan historical events may serve as the source of much vocabulary, more than a few key verbs, and perhaps a lesson on writing the timeline of the events. What it does not mean is that bilingual students are expected to read the chapter and answer the questions.

Theme-related culture learning is very visible in C1. The teacher explains that cartoon in 1993 is related to Japan violation. Then, he asks the students to identify and interpret the cartoon made in 1993 by a British cartoonist. The cartoon shows the symbol of 'bowing'. Here, the students are triggered to learn more about the meaning of

'bowing' tradition. By interpreting the meaning, they get to know that one symbol can be interpreted in many vocabularies. By using the vocabularies drawn from the symbol, they are asked to write the message behind the cartoon. Besides, the teacher also introduces the culture of another country that could be seen from the cartoon – in this case the symbol of Geneva building.

Poems are of course often used in a class of English. The teacher provides examples by comparing poems from two different countries to ingrate the language, content, and culture. Discussing the comparison between those two poems will also reflect the messages behind the poems, such as Buddhism in Japan. By doing so, the teacher asks the students to write an essay and indirectly also asks the students to understand and preserve their own culture, Buddhism. Moreover, comparing Japanese poem to another country's poem also will make the students more aware about their own culture. They know better their culture than before. Discussing about culture often attract their interests and attention so that they will participate more actively in the class. Here, the students are given maximum exposure to use English.

Implementing this integration is the basic principle for all teachers in this school. T3 believes that cultural component, the link between language, content and culture is an essential factor that contributes to an ideal immersion program. An ideal immersion program are all done by culture and not just followed by the textbook or learning vocabulary sheet. Part of culture should be much deeper and it is not just about songs or musics. At this school, the goal for students is to learn about whom Japanese people are and how they think and what they believe.

In general, the classes use warming up, teaching/learning, analysis, and reflection stages; C4 is one of the examples. The teachers starts the class by asking the students to make group work to answer quiz on a small white board. Then, they are asked to discuss their home works. Then it is continued to the teaching/learning in which teacher give short explanation and ask the students to analyze the topic they discussed. At the end of the time, the teacher gives home works for the next meeting and continued with the reflection to review the materials they discussed before.

It is revealed that the teachers in *Katoh Gakuen Gyoshu* Senior High School use sharing between learners method, one of the teaching methods in immersion program proposed by E. R. Howard, et.al (2007). In this method, the students are encouraged to cooperate and collaborate each other, one of the ways is by grouping or pairing. Cooperating in groups make the students meet those who have different

language ability, which then it is expected they would be able to help each other to correct the language errors. Sharing ideas with others in a group give them more chances to express their ideas and make them more confidence. While working on the groups, teachers always guide them with vocabularies and ideas. The next step is that they have to floor their discussion with other groups and the teacher. This teaching method has successfully become the best way to make the students active in the target language and able to improve their language ability (both in receptive and productive language skills) by showing very high level of functional proficiency. One of the students, S1, said, *"having a group discussion, I myself can develop new knowledge, way of thinking, and have many new vocabularies".*

4.1.2. Communicative Approach

The Observation Checklist on Immersion Teaching Strategies by Fortune (2000) is also used to examine the implementation of communicative approach during the teaching and learning process. Three categories are used in the observatory measurement, i.e. language growth and accuracy, target language environment creation, and teacher talk.

The growth of language improvement and accuracy is supported by giving effective feedback in the form of clarification request and repetition. Clarification request is used during the communication in the classroom in the discussion session, as at C4. It happens when the students try to answer and the teacher asks for clarification so that the students restate what they are saying. It means that the message delivered by the students has not been understood or that the utterance is ill-formed in some way, and that a reformulation or repetition is needed. *"Pardon me? What is your essay title?"* The student explains in more detailed information about the points he wants to express in his title of essay. Expressions such as *"I like that idea"* and *"How might you say it more precisely?"* are found in another class. By saying this way, the teacher keeps the students talk in better composition and structure.

Repetition is another feedback used by teachers. Sometimes they repeat the students' erroneous utterance, adjusting the intonation to highlight the error or to introduce the new vocabulary. T3 states, *"Self-talk and narrating what teachers are doing will definitely encourage students' willing to speak more. Teachers say a vocabulary in English and then get students to repeat. It is the way of learning through joint productive activity among teacher and students".*

To make the input comprehensible, teachers -especially female ones- use body language during speaking and delivering information. It is for communicating meaning, giving clues, and demonstrating understanding. A variety of pre-reading and pre-writing activities to make language and content more accessible can also be found in C3. The teacher gives an essay to the students to comprehend parts of writing: introduction, body paragraph, and conclusion. After that, they are asked to make outline of their own writing based on the topic given by the teacher before they start writing on their blog. By doing so, it is easier for students to get the description of their writing and feel more excited to share their ideas. Frequent use of comprehension checks that require students to demonstrate their understanding can also be seen in this class. During making the outline of the essay, the students are also asked the logical fallacies in writing their arguments so that they will not get loose in the middle of writing the essay.

The main target language learning environment that could be found in this school is that almost all of the bilingual program's teachers are native speakers of English. It helps the students to communicate with the native speakers of the target language. In many occasions, the teachers extend students' language repertoires by teaching synonyms and antonyms indirectly, such as in C4, the teacher writes the synonyms of the words on the board, *"significant = important, stand out" "foreshadow = prediction"*. The words given the synonyms are those which are used to connect the whole ideas. In other class, the teacher shows the synonyms just by saying it. Teachers never ask students to check the synonyms and tend to give the examples on the use of the words in sentences.

