CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework
1. General Concept of Writing
a. Definition of Writing

Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.[1]

Writing is derived from word 'to write'. Kamehameha Schools gave explanation about Writing as follow:

> "Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982)."[2]

To convey idea from though by arranging sentence is called writing. According to Hamp-Lyons writing is a personal act in which researchers take ideas or prompts and

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[1] Jeremy Harmer, *How to Teach Writing*, p. 4.

[2] Kamehameha Schools, 2007, *The Writing Process: An Overview of Research on Teaching Writing as a Process*, the Research & Evaluation Department of Kamehameha Schools, p. 3

transform them into "self-initiated" topics.[3] Widdowson says that in the case of writing, the movements of the arm and fingers produce marks which are perceived by the eye.[4]

Steve Graham in his article untitled *Adolescent writing and writing instruction: introduction to the special issue* conveyed the phenomena in the teaching learning writing as follow:

> "These new efforts to improve writing instruction for secondary students are complex. As research by Applebee and Langer (2011) showed, some teachers and schools are doing a phenomenal job of teaching writing, but this was more the exception than the normal state of affairs. Many secondary teachers indicate that they are unprepared to teach writing, little writing or writing instruction occurs at these grade levels, and writing is not typically viewed as the responsibility of all teachers (Applebee & Langer; Kiuhara, Graham, & Hawken, 2009). Moreover, intervention research designed to identify effective writing practices is relatively thin (see Graham, Harris, & Hebert, 2011; Graham & Hebert, 2010; Graham & Perrin, 2007; Rogers & Graham, 2008), and there is much that we do not know about adolescent writing development, especially with certain subgroups of students such as those who are English language learners."[5]

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[3] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (USA: Longman, 1996), p. 136

[4] H. G. Widdowson, *Teaching Language as Communication,* (Oxford: Oxford University Press, 1978)*,* p. 62

[5] Steve Graham, Jessica Early and Kristen Wilcox, 2014, *Adolescent Writing and Writing Instruction: Introduction to the Special Issue*, Springer, p.2

Based on explanation from The CAELA Guide for Adult ESL Trainers in the book *Teaching Writing to Adult English Language Learners,* they said that:

> "Adult learners of English have many reasons for wanting to write. Many need to write to carry out functional tasks such as filling out forms, taking a message, or writing email messages. Others may need writing skills to succeed in academic studies or to advance in a job. For many learners, writing enhances language acquisition when they put their thoughts on paper and share them with others, because they also are often practicing the language structures and vocabulary they are learning in the classroom."[6]

From the explanation above the writer conclude that writing is the series of lesson which writing becomes a subject study. It is aimed at preparing knowledge about basic principle of writing. Teacher gives writing knowledge, showing how to do it, and instructing students as the teacher's idea. Teacher's idea is related with the teaching process, especially at teaching model.

b. Processes of Writing

If a person wants to write well, they will need a process and it is called process of writing. The process of writing includes some stages such as prewriting; drafting;

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[6] The CAELA Guide for Adult ESL Trainers, *Teaching Writing to Adult English Language Learners*, p.4

revising; and polishing. The explanation of the writing process is as follow:

> "Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content. Drafting: Making a case and structuring your evidence for that case. Revising: Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case. Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation."[7]

However, there are also different steps of writing process whose purpose is as good as the writing process above. these are the steps of writing process in teaching language learners especially in early age. The steps include prewriting; rought draft; peer editing; revising; editing; final draft ; and editing. Each of the process is clarified through the explanation below:

> "1) Prewriting - Children *brainstorm* to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing. Rough Draft - Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a *sloppy copy* or *rough draft*. 2) Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help

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[7] Capella University, *The Writing Process*, Minneapolis, p.3

each other understand the story by asking *who, what, when, where, why,* and *how* questions. 3) Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback. 4) Editing - Children work with the teacher and/or peers to correct all mistakes in grammar and spelling. 5) Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point. Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate."[8]

Steve Peha has different steps in writing process. The writing process according to Steve Peha includes prewriting, drafting, sharing, revising, editing and publishing. The more explanations are as follow:

"Pre-writing is any writing you do before you start writing. Drafting is all about being pulled into your topic and letting it carry you along right behind. Sharing means just what it says: sharing your work with other people and getting some feed back about how you're doing. The word "revision" literally means "to see again." This is what revising is all about. Having received comments about your piece during the Responding stage, you can better see your writing now from the reader's point of view. Editing means many things to many people. But here it means

[8] Becky L. Spivey, 2006, "What Is the Writing Process?", Publications • www.superduperinc.com, p. 1-2

only one thing: taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage. The word "publish" might remind you of another word you know. That would is "public" because that's what publishing is all about: preparing apiece of writing so that it can be read, understood, and enjoyed by the public."[9]

From the explanations above, the writer must think about three main issues if. Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or argument.

