

CHAPTER I

INTRODUCTION

A. Background of Study

In recent two decades, the development of an ever more complex relationship between the English language and globalization has been concerned. Graddol in Farzad Sharifian argued that:

“Economic globalization has encouraged the global spread of English, while the global spread of English has also encouraged globalization. In a more recent publication, he goes on to observe that “English is now redefining national and individual identities worldwide, shifting political fault lines, creating new global patterns of wealth and social exclusion, and suggesting new notions of human rights and responsibilities of citizenship” (Graddol 2006, 12).”¹

He also added the explanation about the increasing globalization which caused the interaction among people around the world as easy as possible. The interaction among people also caused the interaction of different cultural and linguistic backgrounds to get closer. The language used by people is different and it makes people to learn English as lingua franca in order that they can interact with people from different linguistic

¹ Farzad Sharifian, 2013, *Globalization and Developing Metacultural Competence in Learning English as an International Language*, Springer, p.1

backgrounds. The more explanations which the writer cited from Farzad Sharifian as follow:

“Increasingly, people from different cultural and linguistic backgrounds get closer together because of the development of globalization and the new technology, however, the default form of communication in everyday life for many people is becoming instances of intercultural communication. This phenomenon has attracted a significant degree of scholarly attention, leading to various proposals for the ‘competencies’ that are now required for successful intercultural communication. In particular in the area of foreign language education, scholars have realized that the main goal in teaching languages should shift away from its focus on the development of native-speaker competence towards more realistic competencies to facilitate communication between speakers from a wide range of cultural backgrounds.”²

To bridge the different language, education provides teaching learning using dual language in order that the school makes students study and use dual language in their teaching learning process called bilingual/immersion program. Linda S. Siegel argued in her article about the history and the reason why bilingual/immersion program was applied as follow:

“Canada has two official languages, English and French but most areas of this vast country are either predominantly French speaking or predominantly English speaking. French is the first language of a smaller percentage of the population than English but most Canadians want to be bilingual. More that 40 years ago,

² Farzad Sharifian, p. 2

English speaking parents and teachers in Montreal decided that the students were not really learning to speak French in the traditional model of teaching so they pioneered an educational reform, called French Immersion, in which English speaking children were educated in French from the beginning of their school career. The results of this educational reform have been quite successful and children, who participate in French Immersion programs learn to speak, read and write French. Most never become truly bilingual but they acquire fluency and are quite comfortable speaking French.”³

However, the teaching of English includes four skills: listening, speaking, reading and writing. But basically English consists of oral and written system. Both of them are important, but they are different, it may be stated that only educated people can communicate in written language, because it is very complex one, not only in grammar aspect but also in other factors such as the speaker and listener understand each other. In addition, writing is one of the difficulties which are faced by students. In Islam, writing is taught by Allah to the prophet Muhammad saw where he got the first revelation. Allah stated in the holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Means: “who taught (to write) with the pen, taught man what he did not know” (Al-Alaq 4-5).⁴

³ Linda S. Siegel, 2011, *Early English Immersion in Xi'an, China: An Experiment in English Language Teaching*, Springer, p. 1

⁴Depag, *Al-Qur'an dan Terjemahannya* (Jakarta: Kanisius, 1995), p,13

Discussing about writing, William Grape explained that:

“Writing from multiple texts requires even more demanding planning, processing, and revising. The interpretation of task demands and the integration of textual information force critical decision making that requires much practice and consistent efforts to “traverse the topical landscape” from multiple directions.”⁵

Writing as one of four skills has always formed part of the syllabus in the teaching of English. “Writing has always been used as a means of reinforcing language that has been taught”.⁶ In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary.

