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The Implementation of English Immersion Technic in Teaching Speaking in Senior High School in Sidoarjo

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Abstract

To differentiate the learning processes, this study examines how students' speaking abilities grow utilizing the Immersion Teaching Tehnic (ITT). It seeks to determine whether ITT intervention in an English as a Foreign Language (EFL) environment will affect the students' motivation and speech development. It also seeks to determine whether ITT intervention is feasible as a teaching strategy. A Senior high school's tenth-grade class served as the subject of action research implemented. The research findings revealed enhancement of the speaking skills for the students that have at least an initial level of language speaking competence, but no difference was detected for the students of no speaking competence, pointing to the demand for further differentiation. The ITT intervention, however, has been demonstrated to be both extremely effective in boosting student motivation and practicable for application in EFL classrooms. The implications of the current research for the EFL context have demonstrated that the ITT is adaptable enough to meet various educational needs and, when used properly, can enhance meaningful speech output.

Keywords: *Speaking skills, Immersion Teaching Technic, Differentiated Instruction, Language Immersion.*

INTRODUCTION

The practise of exposing a learner solely to establish bilingualism, the target language known as language immersion, and it is so popular because it can be applied to a variety of sociocultural and sociolinguistic circumstances. Research on bilingual education has shown clear advantages for children's linguistic, cognitive, and social development (Chung, M.F.,

2020). Although it is not frequently used, content and language-integrated learning serves as the definition of language immersion. This study examines how the Immersion Teaching technique (ITT) follows the fundamentals of language immersion and how it might improve Senior High School EFL students' speech production. To address a particular class of ten-grade students' low speech production, the current study amassed an Action Research (AR) using ITT as a form of process differentiated instruction (Mangubhai's, 2006). The goal of the study was to look at how the speaking skills of this group of students were developing. This small-scale investigation looks at both the viability of the ITT and the motivation of the students. The findings indicate a considerable increase in student enthusiasm and an improvement in speech production, however, students with poor speaking skills were unaffected. One relevant study found in "The Development of Speaking Skills using the Immersion Teaching Model: A Case Study of a 5th Grade Greek Primary Class in an EFL Context" (Nteli, A., & Zafiri, M., 2017). This study investigates the development of students' speaking skills using the Immersion Teaching Model (ITM) as a form of process differentiation. The research findings demonstrated an improvement in speaking abilities for students with at least a basic level of language-speaking competency, however, no difference was identified in children who do not talk, indicating the need for additional differentiation. However, the ITM intervention is both viable for application in the EFL classroom and extremely effective in terms of student motivation. Other studies found on "Evaluations of Immersion Teaching Strategies in TEFL" (Wang, Z., 2018). "Teaching Students of Pedagogical Universities Spontaneous Speech Based on A Dialogical Approach" (Popova, S.V., & Vorochay, Z.N., 2022), and "Publications Received" (NN, 2010).

At this level, it is crucial to recognize the importance of encouragement for general language acquisition and speech output. According to Dekeyser (2009), motivation, or a lack thereof is one of the most crucial learner traits that has an impact on the acquisition of a second language (L2). The teacher will structure the lessons around the learner's traits, which are tied to motivation in several ways. Determining whether the Immersion Teaching technique can boost students' confidence, which in turn lowers anxiety and increases motivation, as well as improves speaking production, is therefore an important component of research. Provided a similar analysis in research into the elements that impact the production of speech among EFL students.

According to Borja et al. (2015), it was initially used as a type of class intervention to address the educational requirements for gifted students that standard the instructions were unable to address. The intellectual diversity that exists in the classroom has been acknowledged as a result of careful analysis of its characteristics. The acknowledgment of intellectual diversity in the classroom is a critical aspect of education. It reflects the need to carefully analyze the characteristics of students' intellectual abilities, learning styles, and cultural backgrounds. This recognition is essential for creating a student-centered environment that caters to the diverse needs of learners and fosters their intellectual development. By embracing and understanding the intellectual diversity present in the classroom, educators can effectively tailor their teaching approaches, instructional materials, and assessment methods to support the varied learning needs of all students. This inclusive approach to education not only promotes academic growth but also cultivates a positive and supportive learning environment for all individuals (Fu, Y.C., 2022).