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing that the writer does about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

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[9] Steve Peha, 1995-2002, "The Writing Process Notebook", www.ttms.org, p.5-19

There are five steps that must be done by writers to brainstorm: The first is that writers must begin with a broad topic. The second is that writers must write down as many ideas about the topic as writers can do in five minutes. The third is that writers can add more items to their list by answering the questions what, how, when, where, why, and how. The fourth is that writers group similar items on the list together. The fifth is that writers can cross out items that do not belong.

Clustering is another pre-writing technique. It is a visual way of showing how writers' ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.[10] There are five steps that must be done by writers to cluster: the first is that writers must write the topic in the center of blank place of paper and draw a circle around it. The second is that writers can write any ideas that come into their mind about the topic in circle around the main circle. The third is that writers must connect these ideas to the center word with a line. The fourth is that writers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them. The fifth is that writers repeat the process until they run out of ideas.

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[10] Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

c. Kinds of Writing Genre

Students should be given opportunities to engage actively and collaboratively in analyzing, interpreting and constructing a variety of genres. Such skills and processes need to be modeled, shared and guided before they are practiced independently in a manner that is integrated across literacy and across the curriculum. In math class for example, students will be encouraged to use the language of math and the structure of procedural writing to explain how they have solved a problem. In this way, writing becomes a pathway to learning.

Usually there are several genres of writing used by writer to arrange his/her idea. To know kinds of writing will help us to guess sequence of writer's writing so that it can make us easier to understand their work. Several genres of writing are narrative, news story, anecdote, recount, procedure, explanation, report, exposition, discussion and description.

In fact genres of writing are divided into two kinds that are factual genres and story genres. The factual genres include procedure, explanation, report, exposition, discussion and description. Meanwhile, the story genres include narrative, news story, anecdote, and recount. Mary Macken in her book gave explanation as follow;

> "Procedural genre is a factual text designed to describe how something is accomplished through a

sequence of actions and steps. Procedures are also more about processes than thing but explain how perform different processes in a sequence of steps. Procedures are found in the written texts to do with Science, Art and Craft, Cookery, media Studies and Health as well as other subjects."

"Explanation genre is a factual text used to explain the processes involved in the evolution of natural or socio cultural phenomena. Explanations are used to account for why things are as they are. Explanations are more about processes than things. In the school curriculum, explanations are often found in Science and Social Studies."[11]

"Report is factual text which describes the way things are. It describes about what is in our environment such as phenomena, natural, synthetic and social[12]."

"Exposition genre is a factual text used to put forward a point of view, or argument. Expositions are found in essay, letter to the editor."

"Discussion genre is a factual text used to represent information about and arguments for both sides of an issue, concluding with a conclusion or recommendation based on the weight of evidence. Discussions are commonly used by royal commission, local councils and school bodies to look at two sides of a topical issue. In later secondary school, students are required to use 'Discussion' to explore different points of view in History, English and Economics essays as well as in other subjects[13]."

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[11] Mary Macken., *et all*, *A Genre-Based Approach To Teaching Writing Years 3-6*, (Australia: Common Ground, 1990), p. 16-18

[12] Mary Macken., *et all*, p. 14

[13] Mary Macken., *et all*, p. 20-22

Descriptive genre is based on order of importance. It can be from the most important one (increasing importance) to decreasing importance or from decreasing importance to important one (increasing importance). A descriptive writing is usually signed by words; the first, the second.

When we are writing a description essay, we are "painting a picture" with words. Good descriptive writing includes specific details to make the incident come alive for our reader. We focus on re-creating an incident that happened to us over a short period of time (usually an emotional experience). We convey a particular mood (feeling) - do we want to surprise our readers, make them laugh, have them share in our sorrow or fear?[14]

Newspaper article usually follows decreasing importance model by showing important information in the initial, whereas argumentation proceeds important one (increasing importance) model, that is, by showing decreasing importance followed by the most persuasive point in the final.

> "Narrative genre is a non-factual text used in a variety of modes to amuse, entertain and to deal vicarious experience in different ways. Stories deal with events that are problematic and which lead to a

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[14] Meeks, "Descriptive Writing", http://ksdl.ksbe.edu/writing resource/narration.html on Wednesday December 15 2010

crisis or turning point of some kind. The construction of the 'complication' depends on the 'evaluation' of the events by the narrator. In the final part of the text, there is a 'resolution' for better or worse".

