

Chapter One

Introduction

This chapter provides an introduction to the study. There are several significant points discussed in this chapter. First, the background of the study explains the researcher's interest in the use of Translanguaging among Indonesian students at a private university in Yogyakarta. This chapter also features the formulated research questions as a guide for this study. Furthermore, the research goals identify the specific intent or objectives to be investigated. The significance of the study explains the benefits of this research on particular individuals. Finally, the chapter organization and a summary of each chapter are also included.

Background of the Research

Indonesia is a multicultural, multiethnic, and multilingual country that has a variety of cultures and languages. There are various languages spoken in Indonesia, with a total of approximately 500 local languages, and the country holds the title of the world's most multilingual country (Syarifuddin, 2016). As a result, Indonesia has the most bilingual learners of any country in the world. At a young age, the majority of Indonesians can communicate in more than one language. Hence, Indonesia is well-known for its multilingual environment, where people learn and use two or more languages simultaneously, a phenomenon known as simultaneous multilingualism (Saville-Troike, 2012). However, Translanguaging should be the strategy for the multilingual students to be further

understood and interpreted to facilitate English Language Teaching (ELT).

Moreover, using two or more languages would result in the phase where people inadvertently use two or more languages as one language to communicate with each other in their environment.

Translanguaging has been adopted to represent the complex language practices used by bilingual or multilingual speakers as bilingualism or multilingualism develops into a more dynamic process (Garcia, 2009).

Translanguaging, which is developed from planned pedagogical techniques in Welsh bilingual education, extends beyond the language practices applied in the classroom to everyday activities that are bilingual or multilingual (Garcia & Li, 2014; Lin, 2019). Therefore, to understand the meaning of their multilingual worlds, bilingual people engage in a variety of discursive techniques known as translanguaging (Garcia, 2009).

Translanguaging can be used to aid the process of teaching English as a foreign language, but it also involves using students' native language in learning English. Moreover, learning English may be interesting for students, and through Translanguaging, teachers and students can communicate effectively. Therefore, English teachers have applied Translanguaging as a pedagogical strategy while teaching English as a foreign language. Translanguaging is used not only between students and teachers but also for students to communicate with their peers in and outside of the classroom (Sahib, 2019). For instance, there are several types to imply Translanguaging, such as code-switching, translating and interpreting, and language brokering that can be used in a teaching and learning process.

Furthermore, if English is not the student's first language, several students may find it challenging to apply it in their academic work. Thus, Translanguaging was typically used by the students unconsciously (Sahid, 2019). This implies that the students are unaware of the role and effects of the translanguaging process. Therefore, it may be considered an automatic and unconscious activity in certain situations. However, students' first language still provides functions and advantages in learning a second language. The use of translanguaging in the classroom is one of several ways that teachers and students might employ (Saputra & Akib, 2018). A situation where students are allowed to write and speak in their native language before translanguaging to L2 eases teachers to interact with students in the classroom since they do not have to spend as much time explaining or searching for the simplest and most straightforward terms to answer any misunderstandings that may arise while teaching.

Based on the mentioned background, the investigation should be conducted on students' perception of the use and the benefit of Translanguaging in classroom activities at a private university in Yogyakarta.

Statement of the Problem

Translanguaging is usually implemented in a multilingual environment such as the English Language Education Department (ELED), and this phenomenon occurs to mix languages during communication. While communicating with others, Indonesians naturally use more than one language, namely the Indonesian and local languages. Furthermore, to maintain learning quality, most ELED courses have implemented Translanguaging. Thus, the

faculty should properly develop a suitable system in the ELED environment. According to the statement mentioned, this strategy may help the students to comprehend what they are saying and may also become a means for people to express their feelings. There are multiple reasons for implementing Translanguaging, particularly for students who learn a new language for educational purposes, such as English.

When a new language is introduced at an older age with the goal of improving one's educational experiences, the practice of Translanguaging is more challenging when students communicate in Indonesian and their second language. Moreover, the problem the students faced during the teaching and learning process was due to the lack of language comprehension. This may be caused by several reasons, either the students' understanding of the use of Translanguaging or the inadequate tools such as books, communication, and electronic devices to access the material. On the other hand, the teacher's capability to apply Translanguaging should also be considered. Hence, the students' views are crucial to supporting this research to explore translanguaging at ELED.

Delimitation of Problem

This research focus on the practical use of translanguaging in the classroom via interviews and observations with multilingual learners. This translanguaging method is commonly applied in the English Language Education Department (ELED) by both students and lecturers. However, using Translanguaging may occasionally lead to miscommunication due to language

barriers. Moreover, this research also was carrying various conditions to the exploration in order to create a more efficient analysis.

The first step of this research was to analyzed the common issues the students face during the teaching and learning process in the context of translanguaging in affecting their knowledge.

Research Questions

The research questions for this research are formulated in this section.

There were two research questions as a research guideline, namely:

1. How do multilingual students use translanguaging in classroom activities?
2. How do students perceive the benefits of translanguaging inside the classroom?

The Objectives of the Research

Based on the research questions, the research objectives are as follows:

1. To investigate the ways multilingual students apply translanguaging in the classroom to support their learning activities.
2. To explore students' perception of the benefit of Translanguaging inside of the classroom.

The Significance of the Research

The study is intended to support and provide benefits and impacts on several areas for students, teachers, and potential researchers.

For the students. Regarding the findings of this research, the students will recognize more about the use and benefits of using Translanguaging in the classroom, where they will be able to improve their skills. Hence, it can support them to know more learning strategies.

For the teachers. The existence of this study may be a consideration for teachers to help students find suitable strategies while using translanguaging in the classroom. The teachers are expected to find an effective method to teach the students after priorly recognizing the characteristics of their students.

For other researchers. By reading this research, other researchers can learn basic information that provides references that can be used in their study and share the same interest in using Translanguaging. This research can also be referenced to create different perspectives and purposes of relating issues.

Organization of the Chapter

This research is divided into five chapters. Chapter one presents the introduction of the research. There are some important points in this chapter. First, the background of the research describes the reason why the researcher is interested in discussing the use and the benefits of using translanguaging in the classroom. Second, the statement of the problem, in this part, the researcher provides a statement about the topic, which is followed by delimitation of the

problem. This chapter also presents two research questions that serve as the study's guide. It also showed the research's objective and significance toward particular people. The last part is the study's outline, which explains each chapter.

Chapter two is the literature review which provides general information on the definition of Translanguaging, the definition of multilingual students, translanguaging practices in the classroom, and the benefits of Translanguaging. This chapter also explains the theory related to the overview of the use and the benefits of translanguaging in the classroom and conceptual framework.

The next chapter, chapter three, is the methodology. This chapter explained the way the research was conducted. Moreover, this chapter discusses the research design, which presents the qualitative approach. Research setting and participant reports where this research is conducted and the characteristics of participants to collect information. The data collection technique explains how the researcher collects the data. Next is a research instrument followed by data analysis. The last is trustworthiness.

Chapter four contains the finding and discussions of the research. There are two findings in this research. The researcher obtained those findings from the observation and the interview with the participants. The first finding is related to the use of translanguaging in the classroom. The second finding is related to the benefits of using translanguaging in classroom activities.

Chapter five consists of the conclusion and recommendation. This chapter explains the general result to the research questions and the recommendation from

the researcher. The recommendation is given to the students, teachers, future researchers, and other institutions.