CHAPTER I

INTRODUCTION

This chapter contains the background of the research, problem identification, research limitations, research questions, research objectives, the significance of the study, definition of key terms, and the target publication of the research.

1.1 Research Background

Translanguaging practice as an approach to achieve language learning objectives has progressively been executed as the need to promote humanistic education. García and Wei (2014) state that deliberately implementing a monolingual pedagogical strategy still belongs to the old belief in English language learning; thus, this kind of approach nowadays is debatable by the current pedagogical approach called translanguaging. Translanguaging can be manifested as a set of practices, where the language learners are allowed to take turns using one language with another language to create meaning and comprehend the knowledge about the language learned (García, 2009). It belongs to one group of languages rather than a separate linguistic aspect in terms of bilingual practice. In the classroom context, translanguaging permits learners to incorporate two languages or more into the teaching and learning process (Putrawan, 2022). Translanguaging has filled the gaps in both bilingual and multilingual language education fields lately since it can enforce students' mastery of learning a language (Cenoz & Gorter, 2017).

The term translanguaging was first introduced by Williams in 1994 and is derived from the Welsh term, *Trawsieithu,* manifested as a certain pedagogy that alternates the target language with the first language or vice versa (García & Wei, 2014). It was later translated by Baker (2011) and became the stage of meaning construction, experience-forming, and understanding within two languages (Guo, 2023). It is also strengthened by García (2009) that it belongs to a dynamic and flexible practice of bilinguals or multilinguals to construct meaning from their point of view. The key for translanguaging practice is flexibility, where it is utilized in the practice by bilingual or multilingual people, and as a method of teaching English as a medium of instruction (Ali & Raj, 2023). Moreover, Rubinstein (2018) mentions that translanguaging practice is spoken as a set of intricate practice of languages by speakers who are involved in it, including individuals and communities. Translanguaging is foreshadowing the approach to a language pedagogical aspect that establishes students' ability in the practice of language in teaching and learning contexts, to the meaning-making process, and to negotiate certain aspects (Vogel & García, 2017).

Previous studies declared that translanguaging practice enable English teachers as well as lecturers to engage language learners (Berlianti & Pradita, 2021) in understanding the concept learned, encouraging their comprehension to reach the target language, and facilitating learners to have more chances to share their ideas by using the mother tongue in the discussion in the classroom (Liu, 2021). Translanguaging establishes more chances to encourage the learners' language acquisition for maximizing their language fountain since learning

language is not all the time only focused on the target language (Back et al., 2020) but also to maximize the language repertoire within the language learners themselves (Beres, 2015). The preliminary observation found that both undergraduate students and the lecturer were translanguaging in order to assist in delivering the content of teaching, to answer or ask students regarding the topics discussed, also to mediate students' curiosity during the teaching and learning process.

Huang (2021) and Artama et al. (2023) stress that, in terms of 21st-century learning, implementing a humanistic approach in higher levels of education is essential. Humanistic education itself can be determined as a philosophical perspective that focuses on how individual learners can develop themselves to achieve their self-actualization (Bowl, 2017). Tertiary-level language learners will be able to promote themselves to actively understand the concepts they have learned, as well as to encourage their self-directed learning ability, as mentioned by Huang (2021). Emotion and knowledge become pivotal aspects in humanistic education, in which teachers should provide a comfortable learning atmosphere, without the presence of threats, for the betterment of learners' performance in language learning (Demetriou, 2018). Thus, in correlation to language learning, allowing the practice of translanguaging is one of the ways that can be done by teachers to promote humanistic education since learners do not have to feel anxiety about using their mother tongue while learning the target language as the emotion of the learner is important in language learning (Mielkov et al., 2021).

Translanguaging is commonly found in language teaching and learning for several purposes (Saputra & Akib, 2018). A study conducted by Yasar and Dikilitas (2022) declares that language learners are intertwined with translanguaging in learning English, where it benefits them in the improvement of their constructive, cognitive, interactive, social, psychological, and affective ability in mastering the language as well as encouraging their multidimensional literacy (Macaro, 2009; Liu & Fang, 2022). This is strengthened by Macaro (2009), who states that in terms of the cognitive aspect, translanguaging enables learners to be more balanced bilinguals since they would have more proficiency in both first and second languages. In the sociocultural aspect, through the realization of translanguaging, language learners are more likely to be able to elaborate their thoughts to others in both languages and contribute more to the ways they think. Then, psychologically, the mother tongue used by language learners can be utilized as psychological tools that can help them to build up effective dialogue, also construct to scaffold to help others (Emilia & Hamied, 2022).