Professional Development Service for Teachers in their book *Writing Genre – A Structured Approach* added explanation towards narrative text:

"Narratives entertain and engage the reader in an imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, descriptive language, past tense."[15]

Different the text above news story is a factual text. It is different with narrative which is fiction and it is not real. The explanation is as follow[16]:

Table 2.1

Narrative	News story
A non-factual text	A factual text
To amuse, entertain and to deal vicarious experience in different ways	To informs readers of daily newspaper about events of the day which are regarded as newsworthy or important
Simple past	Simple present

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[15] Professional Development Service for Teachers, 2013, *Writing Genre – A Structured Approach* , p.2

[16] Mary Macken., *et all*, p.30-34

"Anecdote genre is a story text dealing with something unexpected or out of the ordinary. The anecdote is almost exclusively an oral genre and is a common feature of casual conversation. It is the unexpected events-which is what makes the story worth telling. An interesting anecdote is one in which the teller makes the listener want to listen for more. Therefore, handling interpersonal meanings well is an important part of the narrator's anecdote skill-evaluating the significance of the events."[17]

The last is a recount which means past experience. Professional Development Service for Teachers in their book *Writing Genre – A Structured Approach* added explanation towards recount text:

"Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). Recount writing is organized by setting, events in chronological order and a concluding statement."[18]

2. General Concept of Reading

a. Definition of Reading

Reading is derified from the word 'read'. Terms of reading can be some definition based on the purpose like the

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[17] Mary Macken., *et all*, p.24

[18] Professional Development Service for Teachers, 2013, *Writing Genre – A Structured Approach* , p.8

definition of reading according to Frederick Cline et all. They define reading as follow:

> "Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge."[19]

It means that Words or images can be carved in stone, wood, or metal; instructions can be printed in relief on the plastic housing of a home appliance, or a myriad of other examples. Often the text relates to the object, such as an address on an envelope, product info on packaging, or text on a traffic or street sign. A slogan may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Short texts like these are sometimes referred to as environmental print. Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations. Sometimes text or images are in relief, with or without using a color contrast.

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[19] Frederick Cline; Christopher Johnstone & Teresa King, 2006, *Focus Group Reactions to Three Definitions of Reading (as Originally Developed in Support of NARAP Goal 1).* Minneapolis, MN: National Accessible Reading Assessment Projects, p.5

However, Frederick Cline et all gave explanation about the term of reading which is different with the explanation above:

> "Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product."[20]

The explanation above means that the process of recording information to be read later is writing. In the case of computer and microfiche storage there is the separate step of displaying the written text. For humans, reading is usually faster and easier than writing.

The next explanation of reading is also conveyed by Frederick Cline et all. Their explanation as follow:

> "Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge."[21]

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[20] Frederick Cline; Christopher Johnstone & Teresa King, 2006, *Focus Group Reactions to Three Definitions of Reading (as Originally Developed in Support of NARAP Goal 1).* Minneapolis, MN: National Accessible Reading Assessment Projects, p.5

[21] Frederick Cline; Christopher Johnstone & Teresa King, 2006, *Focus Group Reactions to Three Definitions of Reading (as Originally*

It means that Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Before the reintroduction of separated text in the late middle ages, the ability to read silently was considered rather remarkable.[22]

According to Aryan van der Leij in his article untitled *Acquiring reading and vocabulary in Dutch and English: the effect of concurrent instruction* argued that:

> "Studies of children's reading progress in bilingual
> programs indicate that cognitive skills transfer across

Developed in Support of NARAP Goal 1). Minneapolis, MN: National Accessible Reading Assessment Projects, p.5

[22]See Alberto Manguel *A History of Reading*, (New York: Viking, 1996).

languages and that L1 cognitive, linguistic and reading skills predict progress in learning to read in a second language (e.g., Comeau, Cormier, Grandmaison, & Lacroix, 1999; Cisero & Royer, 1995; Durgunogˇlu, Nagy, & Hancin-Bhatt, 1993; Gottardo, Yan, Siegel, & Wade- Woolley, 2001; Lindsey, Manis, & Bailey, 2003; Riccio et al., 2001). It therefore seems fair to say that the basic skills in the native language provide the foundation for learning a foreign language, as was originally hypothesized by Ganschow, Sparks, Javorsky, Pohlman, and Bishop-Marbury (1991). For example, phonological processing, the efficient use of orthographic knowledge, and verbal memory capacity contribute to the transfer of reading related skill across languages (Geva & Siegel, 2000)."[23]

