

## **A Qualitative Analysis on The Importance of Bilingual Education in Students' Academic Writing**

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### **Abstract**

This study was conducted to examine how far the students' perception of the importance of bilingual education especially in academic writing. This research used case study method and qualitative approach. The participants in this study were undergraduate students from class A and B of 2020 in English Education study program at Universitas Negeri Makassar. The students were given a questionnaire using Google form. The results of the study showed that bilingual language is important in improving students' academic writing. Based on the results of the questionnaire, students stated that there were 5 benefits of using bilingual languages related to academic writing. The first is to help students in learning English. Second, it makes easier for students to enlarge their vocabulary in academic writing. Third, it makes easier for students to understand the material given by the lecturer. The fourth is to help students in paraphrasing the passage that relates to the topic of their writing. Fifth, make the students confident to make various kinds of quotes.

Keywords: bilingual education, academic writing, students' academic writing

### **Introduction**

Every school would like to have students and graduates who compete in various academic fields, one of which is the ability of foreign languages. Having only one language competency is not enough in this era. Various circles ranging from children to adults in every school are required to get foreign language lessons, especially English. Along with the requirement of English lessons in school, various obstacles in the learning process will appear. The various methods of teaching that have been applied do not show significant results. Most students are still passive in English. This may be caused by several factors, among others: the use of English in the process of teaching and learning is lacking, the ability of students to absorb learning is very low, the assumption that has been attached long ago if English is difficult and various other factors.

Various ways that have been done by educational managers in improving students' language competence starts from curriculum preparation, competent educators, teaching strategies and educational programs that aim to achieve the expected results. One of the educational programs that can be used in teaching English is the implementation of bilingual. Gonzalez (2008), stated that bilingual is a program that gained acceptance in the early 1960s as a result of a very strong effort by the language minority community in lobbying legislators who make educational policies for relevant cultural education programs. Parents and community activists argue that lower academic performance and higher dropout rates are the result of a lack of clarity of linguistic policies, which refers to the lack of support for language learning in English instruction. Then they recommended bilingual education as an alternative.

Bilingual means two languages. The combination between foreign languages and the origin of the language in the learning process is considered to have a major influence in improving students' language activeness. Aware of this result, many schools in Makassar has implemented bilingual program in their teaching and learning process. Bilingual implementation is expected to improve students' English ability. Bilingual schools according to the expert are schools with a consistent addition of bilingual and bicultural programs consistently, using two languages in instruction, learning, and communication with a balanced number of students from the second group of languages (Soltero, 2004).

Next, writing is the ultimate skill that learners should master. It is a basic communication skill that cannot be acquired; it can be culturally transmitted or can be learned through formal instruction. Among the four skills of language, writing and speaking are productive skills. Of course, there are important differences between them. All normal people learn to speak while writing should be taught to them. In comparison to speaking, writing imposes greater demands on the learners since there is no immediate feedback in written interaction. The writer has to anticipate the reader's interaction and make a text which adheres to Grice's (1975) cooperative principle. According to this principle, the writer should try to write a clear, relevant, truthful, informative, interesting, and memorable text. The reader, on the other hand, interprets the text with regard to the writer's presumed intension if the necessary clues are available in the text. Linguistic accuracy, clarity of presentation, and organization of ideas are all essential in the efficacy of the communicative act, since they provide the necessary clues for interpretation. Broadly speaking, writing requires a greater in-depth knowledge of the grammar system than the receptive skills and perhaps even than speaking. Writing both in practical sense and in the communicative sense, entails unique features that result in distinct contributions to overall language learning. Writing anything to be learned assists learners to practice and rehearse the material and store it in long-term memory. Although seeing the language in written form is not essential for some students, for others the vocabulary, grammar, and patterns are easily learned by writing and looking at what they are to learn. Writing emerged in societies as a result of cultural changes that created new communication needs. Writing is important because it is a basis for communicating clear thinking. The development of writing skill is a complex and dynamic cognitive process because it requires more than the mastery of vocabulary and linguistic competence. Writing is considered as a means of learning language forms and a way of communication. Language teachers should incorporate both types into their classes and they should develop classroom activities that include both communication and language forms. The ability to write well is not a naturally acquired skill. Writing skills must be practiced and learned through experience. Writing also involves composing which implies the ability either to tell or retell pieces of information in the form of narratives or description, or transform information into new texts, as in expository or argumentative writing.