Besides, a variety of target language reading and resource materials such as dictionaries, thesaurus, and encyclopedia are available to support the students' communication. An interview with T3 indicates that teachers always try to simplify the terms used to explain to the students. They try to build mutual understanding communication between teachers and students. As she said *"I usually teach at university. It is like a high struggle actually to simplify the term that I should discuss because students at senior high are difficult to understand the type of vocabulary I use. I have to find the simple term to make them understand."*

Modelling of teacher talk is also an essential approach used by teachers. Since almost all of the teachers are native speakers of English, they do not have problems in using talk in the classroom. It is just sometimes, the teachers need to produce clearer, exaggerated, higher and wider pitch range pronunciation. More stresses are used and

rhythm is obvious and clear especially when the teachers want to show the most important point of the explanation. In the classroom, teacher always motivates the students to speak up their ideas so that teacher never dominates the talking in the classroom. S1 says that *"the portion of speaking is 50 – 50. Teacher makes questions, students answer the question, teacher comments on the answer, then students give question if do not understand".*

As indicated above, teachers of *Katoh Gakuen Gyoshu* Senior High School Bilingual Program use reactive communication approach during teaching learning process. It is shown from the negotiation of meaning and negotiation of form features of repetition, clarification request, examples, definitions, synonyms, and body language used in the classroom. Appearing to be the most effective approach, negotiation serves as a means of overcoming actual gaps in communication between teachers and students by enabling the students to comprehend content presented through the target language. Moreover, it guides the students to be fluent in expressing their ideas in English which is absolutely followed by the improvement of their language ability. As study showed that a negotiated interaction seems to have positive effects on comprehension, output modification and second language acquisition (Numata, 2009).

More importantly, teachers call the approach of the communication as language scaffolding, as it is said by one of the teachers in the interview *'I break the challenge down as much as possible. I use scaffolding, inter-language scaffolding".* Ovando, et. al. as cited by Bradley & Bradley (2004) states that scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning.

Three types of scaffolding have been identified as being effective especially for second language learners:

1. Simplifying the language: The teacher can simplify the language by shortening selections, speaking in the present tense, and avoiding the use of idioms.
2. Asking for completion, not generation: The teacher can have students choose answers from a list or complete a partially finished outline or paragraph.
3. Using visuals: The teacher can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs.

Another important finding is that all of the teachers consider the language as the biggest challenge in the process. Each student in the class has different English proficiency level; therefore, in any occasion the students tend to use Japanese to

communicate each other, especially when they discuss with their friends in groups. This challenge is responded with the following actions. First, teachers should monitor the students about the language they use when they communicate during the class. They will remind them to always speak in English. Besides, school also provides after-school program. Second, when the students are still not obeying the teachers' reminder to speak in English, they will be sent to the study-hall after the school time. They should stay there late to read, to finish homework, and to speak in English.

4.2. The Design of Effective English Learning for *Ma'had al-Jamiah:* Lessons from Japanese's Immersion Program

4.2.1. The Expected Outcomes of the Two Countries' Program

Katoh Gakuen (学校法人 加藤学園) was established by Ms. Fuji Katoh on April 1926 under the Foundation of Numazu Shukutoku Jogakuin. This foundation focuses on establishment of schools from kindergarten up to senior high. After couple of years, the idea of establishing English Immersion/Bilingual Program came up and the English Immersion Program was started on April 1992 for its elementary school. It was followed by the establishment of Gyoshu High School (暁秀高等学校・中学校). Bilingual Program at Gyoshu Junior High School was on April 1998 and Bilingual Program at Gyoshu Senior High School on April 2001. In January 2000, it was the first school in Japan authorized by IBO for its Middle – Year Program (grade 7 – 10) and on November in the same year, it was authorized for its Diploma Program (grade 11 – 12). By integrating these two programs, the graduate students will receive a Japanese high school diploma and an International Baccalaureate Bilingual Diploma and the first graduation of Gyoshu Senior High Bilingual IB Diploma Program was on March, 2004.

The English Immersion/Bilingual Program is a six-year program that integrates the Middle Year Program (MYP), Diploma Program (DP), and the National Japanese curriculum into one program and uses two languages (Japanese and English) as the medium of instruction. This program is implemented under the following mission and vision. 'Nurturing students to become active, wise and caring shapers of a multilingual, multicultural world' is the mission of *Katoh Gakuen* English Immersion/Bilingual Program. Mike Bostwick as the Director of the English Immersion/Bilingual Program explains that this mission is based on the multiculturalism of the students and the expectation that the students are able to act and interact in this multicultural world.

'We pursue excellence in teaching and learning, seeking to give our students the gift of bilingualism and the skills needed of a global citizen in the 21st century' is the vision of *Katoh Gakuen* English Immersion/Bilingual Program. At the end of the study at *Katoh Gakuen*, the students are expected to:

1. Achieve functional proficiency in English for academic purposes and maintain Japanese language development at the same level or higher.
2. Master subject content at their appropriate grade level. Students acquire the knowledge and competencies expected of students by both the Japanese Ministry of Education and the International Baccalaureate Organization.
3. Develop 21st century skills and competencies exemplified in the International Baccalaureate's Learner Profile (inquirers, knowledgeable, thinkers, principled, communicators, open-minded, caring, risk-takers, balanced and reflective)
4. Become global citizens who are globally minded and interculturally aware while maintaining their own Japanese cultural identity.

Meanwhile, officially established in 2000, *Ma'had al-Jami'ah* supports the University's aim to internalize Islam-for-peace teachings and values through *pesantren* traditions. The students are taught Islamic tenets and nurtured to have deep spirituality and noble morality. The dormitory is supervised by a number of *kyai*s and a supervisor board from Indonesia and overseas. The position of *Ma'had al-Jami'ah* becomes more crucial for the dissemination of integration-based education system at the University. The students who are studying in their first academic year are required to live in *Ma'had al-Jami'ah* and attend all mandatory programs, such as *Ta'lim al- Afkar al-Islamiyah* (Studies of Islamic Thought), *Ta'lim al-Qur'an* (Quran Studies), and Language Tutorials. Basically, *Ma'had al-Jami'ah* plays three major functions for students: acclimatizing them with academic traditions, creating bilingual environment for improving foreign language skills, and training to learn to live together.