The reading fluency is very important in the bilingual students because in can understanding in their speech. The study about reading fluency can be showed from a study conducted by Patrick Snellings, he explained as follow:

"Because reading fluency problems are the main characteristic of poor readers in an orthographically transparent language like Dutch, research into their speech perception problems should take speed measures into account. In addition, research is needed to clarify whether differences between RD children and CA controls were due to fast transitions or to phonetic similarity."[24]

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[23] Aryan van der Leij; Judith Bekebrede and Mieke Kotterink, 2009, *Acquiring Reading and Vocabulary in Dutch and English: the Effect of Concurrent Instruction*, Springer, P. 416

[24] Patrick Snellings; Aryan van der Leij; Henk Blok & Peter F. de Jong, 2010, *Reading Fluency and Speech Perception Speed of Beginning*

Based on some explanations above the writer can conclude that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Currently most reading is either of the printed word from ink or toner on paper, such as in a book, magazine, newspaper, leaflet, or notebook, or of electronic displays, such as computer displays, television, mobile phones or readers. Handwritten text may also be produced using a graphite pencil or a pen. Short texts may be written or painted on an object.

A requirement for reading is a good contrast between letters and background (depending on colors of letters and background, any pattern or image in the background, and lighting) and a suitable font size. In the case of a computer screen, not having to scroll horizontally is important.

Readers with Persistent Reading Problems: the Perception of Initial Stop Consonants and Consonant Clusters, Springer, P.154

The field of visual word recognition studies how people read individual words. A key technique in studying how individuals read text is eye tracking. This has revealed that reading is performed as a series of eye fixations with saccades between them. Humans also do not appear to fixate on every word in a text, but instead fixate to some words while apparently filling in the missing information using context. This is possible because human languages show certain linguistic regularities.

b. Kinds of Reading

Several types of reading may occur in a language classroom. One way in which these may be categorized, as suggested by Brown[25] can be outlined as Intensive and Extensive.

The first distinction that can be made is whether the reading is oral or silent. This case will not deal with oral reading, only silent reading. Within the category of silent reading, one encounters intensive and extensive reading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an *end* in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a

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[25]Brown, Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy,* (Upper Saddle River, Prentice Hall Regents, 1994).

means to an end. It may include reading simply for pleasure or reading technical, scientific or professional material. This later type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, will give a global or general meaning.

1) Intensive Reading

Brown explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.[26]" He draws an analogy to intensive reading as a "zoom lens" strategy. Long and Richards say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage."[27]

Intensive reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat

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[26]Brown, Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy,* (Upper Saddle River, Prentice Hall Regents, 1994).

[27]Long, Michael & Richards, J., Methodology *in TESOL*, (Boston: Heinle & Heinle Publishers, 1987), p.216

themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

TWU Counseling gave explanation about intensive reading technique. The explanation is as follow:

> "The Intensive Reading Technique is reading for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing readings that will have to be understood and remembered. One may have good comprehension while reading line-by-line, but remembering is what counts. Intensive reading is not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying technique of planning your purpose, and others."[28]

Meanwhile, the principals of intensive reading technique include overview, purpose, questions, reading, summarize, test, and understanding which are the seven procedures that cover the method, for very effective reading for detailed comprehension and long retention.

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[28]TWU Counseling, *Intensive Reading Techniques*, *Dallas-Parkland,* p.1

The explanations of intensive reading technique based on TWU Counseling are as follow:

> "OVERVIEW: We have two methods to obtain an overview -- surveying or skimming. PLANNING PURPOSE: Planning your purpose means to take a few seconds before you begin your reading to formalize or clearly state to yourself what you wish to get from the reading. QUESTIONS: A good time to record questions is after your overview and planning purpose. The questions should be in the same sequence as they appear in the material, if possible. READING: The most familiar technique and the heart of intensive reading is to read carefully and thoughtfully. Reading here means not only the familiar line-by-line reading, but reading that is guided by our purpose and questions. Also be sure and read the material you covered while obtaining an overview. SUMMARIZING: An important part of summarizing is organizing the ideas and supporting points. This organizing should begin in the reading but should be finalized and expressed in the notes."[29]

However, from the explanation given above, intensive reading has some advantages. They are providing a base to study structure, vocabulary and idioms. It provides a base for students to develop a greater control of language and it also provides for a check on the degree of comprehension for individual students

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[29] TWU Counseling, *Intensive Reading Techniques*, *Dallas-Parkland,* p.1-2

By contrast disadvantages include there is little actual practice of reading because of the small amount of text. In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material. The text may or may not interest the reader because it was chosen by the teacher. There is little chance to learn language patterns due to the small amount of text. Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

2) Extensive Reading

Brown explains that extensive reading is carried out "to achieve a general understanding of a text.[30]" Long and Richards identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."[31] The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

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[30]Brown, Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy,* (Upper Saddle River, Prentice Hall Regents, 1994).

