

# CHAPTER I

## INTRODUCTION

### A. Background

This research aims to determine how the teacher uses translanguaging TESOL. Translanguaging refers to language practices that make the flexibility of language exchange using all their repertoire rather than refer it to two separate languages (García & Wei, 2013). Translanguaging remains controversial due to its opposite concept from the traditional pedagogy however, many scholars have promoted its use in TESOL. Sahib (2019) expressed translanguaging as the internal perspective of what speakers do with the language that is their own. It focuses on the students' language use and creative use of their entire repertoire to make meaning.

Translanguaging is relevant to the Indonesian situation of TESOL. Almost all of the teachers in Indonesia are non-native teachers who still have problem with fluency in English (Indah, 2011). This situation should not be an issue in teaching English with translanguaging since the goal of translanguaging and TESOL is to promote the use of L1 and become a bilingual. Translanguaging shows us a different perspective on language. Instead of seeing language as a separate and distinct code, it opens the opportunity for language as individuals engaged in processing their features for communication (Creese & Blackledge, 2015). In particular, translanguaging should not be perceived as interference in communication or learning the target language but as a potential in all education levels to engage the learners (Ng & Lee, 2019). Rather than seeing it as a weakness in pursuing the target language, translanguaging becomes a new way of understanding bilinguals' experiences and engagement with the world. Using translanguaging as pedagogical practice in the classroom could help both teachers and students achieve an improvement of students' ability to absorb foreign language while maintaining their mother tongue (Hélot, 2014).

Some researchers from various perspectives have investigated previous studies on translanguaging practice in the classroom. Cenoz (2017) analyzed

how translanguaging can offer more learning opportunities and negotiate social identities. This research also showed significant contextual differences regarding the medium of instruction, language, societal and educational aims, and the typical type of child. Rabbidge (2019) showed that teachers' translanguaging practices might improve students' ability to participate in class by improving student understanding of teacher talk. This research indicates that translanguaging offering a better engagement between students and teachers during the interaction in a classroom. Writing in a similar vein, Yuvayapan (2019) questioned on teachers' perception of translanguaging in EFL classrooms. The study, which adapted a qualitative method showed teachers' perception and their practice in class, is quite different. However, due to the expectations of institutions, even though they have a positive attitude towards translanguaging, they do not often use this teaching method.

In Indonesia, many studies investigated translanguaging in TESOL. For example, Kusumaningrum's (2020) research from a pre-service teacher regarding translanguaging showed two types of translanguaging practiced by pre-service teachers during an internship program in a senior high school context. The most used type of translanguaging practice by pre-service teachers is tag switching and intra-sentential switching. For Saputra (2015), as for Kusumaningrum, the support of translanguaging used in university context showed five types of translanguaging used by the lecturer in the teaching-learning process, including inter-sentential translanguaging and intra-sentential translanguaging, insertion translanguaging, congruent lexicalization translanguaging, and entire translanguaging. This research is yet heading in a different direction with translanguaging; instead of seeing translanguaging as a unity in languages, this study labeling translanguaging into different types collide with the definition of translanguaging itself.

Other studies investigated the use of translanguaging through the lens of socio-political and socio-cultural, which offered evidence that translanguaging could help Indonesian learners improve their multilingual competencies and cognitive, critical, and creative function (Rasman, 2018; Santoso, 2020).

Furthermore, some research has shown students and teachers' perception towards translanguaging, wherein result in students used all their repertoires, including home language, to negotiate meaning and to increase their understanding of lesson (see Anwar et al., 2014; Rerung, 2015; Puspitasari & Yumarnamto, 2020; Afriadi & Hamzah, 2021 for further readings).

Most of the research on translanguaging practice in TESOL has mainly focused on attitude and perception towards translanguaging. On the other hand, some research regarding translanguaging as a strategy in the classroom conducted by Rerung (2018) and Nursanti (2021) showed the function of translanguaging in helping students increase their confidence and decreasing uncomfortable feeling while using language. Song and Cho (2021) investigated translanguaging strategies during online reading, this research aims to explore how bilingual learners use linguistic resources and skills in online reading task through translanguaging, reading comprehension and online reading as strategy. The result from five participants showed that translanguaging as strategy served different functions and purposes including alternating two languages to facilitate search and learning, translating for meaning clarification, and translanguaging for metacognitive functions. In fact, understanding translanguaging as a strategy is critical because we need more account on practical translanguaging in different notion. As noted above, it appears to be relatively rare that translanguaging strategies implemented in the classroom. That is, this study focuses on the teachers' experience in teaching that will contribute to a small body of research on translanguaging in Indonesia.

## **B. Research Questions**

From the description above, this research is intended to answer the two following questions:

1. How are translanguaging strategies implemented in the classroom?
2. How is the teachers' experience while teaching within translanguaging?

### **C. Research Purposes**

From the research questions above, this study aims to obtain two purposes on

1. How to explore translanguaging strategies implemented in the classroom
2. How to find out the teacher' experience while teaching within translanguaging

### **D. Research Significances**

This research is expected to become a source of information about translanguaging in a classroom context based on teachers' perceptions. Furthermore, this study is also likely to understand the support of translanguaging in linguistic and education. Theoretically, this research could be beneficial for teachers to improve their teaching skills, especially for students' meaning-making in interaction. Practically, this research gives significance to:

1. Teacher

This research will contribute to teachers to harness translanguaging as the solution for learning a new language and did not consider L1 as an obstacle in achieving L2

2. Students

This result of the research is expecting to encourage students to use L1 in learning L2 and help them make a better comprehension in meaning-making using translanguaging.