Soon after being introduced to the public, *Ma'had al-Jami'ah* becomes a well-recognized, visionary *pesantren* in Indonesia as it implements the integration perspective of sciences and religion (Islam) by synergizing its courses with Islamic teachings to achieve the four major goals, i.e.:

1. guiding the students to gain deep spirituality, noble morality, broad knowledge, and mature professionalism through bilingual and integration-based education system
2. providing excellent service toward the advancement of knowledge
3. developing science, technology, and art through scientific studies and research

4. implementing the values of Islamic teachings and Indonesian heritages in daily life.

The above qualities of the outcomes as expected by *Katoh Gakuen* and *Ma'had al-Jami'ah* at Maulana Malik Ibrahim State Islamic University may be altogether simplified into three ideals, i.e. that both institutions are committed to lead the students acquiring excellent bilingual skills (number 1), mastering the subject content (number 2), and possessing global mind with local identity (number 3 and 4). Regardless the differences in the use of expression and focus, the expected outcomes of both institutions are undoubtedly similar. This resemblance, in addition to the parallelism in the students' age and thus zone of language proximal development, guarantees the transferability of the immersion strategies from *Katoh Gakuen* to *Ma'had al-Jami'ah*.

4.2.2. Strategies for Successful Immersion Program: Guaranteeing Input and Process

1. Input (Student Intake)

Applying in *Katoh Gakuen Gyoshu* Senior High School is possible through either admission or transfer process. Admission is carried out annually in late January up to early February, and the examination result is usually issued in mid February. Meanwhile, transfer is more flexible as prospective students may apply anytime until the end of the 1st year (Grade 10); however, transfer process after the start of Diploma Program (DP) is quite complicated. In case of returnee students, some may be advised to transfer to a lower grade depending on the enrollment timing.

Students are required to have sufficient English proficiency to comfortably acquire the contents of DP in English. Furthermore, in the DP courses, students are highly encouraged to demonstrate active leadership. The applicants have to pass the examination, whose items are diverse between those of the admission and of the transfer. The admission test materials are English, Japanese, Math, and interview, while transfer test material "only" involve essay writing in Japanese and English in addition to interview and document review.

The enrollment procedure of *Ma'had al-Jami'ah*, however, is quite different. Any students passing the University test are at the same time approved to stay and attend the academic activities at *Ma'had al-Jami'ah*. In short, there is no specific test which is exclusively designed for the student enrollment at *Ma'had*. Those who stay in the dormitory are first-year students of any department who have previously passed the

University's entrance test. So far, the university has 11 dormitories, providing sufficient accommodation for over 3,000 students of *Ma'had al-Jami'ah*.

After enrolling at the *Ma'had,* the students are classified into several groups with different levels of language proficiency and of religious knowledge mastery. The levels reflect three distinctive degrees of their English skill (Basic, Intermediate, and Advanced) and those of their understanding upon Islamic teachings (Basic, Intermediate, and Advanced). With such two different placement tests, a student who acquire imbalance level of English language proficiency and of Islamic knowledge mastery will attend two different class – say, for example, basic level of English class *(shobahul lughah)* and advance level of religious class *(ta'lim al-afkar al-Islamiyah).* This consequence is commonly found at *Ma'had al-Jami'ah* as the institution doesn't integrate the teaching of language and Islamic content: the materials of the religious subjects are delivered in Bahasa Indonesia, which definitely hinders the students' advancement in learning English and challenges the principles of immersion program.

To accelerate the process of acquiring the language through immersion, the students should be classified based on their average proficiency in both English and religious content together. This idea is fundamental to guarantee the implementation of immersion program which requires the regular content subject be taught through the target language (English) for the sake of providing the students with native-like language environment (Baker, 2002). In sum, *Ma'had al-Jami'ah* should conduct a "language/content integrated test" prior to the early implementation of the immersion. The test functions as the basis for classifying the students' proficiency and placing them in the appropriate dormitory *(mabna)* with a specific immersion program: be it total, partial, double, or dual.

2. Core Process in the Curricular Activities: From Planning to Evaluation

a. Planning the Curriculum

Gyoshu High School Bilingual Program integrates three important educational elements: the Japanese national curriculum (MEXT), International Baccalaureate Programs (IB), and Immersion Education Programs. International Baccalaureate Organization (IB) is an international organization which offers an educational program to selected schools around the world. IB programs consist of Middle Years Programme (MYP) for grade 7-10 and Diploma Programme (DP) for grade 11-12.

The content for each subject in IB Middle Years Program (MYP) comes from the Japanese national curriculum and students are expected to master the skills and concepts of this curriculum. Teachers use the instructional framework of the MYP to help students see the interrelated nature of the various subject disciplines and how this knowledge can be applied to real world situations. The curriculum overview for grade 10 is Japanese, English, Humanities, Science, Mathematics, Arts, Design, Physical, Health Education, Service as Action, and Personal Project.

The curriculum for Diploma Program is designed to balance the rules of the Ministry of Education and the universities enrollment requirements. There is a regular set of courses that should be chosen in balance by the students. It depends on the students' language needs and target university entrance requirements. There are seven groups of subject that should be taken by the students. Group one and group two are language course, group three is history course, group four is chemistry course, group five is mathematics course, group six is art course, and group seven is TOK and Physical Education classes. There are some requirements and circumstances that should be considered by the students in making the subject choices DP, such as that the TOEFL score should be above 79.

Meanwhile, the curriculum of *Ma'had al-Jami'ah* involves two important elements: that of the University and of the *Ma'had* itself. The university curriculum emphasizes on the function of the *Ma'had* in acclimatizing the students with academic traditions through bilingual environment (and thus concerns more on English-based activities like *shobahul lughah*), while the *Ma'had'*s local curriculum focuses on the teaching of *Afkar al-Islamiyah* (Studies of Islamic Thought) and the teaching of *al-Qur'an* (Koran Studies).