[31]Long, Michael & Richards, J., *Methodology in TESOL*, (Boston: Heinle & Heinle Publishers, 1987), p.216

Students were to read in the second language without a conscious effort to translate. Emphasis was placed on developing independent silent reading and increasing reading rate of individual students. Frequency word counts were developed and used as a basis for graded readers. Broughton argued for the important role Extensive Reading could play in second language programs. The idea of Extensive Reading should be "standard practice" in second language learning. She suggested the following "idea": "The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively."[32]

Nuttal argued the case for Extensive Reading programs citing research studies that showed "impressive" gains in reading ability, motivation and attitude, and overall linguistic competence. There was also evidence of gains in vocabulary and spelling.[33]

Therefore, in some Extensive Reading Programs, teachers will allow their students to report on their reading in their native language so as not to make the "proof" of

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[32]Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1978) *Teaching English As A Foreign Language*. London: Routledge & Kegan Paul.p.168

[33]Nuttall, Christine, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1998)

reading more difficult than the reading itself. This, of course, only works if the teacher understands the student's first language. Extensive reading programs are often cited as being more "pleasurable" because there are no "tedious" exercises to complete.

For students extensive reading has some advantages. The students may: develop a "reading habit", gain more confidence in reading, improve their attitude towards reading and become more motivated to read, feel more autonomous over their own learning and more likely to take more initiative. The students can become more " independent readers", read for different purposes and change reading strategies for different kinds of texts, become more aware of what's available to them to read and how to access materials, expand sight vocabulary , acquire "incidental" grammatical competence, that is, it may be acquired even though it was not directly taught, build background knowledge, increase reading comprehension, improve overall language competence, be more prepared for further academic courses because they have read large quantities.

3. **General Concept of Bilingual Education Program**
   a. **Bilingual Education Program**

Before discussing bilingual education program, people have to understand Bilingualism. Bilingualism is a term fererring to person or social institutions. Kenji Hakuta and Eugene E. Garcia explained bilingualism as follow:

> *"Bilingualism* is a term that has been used to describe an attribute of individual children as well as social institutions. At both levels, the topic has been dominated by controversy. On the individual level, debate has centered on the possible costs and benefits of bilingualism in young children. On the societal level, fiery argument can be witnessed in the United States about the wisdom of bilingual education and the official support of languages other than English in public institutions. Particularly in the latter case, emotions run hot because of the symbolism contained in language and its correlation with ethnic group membership."[34]

After understanding bilingualism, it is essential for us to know bilingual education. Kenji Hakuta and Eugene E. Garcia gave explanation about bilingual education and the explanation cited as follow:

> "Bilingual education programs have been in existence for over two decades, and thus the reasonable question arises as to whether there is evidence of the relative effectiveness of the different approaches. Summative evaluations of programs that compare

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[34] Kenji Hakuta and Eugene E. Garcia, 1989, *Bilingualism and Education*, American Psychologist Vol. 44, p.1

these different approaches have run into difficulty on a number of fronts."[35]

The term bilingual usually refers to high or low level of ability and profiency of every person towards two languages. Proficiency and fluency of an individual in one language or another language are difficult to determine. Many people used to speak their strongest language with different proficiency level. Sometimes, person who have high level of social and academic proficiency in one language may be lack of proficiency in another language. [36]

However, the bilingual education programmes give children to study target language as natural as possible because those programmes support students' bilingualism like explanation from Peeter Mehisto as follow:

> "The bilingual education is used by some people to refer to those programmes that support bilingualism, by others, to those programmes that undermine bilingualism (additive versus subtractive bilingualism). In some regions, programmes that teach immigrant children primarily through societally dominant language are referred to as bilingual education despite the fact that these programmes may

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[35]Kenji Hakuta and Eugene E. Garcia, 1989, *Bilingualism and Education*, American Psychologist Vol. 44, p. 3