### **E. Research Scope**

This research will focus on the use of translanguaging strategy in classroom interaction from the teacher's perception. To be more specific, this study is limited to how the teacher implemented translanguaging strategy in the classroom and explore teachers' experience in teaching within translanguaging. Moreover, the participant in this project will be a teacher from Ciparay Senior Highschool that frequently using translanguaging in their classroom interaction.

## **F. Conceptual Framework**

Initially, the term translanguaging coming from Welsh-English bilingual education in Wales to show two languages structured into teaching and learning (Turner & Turner, 2019). However, from the 1990s, the popularity of translanguaging in education started growing internationally. Therefore, García and Wei (2013) developed translanguaging as a strategy for bilingual, linguistically diverse, and minority language classrooms. Furthermore, García and Wei (2018) stated that translanguaging refers to language as a dynamic repertoire and not as a system. Thus, concludes that translanguaging is initially intended and planned as a very different design from code-switching and is casually used on any occasion. Furthermore, translanguaging also refers to pedagogical practice in which two languages are purposely and strategically used to support the development of both language use.

Translanguaging is a practice that includes all the language practices, it reflects on the strategy of translanguaging. Communication and appropriating knowledge are reflected on the differentiation and adapt to different instruction and students, build background knowledge and deepen the understanding of context and language. Meanwhile, cross-linguistic metalinguistic awareness and cross-linguistic awareness are to develop new language practices and sustaining old ones. Moreover, the rest of the principles are bound to giving voices and shaping sociopolitical realities by breaking the structures and hierarchies in languages. These translanguaging strategies are correspond to three categories including teacher attentiveness to meaning-making, teacher use and design of classroom resources for translanguaging, and teacher design of curriculum and classroom structures for translanguaging.

Furthermore, from a theoretical lens translanguaging stands from the point of view of speakers themselves to describe bilinguals flexible and fluid use of language features while questioning the notion of language as a static systems of discrete and prescribed studies and counterack the concept of separated languages into repertoires as a unity (Sayer, 2020). However, due to the traditional model of bilingualism that reflects speaker as having different

second and first language, the use of translanguaging in classroom might be challenging yet beneficial. Moreover, the hierarchy between languages that translanguaging try to break is still there, many students are afraid and hesitant to use their home language as a part of their repertoires. From the pedagogical lens of translanguaging, the school, teachers and parents are invoked to discover activities academic language practices that harness students' full repertoires and develop their skills. Researchs showed that translanguaging is beneficial for students' engagement in learning language especially in meaning-making process that lead to an effective in subject matters. Although it is relatively common in some parts of the world for teacher to engage in complex and fluid discursive practices and encourage students to use all their repertoires features including their home language, not all the teachers have the experience with translanguaging. There is an urgent need to implement pedagogy that can engage the students in language learning as well as teacher in TESOL, but practical application is still considered as a challenge among the teachers.

### **G. Previous Study**

In the past five years, many studies were concerned with translanguaging in TESOL. The related previous studies are discussed in this section. The discussion is grouped into two. The first focuses on examining how translanguaging was done in TESOL, and the second focuses on how translanguaging was in the Indonesian context of TESOL.

These five significant studies instigated translanguaging in TESOL. First, Cenozs (2017) elaborates the four indicators that show the diversity of contexts of the studies that can explain to a certain extent the different uses of the term translanguaging from an international perspective. The four indicators are the following: the medium of instruction, the language aims, societal and educational aims, and the typical type of child. Second, according to Barahona (2020), translanguaging has become the most notably and more effective teaching practice integration of L1. These findings were generated using a



Delphi-based panel of Chilean English language educators identified as experts, including classroom teachers, university-based teacher educators, and educational researchers.

Moreover, Rabbidge's (2019) showed that teachers' translanguaging practices might improve students' ability to participate in class by improving student understanding of teacher talk. Similarly, Yuvayapan (2019) revealed teachers' perception of translanguaging in EFL classrooms. The study that uses a qualitative method shows teachers' perception and their practice in class is quite different. Although the teachers perceive translanguaging as potential, they have a limitation in applying this pedagogy due to the expectations of institutions. Another perspective towards translanguaging in EFL classroom from Japanese junior high school students. This research using both qualitative and quantitative shows a unique communication layer for translanguaging. All the students use their repertoire during communicative target language activities (Aoyama, 2020).

Other studies investigated the use of translanguaging through the lens of socio-political and socio-cultural, which offered evidence that translanguaging could help Indonesian learners improve their multilingual competencies and cognitive, critical, and creative function (Rasman, 2018; Santoso, 2020). Furthermore, some research has shown students and teachers' perception towards translanguaging, wherein the result showed students used all their repertoires, including home language, to negotiate meaning and to increase their understanding of the lesson (Anwar et al., 2014; Rerung, 2015; Puspitasari & Yumarnamto, 2020; Afriadi & Hamzah, 2021). On the other hand, some research regarding translanguaging as a strategy in the classroom conducted by Rerung (2018) and Nursanti (2021) showed the function of translanguaging in helping students increase their confidence and decreasing uncomfortable feeling while using language. Song and Cho (2021) investigated translanguaging strategies during online reading, this research aims to explore how bilingual learners use linguistic resources and skills in online reading task through translanguaging, reading comprehension and online reading as

strategy. The result from five participants showed that translanguaging as strategy served different functions and purposes including alternating two languages to facilitate search and learning, translating for meaning clarification, and translanguaging for metacognitive functions.