Based on the preliminary research conducted in the Morphosyntax classroom discourse on February 10th 2024 in the English Language Education program of *Universitas Pendidikan Ganesha,* it was found that the lecturer sometimes used *Bahasa Indonesia* to interact with the students when they were less likely to understand the concept of terms given by the lecturer regarding the topic of Morphosyntax. The lecturer also used *Bahasa Indonesia* when he wanted to reexplain the materials so that students would understand the concept of the example given of certain terms regarding the introduction of the Morphosyntax

topic. The lecturer also emphasized to the students with an example related to Morphosyntax in *Bahasa Indonesia*, however, the students were urged to answer it using English. Besides, students were also found using *Bahasa Indonesia* in the middle of the presentation discussion but they tried to state their answer in front of the class using English. Furthermore, as stated by Garcia and Wei (2014), it should be well noted that there are practice that involve bilingualism but cannot be categorized as practice of translanguaging. Translanguaging in the Morphosyntax subject has its specialty in foreshadowing the multilingual practice in English language learning so that students can be more engaged in the learning process, as well as promote more humanistic education to create a more adequate learning ambiance. Therefore, investigating the practice of translanguaging in higher education needs to be explored more (Berlianti & Pradita, 2021).

Apart from the practice as well as benefits of utilizing translanguaging in the context of EFL classrooms, teachers or lecturers are also confronted with linguistic challenges during the practice of translanguaging (Ticheloven et al., 2019). Ali and Raj (2023) observe that the common issues occurred as the challenges of translanguaging were the potential opposition from certain stakeholders, including parents, as well as administrators who had the belief of monolingual ideologies. Apart from that, it also comes from the sceptical belief regarding the effectiveness of translanguaging in the EFL context. Bartolome (2008) defines ideology in this case as a belief that is concealed with notions and frequently without conscious awareness. Dronne (2023) bolds that the challenges

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encountered by teachers or lecturers will lead to difficulties in balancing the utilization of languages while assuring the learning objectives.

Vaish (2019) states that in the case of multilingual classes, the main challenges in the implementation of translanguaging practice are the variety of language backgrounds in the EFL classroom among learners. To emphasize, even though translanguaging has become a strategy to chop with linguistic problems in educational and social contexts, in the aspect of multilingual backgrounds it is quite challenging to assess learners' proficiency in the target language by the lecturer due to the utilization of translanguaging, mainly when the mother tongue is mostly used by learners to communicate in classroom discussion (Liu, 2021). Therefore, to investigate its implementation in the tertiary level content subject, covering the challenges possibly encountered by the lecturer, this research needs to be conducted.

According to Yuvayapan (2019), based on the previous study about translanguaging practice in the context of EFL, which investigates teachers' and students' perceptions, teachers held positive beliefs about utilizing translanguaging in teaching practice. The mother tongue is facilitating the low proficiency students to be more engaged during the learning process. It is highlighted that through translanguaging, the learning process tends to be more effective in time management in terms of delivering the lecture materials, classroom management, and also strengthens the bonding better with students. Mbirimi (2020) investigates how translanguaging is beneficial, where it can influence students' ability to comprehend the materials, specifically for the difficult ones. Hence, investigating

students' perceptions regarding the practice of translanguaging in the EFL context, as its correlation in assisting to achieve learning achievements, is necessary to know how this kind of approach can be utilized in multilingual classrooms in the context of EFL learning.