The Integrated Foreign Language Curriculum (IFLC) states that the foreign language class must be constructed to accommodate and incorporate the students' increasingly noticeable sociocultural diversity, as well as their particular learning styles. The acknowledgment of intellectual diversity in the classroom is essential, particularly in the context of foreign language learning. It is widely recognized that students in the same classroom may have varying abilities, interests, prior knowledge, and learning styles. To address this, differentiated instruction strategies, such as customization mode, have been proposed. Customization mode, as a self-regulated learning strategy, empowers students to tailor their learning according to their specifications. This approach involves providing students with optional tasks and adjustable activities, allowing them to choose assignments or lesson plans that best suit their requirements and capabilities.

Furthermore, in the process of foreign language learning, it is crucial to consider the impact of intellectual diversity on communication and error correction. Teachers play a significant role (Khoiroh et al., 2023) in addressing communication barriers that may arise due to students' diverse worldviews and linguistic competencies. Understanding the intentions behind students' language production and providing tailored error correction is essential for effective communication in the language learning process (Voronova, S.A., 2023).

Additionally, the incorporation of students' language in the foreign language classroom has been increasingly encouraged, as it can serve

various language-related, classroom management, and affective purposes. This approach acknowledges the complexity of students' perceptions and the need for multilingual education in diverse linguistic contexts (Santoso, W., 2019).

Furthermore, the transformative philosophy within higher education emphasizes the analysis and improvement of the constantly evolving relationship between students, pedagogy, and discipline. Classroom assessment has been identified as a facilitator for the transformation of a more student-centered environment, with an emphasis on students' perspectives, their diversity of learning styles, and intellectual development (Hoque, M.S., Karthikeyan, J., Islam, M.M., & Islam, M.K., 2021).

One of the most effective ways to learn a second language is through immersion, according to Mangubhai (2006). The application of its teaching methods, which can be used in a variety of educational contexts, has led to the development of different subcategories, such as content-based instruction and pure immersion. Immersion education is represented by CLIL in the European educational context, which has garnered significant interest from scholars as a relatively new teaching strategy (Gil et al., 2012). The learners' grasp of the subject matter and the target language are the main areas of emphasis (Bruton, 2011). Furthermore, usage for Immersive Instruction Usage for Immersive Instruction methods has led to the development of different subcategories, such as content-based instruction and pure immersion. In the European educational context, immersive learning appears Content and Language Integrated Learning (CLIL), which emphasizes the learners' grasp of the subject matter and the target language as the main areas of emphasis (Song, Y., 2022).

According to Barimani (2013), one of the most serious challenges in foreign language learning is students' incapacity to interact with native speakers. when allowed to do so in a natural setting. He adds that the learners were successful in gaining both language and communication abilities in countries where it was employed, such as Japan and Australia. This conclusion is relevant to the Senior High School EFL context since English language learners are not allowed to interact with the target language outside of the classroom, so the instructor is responsible for managing the classroom environment and generating opportunities. One of the most serious challenges in foreign language acquisition is students' inability to communicate with native speakers of the language when allowed to do so in a natural situation. This issue is especially important in the Senior High School

EFL context, where English language learners are not allowed to interact with the target language outside of the classroom, while the teacher manages the classroom setting and creates opportunities.

To address this issue, Barimani (2013) suggests that teachers should focus on developing both language and communicative competence in their students. This can be achieved by changing the activities to be more difficult and cognitively demanding, encouraging students to think critically, and using alternative assessment methods. By incorporating these strategies, teachers can create a more immersive and interactive learning environment that promotes language proficiency and communicative competence among students (Setyaningrum, R.W., Sabgini, K.N., & Setiawan, S., 2020).

Furthermore, the use of immersion teaching methods is effective in developing language and communicative competence in foreign language learners. This approach has been successfully implemented in various nations, such as Japan and Australia, where learners were immersed in an educational environment where the target language served as the only medium of instruction (Bánhegyi, M., & Nagy, J.T., 2019).

The qualities of effective Immersion programs have been explored by numerous scholars (Mangubhai, 2006) enumerated they are as follows:

- The L2 serves as a teaching tool.
- The curriculum is identical to that used locally for L1 students.
- There is open support for
- Local L1 culture permeates the teaching environment.

With the possible exception of the teachers' bilingualism, these traits are easily transferable to the EFL environment and are part of the research project's teaching strategy. As a result, once the foundational elements of language immersion are established, it is simpler to employ the instructional strategies that support them. The traits mentioned, with the possible exception of the teachers' bilingualism, are easily transferable to the EFL environment and are part of the research project's teaching strategy. Once the foundational elements of language immersion are established, it is simpler to employ the instructional strategies that support them. This is particularly relevant in the context of English language learners in the Senior High School EFL environment, where the absence of opportunities for students to engage in the target language while outside the classroom places a significant responsibility on the teacher to create an immersive and interactive learning environment (Wang, Z., 2018).

