CHAPTER I

INTRODUCTION

1.1   Research Background

Translanguaging is defined as a process performed by bilinguals in which they utilize two languages to optimize the communication potential in obtaining knowledge in both L1 (first language) and L2 (second language) (Baker, 2001; Garcia, 2009; Lewis et al., 2012). A translanguaging phenomenon in supporting humanistic education is increasingly practiced in English Language Teaching contexts, especially for English for Foreign Language (EFL) classrooms. The translanguaging term was first introduced in Welsh to refer to bilingual education, in which students receive information in one language and perform the output of their learning in a second language. The goal of translanguaging at that time was to facilitate the receptive or productive use of students' linguistic repertoires. (Beres, 2015; Wei, 2018) Since then, translanguaging practices have been implemented in bilingual education (García & Lin, 2017). As stated by Wei (2018), translanguaging can effectively be practiced in educational contexts, especially in schools where various languages are used. Garcia (2009), Beavis and Gutierezz (2008) propose the idea that translanguaging can show that one language can complement the other and support the development of bilingual education. Moreover, translanguaging is believed to have positive impacts on students' learning achievements in terms of maximizing communicative potential, comprehending the material, and supporting language development (García & Lin, 2017; Khairunnisa & Lukmana, 2020).

The foremost background behind translanguaging practices in the classroom is the problem encountered of language separation between L1 and L2 in multilingual classes. Multilingual students are different from monolingual students, which means they tend to use other languages in communication (Cenoz & Gorter, 2022). As mentioned by Cenoz and Gorter (2022), Hall and Cook (2012), and Nagy (2018), one ELT challenge encountered in the past was about "centering" the monolingual approach and failing to see the multilingual settings. The problem starts arising when implementing "language separation" in a multicultural class. Teachers rely on language separation in classrooms, which causes students to "ignore" the use of their mother tongue, focusing on the target language without considering the different resources of different languages in communication (Cenoz & Gorter, 2022; Conteh, 2018). On the contrary, some findings reveal the significant effect of L1 use in multilingual classes. Utilizing L1 in the ELT context helps students with low proficiency levels and limited vocabulary to understand the content better (Macaro, 2012). Teachers cannot neglect the existence of students' first language (L1) since it supports the acquisition of the second language (L2). As Kosonen et al. (2007) supported, a strong foundation in L1 will facilitate students to develop their proficiency in L2 and lead to "lifelong learning" in learning the L1 and L2 languages. Based on those statements, translanguaging is beneficial for multilingual students since it helps the students to develop the two languages in an inclusive and student-centered way.

Translanguaging is in line with the implementation of humanistic education. As conceptualized by Maslow and Rogers, the core philosophy of humanistic education is to facilitate student-centered learning by accepting and emphasizing

2

their potential (Feigenbaum, 2024). Humanistic education focuses on "humanizing" students, making them feel secure in the language learning, and helping them develop good character traits while placing students' feelings, emotions, and thoughts as primary concern (Karmini, 2022; Khatib et al., 2013; Qin, 2022; Susrawan et al., 2023). This reflects the core principles of humanism, which emphasize the potential of each individual. By allowing students to express ideas using multiple languages, the classroom becomes more inclusive and supportive. Moreover, in relation to humanistic education, Baker (2011) mentions translanguaging as a significant benefit for students: encouraging students to comprehend the material better, assisting them in honing their skills in their weaker language, and helping them acquire a second language in addition to the curriculum. To sum up, the practical benefits of translanguaging influence the implementation of the ELT context and humanistic education.

Hall and Cook (2012) argue that when teachers realize the significance of translanguaging in their classrooms, they may "nurture" mutual empowerment with their students. The support of translanguaging practice is highlighted in Bruen and Kelly (2017). The case study conducted in an Irish university setting found that teachers and students highly support the use of L1 in "limited instances" to overcome students' anxiety and study workload. Khairunnisa and Lukmana (2020) presented the survey result that Indonesian teachers' perspectives towards translanguaging practices in EFL classrooms are helpful in flexibility and supporting students' development. A study of translanguaging conducted by Madkur et al. (2022) proved that translanguaging effectively elaborates meaning, motivates students, and creates an enjoyable learning situation in an EFL context in

Pesantren (an Islamic boarding school). It succeeds in empowering students to develop their language comfortably.