Based on this thing, the research was conducted on how far the students' perception of the importance on bilingual education especially in academic writing.

## Literature Review

### Bilingual education

There are many definitions of bilingual education, some of which are Bilingual Education refers to the practice of teaching children who do not speak English in their mother tongue. Bialystock (2006) describes a bilingual person as the one who speaks equally two languages, who also acts appropriately in a sociocultural way in both languages while Baker (1998) argues that bilingual education is the use of two languages, one of which is English, as the language of instruction for the same population. students in an organized program. Either part or all of the curriculum and cover history, and cultural studies related to mother tongue.

Bilingual education is not only about education and bilingualism but there are dimensions of bilingual education that require multidisciplinary understanding. Apart from that, bilingual education is also a language planning tool which sometimes seeks to assimilate indigenous and immigrant minorities, or to integrate newcomers or minority groups, bilingual education is also an important part of language revitalization and preservation.

### Types of bilingual education

There are different types of bilingual education and it depends on how the two languages are taught, we need to mention the type of bilingual education first and to be able to do the analysis of bilingualism from a pedagogical point of view. The factors that influence bilingual education are very diverse and very diverse, therefore a good classification is needed to get a global picture of the topic.

First of all, the term bilingual education is used in different ways in different countries. For instance, as reported by Brisk (1998; in Bialystock, 2006), in the United States the term can be used to describe the education of children who are not native English speakers, while elsewhere it is used to describe education in two languages, as in English in some large area of Europe. One or other first detailed classification of bilingual education is given by Mackey (1970; in Baker, 2007), who describes 90 different models of bilingual schools, and can be considered as variables, the student's mother tongue, the language of the school curriculum, the language of the school community and social conditions the language that language in that region and in the world.

Another type of classification of different types of bilingual education is considering the purpose of that education. The following divisions are very interesting and useful, some have clarified ideas, but at the same time they are only static explanations of a concept that will continue to evolve. Baker (2007) collected different types of bilingual education in ten different categories, which were divided into three broad groups, depending on the depending linguistic goals of each type of bilingual education.

### *Monolingual forms of education for bilinguals*

The first type of program is called Mainstreaming/Immersion Education. It is an assimilation of minority language students in major schools and is taught throughout the curriculum in the language of the majority, regardless of their mother tongue. In the United States, a similar system is used in the Structured Immersion program, which will only include children from minority languages, and where language learning is easier, because the level of prior knowledge is more or less the same for everyone.

This type of program is typical of colonial powers and policies that discriminate against immigrants, are harmful and unfair to minority children, and thereby cause them to become frustrated, disinterested, and thus impoverish them educationally, politically and economically, as shown by Carrasquillo and Rodriguez ((2002); in Baker, 2007), and Skutnabb and Kangas (1981,

2000; in Baker, 2007). The second program is called Mainstreaming with Pull-out Classes. This type of education consists of attracting minority language children from the main class for compensatory lessons in the majority language.

Although this program is clearly and more suitable for minority students, who can learn the language better, interact more during school hours, and work more spontaneously and freely, it is still considered negatively by the authors. For example, Ovando (2003; in Baker, 2007), suggests that children who withdraw may fall behind in curriculum content, there may also be hostility with their majority peers, leading to stereotyping and labeling, disapproval and splitting into two groups. The third program is called Separation of Education which occurs when minority language speakers and majority language speakers are divided altogether for minority children who are not given access to majority schools, they attend different schools where the program is taught in their own language. . These policies are discriminatory and separatist in nature, and can be enforced through law or practice. In this way the minority group is maintained through obedience and segregation.

#### *Weak forms of bilingual education for bilinguals*

The first program of this group is called Transitional Bilingual Education. The program consists of teaching minority children in their language until they are deemed proficient enough in the majority language to cope with it in general education and the aim of the program is still assimilation, only slow immersion, by continuously increasing use of the language. The majority in the class, thereby reducing language use of mother tongue. Transitional bilingual education can be divided into two main types, namely leaving early and returning late. The first refers to two years of helping use the mother tongue, while the second allows about 40% of classroom teaching in the mother tongue until grade 6. Teachers working in such classes must be bilingual and often bilingual teachers can be assistants, to assist those who need to be overcome existing language barriers.