The research project's teaching strategy, which incorporates the foundational elements of language immersion, aims to address the challenges associated with the lack of natural language interaction opportunities for EFL students. By leveraging the principles of language immersion and integrating them into the instructional approach, the project seeks to create a more immersive and interactive learning environment within the classroom. This approach is aligned with the recommendations for the development of immersion environments to provide a strong foundation for oral language fluency and proficiency in English language learning.

It is crucial to consider if the immersion teaching technique (ITT) can be employed in the EFL setting because language immersion programs are made to teach content. According to Mangubhai (2006), language immersion programs seek to foster learners' communicative skills by teaching them content. This is a key component of the Communicative Approach, which is a popular educational method. Language immersion programs seek to foster learners' communicative skills by teaching them content, which is a key component of the Communicative Approach. The immersion teaching technique (ITT) has been employed in the EFL setting to develop students' speaking skills (Astifo, A.M., & Wali, H.A., 2020). The ITT intervention has been proven feasible to use in the EFL classroom and is highly effective in enhancing students' speaking skills and motivation. However, improving students' speaking skills requires at least an initial level of language-speaking competence. While immersion teaching can be effective, it is important to consider the specific needs and abilities of the learners and to differentiate instruction accordingly.

For language learners, using the most L2 input possible in an EFL classroom is crucial. When teaching English to Young Learners (YL), the use of the English language exclusively may necessitate lesson design and adaptation to fit the needs of the students. To sustain the intrinsic motivation of the students, which YLs so readily lose, the instructor must establish the right environment and employ the right teaching strategies (Cameron, 2007). The immersion education method enhances students' motivation to speak the target language more frequently. Additionally, research has indicated that the immersion method may not be suitable for low-grade elementary school students, as it could lead to confusion between the pronunciations of their native language and the target language (Tang, H., & Peng, Q., 2019). Therefore, while immersion education can be beneficial for enhancing students' speaking skills and motivation, it is essential to carefully consider its

application in specific contexts and adapt the approach to the needs of the learners.

Although the primary goal of the Immersion Teaching Technic (ITT) is to give students as much opportunity as possible to utilize the target language, L1 usage is not necessarily prohibited. According to Ho Lee's (2016) study on teachers' opinions on the rigorous usage of a monolingual approach in the classroom, 80% of the participants were either against or ambivalent about restricting the use of L1. Because of this, in the current scenario, a student is designated as an assistant before the teaching hour starts who may use the L1 for explanatory purposes and enhance communication between the teacher and the students. The immersion teaching technique (ITT) aims to provide students with ample opportunities to use the target language, but it does not necessarily prohibit the use of the students' native language (L1). Research by Ho Lee (2016) revealed that 80% of participants were either against or ambivalent about restricting the use of L1 in the classroom. In line with this, Luan and Guo (2011) suggested designating a student as an assistant before the teaching hour starts, who may use the L1 for explanatory purposes and enhance communication between the teacher and the students. This approach aligns with the concept of translanguaging, which aims to help students clear away confusion between the pronunciations of their native language and the target language (Mora, J.C., & Mora-Plaza, I., 2023). Therefore, while the ITT encourages the use of the target language, the judicious use of the student's native language can be beneficial for effective communication and understanding in the classroom.

In an EFL setting, Mangubhai (2006) suggests several teaching methods that are employed in immersion settings, which he believes are good. These strategies may not only increase target language production but also emphasize meaning, reducing the need for translation. The suggested teaching tactics include downward questioning, rephrasing, recasting, modeling/demonstrating, and the use of visuals and realia, all of which are incorporated in the research-created lessons. The immersion strategy has been proven to improve students' speaking skills and motivation in an EFL context, particularly when appropriately applied and differentiated to accommodate diverse educational needs (Juan, L.X., 2022). Therefore, incorporating these strategies into the EFL classroom can contribute to a richer and more effective language learning experience for students.

