

**INVESTIGATING YOUNG LEARNER'S ORAL FLUENCY THROUGH
LANGUAGE IMMERSION PROGRAM IN HOME COUNTRY: A CASE
STUDY**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

**RODIYAH
202210560211018**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2023**

**INVESTIGATING YOUNG LEARNER'S ORAL FLUENCY THROUGH
LANGUAGE IMMERSION PROGRAM IN HOME COUNTRY: A CASE
STUDY**

by

**RODIYAH
202210560211018**

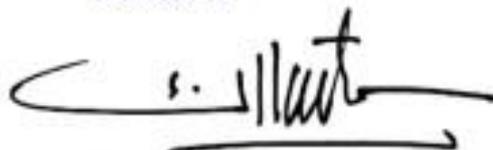
Accepted on
Tuesday, 14th November 2023

Advisor I



Dr. Fardini Sabilah

Advisor II



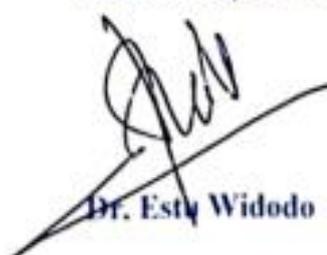
Dr. Sri Hartiningsih

Director of the
Postgraduate Program



Prof. X. Abdul In'am

Head of Department



Dr. Esty Widodo

THESIS

Written by:

RODIYAH
202210560211018

Defended in front of the examiners
on Monday, 16th October 2023 and it was
decided that it fulfilled the requirements to get
the master's degree in English Language Education
at the Postgraduate Program of Universitas Muhammadiyah Malang

The Examiners

Chief : **Dr. Fardini Sabilah**
Secretary : **Dr. Sri Hartiningsih**
1st Examiner : **Dr. Estu Widodo, M. Hum**
2nd Examiner : **Ria Arista Asih, PhD**

LETTER OF STATEMENT

I, the undersigned :

Name : **RODIYAH**

NIM : **202210560211018**

Department : Masters in English Education

Hereby, declare that :

1. The thesis entitled : **INVESTIGATING YOUNG LEARNER'S ORAL FLUENCY THROUGH LANGUAGE IMMERSION PROGRAM IN HOME COUNTRY: A CASE STUDY** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 10th October 2023

The Writer,



RODIYAH

ACKNOWLEDGEMENTS

With the grace and approval of Allah, SWT, the author expresses profound gratitude for the numerous blessings and favors that He has given throughout the process of writing this thesis. The successful completion of this thesis is the result of His guidance and assistance.

Entitled "Investigating Young Learner's Oral Fluency Through Language Immersion Program in Home Country: A Case Study," this thesis aims to demonstrate how effective this program can be in improving English speaking abilities. The study's scope is broadened to include language skill development in addition to academic domains.

In the pursuit of knowledge, we owe a profound debt of gratitude to several individuals who have made significant contributions to this research endeavor. The unwavering dedication, tireless effort, and invaluable insights provided by all researchers, have been instrumental in shaping the course of this study. Their collective expertise, diverse perspectives, and collaborative spirit enriched our research, propelling it towards excellence.

Additionally, we extend our sincere appreciation to Universitas Muhammadiyah Malang for their steadfast support and provision of essential resources that facilitated the successful completion of this research. The institution's commitment to fostering academic growth and innovation has been pivotal in our journey of discovery. We are deeply grateful for their partnership in advancing knowledge and promoting excellence in research.

The author recognizes the thesis's imperfections and welcomes constructive criticism and suggestions from readers and stakeholders to improve its quality. It is hoped that this study will provide important insights and stimulate more research in the same area.

The Writer

TABLE OF CONTENTS

APPROVAL PAGE	i
LEGALIZATION	ii
LETTER OF STATEMENT	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vi
ABSTRACT	vii
ABSTRAK	viii
INTRODUCTION.....	1
RESEARCH METHOD.....	5
Research Design.....	5
Positionality.....	6
Context and Participants Profile.....	7
Research Data and Data Collection.....	7
Trustworthiness of the Study.....	9
Ethical Consideration	9
FINDINGS AND DISCUSSION	9
Place-Based Geography	10
Person-Based Classification.....	12
Types-Based immersion.....	14
Oral Production Fluency based Predictors and Assessment	15
Discussion	18
CONCLUSION	21
REFERENCES.....	24
APPENDICES.....	29
List of Questions	29

LIST OF TABLES

Table 1 Coding Procedure.....	8
Table 2 Place-Based Geography	10
Table 3 Person-Based Classification.....	12
Table 4 CEFR Assessment Scale	15
Table 5 Observation Result.....	16

**INVESTIGATING YOUNG LEARNER’S ORAL FLUENCY THROUGH
LANGUAGE IMMERSION PROGRAM IN HOME COUNTRY: A CASE
STUDY**

Rodiyah

rodiyahsyarifudin@gmail.com

Assoc. Prof. Dr. Fardini Sabilah (NIDN 0723127001)

Dr. Sri Hartiningsih (NIDN 0728036401)

Master of English Language Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRACT

This study investigates language immersion programs run by first-grader's English language student. By conceiving the concept of immersion in relation to preservice and in-service teaching approaches that mirror natural settings, we want to explore how first grader who participate in immersion programs improve her English proficiency outside of the classroom. We examined how an Indonesian female elementary school student who was studying English acquired her oral fluency through immersion inside and outside of the classroom setting and how her English proficiency has altered over time through a qualitative case study. The information was gathered through observation and in-depth interviews, and it was then thematically evaluated according to. Our investigation produced four main themes: (1) Place-Based Geography, (2) Person-Based Classification, (3) Types-Based immersion, and (4) Oral Production Fluency based Predictors and Assessment. These interconnected topics show a description of the students' English skills and confirm the progress they made during the immersion program. The results offer teacher educators sophisticated insight into the ways in which immersion programs are extended through extracurricular activities, the multimodal character of literacies, and chances for social responsiveness. Each of these insights is especially helpful for English language teachers. In conclusion, three communities namely the school, participants’ home, and English learning center help participant to develop her speaking fluency.

Keywords: *case study, home country, language immersion program, oral fluency, young learner*

INVESTIGATING YOUNG LEARNER'S ORAL FLUENCY THROUGH LANGUAGE IMMERSION PROGRAM IN HOME COUNTRY: A CASE STUDY

Rodiyah

rodiyahsyafudin@gmail.com

Assoc. Prof. Dr. Fardini Sabilah (NIDN 0723127001)

Dr. Sri Hartiningsih (NIDN 0728036401)

Master of English Language Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRAK

