

CHAPTER I

INTRODUCTION

The study's introduction would be discussed in this section. The discussion was divided into several sections: research backgrounds, research questions, objectives of the study, significance of the study, scope and limitation of the study, and the last was key term definitions.

A. Background of the Research

Indonesia is one of the few multilingual nations since every person can converse in a variety of languages, including mother tongue, the nation's language, and foreign language. At the moment, English is the language that is most frequently used for communication in a variety of contexts, including the workplace, education, technology, and other areas. Consequently, language is implicitly learned by everyone.

Gaining proficiency in a foreign language, mainly English, would enable Indonesians to interact with the outside world and become global citizens, transforming the worldwide community into a single, global society. That argument was one of the main reasons English and other foreign languages have to be taught in schools (Alfarisy, 2021). One of the most important things, especially during the language learning process was language comprehension. Since English was a target language, teachers in English language classes were expected to communicate and provide information in English more frequently. In any case, it was anticipated that students would comprehend English language instruction more. Until now,

language instruction could not be derived from the use of target and instructor languages since students would not be able to obtain any information from teachers if they did not understand what their teachers were saying.

In the midst of the development of various methods of learning English, Translanguaging existed as a phenomenon of language use where people used two or more languages at the same time (Rasmin & Sahril, 2023). This reflected the complexity of cross-cultural communication in an era of globalization, where language was not always a barrier, but rather a powerful tool for sharing ideas and cultures. As a manifestation of the flexibility of modern communication, it was a practice where individuals could consciously or unconsciously create a space for creative expression and deeper language cross-cultural interaction.

According to recent research by Rauteda (2022), Translanguaging was a phenomenon that naturally arise for multilingual students and was used in English classes by both teachers and students. Translanguaging, which naturally emerged among multilingual students, became a prominent phenomenon within the context of English Language Teaching classes. In these educational settings, both educators and students actively employ this dynamic process as an effective means of communication and language learning. In a multilingual or trilingual society like Indonesia, Translanguaging occurred, especially in areas with regional languages (local languages). As a result, children living in these areas also used the local language as their daily language.

As researched by Afriadi & Hamzah (2021), Translanguaging in schools using local languages was also used in conversation in EFL learning, but it was still rarely used. It meant that translanguaging could exist in communities and schools, both rural and urban. In the context of English language learning in secondary schools in Indonesia, both teachers and students always used English as the target language in learning and Indonesian as the official language in our education system in Indonesia. However, local languages were also sometimes used in schools for those who have local languages in certain communities including in rural areas. This happens especially in English learning in Java, so the languages used in the teaching and learning process were English, Indonesian, and of course Javanese.

On the other side most of students still had struggles with comprehending the English language properly. Some students seemed confused to comprehend the teachers' explanation while the teacher applied full English in delivering material and giving instructions. Dealing with this problem, teachers should utilize appropriate strategies throughout learning and teaching process. Another prevalent factor in the education sector was that the teacher should be able provide the material and giving instructions well. In delivering material the teacher should have a special strategy, for example before students carried out or complete the task given by the teacher, teacher could use a variety of languages in order to ensure students understand in the instructions.

Actually, many previous researchers had conducted research on translanguaging. The first previous study conducted by Gabrys-Barker (2020), the findings showed that teachers used translanguaging as a primary strategy to help students understand vocabulary and grammatical conventions that they do not know. When students made mistakes in speaking or writing English, teachers might need to use their native language to provide effective clarification or correction to minimize errors and confusion. The second research was conducted by Rabbidge (2019) abroad, in South Korea. The research entitled "The Effect of Translanguaging on Participation in EFL Classroom" where the use of translanguaging was bilingual between Korean as a national language and English as a foreign language. This qualitative research focuses on investigating whether students' participation was affected by teachers' translanguaging practices. The next research was conducted by Nambisan (2014) entitled "Teachers' Attitudes Towards and Uses of Translanguaging in English language classroom in Iowa". This study focused on the attitudes and practices of translanguaging by 19 English teachers in the state of Iowa.

Furthermore, based on several prior studies that had been stated above, it was still rare for research to discuss translanguaging which find out the functions and objectives of the teacher then revealed what types of translanguaging were used by teachers in English language learning at secondary school. Then the researcher was very curious and interested to know what were the functions and reasons behind the translanguaging

practices carried out by teachers in English language learning and what were translanguaging types that usually used when teaching and learning process.

