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THE FOREIGN LANGUAGE E IMMERSIVE IN ENHANCING STUDENTS' EFL SPEAKING ABILITY

Hartia Novianti, M.Pd

Erma Rahayu Lestari, M.Pd

STKIP PGRI Jombang

Hartiakristiawan@gmail.com

Ermarahayulestari.stkipjb@gmail.com

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Abstract

This study investigates the effectiveness of students' EFL speaking ability, using the E Immersive through youtube . It aims to explore whether e immersive effective in an English as a Foreign Language (EFL) context is more effective on the students' speech development as a teaching approach. A quasi experimental design was employed for the study. The participants were 40 students of English department of STKIP PGRI Jombang who were taking Speaking class in their fourth semester at STKIP PGRI Jombang. The quantitative data were taken from students' speaking test. The research finding revealed that the students' achievement of experimental group in speaking ability is higher than control group and the students responses showed that they had almost positive response in taking the speaking class by employing immersive multimedia which reduced the use of code-switching strategies by the students and enabled them to develop oral production skills in English It implied that E immersive learning is effective to be implemented in speaking class.

Key words: E immersion, EFL speaking Class, Youtube

Abstrak

Penelitian ini menginvestigasi keefektifan kemampuan berbicara EFL siswa, menggunakan E Immersive melalui youtube. Ini bertujuan untuk mengeksplorasi apakah e-imersif efektif dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL) lebih efektif pada pengembangan tutur siswa sebagai pendekatan pengajaran. Sebuah desain eksperimen semu digunakan untuk penelitian. Para peserta adalah 40 siswa dari jurusan bahasa Inggris STKIP PGRI Jombang yang mengambil kelas Speaking di semester keempat mereka di STKIP PGRI Jombang. Data kuantitatif diambil dari tes berbicara siswa. Temuan penelitian mengungkapkan bahwa pencapaian siswa kelompok eksperimen dalam kemampuan berbicara lebih tinggi daripada kelompok kontrol dan tanggapan siswa menunjukkan bahwa mereka hampir respon positif dalam mengambil kelas berbicara dengan menggunakan multimedia imersif yang mengurangi penggunaan strategi pengalihan kode oleh para siswa dan memungkinkan mereka untuk mengembangkan keterampilan produksi lisan dalam bahasa Inggris. Ini menyiratkan bahwa pembelajaran E imersif efektif untuk diimplementasikan dalam kelas berbicara.

Key words: E immersion, EFL speaking Class, Youtube

Introduction

Language immersion is a general term that describes the exposure of the learner exclusively to the target language, in order to develop bilingualism and is flexible enough to adapt to various sociocultural and sociolinguistic contexts (Cummins, 2012) which is the reason why it is so widely used. Speaking is one of the English language skills taught and learnt by young learners in Banda Aceh, Indonesia, as required by the 2013 curriculum. In order to improve young learners' speaking performances (Muslem & Abbas, 2017) English teachers have used various methods such as "communicative language teaching, information gap techniques and audio-recorded media strategies", however, the level of their speaking skills

is still not satisfactory. They still have difficulty using English to communicate with their peers and their teachers, and with foreigners who use English for communication (Hosni, 2004). The ability to use and speak English fluently and accurately indicates that a student is proficient in English. However, it is difficult for an EFL student to master the language as their exposure to the language is limited by their environment. The new parameter used to determine success in foreign language education programs appears to revise the previously held conviction that students' success or lack of success in EFL was judged by the accuracy of the language they produced.

There is a big problem in teaching English as a foreign language in Indonesia context. The students have learned English from junior high school until a higher education or university level, but they still cannot speak English well. Barimani (2013) points out that one of the greatest problems in foreign language learning is that students who have studied a foreign language for a considerable number of years, are unable to communicate effectively with native speakers of the language when they are given the opportunity to interact in a natural environment. He further observes that in countries in which it was applied- i.e. Japan, Australia, e.t.c- the learners were able to successfully develop, not only a linguistic but also a communicative competence . This conclusion is relevant to the Greek EFL context, as learners of English have no opportunity to interact with the target language outside the classroom, which renders the teacher in charge of manipulating the classroom environment and creating opportunities that lead to meaningful speech production and interaction amongst learners.

