

**RESEARCH REPORT
STUDY PROGRAM DEVELOPMENT
FUNDED BY PNPB YEAR 2011**



**The Implementation of Immersion Program : Perception on RSBI program at Senior
High School in Gorontalo Province**

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ABSTRAK

Penelitian ini bertujuan untuk mendapat gambaran secara terperinci tentang persepsi guru dan siswa terhadap implementasi Program Rintisan Sekolah Berstandar Internasional (RSBI) di Provinsi Gorontalo. Penelitian ini juga bertujuan untuk menemukan kendala serta solusi yang dihadapi oleh para guru dan siswa dalam penerapan program tersebut. Hasil penelitian ini diharapkan dapat memberikan pandangan pembandingan dalam penetapan kebijakan pemerintah atas keberlanjutan program ini dikemudian hari.

Penelitian ini dilaksanakan di Provinsi Gorontalo yang mencakup wilayah Kota dan Kabupaten. Subjek penelitian terdiri dari para guru dan siswa yang ada di sekolah yang menerapkan Program RSBI. Pengumpulan data penelitian ini akan dilakukan dengan menggunakan tehnik interview dan Angket. Selanjutnya, hasil penelitian dilakukan dengan menggunakan analisis penelitian kualitatif.

Hasil penelitian menunjukkan bahwa tantangan utama yang dihadapi guru-guru dan siswa dalam penerapan kelas bilingual di program RSBI adalah penggunaan Bahasa Inggris dalam proses belajar mengajar. Kemampuan bahasa Inggris yang masih rendah terkadang menyebabkan guru-guru dan siswa merasa frustasi. Tetapi, hasil studi menunjukkan meskipun ditemukan banyak tantangan dalam penerapan program ini, guru-guru dan siswa memandang program ini sangat bagus untuk pengembangan profesionalisme, prestasi dan peningkatan kemampuan berbahasa Inggris.

Penelitian ini menyimpulkan bahwa pada umumnya siswa dan guru di sekolah RSBI memiliki sikap positive terhadap pelaksanaan program RSBI di Provinsi Gorontalo. Penelitian ini merekomendasikan sekolah ataupun pemerintah seharusnya menyediakan fasilitas untuk kelancaran pelaksanaan program ini menuju Sekolah Berstandar Internasional.

SUMMARY

This study investigates the implementation of immersion program in Gorontalo Province. The study is aimed to find out teachers and students' perception towards RSBI Program at their schools.

Seven teachers of SMA Negeri 3 Gorontalo, 6 teachers of SMK Negeri 2 Gorontalo, and 8 teachers of SMA Negeri 1 Limboto were surveyed in this study. 15 students from each school also the participants of this study. The study explored the challenges facing science and mathematics teachers and students in implementing an immersion program as well as these teachers' views about the program. A questionnaire and interviews were used to collect the data.

The results of study show that the main challenge facing mathematics, IT and science teachers and the students were teaching and learning science, IT and mathematics in English.. In addition the study showed that there were specific situations when teachers and students felt frustrated teaching in an immersion classroom. This frustration related to a lack of English language proficiency.

Despite this, these teachers and students still felt the program was great for improving their professional development and English language proficiency. The study concludes by discussing the pedagogical implications of the study's findings and suggests strategies for better equipping teachers for coping with the challenges they face in the immersion classroom. It also recommends that

the government provide adequate training to improve the teachers' capacity to teach in an immersion program

This study should investigate the implementation of the immersion program in all schools in Gorontalo, or even throughout Indonesia that have implemented the immersion program. The next study should not only focus on teachers and students only but also consider the views of others involved in immersion programs, such as parents and even policy makers.

PREFACE

Firstly, We would like to thank God because of His blessing finally this research has been completed. We realized that this study could not have been completed without the support and help of several people. Therefore we would like to express my sincere thanks to the rector of State University of Gorontalo for his support throughout the process of researching and writing this study include for funding this research.

We would also like to thank the Former Head of Research Center and the Head of Research Center of UNG and his Secretary who were guided the researchers throughout the process of conducting this study. A great thanks also addressed to the principles, teachers and students at SMA Negeri 1 Limboto, SMA Negeri 3 Gorontalo and also SMK Negeri 2 Gorontalo who completed the questionnaires the author gave them for this study, and made time available for the interviews.

A special thanks also goes to our best friend for his patience support and kindness throughout the time we were working on this thesis.

Finally, I would like to express our gratitude to our beloved family for their support, prayers and love that enabled us to successfully complete this study

Researchers

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4. Object of Research : Perception

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ABSTRAK

Penelitian ini bertujuan untuk mendapat gambaran secara terperinci tentang persepsi guru dan siswa terhadap implementasi Program Rintisan Sekolah Berstandar Internasional (RSBI) di Provinsi Gorontalo. Penelitian ini juga bertujuan untuk menemukan kendala serta solusi yang dihadapi oleh para guru dan siswa dalam penerapan program tersebut. Hasil penelitian ini diharapkan dapat memberikan pandangan pembanding dalam penetapan kebijakan pemerintah atas keberlanjutan program ini dikemudian hari.

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CHAPTER I

INTRODUCTION

As a big country which is still at developing stage, Indonesia concerns on the quality of education . Therefore, the government allocates budget for the improvement of education, such as providing fund for bilingual program at public schools, which is used to be implemented only at private schools.

Since 2006, the Indonesian National Education Department has also been implementing a similar program at the Senior High School Level called the Rintisan Sekolah Berstandard Internasional (RSBI) or ‘International Standard Schools Initiative’ program. Under this program 200 schools were chosen to implement immersion programs (DEPDIKNAS, 2008). In 2007 this program was extended to include Junior High Schools so that now there are schools in most regencies (government subdivisions within provinces) in Indonesia that are implementing the international standard schools initiative program at each education level.

Teachers, parents and the school community have a crucial role to play in ensuring the success of immersion education (Amaral 2001; Caron-Caldas & Caldas, 2000). Studies have been undertaken to find out teachers’, parents’ and students’ attitudes toward bilingual education (Bridge, 2007; Combs, Evans, Fletcher, Jiménez & Parra, 2000; Craig, 1996; de Jong, 2006; García-Nevarez, Stafford & Arias, 2005; Oladejo, 2006). Generally, however, teachers and students do find that implementing immersion programs is challenging.

Among the many challenges facing the education sector in Indonesia, and immersion programs in particular, more consideration needs to be paid to the views of non-content specialists such as those teaching mathematics and science. Teachers such as these, and there are many of them, tend to be neglected by language-focused researchers. Therefore, this study aimed to find out teachers and students perception on the early stages of implementing an immersion program. A case study of three schools would be the focus of this investigation.

1.1. Problem Statements:

What are teachers' perceptions towards the process of implementing an immersion program in Gorontalo Province?

Specific questions were investigated; namely, what are the difficulties faced by teachers in implementing this program, and how do they cope with those problems? Are there any differences in the problems encountered by teachers in Year ten compared to teachers in Year twelve?

What are students' perception on the implementation of immersion program at their schools?

To address this overall question, specific questions were investigated; namely, how did the immersion program affect their learning process? The same question will be addressed to the find out students' ability to respond teachers in English, maths and science.

CHAPTER II

LITERATURE REVIEW

The aim of this chapter is to review current theory and practice about language immersion programs. An extensive review of academic databases and libraries, however, found that there has been little written about immersion programs since the late 1990s. In particular, the book *Immersion Education: International Perspective* by Johnson, R. K. & Swain, M. (1997) remains a cornerstone of literature on this subject. For this reason, chapters from that book are widely used in this paper. First, this review presents common issues relating to the implementation of these programs will also be reviewed, and followed by issues relating to education throughout Indonesia

2.1. Common Issues in the Implementation of Programs

Many studies have been conducted into the implementation of immersion programs around the world. Much has been written about the success of immersion programs (Allen, 2004; Avalos et al, 2007; Haiyan, Miao, Siege, Lin, Yanping, Knell, et al 2007). Few studies, however, have investigated the challenges associated with implementing the program (Majhanovic, 1990, Met & Lorenz 1997 in Johnson and Swain 1997; Short & Spanos, 1989).