This study is significant from three perspectives, namely, theoretical, practical, and policy. From a theoretical aspect, this study can further enrich the translanguaging theories, specifically on the practice of translanguaging, also its functions, types, and challenges for both students and lecturers in Indonesia. In the practical aspect, this study facilitates lecturers or teachers' practical matters for further exploring the practice of translanguaging in the EFL classroom by knowing students' perceptions, as well as the correlation with their learning achievement. In the policy aspect, the results of this study are expected to lead to changes in EFL teaching policy in the Indonesian context. This study obtained the data through an exploratory sequential mixed-method design with the 4th semester of undergraduate students of the English Language Education program as the population. There are two variables in this research; students' perceptions of translanguaging practice (X) and their learning achievements, which cover the average scores of assignments, middle–test, and final–test. This study elaborates that translanguaging practice is seen as a positive and beneficial approach to be implemented by the lecturer at the tertiary level, specifically in English language learning, so that students achieve the target language effectively.

1.2 Problem Identification

From the research background, it can be interpreted that the above previous studies were conducted to find out the implementation of translanguaging, the types of translanguaging used in the EFL context (Berlianti & Pradita, 2021; Guo, 2023; Sah & Kubota, 2022; Sah & Li, 2022). The advantages of translanguaging practice and how it is used in the teaching and learning process in the context of the EFL classroom, which are elaborated by Liu (2021), Oliver et al. (2021), Liu and Fang (2022), and Yasar and Dikilitas (2022). Next, regarding teachers' and learners' perceptions towards the implementation of translanguaging (Emilia & Hamied, 2022). As well as the challenges encountered during the translanguaging practice in the EFL context (Raya Ali & Michael Raj, 2023).

Briefly, most of the researchers in those studies suggest conducting a study on the development of translanguaging practice, the benefits for both teachers and lecturers, students, and also the students' opinion about such practice in the tertiary level of EFL classrooms in the Indonesian context. It is indeed because the research related to translanguaging practice in undergraduate programs is still rarely found, specifically in *Buleleng* regency, Bali province, Indonesia. Besides, some of the previous studies were only utilizing one kind of research methodology in their research, such as qualitative methodology through interviews and observation only, or the quantitative one through a questionnaire. Hence, to fill the gap of those related research, this study is aimed to investigate the practice of translanguaging, its functions, types, challenges in implementing it, students' perceptions regarding

such practices, and the correlation between students' perceptions towards translanguaging practice with their learning achievement in the Morphosyntax subject as a content subject in the undergraduate program of English Language Education at *Universitas Pendidikan Ganesha.* Therefore, the problems of the research can be identified as follows.

1.2.1 Further research about translanguaging still needs to be investigated to know the practice and challenges of its implementation at the tertiary level in the EFL context, since the predisposition of multiple languages in classroom interactions influences students' comprehension of the target language.

1.2.2 Translanguaging practice appears to be worthwhile despite the monolingual ideology in the EFL learning context to achieve the target language. Therefore, investigating translanguaging practice is seen as crucial to knowing how such practices are utilized in multilingual classrooms, especially in the English Language Education Program at *Universitas Pendidikan Ganesha.*

1.2.3 Undergraduate English Language Education program of *Universitas Pendidikan Ganesha,* students may still use their mother tongue during classroom interactions in Morphosyntax class as a content subject where English is supposed to be their mastery for assisting themselves in comprehending the materials in the target language. Hence, this is one of the backgrounds of the study in which the lecturer and students' interactions in L1 and L2 are investigated.

1.2.4 To fill the gap of previous research related to the practice of translanguaging, students' perceptions towards the practice of translanguaging need to be explored more to obtain data about the correlations of implementing translanguaging in the EFL learning context at the tertiary level towards students' achievements.

1.2.5 Preliminary research found that there were translanguaging practice utilized by the lecturer in the Morphosyntax subject in the undergraduate program of English Language Education of *Universitas Pendidikan Ganesha* to assist the students in comprehending the material in the target language.

1.2.6 This study investigates the correlation between students' perceptions towards translanguaging practice with their learning achievements since there is no study discussing this issue at the tertiary level, specifically in *Buleleng* Regency at the English Language Education Program of *Universitas Pendidikan Ganesha*.

1.3 Research Limitation

This research is limited to the findings, which cannot be generalized since the study is only conducted in one particular setting of the English Language Education undergraduate program, specifically in the Morphosyntax class at *Universitas Pendidikan Ganesha*. Besides, the participants of this study are also limited, which leads to future research with a broader population. It is also limited in the scope of the study, where it is concerned with the translanguaging practice and their correlation with students' achievements in the Morphosyntax subject as

one of the content subjects in the EFL teaching and learning context, which cannot be generalized to other multilingual classrooms.