Penelitian ini menyelidiki program pencelupan bahasa yang dijalankan oleh siswa bahasa Inggris kelas satu. Dengan memahami konsep imersi dalam kaitannya dengan pendekatan pengajaran preservice dan in-service yang mencerminkan lingkungan alami, kami ingin mengeksplorasi bagaimana siswa kelas satu yang berpartisipasi dalam program imersi meningkatkan kemahiran bahasa Inggrisnya di luar kelas. Kami mengkaji bagaimana seorang siswi sekolah dasar di Indonesia yang sedang belajar bahasa Inggris memperoleh kefasihan lisannya melalui pengalaman di dalam dan di luar kelas dan bagaimana kemahiran bahasa Inggrisnya berubah seiring berjalannya waktu melalui studi kasus kualitatif. Informasi tersebut dikumpulkan melalui observasi dan wawancara mendalam, kemudian dievaluasi secara tematis. Investigasi kami menghasilkan empat tema utama: (1) Geografi Berbasis Tempat, (2) Klasifikasi Berbasis Orang, (3) Perendaman Berbasis Jenis, dan (4) Prediktor dan Penilaian Berbasis Kelancaran Produksi Lisan. Topik-topik yang saling berhubungan ini menunjukkan gambaran kemampuan bahasa Inggris siswa dan mengkonfirmasi kemajuan yang mereka capai selama program imersi. Hasilnya memberikan para pendidik wawasan canggih mengenai cara-cara program imersi diperluas melalui kegiatan ekstrakurikuler, karakter multimodal dari keaksaraan, dan peluang untuk tanggap sosial. Masing-masing wawasan ini sangat berguna bagi guru bahasa Inggris. Kesimpulannya, tiga komunitas yaitu sekolah, rumah peserta, dan pusat pembelajaran bahasa Inggris membantu peserta mengembangkan kefasihan berbicaranya.

Kata Kunci: *studi kasus, negara asal, program imersi, kelancaran lisan, pembelajar usia dini*

INTRODUCTION

Second language learning has become a research trend in the last two decades (Prihatini, 2023). In the same line, this trend is also accompanied by the urge of learning foreign language as well for example English as Foreign Language (EFL). Globalization, economic pressure, and the desire for early English learning have taken center stage in Indonesia. This way, the teaching of English in elementary schools has long been regarded as important for giving children English as a future investment to succeed in a rapidly globalizing world, so elementary-level foreign language education has always attracted a lot of attention in Indonesia (Arfiandhani & Zein, 2018) for English language skill mastery is used to catch up with the era of revolution 4.0 (Gusdian & Lestiono, 2019). This belief led to a number of changes in educational policy, one of which was the widespread introduction of English as a local content topic at all educational levels (Supriyanti, 2014).

Early English training is taken into account during its development since it is thought that a young age is a favorable time to begin English instruction. As a result, early English language instruction in Indonesia is now officially recognized by policymakers (Arfiandhani & Zein, 2018; Enever, 2011; Enever et al., 2009; Supriyanti, 2014). In other words, early English training is thought to produce better results and have a substantial impact on how well kids learn the language. There is ample evidence from recent literature suggesting how children in many EFL contexts benefit from early exposure to the language namely better oral fluency (De Wolf et al., 2017), better grammar and receptive vocabulary tasks (Shintani, 2011; 2015; Unsworth et al., 2015), error-free speech Housen & Kuiken (2009) good linguistic competence (Zein, 2017); metalinguistic improvement (Milton & Alexiou, 2006); and cognitive advantage (Soderman, 2010).

One method that seems to be effective for promoting student English competence in early age is an English program run outside of the classroom (Enever, 2011; Naber & Lowie, 2012; Unsworth et al., 2015; (De Wolf et al., 2017). An outside-the-school English language program may take the shape of an immersion

program. Students of majority languages have the chance to learn an L2 in a similar way to how they learned their L1, that is, by immersing themselves in a language environment that encourages natural, meaningful dialogue. Before reading and writing are introduced in an immersion program, a strong foundation in oral abilities is established, and the process of L2 acquisition happens by accident as a result of acquiring academic material through an L2 medium (Knell et al., 2007; Wright, 2013). Akcan (2004) defines immersion as a kind of improved second- or foreign-language education in which pupils of the dominant language are trained partially or wholly in a foreign language. Through immersion, children learn a language by being exposed to it constantly. They hear, speak, and learn the language as they go about their daily lives in their familiar environments. The same as when learning their original languages, individuals pick up the new language quickly and without experiencing any lexical stress. The children's understanding of the message is aided by the context. This approach appears to be suitable for us when learning a new language.

Talking about oral fluency, speaking ability is the one given more emphasis for elementary school education. Speaking appears to play a more significant part in communicating than the other three linguistic skills (Zaremba, 2006). Despite the fact that students may spend several years learning a second language, it is important to realize that many of them still struggle with speaking the foreign language fluently, due to the fact that developing accuracy is the prevailing trend in second language learning. Fluency in attaining conversational goals should be given more consideration. There are many different interpretations associated with the word "fluency," but the most prevalent one has to do with "high proficiency," or having a strong command of the vocabulary and syntax of a language (Rossiter et al., 2010). Another definition is given by Bailey (2003) that fluency is the ability to speak rapidly, confidently, and without many awkward silences or hesitations. Fluency focuses on free communication from the start of and throughout the conversation, the students are expected to respond immediately and to try to survive communicatively at all costs. Therefore, oral production has been the focus of most research as it is the one that is markedly improved in immersion program (Muñoz

& Llanes, 2014; Llanes & Muñoz, 2009; Segalowitz et al., 2004). Literature has shown that there have been many ways and effort to enhance young learners English oral fluency namely through digital stories (Isbell et al., 2004; Lestariyana & Widodo, 2018; Mart, 2012), repetition of vocabulary (Sample & Michel, 2015), YouTube and video podcast (Hakim, 2019; Listiani et al., 2021; Yacoob, 2021); games (Butler, 2015), role playing and drama (Al-Senaidi, 2012; Alasmari & Alshae'el, 2020).

The concept of language immersion education was developed in Canada in the 1960s against the scene of Quebec's growing prominence of French (Tedick & Lyster, 2020). A group of English- speaking parents became concerned that their children were not becoming very proficient in French in the typical "core" French schools. They were driven by a desire to ensure that their children would be able to compete in the workforce in Quebec, where French was set to become the official language of the workplace, as well as a desire to find a more efficient way to foster their children's bilingualism. Compared to older approaches to teaching languages, such as the grammar translation audio lingual methods of the 1960s, immersion teaching methods have demonstrated to be significantly more effective (Reyhner, 2003). Immersing students in a second language-rich setting rather than the conventional teaching-learning scenario is the most effective way to learn a second language. This is similar to how children learn a first language. The target language is not the subject of education; rather, it serves as the medium for transferring knowledge (Andriyani, 2016). Immersion programs often start in kindergarten or first grade and last through the elementary years. According to Tragant et al. (2017), formal education includes in-school language instruction and long-term study abroad, while informal education refers to domestic language programs that include short-term immersion and short-term study abroad. While the informal EFL program is facilitated by EFL instructors outside of the classroom context, where learners are expected to gain learning experience through their use of EFL interactions, the formal EFL program is always related to providing formal EFL learning by trained teachers within the classroom context. The primary characteristic of informal language programs is that the majority of language

learning occurs outside of the classroom. There are ways to create an immersion environment for learners. Uhl Chamot & El-Dinary, (1999); Curtain et al., (1988); Met & Galloway, (1992) mentioned total immersion programs teach all subjects in the second language, while partial immersion programs teach some subjects in the target language and others in L1. Furthermore, in total immersion, students spend the entire school day immersed in a second language. Meanwhile, students who participate in partial immersion spend a specified amount of time each day immersed in a second language.

