

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

English, as a global language and lingua franca has expanded its reach due to its role in science, technology, and art, making it a universal language. When acquiring a language, particularly a foreign language like English. It will be challenging to understand the language (Silalahi & Santoso, 2023). In Indonesia where English is not the primary language, some teachers have encountered difficulties teaching the target language in monolingualism because students experience anxiety when learning English (Sanjaya & Sumardi, 2023). Learners have negative experiences and tension in English class. It is because learners are afraid to be called upon to speak English. In addition, three forms of anxiety include communication apprehension, test anxiety, and fear of negative evaluation (Saputra & Akib, 2018). Communication apprehension is the term used to describe the fear of interacting with others or speaking in front of an audience. When the teacher in the classroom speaks fully English, it can be overwhelming and intimidating for learners. However, many English teachers have begun to utilize translanguaging as a pedagogical approach to teaching English as a foreign language (Sahib, 2019).

According to Vissanastri and Rustam (2019), Perceptions are the processes of cognition that enable people to arrange, recognize, and interpret sensory data to comprehend their environment. Perceptions can be influenced by various things, including emotions, personal experiences, and the situation's environment. Because of this, perceptions can result in either positive or negative reactions, depending on

how stimuli are processed. Perceptions are important in the learning process because they greatly impact students' motivation and involvement. Better academic results can result from increased motivation by favorable opinions of the learning environment and instructional strategies. Students are more likely to participate actively and reach better competence levels when they believe their learning experiences are encouraging and meaningful. Translanguaging, or combining students' native tongues with English, might help change unfavorable attitudes about language acquisition, lessen communication anxiety, and create a more welcoming atmosphere (Lindawati et al., 2022). With this method, students may make the most of their language skills and feel more at ease and competent. Translanguaging promotes active engagement and supports students' linguistic identities, especially in multilingual communities like Indonesia.

Translanguaging is observed in multilingual or trilingual communities like Indonesia, particularly in regions where regional (local) languages are spoken (Putrawan, 2022). Translanguaging is an educational strategy promoting language acquisition, allowing students to employ their language skills. It encourages multilingual interactions and collaborations between students, aids academic development, and values students' diverse language practices (Fang et al., 2022). This process can potentially enhance language abilities, prompting a better understanding of the subject under study. Furthermore, translanguaging in English as a Foreign Language (EFL) classrooms has increased student involvement, motivation, and self-assurance (Rahmadani, 2023).

Students' understanding is greatly affected by the use of language in the classroom and how teachers approach their students. Therefore, it is important to

know how students' perception of translanguaging. The researcher wants to identify students' perceptions of translanguaging in the EFL classroom. Several previous studies have a similar focus on translanguaging in EFL classrooms. First, the study conducted by Sanjaya and Sumardi (2023) found students get more benefits when the teacher uses translanguaging in class because it helps them understand the learning objectives, and the teacher's instructions, and gives them confidence. This article subjects only four junior private Islamic school students in Indonesia. Second, a study by Rasmin and Nur (2023) found that translanguaging in the EFL classroom influences students' performance in multilingual (Indonesian language, local languages, and English). The article used the literature review method. Third, a previous study Raja et al (2022) showed that most students expressed negative feelings toward student-directed translanguaging. Meanwhile, teacher-directed translanguaging was more acceptable, as indicated by most students who had positive feelings toward their teachers' translanguaging.

SMP Negeri 1 Busungbiu is one of the schools located in Kekeran village. This school is one of the most popular in Kekeran village, as evidenced by the increasing number of students each year. Based on the researcher's experience in the preliminary observation in grade 8 of SMP Negeri 1 Busungbiu, the English teacher used Translanguaging when teaching students. The relationship between students' participation and understanding of teachers' instructions is critical in learning. For example, based on pre-observation, the researcher saw different student responses while using translanguaging in the classroom. Some students retained a keen interest and clear comprehension while carefully following the

teacher's instructions. Some students struggled to understand the topic, especially when the teacher used full English and repeated directions in Bahasa.

Therefore, the researcher aims to students' perceptions of translanguaging in EFL classrooms. This is because perception is a reaction or judgment about an object obtained from experience and knowledge (Yunita & Maisarah, 2020). Translanguaging is a strategy to improve language skills while fostering a deeper understanding of the topic under study. Knowing students' perceptions of translanguaging allows teachers to understand students more deeply.

### **1.2 Problem Identification**

Over time, English has evolved into more than merely an international language. It is becoming a crucial linguistic competency that every individual must possess. Therefore, students must strive to adapt to fluency. One of the approaches used by teachers to facilitate students is translanguaging. By using multilingualism to explain, teach, and practice, teachers can effectively assist students in acclimating to English. However, students are frequently not interested and do not understand applied translanguaging. Because sometimes teachers design the learning process without considering students' perceptions. The researcher wants to know more about students' perception of translanguaging in EFL classrooms at SMP Negeri 1 Busungbiu.

### **1.3 Problem Limitation**

The researcher limited the problem, especially in exploring information about students' perceptions of translanguaging in EFL classrooms at SMP Negeri



1 Busungbiu. The Subjects of this study were 8th-grade students at SMP Negeri 1 Busungbiu.

#### **1.4 Research Problem**

Several topics can be discussed based on the research background, prompting the researcher to focus on a specific area: students' perception of translanguaging in EFL classrooms at SMP Negeri 1 Busungbiu. Then, the researcher specifically aims to find answers to the questions as follows.

1. What is grade 8 students' perception of translanguaging in EFL classrooms at SMPN 1 Busungbiu?
2. What are the affordances of the use of translanguaging in EFL classrooms at SMPN 1 Busungbiu?
3. What are the drawbacks of the use of translanguaging in EFL classrooms at SMPN 1 Busungbiu?

#### **1.5 Objective of the Study**

Based on the research statement, this study aimed to:

1. To analyze grade 8 students' perceptions of translanguaging in EFL classrooms at SMP Negeri 1 Busungbiu.
2. To identify the affordances of the use of translanguaging in EFL classrooms at SMPN 1 Busungbiu
3. To identify the drawbacks of the use of translanguaging in EFL classrooms at SMPN 1 Busungbiu

## 1.6 Significances of the Study

The results of this study are expected to be used theoretically and practically:

### 1. Theoretical Significance

It is supposed that the findings of this study can accomplish prior theories concerning translanguaging in EFL classrooms.

### 2. Practical Significance

The researcher expects that the findings of the research can be beneficial for:

#### a. For students

Through translanguaging, students can enhance their English language skills, including speaking, listening, writing, and reading, thereby fostering fluency in their language proficiency.

#### b. For Teacher

The researcher expects this study will be helpful for teachers to present ideas or inspiration for translanguaging in EFL classrooms. Teachers can use translanguaging as a strategy for learning to achieve the learning goals. Then, from the students' perceptions, the teacher can find out the students' understanding.