English has been taught and learnt by university students for many years. Many methods of teaching and learning have been used to improve English language skill However, the methods used by teachers to get better English speaking performances from their students may still be able to be improved. The use of better methods and approaches for teaching and learning English are important things to consider. One possible method to apply in the

teaching and learning process to improve language skills is an immersion program (Alberta Education, 2010). Gibbons (2002) suggests the use of an immersive and linguistically and culturally rich environment, employing a range of learning strategies to enable meaningful learning of English language skills.

However, in countries like Indonesia, linguistically and culturally rich environments for learning English for all practical purposes are completely absent with the only inputs or drivers for English being the teachers or lecturers. Advances in ICT and multimedia now allow for a linguistically rich learning environment to be created by compiling recorded contents to provide immersive inputs in place of the teacher. Multimedia packages for immersive learning can be the tools students use to build their language skills, knowledge, and understanding of the world. English language acquisition can be integrated in the learning of all subject areas. This goal can be achieved by providing a linguistically rich learning environment through various means: English books, newspapers, magazines, comics, videos, CDs, Youtube, radio and TV programs, posters, visuals, web sites, songs, and dramas. All can play a central role in second language learning (Alberta Education, 2010; Chappelle, 2003; Coiro, Knobel, Gibbons, 2002;)

For EFL teachers, it is often a struggle to utilize potentially useful technology, promote student autonomy, and create stimulating lessons. If students and teachers have adequate access to the Internet, however, there is a vast online audiovisual resource generally well known to students that can function effectively in multiple ways for a variety of English classes. Since YouTube and other online videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes. This section will list a few possible activities for EFL teachers, but this list should not be considered exhaustive by any means. The use of technology really helped the teachers, students, and other parties in improving the speaking skills. There are two really effective ways of

developing ESL speaking skills, namely staying abroad in an English speaking country and learning through media (Youtube, Video, live programs, TED, Toastmasters) (Muslem & Abbas, 2017).

Based on the background above, the research question along with the objective of the study is as follows: Do the students who are taught by immersion multimedia through watching Youtube from English native get better achievement in EFL speaking than students who are taught in traditional method?

Literature Review

Foreign Language Immersion

Students acquire their first language relatively subconsciously. They are not aware that they are learning a language at home and in their wider environment. Immersion strategies attempt to replicate this process for second language acquisition and learning. Immersion programs have been successful particularly when compared with second language subject teaching. Language immersion is a method of teaching a second or a foreign language in which the target language is used as both curriculum content and the media of instruction (Pacific Policy Research Center, 2010). The need to have immersion programs for L2 or foreign languages is a result of students' achievements not being satisfactory. Many students having studied English at school find their ability to use the target language is still far from satisfactory. The focus of teaching learning processes nowadays on grammar, memorization, and drills has not provided the students with sufficient skills to work in English or to socialize with English speakers (Johnson & Swain, 1997).

Immersive Multimedia Learning

The immersive multimedia method in this study uses a multimedia immersion program. It means that the target language (English) is the language for

instruction in the teaching and learning activities (Lenker & Rhodes, 2007). The program is designed for first year university students. This method of teaching and learning English for any language in this world has been used for more than thirty five years (Cummins, 1998; Lenker & Rhodes, 2007; Alberta Education, 2010). However, in the current study, the role of the teacher is limited. The teacher is a facilitator or an organizer in the classroom. The students do activities either in the classroom or outside the classroom to immerse themselves by listening and watching video clips and recordings provided by the teacher.

Immersion Multimedia Through Youtube

Staying abroad in an English speaking country such as Australia, India, the UK or the USA is one of the best ways to improve EFL speaking skills. In this case, students are sent to a country where English is used as the medium of communication. For example, they go there for three to five months and are involved in many activities in the English-speaking country. Within that period, they can master English well. However, this strategy is not economical. Immersion through Youtube is well suited for intermediate to advanced students, and it can create a heightened awareness of effective conversation techniques as well as common conversation problems that can be avoided.