To support the learning process, at least two kinds of handbook are provided: one for English language learning and the other, which consists of some series written in either Bahasa Indonesia or Arabic Language, for Islamic content course. Again, this situation does not give support to successful application of immersion program which affirms that the content subjects should exist in and maintain a supportive English environment. Within the program, therefore, immersion instructors delivering the English and the Religious content subjects must be bilingual, and the classroom culture should reflect Indonesian customs and practices; otherwise, the "success story" of immersion program in *Katoh* cannot be transferred to the narrative of the *Ma'had*.

b. Implementation of the Teaching Method: Communicative Approach Ideas

Bilingual classes are interactive environments in which students collaborate in groups and pairs to share ideas and opinions. Sharing with other learners is mostly used in the classroom. By sharing with friends, they can get many new ideas and vocabularies which help them improve the language skill. After that, they are exposed to share the ideas with the whole class. Moreover, in each process, teachers always give supervision and advice intensively to the students. Reactive approach successfully assists the students to comprehend the content and improve their language proficiency. This is commonly known as language scaffolding. It is done through the use of various methods: simplified language input, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning.

The method of English teaching at *Ma'had al-Jami'ah* is quite monotonous although cooperative learning principles have been adopted as the major guide for the language-based activities. The English class is conducted five days in a week at 05.30 a.m. after they pray *Shubuh*. to be more effective, one tutor handles 10 up to 15 students. Every meeting, which is administered in groups of 10-15 students from 05.30 a.m. up to 06.15 a.m., the instructor *(musyrif/ah)* delivers the materials they get from the handbook or they self-design prior to attending the class. Besides in the form of lecturing, the class is usually conducted through group discussion.

To meet the expected goals, therefore, *Ma'had al-Jami;ah* should consider the ideas of E. R. Howard, et.al (2007) on methods of immersion program, as well as the methods and approaches exemplified by *Katoh Gakuen* teachers above. In brief, the instructor should apply such principles in their teaching methods as equitable principles, targeted and varied teaching techniques, students-centered learning, sharing between learners, and language through common task orientation.

c. Evaluation to the Program

Evaluation to the program is important to assess the students' progress in learning the language and the effectiveness of the immersion program administration. In *Katoh,* the students will get score, grade, and rubric which shows strength and weakness. Assessment for MYP (grade 10) is the assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group and personal project. Then students will get MYP grade and Gyoshu grade. While assessment for DP (grade 11) are divided into

two types of assessments: internal assessments and external assessments. Internal assessment tasks are laboratory work and research which are assigned and marked by the subject teacher. External assessments are formal: seated examinations, interview, and essay. In grade 11, the students will get only three kinds of Gyoshu grades: 1) examinations; 2) performance tasks such as investigation, oral tests, and essays; and 3) effort. Meanwhile, evaluation of the program is through research, seminars, symposiums on content-based foreign language education, and teacher training committed to remaining at the vanguard of dual language education in Japan. Besides, there are many meetings conducted to evaluate the program, i.e. weekly staff meetings as well as curriculum meetings, planning meetings, "debriefing" meetings to review and evaluate past school events and "study" meetings to explore educational issues related to the program.

On the other hand, evaluation toward the programs at *Ma'had al-Jami'ah* is conducted formally and informally. The formal evaluation is in the form of written test, be it midterm or final test, measuring the students' achievement in mastering the materials. Their daily academic performances are also observed and considered in the process of evaluation and thus determining the final score.

Informally, the students of *Ma'had al-Jami'ah* also get weekly assignment from the tutor. This is intended to measure the improvement of their knowledge and skill as well as to design the following material. The result will influence the possibility of class (re)grouping, i.e. whether the students should attend the next semester at the same class, the upper (upgrading), or the lower (downgrading). The Advanced class students achieving the best result are assigned to be the mentor for those of the Basic class. In brief, evaluation at *Ma'had al-Jami'ah* still relies much on test.

Considering the activities that the students attend, *Ma'had Al-Jami'ah* authorities should consider the use of authentic assessment to evaluate the students' ability in "real-world" contexts. In other words, students learn how to apply their skills to authentic tasks and projects as it focuses on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills. Authentic assessment is an appropriate evaluation strategy for the institution applying immersion program.

3. Other Factors Supporting the Success of Immersion Program

a. Teachers and Academic Staffs

Katoh Gakuen recruits native and native-like speakers for the Immersion/ Bilingual Program classes. Recruiting teachers from many different countries are intended to enrich the students' knowledge and experience. The teachers should fulfill the five requirements:

1. Having license of teaching
2. Having teaching experience more than two years
3. Having TESOL training
4. Having prior international experience
5. Having interesting personality: open and flexible

After accepted as teachers, they are sent to join teacher training usually at the beginning of the term to update either with what's required and what's new with the MYP and the DP (given by the director) or training (improving) on how to integrate English into the teaching of subject matters held 2 - 3 times every year, especially for new teachers so that they get all information about Bilingual Program. For secondary teachers, there is one big meeting at the beginning of the semester and weekly meeting to share all about the teaching learning activities.

In addition, the recruitment of academic staffs in immersion/bilingual program is based on the prior international experience and personality as Japanese as a true representation of figures owning local identity but global mind. They should be also very good at both spoken and written English.

In *Ma'had Al-Jami'ah*, *musyrif/musyrifah* are mandated to be the tutors and English language instructors. They are selected through several written tests and intrerview, which require them to possess good English, religious knowledge, and leadership. Such requirement, however, is only applied for the recruitment of *musyrif/musyrifah* (academic staffs) who are in charge of administering the language program, not for the staffing of *muallim*s (teachers) who teach religious content subjects. Most *muallim*s are not good at English, and this is not an ideal condition for immersion. In the future, *Ma'had Al-Jami'ah* should provide professional *muallim*s (teachers) and *musyrif/musyrifah* (academic staffs) who are qualified in terms of both English language skills and religious knowledge mastery.

b. Language Environment

Students do not get much English exposure except at school, in which they are given maximum exposure of English. Walls and other parts of the building are full of information, announcement, wall magazine, etc. in English. Each class is also completed by the students' projects, books, writings, etc. Moreover, parents give full support to their children. They join parent-student-teacher conferences scheduled in mid-July and mid-December to monitor the children's achievement. General meetings are held at the beginning of the school year, where information about the classes and other issues related to the IB are discussed. Each grade has Parent-Student-Teacher conferences after final examinations for each term. Some students are interviewed individually with the homeroom teachers and directors.