Finding qualified teachers for immersion programs seems to be the main problem (Majhanovich, 1990). In the United States, for example when recruiting the staff, it was difficult to be able to predict which teachers had an appropriate background that could support the success of an immersion program. According to Met and Lorenz (n.d, in Johnson and Swain, 1997) not all teachers have the language skills required for teaching

immersion. In anticipating the lack of qualified teachers, some US schools hired teachers from abroad. The benefit of this approach was that these teachers were qualified in both spoken and written language. Further, the overseas teachers may also have a pedagogical advantage in that they may have different approaches and methods for teaching subjects in the immersion classroom.

Nevertheless, Met and Lorenz also argue that there are difficulties associated with hiring teachers from abroad. Inadequate local language proficiency could be a problem for overseas teachers especially in the early immersion program. In the US, for example, students may respond by using English, but the overseas teachers may not be sufficiently fluent in English. Therefore, it is important that school authorities ensure that teachers have a high level of local languages skills so they participate effectively in immersion activities.

Providing professional development is also another issue that needs to be considered when implementing immersion programs (Day & Shapson, 1996; Majhanovich & Gray, 1994; Met & Lorenz, n.d, in Johnson & Swain, 1997). Day and Shapson (1996) carried out a survey about the importance of professional development in the French immersion program in Canada. Most teachers rated professional development activities as ‘very important’ and ‘important’. The survey also reveals 60.5% of teachers had attended workshop activities.

In contrast, the United States has not provided adequate professional development to support immersion teachers. It seems that schools cannot rely on local teacher-training institution because these institutions do not have any programs to support immersion

preparation (Met & Lorenz, n.d, in Johnson & Swain, 1997). Surprisingly, Met and Lorenz found that immersion staff in one school in the United States had not had any immersion training. Teachers did not know immersion program best practice because they did not even know about other schools also implementing immersion programs. In short, the lack of sufficient qualified teachers seems to be more common in the immersion program in the United States.

Another issue arising in implementing immersion programs is language proficiency (Botswick, n.d in Christian & Genesee, 2001; Walker & Tedick, 2000). Not only students face a language problem but also the teachers since they are non-native speakers of the target languages. A study by Short & Spanos (1989) found participants of a workshop on content-based instruction had difficulty in understanding mathematical terms.

The frequency with which the target language is used in immersion programs is another issue. This varies among immersion teachers and within schools. As Johnson (n.d, in Johnson & Swain 1997) found, the level of English language use among immersion teachers in Hong Kong varies. In English immersion classes, teachers usually taught in both Cantonese and English languages. These teachers used English only around 50% of the time during class. In one class, the study found, teachers only used English at the start and the end of the class. The study also found teachers switched from English to Cantonese every 18 seconds. Mixing and switching in immersion classes is, however, considered acceptable in the early stages as the students' proficiency increases gradually.

Language proficiency may also affect the understanding of text books. In immersion classes teachers may have prepared handouts for use in class. However, in understanding

words in text books both teachers and students may have difficulties. For example when they come across a difficult word in the target language, they tend to try to look for another word in the same language that has an equivalent, but often literal, meaning. As a result sometimes the meanings of the words they select are totally different to the ones they wanted. (Johnson, n.d, in Johnson & Swain,1997). This could be a barrier to understanding the contents of textbooks.

With the growth in the development of teaching resource materials, teachers also need to be careful that they are using these resources appropriately. For example, as Met and Lorenz (n.d, in Johnson & Swain, 1997) found, teachers in the United States reported that some books had inaccuracies in translations from the first language to the target language. This problem forces teachers to improvise when using these resources.

Implementing immersion programs also requires teachers be familiar with the use of any relevant forms of technology such as computers and the Internet. Erben (2004, p 329) in his reviews emphasizes that the use of technology, such as the “two-way audio” and the “two-way virtual visual computer link”, may help students to actively interact in the teaching and learning process. Yet, in practice, there are teachers who still cannot operate computers or use the Internet. This may happen because schools do not provide appropriate facilities or training for teachers to be able to use computers and the internet.

In summary, each country has tried to achieve best practice in implementing immersion programs. However there have still been some problems in implementing these programs, such as difficulties in finding qualified teachers who have near native fluency, lack of professional development, lack of language proficiency making it difficult for teachers to

understand text books, lack of facilities and also lack of skills for accessing computers and the internet.

The difficulties mentioned above may happen in countries that are in the early stages of implementing immersion programs, such as Indonesia. Therefore, the next part of this literature review will discuss education problems and the immersion program in Indonesia, which is the main focus of this study.

2.2. Education Issues in Indonesia

Indonesia is a developing country and as such the government there focuses a lot of attention on the education sector. Despite this, there are still problems associated with improving the quality of education in Indonesia. The main one seems to be the poor quality of Indonesian teaching and learning (Firman & Tola, 2008; Sampoerna, n.d). This is closely related to the fact that the quality of teachers in Indonesia is also poor. Only 300,000 of the 2.7 million teachers in Indonesia are government certified. This means that they have successfully passed the government's competency test which is a key requirement for all teachers (Sampoerna, n.d).

Another problem facing the Indonesian education system is limited funding. Indonesia is among those countries that only allocates a small amount of funds for education. As a comparison with neighbouring countries, according to Shebertijan (2006), Indonesia's education budget allocation is less than that of Thailand and Malaysia which allocated 27% and 20% respectively from their national budgets. Although the government has increased the education budget in 2009, particularly to pay higher teachers' salaries (around 50 billion rupiahs have been allocated for this which is almost a 100% salary

increase), this amount still seems inadequate to improve quality of teaching in Indonesia to the level where it meets international standard (Sampoerna ,n.d)

Sadiman (2004) points out that the gap between schools in rural areas and big cities is also an issue for education in Indonesia. Teachers and students in big cities have good access to school resources that support the teaching and learning process, such as computers and the internet, laboratories, and textbooks. Conversely, teachers in rural areas do not enjoy similar facilities. This leads to a big gap in the quality of students in cities compared with those in remote areas. As a result in remote areas the students' abilities are far behind those of students in big cities.

Firman and Tola (2008) also mention that in Indonesia professional development is also a problem. Lack of teacher training could contribute to the low quality of Indonesian teachers. This may also result in low student quality. Among the 45 countries that participated in the Trends in Mathematics and Science Study, Indonesia was in the 34th position for mathematics and the 36th for science (Martin et al, 2004 in Firman & Tola; 2008).

In foreign language teaching, especially in English language teaching, there are difficulties associated with the teaching and learning process. Dardjowidjojo (2000) mentions some issues that influence a learner's competency. After graduating from high schools students are expected to have mastered the English language, however, in reality the students' proficiency in English is usually low. Those with good English language proficiency usually also studied English in private courses rather than just at school.

Having a large number of students in the class approximately 40-50 students also affects learners' competency. Teachers are not able to teach effectively if there are large numbers of students in the class. Moreover, Dardjowidjojo (2000) states that teachers in Indonesia do not have sufficient knowledge of the English language. In other words the teachers' English proficiency is poor.

In conclusion, the education system in Indonesia faces a number of difficulties, one of the main ones being poor teaching quality resulting in poor student quality. There is also a gap between rural areas and big cities in terms of access to and quality of learning facilities which often means that rural students and teachers cannot compete with those in the cities. These problems may be linked to the fact that the Indonesian government allocates only a small amount of funds for the education sector.

From a language teaching perspective, teachers who have insufficient English language skills may also have a negative impact on a learner's language competency. An English language immersion class may on the other hand, improve the teachers' and learners' competency.

