

CHAPTER I

INTRODUCTION

This chapter explains the background of the study. In addition, the issue is examined in the research, and identifies its gap. It also presents the research questions, objectives, scope, significance, key terms, clarification, and organization of the research paper.

1.1 Background of the Study

Teaching English in an environment where it is not the native language can present some unique practices and challenges. In Indonesia, for example, as a country where the majority of the students speak their local language as their first language, the country's multilingual nature adds complexity; Indonesian serves as the lingua franca, English as a foreign language (EFL), and local languages as the mother tongue for most Indonesians (Rasmin & Nur, 2023). Consequently, the approach to English instruction varies among schools. Some confine English as just a subject, while others, such as a bilingual school, use it as the primary medium for all subjects, leading to the employment of both English and Indonesian during classroom interactions (Munandar & Newton, 2021). Karabassova and San Isidro (2020) observed that the shift towards multilingualism, characterized by adaptable and dynamic linguistic practices, introduced a language-dynamic viewpoint into classroom environments. So, the teachers need to develop flexible and adaptive teaching strategies to facilitate this multilingual classroom setting.

Language mastery is closely tied to the interaction and impact of various languages in students' linguistic repertoires, especially in multilingual environments. Factors influencing first, second, and foreign language acquisition contribute to advanced language proficiency. According to Isidro-Smith (2019), these factors include linguistic differences between languages, proficiency in the primary language, familiarity with additional languages, dialect usage, the students' language status in the community, and societal perceptions of the students' primary language. These elements contribute to the phenomenon of translanguaging in multilingual classrooms, where it serves as a strategy to

enhance language skills by utilizing all linguistic resources. Translanguaging, as explained by Baker (2011), is the process of making meaning and gaining knowledge through the application of the two languages. Furthermore, it focuses on effective communication and cognitive activity rather than language form (Lewis et al., 2012).

Translanguaging facilitates learning in EFL classes by embracing students' linguistic repertoire as well as promoting understanding, critical thinking, and active participation (García & Kleyn, 2016; Romanowski, 2019; Wang, 2016). As Riswanto (2022) stated, translanguaging practices could be an effective strategy for teaching English in EFL classes in the Indonesian context. Nevertheless, despite its advantages, teachers may face challenges when practicing translanguaging. As noted by Tekin (2023), teachers often use various translanguaging techniques to improve target language teaching, but they generally feel guilty when using their first language. These challenges may stem from potential resistance from teachers and policymakers who adhere to traditional monolingual ideology and who view translanguaging as counterproductive to language acquisition (Comins, 2007).

Some recent translanguaging studies in EFL context have focused on teachers' perceptions and attitudes towards translanguaging (Khairunnisa & Lukmana, 2020; Raja et al., 2022), while others have examined translanguaging practice in bilingual classroom settings more generally (Yuvayapan, 2019). Additionally, some researchers have conducted literature-based reviews on translanguaging in Indonesian context (Putrawan, 2022; Sutrisno, 2023). Riswanto (2022) specifically investigated the reasons why Indonesian secondary EFL teachers employ translanguaging in their classroom. However, despite these contributions, there remains a notable gap concerning how teachers actually practice translanguaging in a multilingual classroom context. Therefore, this study is intended to explore teachers' translanguaging practices in EFL classrooms and investigate the benefits and challenges experienced by teachers in practicing translanguaging in EFL classes, providing insights for better instruction strategies and approaches for teachers in the EFL setting, specifically in Indonesia.

1.2 Research Question

Based on the background mentioned in the previous section, this study is intended to answer these questions:

1. How does the EFL English teacher practice translanguaging in EFL classes?
2. What are the benefits and challenges of translanguaging the EFL English teacher experience in classes?

1.3 Research Objectives

Referring to the research questions above, the aims of this study are presented as follows:

1. To investigate how the EFL English teacher practices translanguaging in EFL classes.
2. To investigate the benefits and challenges of translanguaging experienced by the EFL English teacher.