[36]Peeter Mehisto, *Excellence in Bilingual Education*, Cambridge: Cambridge University Press, p.3

in the long term suppres the students' L1 in favor of the dominant language (subtractive bilingualism)."[37]

The bilingual program in Netherland can be an example of implementation of bilingual program nowadays. the explanation of the bilingual program is cited from Aryan van der Leij article as follow:

> "At the bilingual school English is incorporated into the normal curriculum. The children receive English lessons from kindergarten (age 4) to the end of primary school (age 12). The main focus in Grade 2 is on verbal communication and in Grade 3 on spelling ability. However, the total number of hours spent on language and reading lessons is comparable to the majority of the schools with a single language curriculum, including the monolingual control school. In the 4 years from Kindergarten to Grade two (called group 1–4 in the integrated Dutch system) the children have 5, 20–25 min, English lessons a week. The introduction of English is done in a playful manner adapted to this age. In Grades three to six (group 5–8) they receive 4, 30 min, lessons a week. In the higher grades the lessons are more formal and English is the language of instruction in other content area lessons."[38]

The research done by Ester J. de Jong gave the writer explanation that in the case of English third language students

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[37]Peeter Mehisto, *Excellence in Bilingual Education*, Cambridge: Cambridge University Press, p. 4

[38] Aryan van der Leij; Judith Bekebrede and Mieke Kotterink, 2009, *Acquiring Reading and Vocabulary in Dutch and English: the Effect of Concurrent Instruction*, Springer, P.421

cannot maximally achieve the ability of English skills including writing and reading. The explanation of Ester J. de Jong research cited as follow:

> "Another factor is the effect of third language immersion on students for whom English is not the first language. Though studies are scarce, some studies indicate that third language learners may not achieve as well in early immersion programs, especially when the two home languages are used extensively at home and when students are not fluent in English when entering school (Hurd, 1993; Rolstadt, 1997)."[39]

Based on the amount of time spent in immersion, there are total Immersion, partial immersion, double immersion, and two ways (dual) language (bilingual). Total immersion is the type of immersion which the medium of instruction using foreign language fully (100%). Partial immersion is immersion type which foreign language is not used totally, but it is just used in 50%. This type is more appropriate for early immersion (bilingual education for children) because the mother tongue can be helpful in understanding lesson. Double Immersion is essentially a full immersion program with instruction in two foreign languages. Two-Way (Dual) Immersion is immersion type which children from each language group are mixed in the same

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[39] Ester J. de Jong, 2002, *Effective Bilingual Education: From Theory to Academic Achievement in a Two-Way Bilingual Program*, *Bilingual Research Journal,* p. 7

classroom. The goals of two way immersion are for both language groups to become bilingual[40] successfulness academically and develop positive inter-group relations.[41]

Based on the several definitions above, we may conclude that bilingual program is a program to provide students with native-like language skills in foreign language by applying the use of language deeply as a medium of teaching in regular school curriculum.

The writer can divide the types of bilingual based on the age, there are early bilingual, delayed or middle bilingual, and late bilingual. Early bilingual is bilingual program at kindergarten or infant stage. Delayed or middle bilingual is bilingual program at nine to ten years old. And late bilingual is immersion program at secondary level.

The writer believes that a bilingual program[42] is a device for introducing a non-native language and culture to

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[40] Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model. The following are several different types of bilingual education program models. For more explanation see Jack Brondum and Nancy Stenson, *Types of Immersion Education: An Introduction.* The ACIE Newsletter, February 1998, Vol. 1, No.2. 19 July 2007

[41]Jack Brondum and Nancy Stenson, *Types of Immersion Education: An Introduction.* The ACIE Newsletter, February 1998, Vol. 1, No.2. 19 July 2007

[42] Bilingual education is the interest of only two groups: one, bilingual educators, who face unemployment from the judgment of the people, and two, ethnic nationalists, for whom the preservation and exaltation

majority language students with the aim of providing students with native-like language skills in the foreign language.

There are three headings strategies for literacy in bilingual school: general, reading, and writing.[43] By general strategies, the teacher can create a literate classroom environment; encourage collaborative and cooperative learning; or include literacy development as parts of the content of other areas of the curriculum.

In creating a literate classroom environment, the classroom environment should demonstrate the multiple function of literacy. For example, there are many writing in English language around school environment, such as attendance list, subject lesson schedule, class organization, or some writing which is pasted on the class wall.