METHOD

Research Design

The current study lasted 10 teaching hours and was conducted in a public senior high school in Sidoarjo from the beginning of July to the beginning of August 2023. The researchers created the lessons using the Communicative Teaching Methodology and the Immersion Teaching Technic. Before the ITT was implemented, speaking tests administered by the International Foreign Language Exam system (British Council) were used to evaluate and record the student's speaking abilities. The students' speaking abilities were again evaluated and recorded using a different BC speaking test after the intervention, which was also recorded for data, was completed. The primary basis for comparison in the study is the outcomes of the pre-and post-speaking tests.

The current Action Research (AR) examines speech development that happens following the intervention of the ITT, which is used in a ten-grade senior high school as a method of process differentiation. Refers to this case study, or specific language classroom, as a "bounded system". It also tries to demonstrate the positive effects that a significant amount of voice input may have on learners as well as the viability of the said teaching methodology and students' motivation. This AR's objective is "to plan, implement, review, and evaluate" (Syarifudin, S., 2019) the ITT as a type of intervention meant to improve the current teaching environment.

Participants

The 10th grade of a senior high school serves as the subject of the current study. There are 14 children in this class, 7 boys and 7 girls, aged 16 to 17 years old. According to the Integrated Foreign Language Curriculum, at this point in their schooling, students should have English proficiency at level A1. However, the class is mixed-ability, and there are varying degrees of speech production proficiency. All of the students speak their first language, and while three of them respond to a different linguistic repertoire at home, they are all taught English in an EFL environment. The textbook is supplied by the teacher and the school (Lee, O., & Park, J., 2020).

Methods for gathering data

Both quantitative and qualitative methodologies were used to collect the data for the AR (Action Research) study (Quayson, F., 2019). The present research aims to document the development of speaking skills in a senior high school classroom after the implementation of the Immersion Teaching technique, even though the collection of quantitative data is not a common

technique in action research. To investigate the study hypothesis, a mixed methodology was used for data collection; the quantitative research tools gave the numerical data, and the qualitative the non-numerical (Dörnyei, 2007). Using both forms of data collecting together results in a more accurate picture of the BC speaking examinations (Wang, H., & Crosthwaite, P., 2021).

The pre-and post-speaking exams were used in this study. Both assessments, which were adapted from the BC's examination process, are intended to compare the students' speaking proficiency levels before and after the instructional intervention. The BC is the British Council that administers various English language proficiency exams, including IELTS (International English Language Testing System) and Cambridge English exams. These exams are widely recognized for assessing English language skills for academic and professional purposes (Ihlenfeldt, S.D., & Rios, J.A., 2022).

The outcomes of the pre-and post-speaking tests provide measurable statistics that show how well the Immersion Teaching technique affected the students' speaking abilities. The BC identified six criteria for speech production, including pronunciation, intonation, lexical range, and linguistic appropriateness.

A five-point Likert scale is used to evaluate the effectiveness of the speech that is generated:

- 1 = Insufficient
- 2= Only partially satisfying
- 3 = Generally acceptable
- 4 = Passes muster
- 5 = Completely satisfied

The candidate's overall capacity to execute the three exam tasks is assessed using the same Likert scale. To determine whether the suggested teaching strategy has helped the students' speaking skills, two distinct BC speaking exams that were retrieved from the website were administered to the students before and after the ITT intervention.

This form of data collection is preferred by qualitative researchers due to the flexibility it provides and the unstructured framework of a semi-structured interview (Edwards & Holland, 2013). It is distinguished by having a "given agenda and open-ended questions", which enable the researcher to steer the interview in a way that would elicit details about the subject's personal affairs that are anticipated to further the goals of the study (Dörnyei, 2007; Unim, B., Mattei, E., Carle, F., Tolonen, H., Bernal-Delgado, E.,

Achterberg, P., Zaletel, M., Seeling, S., Haneef, R., Lorcy, A. C., Van Oyen, H., & Palmieri, L., (2022).

The interview questions were designed to assess students' interest in the ITT, its effectiveness as a teaching approach, and their perceptions of their speaking talents, supporting the research hypothesis (Sağlam, A.L., 2018). To better grasp the aforementioned objectives, the interview was divided into three categories of simple-to-understand questions. It also helps to achieve the research's triangulation goal by allowing researchers to access and understand data from a new perspective. As a result, the research's validity improves, which is further aided by the participant's involvement in the implementation of action research (AR). The interviews were conducted in the interviewees' homes in groups. To determine practicality, the interview was pilot-tested on a sample of students with relevant language skill levels (Creswell, 2009).