In line with this statement, several studies discuss the implementation of translanguaging in the ELT context. Motlhaka and Makalela (2016) explore how translanguaging can improve South African urban university students' writing skills in L2. Using participant-generated essays and focus group interviews, the researchers aim to know how students assess their L1 (Sesotho) and L2 (English) position in writing and their understanding of the language. The result of the study shows that translanguaging with sociocultural strategies improves students' "multi-competence" in academic writing. Students realize that their L1 background helps them write better in L2 since L1 helps their consciousness to translate the ideas. Translanguaging helps the students "legitimize" both languages rather than "compartmentalize" them, effectively building students' writing awareness.

The translanguaging phenomenon in the Indonesia EFL context is discussed by Emilia and Hamied (2022). Their study aims to investigate translanguaging practices at the tertiary (university) level during online courses. This study involves 75 (seventy-five) participants in a state university in Bandung, Indonesia. The data were obtained by observing the course sessions and administering questionnaires through Google Forms. This study's results reveal that translanguaging effectively empowers students cognitively, socially, and psychologically. Moreover, students have positive impressions of translanguaging because it helps them to access all linguistic resources.

One study from Santoso (2020) highlights translanguaging practice through sociocultural aspects. This study examines attitudes and practices of translanguaging among 80 (eighty) students at Universitas Bunda Mulia, Jakarta, and 14 (fourteen) university teachers. It is conducted through observation and semi-structured interviews. After the data were analyzed using sociocultural theory, it was found that translanguaging helps students participate actively using their "full repertoires" and contribute to their creativity and critical linguistic practices.

Sapitri et al. (2018) highlight the findings of translanguaging effects on classroom management in a Bali setting, specifically in Singaraja. The study was conducted qualitatively and took the setting of two junior high schools in Singaraja. Data were collected through observations and interviews. The findings revealed that there were 9 reasons why teachers use translanguaging in the classroom. However, the use of translanguaging should be as optimal as possible.

Another study regarding translanguaging is proposed by Chicherina and Strelkova (2023) that investigates Russian university students' and teachers' perceptions regarding translanguaging practices. The participants were 581 students and teachers from two Russian universities. This study revealed the preferences concerning the language of instruction. Translanguaging – with the minimized use of Russian as the mother tongue – makes students more committed to increasing their confidence in learning English. This study is approached through the quantitative method by implementing Likert-scale questionnaires. the data were analyzed using a one-way analysis of variance (ANOVA). The findings found that both students and teachers agreed on translanguaging's impact on supporting confidence in learning courses in English. Moreover, the study indicates that the

use of L1 cannot be banned in the classroom because it reduces the opportunity for understanding the material better.

Based on previous research on translanguaging practices at the tertiary level, it can be inferred that translanguaging positively influences meaningful teaching and learning experiences for both students and teachers. There are several similarities and differences compared in this study. The common goal is to observe the use of translanguaging in EFL classrooms, specifically how teachers implement it. Observations were carried out to gather information about translanguaging practices and their different types. Additionally, this study aims to explore the relationship between students' perceptions of translanguaging and their learning achievements. The research was conducted at the tertiary level within a multilingual classroom.

However, although many researchers have discussed translanguaging practices in the ELT context, most mainly focus on students' and teachers' perceptions of the implementation. The researcher found few studies that investigate the implementation of translanguaging in an Indonesian university setting, the challenges faced by teachers in applying translanguaging, and its impact on students' achievement in specific areas. Moreover, there is only one study concerning translanguaging conducted in the Singaraja context relating to junior high schools, examining how teachers perceive translanguaging in teaching and learning and its effect on classroom management. This study uses a qualitative approach, including observations and interviews. Based on these descriptions, this proposed research shares similarities with previous translanguaging studies,

particularly in observing and interviewing lecturers about translanguaging practices.

Conversely, the study mentioned does not examine the translanguaging practice at the tertiary level, the challenges teachers face in implementing translanguaging, students' perceptions, or the relationship between students' perceptions and their learning achievements. To address these gaps, this study aims to explore the implementation of translanguaging within the Bali context, specifically at STAHN Mpu Kuturan Singaraja. The choice of STAHN Mpu Kuturan Singaraja as the setting for this research is because it is one of the state universities in Singaraja that offers courses in English and has lecturers already familiar with translanguaging practices. Additionally, the subject English for Critical Thinking is examined explicitly because this content subject enables students to use translanguaging to support meaning-making of the content, teaches tourism students how to utilize English to enhance their hospitality skills, and involves discussions and project-based learning that promote the use of translanguaging in the classroom. This study aims to identify the benefits of translanguaging, the types and functions used in the classroom, the challenges faced by lecturers, students' perceptions of translanguaging, and the relationship between students' perceptions and their learning achievements.

1.2 Problem Identification

Several problems were identified in this study based on the research background.