For reading strategy, the teacher can use utilize predictable books. For example, the teacher uses the big book which contains relatively predictable stories in enlarged text that enable a larger group of children to read the text and see the picture with the teacher. He or she also can read aloud to children daily, organize the responses of children to the

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of immigrant language at the expense of English gives important political advantages to their English-speaking spokesmen. We must stop sacrificing the interests of our children to these two groups.

[43] Colin Baker, *Foundations of Bilingual Education and Bilingualism,* p.343.

literature they read, or include opportunities for self-selected reading.

For writing strategy, the teacher can utilize written personal narratives, utilize dialog writing, or make successful classrooms engage a variety of different purposes for writing.[44]

b. Advantage and Disadvantage Bilingual Class

Bilingual education has become a huge controversy in the public school systems, all over the United States, and has been a subject of national debate since the 1960's. The bilingual education programs have been geared to ensure students a good education in their native languages, so that they do not fall behind academically. This program is geared to teach English as a Second Language until students can be transitioned into an all-English class setting. However, this has become controversial because some critics feel that the bilingual program is not effective, while others feel it is an effective program.

Based on the research done by Cordova Cordova et all, bilingual has some advantages towards teaching learning English like Cordoba suggested as follow:

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[44] Colin Baker, *Foundations of Bilingual Education and Bilingualism*, p. 343-345

"There are some advantages that bilingual children have when they learn English as a foreign or second language. A remarkable advantage is that bilingualism trains children to focus their attention on the relevant variables in the context, particularly information that is ambiguous or contradictory. Increased cognitive abilities may help children to develop the necessary skills that are thought to be involved in effective communication. For example, knowing two words that name the same concept like: "nice and great" could help children develop the understanding that an object or event can be represented in more than one way, which could support children's understanding of other people's perspectives."[45]

Cordova Cordova added that the bilingual education program has some advantages in teaching learning languages. The program usually uses dual language so she suggested that it can be advantage for the students joining bilingual education program. Her explanation is as follow:

"The first advantage of learning another language as a child has been shown to enhance cultural understanding because children are expose to other culture. The second advantage of learning a new language is that it helps kids to build new relationships. Communication is a core part of human relationships. So, while young children certainly find and use many forms of non-verbal communication to interact and play with each other, language is a key enabler to new friendships. A third advantage of learning a new language is the improvement of self –

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[45] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.14-15

and self – confidence on them (bilingual kids). Knowing more than one language helps your child to adapt easily to different language environments thereby increasing his/her self-esteem and self-confidence. Another advantage of bilingual kids is that they have potential economic advantages. A last advantage to be mentioned here is that kids obtain a better Socioemotional development."[46]

It means that the advantages of bilingual education programs are to provide limited English students with both the knowledge and literacy to help the students' transition into our society and transition into an English class setting. It also provides students to receive the content material in their native languages in order to help them keep up academically and work on their English proficiency. Students need to fully understand the concepts taught in their native language, in order to stay on task and at grade level. Bilingual Education also helps a student's self-esteem and the ability not to hinder their feelings about his or her culture. It also promotes biculturalism; the students need to understand the value of their culture and language. They should not have to feel inferior, or different about whom they are. It also provides the ability to learn another culture, other than their own. Another advantage is the preparation it gives a child, with no English

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[46] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.15-18

background, the ability to obtain a good job and succeed in life. Learning English is a tool to be successful in the United States.

Meanwhile, according to Cordova bilingual education program has some disadvantage. She said that:

> "One of the most remarkable disadvantages that children have at the moment of being enrolled in a foreign language learning process since they are born is that they might start speaking three to six months later. Another significant disadvantage of learning a foreign language at an early age is that children will temporarily mix languages."[47]

The statement from Cordova above is supported by the study from Andrzej Tarlowski. One of disadvantages of bilingual education program is language switching between languages. The bilingual learners tend to switch languages like Andrzej Tarlowski explanation as follow:

> "Managing two languages is a complex cognitive task. When speaking, a bilingual has to be able to select appropriate language. This entails the selection of the appropriate phonological system, lexicon, and grammar. It is remarkable that bilinguals routinely perform this task with great accuracy—unintended selection errors being a relatively infrequent occurrence in the utterances of proficient bilinguals (Poulisse 1999). One situation that may potentially put great strain on the processing capacity of a

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[47] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.19-20

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bilingual is that of switching between languages. However, bilinguals often switch between their two languages spontaneously, successfully reacting to cues from the environment (Clyne 2003; Gumperz 1982; Myers-Scotton 2005; Owens 2005; Poplack 1980)."[48]

It means that the disadvantages of bilingual education are the ineffectiveness of the program. Students are developing a dependency on their native language, which keeps them from learning and having proficiency in the English language. In the classroom the teachers are giving lessons in the native language, therefore it is hindering them and taking them longer to learn and be proficient in the English language. Also they are not being prepared to be main stream into an English classroom.