When communicating and interacting with others, speaking fluently is crucial. It gets harder for the speaker and the listener to participate in the discussion effectively and effortlessly the more dysfluent the speech is. In contrast to the word accuracy, fluency refers to speaking quickly and fluidly rather than necessarily in grammatically correct ways (Hammerly, 1991). Another description of Fluency is given by Freed et al., (2004), it is frequently used to describe the ease or fluidity with which sounds, syllables, words, and phrases are uttered when speaking. Fluency entails the ease and effectiveness with which you express yourself, especially when speaking. The explanation may have a few minor grammatical errors here and there, but it should be presented in an approachable manner that demonstrates your command of the language. In a classroom setting, fluency is a skill to work on when giving an oral presentation or participating in a debate activity. As crucial to the success of your presentation as the information you offer is how you present it: fluidly, clearly, and succinctly without too many stops or hesitations. Outside of the classroom, fluency can aid in interacting with native English speakers and preventing misunderstandings. Additionally, Freed et al., (2004) define features of fluency which might be developed during language acquisition as smoother speech with fewer false starts, a faster rate of speech, better or more complicated grammar, a richer vocabulary, less pauses or hesitations, and a better accent.

So far the researchers have concerned, there have been several studies conducted investigating the effect of language immersion on second language

acquisition specifically for young learners (Llanes, 2012; Muñoz & Llanes, 2014; Fortune & Ju, 2017; Song, 2018; Durbidge, 2019; Trebits et al., 2022). However, these studies have mostly focused on examining the potential impacts of study abroad experiences on the learning of a second language, and this is precisely what provides the true solution. However, how many people have the opportunity to go to other countries in order to immerse themselves in the target language needs to be considered and questioned. Without financial support from a scholarship sponsor, sending children overseas may require quite a substantial sum of money. Therefore, learning through language immersion in the home country is expected to be an effective concept to improve language fluency. Nevertheless, studies that investigate the learning through language immersion in the home country are still limited. To fill this void, the current study investigates how language immersion in a home country may help with second language learning. Language immersion in a home country means any immersive learning contexts which are experienced by children at their native home country. Given the previous gaps in the literature above, the precise questions that drive our study is “How does learning through language immersion in a home country stimulate children’s English proficiency?” Additionally, the study focuses on student’s oral fluency for a number of reasons, such as its significance in communication and the necessity of basic knowledge for kids to learn a second language. In other words, this study aims at revealing the immersion program in the home country run by a female English student which is expected to be an effective way to improve her language fluency.

RESEARCH METHOD

Research Design

Through a qualitative case study, we looked at the oral production of a female first-grader named Karen (pseudonym) who studies at HNT School and attends the ELC English Course immersion program and lives in Mojokerto, East Java. We examined field notes, interviews, and instructional activities used by the

teachers and students who participated in the immersion program. A qualitative study typically seeks to understand participant experiences in a particular situation, in accordance with its features. Issues that genuinely exist in society can be investigated more thoroughly by researchers, who can then provide their insights. The goal of the current study is to examine how participant's oral fluency is stimulated by the language immersion environment. The design makes it possible for the researchers to gather participant experiences, opinions, and actions as well as their effects on oral fluency. Additionally, a case study is included in this work because it will help the researchers fully comprehend the problem in its actual real-life context.

Positionality

Researchers must "explicitly identify their biases, values, and personal interests about their research topic, process, and access to the participants" in order to conduct qualitative research (Creswell, 2002, p. 184). We believe that as researchers, our values, ideologies, and worldviews have a significant impact on how we see and analyze the evidence. This essay represents our stance as teacher educators and is influenced by it. There are three researchers involved to this current study. The lead researcher for this study is a lecturer at Universitas Muhammadiyah Sidoarjo. At the moment, she is pursuing a master's degree in English Language Teaching at Universitas Muhammadiyah Malang. She has been involved for several years in second language learning with students taking immersion programs. The second researcher is a lecturer of English Department at Universitas Muhammadiyah Malang. She is one of the lecturers whose research concerns the teaching of English for Young Learners (TEYL). She contributed to the formulation of our study utilizing the qualitative lens because the majority of her research articles uses a qualitative paradigm. The third researcher is also a lecturer of English Department at Universitas Muhammadiyah Malang. She has a role in adding further perspective to the data analysis and results due to her prior research involving young learner participants and utilizing a relevant issue to the current study. The authors of this article worked on the project as researchers, however they had separate

responsibilities. The participant was interviewed by the first researcher to get the data. Additionally, she made methodology decisions as the research was being conducted by recommending processes for data collection and analysis as well as how the data were classified into particular themes in accordance with Strauss & Corbin (2015). The final manuscript's significant presentations, including participant's extracts and thematic conclusions, were reviewed by the second researcher. She also assisted in identifying the theoretical underpinnings of earlier investigations that were reviewed for the current study. Finally, the second and third researchers summarized the results.

Context and Participants Profile

The subject of the current investigation is a female first-grade student at Mojokerto primary school. The choice of the participant is based on two factors: first, she is one of the students who is able to demonstrate sufficient fluency for her age without having lived or studied abroad (Based on teachers' assessment and information), and second, she is enrolled in a school with an immersive learning environment (The school uses English as the medium of instruction). Karen (pseudonyms), the first-grader student of HNT School and a participant of English Learning Center program, was selected as a first-grade subject for this research study. Karen exhibits a keen interest in educational media, particularly in watching Barbie videos on the YouTube platform and engaging in English- language activities through the popular game Minecraft. Within the school setting, Karen is assigned to Ms. Dita's homeroom class, while her English language instruction at her English course, ELC, is conducted by Ms. Debby. In addition, Karen's parents were also involved in the study, Ms. Ina and Mr. Leo.

Research Data and Data Collection

This article uses information from a bigger study that was carried out over a six-month period. Fieldnotes based on in-class observations, artifacts, and two semi-structured interviews with Karen, Karen's parents, and ELC teachers made

up the bulk of the data collection. The researchers made observations during a 90-minute meeting 2-3 times a week for a six-month academic semester. The fact that the same class was watched throughout the study gave the researchers, teachers, and parents a sense of familiarity and routine.

The researchers conducted interviews with the participant or the subject of the research to gain information for the data. In addition, the researchers also carried out interviews with parents and teachers to explain further and validate the participant's responses. Semi-structured interviews were performed to the current study. Although it keeps some structured questions, it also allows the researchers to elicit more information from the participant.

