CHAPTER 1
INTRODUCTION

This chapter displays a description of the study. It contains the background, formulations of the problem, operational definitions, aims of the study, and significance of the study.

1.1. Background

In Indonesia, English is placed as a foreign language, so it has become a subject required to be taught in Indonesian schools as a part of the curriculum. This is in line with Riswanto (2022), who claimed that foreign languages are now expected to be learned as part of a person's language skills, particularly in countries without English as their native tongue, countries without international languages, or countries without languages used by the United Nations. For instance, not only in Indonesia but also in many other countries, it is necessary to learn a foreign language, one of which is English. However, Indonesian students may have two major languages that they use in everyday life: the national and local languages. Hence, English is mostly only used institutionally (Rerung, 2018), so students find it challenging to use English and comprehend English lessons in the classroom.

This justification leads to the fact that Indonesian teachers and students use two or more languages to make meaning. This notion is called translanguaging. According to Fang and Liu (2020), translanguaging is a term used to describe the language practices of multilingual people. Translanguaging involves using the features that are most efficient at conveying a message to a listener (García & Otheguy, 2020). Besides, Creese and Blackledge (2010) described that translanguaging is used for identity performance as well as the practice of teaching and learning a language. This statement means that translanguaging allows teachers and students to use the first language (Nahdiah, 2022) and other types of languages that exist in the world in the classroom because translanguaging is used to create knowledge, construct knowledge, and transform the social reality in which individual act (Creese, 2017). For instance, Indonesia

has thousands of local languages used as a first language, so *Bahasa* Indonesia has become Indonesians' second language. Therefore, the teacher and students may use more than two languages in the teaching-learning process.

As new insight in language use, translanguaging differs from code switching. The term translanguaging comes from a teaching perspective, while code switching comes from a sociolinguistic perspective. According to Lewis et al. (2012), "translanguaging celebrates and approves flexibility in language use and the possibility of learning through two or more languages while code-switching has associations with language separation" (p. 659). It means, while code-switching views languages as separated language, translanguaging view it as one interconnected system in which a person utilizes languages as a unity to create efficient communication rather than just switching between two independent monolingual codes. Additionally, Sahib (2019) argued that code-switching and translanguaging are the same in the action of switching from one language to another during the communication process. However, according to Garcia's theory, when the teacher employed translanguaging in the classroom, it signifies that as pedagogical purpose. When translanguaging became an explanatory research method, it also meant that code switching. Garcia (2014) also added that code switching focuses on the two language systems involved in a conversation. Thus, the focus is on language as a linguistic entity. Meanwhile, translanguaging focuses more on the speaker's process of meaning-making using linguistic, semiotic, and cognitive elements, even non-verbal elements. Therefore, translanguaging covers all of the language systems that a person could use in communication.

In addition, in multilingual countries, translanguaging is a common activity in the classroom, and educators are starting use it as a strategy to help students utilize their linguistic resources during classroom interactions and learning activities. Hidayat (2023) argued that considering the use of two languages requires cognitive processes that are not present in a monolingual system, this strategy to pedagogy has the potential to provide major benefits in the classroom, including a more thorough and comprehensive understand of learning materials. Besides, Yuvayapan (2019) stated that in order to enhance students'

understanding and help them grasp the purpose of the materials, teachers can translanguage the materials. In other words, translanguaging can help the teachers to deliver the lesson when they encounter a situation where the learners seem hard to grasp the instruction and materials delivered (Arrub, 2018). Therefore, as translanguaging becomes one of the most noteworthy ways for improving communication between teacher and students in EFL classroom interaction, this issue is important to be studied because after knowing about translanguaging, teachers may use it as a strategy in interacting with the students and explaining the materials to them

This activity occurs in one of the senior high schools in Jatiwaras, Tasikmalaya, West Java, Indonesia. In the classroom, interaction is important to the teaching and learning process (Sari, 2022). Thus, to interact with the students, the teacher in the classroom utilized *Bahasa* Indonesia, the Indonesian national language, and *Bahasa Sunda* (Sundanese language), Indonesia's local language that is used in West Java. Besides, the teacher's way of teaching is teacher-centered, so the interaction is related to a model of classroom discourse analysis by Sinclair and Coulthard (1975) where the teacher uses IRF (Initiation, Response, Feedback) move of classroom interaction. The teacher starts by doing an initiation move, then the students respond, and the teacher gives feedback to the students' response. Therefore, the teacher and students constantly interact using multilingual, English, Indonesian, and Sundanese languages while doing the IRF move. This activity occurs to obtain meaningful participation in education ,which is something that cannot be fulfilled in monolingual education (Raja et al., 2022).

With the widespread usage of translanguaging to support learning in the classroom, it is becoming increasingly impossible to deny the existence of translanguaging. Numerous researchers have investigated the use of translanguaging in EFL classrooms (Arrub, 2022; Layn, 2022; Riswanto, 2022; Sahib, 2019; Sahib et al., 2020). An early example of research into translanguaging includes a study conducted by Sahib (2019) about the use of translanguaging as a pedagogical strategy in EFL classrooms. Another research has been done by Riswanto (2022), who studied the use of translanguaging as a pedagogical strategy and the impact it has on students. This study showed that

teachers used three translanguaging techniques when teaching English. These techniques positively impacted students' ability to understand what teachers deliver, their willingness to participate in class discussions, and their English language proficiency. From the two examples above, it can be concluded that most research only focuses on translanguaging practices in the classroom. Their aims are to explore the use of translanguaging in an EFL classroom and the impact it has. Meanwhile, this study aims to explore the types and functions of translanguaging in the context of classroom interaction between a teacher and students. Using classroom discourse analysis, this study explores the types of translanguaging that refer to Iversen's (2019) research, and the functions that refer to Sinclair and Coulthard's (1975) theory of classroom interaction.

1.2. Formulation of the Problem

The research question addressed in the present study is, "What are the types and functions of translanguaging used by an EFL teacher in classroom interaction?"

1.3. Operational Definitions

1.3.1. Translanguaging	:	The use of various language sources to gain understanding and transfer knowledge into the target language. The languages that are used include Indonesian, Sundanese and English language, while also used other types of linguistic resources.
1.3.2. EFL classroom	:	An English classroom in a country where English is placed as a foreign language. The teacher and students are not native speakers of the language. In this context, they share a similar language culture, particularly in one of the junior high schools in Jatiwaras, Tasikmalaya, West Java, Indonesia.

1.3.3. Classroom interaction : The interaction between teacher and students in the classroom while the teaching-learning activities run. This classroom interaction is linked with the IRF (Initiation-Response-Feedback) sequence in viewing the functions of translanguaging in the teaching-learning process in one of the junior high schools in Jatiwaras, Tasikmalaya, West Java, Indonesia.

1.4. Aim of the Research

This study aims to explore the types and functions of translanguaging used by the teacher in EFL classroom interaction.

1.5. Significance of the Study

1.5.1. Theoretical use

This study will enrich the literature of the use of translanguaging in EFL classroom interaction that occur in the context of types and function of translanguaging used by an English teacher in the classroom.

1.5.2. Practical use

The present study contributes to provide references about the types and function of translanguaging, so it can be used as a reference to be applied by the English teachers in teaching English to the students. Additionally, this study is also useful for language educators to understand how translanguaging is used in EFL classrooms to teach language.

1.5.3. Empirical use

This study reviewed the previous studies on the use of translanguaging in the EFL classroom. Further, this study can be used as a reference to improve the previous research with the broader issues with a more significant field of translanguaging in EFL classroom interaction.