The program of these two groups is called Mainstream Education with Foreign Language Teaching. This is a foreign language lesson as a subject in the curriculum. Often the foreign language chosen is one of the main languages of the world, such as, English, Spanish, German, French, Italian, etc., taking into account the most useful in a particular region. So, for example, here in Croatia, but also in most of Europe and the rest of the world, the first foreign language taught is English, for the simple reason that it is spoken and used in all major institutions such as the European Parliament, the European Court of Justice, the United Nations. -Nation - Nation. - Rice and in most Internet sites, which is the most important medium today. In this way the next generation is being prepared for an increasingly multicultural and multilingual future. The group's final program is called Separatist Education. This is about a type of education which is also called separation by Schermerhorn (1970; in Baker, 2007), because minority languages tend to be separated from majority languages. In fact, the aims of these schools are monolingual and monocultural, trying to maintain independence from the language and culture of the majority.

#### *Strong forms of bilingual education for bilinguals*

This is a true type of bilingual education, and is the first program known as Dual Language Education or bilingualism, which occurs when an approximately equal number of minority and majority language students are in the same class and both languages are in the same class. the same one. used during learning, aims to produce a relatively balanced bilingual, meaning that it is efficient in both languages. The two languages should be used equally in the classroom where bilingual is used alternately every week, every day, in subjects, etc., so that neither one becomes dominant.

The dominance of one of the two languages will lead to division among students, group formation, exclusion and negative competition. The number of students from the majority and minority groups should be more or less equal, and if this is not possible, it is recommended that the number of minority students be greater than the number of majority students because this simple fact will maintain prevalence. minority languages in Indonesia. schools, as in the surrounding environment such as politics, economics, and culture replace the language of the majority.

Such a scheme should start from a bilingual kindergarten, progress through similar primary and secondary schools and may exist in self-contained structures or coexist in the majority school building. Educators, teachers, professors, psychologists, directors and other staff must be bilingual. If there are no bilingual teachers, there are also two working teachers, one for each language. Central idea of this type of education is language separation, which means that there should be no mixing of two languages. The mission of all bilingual schools is to produce bilingual, biliterate and multicultural children.

The second type is called Inherited Language Bilingual Education and occurs when minority children are taught in their native or inherited language, with the aim of achieving complete bilingualism. Baker (2007) states that in the US this form of bilingual education is sometimes called maintenance bilingual education or Bilingual education is the maintenance of development, but such programs can be found all over the world (Australia, Spain, New Zealand, etc.). The most widely spoken languages are minority languages, but sometimes the majority language is also used as a percentage for a number of subjects selected by the school board or determined by school policy. Majority languages are also used for the remainder of the time outside of school, and that is why students are encouraged to use minority languages for most of their lessons. Schools with similar educational programs are often supported by foreign governments or religious institutions.

The third type of program is called Immersion Bilingual Education. This type of program consists of teaching the curriculum in a second language, with the aim of producing an efficient bilingual. This type of bilingual education dates back to the Canadian educational experiment in the 1960s. Some English-speaking middle-class parents persuaded school district administrators to set up experimental kindergarten classes, in which children would be bilingual and bicultural. Since then (Baker, 2007), this type of education has spread rapidly throughout Canada and in parts of Europe such as: Spain, Finland, Scotland, Ireland, Switzerland, etc., as well as in other parts of the world such as: Japan, Australia, Colombia, South Africa, etc.

There are different types of bilingual educational immersion, and they differ according to the age at which the child begins the experience or early immersion - from kindergarten, intermediate immersion - until around the age of nine, and the final immersion - after the age of ten) and the amount of time spent in immersion (total immersion and partial immersion). Early Total Immersion has become the most popular program in Canada. The last type of program is called Bilingual Education in Majority Languages and the majority here are for languages spread across the world such as English, German, French and so on. This type of education consists of the shared use of the two majority languages in schools. The school is located in a community where the majority of the population is already bilingual or multilingual for example Singapore, Luxembourg or where there are a large number of people from different countries who wish to become bilingual like the British or Americans living in Japan.