Among the many challenges facing the education sector in Indonesia, and immersion programs in particular, more consideration needs to be paid to the views of non-content specialists such as those teaching mathematics and science. Teachers such as these, and there are many of them, tend to be neglected by language-focused researchers. Therefore, this study aims to find out the challenges facing these teachers in the early stages of implementing an immersion program. A case study of RSBI implementation was the focus of this investigation.

CHAPTER III

THE AIM AND SIGNIFICANT OF STUDY

3.1. Aims of study:

There are some aims of this study :

1. To find out teachers' perceptions of the immersion program. For the maths and science teachers, it can ascertain how teachers cope with new challenges because using English to teach may be a professional development experience. This also can establish baseline approaches for implementing the immersion program
2. To establish students' perceptions toward this program because its success on this group holding a positive attitude and perception towards it.

3.2. Significant of the Study

In Indonesia's immersion program is new. Its implementation needs to be properly evaluated because substantial funds have been allocated to this program. The assumption is that this program will succeed; otherwise it will be a waste of money. In conducting such an evaluation, because non English language teachers do not have a background in the English language, this may impact on the students' performance. It would therefore be better to investigate teachers' challenges and their perceptions about implementing the immersion program, particularly in relation to their professional development, their English proficiency and any difficulties they may have experienced in implementing this program. As a result of this the research, will try to establish the best approach or methods to implement the bilingual teachers' difficulties in implementing this program and program and also to ascertain how teachers cope with the problems in the teaching and learning process.

Students are also the factor can contribute to the successfull of this program. Since some subjects are taught in English, it is believed students face challenges in understanding the subject are taught. Therefore its important to investigate their perception towards this program at their schools, how they cope with the problems in learning process.

Recently, some complaints derive from the school community who viewed this program is useless. The opponents of this program argue this program is not efficient. The government has allocated huge fund for this program, yet, the result of this program do not show the signifficant effect on the develompment of Indonesia educational system. The opponents of this program even proposed to the government this program should be quitted. Teachers' organization such as Ikatan Guru Indonesia (IGI) also will make the claim for judicial review to the Constitutional Court (MK). Judicial review made to the Law no. 20/2003 on National Education System of article 50 paragraph (3) which reads, 'the government and / or local government held at least one unit of education at all levels of education, to be developed into an international educational unit. ". Therefore, it is important to find out teachers and students' perception towards this program, as the baseline for policy makers whether to maintain or quit this program.

For the university especially English Department, the result can be used to review the curriculum or even provides teachers training for non English teachers of RSBI schools. The English Department can have a cooperative program with Science Department for technical assistance in order to prepare the students to be able to teach at RSBI schools.

CHAPTER IV

RESEARCH DESIGN

This chapter provides details about the participants of the study and the instruments used, and concludes with a description of data collection and data analysis procedures.

4.1 Participants

All the participants of this study are RSBI teachers and students at SMA Negeri Kabila, Smu Negeri 3 Gorontalo, SMA Negeri 1 Limboto and SMK Neg 2 Gorontalo. They are 15 students from each school were also be the participants of this study. These school were chosen for this study because these public shools have been conducting the immersion program in Gorontalo

3.2 Research Instruments

Three instruments were used to gather data. First, a teachers' questionnaire collected information on the background of the immersion class teachers. The survey questioned teachers' about the challenges they faced in implementing the immersion program and how they dealt with these challenges. They were also asked about their perceptions as teachers implementing an immersion program at their school. The questionnaire was a paper-based survey; in other words the survey was given directly to teachers. This questionnaire comprised seven questions with questions one to four covering challenges facing the teachers in implementing an immersion program, and questions five to seven covering the teachers' perceptions about implementing the immersion program. The instrument s for students will be also provided in order to elicit the data from the students about their perception towards this program.

To obtain more details about the data gathered, an interview will be conducted directly. The interview questions were similar to those in the questionnaire. Questions related to the teachers' questionnaire answers were explored in interviews.

3.3 Procedure

The Principal of the school was contacted to explain the purpose of this research and to obtain a permit to conduct the study at that school. After obtaining the permit, an administrative officer provided the researcher with the teachers' email addresses. After the teachers' emails were obtained, the teachers were contacted by email to advise them about the study. Copies of consent form for persons participating in research projects were attached. Once the consent forms were returned the questionnaires will be distributed to participants directly.

As noted earlier, to gain more detailed information informal interviews were conducted directly. These are direct interviews in which the interviewer could control the development of the interview (Richard, 2003). These interviews were recorded and transcribed.

3.4 Analysis

The completed questionnaires were recorded into documents and analysed qualitatively. The findings were divided into two sections based on the research questions. Data from interviews with teachers and students was also analyzed qualitatively using coding strategies outlined by Lapelle (2004), who suggested a word processing program to code the data that was gathered.

The interview coding was the same as the questionnaire coding. The data has been categorized as findings from Mathematics teachers and findings from Science teachers and from IT teachers from each school. The data from students also will be coded basen on their school and their level.

CHAPTER V

FINDINGS AND DISCUSSION

This chapter will present the findings and the discussion of this study. These findings will be described qualitatively based on the two main questions as outlined in the previous chapter.

5.1. Research question 1. What are Teachers' Perceptions towards the Process of Implementing an Immersion Program in Gorontalo Province?

This question aims to find out the information about teachers' perception on immersion program. To obtain this information, specific questions were asked in question numbers one to eight of the questionnaire. They are: 1) How often do you use English during the day? 2) If you had a choice, would you rather teach in Indonesian or English. 3) What are three key challenges you face in the immersion class? 4) How do you deal with these challenges, and do your efforts succeed? and 5) Give examples of situations when you are frustrated teaching English. 6) How do you view this program related to professional development and English Proficiency. 7) What do you think about the implementation of this program at your school? 8) do you have any suggestion for the improvement of this program

For question number one, teachers of SMA Negeri 3 Gorontalo stated that they do not use English for the whole day of their classes. During the interviews they were asked if they could provide a percentage figure to indicate the frequency with which they used English. Their answers varied even when they taught in the same grade. The IT teachers in grade

X, XI and XII and Biology teacher in grade X reported that they use English approximately 20 % of the time while Biology teacher in grade XII and Physics teacher in Grade X answered they use English only 10 % of the time in the class. Interestingly, one of the teachers stated that sometimes he even does not use English in his class.

“ In the class I use 20 % English, but sometimes I do not use it. If there is an inspector from the government, I use approximately 50 % during the teaching process” (Biology teacher)

Similar to teachers of SMA Negeri 3 Gorontalo, teachers of SMA Negeri 1 Limboto also reported that they rarely use English in their classes. As stated by Biology teacher in grade X and XI that she uses English only 25 % of the time. Physics teacher in Grade XI reported that she uses English 10 % at the beginning of class, 5 % in the middle and about 10 % at the end of the class. Most Science and Mathematics teachers at this school reported that they only use English on the beginning of the class and at the end of class.

“I speak English only at the beginning of the class. During teaching process I use it when I want to ask students to do something such as “ open your book!” (Physics teacher)

Teachers of SMK Negeri 2 Gorontalo almost have similar experience with other RSBI schools. Science teacher in Grade 10 stated that she never teaches in English because she can not speak English. Moreover, she never tries to use it in the class. She only can say “good morning!” Surprisingly, most teachers reported that they have not used English in their classes. This is because they cannot speak English and never try to use it in teaching process. The only one teacher who used English in the class is the IT teacher. He stated that he uses English in his class as most terms in this subject use English. Therefore, they learn it automatically.

From the data above, it can be concluded that RSBI teachers in Gorontalo do not use English for the whole class. They only use it at the opening and closing session of the class. This might be because teachers are not fluent in English.