1.4 Scope of the Study

This study focuses solely on investigating the EFL teacher's translanguaging practices along with the benefits and challenges the teacher encountered while practicing translanguaging in EFL settings to achieve the research aims outlined in the previous section. Additionally, the participants in this research will be an EFL English teacher at a public Junior High School in Bandung who teaches 7th classes.

1.5 Significance of the Study

The results of this study are intended to provide information concerning translanguaging in EFL classes, including its benefits and challenges. The study might also provide information for pre-service and in-service EFL English teachers on how translanguaging can be practiced in the Indonesian EFL context and how these can affect their performances and confidence in translanguaging in their classes.

1.6 Clarification of Key Terms

To prevent any misunderstandings or misinterpretations in this study, the following terms are clarified:

1.6.1 Translanguaging

Translanguaging is the skill of bi/multilingual speakers to alternate between two or more languages and manage the diverse languages from their language repertoire as a whole unified system (Canagarajah, 2011). In this study, this term refers to the skills possessed by bi/multilingual students in EFL settings, especially in Indonesia, who translanguage between Indonesian, English, and local languages in their linguistic collection. Furthermore, this study will also focus on teachers' practice of translanguaging, which refers to how the teacher does translanguaging and provides the 'translanguaging space' to the students (Li, 2011, as cited in García & Li, 2014).

1.6.2 Bilingualism and Multilingualism (Bi/multilingual)

According to Abiyeva (2021), bilingualism refers to the acquisition of two languages as the first and second languages, with its advantages and disadvantages of speaking more than one language. On the other hand, multilingualism refers to the acquisition of three or more languages by an individual or community (Blackledge & Creese, 2010). Because the difference only relies on the number of the named languages spoken, also considering that in the Indonesian setting, there are some that only can speak two languages, this study will refer to these terms as bi/multilingual.

1.6.3 English as a Foreign Language (EFL)

In general, the definition of English as a Foreign Language (EFL) refers to the teaching or learning of a non-native language outside the environment where it is commonly spoken (Moeller & Catalano, 2015). It is easily noted by being taught as a subject in school while not being the official first or second language of the country. According to Braj Kachru's (1992) model of the World Englishes, Indonesia is in the 'Expanding Circle,' which makes it position English as a Foreign Language.

1.7 Organization of the Paper

This paper is divided into five chapters: Introduction, Literature Review, Methodology, Findings and Discussion, and lastly Conclusion. The details of each chapter are explained below:

CHAPTER I: INTRODUCTION

This chapter outlines the background of the study and the context of the research problem, stating the gaps in existing studies. It follows by stating the research question as well as the research objectives and outlining the scope of the study. Finally, it notes the expected significance of the study by highlighting the potential contributions to the field of translanguaging. Additionally, clarification of key terms and organization of the paper are provided.

CHAPTER II: LITERATURE REVIEW

This chapter discusses the theoretical framework and relevant studies related to the issues explored to contextualize the study within existing related studies. The theories discussed in this study are translanguaging in general and translanguaging in education—in EFL settings and Indonesian EFL settings. Thoroughly reviews and synthesizes the existing literatures to support and provide arguments and evidences for every statement in this study.

CHAPTER III: METHODOLOGY

This chapter elaborates the methodology employed in this study, including outlining the research design, describing the research site and participants, explaining the data collection techniques employed to address the research questions as well as the data analysis and data triangulation for the data gathered to be presented and discussed in the next chapter.

CHAPTER IV: FINDINGS AND DISCUSSION

This chapter presents the findings from the data gathered and discusses based on the theoretical framework adapted for the study in order to address the research question. Presenting the data based on the themes found from the analysis. Its order is based on the research questions: teacher translanguaging practices and translanguaging benefits and challenges.

CHAPTER V: CONCLUSION

This chapter finalizes the study by drawing conclusions from the findings and discussion as the final chapter. Providing a comprehensive conclusion that also summarizes the key findings. In addition, this chapter includes the implication from the findings of the study and notes the limitations of the study, acknowledges the aspects that might influence the results, and another consideration from the constrained study's scope. This chapter also offers some recommendations for future research to expand the exploration and improve the findings in this study based on the limitations.