1.4 Research Questions

Based on the research background and problem identification stated previously, this research has five research questions as follows.

1.4.1 How is translanguaging used in the Morphosyntax subject in the undergraduate program of English Language Education?

1.4.2 What types and functions of translanguaging practice are used in the Morphosyntax subject in the undergraduate program of English Language Education?

1.4.3 What are the challenges encountered by the lecturer in translanguaging practice in the Morphosyntax subject in the undergraduate program of English Language Education?

1.4.4 What are students' perceptions towards the practice of translanguaging in the Morphosyntax subject in the undergraduate program of English Language Education?

1.4.5 Is there any correlation between students' perceptions towards translanguaging practice with their learning achievement in the Morphosyntax subject in the undergraduate program of English Language Education?

1.5 Research Objectives

This research is conducted to find out:

1.5.1 The way translanguaging practice is utilized in the Morphosyntax subject in the undergraduate program of English Language Education.

1.5.2 The types and functions of translanguaging practice used in the Morphosyntax subject in the undergraduate program of English Language Education.

1.5.3 The challenges encountered by the lecturer in translanguaging practice in the Morphosyntax subject in the undergraduate program of English Language Education.

1.5.4 Students' perceptions towards the practice of translanguaging in the Morphosyntax subject in the undergraduate program of English Language Education.

1.5.5 The correlation between students' perceptions towards translanguaging practice with their learning achievement in the Morphosyntax subject in the undergraduate program of English Language Education.

1.6 Research Significance

1.6.1 Theoretical Significance

This research relies on some theories; the nature of translanguaging (Garcia & Wei, 2014), types of translanguaging practice that occur during the classroom discussion by the lecturer in Morphosyntax subject (Lemmi & Pérez, 2023), the functions of translanguaging practice (Wang, 2019), challenges encountered by the lecturer in translanguaging practice in Morphosyntax subject (Horikoshi, 2023),

also students' perceptions theory (Trowler, 2010). This study is aimed at enhancing the knowledge of such translanguaging practice as an approach in the EFL teaching and learning context so that the translanguaging theory itself can be better understood through its elaborated types and functions. Moreover, this study promotes translanguaging practice at the tertiary level, specifically in the *Universitas Pendidikan Ganesha, Singaraja* setting. Also, discussing challenges, this study supplies a deeper understanding for the lecturers in terms of implementing translanguaging practice as well as promoting their teaching with such an approach in the context of EFL. Furthermore, this study can also enlarge the students' perceptions of translanguaging practice theory so that it can be utilized by the lecturers to facilitate the students' abilities to learn new languages, especially the English language, as well as to increase their learning achievement. Even more, this study belongs to a correlational study in which it explores the correlation between students' perceptions of translanguaging practice with their learning achievement, resulting in the usefulness of this study to promote further research about translanguaging practice.

1.6.2 Practical Significance

1.6.2.1 Teachers

Teachers could consider implementing the results of this research to practice such translanguaging approach during EFL teaching and learning contexts to assist language learners to achieve the target language. Moreover, teachers could facilitate students with an adequate learning environment by

knowing students' tendencies to use languages in classroom discussion for the betterment in achieving the learning objectives.

1.6.2.2 Students

EFL students specifically at the tertiary level could enrich their bilingual ability in both languages while they are also progressing to achieve the target language. It can also assist them to improve their learning motivation by not forcing themselves to use fully the target language to communicate in the classroom. Students' cognitive, affective, and sociocultural aspects can also be developed through the practice of translanguaging.

1.6.3 Other Researchers

Other researchers who have the same interest could use this research as a reference for digging further the practice of translanguaging, the form of translanguaging, its functions and benefits, challenges that may appear during its implementation, also students' opinions regarding the practice of translanguaging as learning approach in tertiary level in EFL teaching and learning context.