When teachers are asked their language preference in teaching, all teachers at SMA Negeri 3 Gorontalo prefer use Indonesian than English. Similarly, teachers at SMK Negeri 2 Gorontalo and SMA negeri 1 Limboto almost have the same choice. They like to use Indonesian in teaching process. There are three teachers who prefer uses English. They are Physics, Biology and IT teachers of SMA Negeri 1 Limboto . “For the development of the quality of teaching I will use English during the class” (IT teacher)

From the interview, Science and Mathematics teachers shared their reasons to use Indonesian than English in teaching. Some teachers of SMA Negeri 3 Gorontalo said that it is easy for them to explain the subject by using in Indonesian rather than using English. Moreover, their English ability is still in low level.

Teachers of SMA Negeri 1 Limboto mentioned that it is difficult for them to explain terms of Science and Mathematics in English. Moreover, they argued that even using Indonesian sometimes students find difficulties to understand the subject. Therefore, teachers prefer to use Indonesian than English. Same opinion also arose from teachers of SMK Negeri 2 Gorontalo. The Chemistry teacher explained that she is not able to use English due to lack of vocabulary. Moreover she stated that the hand books for the subject still use Indonesian. Thus, she prefer uses Indonesian than English. From the data above it is clearly that Indonesian language is still favored by the teachers of RSBI schools.

In relation to the key challenges the teachers faced in teaching in an immersion program, the teachers were asked to list three challenges in order of rank. Almost all teachers from those three schools put language is the biggest challenge they faced when teaching in immersion program. More specifically, the grade X mathematics teacher of SMA Negeri 3 Gorontalo reported that the biggest challenge he faced was the difficulties of explaining mathematics terms. In the interview this teacher mentioned that this problem arose because he did not have enough English vocabulary. Further, he also explained that even when he used Indonesian sometimes he still could not reach the teaching goals during class – usually she only achieved 60% of the teaching goals - because science was a hard subject. So he found it even more difficult to achieve his teaching goals in the time available when he used English

The IT teacher in grade XII of SMA Negeri 1 Limboto also has same problem. He acknowledged that his English vocabulary especially for computer and internet terms is still low. Therefore he found difficulties to explain the subject. Moreover, IT teacher in Grade X1 at SMK Negeri 2 Gorontalo explained that since he does not have any English background, he faced challenges to teach in English. Science teacher at this school listed the hand out for the subject is the most challenging one. Yet, this is still related to the ability of English, where he found difficulties to explain it in English.

For the second challenge, teachers have various answers. Lack of references in English most rank by the teachers in the second challenge. More specifically, IT teachers at SMA negeri 3 Gorontalo mentioned that they do not have text books of the subjects in English. They only downloaded it from the Internet since the school do not provide text books for

them. On the other hand, a Mathematics teacher in grade X1 at SMA Negeri 1 Limboto said that, even she had sufficient text books, she is being difficulty in conveying knowledge about their subjects in the English language. This was interpreted as meaning that the teachers had sufficient knowledge about the subjects they taught, but transferring this knowledge to the students was restricted because of their limited fluency in English.

Some teachers listed lack of facilities such as laboratories and appropriate classroom at the second challenge. It is hard for teachers to teach in inappropriate class room. They viewed that, since their school has been standardized as international school, schools or the government should provide the facilities to support teaching process.

“ We do need complete facilities at this school. This is not only for Science, but also for other subjects. I already discussed this issue in school meeting “ (Science teacher, SMK Negeri 2 Gorontalo)

Dealing with the using of media in teaching and learning process was ranked the third. . Being a teacher in this program requires the ability to use appropriate technology such as computers and the internet as teaching aid. Biology teacher in grade X at SMA Negeri Gorontalo reported that preparing media is very challenging. He always tries to create teaching media such as power point presentation to support teaching process, even though he found difficulties dealing with the use of computer technology and the school facilities.

In dealing with the challenges that they emphasized above nearly all the teachers gave the same response. In dealing with language problems, the teachers attended English language courses that their schools conducted or took private English language lessons

that the teachers paid for themselves. Yet, some teachers found that was not affective, because they did not practice it. Furthermore it was not an intensive course. So, it might be easy for them to forget what they had in their English course. They also provide the reasons that age factor could be the constraint in learning English.

For the facilities, text books and the use of media, teachers try to minimize them by being creative. For example, in relation with lack of text books, some IT teachers try to download it from the internet. Even they said that it does not fulfill their expectation to have English text books.

Some teachers said that the various ways they dealt with the challenges they faced were very effective. They said that they found attending training courses in using teaching aids and technology very helpful.

During the teaching and learning process teachers sometimes encounter situations where they become frustrated when teaching in English. When they were asked to list the situation that they feel frustrated, teachers mention some cases. In this regard most of the teachers reported that they feel frustrated when they have to explain something in English but they do not know how to do this. For example, an It teachers at SMA Negeri 3 Gorontalo mentioned that she felt frustrated when she could not able to translate the formulas that used in IT subject. A Physics teacher at SMA Negeri 1 Limboto also mentioned that the teacher has prepared himself for the class by memorizing the sentences that she will use but sometimes the unexpected will happen. This caused she forgot the words that she is going to say.

Four of the study's participants stated that the second most frustrating situation for them is when they explained in English but their students seemed did not understand their explanation. This is proven by no responses from the students when teachers raised the questions.

Another situation that made teacher feel frustrated when students asked or answered the questions in English but teacher could not understand it.

When a student is asking something using some English, sometimes I don't really understand. This made me really frustrated (grade X IT teacher teacher)

When dealing with the challenges outlined above, particularly in relation to conveying ideas in English, all the teachers said that they switched to Indonesian language.

I use Indonesian. In my opinion, we should not use English when we face a problem because if we are forced to use English it might lead to misconceptions about the subject (Science teacher)

Generally all participants in this study experienced some challenges and difficulties in implementing the immersion program. Both the challenges and the frustrations always related to the teachers' English language proficiency. Most said this was because they did not have sufficient English language training.

In relation to professional development, the teachers viewed the immersion program as very useful. Training was provided to improve the quality of teachers. They said that the immersion teacher training they attended was very helpful. All of the teachers hoped that this program would allow them to gain higher qualifications. Moreover, Mathematics

teacher in grade X at SMA Negeri 1 Limboto explained that being a teacher at RSBI school encourage her to improve teaching quality.

“RSBI program is very useful for me. I have attended training which held by the school or Ministry of National Education. The training that was very beneficial for my professionalism. (Grade XI, Mathematics)

The immersion program is very good and helpful. It has a positive affect on improving the teachers’ knowledge, as it made me different from non RSBI teachers (Grade XII, Mathematics)

Surprisingly, some teachers viewed this program does not make them different from non RSBI teachers. They even said because of more work load compared to non RSBI teachers, they do not have time to develop their professionalism. RSBI schools have more teaching time allocation. After finishing the school time, sometime teachers feel tired. They do not have any time to read or attend the training. Therefore, they feel this does not affect their professionalism.

In terms of English proficiency, most teachers in this study acknowledge that the immersion program is useful in helping to improve their English. They admitted that even though their English language skills are still low, their ability to use English is gradually increasing.

I think this program has advantages. I can enrich my English Vocabulary, even it only increases gradually (grade XI physics teacher)

Interestingly, again some IT teachers viewed that this program does not affect their English ability. They stated that their English does not improve although they teach in immersion classes.

The teachers in this study have different opinions about the implementation of the immersion program at their school. Overall they like the program because they say it is very useful for the teachers, the students and the school itself.

“I like this program. There are obvious advantages in implementing this program. This is proven by teachers were encouraged to improve their teaching method. So it might be fair to say that I like this program deeply “ (grade XI biology teacher).

“Actually this program can be implemented in this school, but the government should consider the best way to run this program “ (Grade X, physics teacher)

There are two teachers who have opposite opinion from their colleagues. One of the teachers said that she does not agree the implementation of this program at her school. This is because seems the school has not prepared the human resources who are capable to teach at RSBI schools. Many teachers are not able to use English. While most text books are in English. Therefore, many teachers seem are not ready for this program.

