

CHAPTER I

INTRODUCTION

This chapter describes arguments behind the selection of the topic of this study involving the background of the study, identification of research problems, research questions, the purpose of the study, the benefits of the research, and structure of thesis.

1.1 Background of the Study

Multilingualism has become a common feature in society today. Due to the development of the era and knowledge, society, to successfully complete globally competitive conditions, is forced to become multilingual. With the rise of globalization, a lot of people now speak multiple languages. Paulston et al. (1975) highlight that being multilingual is vital in today's world. This concept is often referred to in studies as 'elite bilingualism' (Paulston 1975, mentioned in Harding & Riley 1986; Skutnabb-Kangas 1981). From this background, it is evident that this kind of multilingualism is quite challenging, especially in learning the languages spoken around the world. When everyone is connected, it helps them become 'global citizens in an increasingly connected world', and gives them the experiences needed to appreciate different cultures (Bingham, 1998). This also affects parents' attitudes in Indonesia, who have become more advanced when they require their children to learn more than one language. In the past, Indonesian parents only taught children their native regional language and Indonesian as their national language. Gradually, nowadays, parents want their children to use an international language, which is English, to be mastered in an era that requires everyone to understand it.

In Indonesia, English is regarded as a foreign language (EFL). According to Yoko Iwai (2011), EFL refers to individuals learning English in countries where English is not the main language (for instance, Japanese individuals learning English in Japan are EFL learners). EFL is mostly used by learners who are not native English speakers, like Chinese students learning English in China. Many of the current methods for teaching EFL in China fall under the category of foreign language instruction. This suggests that English learning and teaching mainly take place in classrooms instead of everyday conversations. English learners in Indonesia lack easy access to English outside of school. As pointed out by Oxford and Shearin (1994), a foreign language in this setting is one that is studied only in formal education environments. Therefore, the teaching and learning of English in Indonesia face unique difficulties that are not found in places like Hong Kong, where English is used more frequently in everyday life.

In the context of Indonesia, this can happen because English is only used by a small group of people or communities who need it. Likewise, English is regarded as a compulsory subject that is taught starting from junior high school (Liando & Lumettu, 2017). Following this condition, some Indonesian parents choose an informal school to improve their children's ability in English. They choose the tutoring centers as a way to develop their children's ability to speak English and it is stated to be effective in helping to support the success of the students' learning process. Until now, the use of tutoring services have been used as an alternative by parents of students to provide their children's educational needs.

In the classroom context, it is all about how students and teachers interact and learn together, or even students with each other. This kind of talk is what goes down when students are trying to learn English. It helps them get good at talking with their friends, sharing stuff with their teacher, or speaking up in English class. This is something that happens a lot when learning a new language, especially in classroom

setting where everyone is trying to get the hang of it. Classroom interaction plays a crucial role in foreign language instruction. It is important for teachers to keep this in mind and make sure their conversations and interactions in class are helpful and engaging. As previously stated, Indonesian people learn English as a foreign language, not as a second language. That situation challenges the students and teachers to speak both languages and sometimes students speak Indonesian while learning English to explain something and to be understood by their teachers. It also happens to the teacher when they have to change the language from English to Indonesian in order to be understood by their students. This phenomenon is called translanguaging.

The term "translanguaging" was fundamentally thought up by Williams (1994), and he got it from a Welsh word called "Trawsieithu" (Conteh, 2018). He utilized it to discuss how bilingual students often have the habit of interpreting English words into their native language, such as Welsh, when they write in their notebooks. Afterward, Baker (2001) translated the Welsh word and turned it into "translanguaging" in English (Lewis et al., 2012). The word "translanguaging" is shaped by the affix trans- meaning "change" or "transfer" and "languaging" is the verbalized shape of the noun "language" which means "to use a language". In this way, translanguaging may be freely translated as "language switching". This contemporary phrase has taken the place of traditional ideas of code-switching and code-mixing as a sign of a fresh teaching approach (Osborne, 2020).

Translanguaging in classes where English is taught as a second or foreign language is recognized to help students reach their English skills, and there is plenty of proof to back this claim that has been thoroughly recorded. Motlhaka and Makalela (2016) conclude that the translanguaging approach helps students raise their consciousness of second/foreign language (L2) composing methodologies through dialogic pedagogy in multilingual contexts. In the meantime, the concept of

translanguaging was later further developed by Lewis et al. (2012) and was utilized to clarify how the term was drawn upon to encourage multilingual classes in learning a foreign language, which was then employed in numerous works. García and Kleyn (2016) clarify the use of translanguaging in a social context with its connection to multilingual practice.

The relationship between learning English as a foreign language and translanguaging can be analyzed by interactional sociolinguistics because this study covers the use of translanguaging in learning English by interaction. Interactional Sociolinguistics, subsequently, provides capable insights into how (intercultural) communication continues and how contrasts regarding expectations and interpretations can lead either to effective interactions or particularly to communication breakdowns. According to Gordon (2011), participants who get included in interlingual communication bring their own ‘briefcase’ of acceptable, worldwide standards, expectations and interpretations.