There are other opinions about the meaning of writing. They are: according to Celce and Olshtain in their book, *Discourse and Context in Language Teaching*, explain that writing is production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.⁷ So, writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

⁵ William Grabe, *Reading and Writing Relations: Second Language Perspectives on Research and Practice*, p.2

⁶Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 31-32

⁷ Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching*, (USA: Cambridge University Press, 2000), p. 142

Heather H. Koons in her thesis entitled *The Reading-Writing Connection: an Investigation of the Relationship between Reading Ability and Writing Quality across Multiple Grades and Three Writing Discourse Modes* revealed that :

“The assessment of writing using extended responses such as essays is complicated by the presence of human judgment in the generation of the score. Unlike an objectively scored, multiple-choice assessment, the essay score involves human raters who judge the quality of the writing.”⁸

Meanwhile, Elinor Saiegh-Haddad and Esther Geva gave explanation about development of reading skills in second language learning as follow:

“Thus, reading development appears to be predicated on basic linguistic skills. Also, some literacy-related linguistic skills developed in one language transfer to the other language. This implies that bilingualism—either natural, in the form of societal bilingualism, or formal in the form of bilingual educational settings— should not detract of the development of reading skill in one or both languages. Three studies, in this collection, target novel language-combinations and converge on this conclusion. Silven and Rubinov studied the effect of simultaneous exposure from birth to Finnish and Russian on the development of language-related literacy and showed that amount of exposure to the two home language and the frequency of language-specific social interactions explained proficiency in each language. Van der Leij,

⁸ Heather H. Koons, 2008, *The Reading-Writing Connection: an Investigation of the Relationship between Reading Ability and Writing Quality across Multiple Grades and Three Writing Discourse Modes*, Unpublished thesis, p. 9-10

Bekebrede, and Kotterink also show that concurrent instruction in Dutch (L1) and English (L2) resulted in superior performance on most English and some of the Dutch tests. Finally, Laurent and Martinot reveal, in their study of the development of linguistic awareness in French-Occitan bilinguals, that children enrolled in a bilingual school programme have a more highly-developed phonological awareness than their monolingual peers. Yet, it takes a few years before this advantage is observed.”⁹

Writing and reading as a part of four skills studied in the language learning has relationship and obviously correlate each other. In order to William Grabe in his article entitled *Reading and writing relations: Second language perspectives on research and practice*, he said as follow:

“In the past two decades, the role of reading-writing specialists. Interaction between reading and writing is thus a topic of concern in the academy as it relates to students studying in their first language (L1) as well as students studying in their second language (L2). In L1 contexts, a number of seminal studies on reading-writing relations appeared in the 1980s. In L2 contexts, the study of reading-writing relationships has evolved more slowly. L2 researchers pointed out that cultural and language differences among L2 students create complexities cultural socializations and belief systems.”¹⁰

⁹Elinor Saiegh-Haddad and Esther Geva, 2009, *Acquiring Reading in Two Languages: an Introduction to the Special Issue*, Springer, p. 266

¹⁰William Grabe, *Reading and Writing Relations: Second Language Perspectives on Research and Practice*, p.1

Based on the explanation above, the researcher tries to identify the correlation of writing and reading abilities of students of bilingual program. This research aims at analyzing the correlation of writing and reading abilities of students of bilingual program. Teacher should be selective in choosing teaching methods. In the writer's opinion, teaching English in bilingual program is one of teaching strategy in which students are given chance to learn English more comfortable. So it will help the students to understand and practice English in daily. By bilingual program, it is hoped that it can motivate the students to learn and practice written and spoke English.

B. Reasons for Choosing the Topic

Bilingual class program is one of the programs that are applied to develop the students' skill in communicating in English. In this class, the students do not only use English inside the English class, but also in other classes. English becomes the main medium of communication between the teacher and the student and also among the students during process. Based on this fact, the students are made to use English so often that they will get to use it. In bilingual program, English is not the subject of instruction; rather it is the medium through which a majority of the school's academic content is taught. Based on the illustration above, it is expected that students who join bilingual class

program will be able to write and read English better than those who do not.

C. Research Question

Based on the background above the writer states the following question of the research: How is the correlation between writing and reading ability of eight grade students of bilingual class at SMPN 18 Semarang in the academic year of 2013/2014?

D. Objective of the Study

The objective of the research is to find out the correlation between writing and reading ability of eight grade students of bilingual class at SMPN 18 Semarang in the academic year of 2013/2014.

E. Pedagogical Significance

The Benefits of the research can be stated as follows:

1. For the students

Hopefully this research can give useful knowledge and motivate the students to study English.

2. For the reader

The writer hopes that the result of the study would be worth consideration when people try to improve their English

learning and it would become reference for researchers of similar study.

3. For the writer

It gives positive knowledge for the writer everything about this research

4. For school.

This study gives much information about immersion program and hopefully the other school can apply it.