The teachers offered suggestions for improving the immersion program at their school. Most of them suggested that the government should provide the facilities to support this program such as appropriate class rooms and laboratories which fulfill international standard. Moreover, the teachers should be given opportunity to improve their English language fluency through training related to the immersion program or even provide scholarship for them to learn in English speaking countries. They also hoped the

Indonesian government or other countries would support the immersion program, in particular by providing adequate funds for the program's implementation.

Generally, the teachers felt that the immersion program was very useful in terms of improving their professional development and their English language proficiency. They believe that this program has had a positive impact on their teaching ability.

5.2. Research Question 2. What are Students' Perceptions towards the Process of Implementing an Immersion Program in Gorontalo Province

This question aims to find out the information about students perception on immersion program. To obtain this information, specific questions were asked in question numbers 1 to 20 of the questionnaire. This consists of 10 items multiple choice and 10 questions open questions. Multiple choice questionnaire

The data of students answer related to students perception on their habit and their perception on teachers performance during the class is presented in table 1.

Table 1. Students perception on RSBI Program

| Question | | SMA Negeri 1 Limboto | SMA Negeri 3 Gorontalo | SMK Negeri 2 Gorontalo |
|-----------------|----------|-----------------------------|-------------------------------|-------------------------------|
| 1 | a | 100.0 | 100 | 100 |
| | b | 0.0 | 0 | 0 |
| 2 | a | 33.3 | 33.3 | 33.3 |
| | b | 33.3 | 33.3 | 33.3 |
| | c | 33.3 | 33.3 | 33.3 |
| 3 | a | 66.7 | 33.3 | 93.3 |
| | b | 33.3 | 66.7 | 6.7 |
| | c | 0.0 | 0 | 0 |
| | d | 0.0 | 0 | 0 |
| 4 | a | 93.3 | 60 | 93.3 |
| | b | 6.7 | 40 | 6.7 |
| 5 | a | 80.0 | 80 | 86.7 |
| | b | 20.0 | 20 | 13.3 |
| 6 | a | 86.7 | 86.7 | 73.3 |
| | b | 13.3 | 13.3 | 26.7 |
| 7 | a | 26.7 | 26.7 | 86.7 |
| | b | 73.3 | 73.3 | 13.3 |
| 8 | a | 86.7 | 33.3 | 73.3 |
| | b | 13.3 | 60 | 20 |
| | c | 0 | 6.7 | 6.7 |
| | d | 0.0 | 0 | 0 |
| 9 | a | 46.7 | 13.3 | 53.3 |
| | b | 53.3 | 80.0 | 26.7 |
| | c | 0 | 6.7 | 6.7 |
| | d | 0 | 0 | 6.7 |
| 10 | a | 66.7 | 13.3 | 46.7 |
| | b | 33.3 | 73.3 | 53.3 |
| | c | 0.0 | 6.7 | 0 |
| | d | 0.0 | 6.7 | 0 |

Number one and two of this questionnaire asked the location and the grade of the participants. The participants of this study were taken from 5 students of grade X, 5 students of grade XI and 5 students of grade XII in each school.

From the data above it is found that in questions number 3 students have different perception whether Science, Mathematics and IT subject are enjoyable or not. There are

10 Students of SMA Negeri 1 Limboto are strongly agree that those subjects are enjoyable, and the rest are only agree. In the other hand, 33.7 % or only 5 students of SMA Negeri 3 Gorontalo who strongly agree with that statement while 10 students or 66.7 % of them are only agree. While at SMK negeri 2 Gorontalo, 14 students are strongly agree that Science, Mathematics and IT subjects are enjoyable. Interestingly none of the students answer disagree and strongly disagree.

In relation to students' preparation for bilingual subjects (question number 4), students at SMA Negeri 1 Limboto and SMK negeri 1 Gorontalo have the similar number of students (93.3 % or 14 students) who said that they need more preparation for the bilingual subjects compared to non bilingual subjects. Both schools only had one students who said do not need more preparation for bilingual subjects. Differently, students at SMA negeri 3 Gorontalo almost have equal numbers of students who agree and disagree with the statement. Both have 60 % and 40 % for the answer a (yes) and b (no) respectively.

When students are asked if they always involve actively in bilingual subjects, most students chose "yes" as their answer. This study found more than 80% of the participants always active in the class. The students were also asked whether teachers' explanation in English is easy to understand. Most students from three schools chose option "yes" which means explanation in English is very easy to understand. Both SMA Negeri 1 Limboto and SMA negeri 3 Gorontalo have similar number of students who chose option "a" and "b".

Interestingly, both schools still have same number of students who chose option "a" which means "yes" when they are asked whether teachers always give homework in English for Mathematics and science classes. Most students at SMK Negeri 2 Gorontalo also said that teacher always give homework in English.

This study found that students viewed Subjects that are taught in English are very beneficial. There are 86.7 % or 13 students at SMA Negeri 1 Limboto who strongly agree with the statement in number 8. While students SMA Negeri 3 Gorontalo and SMK negeri 2 Gorontalo got 33.3 % and 73.33 % for the answer strongly agree respectively.

In order to find out the information whether teachers understand and concern on students' difficulties in using English in bilingual subjects, the question related to this was given. Most students from three schools chose option strongly agree and agree. Surprisingly, there is a student who said that teachers never understand and concern on students' difficulties.

Further question are asked to find out if teachers give opportunity for the students to ask in English. Options "strongly agree" and "agree" still got high score. Interestingly, a student from SMA Negeri 3 Gorontalo chose strongly disagree which means teachers never give opportunity for the students to raise the questions in English.

To find out more deeply students' perspective toward the implementation of immersion program at their schools, similar questions as asked to the teachers, were also asked to the students. This study found that students in all grades at SMA Negeri 1 Limboto use English only "sometimes". They gave the reasons that they do not have enough vocabulary. Moreover, they stated that they are still in learning stage. They use English in English subject only. Some students said that they use English when they talk to their friends even they admitted that they are lack of vocabulary.

"I usually use English in the class which can be figured out into 50 %. Why? Because by using English in our daily life we can enrich our vocabulary, we can speak with the teacher in teaching and learning process. I want to be the best among my friends" (SMA Negeri 1 Limboto, Grade XII)

“I rarely use English in my class because I am not fluent using it. I use English only when I had English class” (SMA Negeri 3 Gorontalo, Grade XI)

“Every time I had English class I use this language. To make me fluent in English sometimes I use it in other subjects too” (SMK Negeri 2 Gorontalo, Grade X)

Similar to teachers, students are also asked to list their challenges in learning Mathematics, Science and IT in English. The study found that the most challenging faced by the students is still dealing with the using of English in the class. Ten out of 15 students at SMA Negeri 3 Gorontalo said that it is a big challenge for them to use English during teaching and learning process. The main reason for this case is because they do not have sufficient vocabulary. So, it is difficult for them to practice their English.

Similar finding also derived from the students of SMK Negeri 2 Gorontalo. Most students still reported that using English in learning process still take the most challenging faced by them. Some students viewed that English is really difficult to be used in their class, especially for the Mathematics, Science and IT subjects.

“ I have difficulties to understand the subject because of lack of vocabulary “ (SMA Negeri 3, Grade X)

“ I feel challenged when found new words that I don't understand” (SMA Negeri 1 Limboto, Grade XII)

Understanding the English of teachers of Science, Mathematics and IT was also listed by the students as the second challenge faced by them. Since those teachers do not have any background of English it might difficult for students to understand the language.