The authors used open coding techniques to evaluate these data sources (Strauss & Corbin, 2015). Data analysis started with open code and continued throughout data collecting. We focused this article on oral production during immersion activity as a result of codes that emerged during our analysis. All data sources were first analyzed as part of an open coding procedure (examining, categorizing, etc.). Prior to using the interview data for triangulation, we first categorize the answers and behaviors of the students as they are seen during the lessons. In order to assess key themes based on the data, the second stage of data analysis was collaboratively mapping the codes onto markers of oral output fluency. This gave us the opportunity to concentrate on the connection between language exposure in the classroom and outside of it (ELC course). Our findings are used to present these ideas. The following coding procedure is shown in Table 1:

Table 1 Coding Procedure

Open codes	Definition	Data source and example
Place-Based Geography	Instances in which students received immersion	Observation, interview: School, home, and English Learning Center (ELC)
Person-Based Classification	Instances of persons giving students immersive activities	Observation: Student interacts using English with teacher, parents, and peers
Oral Production Fluencybased Predictors	Indicators showing one's oral production fluency	Documents & interview: Fluency descriptors Student's score Teachers' responses

Types-Based immersion	Instances of student enact English in each setting (school, home, English course)	Observation and Interview: Total immersion is applied
Assessment based descriptors	Instances of assessment used to enhance students oral fluency	Observation, Interview: Student's score Teachers' responses

Trustworthiness of the Study

In the process of data verification, we used member checking (Merriam, 1998) to confirm the validity of the study. The process for doing this was as follows: The participants were initially given the opportunity to review, comment on, and make suggestions regarding the data. In addition, we gave detailed and in-depth summaries of the findings (Sudarwati et al., 2022). To make sure the studies used are pertinent to the current study, the earlier studies were also examined.

Ethical Consideration

We gave Karen, the teachers, and the parents a consent form to sign, showing their consent to have all the data released in order to address the issue of research ethics. Additionally, we made sure that the study's participants were aware of its goal and that the study continued under ethically sound conditions, respecting their rights as volunteers. The participants' privacies and confidentialities had to be respected at all times. Karen was required to complete and sign the informed consent form, indicating that she understood and wanted to take part in the study because she was willing to do so. We gave her a consent form and described the goals of our research as well as the advantages of reading for other people.

FINDINGS AND DISCUSSION

We have adopted four overarching themes as evidenced by the results demonstrating the use of an immersive program. They are (1) Place-Based Geography, (2) Person-Based Classification, (3) Types-Based immersion, (4) Oral Production Fluency based Predictors and Assessment The development of Participant's Oral Fluency Through Language Immersion are described as follows:

Place-Based Geography

Table 2 Place-Based Geography

Language Immersion Community	Duration of Immersion
School Community	8 hours per day 5 days per week
Home Community	Less use English but access technology: 2 hours per day on weekdays and more than 2 hours per day on weekend
English Language Learning (ELC)	3 times per week 90 minutes per session

Place based geography refers to a particular setting where immersive activities are done. The researchers discovered three different types of immersion setting namely school, home, and language learning center immersion. The participant of the study, Karen, is involved in three different settings where she is exposed to various English enactments. To strengthen the result of observation, interviews with the subject (Karen), parents and teachers had been conducted to gain the trustworthiness of the data.

The following is an interview extract showing three different settings of the immersion program.

Excerpt 1

Interviewer When do you use English?
Karen I use it at school, at home, and in English course
Interviewer Why is it so?
Karen The language used in the classroom is English. I frequently use English when talking to mom at home and I also attended English course and all the activities there are using English

Excerpt 2

Interviewer Do you use English when you are delivering the materials to the students?
Teacher Eemm... Yes, I do. We use English for most of the instructions and tasks at school.
Interviewer To all subjects or only for the English subject?
Teacher Most subjects, except Local Contents.

Excerpt 3

Interviewer Is Karen using English at home?
Parent (mom) Yes, she talks to me at home using English, I mean it for her own sake I tried to always using English when talking to her

Based on the participant's response to the interview questions, it was revealed that there are three fundamental settings where Karen practiced her English namely school, home, and English course immersion has been applied at participant's classroom setting. Outside of the school, the participant enrolls in an English program at a language learning center. She goes there three times a week to practice her English. Every lesson lasts 90 minutes. According to the participant's parents, she encourages her children to participate in the community because she wants to help them become more fluent in English. She has been enrolled in the community for almost a year. It also appears that the community has been quite supportive in helping her children improve their L2 skills. She grows more comfortable speaking the language both inside and outside of the classroom.

Excerpt 4

Interviewer Does she have an English community like an English learning program?

Parent Yes

Interviewer How many times in a week?

Parent Ehm...Three times in a week... It's on Monday, Wednesday and Saturday.

Interviewer Ok, Ms. That is great. Then, how long does it take?

Parent 90 minutes

Interviewer I see. So, why do you want her to have the community?

Parent I want her to speak English well. And she can do English tasks at school.

Interviewer Ok. Very well Ms. So, you want her to have better ability in English? So, she can speak and do the task well?

Parent Yes, yes.

The participant's home serves as the last immersive environment. Her family members will occasionally speak to her in English. Due to their lack of proficiency, the exposure to the target language appears to be less than it would be in the other two immersion contexts. However, they are adamant about continuing simple small chat in the target language. Additionally, the parents permit them to use technology, such as YouTube and games, to access the language. It lasts at least two hours. Without any pressure, learning English is simpler and more enjoyable. They may occasionally practice the target language through interactive games or films.

Excerpt 5

Interviewer *Okay, Do you join the English Learning program outside your school or let's say "Kursus Bahasa Inggris"?*
 Karen *Yes, at ELC (English Learning Center)?*
 Interviewer *How many times do you go to ELC?*
 Karen *Three times a week..*
 Interviewer *And do you also learn English from other things like YouTube or Social Media?*
 Karen *Yes, YouTube*
 Interviewer *How long do you have access to YouTube?*
 Karen *Three hours.*
 Interviewer *What is your favorite program on YouTube?*
 Karen *I like Barbie and Minecraft.*
 Interviewer *Do you speak English at home?*
 Karen *Sometimes, mostly with my mom. sometimes also with my brother and father.*

Excerpt 6

Interviewer *Is Karen exposed to English at home?*
 Parent *Sometimes*
 Interviewer *Does Karen watch English programs?*
 Parent *Yes. She has access to YouTube.*
 Interviewer *How often does she watch YouTube? and how long does she access it?*
 Parent *Every day in her spare time. We just give permission for watching kid's programs, and preferably in English. It is about two - three hours on weekdays. But she can access more than three hours on weekends. She learns a lot from youtube, the pronunciation, foreign culture like halloween*

From the three types of the immersion, it seems that the participant has much exposure to the target language. It is not questionable that in her age and grade she has already had good English and fluency in speaking. For the next stage, the researcher describes the participant's performance in fluency. During the interview, the researchers found some positive effect of the immersion on her fluency features.

Person-Based Classification

Table 3 Person-Based Classification

Persons involved in immersive activities	Context
School Teachers	School teachers teaching English at school adopting total English immersion as part of school curricula for this international school adopts full English instruction
Parents	Parents play a role to strengthen student's language proficiency by providing naturalistic setting of language enactment through daily conversation

ELC Teachers	ELC teachers serve their role as agents providing more language exposure packed in interesting manner and program serving as student reinforcement program to what the student has already exposed
Peers/friends	The participant interaction with her friends in English provide

Karen as the participant of the study immersed into extensive English exposure for she has good interlocutors who also address her in English. It was revealed from the following excerpt.

Excerpt 7

Interviewer How about Karen' peers? Do they respond to the English language too?

Teacher Sometimes, they don't. They sometimes speak mixed both Bahasa and English. It goes with some lower students here, but we encourage them to speak in English. You can speak both languages, but not just Bahasa. Most students will use English when they answer and ask questions even if they ask permission for any purposes such as going somewhere, washing their hands or other purposes.

Excerpt 8

Interviewer Do you speak English with your friend?

