

## Web based Instruction for Immersion Class in Alauddin State Islamic University of Makassar

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Article Info	Abstract
Received: 30 May 2023 Reviewed: 1 June 2023 – 12 October 2023 Accepted: 16 October 2023 Published: 31 December 2023	<p><b>Purpose</b></p> <p>This study aims to understand web-based instruction for immersion to students. It is intended to identify the use of the web on zoom media and websites to hone students' English language skills to improve students' fluency in English language skills.</p> <p><b>Methodology</b></p> <p>Furthermore, this study was conducted in the English education department at the State Islamic University of Alauddin Makassar where English is used as the language of instruction. The class consisted of 15 students. In addition, this study used qualitative methods.</p> <p><b>Results/Findings</b></p> <p>The results showed that This immersion instruction is relatively frequent and strong because before the lecturer starts in class, the lecturer performs the act of speaking English and prepares the material to be given to students by giving specific instructions so that students can skillfully communicate in the presented English. Furthermore, students learn through videos guided by native speakers and hone their English-speaking skills with confidence. Thus, it can be said that students are quite enthusiastic to practice speaking English and can follow the instructions with the immersion learning system on video media and the application of immersion program on speaking skills is quite effective for communication between students by using 3D website so that students can hone their speaking skills with native speakers in virtual 3-dimensional form.</p> <p><b>Implications</b></p> <p>Implementing web-based instruction in immersion classes not only opens doors to a more versatile and accessible learning environment but also demonstrates the potential for enhanced engagement and interactive language acquisition methodologies.</p>
Keywords: Web-based; Immersion; English skill; Instruction	

### 1. Introduction

In a world where digitalization has significantly affected our daily lives, education and training are two of the most fundamental elements where IT (Information Technology) learning tools can benefit educational institutions. Recent themes in education today, especially at the Alauddin State Islamic University of Makassar on the website, are around new immersive learning environments, which often include 3D graphics, computer games, and animations, as well as a wide range of sophisticated and widespread mobile devices (to suit all demographics

and situations).

Siedentop, D. (2019) states that the ideal goal of learning is to be so engaged and involved in an activity that time seems to pass quickly. This cognitive state entails complete absorption in action and has been demonstrated to be favorable to and effective for learning. The introduction of Information Technology (IT) and its global adoption have affected students' learning styles and expectations. Consequently, IT has also influenced learning methodologies and associated pedagogical models, which have grown from basic, unidirectional teacher-to-student instruction to dynamic, IT-supported, and complex learning environments so the promise goes. According to the current corpus of research, more educators are experimenting with IT for teaching inside and outside the classroom, while students are becoming more knowledgeable and critical in evaluating and utilizing IT for their education (Iksora, Arafah, B, et. al 2022).

Furthermore, web-based immersion instruction (WBII) is an innovative method of delivering training to remote audiences using the Web as a learning medium to allow students to access immersion-related websites. According to Sherry, L. (1995), Instruction is the delivery of knowledge and activities that assist the attainment of particular learning objectives by the learner in the form of effectively communicated instructional messages. Designing and delivering Web-based training demands careful research and investigation of utilizing the Web's capabilities through instructional immersion (Khan, B. H. 2000).

In addition, web-based immersion instruction (WBII) is an innovative method of delivering training to a remote audience by using Web as a learning medium to allow students to access immersion-related websites. According to Sherry, L. (1995), Instruction is the delivery of knowledge and activities that assist the learner's achievement of specific learning objectives in the form of effectively communicated instructional messages. Designing and delivering Web-based training demands careful research and investigation in utilizing the capabilities of the Web through instructional immersion (Khan, B. H. 2000).