“It is good to using English in learning process, but how if the teachers are not fluent in English? Especially the old teacher..... “ (SMA Negeri 3 Gorontalo, Grade XII)

“If teachers use English from the beginning until the end, sometimes I feel my head is itchy, because I have to translate the words and also must understand the teachers who use English in the class” (SMA Negeri 1 Limboto, Grade XII)

Some students mentioned that pronunciation is also their challenge in learning bilingual subjects. Students think that sometimes they got confuse of pronouncing some words. They said, it is difficult for them to pronounce the words because the written form is different when the word should be pronounced. In addition, they also get difficulties to understand the subject because English has its own rules. The different between Indonesian and English rules made them confused. Therefore, they viewed this is a challenge for them to learn it in bilingual class.

When they are asked the way to deal with those challenges, students have different answers. In relation to language problem most students answered that they try to improve it by asking their teachers or discussing with their friends. Some students use dictionary to find out the new words for them when it happened during learning process in the class. A student of grade XII SMA Negeri 1 Limboto reported that he tried to solve the problem by doing the exercises and answering it by himself. If he could not answer it then he asked his teachers. This student believed that that was an effective way to improve his performance in the class.

“ If I could not understand the word, I use my Alfa link to find out the words “

Other way they deal with language problem is by listening to English songs or watched TV program; such as news program from overseas channels. They admitted that by listening to the English songs or news programs they find many new words. So, their

vocabulary is also improved. The students viewed this is very effective to solve their language problems.

“ I always listening to English songs, listen to world news such as NHK World even though sometimes I do not understand the meanings” (SMA Negeri 1 Limboto, Grade XII)

As a new program in Gorontalo Province, it is undeniable students sometimes feel stressed when they have to use English in almost all subjects in learning process. Therefore the question was given in order to find out if they have experienced with the stressful situation in bilingual class.

The study found most students feel stressed in the class when they have to use English in the class. They got stress when they were taught in English. It is difficult for them to understand the terms of Mathematics, Science and IT taught by their teachers. Furthermore, students also shared they got more stress when they have to translate the words into English.

“ Yes, I did get stress in Biology class. That was caused by I was not fluent in English” (Grade XI)

“ I got frustrated when the first time being the student of SMA Negeri 1 Limboto. At this school, all students have to speak English wherever and whenever they are especially on Monday, Friday and Saturday. So, I was so frustrated to use English at the first time. (Grade XII, SMA Negeri 1 Limboto)

Surprisingly, some students reported that they never feel frustrated in Mathematics, Science and IT classes. This is because their teachers never use English in the class, therefore they never got frustrated.

“I never got frustrated because teacher rarely use English in my class” (SMA Negeri 3 Gorontalo, Grade X)

Generally all participants in this study experienced some challenges and difficulties in implementing the immersion program. Both the challenges and the frustrations always related to the students English language proficiency.

In terms of English proficiency, all students in this study acknowledge that the immersion program is useful in helping to improve their English. They admitted that even though their English language skills are still low, their ability to use English is gradually increasing. Students stated that at RSBI schools students should use English all the time. That is one of the requirements to be International Standard School.

“If we connected RSBI program with English proficiency, it is really great. Why? Beside we support RSBI program, we also get the benefit such as enriching our vocabulary since we use English in learning process” (Grade XII, SMA Negeri 1 Limboto)

Students were also asked their opinion about the implementation of RSBI program at their schools. They have various opinions about this. Generally, they have positive response on the implementation of this program. Most students stated that this program is running well at their schools. Such as a student of SMA negeri 1 Limboto mentioned that this school deserve to be an RSBI school. Both teacher and students always got awards from the government because of their performance and achievement. Moreover, another student

from this school also stated that since this school has been decided as an RSBI school there are many of changes seen. For example, teachers concern towards students' needs, being punctual towards school's rule, and using English in flag ceremony every Monday.

Similar opinion also derived from the students of SMK Negeri 2 and SMA Negeri 3 Gorontalo. Most of them said that RSBI program is running well at their school. Yet, some students said that the implementation of RSBI program at their school has not optimal, especially for the facilities that fulfill the requirements for *Rintisan Sekolah Berstandar International* (International Standard School initiative)

“RSBI program has run well, yet it is not optimal. We are promised to have Air Condition in the class. “ (SMA Negeri 3 Gorontalo, grade XII)

Being the RSBI schools have to provide facilities to support teaching and learning process. Most participants in this study stated that schools have complete facilities to support this program such as class rooms, language and computer laboratories, library and etc.

“School provides facilities to support RSBI program, such as language laboratory , Internet hotspot, computer and science laboratories. (Grade XI, SMA negeri 1 Limboto)

However, the study found that schools have not fulfilled students' expectation. Some students said that even though school has provided the facilities but it has not completed yet. They need classrooms with the air condition, internet etc. In fact, schools have not provided it.

In relation to students' opinion about their teachers' ability in using English, most students reported that their teachers are able to use English. They said that they can understand their English. On the other hand, some students also said that the English of their teachers is still poor. Sometimes they do not understand what teachers said.

“ In my opinion, teachers' ability in using English are vary. The main point is since the school has been selected as an RSBI school, English ability of teachers at SMA Negeri 1 Limboto has been improved gradually. Yet, sometimes it is really hard form me to understand teachers' explanation because teachers ability in English is still low.” (grade XII, SMA Negeri 1 Limboto)

“ The teacher is really good in explaining the subject. Sometimes he gave us a game in English, Sometimes teacher did mistake in pronunciation but I do understand about it because I know he does not have any English background” (grade X SMA Negeri 1 Limboto)

“ Teachers' English ability is still low. Therefore in teaching process, they only used Indonesian” (Grade X, SMA Negeri 3 Gorontalo)

A student at the school that had been taught by a native speaker from the United States points out that it is easy to understand the English of local teachers or non native speakers compared to native speakers. This student got difficulties to understand the native speakers when they speak too fast.

When students are asked their language preference in learning process, they have different answers. Some students prefer use English for the whole class, some like to use Indonesian and some like to mix both Indonesian and English in the class. Those who like to use English said that English is an international language; therefore we should practice it in order to be master in English. While those who like to use Indonesian argue that it is

hard to understand the subject especially for the Science if it is taught in English. Even use Indonesian sometimes students find difficulties to understand the subject. Those who prefer both English and Indonesian should be equally used in the class view that it is better for teachers to use both languages. If students find difficulties to understand teachers' explanation in English, they can switch it into Indonesian. So students get benefits from the teachers. Their English can improve and they also may understand the subject well.

For the development of RSBI program, students offered some suggestions. Most students expect that schools or the government should provide facilities to support this program include teaching media. Interestingly, a student suggested that it would be better if school time could be shortened. She said that students get bored and it might lead to stressful situation. She emphasized that learning in such condition is useless. Moreover, some students also suggested that teachers should improve their English because they believe that if teachers have great English, students will also fluent in English. They predicted that if all teachers can fulfill the requirements for the RSBI schools, in two years later their schools can be an SBI school.

Generally, the teachers felt that the immersion program was very useful in terms of improving their English language proficiency. They believe that this program has had a positive impact on improving their performance.

5.3 Discussion

The study shows that in relation to the challenges facing mathematics and science (non-content experts in language) teachers' in implementing an immersion program - the study

found that these teachers faced challenges in implementing the immersion program at their school. The main one related to language proficiency. Since the teachers are non-native English language speakers and do not have an appropriate educational background in the target language, the language problem seems to be the most common challenge to implementing a bilingual or immersion program (Met & Lorenz, n.d., in Johnson & Swain, 1997; Walker & Tedick, 2000). Teachers usually have to prepare appropriate lesson materials and presentations for their classes. In immersion programs, however, even though the teachers have already mastered the subjects they teach, they are not always able to teach the subject in English because they lack English language proficiency. This leads to teachers being frustrated when confusion over the English language arises in the class. Teachers may worry about their fluency in English and problems with grammar and pronunciation may affect the students' capacity to understand the subject being taught. Consequently, there are teachers who rarely use English when teaching in immersion programs (Johnson, cited in Johnson & Swain 1997).