Classroom recordings are another method of gathering qualitative data. In a process called deductive coding, all lessons taught during the current AR were meticulously recorded and scanned to find the "instances in the data to match those pre-arranged categories". The pre-arranged categories in the current study are created using the BC's speech production standards. The class recordings aim to increase the reliability of the BC speaking exam results and provide useful information for qualitative study (Richards, 2003; Rahayu, J., & Eliyarti, E., 2019).

As previously mentioned, a mixed methodology was utilized in the current study to gather data because its analysis is seen to be crucial for the researchers' work and the interpretation of the research results (Dörnyei, 2007; Hazaea, A.N., & Almekhlafy, S.S., 2022).

The test results of the students from two different BC pre- and post-speaking assessments made up the quantitative data. To make it easier to grasp the results of the research, the data was tabulated. To compare and contrast the aforementioned to draw trustworthy conclusions, the researchers also used the pre- and post-speaking exam results to produce a graph of the overall marking. Additionally, rather than using the complex descriptive statistics that are more typical in the AR (Action Research), descriptive statistics were employed to show the data values.

To evaluate the quantitative data that was produced from the pre- and post-tests, the classroom recordings provide a source of qualitative data that are categorized based on the BC criteria of speech production. The "four-step model" proposed by Richards (2003) was used to analyze

the data. Step 1: Offering a broad description; Step 2: Observing features that are immediately noticeable; Step 3: Paying close attention to structural components; Step 4: creating a description.

RESULT AND DISCUSSION

BC test outcome

The improvement in oral output following the ITT intervention is noticeable for the students who scored higher on the pre-test, while stagnation occurred for the students who scored lower on the pre-test. The outcomes enable us to speculatively conclude that the high degree of student competence and the success of the ITT are related (Prahalladaiah, D., & Andrew Thomas, K., 2024). The results of this study are consistent which revealed a link between the students' poor language proficiency and their inability to follow lessons.

Table 1. Overall marking per student

Overall marking per student				
Students	Pre-test score	Post-test score	Variation	Variation %
S1	9	9	0	0
S2	9	9	0	0
S3	29	36	7	24,14
S4	12	16	4	33,33
S5	14	11	-3	-21,43
S6	9	9	0	0
S7	12	20	8	66,67
S8	23	35	12	52,17
S9	20	23	3	15
S10	10	10	0	0
S11	9	9	0	0
S12	9	9	0	0
S13	16	25	9	56,25
S14	19	26	7	36,84

A comparison of test results using the mean, median, range, and standard deviation demonstrates an overall improvement in oral production skills.

Table 2. Comparison of test results

Comparison of test results		
	Pre-test	Post-test
Mean	14.29	17.64
Median	12	13.5
Mode	9	9
Standard deviation	6.32	6.91
Range	20	27

The mode, which is 9 and reflects the test's lowest score, remained the same in both the pre-and post-tests, which is significant to note even though the statistics show an improvement. Additionally, Table 2 shows that there was no difference between the students' scores of 9 and 10. This draws attention to the presumption that the ITT needs a higher level of understanding to accomplish its goals. Additionally, it enables us to believe that the class is highly heterogeneous and calls for differentiation in both the teaching strategy and student preparation to accommodate the lower-level students (Yao, N., 2023).

It is clear from Table 3 group distribution of the students' grades that some students have moved from the lower grades group to the higher grades group, suggesting an improvement in speech output. Was perhaps enhanced by the presence of an English-speaking milieu, which is essential for the development of a target language (Ihlenfeldt, S.D., & Rios, J.A., 2022).

Table 3. Group distribution of students' grades

Group distribution of grades: From-to	The central value of the grades	# of students in the pre-test	#of students in post-test
[9, 14.4)	11.7	9	7
[14.4, 19.8)	17.1	2	1
[19.8, 25.2)	22.5	2	3
[25.2, 30.6)	27.9	1	1
[30.6, 36]	33.3	0	2

The numerical information obtained from the BC speaking tests is crucial for the current study since it shows that the ITT intervention improved

the students' spoken performance. More specifically, the area of fluency showed the most improvement, whereas the category of pronunciation showed no change. Even while fluency and pronunciation are frequently linked as they develop, it is not uncommon to merely detect a change in fluency. A similar pattern of growth where students increased their production ratio while maintaining the same pronunciation, indicating that the phonological memory that students acquire may be beneficial to all facets of speech production (Idham, S.Y., Baagbah, S.Y., Mugair, S.K., Feng, H., & Husseiny, F.A., 2024).