Two main examples of this type of education are International Schools (spread around the world, they teach English and other majority languages, tuition fees are paid and teachers come from different parts of the world) and the European School Movement i.e. students come from different Europe countries. They are taught in two or more different languages, their mother tongue

and other EC languages, aiming to produce true European citizens. Baker (2007), Brisk (1998; in Bialystok, 2006) distinguish two main types of bilingual education programs. The first is called the Bilingual Education Model, which requires the use of bilingualism, and tries to produce efficient bilingualism. These include: bilingual schools such as international schools, at the United Nations School, New York City, Canadian immersion education, two-way bilingual education covering minority and English speaking children, two-way bilingual immersion, maintenance of bilingual education, transitional bilingual education, immersion with native language support, bilingual immersion education, and integrated bilingual education.

### Writing skill

Writing is one of the language skills to be able to communicate with each other and in the division of language skills, writing always ranks last after listening, speaking, and reading skills. Although writing is always the last, it does not mean that writing is an unimportant skill because in writing all elements of language skills must be fully concentrated in order to get really good results. Hedge (2000:308) states that writing itself is indeed an active skill because in making texts, we need to take several steps such as setting goals, generating ideas, organizing information, choosing the right use and use of language, creating concepts, read and review, then revise and edit.

There are several stages in the writing process, one of which is helping students learn to write, so that if they have followed the writing process they will be able to acquire these skills easily and be able to write better. On the other hand, Brown (2001:336) says that writing is a process of putting ideas on paper to turn thoughts into words, sharpening the main ideas, to give them a coherent structure and organization. Another linguist, Hyland (2004: 9) explains that writing is a way to share personal meaning. People can build their own views on the topic. They will share their views on a topic. The views of one person may differ from the views of another and it depends on their beliefs.

Therefore, when people or students construct views about their ideas, they must be able to make those views understandable and acceptable. Therefore, writing is very important for students in terms of taking notes from the teacher, making reports, and completing assignments from the teacher and this can also be an indicator to show that they have obtained information. It is important for students to master the writing skills of researchers. If students don't master it, it will be difficult for them to share anything with their teacher or friends in written form.

### The purposes of writing

According to White (1986: 18) writing means learning, therefore writing has several other purposes for students in writing or also called several other functions of writing for students. There are 3 purposes of writing, namely:

- a. Writing can improve student academic achievement.
- b. Writing allows a writer to create and maintain a marketable image of himself in the eyes of potential employers and current employers.
- c. Writing improves personal and community relationships.

### Genre of writing

According to Brown (2004:219), a similar classification scheme is formulated here to include the most common genres that a second language writer might produce, within and outside the curriculum requirements. There are 3 types of writing genres, namely:

### *Academic writing*

General subject papers and reports, essays, compositions, academically focused journals, short answer test responses, technical reports, Theses and dissertations. Essay writing is a complex process of sharing ideas, thoughts, or opinions and Writers learn to structure somewhat complex arguments or explanations by combining sentences into paragraphs and paragraphs into essays.

In addition, academic writing requires the writer to be clear in his explanation and reasoning, direct in his communication, and most importantly, able to make the reader understand the topic and thesis.

### *Job related posts.*

Messages (e.g., telephone messages), letters/emails, Memos (e.g. between offices), reports (e.g. job evaluations, project reports, schedules, labels, signs, advertisements, announcements and manuals)

### *Personal writing*

Letters, emails, greeting cards, invitations, text messages, notes, calendar entries, shopping lists, reminders, financial documents, diaries, personal journals, and fiction (e.g., short stories, poems)

### A brief view of academic writing

Academic writing is an important thought of writing required to focus on University. Thais and Zawacki (2006) provide a definition that academic writing is writing that fulfills goals in every part of education, both in schools and universities. Then it can be concluded that academic writing aims to improve skills and education in writing, especially writing in English.

Most writers start from a place where their writing isn't very good, but by practicing their writing skills, they learn how to become better writers, which means they become better thinkers. Practicing writing is like honing our thought processes and the more we can do it and the more proficient we get, the more people will listen to us.

Another important thing about academic writing is, of course, students need it for college! This is a very practical and fundamental educational skill, and if one wants to be a competent student, they must at least be a good writer and communicator.

## **Method**

This research used case study method and qualitative approach. Qualitative research aims to obtain a complete picture of a thing according to the views of the human being studied (Sulistyo, 2009). The population of this research was all undergraduate students in English Education study program at State University of Makassar. In this study, the researcher chose random technique sampling. For data collecting technique, a questionnaire was given to the students. The participants were the students in A and B class of 2020. The data were collected using Google form. The data from the questionnaire was aimed to find out the use of bilingual in academic writing. For data analysis, the data gained from questionnaire were analyzed and explored by using some steps based on Likert scale (Ockert 2005) for helping the researcher classify and interpret it easily to be counted and classified whether the students agree or disagree about the importance of bilingual education especially in academic writing.