Cordova also added explanation towards advantages and disadvantages of bilingual education program as follow:

"Advantages and disadvantages could be less or more depending on age that the second language is acquired: Deborah Weiss and James J. Dempsey explain that bilinguals perform better in their first language than in their second language in quiet and in noise. But, In January 2008 the "*Journal of the American Academy of Audiology" made a research based* on 25 proficient and language competent, bilingual speakers in which the people who participated were divided in two groups. One group with kids and another group with adolescents; the

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[48] Andrzej Tarlowski ; Zofia Wodniecka & Anna Marzecová, 2012, *Language Switching in the Production of Phrases*, Springer, p.104

research showed that the groups which learned both languages in early years were able to express their ideas easier than the other group which was shaped by adolescents. That means that learning another language in early stages creates more opportunities to express ideas and to communicate easily despite of the disadvantages mentioned above."[49]

The explanation means that the age of the bilingual learners determine the successfulness of bilingual education program because learning another language; in this occasion English, in early stages give the learners opportunity to express idea both written and spoken.

B. **Previous Research**

There are three theses that as guideline for writer to arrange the theses because have similarity in analyzing the data.

1. An Analysis of Student's Speaking Skill as a Result of Joining English Immersion Class" (A Case Study of the Year Eleventh Students of MAN I Semarang in the Academic Year of 2009/2010) by Dody Siraj Muamar Zain (22010405030) student of English Department Faculty of Languages and Arts Semarang State University. [50]

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[49] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.23

[50] Dody, Zain (22010405030), Unpublished thesis under the title *"An Analysis of Student's Speaking Skill as a Result of Joining English Immersion Class" (,A Case Study of the Year Eleventh Students of MAN I Semarang in*

The first previous research tried to find out whether there was any significance result on students joining English immersion class in speaking skill. The result showed that the students joining English immersion program better than students joining other program.

2. Correlation Between Students' Frequency of Reading Activity and Students' Ability in Writing (The Case of the Eleventh Grade Students of SMU Negeri 1 Temanggung)" by Sari Ristianti (2201404056) student of English Department Faculty of Languages and Arts Semarang State University.[51]

The second previous research tried to analyzed whether the correlation between student's frequency of reading activity and student's writing ability. And the result of this research was found that there was a correlation between students' frequency of reading activity and students' ability in writing.

3. The Influence of Students' Activeness in English Language Movement Programs on Students' Writing Skill" (A Correlation Study at The Eleventh Grade Students of MA Baitussalam Mijen, Semarang, in The Academic Year of 2009/2010) by Khusnul Khotimah (063411070) student of

the Academic Year of 2009/2010), (Semarang: Semarang State University, 2010)"

[51] Sari Ristianti (2201404056), Unpublished thesis under the title " *Correlation Between Students' Frequency of Reading Activity and Students' Ability in Writing, (The Case of the Eleventh Grade Students of SMU Negeri 1 Temanggung")*, (Semarang: Semarang State University, 2010)

Education Faculty Walisongo Institute State for Islamic Studies Semarang.[52]

In the last previous research analyzed about the influence of students' activeness in English language movement programs on students' writing skill, the result of the research showed that there was significance influence when students' active in English language movement programs on students' writing skill.

So, the writer will take three theses above as a guideline in arranging theses under the title "Writing ability of eleventh grade students of bilingual program at SMP 18 Semarang in the academic year of 2013/2014".

C. Hypothesis

"Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof." [53] According to Suharsimi Arikunto, Hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified

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[52] Khusnul Khotimah (063411070), Unpublished theses under the title *"The Influence of Students' Activeness in English Language Movement Programs on Students' Writing Skill" (A Correlation Study at The Eleventh Grade Students of MA Baitussalam Mijen, Semarang, in The Academic Year of 2009/2010)*, (Semarang: Tarbiyah Faculty, The State of Islamic Studies Walisongo Semarang 2010)

[53] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT Asdi Mahasatya, 2006), p. 71.

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instruments.[54] So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: there is a significant correlation between writing and reading ability of eight grade students of bilingual class at SMPN 18 Semarang in the academic year of 2013/2014.

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[54] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,,* p. 71.