Karen I do, sometimes they reply me back in English sometimes they mixed the language

Excerpt 9

Interviewer Do you speak English as well to your mom at home?

Karen Exactly, she encourages me to do so (speaking in English) she tries her best to make me speak in English.

Interviewer How do you feel?

Karen I am happy as I have good companion speaking in English a lot, my teachers

From excerpt 7,8,9 we all know that Karen gets much English exposure from persons surrounding her. Furthermore, based on the participant's response in excerpt 8, she revealed that frequently converses in English with teachers as well as peers.

Excerpt 10

Interviewer Hello, how are you? And my thank you. Okay. So well, let me introduce myself to you. My name is Miss R. People call me Ms. D. All right. What is your name?

Karen My name is Karen (Pseudonyms).

Interviewer How old are you"

Karen I am seven years old.

Interviewer Okay, so where do you usually use English?
Karen At school, sometimes at home and at ELC (English Learning Center)

Types-Based immersion

Furthermore, based on the participant's response, she frequently converses in English with teachers as well as peers. Based on teacher and participant's responses, it can be concluded that type of total immersion has occurred at school setting. The school system has offered total immersion, allowing children to spend the full school day immersed in a second language. Total immersion makes it easier for children to learn the L2. It is best to utilize and be in the language in order to master it. By paying attention to the teacher's instructions and explanations, asking and answering questions, presenting ideas to the class, and participating in any discussions with peers or the class, students can enhance their target language fluency in an immersive educational setting.

Excerpt 11

Interviewer Hello, how are you? And my thank you. Okay. So well, let me introduce myself to you
Karen My name is Rodyah. People call me Ms. Diyah. All right. What is your name?
Karen My name is Karen
Interviewer How old are you?
Karen I am six years old.
Interviewer Okay, so where do you usually use English?
Karen At school, sometimes at home and at ELC (English Learning Center)
Interviewer Okay, Do you join the English Learning program outside your school or let's say "Kursus bahasa Inggris"?
Karen Yes, at ELC (English Learning Center)?
Interviewer How many times do you go to ELC?
Karen Three times a week.
Interviewer And do you also learn English from other things like YouTube or Social Media?
Karen Yes, YouTube
Interviewer How long do you have access to YouTube?
Karen Three hours.
Interviewer What is your favorite program on YouTube?
Karen I like Barbie and Minecraft.
Interviewer Do you speak English at home?
Karen Sometimes, mostly with my mom. sometimes also with my brother and father.

Oral Production Fluency based Predictors and Assessment

The EFL learner's achievement in his or her speaking skill has to be measured to find out about how much progress they have made after the teaching-learning process in three different settings.

The followings are the speaking fluency descriptors based on CEFR assessment scale consisting of six (6) parameters to be measured regarding students' oral proficiency. Fluency refers to how fluent the test participant produces his or her EFL, ranging from 0 '*not able to communicate properly*' to 6 '*speak spontaneously with few pauses*'.

Table 4 CEFR Assessment Scale

No	Fluency Descriptors
6	Speaks spontaneously and continuously with few pauses or stumbling
5	Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language
4	Can produce stretches of language with a fairly even tempo
3	Can keep going comprehensible, even though pausing for grammatical and lexical planning and repair may be very evident
2	Can make him or herself understood in very short utterances even though pauses, false starts and a reformulation are very evident
1	Can make him/herself understood in a simple way but makes frequent errors that require listeners' patience
0	Unable to converse

Consulting with Freed et al., (2004), they mentioned features of fluency which might be developed during language acquisition as smoother speech with fewer false starts, a faster rate of speech, better or more complicated grammar, a richer vocabulary, less pauses or hesitations, and a better accent. As previously mentioned, the current study discovers three communities that offer participants an immersive environment. These communities are the school, the home, and the language learning community. The interaction of participants with members of these communities may aid in the improvement of participant's oral fluency. The participant's environment for language immersion is described in the following table, which could have an impact on how fluently she speaks. The result and

observation strengthened by the interview are in line with the findings showing that Karen has shown remarkable speaking fluency in English. She speaks with (1) less hesitation to express idea (2) Speak at length, (3) produce understandable speech (smoother speech), (4) speak without pauses and (5) able to maintaining the conversation.

Table 5 Observation Result

Aspect	School Assessment	ELC Assessment	Home
Curricula	The school sets a standardized curricula for students in order to achieve certain proficiency levels	ELC has normative scoring judgment embedded in their system. Instrument used in this study consists of the following activities.	There is no standard curricula applied at home
Activities	<ul style="list-style-type: none"> Asking and answering questions from teacher Doing oral presentation Conversing with friends Watching and listening to a native video from the teacher. 	<ul style="list-style-type: none"> Completing reading or writing task Doing presentation 	Conversing with family members Watching video from YouTube Playing Minecraft Game
Aspects of improvement	<ul style="list-style-type: none"> Improved vocabulary Richer vocabulary 	<ul style="list-style-type: none"> Richer vocabulary Better grammar Speech at length Speech understandable (Smoother speech) 	<ul style="list-style-type: none"> Richer vocabulary Better accent

Excerpt 12

Interviewer Then, is there any improvement with her ability now compared to the past?

Parent Mmm... I think. Yes. Her speaking is better. He knows more English words now. Her grade in English is good too. She is more confident to speak English with her friends and teachers.

The English teacher's program at the language learning center also provides data. She says the classroom is a fully immersive atmosphere. English is used exclusively for all interactions and instructions. When speaking with teachers, peers, and staff members during class, students are encouraged to use English whenever possible. She says that the program already incorporates all four skills into a 90-minute session, ensuring that the students fully understand the subject at hand. The offers an immersion setting that recreates the native atmosphere in the classroom.

The books and other materials provided are frequently adopted from the native speaker country. The teachers will also invite the students to watch or listen to audio or video that contains native speaker speech. The students will therefore be exposed to a wider variety of native English speaker accents. This will reinforce their fluency to communicate and understand native speakers' speech with ease.

Excerpt 13

Interviewer Could you please describe the English program at the place you work? How many hours does every session last? Do you use English or mixed languages when giving the materials to students?

Teacher Ok. So, we have regular and private classes here. Usually, students attend twice a week. Every class will last 90 minutes. Mm... We mixed both native and English language in class, so when the students are having difficulties comprehending the material, I will switch there. Often, for lower or beginner classes. However, I use the target language more than the native language, mmm... maybe it's 90 %. We always encourage students to speak more in English here even with the staff.

Interviewer That's great. Then, are there any native speakers?

Teacher For now, there's none of native speakers here. Sometimes, we will invite them to give short classes or participate in our event. But we often use materials or books from native country. Mmm... we play audio or video too for them which have various accents there. So, the students might be more familiar with their target language.

From the table and interview excerpts, it can be described that each of the three communities contribute to the presence of oral fluency. School community offers total immersion, allowing participants to experience more intense situations each day. Based on an interview with the teacher, she mentions that different school activities, both within and outside of the classroom, can improve participant's fluency with the English language. For instance, if the participant is having trouble completing a task assigned by the teacher in the classroom, she may impromptu ask a question about the challenge. By doing this, the participant can practice speaking smoothly and confidently in English while utilizing her vocabulary. In addition, making an oral presentation, which the teacher assigned, is another exercise that lets the participant utilize English for a short while. The manner of explaining the issue helps improve fluency, such as smooth, clear, and speech that is free of pauses and hesitations. Outside of the classroom, having dialog with friends gives the

participant the chance to practice speaking fluently on the go while engaging in conversation.