## **Finding**

In this section, the researchers present of the findings of the study. In this research, there were 25 students who participated in filling out the questionnaire that given by the researchers.

This finding had been supported by the analysis of the data gained from the questionnaire as follow:

Table 1. The use of bilingual is important to improve my writing skill.

No	Statement	Frequency	Percentage (%)
1	Strong Disagree	-	-
2	Disagree	3	12
3	Not Sure	5	20
4	Agree	7	28
5	Strongly Agree	10	40
Total	25 Respondents		100 %

Based on the table above shows that students strongly disagree 0%, 12% disagree, not sure 20% agree 28%, and who strongly agree 40%.

Table 2. The use of bilingual makes me easy to enlarge my vocabulary in academic writing

No	Statement	Frequence	Percentage (%)
1	Strong Disagree	1	4
2	Disagree	4	16
3	Not Sure	3	12
4	Agree	11	44
5	Strongly Agree	6	24
Total	25 Respondents		100 %

Based on the table above shows that students strongly disagree 4%, 16% disagree, not sure 12% agree 44%, and who strongly agree 24%.

Table 3. The use of bilingual makes me easy to understand the material in academic writing given by the lecturer

No	Statement	Frequence	Percentage (%)
1	Strong Disagree	6	24
2	Disagree	7	28
3	Not Sure	3	12
4	Agree	9	36
5	Strongly Agree	-	-
Total	25 Respondents		100 %

Based on the table above shows that students strongly disagree 24%, 28% disagree, not sure 12% agree 36%, and who strongly agree 0%.

Table 4. The use of bilingual helps me in paraphrasing passage that related to my topic of essay writing

No	Statement	Frequence	Percentage (%)
1	Strong Disagree	-	-
2	Disagree	9	36
3	Not Sure	-	-
4	Agree	11	44



5	Strongly Agree	5	20
Total	25 Respondents		100 %

Based on the table above shows that students strongly disagree 0%, 9% disagree, not sure 0% agree 44%, and who strongly agree 20%.

Table 5. The use of bilingual makes me confidence to create many kinds of passages.

No	Statement	Frequence	Percentage (%)
1	Strong Disagree	-	
2	Disagree	3	12
3	Not Sure	6	24
4	Agree	13	52
5	Strongly Agree	3	12
Jumlah	25 Respondents		100 %

Based on the table above shows that students strongly disagree 0%, 12% disagree, not sure 24% agree 52%, and who strongly agree 12%.

## Discussion

In this part, the researchers provide discussion of the study related to the findings. Based on the data the researchers had collected from some statements in the questionnaire. The results showed that students' perceptions about the use of bilingual language in academic writing. Most students agree to all the statement in the questionnaire. So, it can be concluded that bilingual language was important in the improving students' academic writing.

The statement in number 1, the students gave positive perception of 28% by answering agree and 40% by answering strongly agree. It means the students have strong positive perception towards the importance of bilingual language related to the academic writing. In the first statement students strongly disagree 0%, 12% disagree.

The data proved that students gave positive agreement to the first statement. In the statements number 2 until 5, the students had the highest percentage by answering agree and strongly agree which showed that students also had positive perception about the use of bilingual language to improve their skills in academic writing.

Based on the above, it could be concluded that the results of the questionnaires, students stated that there were 5 benefits the use of bilingual language related to the academic writing. The first is help student in English language learning. The second is make student easy to enlarge their vocabulary in academic writing. The third is make student easy to understand the material given by the lecturer. The fourth is help student in paraphrasing passage that related to their writing topic. The fifth is make student to be confidence to create many kind of passages.

## Conclusion

The findings shows that bilingual language was important in the improving students' academic writing. The data proved that students gave positive agreement to the first until the the fifth statement and based on the results of the questionnaire, students stated that there were 5 benefits of using bilingual languages related to academic writing. The first is to help students in learning English. Second, it makes easier for students to enlarge their vocabulary in academic writing. Third, it makes easier for students to understand the material given by the lecturer. The

fourth is to help students in paraphrasing the passage that relates to the topic of their writing. Fifth, make students confident to make various kinds of quotes.

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