## **2. Literature review**

### **2.1. Immersion**

Snow, M. A. (1989) defines Immersion is the instruction of a language in which a foreign language serves as the principal means of content transfer and communication. Based on assertion, It is evident that the immersion program enables the use of a second language as a tool for instruction and communication in the classroom. Cenoz, J., Genesee, F., & Gorter, D. (2014) reveal immersion is a technique of instruction in a foreign language in which the regular school curriculum is taught via the target language medium. Immersion is defined as a method of learning a foreign language in which the curriculum in traditional schools is taught through the intermediary of the foreign language.

Immersion was adopted in the 1960s when children were taught continuous and thorough French. The thing that distinguishes bilingual and immersive learning forms is, in immersion, the use of L2 (Foreign Language) as an intermediary and the curriculum. Immersion education was used in the 1960s to describe programmes in which English-speaking pupils were taught exclusively in French (Johnson, R. K., & Swain, M. 1997).

### **2.2. Web-Based Instruction**

The web is a collection of documents widely spread across several server computers located worldwide and connected into a single network through a network called the internet. Taneja, H. (2017) states that a website is a collection of site pages, which are summarized in a domain or subdomain located on the Internet on the World Wide Web (WWW). The main factor that makes the website grow so fast is that the dissemination of information through the website is swift and covers a large area, not limited by distance and time. Besides that, at this time, there is also a trend to create a personal website or blog. Very rapid development has created a new world that we often call the virtual world. We can carry out any activity in the virtual world, just like in the real world we face daily. For example, if we want to buy something, we can access an e-commerce website and then make buying and selling transactions online, and the goods we buy will arrive at our house. Likewise, to go to college, you have to register at websites that provide e-learning services. The lecture process can be done online even though it is limited by distance. We can order airplane tickets, food, and banking transactions even with a website (Sundar, S. S., Kalyanaraman, S., & Brown, J. 2003).

## **3. Methods**

### **3.1. Research design**

This research uses qualitative study. Qualitative uses a comprehensive explanation for behavior and attitudes; it is completed with variables, constructs, and hypotheses. For example, ethnographers employ cultural themes or aspects of culture to study in their qualitative projects, such as social control, language, and social

organization. Based on this definition, the researcher can conclude that a case study is research to investigate deeply individual, social group, or program that happened in society.

### 3.2. Research participants

This research is conducted in the English Language Education department at Alauddin State Islamic University of Makassar which uses English as the language of instruction. The class consisted of 15 students.

### 3.3. Research instruments

The researcher uses two different data instruments to obtain different perspectives of the phenomena under investigation. Formerly, the researcher examines them comprehensively and objectively. So, the instruments are:

#### 3.3.1. *Researcher*

The researcher acts as a research instrument because all data is filtered through the researcher's perspective. In participant observation, the researcher was involved in classroom activities to record student behavior in the web-based instruction immersion program at the English language education department at Alauddin State Islamic University of Makassar. Therefore, the researcher obtained data about Web-based Instruction for Immersion in English language skills.

#### 3.3.2. *Observation*

The role of the researcher in this qualitative research is as a participant observer. As a participant observer, the researcher can fully immerse themselves in the activities at the research site to study a situation correctly and directly. Of course, this provides an excellent opportunity to see the experience from the participant's point of view.

In observation, the researcher collects data by participating in activities to understand the natural environment as experienced by the participants, without changing or manipulating it (Gay, Mills & Airasian, 2006 in Maiyaki 2010). It means that the researcher takes the position of an active participant, immersing and engaging in the daily lives and activities of the participants. The researcher becomes a learner in the participants' English skills class and lives in the class. The researcher also used Zoom media observation to monitor students in immersion learning activities on English language skills using Zoom media as web-based instruction. The purpose of the researcher making observation is to find out the learning system and the problems experienced by students when entering the online class system so that the researcher can analyze the problems based on the theory used in immersion instruction in learning English language skills.

#### 3.3.3. *Interview*

An interview is a deliberate interaction in which one person seeks information from another. The interviewer can probe and explore participants' responses to gather more detailed information about their experiences and feelings (Gay, Mills & Airasian, 2006 in de George Walker, 2010). This data collection type starts with evaluative, focused, and selective interviews. Evaluative interviews were directed at the research gate to determine the research focus. The purpose of the focused interview is to probe and extract information related to the main focus of the research, namely immersion and speaking skills. In contrast, selective interviews were conducted to fill in the blanks or clarify ambiguities.