When students regularly use a wide variety of English media, they are achieving a degree of L2 immersion that might otherwise be unavailable outside a study-abroad program (Johnson & Swain, 1997). Furthermore, immersion teaching and techniques to increase L2 input have generally positive effects on the language acquisition process (Mangubhai, 2005). Additionally, incorporating technology into foreign-language classrooms is a way for students to connect seemingly abstract foreign language concepts to their actual experiences (Wang, 2005). Finally, incorporating technology into the classroom—particularly among low-level learners—has also been shown to

generate greater student autonomy and instill lifelong language learning skills (Leung, 2004)

In the activity, students view teacher-selected clips (or browse YouTube and select clips for themselves) that demonstrate effective or ineffective conversational techniques to reinforce material taught in class. For example, students can find film or TV clips featuring conversations that suffer because of a lack of follow-up or clarification questions. Alternatively, students might search for videos in which a conversation is effective because the members are supportive by using phrases to elicit more information from each other. By searching through YouTube conversations for targeted discussion techniques, students are critically evaluating discourse and immersing themselves in English. Student effort can be assessed by the number of illustrative conversations found on YouTube and how well the conversations demonstrate concepts discussed in class. Additionally, this project can be modified into a presentation in which students share their videos with their classmates

Immersion Teaching Model

Language Immersion is a term that was first used in the 60s in the Canadian educational system in an innovating act that aimed to promote fluency and literacy in both official languages, French and English; more specifically, Canadians applied the French language as a medium of instruction among Anglophone elementary students (Cummins, 2009). During this instructional system, the learners are 'immersed' in an educational environment of which the only means of instruction is the target language. It is realized in three steps; early immersion for the very young learners of kindergarten, middle immersion for the 4th and 5th graders and late immersion for the 6th and 7th graders. Johnson and Swain (1997) mention that historically the Canadian Immersion program was not the first one to be applied, but rather the most intensively researched and therefore connected to the educational

theories that underpin it (Cummins, 2009), which is why it is often mentioned in relevant research and contrasted with their respective contexts.

According to Mangubhai (2006), the teaching of a second language through Immersion is one of the most efficient methods of language learning; the use of its teaching techniques, which may serve many educational contexts, resulted in the creation of various subcategories, namely content- based instruction (Snow, 1998) or simply immersion (Swain, 1996). It is mostly focused on the learners' command of content and target language (Bruton, 2011).

One of the greatest challenges for immersion teachers is to keep their students using English as a foreign language, especially when working and talking amongst themselves. This challenge is particularly pronounced once the children have moved beyond the primary grades. For instance, studies in both one-way and two-way immersion classes point to fifth-grade students using English more frequently than their non-English language Carrigo, D. (2000). Facilitating student use of the immersion language in ways that promote ongoing language development is an uphill battle for teachers (LaVan, C. 2001).

Method

The design of this study employed two groups consisted of an experimental group that were taught by employing the immersive multimedia learning group with peer support, and the second group as control group that were taught by conventional method. This was implemented following Ary (2010) who stated that exposure to pre-tests would threaten the internal validity of a study by conditioning the participants to the elements being investigated and affect the participants' performance regardless of the experimental treatment. The data collection for oral production skills was conducted using audiotape recordings. Scoring of the oral production skills was done by the researcher based on these recordings

The population for this study were students who registered for the first year at the Study Program of English Education at STKIP PGRI Jombang, Indonesia. The 125 students who registered for this study came from three classes. All the students were from 18 to 20 years of age. Most of the students did not have strong English skills to communicate to start with since English was a foreign language for them. From the sample, 40 students were assigned to the group for immersive learning with peer support as experimental group and 40 students were assigned to the group for speaking class without immersive learning with peer support.