Despite the growing number of studies on translanguaging, this study is currently focused on pedagogical translanguaging and it is different from all previous studies because the phenomenon of translanguaging will be connected with engagement and confidence. It seems that almost no research about translanguaging has employed those field so far based on the researcher’s online searches. In addition, in this study, the researcher decided to choose translanguaging because the researcher was interested in looking at the utterances of the participants during the classroom interaction as well as the underlying reasons behind the actions. In addition, this study is geared towards answering the question of whether translanguaging supports the engagement and confidence in teaching and learning process.

1.2 Identification of Research Problem

The phenomenon of multilingualism in Indonesia is very common among its people. Almost all Indonesians have the ability to speak at least two languages (Indonesian and regional languages). As time goes by, many Indonesians realize that an international language (English) needs to be learned as well. The new language learning makes people switch their language from a language they have not mastered to a language they have mastered. This phenomenon is called translanguaging. People who learn a new language usually use translanguaging as a means of learning. Translanguaging occurs when students have difficulty expressing something in the language being studied. With this phenomenon in the classroom, the researcher wants to further examine what the phenomenon of pedagogical translanguaging is like in the classroom.

1.3 Research Questions

This study examines matters relating to translanguaging that occur during foreign language learning in the classroom. These are the research questions:

1. In what ways do pedagogical translanguaging practices support students' engagement in an English tutoring center?
2. In what ways does students' confidence support classroom interactions involving pedagogical translanguaging?

1.4 The purpose of the study

The researcher examines discourse related to translanguaging in the classroom and the purposes are:

1. To explore students' observable engagement during pedagogical translanguaging practices in an EFL tutoring context.
2. To elaborate on how students' confidence is demonstrated in classroom discourse involving translanguaging.

1.5 Benefits of Research

This research was conducted to provide benefits in theory and practice. In theory, this research is expected to increase linguistic treasures through the study of interactional sociolinguistics and translanguaging which are interrelated. This effort aims to build information and the quality of each method, knowledge, and value of the concept of pedagogical translanguaging that occurs in the classroom.

In practice, this research was undertaken to investigate the relationship between pedagogical translanguaging with engagement and confidence in interactional sociolinguistics framework broadly and deeply. Given that the concept of learning a foreign language (English) cannot be separated from translanguaging itself, and learning a new language relates to social interaction.

1.6 Clarification of Terms

To avoid misunderstanding, the following is the clarification of terms used:

1. Pedagogical translanguaging refers to the planned and strategic use of students' full linguistic repertoires by teachers in the classroom to support learning and deepen understanding, particularly in multilingual settings. It involves deliberately integrating students' home languages alongside the target language as part of instruction to scaffold content and language development (Garcia & Wei, 2014).

2. Classroom interaction according to Allwright and Bailey (1991), dresses "input, sharpen opportunities, and receptivity". Classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between teachers and learners or among learners themselves, resulting in reciprocal effect on each other in the learning process." (Brown, 2001)
3. Interactional translanguaging involves the flexible and dynamic use of multiple languages by multilingual speakers to construct meaning, express identity, and manage interaction in context-specific ways (Li, 2018; García & Wei, 2014).
4. Engagement refers to "students' active involvement in learning activities," encompassing behavioral, emotional, and cognitive dimensions (Fredricks, Blumenfeld, & Paris, 2004).
5. Confidence is the belief in one's ability to successfully engage in second language communication, composed of self-perceived competence and low levels of communication anxiety. (Clément, 1980).

1.7 Organization of the Pages

The paper is organized into five chapters. Each segment is displayed with some sub-sections to provide additional insight into the examined topic. The chapters in this paper are outlined as follows:

1. CHAPTER I: INTRODUCTION. This section outlines the background of the study, identification of research problem, research questions, the purpose of the study, benefits of the research, and structure of the thesis.

2. CHAPTER II: LITERATURE REVIEW. This chapter details the theoretical framework or basis that is important with the chosen topic of the study and the problem investigates in this study. The theories will serve as the grounding principles that guide

the researcher in conducting the study, developing instruments, analyzing the data, and drawing conclusions from the findings.

3. CHAPTER III: RESEARCH METHODOLOGY. This chapter outlines the comprehensive approach to research employed in carrying out the study, including research procedure, the site of the research and participants, data collection techniques, and data analysis.

4. CHAPTER IV: FINDINGS AND DISCUSSION. This chapter discusses the research findings and the discussion based on the data gathered from the entire data collection technique managed in this study. The data were analyzed based on the framework of the study answering the research questions defined previously.

5. CHAPTER V: CONCLUSIONS, IMPLICATIONS OF THE STUDY, LIMITATIONS OF THE STUDY, RECOMMENDATIONS. This chapter draws conclusions from the complete research findings gives limitations of the study and proposes the recommendation for further research related to the same subject as well as for the better improvement of linguistics fields and practices.