In contrast, exposure to English is not well-facilitated at *Ma'had Al-Jami'ah*. The *Ma'had* indeed has "English Day" program, where students are required to speak fully in English on a particular day only. Oral announcement is also conducted in English. However, the students spend most of their time at campus and communicate in their first language without any supervision from the *musyrif/ musyrifah*. Texts, notices, newspapers, statements, and any written information are still in Bahasa Indonesia. Thus, creating an English-rich environment is important to support future immersion program at *Ma'had Al-Jami'ah*.

c. Facilities

What *Ma'had Al-Jami'ah* probably needs to improve much is the facilities to support the process of student learning. Every classroom is facilitated with main references and dictionaries. Besides, webs are the most common tool in the teaching learning process in the Immersion/Bilingual Program. "Managebag" of *Katoh Gakuen,* for example, is a web utilized to monitor the students' development in finishing their assignments. The students can learn, practice, and find any materials shared by their teachers in this web. Another one is called "Rubicon Atlas". It is functioned as the web–based curriculum that can be accessed only by the teachers to upload all curriculum, documents, and tutorial.

d. Extra Curricular Activities

There are some activities provided by the school for the students after the school time. They are:

1. Bilingual Study Hall, Tutorial and English Support (for students who need additional assistance with their English studies)
2. Club and Extra Curricular Activities (sport and cultural clubs outside the regular academic curriculum)
3. Bilingual extra activities, such as debating, MUN, J8 and speech contests.
4. Saturday Activities (twice a month), like School Foundation Day, Festivals and Bazaar, Class Observation Day, Open School, and Entrance Exams.

Besides, *Katoh Gakuen* administers annual trip for the students to English speaking countries. Students go away from Japan to live with the people from diverse family for probably three weeks (home stay). This program is not compulsory – only for those being granted or willing to self-fund for the travel. Before leaving, they plan a research design to be carried out during their stay in the host family.

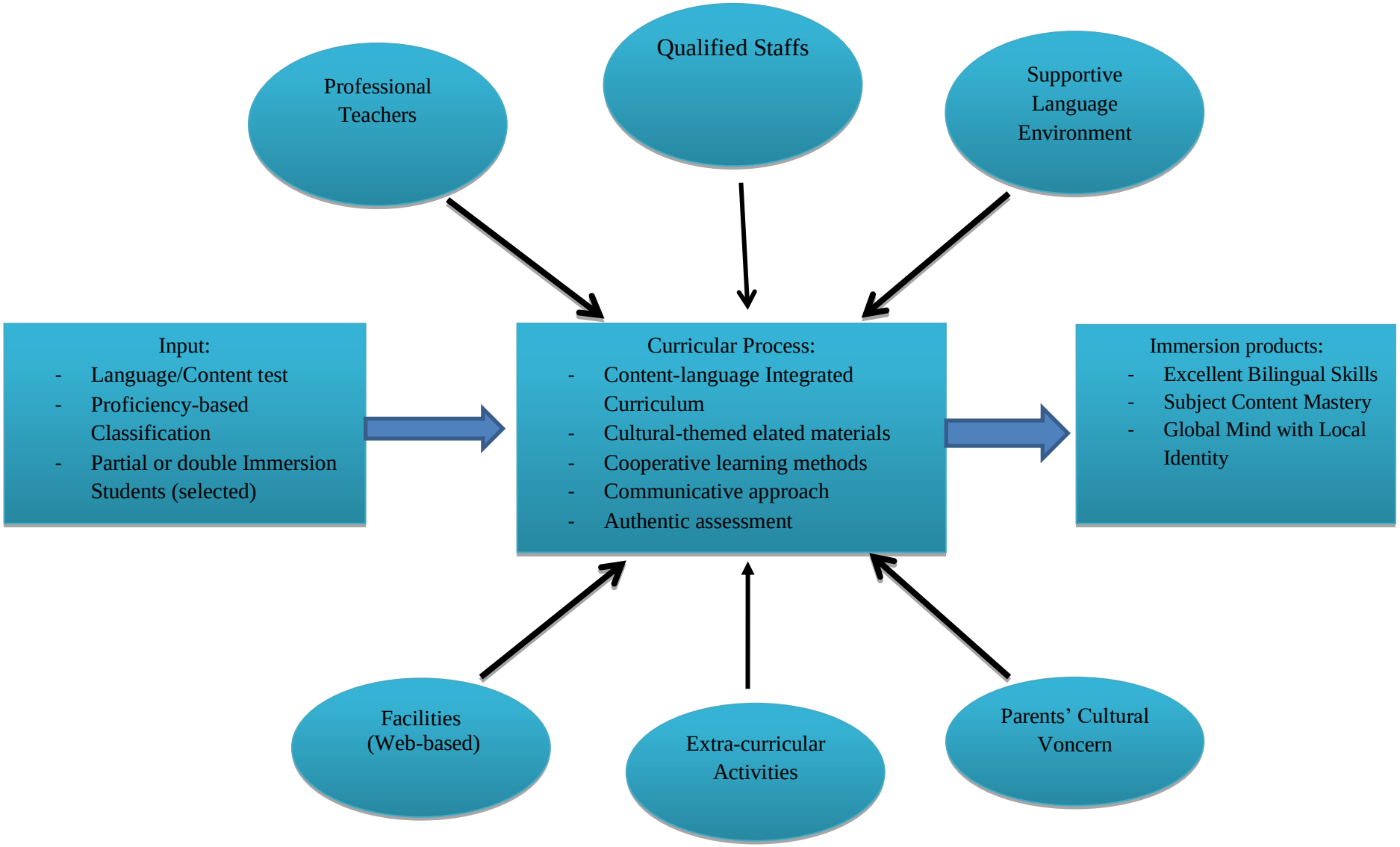
In *Ma'had al-Jami'ah,* students may join some extra activities such as journalism, art and talent development, public speaking, and sport club. These activities, excluding sport, mostly require the students use English, such as writing the report in English, delivering speech in English, debating in English, and so on. What needs improvement is the synergetic goal between the curricular, classroom activities and the extra, after-school programs.

e. Parents' Role: Formation of Cultural Identity

At first, parents are very concerned that their children would forget their Japanese identity since they have to learn the target language identity all the time. In fact, students do not lose their Japanese identity. They are still able to read and write using Japanese Kanji. This program makes them know more their identity and culture. Their identity as Japanese grow stronger and they are more open to western. The local cultural identity is still preserved during the teaching and learning process.