1.7 Definition of Key Terms

1.7.1 Conceptual Definitions

a. Translanguaging

Translanguaging is considered a set of pedagogical practice that deliberately allow the interchangeable use of the first and second language to achieve the target language (Yasar & Dikilitas, 2022a). It was introduced by a Welsh educator, rooted in the word *trawsiethu*, which means utilizing the first language

to achieve the target language as a pedagogical approach (Baker, 2003; Garcia & Wei, 2014). On its implementation, translanguaging can be distinguished from bilingualism. Bilingualism can be defined as the ability to communicate in two languages (Titone & Tiv, 2022), meanwhile translanguaging is an approach that naturally occurs among language users to achieve the target language in communicating (Guo, 2023). Translanguaging is also different from code switching and code mixing, where the two terms are more likely described as the alternation or switch of words in certain languages (Balam, 2023).

b. Types of Translanguaging

Translanguaging can be referred to as an important aspect of classroom practice, where it allows language learners to achieve the target language. There are eight types of translanguaging practice according to Lemmi and Pérez (2023). Making comparisons, asking and answering questions, explaining, giving directions, making observations, agreeing, exclaiming, and affirming are types of translanguaging practice that occur during classroom interaction in learning languages. A study by Poza (2018) investigates that allowing students to broaden their language repertoire in classroom interactions will assist their learning in forming new linguistic aspects. Also, Charamba (2020) mentions that the practice of translanguaging can be used as a tool for students to make such conversations or negotiations. Even in classroom interaction, where English-only is urged to be spoken, translanguaging is discovered can engage students to be more espoused and sharpen their understanding of the new knowledge they are learning (Pun & Tai, 2021).

c. The Functions of Translanguaging

Regarding the functions of translanguaging, Wang (2019) defined three major functions of translanguaging practice in terms of the teaching and learning process in the EFL context. 1) Interpretive function, 2) managerial function, and 3) interactive function. Interpretive function deals with the teachers' or lecturers' way of implementing translanguaging as an approach to explain grammar, pronunciation, and vocabulary, as the linguistic aspects of the English language. García & Lin (2017) also state that, based on the dynamic systems theory, the implementation of translanguaging focuses on the process of switching between languages by involving linguistic and multimodal resources to assist the connection between languages to achieve the target language. Besides, leveraging the practice of translanguaging in an EFL context can stimulate metalinguistics awareness among learners to facilitate their understanding more about punctuation, orthography, meaning, also the grammatical structure of a particular language (Vaish, 2019b).

Managerial function refers to translanguaging practice used for giving instructions, feedback, and giving students assignments or quizzes. Translanguaging is also utilized to motivate and guide students during the teaching and learning process in the EFL context (Wang, 2019). Berlianti and Pradita (2021) also argue that translanguaging in the EFL learning context has several functions such as supporting learners' collaboration in classroom discussion, and promoting learners' higher-order thinking skills by involving their language repertoire, also for teachers, it can be used as a teaching strategy. The interactive

function indicates the students' initiative to implement translanguaging to understand the materials and communicate with their peers. Therefore, the translanguaging pedagogy should be set appropriately so that language learners can be more motivated to implement the languages within their language repertoires (Liu, 2021).

d. Challenges in Translanguaging Practice

The broad term of challenges can be manifested into three intercorrelated aspects (Horikoshi, 2023). To begin with, a challenge can be inferred as complex, difficult, or new. In addition, it can also belong to the proficiencies or resources that result in pushing one's limits. Also, challenges can be referred to as finally altered into chances in many aspects, such as action, developing skills, growth, and learning, as well as resources that are adapted into some studies. Hence, challenges can be stipulated as problems, situations, or tasks that are complex, difficult, or new, resulting in the possibility of being opportunities (Horikoshi, 2023). Vaish (2019a) highlights that in the case of multilingual classes, the main challenges in the implementation of translanguaging were the super-diversity of language backgrounds in the EFL classroom as well as the negative attitudes towards the first language among learners. Concerning this research, the challenges will be encountered by learners since the setting of interaction is in the content subject, which is Morphosyntax in the undergraduate program of English Language Education in *Universitas Pendidikan Ganesha* where they are supposed to use English mostly as the medium of instruction. To emphasize, even though translanguaging has become a strategy to chop with linguistic problems in

educational and social contexts, in the aspect of multilingual backgrounds it is quite challenging to asses learners' proficiency in the target language due to the utilization of translanguaging, mainly, when the mother tongue is mostly used by learners to communicate in classroom discussion (Liu, 2021).