Home community places a greater emphasis on access to technology. In an interview with the parent, the parent acknowledges that she rarely speaks to the participant in English, but that the participant enjoys playing games and watching YouTube, which helps her become more fluent. She likes to enjoy watching Barbie programs on YouTube and playing Minecraft. Participant's vocabulary and accent can improve through interaction with these technologies since the video and game incorporate native speaker speech.

According to an interview with the participant's teacher at a language learning center, she has already incorporated four English skills into the teaching and learning of English. Participants will be exposed to more diverse fluency acquisition methods as a result. Reading and writing-related activities help participants build a stronger vocabulary and improve their grammar, while listening exercises using video and audio materials help participants build a stronger vocabulary and accent. Speaking exercises, such as giving oral presentations, help participants practice speaking clearly and fluently.

Discussion

The present study shows evidence that language immersion in a home country helps the subject named Karen improves her second language learning development. This happens for she has been exposed to much English language exposure one of which is through language immersion program. The immersion programs are run into three different settings namely school, at home, and in English courses.

At home, Karen practices her English with her family members. She communicates using English on her daily basis with her family members especially her mom. Besides making English as her way of communicating with her family members, Karen also makes use of technology in her language learning. This is

because the rapid development of technology, information and communication has an impact on better information services for the development of education technology nowadays (Rahmawati & Setyaningsih, 2021). This is proven by her choice of watching YouTube to improve her English language proficiency. Besides at home, Karen also practices English at her school and in her English course.

Those three settings have a greater impact on oral fluency on Karen. This is in line with the findings in the ELLiE research project (Enever, 2011) and the studies by Naber & Lowie (2012) showing that exposure outside school may boost one's language proficiency. Our study shows that with regard to oral fluency, out-of-school exposure namely home environment and English course both strengthened Karen's English proficiency and has a positive effect on Karen's speech production characterized by (1) less hesitation to express idea (2) Speak at length, (3) produce understandable speech (smoother speech), (4) speak without pauses and (5) able to maintaining the conversation. Out- of-school exposure should be taken into account when making decisions about the nature and focus of an EFL curriculum for early learners, deciding on the starting age of instructed EFL and the number of teaching hours available in the curriculum. More research is needed with a larger sample size to see if integrating out-of-school exposure in a consistent EFL curriculum in elementary schools would result in improvements in oral fluency. The type and amount of input is highly important for language production (Lightbown & Spada, 2006). The participant's home serves as the last immersive environment which offers parental guidance and involvement. YouTube videos could potentially be one of the alternatives to informal learning options available now. YouTube videos provide students with a wide choice of resources for informal learning. YouTube videos can serve as authentic resources for EFL nursing students by offering instances of how language is actually used in everyday situations. YouTube videos may also help international students learn about the sociocultural context in which the target language is used as well as the culture of that language. Benson (2016) found that discussions and comments on YouTube channels frequently emphasize the advantages of learning languages and their multicultural aspects. With the help of all these potential benefits, Karen might learn more

independently and independently. According to Lai & Gu (2011) research, YouTube can be used as an informal digital learning platform for students to acquire knowledge outside of the classroom. Naber & Lowie (2012) show that out-of-school exposure is more important for L2 acquisition than is classroom exposure.

Next, oral production also needs good counterparts. From this study we learn that Karen has tremendous improvement regarding her oral fluency because she is supported by a good English-speaking environment, namely her teacher at school, parents at home, and English instructors in her English course. This is in line with a study conducted by (Paradis, 2019; Liando & Tatipang, 2022; Lee & Lee, 2021) stating that parental role in supporting child's language acquisition may determine the success of L2 acquisition.

The result of total immersion results in quicker English acquisition (Laitinen, 2001; Auerbach, 2021) and makes students become totally submerged into the program (Fortune & Ju, 2017; Salar et al., 2020) to achieve specific goals. Karen's developmental progress in terms of oral fluency are very much supported by total English immersion; she has enabled her to submerge linguistically into English; language structural patterns. In line with (Reyhner, 2003), this study also provides evidence that involving a child in immersion teaching methods in a naturalistic situation have demonstrated to be significantly more effective than that of traditional classroom.

The result of this study is also in line with Wright (2013) showing that early English immersion programs really benefit a child's language acquisition process. Karen gets lots of English language improvements in terms of tremendous oral fluency characterized by smoother speech with fewer false starts, a faster rate of speech, better or more complicated grammar, a richer vocabulary, less pauses or hesitations, and a better accent Freed et al., (2004).

This study emphasizes the value of early exposure to English because it helps students develop better oral fluency (De Wolf et al., 2017), better grammar and receptive vocabulary tasks (Shintani, 2011; 2015; Unsworth et al., 2015), error-

free speech (Housen & Kuiken, 2009);, good linguistic competence (Zein, 2017), metalinguistic improvement (Milton & Alexiou, 2006), and cognitive advantage (Soderman, 2010).

Learning a foreign is always linked to second language acquisition, where the student is expected to pick up their second language in the same way as children subconsciously take up their first language while growing up. The ability to utilize language should therefore be developed in a way that enables them to subconsciously pick up the target language so they can express themselves freely, just as they would do in their L1. This should be the case whenever they are asked to demonstrate their L2 proficiency in the four language abilities of listening, speaking, reading, and writing. Immersion can be picked up as one of the alternatives providing a rich naturalistic language environment which can yield quicker language acquisition.

The unconscious acquisition of L2 in adult EFL learners requires a process, similar to how children pick up their L1, which entails exposure to L1-using environments and their parents as language models. EFL language programs like immersion are essentially a form of L2 learning that mediates and encourages L2 acquisition in which EFL learners are exposed to L2 in a context similar to that in which children acquire their L2. EFL students are exposed to English through controlled language models, which enables them to study L2 and achieve the desired L2 proficiency.

CONCLUSION

In conclusion, the results show that three communities namely the school, participant's home, and the English learning center help participant to develop her speaking fluency. According to the analysis, the school community appears to offer a more immersing setting for the full eight hours of each day (5 days per week). Participant's ability to speak clearly, smoothly, and confidently increases as a result of their interactions with teachers and classmates at school through various

interactive activities. Furthermore, the participant engages in immersion situations outside of the classroom from their homes and language learning communities. Home communities offer an immersive atmosphere that places more emphasis on using technology than engaging the participant in conversation. The participant enjoys watching Barbie programs on YouTube and playing Minecraft games which offer richer vocabulary and better accent from a native English speaker on them. A day will have at least two hours of it. Finally, she experiences an immersive atmosphere at an English learning center. She attends the lesson three times a week for 90 minutes each time. Diverse exercises integrating the four English language skills with the use of technology such as audio and video improve participant's fluency with more advanced grammar, vocabulary, and authentic accent of the English Native speakers. Teacher education programs must integrate instructors' critical dispositions across the curriculum to promote a conceptual awareness that children' oral fluency is a process-based development. Our results show that this deliberate immersion serves as a prelude and a fundamental component for assisting students in achieving oral fluency more quickly.