### 3.4. Data analysis

In this study, data is analyzed both before and after the field research is finished. Data analysis begins when the researcher creates and describes an issue before heading immediately to the field and continues until the study results are written. Furthermore, data analysis is targeted and performed concurrently with data gathering.

Furthermore, the researcher focused on web-based instruction for immersion in English skills using Zoom media; when learners try to learn new aspects of language in interaction, they focus on the classroom where immersion is implemented

## 4. Result

The findings of this study describe the data analysis regarding web-based instruction for immersion in English language skills. Furthermore, students use Zoom media as immersion learning media so that students understand better and can communicate fluently in English. The data can be explained as follows:

**Data 1, Students 5**

"If the lecturer teaches immersion programs on speaking skills using web media, so I have to practice speaking a lot in class. Because the lecturer gives a lot of time to students where we are given new instructions regarding immersion learning media".

This illustrates that the instruction using a web-based based immersion program on speaking skills is relatively frequent and strong because before the lecturer starts in class, the lecturer performs the act of speaking English and prepares the material to be given to students by giving specific instructions so that students can be skilled in communicating in English presented.

**Data 2, Students 3**

"I hone my English speaking skills by watching videos where native speakers speak so that I can imitate the native speaker's speaking accent after I watch the videos and practice speaking".

Data 2 above explains that students learn through videos directed by native speaker, and hone their English speaking skill with great confidence. Thus, it can be said that student is enthusiastic enough to practice speaking English and can follow instruction with the immersion learning system on the video media.

**Data 3, Student 10**

"When I was studying English, the lecturer gave me a 3D website, in the website it was as if I was in it talking to the people in 3D like I was talking to a native speaker there."

Data 3 above explains that the application of the immersion program in speaking skill is quite effective for communication between students by using a 3D website so that students can hone their speaking skill with native speaker in the virtual 3 dimensions.

## **5. Discussions**

Based on research findings on the results of interviews to students on web-based instruction for immersion in Alauddin State Islamic university of Makassar there are some experts support in this research such as Johnston W. A. (1994) explains that Bottom-up processing is further identified as data-driven processing because perception comes out with the stimulus. Processing is accomplished in one direction, from the retina to the visual cortex. Each successive stage in the visual pathway carries out an ever more complex analysis of the input, such as difficulty learning handwriting is more pleasant when reading complete sentences than reading single and isolated words. It is because the meaning of the surrounding words provides a context to alleviate consideration.

Furthermore, an English program is quite simple. In fact, for most universities, an immersion program is usually more accessible than any other program designed for students new to English. All universities have lecturers who speak English, many of whom have been instructed in particular methods and techniques for teaching English. As has been said by Hinkel E.(2001) claims that language immersion is a method of teaching language, a second language, in which the target language serves as both curriculum content and instructional media. The students in the classroom must always speak the target language.

## **6. Conclusions and suggestions**

Web-based instruction for immersion in English skills The implementation of instruction-based immersion learning in teaching designing English speaking skills has different categories in carrying out this immersion instruction relatively often and strongly because before the lecturer starts in class, the lecturer performs the act of speaking English and prepares the material to be given to students by providing specific instructions so that students can be skilled in communicating in English presented. Furthermore, students learn through videos directed by native speaker, and hone their English-speaking skill with great confidence. Thus, it can be said that student is enthusiastic enough to practice speaking English and can follow instruction with the immersion learning system on the video media and the application of the immersion program in speaking skill is quite effective for communication between students by using a 3D website so that students can hone their speaking skill with native speaker in the virtual 3 dimensions.

### **Declaration of conflicting interest**

The authors declare that there is no conflict of interest in this work.

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