As identified in the second theme mathematics and science (non-content experts in language) teachers' perceptions about implementing the immersion program - teachers also feel frustrated when they don't understand specific terms or the students' questions. Brisk (2006) points out some words in everyday situations will have a different meaning when used in the mathematics classroom. Such words include equal, rational, irrational, column and table. These different meanings will create problems for both teachers and students when they use such words in a scientific or mathematical context. Even if they try to learn a word's meaning from a dictionary, they may not be able to find the appropriate meaning for the context in which it is being used in the classroom. (Johnson, n.d., in Johnson and Swain, 1997)

When situations such as these arise, sometimes teachers have to switch from the target language into the first language, in this case from English into Indonesian, to clarify the meaning. Johnson (n.d., in Johnson and Swain 1997) presents such examples from the Hong Kong immersion program where mixing and switching languages in the early grades was acceptable because this lessened in the higher grades.

Lack of resources such as appropriate text books and teaching aids was also identified as a key challenge in implementing an immersion program. Immersion program teachers are required to use English textbooks; however, outside the larger cities it is hard to find bookshops that provide appropriate textbooks for teachers and students. (Met & Lorenz, n.d., in Johnson & Swain, 1997)

This study shows that non English language teachers viewed the immersion program as beneficial, especially in relation to professional development and in improving their English language proficiency. The teachers attended courses and training to improve their professionalism. Day & Shapson (1996) point out teachers regard all kinds of training as important in improving their professionalism.

Similar to teachers, the study found that most students have positive perception on the implementation of RSBI program at their schools. This positive attitude may lead to their interest in learning itself. Syah (2003;149 cited in Ani 2009) stated that individual perception will affect on students' attitude. If students have positive perception they will also have positive attitude. Further, Syah emphasizes that students' positive attitude

towards teachers will be a great for the beginning of learning process. It is assumed that students with positive attitude might be motivated to improve their achievement.

5.4 Pedagogical implications

This study's literature review was largely about research that was conducted in countries that have had immersion programs operating for more than ten years. It is, however, important to also understand the challenges arising in countries that have only just started implementing immersion programs and to consider the perceptions of teachers involved in these programs who are not proficient in the English language. This study identified the challenges that teachers and students at Senior High Schools in Gorontalo faced in teaching and learning in the immersion classroom. Based on the fact that these teachers and students are non-native speakers of English, this study identified that using English in teaching the immersion program at the above school was the main challenge. The teachers and students were often also frustrated because they were not used to teaching and learning science, IT and mathematics in English.

Walker and Tedick (2000) state that immersion teachers vary in relation to their background, their experience teaching in immersion classes, their language skills, their choice of the type of professional development training to do, and how they balance the target language with the first language in the classroom. As mentioned in an earlier chapter, the teachers and students in this study that are not proficient in the English language deal with problems in different ways. These include mixing and switching Indonesian and English language during class, practicing English with their colleagues especially the English language teachers and their friends. Although teachers have had some training, this training was only basic. The teachers reported that they attended

training for one or two weeks twice a year. What these teachers may need is longer, more intensive training programs to give them opportunities to explore different methods and approaches for teaching science and mathematics in English. The training should not only be focused on their English proficiency but also on how the teachers deal with the classroom situation such as achieving teaching goals. As Short & Spanos (1989) state, teacher training provides opportunities for the teacher to absorb and share methods, techniques and approaches from the experts based on their relevant disciplines. These techniques include how teachers deal with problems in the class, cooperative learning and peer tutoring, and also using teaching aids such as computers and the internet. Teachers who are inappropriately trained may have a negative impact on students both emotionally and psychologically (García-Nevarez; Stafford & Arias, 2005). Additional and more intensive training may help improve these teachers' English language proficiency as well as their ability to teach their relevant subjects in English.

Once teachers have been appropriately trained in English language and teaching skills, the next step would be to improve curriculum development and relevant resource materials. Met and Lorenz (1998 in Erben 2004) points out that characteristics of good immersion teachers are "reflective, interactive, engaging, responsive, flexible and experiential in teaching approach as well knowing as group dynamics." In addition, Met and Lorenz emphasize that immersion teachers do more work than non immersion teachers. This means that these teachers' teaching ability and skills need to be better, including in the preparation of teaching materials. Some teachers in this study reported that they were sometimes confused when text books were not appropriate for the curriculum or the needs of teachers and the students. These teachers therefore need to learn how to modify the resource materials for their specific needs. Indisputably, the availability of appropriate

textbooks and resources, such as teaching aids, is a key requirement for the success of an immersion program.

The schools or the government should provide the necessary facilities that would allow teachers to create the appropriate resource materials that are required to implement an effective immersion program. This is particularly important for the school covered by this study as it is still in the early stages of implementing its immersion program. This program, to be effective, needs the support of the school board and the school community, including parents and the government. As some teachers suggested, the government should allocate more funds for the program, especially for scholarships for teachers to pursue higher qualifications in English speaking countries that would also allow them in-country experience.

The teachers and students generally liked being involved in the immersion program. Overall they felt the program would improve their professional development (for the teachers), their achievement (for the students) and English proficiency. This positive attitude will certainly contribute to the success of the immersion program, because the both teachers and students play a key role in the program's success. The program does, however, also need the support of the school community, including parents and school boards.

CHAPTER VI

CONCLUSION AND SUGGESTION

6.1. Conclusion

Overall, this study provides a picture of non-English teachers and students' perception on implementing an immersion program at Senior High Schools in Gorontalo. The data was obtained from questionnaires and interviews. The main challenge facing non English language teachers and students was teaching and learning science, IT and mathematics in English. The study also showed that there were specific situations when teachers and students felt frustrated teaching an immersion class. This frustration always relates to lack of English language proficiency.

Although these teachers and students experienced some difficulties teaching and learning in RSBI classes, they did try to solve the difficulties they faced in different ways. The school authorities and the government need to address these issues to ensure the success of this program.

In conclusion, this study shows the lack of English language proficiency is the main challenge faced by non English language teachers and students in immersion classes at Senior High Schools in Gorontalo Province. If the shortcomings identified in this study are adequately addressed, the school's aim of becoming an international standard school could be achieved within two years.

6.2. Limitations and Recommendations for Further Research

This study does have some limitations. These are:

1. The questionnaire and interview questions were limited to certain themes;
2. The teachers and students may have answered the questions inaccurately, especially if they were worried that their answers would affect their job security or their status as students even though they were assured that their anonymity would be safeguarded.

Therefore, the next agenda is to consider a larger study that would survey a greater number of immersion program teachers about the implementation of the immersion program. This study should investigate the implementation of the immersion program in all schools in Gorontalo, or even throughout Indonesia that have implemented the immersion program. The next study should not only focus on teachers and students only but also consider the views of others involved in immersion programs, such as parents and even policy makers.

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Appendices

Teachers' Interview and Questionnaire

Name :

Name :

Subject :

Class

Date of birth :

Please answer the questions below. You can answer by using either Indonesian or English or both of them

1. How often do you use English in your class?
2. If you had a choice, would you rather teach in Indonesian or English?
3. What are three key challenges to teach in immersion class (can you please rank it, number one must be the most challenging)
4. How do you deal with those challenges? Do they work?
5. Give me examples the situation when you are being frustrated when teaching in English. (Can you please rank it? Number one must be the most frustrated)
6. How do you view this program related to :
 - a. Professional development
 - b. English proficiency (i.e your ability in using English in teaching the subject)
7. What do you think about the implementation of this program at your school? (you can explain whether do you like it or no)
8. Do you have any suggestion for the improvement of this program?