On the basis of the participant's experiences, this study has produced important findings. It is still subject to certain restrictions, though. First, while recruiting a single participant is feasible, it is problematic due to prejudice and subjective results. Therefore, it is urged for future research agendas to include more people in order to effectively communicate and validate results from related studies. There are certain issues with the present study's utilization of in-depth interviews. Multiple data gathering should be used in future studies to document a more thorough data collection. We encourage future researchers to conduct studies on individuals who are learning languages other than English since it is crucial to obtain a variety of viewpoints from different languages. The results of the current study could be useful to policymakers in the context of enacting training for teachers on how to do immersive programs for students effectively. This study's main recommendation is that early foreign language instruction be designed in a way that encourages students to interact with English outside of the classroom, such

as by encouraging them to play online games and explore websites, watch television or videos with English subtitles, or listen to English music.

Further study is required to better understand how language immersion in a home country can increase children's oral fluency because this research is still far from ideal. To help with better second language acquisition on fluency, further research can be done, for instance, investigating which dominant role between community and technology contributes more to the outcomes.

REFERENCES

- Akcan, S. (2004). Teaching Methodology in a First-Grade French-Immersion Class. *Bilingual Research Journal*, 28(2), 267–277. <https://doi.org/10.1080/15235882.2004.10162817>
- Alasmari, N., & Alshae'el, A. (2020). The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6th Grade Female Pupils in Sakaka City. *International Journal of Education and Literacy Studies*, 8(1), 61. <https://doi.org/10.7575/aiac.ijels.v.8n.1p.61>
- Al-Senaidi, S. A. (2012). Using role play to promote oral fluency. In *Scribd Inc.*
- Andriyani, S. (2016). The Implementation of English Immersion Program for Facing Globalization Era. *Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris*, 3(2), 23–30.
- Arfiandhani, P., & Zein, S. (2018). Utilizing SLA findings to inform language-in-education policy: The case of early English instruction in Indonesia. In *Language policy and language acquisition planning* (pp. 81–94).
- Auerbach, E. R. (2021). When pedagogy meets politics: Challenging English only in adult education. In *Language Ideologies* (pp. 177–204). Routledge.
- Bailey, K. M. (2003). Speaking. In *Practical English language teaching* (pp. 47–66). McGraw Hill Contemporary.
- Benson, P. (2016). *The discourse of YouTube: Multimodal text in a global context*. Taylor & Francis.
- Butler, Y. G. (2015). The use of computer games as foreign language learning tasks for digital natives. *System*, 54, 91–102. <https://doi.org/10.1016/j.system.2014.10.010>
- Creswell, J. W. (2002). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.). Sage Publications.
- Curtain, H. A., Pesola, C. A., & Savignon, S. J. (1988). *Languages and Children, Making the Match: Foreign language instruction in the elementary school*.
- De Wolf, S., Smit, N., & Lowie, W. (2017). Influences of early English language teaching on oral fluency. *ELT Journal*, 71(3), 341–353. <https://doi.org/10.1093/elt/ccw115>
- Durbidge, L. (2019). Technology and L2 engagement in study abroad: Enabler or immersion breaker? *System*, 80, 224–234. <https://doi.org/10.1016/j.system.2018.12.004>
- Enever, J. (2011). *ELLie: Early language learning in Europe: [evidence from the ELLiE study]*. British Council.

- Enever, J., Moon, J., & Raman, U. (2009). *Young learner English language policy and implementation: International perspectives*. Garnet Publishing.
- Fortune, T. W., & Ju, Z. (2017). Assessing and Exploring the Oral Proficiency of Young Mandarin Immersion Learners. *Annual Review of Applied Linguistics*, 37, 264–287. <https://doi.org/10.1017/S0267190517000150>
- Freed, B. F., Segalowitz, N., & Dewey, D. P. (2004). Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs. In *Studies in second language acquisition* (Vol. 26, pp. 275–301).
- Gusdian, R. I., & Lestiono, R. (2019). Cater for proper English pronunciation in the primary school level: put to use Arabic consonants. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 5(2), 254–261. <https://doi.org/10.22219/kembara.v5i2.9984>
- Hakim, L. N. (2019). The implementation of YouTube in teaching vocabulary for young learners. *Journal of Advanced English Studies*, 2(1), 13. <https://doi.org/10.47354/jaes.v2i1.50>
- Hammerly, H. (1991). *Fluency and accuracy: toward balance in language teaching*. Multilingual Matters.
- Housen, A., & Kuiken, F. (2009). Complexity, Accuracy, and Fluency in Second Language Acquisition. *Applied Linguistics*, 30(4), 461–473. <https://doi.org/10.1093/applin/amp048>
- Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children. *Early Childhood Education Journal*, 32(3), 157–163. <https://doi.org/10.1023/B:ECEJ.0000048967.94189.a3>
- Knell, E., Haiyan, Q., Miao, P., Yanping, C., Siegel, L. S., Lin, Z., & Wei, Z. (2007). Early English Immersion and Literacy in Xi'an, China. *The Modern Language Journal*, 91(3), 395–417. <https://doi.org/10.1111/j.1540-4781.2007.00586.x>
- Lai, C., & Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer Assisted Language Learning*, 24(4), 317–335. <https://doi.org/10.1080/09588221.2011.568417>
- Laitinen, J. (2001). *English immersion in Finland-dreams or reality?: A case study on the Hollihaka early total English immersion programme, its structure, implementation and learning outcomes*. University of Jyväskylä.
- Lee, J. S., & Lee, K. (2021). The role of informal digital learning of English and L2 motivational self- system in foreign language enjoyment. *British Journal of*

- Lestariyana, R. P. D., & Widodo, H. P. (2018). Engaging young learners of English with digital stories: Learning to mean. *Indonesian Journal of Applied Linguistics*, 8(2), 489–495. <https://doi.org/10.17509/ijal.v8i2.13314>
- Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, 13(1), 61. <https://doi.org/10.20884/1.jli.2022.13.1.5749>
- Lightbown, P. M., & Spada, N. (2006). *How Languages are Learned* (3rd ed.). Oxford University Press. Llanes, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R.
- Llanes, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021). YouTube as Digital Learning Resources for Teaching Bilingual Young Learners. *2nd International Conference on Technology and Educational Science (ICTES 2020)*, 156–162. <https://doi.org/10.2991/assehr.k.210407.230>
- Llanes, À. (2012). The short- and long-term effects of a short study abroad experience: The case of children. *System*, 40(2), 179–190. <https://doi.org/10.1016/j.system.2012.05.003>
- Llanes, À., & Muñoz, C. (2009). A short stay abroad: Does it make a difference? *System*, 37(3), 353–365. <https://doi.org/10.1016/j.system.2009.03.001>
- Mart, C. T. (2012). Encouraging Young Learners to Learn English through Stories. *English Language Teaching*, 5(5), 101–106.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass Publishers.
- Met, M., & Galloway, V. (1992). Research in foreign language curriculum. In *Handbook of research on curriculum* (pp. 852–890). Macmillan.
- Milton, J., & Alexiou, T. (2006). Language aptitude development in young learners. In *Age in L2: acquisition and teaching* (pp. 177–192). Peter Lang.
- Muñoz, C., & Llanes, À. (2014). Study Abroad and Changes in Degree of Foreign Accent in Children and Adults. *The Modern Language Journal*, 98(1), 432–449. <https://doi.org/10.1111/j.1540-4781.2014.12059.x>
- Naber, R., & Lowie, W. (2012). Hoe vroeger, hoe beter? Een onderzoek naar de effectiviteit van vroeg vreemdetalenonderwijs. *Levende Talen Tijdschrift*, 13(4), 13–21.
- Paradis, J. (2019). English second language acquisition from early childhood to adulthood: The role of age, first language, cognitive, and input factors. In *Proceedings of the BUCLD* (Vol. 43, pp. 11–26).

