# CHAPTER I

# INTRODUCTION

This chapter contains six sub-sections, they are Background of the Study, Limitation of the Study, Statements of the Problem, Purposes of the Study, Significances of the Study and Definition of the Key Terms.

## A. Background of the Study

The rapid growth of economy and advancement of technology leads to the increased people's mobility from one place to another (Cenoz & Gorte, 2015; García et al, 2015). This more globalized world inclines to form a super diverse society whose identities and language practices could not be accurately identified and neatly categorized (Blommaert & Rampton, 2011). Translanguaging can be used for everyone who want to achieve their goals related to their target language, for example couple of tourists visited Indonesia which they could not understand the language well. Therefore the tourists use translanguaging to communicate with local people and somehow the tourists also use some body movement to indicate their meaning. Translanguaging not only can be a very natural way for bilingual or multilingual to communicate, moreover it can be a focus of research as well. Cen Williams and his colleague, Dafydd Whittal were investigating strategies for learners to use two languages, Welsh and English, in a single lesson which happened in Bangor, North Wales around 1890s. (Baker, 2003, 2011).

The use of translanguaging can be a capable device for learning particularly learning foreign languages in a super diverse society and is seen to be very beneficial whether for teachers or students, as the implementations of translanguaging in education field has become a crucial thing nowadays. Translanguaging came to mean the process whereby one language is used in order to reinforce the other language with the aim to increase understanding and in order to augment the students' ability in both languages (Williams, 2002:40). In other words, through translanguaging students internalize new ideas they hear, assign their own understanding to the lessons,

simultaneously, utilize the lessons in their other languages. In doing so, they augment and supplement the lessons through dual language processing.

Similarly, as Joana Duarte (2016) figure out that in one of the secondary schools in Hamburg, German, it is allowed students to use translanguaging in a classroom interaction. Translanguaging in this regard, encourage the students to use any languages in classroom interaction. Translanguaging also allowed the students to shared experiences and knowledge without having the effort to use their target language to engage in a classroom interaction. The target language itself is German, while half of the students are using Russian and the rest of them are using both of the languages.

In Gujarat schools, Leicester, it is a common phenomenon when the interaction pattern between teacher and students using Gujaratin and English. Teacher and students are using translanguaging in classroom interaction in order to increasing the participation and understanding of the students in the learning process, conveying ideas more easily and accomplishing lessons better. Translanguaging not only happened in Gujarati schools, but also in Turkish schools which located in London, Cantonese and Mandarin schools which located in Manchester, and Bengali schools which located in Birmingham. Those schools are offered the same phenomenon towards translanguaging, to make interaction between teacher and students or students and students are easier and together they can achieve their goals in the lessons accomplishment (Creese, Blacklegde, 2010).

Moreover, as Conteh (2018) discovers that teachers whose recognize the importance of translanguaging in constructing relationship with students that nurture mutual empowerment and develop translanguaging pedagogies in the future. As Mertin (2018) figure out that translanguaging also open up the potential space for teachers; voices in research and academic discourse which related to translanguaging. Teachers in Brussels and teachers in Johannesburg, provide many examples of classroom activities that involve translanguaging, for example using video clips in students' home

languages and constructing translations collaboratively. Research indicates that there is a relationship between quality of interaction, translanguaging, and class corporations and cohesion, or the essence of classroom community in context (Hinger, 2006).

Having recognized that translanguaging is crucial on students learning language, the researcher intends to know what is the teachers' perspective toward translanguaging practices in EFL classrooms and the underlying rationales of utilizing translanguaging (mixture of languages) on their teaching learning process in the classroom.

## B. Limiatation of the Study

Based on the background, the scope of this study is translanguaging. Translanguaging is the way when the speakers use their own native language in order to help them to understand their target language. There are many fields that can be used in this study to discuss about translanguaging itself, for example translanguaging are possibly happening anywhere such as market, restaurant, school, office and so on and so forth. Therefore, the discussion about translanguaging of this study is limited on EFL classrooms at senior high schools.

## C. Statements of the Problem

There are two statements of the problem in this research study that will be answered in the fourth chapter. The statements of the problem are listed in the following:
1. How translanguaging is practiced in EFL classroom based on teachers' perspective?
2. Why do the English teachers practice translanguaging in EFL classroom?

## D. Purposes of the Study

In relation to the research questions, the objective of the study can be described into these following parts:

1. The main purpose of this study is to discover the way of translanguaging practices in EFL classroom based on teachers' perspective.
2. This study is aimed to find out the motivation of translanguaging practices in EFL classroom by English teachers.

## E. Significances of the Study

This research is expected to be advantageous in the following ways:
1. For readers
   After reading this research, the readers are expected to understand about what translanguaging is mean and how translanguaging is applied in education field in EFL classroom based on teachers' perspective.
2. For future researcher
   This research can give a better understanding in the field of translanguaging practices in EFL classroom based on teachers' perspective and hopefully this research inspires other researchers to develop or to conduct other research in the same scope with different subjects.
3. Pedagogical implication
   To give a broader view about translanguaging and how it is practiced in EFL classroom based on teachers' perspective, also to inform the necessary reason for practicing translanguaging in EFL classroom by English teacher.

## F. Definition of Key Terms

Based on the limitation of the study, the researcher focuses on translanguaging practices in EFL based on teachers' perspective, more precisely English teachers' perspective. Therefore, there are two definitions of the key terms in this study which listed under:

1. Translanguaging: Translanguaging refers to making meaning process between the speakers or individuals by using their own native languages. Translanguaging is beyond that because it can include a picture as a communication tool which cannot happen in code-switching or code-mixing (García & Wei, 2014).

2. EFL Classroom: EFL Classroom is a class where the environment (students and teachers) are rarely even almost do not use English as communication tool. They only use English as a media to teach the students about foreign language (English). EFL is mainly used by non-native English learners (Iwai, 2011).