The research instruments used in this study consisted of tests for oral speaking by using analytical score. . The data from the tests was analyzed by using inferential statistical methods by using T test . The results of post-test were analyzed based on the assessment rubric that was developed to assess the speaking performances adapted from Brown (2004). The speaking performances of the students in the oral production tests were recorded to ensure the data collected was correct and valid and could be reproduced again if required for further checking or assessment.

Research Methods

The design of this study employed two groups consisted of an experimental group that were taught by employing the immersive multimedia learning group with peer support, and the second group as control group that were taught by conventional method. This was implemented following Ary (2010) who stated that exposure to pre-tests would threaten the internal validity of a study by conditioning the participants to the elements being investigated and affect the participants' performance regardless of the experimental treatment. The data collection for oral production skills was conducted using audiotape recordings. Scoring of the oral production skills was done by the researcher based on these recordings

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Results and Discussion

The finding showed that the students who are taught by immersion multimedia through watching Youtube from English native get better achievement in EFL speaking than students who are taught in traditional method

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CONTROL	40	57	91	72.83	9.597
EXPERIMENT	40	69	95	80.10	5.242
Valid N (listwise)	40				

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CLASS	Equal variances assumed	14.009	.000	4.208	78	.000	7.275	1.729	3.833	10.717
	Equal variances not assumed			4.208	60.369	.000	7.275	1.729	3.817	10.733

From the table above, it can be seen that the average score for experimental and control class was 80.10 and 72.83 respectively. It showed that the average value for experimental group is higher than the control one. The result of t_{test} can be seen in the following table

Based on the table above, it can be seen that the result of t_{test} was 4.208, and it was compared to the value of t_{table} at df 78 and 0.05 significant value was 1.664. Furthermore, it depicted that the result of 2-tailed significant value was 0.000 and it categorized lower than 0.05. It implies that the result of t_{test} is higher than t_{table} ($4.208 > 1.664$). It explained that H_0 is rejected and H_a is accepted.

Therefore, it can be concluded that there is significant different score for students who are taught by the students who are taught by immersion multimedia through watching Youtube from English native get better achievement in EFL speaking than students who are taught in traditional method than who

are not. It is emphasized by Carrigo (2000) that immersion teachers is to keep their students using English as a foreign language, especially when working and talking amongst themselves.

Language immersion as actually living in a country where they speak the language you're learning, the term was actually originally intended to describe classrooms where the target language (the language being learned) was used exclusively but by using E immersion the learners can immerse themselves in the long distance through youtube. The E immersion is suitable with the students in a higher education. As The immersive multimedia method in this study uses a multimedia immersion program. It means that the target language (English) is the language for instruction in the teaching and learning activities (Lenker & Rhodes, 2007).

E Immersion through Youtube is well suited for a higher education, and it can create a heightened awareness of effective conversation techniques as well as common conversation problems that can be avoided. The incorporating technology into foreign-language classrooms is a way for students to connect seemingly abstract foreign language concepts to their actual experiences (Wang, 2005). The use of incorporating technology into the EFL classroom can generate greater student autonomy and instill lifelong language learning skills (Leung, 2004)

Conclusion

An online immersion platform that caters to all levels of learners. It takes real-world through Youtube, videos created by and intended for native speakers — like music videos, movie trailers, news and inspiring talks — and turns them into personalized language learning lessons. Technology: It's changed everything.

That sounds great, but language is a different kind of knowledge. You have to speak to people and most of the people you need to speak to live far, far away.

E immersion with access technology can make good use of YouTube and other online video-streaming sites. But , it is important to realize that there are some limitations. First, YouTube is limited to what copyright restrictions allow. If students are determined to focus on certain clips that are not available on YouTube due to copyright infringement laws, then students may have to procure these clips on their own. Secondly, given the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site. A third consideration teachers might need to take into account is the nature of much of the material on YouTube. Teachers of younger students would be well advised to take this into account. Finally, certain countries have placed bans on YouTube and other video streaming sites (Toksabay, 2010), meaning that classes in those countries might have greater difficulty accessing useful online videos.

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