The way *Katoh Gakuen* maintain the students' Japanese identity is equal to *Ma'had al-Jami'ah*'s effort in promoting Islam Indonesia values of life. However, the attempts should be explicated in terms of the materials and methods of teaching. For example, *Ma'had Al-Jami'ah* should pioneer the revival of *Aksara Jawi* (Javanese alphabetical system) use in one of its courses. In addition, teaching methods utilizing *gamelan* and *wayang kulit* may also be used in the classroom sessions for the sake of promoting and upholding the Indonesian, local traditions toward the students who are learning English as an International language.

The schematic design for the implementation of Immersion Program in *Ma'had al-Jami'ah* is simply illustrated in the following chart:



CHAPTER V
CONCLUSION

Following the data analysis presented in the previous section, the conclusions of this study may be summarized in two major points:

1. The English Immersion/Bilingual Program at *Katoh Gakuen* relies its teaching method mostly on cooperative principles and its communicative approach on scaffolding phases. Cooperative learning model is implemented to promote extended student output, attend diverse learners' needs, and integrate language, content, and culture. Meanwhile, the practice of scaffolding in the communicative approach framework is directed to improve students' language growth and accuracy, create supportive language environment for English learning process, and manage teacher/student talk.
2. Both *Katoh Gakuen* and *Ma'had al-Jami'ah* have similar goals in achieving the qualities of the outcomes: acquiring excellent bilingual skills, mastering the subject content, and possessing global mind with local identity. In addition to the parallelism in the students' age and thus zone of language proximal development, it guarantees the transferability of the immersion strategies from *Katoh Gakuen* to *Ma'had al-Jami'ah*. The strategies involving cycle of input and output could be described as follows:
    a. In term of input, *Ma'had al-Jami'ah* should conduct a "language/content integrated test" prior to the early implementation of the immersion. The test functions as the basis for classifying the students' proficiency and placing them in the appropriate dormitory *(mabna)* with a specific immersion program: be it total, partial, double, or dual.
    b. In case of process, the immersion instructors delivering the English and the Religious content subjects must be bilingual, and the classroom culture should reflect Indonesian customs and practices; the instructor should apply such principles in their teaching methods as equitable principles, targeted and varied teaching techniques, students-centered learning, sharing between learners, and language through common task orientation; and *Ma'had Al-Jami'ah* authorities should consider the use of authentic assessment to evaluate the students' ability in "real-world" contexts.

c. Other factors include: In the future, *Ma'had Al-Jami'ah* should provide professional *muallim*s (teachers) and *musyrif/musyrifah* (academic staffs) who are qualified in terms of both English language skills and religious knowledge mastery; create an English-rich environment is important to support future immersion program; improve the synergetic goal between the curricular, classroom activities and the extra, after-school programs so that students can join extra activities, and the attempts to promote Islamic value of life should be explicated in terms of the materials and methods of teaching, such as introducing Java local traditions to the students.

REFERENCES

Baker, C. 2002. *Foundations of Bilingual Education and Bilingualism.* Clevedon: Biddles ltd.

Bostwick, M. 2001. Bilingual Education of Children in Japan: Year Four of a Partial Immersion Program. In M. Goebel Noguchi & S. Fotos (Eds.). *Studies in Japanese Bilingualism*. Clevedon: Multilingual Matter.

Bradley, K.S. & Bradley, J.A. 2004. Scaffolding Academic Learning for Second Language Learners. *The Internet TESL Journal*. Vol. X, No. 5, May 2004. http://iteslj.org/Articles/Bradley-Scaffolding/

Brondum, J. & Stenson, N. 2007. Types of Immersion Education: An Introduction. *The ACIE Newsletter.* Vol. 1, No.2.

Departemen Pendidikan Nasional. 2007. *Panduan Penyelenggaraan Rintisan SMA Bertaraf Internasional*. Jakarta: Kemendiknas.

Downes, S. 2001. *Psychological Factors within the Language Immersion Program*. Unpublished Dissertation. Hokkaido: The University of Tsukuba.

Genesee, F. 1987. *Learning through Two Languages*. Cambridge: Newbury House.

Hadi, N. 2008. *The Implementation of "SBI" Program in Islamic Boarding School Assalaam Surakarta.* Unpublished Thesis. Surakarta: Sebelas Maret University.

Harmer, J. 2007. *The Practice of English Language Teaching*. New York: Pearson Longman.

Hayashi, A. 2005. Japanese English Bilingual Children in Three Different Educational Environments. *Proceedings of the 4th International Symposium on Bilingualism.* Somerville: Cascadilla Press.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding Principles for Dual Language Education (2nd ed.). Washington, DC: Center for Applied Linguistics.

Johnson, M. P. 2007. Immersion Language Education: A Model for English Education in Japan. *Journal of English Studies.* No. 5, p. 41-47.

Johnson, R. & Swain, M. 1997. *Immersion Education: International Perspectives.* Cambridge: Cambridge University Press.

Kam, H. W. & Wong, R. Y. L. 2003. Prologue: Aim, Scope, and Concepts. In Ho Wah Kam & Ruth Y. L. Wong (Eds). *English Language Teaching in East Asia*

Today: Changing Policies and Practices. Singapore: Eastern Universities Press.

