

## CHAPTER I

### PREFACE

#### A. Background for the Research

The development of science and technology as well as the globalization and information-heavy flows need the preparedness of competitive and high-qualified human resources both inside the country and overseas. This is very important and urgent to do so that the Indonesian will not be left behind the other nations. One effort to adapt to the international development is holding immersion class. It is in accordance with Undang-Undang No. 20 tahun 2003 pasal 50 ayat 3 which commands the government and/or local government to administer at least one educational unit for all education degrees to be expanded into an international class educational unit. In this case, international school can start from the immersion class.

The government, through Direktorat Pendidikan Lanjutan Pertama Direktorat Jenderal Pendidikan Menengah Umum (Direktorat Jenderal Pendidikan Dasar dan Menengah) Departemen Pendidikan Nasional has programs to implement Mathematics and Science in English. The program started in 2004/2005 academic period. Mathematics and Science in English program is limited in teaching Mathematics and Science in English or that which is called immersion class.

All potentials that Indonesia has needs to be empowered optimally to strengthen the supportiveness for the success of high-qualified human resources achievement. The effective and high-quality educational accomplishment plays strategical part in creating high-quality Indonesian human. In this case, the right educational programs, which definitely will develop the students' potentials completely and which will result in the high competitiveness that complies with the current age, are absolutely necessary.

Therefore, to build the educational framework and system in the future, we should pay attention to both the way to achieve the learning objectives and the relationships between the development of human potentials personally and the public life completely which is in harmony with the current age, either in local, national, regional, or international sphere.

The immersion education will be developed on the basis and principle of language acquisition and language learning theories. The immersion model of teaching is defined as curricula delivery in second language in the immersional second language learning atmosphere to the students who speak the same mother tongue. In this case, the students are forced to enter the second language atmosphere on the learning time and the second language class in the learning process. The second language is not only functioned as teaching materials, but also as the language teaching

and language acquisition tools(Yuqin Luan & Xiuzhen Guo 2011, accessed onFebruary 17th 2012).

The implementation of the immersion classes in Jawa Tengah constitutes the results of the comparative study of Dinas Pendidikan dan Kebudayaan Jawa Tengah Queensland state, Australia during Julyto August 2002. In the study, the Jawa Tengah delegations visited Park Ridge State High School and were very impressed on its students' Indonesian language abilities who take Indonesian immersion class who are enrolling the learning process in Indonesian (Anonim, 2008:7).

In Indonesia, the immersion class program has not worked well because of the shortage of the teachers especially who can speak English well and the school supporting system. In addition, the pattern of students recruitment has big influence on students preparedness to enroll the immersion class learning process so this creates the anxiety about the learning consequences and the students' comprehension on the lessons materials. In the students recruitment system, sometimes we find some obstacles such as the anxiety that the students will not be able to follow the class delivered in English although they actually are capable, while the teachers are not entitled to force those students to enter the class if they do not want to. The characteristics of the learning system in immersion class relatively differ to the regular one. One of the differences is the better learning facilities in the class, and another is the language spoken.

The learning facilities such as the computers completed with information technology and electronic multimedia such as audio, video, internet, etc. make the learning methods vary more. The number of the students is intentionally restricted so that the communication between the students and the teachers will be more effective. All the teachers who teach are obliged to master English with minimum Test of English as a Foreign Language (TOEFL) of 420.

To achieve the effective learning, there are 'learning outcome achievement keys' that are proposed by Catt, Donald & Ken (2007, accessed on February 14th 2012) as ACTION, which comprises alert, challenge, trust, interest, open, dan need. Alert is concluding and clarifying the senses between the teachers and the students. Challenge means motivating the students to study. Trust means building the mutual belief between the teachers and the students. Interest means showing that the teacher likes the class that he/she teaches and the students. Open means receptive on the communication method to attract the students. Need means that the teachers help the students make assessment about the importance of learning.

State Junior High School 4 Purworejo is one of the schools in Kabupaten Purworejo which holds immersion class. Its vision is called "CANTIK" (Cerdas, Santun, Takwa, ber-Ilmu, dan Kompetitif—intelligent, well mannered, pious, knowledgeable, and competitive). While the mission

of State Junior High School 4 Purworejo to create education that will produce the intelligent, skilled, faithful, pious, well-mannered, and having-competitive-strength alumni, realize the high-quality, efficient, discipline, and relevant education, to realize the fair and evenly distributed one, and to create the transparent, accountable, participatory, and effective educational system.

The implementation of the immersion class is one way to reach the vision. In the recent academic period, State Junior High School 4 Purworejo has been implementing immersion class learning for the 7th, 8th, and 9th graders. Based on the above backgrounds, I will take account of the immersion class learning management, the employment of the media in the working of the immersion class learning and the evaluation of the immersion class learning outcomes in State Junior High School 4 Purworejo.

I studied immersion class learning management for several reasons as follows. First, the immersion class needs to be managed and organized well. Second, it is urgent to be aware of the ways to manage the immersion class. Third, it is expected that the research will expand the insights about education.

Those are my reasons for entitling the research “The Management of Immersion Class of Teaching and Learning in State Junior High School 4 Purworejo”.

## **B. Focuses of the Research**

Based on the backgrounds above, the focus of the research is immersion class teaching and learning management in State Junior High School 4 Purworejo. The focus will be outlined into three subfocuses:

1. What are the characteristics of the immersion class teaching and learning process in State Junior High School 4 Purworejo?
2. What are the characteristics of the use of immersion class teaching and learning media in State Junior High School 4 Purworejo?
3. What are the characteristics of the evaluation of immersion class teaching and learning outcomes in State Junior High School 4 Purworejo?

## **C. Research Objectives**

The objectives of the research are:

1. To describe the characteristics of the immersion class teaching and learning process in State Junior High School 4 Purworejo.
2. To describe the characteristics of the usage of the immersion class teaching and learning media in State Junior High School 4 Purworejo.
3. To describe the characteristics of the evaluation of immersion class teaching and learning outcomes in State Junior High School 4 Purworejo.

#### **D. Benefits of the Research**

The research outcomes have two benefits, both theoretical benefit and practical one.

##### **1. Theoretical Benefit**

The research is expected to make contribution to the scientific knowledge on the management of education in a school which accomplishes the special programs for the school, for the decision-makers, and for the community.

##### **2. Practical Benefits**

- a. To State Junior High School 4 Purworejo, the outcomes of the research are expected to increase the materials for the assessments of the learning in the implementation of immersion class.
- b. As the contribution to scientific insights or as references to the next research.

#### **E. Key Terms**

##### **1. Management**

The organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of defined objectives.

## 2. Immersion

Immersion class can be defined as a learning one or more subjects by using foreign language as medium language

## 3. Teaching and learning

Teaching and learning is an activity between teachers and students which will end with the evaluation of learning outcomes.