e. Students' Perceptions

Perceptions can be determined as the whole experience individuals get through their five senses. According to Trowler (2010), perception can be categorized as constructive progress to create meaningful situations. It is a psychological stage that is obtained through experiences that can be responded to positively or negatively, or scale from very high to very low. Students' perceptions can be measured by a Likert scale, proposed by Likert (1932) to investigate the students' responses towards items by giving them a score from 1 to 4 (Gregory, 2015). The responses are obtained through the stages of selection, interpretation, also reaction. Students' perception is the way to acquire information among students that can be gained from the environment in which students are exposed. It also belonged to the process that starts from the stimulus to finally results in the form of understanding (Richards, 1990). Hence, the students' perceptions of translanguaging practice in this study belong to the constructive progress to create meaningful situations, which are categorized into three aspects of perception proposed by Trowler (2010). The first, behavioural involvement, deals with the students' behavioural norms, such as their attendance and participation in the learning process. The second, emotional involvement, deals with the students' interest in their peers, teachers, and the learning materials. The third is cognitive

skill involvement; it deals with the students' ability to understand the materials in the learning process.

f. Learning Achievement

Learning achievement can be defined as the result that has been obtained and achieved. According to the Ministry of Education and Culture of the Republic of Indonesia, students' learning achievement refers to the ability to master the knowledge or skills of certain subjects that are usually assessed through tests and given scores (Firman et al., 2020). Hence, learning achievement can be concluded as the results of students' learning process, which is obtained through tests or exams, whereas in the Indonesian context, it is usually in the form of scores.

1.7.2 Operational Definitions

a. Translanguaging Practice

Translanguaging is inferred as an approach where the use of L1 and L2 is interchangeable and occurs naturally to achieve proficiency in the target language. Translanguaging practice in this study refer to the implementation of translanguaging practice that are used in the Morphosyntax subject at English Language Education of *Universitas Pendidikan Ganesha, Singaraja* by observing the lecturer's and students' discourse during their teaching and learning sessions.

b. Types of Translanguaging

Types of translanguaging in this study are investigated through observation sheets and meeting recordings, which are conducted in 11 (eleven) meetings to obtain the saturated data. Later, the findings are classified with the grand theory

about types of translanguaging which are 1) making comparisons, 2) asking and answering questions, 3) explaining, 4) giving directions, 5) making observations, 6) agreeing, 7) exclaiming, and 8) affirming to find out the types of translanguaging utilized in the Morphosyntax subject classroom discourse.

c. The Functions of Translanguaging

The functions and benefits of translanguaging practice are also observed through observation and note-taking taking which is later compiled to be analysed. Through the practice of translanguaging in the Morphosyntax subject, it can be categorized that the functions of translanguaging can be interpretive, managerial, and interactive.

 d. Challenges in Translanguaging Practice

In this study, the challenges are problems, situations, or tasks that are complex, difficult, or new, resulting in the possibility of being opportunities in terms of implementing translanguaging by the lecturer in the Morphosyntax subject in English Language Education at *Universitas Pendidikan Ganesha*. Later, these findings of challenges in translanguaging can be used by practitioners also other lecturers to implement the translanguaging approach in the EFL context at the tertiary level.

 e. Students' Perceptions

Students' perceptions in this study refer to the perceptions of students on the practice of translanguaging in the Morphosyntax subject in English Language Education at *Universitas Pendidikan Ganesha*. The perceptions are observed and

analysed to find out how students perceive translanguaging as an approach during the teaching and learning process, which are categorized into scales from very high to very low.

f. Learning Achievement

Learning achievement in this study refers to the achievements of students' learning in the Morphosyntax subject. The achievements are assessed through the average score of students' assignment scores, mid-term scores, and their final scores.

1.8 Publication Target

The researcher wants to publish this research in the *Universitas Pendidikan Ganesha* Repository. Besides, the mini-exact type of the research manuscript is published in a journal with a focus on EFL teaching and learning, with the category of SINTA 3.