Lambert, W. E. & Tucker, R. G. 1972. *Bilingual Education of Children*. Rowley: Newbury House.

Lyster, R. 2004. Issues and Options in Immersion Program. *KatohGakuen Symposium Papers.* p. 52-63.

Masduqi, H. 2012. *A Modest Proposal for Immersion Program in Indonesia*. Retrieved from http://www.haritsmasduqi.blogspot.com on April 1, 2015.

Messerklinger, J. 2007. *Language Immersion and Content – Based Language Learning, What's the Difference? A survey of Different Language Programs*. Retrieved from http:/www.messerklinger.blogspot.com on April 1, 2015.

Numata, Mitsuko. 2009. "The effects of the use of communication and negotiation strategies on L2 acquisition." MA (Master of Arts) thesis, University of Iowa. http://ir.uiowa.edu/etd/413.

Pei, M. 1990. *The Story of Language*. New York: J.B. Lippincott Co.

Richards, J. C. & Rodgers, T. S. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Richards, J. C. 2002. *30 Years of TEFL/TESL: A Personal Reflection*. Singapore: Seameo Regional Language Center.

Stroupe, R. 2011. Supporting the Success of English Language Learners in the Asian Region. *Language Education in Asia.* Vol. 2, No. 2.

Takahashi, K. 2010. English at Work in Japan. *Language on the Move.* Retrieved from http://www.languageonthemove.com/recent-posts/english-at-work-in-japan on April 1, 2015.

Tickoo, L. Mahkan. 1986. *Language across Curriculum.* Singapore: SEAMEO Regional Language Center.

Zain, D. S. M. 2009. *An Analysis of Student's Speaking Skill as a Result of Joining English Immersion Class: A Study of the Year XI Students of MAN 1 Semarang in the Academic Year 2008/2009*. Unpublished Thesis. Semarang: Semarang State University.

APPENDICES

RESEARCHERS' *CURRICULUM VITAE*

1. Main Researcher

Name : Syafiyah
Civil Servant ID : 196609101991032002
Category – Grade : IV/a – Pembina/Lektor Kepala
Gender : Female
Place/Date of birth : Jombang/September 16, 1966
Address : Jalan Joyosuko 60A, Malang
Email : vikyahya@yahoo.com
Phone/mobile : +62 81334732137
Research : From 2011 up to 2014

- *Developing Listening Materials Based on Islamic Value* (2014)
- *Speech Acts of Advice by Indonesian EL Learners of Different Proficiency Levels* (2013)
- *From Unseen to Seen: Teachers' Experience in Teaching Content Courses* (2012)
- *Advice Speech Act Performed by EFL Learners: A Study of Interlanguage Pragmatics Development* (2011)

2. Co-researcher #1

Name : Langgeng Budianto
Civil Servant ID : 197110142003121001
Category – Grade : IV/a – Pembina/Lektor Kepala
Gender : Male
Place/Date of birth : Sidoarjo/Oktober 14, 1971
Address : Perum Pondok Mutiara Blok D1/5 Dengkol Singosari
Email : langgeng.budianto@yahoo.co.id
Phone/mobile : +62 81334482029
Research : From 2011 up to 2014

- *The need analysis of the English Up-grading for Teachers at IALF Bali* (Competitive Research at Faculty of Humanities, UIN Maulana Malik Ibrahim Malang, October 2014)

- *Learning Style of Australian Teachers in Learning Bahasa Indonesia at UIN Maulana Malik Ibrahim Malang* (Competitive Research at LP2M of UIN Maulana Malik Ibrahim Malang, 2013)
- *Autonomous Language Learning Using Internet for Learner of International Class Program: A Case Study* (Competitive Research at Lemlit of UIN Maulana Malik Ibrahim Malang, 2012)
- *English for General Communication* (UIN Maulana Malik Ibrahim Malang Press, 2011)
- *Kajian Terjemahan Hubungan Konjungtif (Conjuctive Relation) dalam Novel Mixes Blessing dan Novel Berkah Penuh Cobaan* (*Lingua* Journal, Faculty of Humanities, UIN Maulana Malik Ibrahim Malang, 2011)
- *The Implementation of Group Discussion to Improve the Students' Speaking Proficiency in ESP Speaking Class at Bahasa Indonesia Departement of UMM* (Penelitian dan Pemikiran Pendidikan (JP3) Journal, Universitas Muhammadiyah Malang, 2011)

3. Co-researcher #3

Name	: Deny Efita Nur Rakhmawati
Civil Servant ID	: 198505302009122006
Category – Grade	: III/c – Penata/Lektor
Gender	: Female
Place/Date of birth	: Mojokerto/ May 30, 1985
Address	: Puri Nirwana Gajayana 38, Jalan Simpang Gajayana, Malang
Email	: denyefita.nr@gmail.com
Phone/mobile	: +62 81939814818
Research	: From 2011 up to 2014

- *Representing Local Values through Cultural Places in EFL Creative Writing Class* (Proceeding of Asia Creative Writing Conference in Universitas Negeri Surabaya, 2014)
- *Google Drive in an EFL Writing Class* (Proceeding of the first ELITE Conference Volume II in UIN Maulana Malik Ibrahim Malang, 2014)

- *Computer – Mediated Communication Dan Religiosity Dalam Status Facebook Mahasiswa* (Competitive Research at LP2M of UIN Sunan Gunung Djati Bandung, 2014)
- *Politeness in Making Requests Using Modal Auxiliaries in EFL Speaking Class* (Proceedings of the Sixth Conference on Applied Linguistics, Universitas Pendidikan Indonesia, 2013)
- *Twitter Sebagai Media Sosial Dalam Syiar Islam di Jurusan Bahasa dan Sastra Inggris Fakultas Humaniora UIN Sunan Gunung Djati Bandung* (Competitive Research at LP2M of UIN Sunan Gunung Djati Bandung, 2013)
- *Blog Peer Feedback in an EFL Writing Class* (Proceedings of 60th TEFLIN International Conference in Universitas Indonesia, 2013)
- *A Panauricon Technique in Speaking Class* (Proceedings of the Fifth Conference on Applied Linguistics, Universitas Pendidikan Indonesia, 2012)
- *Linguistic Etiquette on Instant Messaging Text-Based Communication in Writing Class* (Journals of *Bahasa dan Sastra* Volume 12, Universitas Pendidikan Indonesia, 2012)
- *Optimizing Students' Speaking Ability in EFL Class* (2011)