Students' Questionnaire

Kuesioner ini bertujuan untuk mengumpulkan informasi tentang pelajaran MIPA dan IT bilingual; yaitu pelajaran MIPA dan IT yang disampaikan dengan dua bahasa: bahasa Indonesia dan bahasa Inggris. Informasi ini akan sangat berguna untuk meningkatkan kualitas proses belajar mengajar dalam kelas-kelas bilingual di sekolah kita. Kuesioner ini berisi pernyataan-pernyataan dengan beberapa option (pilihan jawaban). Pilihlah option yang sesuai dengan melingkari pendapat anda. Jawaban tidak akan mempengaruhi penilaian sekolah terhadap prestasi belajar. Terima kasih

1. Lokasi sekolah :

a. Kota Gorontalo

b. Kabupaten Gorontalo

2. Kelas :

a. X

b. XI

c. XII

3. Pelajaran MIPA dan IT bilingual menyenangkan :

a. Sangat setuju b. setuju c. tidak setuju d. sangat tidak setuju

Tulis komentar jika ada :

4. Saya perlu persiapan lebih banyak untuk belajar MIPA dan IT bilingual dari pada pelajaran lain yang bukan bilingual

a. Ya

b. tidak

Tulis komentar jika ada

5. Saya selalu aktif mendengarkan pelajaran MIPA dan IT bilingual di kelas

a. Ya

b. tidak

Tulis komentar jika ada :

6. Di kelas MIPA dan IT bilingual, penjelasan dalam bahasa Inggris sangat mudah dimengerti.

a. ya

b. Tidak

Tulis komentar jika ada :

7. Guru selalu memberi pekerjaan rumah dalam bahasa Inggris untuk kelas MIPA bilingual. a. ya b. tidak

Tulis komentar jika ada :

8. Pelajaran MIPA dan IT bilingual sangat bermanfaat karena disampaikan dalam bahasa Indonesia dan bahasa Inggris.

- a. sangat setuju . b setuju
b. tidak setuju d.sangat tidak setuju

Tulis komentar jika ada :

9. Dalam pelajaran MIPA dan IT bilingual, guru memahami kesulitan siswa dalam bahasa Inggris.

- a. sangat setuju . b setuju
c. tidak setuju d.sangat tidak setuju

Tulis komentar, jika ada

10. Guru memberikan kesempatan kepada siswa untuk bertanya dalam bahasa Inggris

- a. Sangat setuju c. Tidak setuju
b. setuju d. Sangat tidak setuju

Jawablah pertanyaan di bawah ini dengan singkat dan jelas

11. Seberapa sering anda menggunakan bahasa Inggris di dalam kelas? Mengapa?
12. Tantangan apa sajakah yang anda temui dalam belajar MIPA dan IT menggunakan Bahasa Inggris . sebutkan paling sedikit 3 di antaranya. (urutkan berdasarkan ranking kesulitannya)
13. Bagaimana anda memecahkan masalah / tantangan tersebut? Apakah cara yang

anda lakukan efektif?

14. Apakah anda pernah merasa frustasi/ stress ketika belajar MIPA dan IT dengan menggunakan bahasa Inggris? kapan? Mengapa?
15. Bagaimana tanggapan anda terhadap pelaksanaan program RSBI dihubungkan dengan kemampuan berbahasa Inggris ?
16. Bagaimana tanggapan anda terhadap pelaksanaan program Rintisan Sekolah Berstandar International di sekolah ini?
17. Apakah fasilitas sekolah mendukung pelaksanaan program ini?
18. Bagaimana tanggapan anda tentang kemampuan guru menggunakan bahasa Inggris untuk pelajaran MIPA dan IT? Apakah anda mudah memahaminya?
19. Jika anda dibolehkan memilih, apakah anda lebih senang belajar menggunakan Bahasa Indonesia atau Bahasa Inggris?
20. Adakah saran untuk peningkatan pelaksanaan program Rintisan Sekolah Berstandar International? (Harapan anda ke depan?)

FINDINGS FROM SMA NEGERI 1 LIMBOTO

| Respondent | Questions | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|-----------|-----|------|------|------|------|------|---|---|------|------|----|----|------|------|------|------|------|------|---|---|------|------|---|---|------|------|---|---|
| | 1 | | 2 | | | 3 | | | | 4 | | 5 | | 6 | | 7 | | 8 | | | | 9 | | | | 10 | | | |
| | a | b | a | b | c | a | b | c | d | a | b | a | b | a | b | a | b | a | b | c | d | a | b | c | d | a | b | c | d |
| 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 3 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 4 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 5 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 6 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 7 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 8 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 9 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 10 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 11 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 12 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 13 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 14 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 15 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| JUMLAH | 0 | 15 | 5 | 5 | 5 | 10 | 5 | 0 | 0 | 14 | 1 | 12 | 3 | 13 | 2 | 4 | 11 | 13 | 2 | 0 | 0 | 7 | 8 | 0 | 0 | 10 | 5 | 0 | 0 |
| | 0 | 100 | 33.3 | 33.3 | 33.3 | 66.7 | 33.3 | 0 | 0 | 93.3 | 6.67 | 80 | 20 | 86.7 | 13.3 | 26.7 | 73.3 | 86.7 | 13.3 | 0 | 0 | 46.7 | 53.3 | 0 | 0 | 66.7 | 33.3 | 0 | 0 |

FINDINGS FROM THE STUDENTS OF SMA NEGERI 3 GORONTALO

| | 1 | | 2 | | | 3 | | | | 4 | | 5 | | 6 | | 7 | | 8 | | | | 9 | | | | 10 | | | | |
|--------|-----|---|------|------|------|------|------|---|---|----|----|----|----|------|------|------|------|------|----|------|---|------|----|------|---|------|------|------|------|---|
| | a | b | a | b | c | a | b | c | d | a | b | a | b | a | b | a | b | a | b | c | d | a | b | c | d | a | b | c | d | |
| 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 3 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 4 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 5 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 6 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 7 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 8 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 9 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | |
| 10 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 11 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | |
| 12 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 13 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | |
| 14 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | |
| 15 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 11 | 1 | 1 |
| JUMLAH | 15 | 0 | 5 | 5 | 5 | 5 | 10 | 0 | 0 | 9 | 6 | 12 | 3 | 13 | 2 | 4 | 11 | 5 | 9 | 1 | 0 | 2 | 12 | 1 | 0 | 2 | 11 | 1 | 1 | 1 |
| | 100 | 0 | 33.3 | 33.3 | 33.3 | 33.3 | 66.7 | 0 | 0 | 60 | 40 | 80 | 20 | 86.7 | 13.3 | 26.7 | 73.3 | 33.3 | 60 | 6.67 | 0 | 13.3 | 80 | 6.67 | 0 | 13.3 | 73.3 | 6.67 | 6.67 | |

FINDINGS FROM THE STUDENTS OF SMK N 2 GORONTALO

| | 1 | | 2 | | | 3 | | | | 4 | | 5 | | 6 | | 7 | | 8 | | | | 9 | | | | 10 | | | |
|--------|-----|---|------|------|------|------|------|---|---|------|------|------|------|------|------|------|------|------|----|------|---|------|------|------|------|------|------|---|---|
| | a | b | a | b | c | a | b | c | d | a | b | a | b | a | b | a | b | a | b | c | d | a | b | c | d | a | b | c | d |
| 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 3 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 4 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 5 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 6 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 7 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 8 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 9 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 10 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 11 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 12 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 13 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 14 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 15 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| JUMLAH | 15 | 0 | 5 | 5 | 5 | 14 | 1 | 0 | 0 | 14 | 1 | 13 | 2 | 11 | 4 | 13 | 2 | 11 | 3 | 1 | 0 | 8 | 4 | 1 | 1 | 7 | 8 | 0 | 0 |
| | 100 | 0 | 33.3 | 33.3 | 33.3 | 93.3 | 6.67 | 0 | 0 | 93.3 | 6.67 | 86.7 | 13.3 | 73.3 | 26.7 | 86.7 | 13.3 | 73.3 | 20 | 6.67 | 0 | 53.3 | 26.7 | 6.67 | 6.67 | 46.7 | 53.3 | 0 | 0 |

THE PROCESS OF INTERVIEW







The process of conducting research