The student's use of phonological elements is insufficiently controlled when it comes to pronunciation and intonation, and the influence of the language is noticeable. Due to the student's inability to accurately map and generate the sounds of the target language, this process frequently leads to the adaption of phonological elements from both languages (Wardana, I.K., Astuti, P.S., & Sukanadi, N., 2022).

S: *Ah, I see.*

T: *How many..?*

S: *A lot of, huh?*

T: *...posters.*

Posters and billboards are two examples.

S: *Eh, eh. I'm not sure what it's called.*

T: *Billboards. Try it!*

S: *Bi[l]boards..*

T: *A billboard. Bi [l]board.*

T: *Billboard.*

S: *Billboard!*

T: *Very good!*

They utilize basic words with pauses and repetitions that are acceptable for the task, and even though they do so, they manage to convey the intended idea pretty effectively, which will support an improvement in this category. Since we are talking about young learners, we must emphasize that the process of learning new vocabulary involves a pattern where children must repeatedly hear and use the same words to fully understand their meaning and how they are used, which causes repetitions and pauses (Rehbein, I., 2015).

T: *What exactly is this Lianni and what's its name?*

S1: *Eh, water contamination*

T: Yes, but why? This is what?

S1: Eh, since there is trash close to the river

T: Very good!

S2: I initially believed it to be leaves

T: No, no, it's trash, not leaves. Yes. What do you perceive then? This is what?

What do you see, then? 'I see.'

S2: I saw trash... by the river...

What kind of pollution is it, then? Water contamination

Again, pauses and hesitations are there in the speech that is created, but overall, the grammar is right and self-corrections are made, making it rather simple to get the point through. In this scenario, we can draw the same conclusion because self-correction of errors is a distinctive feature of the language acquisition process and is typically observed in instances of grammatical accuracy (Indriani, 2015; Lu, Y., Gales, M.J., & Wang, Y., 2020).

T: In the first image, why is the female smiling? Why is she content?

S: Eh, because she likes riding her bike. to ride a bicycle!

T: Very good! Ok.

Only within the parameters of the activity do the students produce turns, and their speech is straightforward with false starts, hesitations, and pauses that demonstrate their degree of proficiency without necessarily tiring the listener. Although the teachers/ researchers maintain the flow, activities with brief interactive routines enhance language production, and appropriate scaffolding by the teachers/researchers (Bruner, 1966) supports children's innate desire to construct meaning and to communicate (Mifka-Profozic, N., 2023).

T: So, identify the villain for me.

S1: Eh. The evil villain is Cat Woman.

T: Cat Woman. Ok, why? [Plz be quiet!] Why is Cat Woman the villain?

S1: She's eh, that's why. moderate, eh? She has red hair, blue eyes, and.

T: Do you have anything to share with me, Diana? And what else?

S2: In addition, she doesn't wear a jacket, eh?

T: Excellent, she doesn't have on a jacket!

S2: "Eh... she doesn't have,"

T: "Eh...she also sports..."

S2:...and she's got on a mask.

Even though irritation ends the conversation, the speech is pertinent to the demands of the activity. Due to the student's inability to recollect the required term (study), which he eventually substituted with its descriptive version (to read his books), it has hesitations and repeats. These methods of error analysis and evaluation are used by L2 learners, and they help to strengthen metalinguistic awareness and the development of L2 while also increasing the students' learning autonomy (Indriani, 2015; Daud, H., 2023).

T: Lianni, why does the boy appear dissatisfied in the second image? Why is he dissatisfied?

He dislikes studying, which is why. (The image depicts a young boy working on his homework)]

S: Since...

Please take a seat. [to a different student]

T: Is the boy in this picture happy or sad?

S: The boy is dissatisfied.

T: The boy is dissatisfied. Why?

S: Because, eh, you don't have to... He doesn't need to... since he doesn't enjoy reading his books.

T: Very good! He is miserable since he dislikes learning and reading.

Although the teachers' / researchers' support is required to maintain the flow of the conversation at this early stage of language learning to construct meaning, the speech produced was highly logical and connected to the earlier information (Bruner, 1966). The students enhanced the organization of speech output by using straightforward connectors like "and" and "because," which are crucial elements of any coherent narrative (Putri, C.D., 2023).

T: How are they feeling? Lianne?

S: Oh, they...

T: Are they satisfied?