In addition, there was no research that examined translanguaging in MTs Sunan Kalijogo Kalidawir which was a school with a “multilingual environment” and it was a thing that was very close to translanguaging. There students and teachers communicated with two languages, Bahasa Indonesia and Javanese so that there were already accustomed to several languages used in communication every day. This was then used by the researcher as one of aspects to be investigated in this study whether in learning the teacher used translanguaging between English, Indonesian, and Javanese, especially in the process of teaching English. Therefore, the researcher had an interest in conducting this study there to see the existence of translanguaging in the English learning process. So, the researcher decided to conduct a study with the title "The Use of Translanguaging in English Language Teaching for Junior High School" at MTs Sunan Kalijogo Kalidawir Tulungagung.

B. Statement of Research Problems

Based on the background of the study mentioned above, the research problem of the study was formulated as follows:

1. What types of Translanguaging are used in the English language learning for grade VIII of MTs Sunan Kalijogo Kalidawir?
2. What are the functions of Translanguaging in the English language learning for grade VIII of MTs Sunan Kalijogo Kalidawir?
3. What are the reasons behind the use of Translanguaging in the English language learning for grade VIII of MTs Sunan Kalijogo Kalidawir?

C. Purpose of the Research

Based on the background of study, the writer stated objectives of study as follows:

1. To identify the types of Translanguaging are used in the English language learning for grade VIII of MTs Sunan Kalijogo Kalidawir.
2. To determine the functions of Translanguaging in the English language learning for grade VIII of MTs Sunan Kalijogo Kalidawir.
3. To figure out the reasons behind the use of Translanguaging in the English language learning for grade VIII of MTs Sunan Kalijogo Kalidawir.

D. Significance of the Research

1. Theoretically

Theoretically the result of this study would answer the question at the problems of the study, and would give advantages for developing on process of teaching and learning English.

2. Practically

The Foundation, MTs Sunan Kalijogo Kalidawir Tulungagung, the findings of the research became to increase the treasury of science, especially in English language teaching.

- a) For the general English teacher, the findings of this research the English teacher can take the example of the use of translanguaging that was applied in English Language Teaching of MTs Sunan Kalijogo. This study as beneficial to teacher include the ability to understand and support students with diverse language backgrounds, and facilitate better conceptual understanding in creating an inclusive classroom environment that supports language learning.
- b) For the students, this study would benefit and motivate them to get a good English class environment and better understanding in learning English.
- c) For the future researcher, the findings of this research hopefully can expand the readers' knowledge, can be the reference to

implement the same method to conduct a similar study as like this research in the use of Translanguaging in MTs Sunan Kalijogo.

E. Scope and Limitation of the Research

To ensure the accuracy of data collection and avoid ambiguous and overly generalized research, the researcher decided to limit the scope of this study to two teachers and four students grade VIII at MTs Sunan Kalijogo. Nevertheless, the limitations of this study include the very limited number of respondents, with the focus of the study only on the use of translanguaging, including the types, functions, and motives of the use of translanguaging in the English learning process for grade VIII students.

By narrowing the scope and focusing on specific groups of students as well as specific aspects of language use, the researcher was able to gain more accurate and meaningful insights into the topic under investigation. However, it should be acknowledged that these limitations may restrict the ability to generalize the findings to a wider context.

F. Definitions of Key Terms

In this part, there was some explanation from the title mentioned in the previous items. The research was entitled “The Use of Translanguaging in English Language Teaching for Junior High School”. In order to avoid misunderstanding of the readers, it was important to define the key terms as follow:

1. Translanguaging

The idea of translanguaging has been more popular in the field of English language teaching (ELT) lately. It reflected a shift from monolingual ideologies in the study of bilingualism and multilingualism, Cenoz & Gorter (2020). Translanguaging referred to the dynamic and natural use of two or more than two languages in teaching of English Language Classroom. Translanguaging covered issues such as the thought process behind language use, the function of language, and how language was created and used to communicate well. It was an opportunity for students to use what they had learned in their first language to make concepts and ideas clearer in the second language, which facilitated a more natural understanding.

2. Multilingualism

In this study, the term ‘multilingualism’ referred the communicative context in which the speaker used more than one language for the effective communication. It involved the use and mastery of multiple languages in the context of communication.

3. English Language Teaching

English Language Teaching (ELT) was the process of teaching and learning the English language to non-native speakers involves the development of listening, speaking, reading, and writing skills for communicative purposes. ELT might also involve the use of

instructional materials and interactive activities to enhance students' learning experience.