GUIDELINES QUESTIONS FOR INTERVIEW WITH SCHOOL PRINCIPALS

1. Could you please tell us why do you implement immersion?
2. How do you manage this program?
3. How do you monitor the program?
4. How is the teachers' recruitment?
5. How is the students' admission?
6. How is the curriculum implemented for this program?
7. How is the teaching and learning process in this program?
8. How do you synergize language improvement and material?
9. How supervision is given to both teacher and students?
10. What does the school do to keep the students' identity as Japanese?
11. Are there any after school activities for students?
12. What are the functions of Atlas Rubicon and Managebac?
13. Are there any challenges? What are the solutions?

GUIDELINE QUESTIONS FOR INTERVIEW WITH TEACHERS

1. Do you always try to integrate language, content, and culture (of TL) in your teaching?
2. How do you integrate language, content and culture in your teaching?
3. Do you think it is necessary for students to preserve their own culture and values while learning?
4. How do you help students preserve Japanese culture and values while learning and increasing understanding of English language and culture?
5. What do you think is the most effective way of integrating language, content and culture in your teaching?
6. Do you always pay attention to students' language improvement as much as their mastery of subject matters?
7. What strategies do you apply to improve students' language in the classroom as well as students' knowledge on content?
8. What do you do if students find difficulties in understanding subject matters because of limited capacity of language?
9. How do you measure students' progress and achievement?
10. How does the web-based tool (Rubicon Atlas) help the immersion program?
11. What are the benefits of RA?
12. Does the school conduct professional development programs related to immersion program? How often?
13. Do you think it helps you improve your teaching performance?
14. If teachers face difficulties in implementing the program, does the school help solve the problem? How?
15. If students fail the subjects due to language difficulties, how does the school help them?
16. What kind of challenges do you face in implementing the immersion program?

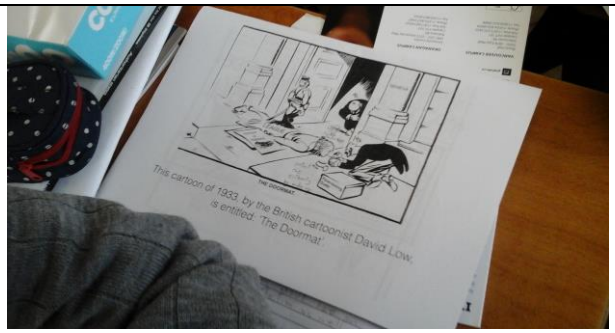
GUIDELINE QUESTIONS FOR INTERVIEW WITH STUDENTS

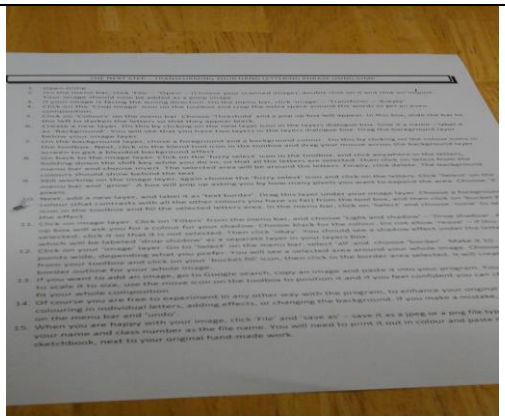
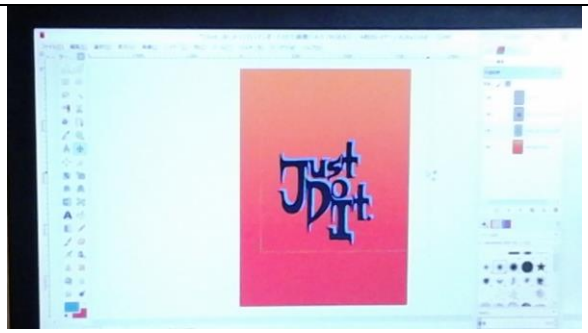
1. Why do you want to study in this school?
2. How important is it to learn English?
3. How do you enjoy the class activities?
4. How do you deal with the materials?
5. Do you always follow the teachers' instruction?
6. What do the teachers usually do to help you deal with the materials and questions?
7. Do you think that your English ability increase after studying here?
8. What difficulties do you face in the learning process?
9. How do you cope with the emerging difficulties?
10. Do you still learn Japanese culture in this school?

DOCUMENTATION

A team of researchers from Maulana Malik Ibrahim State Islamic University, Indonesia in collaboration with Hokkaido University of Education	
A team of researchers from Maulana Malik Ibrahim State Islamic University in discussion with a team of academic staff from Hokkaido University of Education	
A team of researchers from Maulana Malik Ibrahim State Islamic University interviews the Executive Director of English Immersion/Bilingual Program of *Katoh Gakuen*	

A team of researchers from Maulana Malik Ibrahim State Islamic University interviews the Executive Director of English Immersion/Bilingual Program of *Katoh Gakuen*	
A team of researchers from Maulana Malik Ibrahim State Islamic University with one of the teachers of *Katoh Gakuen Gyoshu*, after the interview session	
Observation in grade 11	
Observation in grade 11	

Teacher of grade 11 uses visual media to scaffold the language, content, and culture	
One of the materials in the history subject of grade 11	
Observation in grade 11	
Observing group discussion in grade 11	
Observation in grade 10	

Observation in grade 10	
One of the materials in grade 10	
One of the student's work in grade 10	
Observation in grade 10	
Main researcher interviews one of the students	