- Prihatini, A. (2023). Perkembangan penelitian pembelajaran bahasa Indonesia sebagai bahasa kedua: Analisis bibliometrik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(1), 56–75. <https://doi.org/10.22219/kembara.v9i1.23216>
- Rahmawati, L. E., & Setyaningsih, V. I. (2021). Kemandirian belajar siswa dalam pembelajaran daring mata pelajaran bahasa Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 7(2), 353–365. <https://doi.org/10.22219/kembara.v7i2.16326>
- Reyhner, J. (2003). *Native Language Immersion*.
- Rossiter, M. J., Derwing, T. M., Manimtim, L. G., & Thomson, R. I. (2010). Oral Fluency: The Neglected Component in the Communicative Language Classroom. *The Canadian Modern Language Review*, 66(4), 583–606. <https://doi.org/10.3138/cmlr.66.4.583>
- Salar, R., Arici, F., Caliklar, S., & Yilmaz, R. M. (2020). A Model for Augmented Reality Immersion Experiences of University Students Studying in Science Education. *Journal of Science Education and Technology*, 29(2), 257–271. <https://doi.org/10.1007/s10956-019-09810-x>
- Sample, E., & Michel, M. (2015). An Exploratory Study into Trade-off Effects of Complexity, Accuracy, and Fluency on Young Learners' Oral Task Repetition. *TESL Canada Journal*, 31, 23. <https://doi.org/10.18806/tesl.v31i0.1185>
- Segalowitz, N., Freed, B., Collentine, J., Lafford, B., Lazar, N., & Díaz-Campos, M. (2004). A Comparison of Spanish Second Language Acquisition in Two Different Learning Contexts: Study Abroad and the Domestic Classroom. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10(1), 1–18. <https://doi.org/10.36366/frontiers.v10i1.130>
- Shintani, N. (2011). A comparative study of the effects of input-based and production-based instruction on vocabulary acquisition by young EFL learners. *Language Teaching Research*, 15(2), 137–158. <https://doi.org/10.1177/1362168810388692>
- Shintani, N. (2015). The Incidental Grammar Acquisition in Focus on Form and Focus on Forms Instruction for Young Beginner Learners. *TESOL Quarterly*, 49(1), 115–140.
- Soderman, A. K. (2010). Language Immersion Programs for Young Children? Yes but Proceed with Caution. *Phi Delta Kappan*, 91(8), 54–61. <https://doi.org/10.1177/003172171009100811>
- Song, J. (2018). English just is not enough! Neoliberalism, class, and children's study abroad among Korean families. *System*, 73, 80–88. <https://doi.org/10.1016/j.system.2017.10.007>

- Strauss, A., & Corbin, J. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Sage.
- Sudarwati, E., Widiati, U., Ubaidillah, M. F., Prasetyoningsih, L., & Sulistiyo, U. (2022). A Narrative Inquiry into Identity Construction and Classroom Participation of an EFL Student with a Physical Disability: Evidence from Indonesia. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2022.5174>
- Supriyanti. (2014). Why do Our Children Need to Learn English at Elementary Schools. *2nd Conference of Teaching English for Young Learners: From Policy to Classroom*.
- Tedick, D. J., & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Routledge.
- Tragant, E., Serrano, R., & Llanes, À. (2017). Learning English during the summer: A comparison of two domestic programs for pre-adolescents. *Language Teaching Research*, 21(5), 546–567. <https://doi.org/10.1177/1362168816639757>
- Trebits, A., Koch, M. J., Ponto, K., Bruhn, A.-C., Adler, M., & Kersten, K. (2022). Cognitive gains and socioeconomic status in early second language acquisition in immersion and EFL learning settings. *International Journal of Bilingual Education and Bilingualism*, 25(7), 2668–2681. <https://doi.org/10.1080/13670050.2021.1943307>
- Uhl Chamot, A., & El-Dinary, P. B. (1999). Children's Learning Strategies in Language Immersion Classrooms. *The Modern Language Journal*, 83(3), 319–338. <https://doi.org/10.1111/0026-7902.00025>
- Unsworth, S., Persson, L., Prins, T., & De Bot, K. (2015). An investigation of factors affecting early foreign language learning in the Netherlands. *Applied Linguistics*, 36(5), 527–548. <https://doi.org/10.1093/applin/amt052>
- Wright, C. (2013). An Investigation of Working Memory Effects on Oral Grammatical Accuracy and Fluency in Producing Questions in English. *TESOL Quarterly*, 47(2), 352–374. <https://doi.org/10.1002/tesq.68>
- Zaremba, A. J. (2006). *Speaking professionally: A concise guide*. Thomson South-Western.
- Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects. *English Today*, 33(1), 53–59. <https://doi.org/10.1017/S0266078416000407>

APPENDICES

List of Questions

Excerpt 1 (Interviewer and Karen)

- Question 1 When do you use English?
- Question 2 Why is it so?

Excerpt 2 (Interviewer and school's teacher)

- Question 1 Do you use English when you are delivering the materials to the students?
- Question 2 To all subjects or only for the English subject?

Excerpt 3 (Interviewer and parents)

- Question 1 Is Karen using English at home?

Excerpt 4 (Interviewer and parents)

- Questions 1 Does she have an English community like an English learning program?
- Questions 2 How many times in a week?
- Questions 3 How long does it take?
- Questions 4 Why do you want her to have the community?

Excerpt 5 (Interviewer and Karen)

- Question 1 Do you join the English Learning program outside your school or let's say "Kursus Bahasa Inggris"?
- Question 2 How many times do you go to (English Course)?
- Question 3 Do you also learn English from other things like YouTube or Social Media?
- Question 4 How long do you have access to YouTube?
- Question 5 What is your favorite program on YouTube?
- Question 6 Do you speak English at home?

Excerpt 6 (Interviewer and parents)

- Question 1 Is Karen exposed to English at home?
- Question 2 Does Karen watch English programs?
- Question 3 How often does she watch YouTube? and how long does she access it?

Excerpt 7 (Interviewer and Teacher)

- Question 1 How about Karen' peers? Do they respond to the English language too?

Excerpt 8 (Interviewer and Karen)

- Question Do you speak English with your friend?

Excerpt 9 (Interviewer and Karen)

- Question 1 Do you speak English as well to your mom at home?
- Question 2 How do you feel?

Excerpt 10 (Interviewer and Karen)

Question 1 What is your name?

Question 2 How old are you?"

Question 3 Where do you usually use English?