

CHAPTER 1

INTRODUCTION

This chapter presents a description of the research. It includes the background, problem formulation, operational definition, research objectives, and significance of the research.

1.1 Background of the Study

Translanguaging has greatly helped to bring about positive impacts in the pedagogical aspect of language learning, especially English as a foreign language. Due to Translanguaging serves as a medium to help students grasp meaning in multilingual classrooms (Rerung, 2018). Other studies indicate that Translanguaging facilitates English language learning and aids knowledge construction in the classroom (Dovchin, 2021; Tai & Wei, 2021). Realising the importance of the first language, teachers also think that it helps students who may not have access to high levels of proficiency in English, allowing them to access the learning (Yupayavan, 2019). Translanguaging further offers various advantages to both teaching and learning, particularly in low vive- english proficiency (LEP) school (Liando et al., 2023).

On the contrary, linguistic barriers prevent students from reading and writing properly, distorting their learning and growth (Kemp, 2022). Monolingual language teaching that does not take into account students' oral and written use of their native languages exacerbates this problem (Cenoz & Gorter, 2020). Consequently, this method confines language learning to just one language and fails to consider that the goal of language acquisition is meaning making. As a result, this diversity that students have can often be a large issue for language teaching and learning and even more so for English as a foreign language (EFL). This problem comes as a result of having problems to understanding, communicate and also to acquire the language. Cenoz and Gorter (2020) explain that these restrictions result in a loss of confidence and inferiority feelings among the language learners. Therefore, it is important to integrate learners' first language into the EFL classroom, since it exploits

learners' existing linguistic knowledge (Afriadi & Hamzah, 2021). Thus, effective integration of the target language and learners' first language is aligned with the practices of Translanguaging, which suggest a multilingual approach in EFL teaching-learning (Liando et al., 2023).

More recently, the study of translanguaging practices has gained much attention from teachers and policy makers, especially in places where English is taught as a foreign language. Moreover, according to Anjarsari (2022), the role of translanguaging in second language teaching and learning has been a topic that invites both pros and cons perspectives. Some studies have revealed that the use of translanguaging can be negatively associated with learning a second language, rather than positively. Somehow, other studies show that the use of translanguaging can help students in mastering a second or foreign language well.

Due to this, Translanguaging offers a new dimension to the debate on first-language use in the second language. Canagarajah (2011) defines translanguaging as the multilingual's facility to negotiation of fluid language shifts and to view them all as part of one integrated system. On the other hand, Lewis et al. (2012) defined translanguaging as a flexible use of two languages simultaneously in order to help with understanding, speaking, reading, and even learning. This is echoed by Garcia & Wei (2014), who view translanguaging as the practice of students using different language skills flexibly right from the very start of education. Having this in mind, it becomes clear that translanguaging can create more explicit communication between the teacher and the students in the class. When the teacher used translanguaging, this gave students more opportunities to speak and comprehend. The students could also use this when trying to explain their thoughts to the teacher during the classroom interactions (Rahmawansyah, 2017).

Translanguaging practices are widely observable in multilingual classrooms, especially in countries with more than one language. It helps students use their linguistic resources (Guan, 2023). As in Indonesia, because Indonesia consists of many kinds of languages, according to Maggalatung et

al., (2021), there are about 720 languages that spread out in various regions of Indonesia. That means, significant recognition is needed about the students' native or national language to help them learn English. Besides, according to the translanguaging practice, students sometimes use their L1 to help them understand or speak English. This probably happens in the countries whose first language is not English, for example, Indonesia (Pratiwi et al., 2022). Therefore, using English teaching by local language or Indonesian is an alternative. The students are thus accustomed to using their first languages, both Indonesian and local languages, within the confines of an English class.

This activity has also happened in one of the Islamic senior highs in Tasikmalaya, observed during the preliminary study of this research. It could be seen that the teacher naturally used translanguaging in the class where English was the main target language, Indonesian, and Sundanese (as the local language or L1) played a role to deliver a more comprehensible message. The teacher not only used translanguaging to switch to the languages but also pinpointed the functional features of translanguaging, realizing its various advantages and pivotal role in classroom learning. According to Sapitri et al. (2018), translanguaging plays a very important role in increasing efficiency in teaching. These functions coincide with the theory that Ferguson (2003) developed and identifying in translanguaging three key functions which are loaned from code-switching, namely construction of knowledge, classroom management, and interpersonal relationships.

A common thing in the classroom, the use of Translanguaging finds itself as a strategic help in learning. According to Muis et al. (2023), it makes sure that clarity is given as far as understanding what is said to them about any concept or instruction is concerned, hence optimizing the process of teaching in the class. There are a number of studies on the use of Translanguaging in an EFL classroom setting (Nurhayati, 2023; Muis et al., 2023; Sahib, 2019; and Rahmawansyah, 2017). One such study was by Muis et al., who in 2023 conducted research to find reasons for the use of Translanguaging in EFL classrooms, and also for understanding teachers' and students' views regarding

the usage of Translanguaging. Another study was done by Rahmawansyah (2017) that describes the motives and benefits that students may draw from their use of Translanguaging while learning. These two examples of research done show that at least some research has been done to explain why Translanguaging would be used in a classroom. However, Translanguaging has not been widely investigated in relation to the types, functions, and contexts of Translanguaging when it comes to English foreign language learning, and for that reason, this study is conducted.

1.2 Formulation of the Problems

The present study addresses the research questions:

1. What are the types, functions, and contexts of translanguaging used by an English teacher during teaching performance in an EFL classroom?
2. What are translanguaging learning objectives in an EFL Classroom?

1.3 Operational Definitions

The researcher provides four definitions related to this study to avoid misinterpretation about the terms set out in this study, as follows:

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| 1.3.1 Translanguaging Practice | : | The practice of using two or more source languages to achieve the goal of communication and comprehension in the target language. The languages used include Indonesian, Sundanese, and English, while also using other types of linguistic resources as well as the functions of each language used to achieve specific meanings (knowledge construction, management classroom, and interpersonal relation). |
| 1.3.2 EFL Classroom | : | An English language classroom in a nation where English is considered a |

foreign language. Neither the teacher nor the students are fluent in the language. Here, especially they have a similar language and culture, particularly at one of the Islamic senior high schools in Sariwangi, Tasikmalaya, West Java, Indonesia.

- 1.3.3 Indonesian EFL Context : This relates to the Indonesian setting of teaching English as a foreign language (EFL). English is taught in schools as an extra subject or second language; it is not the mother tongue or the primary language used by individuals in this environment. Since Indonesian is not an official language, students studying English there are classified as EFL students.
- 1.3.4 English Teacher : A teacher whose role is to implement translanguaging practices in an EFL classroom can use various types of translanguaging along with their specific functions and contexts when teaching.

1.4 Aims of the Study

This study aims to investigate the types, functions, and contexts of translanguaging practices used by the English teacher and the learning objectives impact in EFL classrooms.

1.5 Significances of the Study

The findings (result) of this research are expected for three parties, namely:

- 1.5.1 Theoretical Contribution : This research enriches the literature on the use of translanguaging in the EFL classroom as well as various forms of translanguaging, the function of translanguaging, and the context of its use.
- 1.5.2 Practical Contribution : Practically, this research provides a reference for teachers in considering the use of translanguaging in the EFL classroom, as a method to assist the learning process
- 1.5.3 Empirical Contribution : Empirically, this research provides empirical insight for researchers into the use of translanguaging in EFL classes to show how translanguaging can increase the effectiveness of learning and interaction in the classroom.