S: They experience fear.

T: They experience fear. Why do you believe they are afraid? Why?

S: He... because they see a... an... irate dog.

The data gathered suggest that students had a favorable attitude towards the ITT as a teaching approach in all of its application areas. However, there are signs that some students are frustrated because they are

unable to grasp the researchers' and teachers' English. This trait is related to the kids with lesser language proficiency since the teachers and researchers utilized simplified language that the other students could understand and follow. In a study of EFL students the majority of students experience foreign language anxiety, which is a frequent element of the EFL classroom (Singh, A., Astha, A., Thakur, I.S., & Krishna, D., 2023).

The data gathered demonstrates the students' awareness of the improvement of their speaking skills in the category where the components of speaking skills are examined. More specifically, their comments reveal a measured response on their growth in all speaking subcategories, yet the vast majority concur that the ITT has helped each one individually and their total speaking proficiency. Similarly this, Barimani (2013) supports the idea that language immersion not only enhances students' speaking abilities but also encourages their flexible use of it for everyday communication (Smaili, S., 2020).

The current study suggests that using the ITT to improve students' speech production abilities and boost their motivation for studying English is a workable alternative for EFL teachers and researchers. The first research question looks into the viability of the ITT, and the results show that even though some of its features were unfamiliar to the majority of the students, they generally accepted it well. Although the majority of students showed a willingness to continue learning in this way, many admitted having trouble fully understanding their lecturers who were also the researchers. However, despite the students' enthusiastic curiosity, individuals with limited language skills displayed worry that hindered their involvement (Ghane, M.H., & Razmi, M.H., 2023).

The second research topic focuses on how ITT improves students' speaking ability. Using Mangubhai's (2006) teaching methodologies, teachers and researchers adapted the textbook to include pleasant exercises that students can relate to, as well as to increase language practice through authentic material. EFL students need to be exposed to authentic environments to improve their speaking competence quantitative findings and class recordings show improvement in the majority of categories of oral production (Pazmiño Vargas, R.J., Sisalema Sánchez, V.D., & Cabrera Mejía, T.L., 2023).

The ITT's potential to boost student engagement in the classroom is the subject of the third research question. The results of the interviews showed that the modified courses and the chance for interaction in an

English-only classroom had enhanced students' motivation. Findings show that students found the activities engaging and enjoyable, even though they occasionally found it challenging to understand what was being said. This challenge was overcome by teachers' and researchers' intervention as well as by working together with classmates. The intrinsic motivation of students declines with age (Corpus et al., 2011), so teachers must rethink the classroom environment to keep motivation levels high and foster meaningful learning (Winarto, E.R., & Aprianti, F., 2022).

Even though the research is encouraged, it is crucial to talk about its restrictions. The study was conducted on a small scale because of the constraints of the academic calendar; a larger study might have revealed more comprehensive information on the hypothesis and produced integrated solutions (Sudo, M.M., Kagomiya, T., & Hori, T., 2020). The current AR (Action Research) cannot be generalized because it is an intervention that tries to find a means to improve speech output in a particular class (Dörnyei, 2007). As a result, the study's external validity is compromised.

The encouraged results of this Action Research are crucial for future thought on the implications of language immersion in the context of EFL. To be able to create a lesson that challenges established norms and offers chances for student growth, teachers must have a full understanding of language immersion methodology and differentiated instruction.

CONCLUSION

One of the abilities a teacher needs to have is an in-depth understanding of the students in his or her class to be able to recognize the students' areas of strength and weakness and design lessons that will meet their educational needs. To facilitate a lifelong L2 learning experience for their student's growth and their own. Students from a 10th-grade senior high school class participated in the current study's differentiated instruction setting while using the ITT to help improve their speech production. To communicate in the target language and develop motivation that will improve their class involvement and, consequently, speech output, the students participated in activities that were modified to include role-plays, interviews, games, music, and films (Saenko, N., & Nazarenko, I., 2021).

Although the quantitative results of this study indicated that it was insufficient for children with very low levels of language ability, the students demonstrated a high level of participation and eagerness to learn through the novel technique. Because low-level English language learners require greater

differentiation to facilitate L2 acquisition, the data interpretation partially supported the research hypothesis that the ITT can assist students improve their speaking skills. Further research on the ITT may be useful for an EFL teacher seeking novel approaches to improve student motivation and lay an instructional foundation on which to grow and strengthen the students' educational potential and enhance their learning.

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