The major problem encountered is the language separation between the mother tongue (L1) and the second language (L2). The tendency to separate L1 and L2 languages in multilingual classrooms affects students' understanding and comprehension of the courses. Therefore, it is necessary to investigate the implementation of translanguaging at the tertiary level in Singaraja to encourage teachers to use translanguaging to accommodate students' comprehension.

The restriction on utilizing L1 in learning a new language will cause students with low-level proficiency to experience anxiety. Therefore, this study conducts a survey that is necessary to determine students' perceptions of translanguaging and how it can help them reduce their anxiety about learning a new language.

Implementing translanguaging is needed to assist multilingual students in acquiring content better by maximizing the use of L1 and L2. This reason became one background for conducting a study on translanguaging implementation in multilingual classrooms, especially at STAHN Mpu Kuturan Singaraja, where students come from across different cultural backgrounds.

Preliminary studies also support the fact that teachers implement translanguaging in the classroom to help students understand the material better and avoid misinterpretation of the lesson.

Concerning the focus of investigating challenges, there is no focused research that investigates the use of translanguaging and teachers' challenges in implementing translanguaging at the tertiary level in Singaraja, especially at STAHN Mpu Kuturan Singaraja. Therefore, this study discusses the challenges encountered by the STAHN Mpu Kuturan Singaraja lecturer.

Hence, no research investigates the correlation between translanguaging use and learning achievements at the tertiary level. This study discusses the correlation between translanguaging implementation and learning achievements in Singaraja, especially at STAHN Mpu Kuturan Singaraja.

1.3 Research Limitation

This research is limited in finding the implementation of translanguaging in the English for Critical Thinking course at STAHN Mpu Kuturan Singaraja, Bali, and how it correlates to students' achievement in English for Critical Thinking courses. The result of this study cannot be generalized to the achievements of students in every multicultural classroom since this study only focuses on observing the translanguaging practices at an English for Critical Thinking course for STAHN Mpu Kuturan Singaraja students.

1.4 Research Questions

Based on the research background and problem identification, this research proposed five research questions.

1.4.1   How is translanguaging used in English for Critical Thinking course of STAHN Mpu Kuturan Singaraja?

1.4.2   What types and functions of translanguaging are used by the lecturer of English for Critical Thinking course at STAHN Mpu Kuturan Singaraja?

1.4.3   What challenges are encountered by the lecturer of English for Critical Thinking course at STAHN Mpu Kuturan Singaraja in translanguaging implementation?

1.4.4   What are the perceptions of students of English for Critical Thinking course at STAHN Mpu Kuturan Singaraja towards translanguaging implementation?

1.4.5   Is there a correlation between students' perceptions towards translanguaging implementation and students' achievements of English for Critical Thinking course at STAHN Mpu Kuturan Singaraja?

1.5 Research Objectives

The objectives of this research can be described as follows.

1.5.1   To find how translanguaging is used in English for Critical Thinking of STAHN Mpu Kuturan Singaraja.

1.5.2   To describe the types and functions of translanguaging used by the lecturer or English for Critical Thinking course of STAHN Mpu Kuturan Singaraja.

1.5.3   To identify the challenges in implementing translanguaging in English for Critical Thinking course at STAHN Mpu Kuturan Singaraja.

1.5.4   To examine students' perceptions at STAHN Mpu Kuturan Singaraja towards translanguaging implementation.

1.5.5   To analyze the correlation between students' perceptions towards translanguaging implementation and students' achievement at STAHN Mpu Kuturan Singaraja.

1.6   Research Significance

1.6.1 Theoretical Significance

The theories used in this study are translanguaging types by Lemmi and Pérez (2024), translanguaging functions by Wang (2022), the theory of perceptions (Trowler, 2010), the theory of challenges (Horikoshi, 2023). This proposed study is intended to improve the understanding of translanguaging theory since it discovers the types and functions of translanguaging used by the lecturer. This study supports translanguaging implementation in the Singaraja setting, specifically in terms of the tertiary level. In terms of challenges encountered by lecturers in implementing translanguaging, this study can provide an understanding of the phenomenon and may support lecturers in utilizing the translanguaging approach. This study broadens the theory on students' perceptions towards translanguaging and can be used by lecturers to reduce anxiety in learning a new language and improving their achievement of the course. Moreover, a correlational study is implemented to investigate the correlation between students' perceptions of translanguaging and learning achievements to support future research in translanguaging.

1.6.2 Practical Significance

1.6.2.1 Teachers

Teachers can apply a translanguaging approach in their classes, especially for multilingual classes. Translanguaging can help students understand the material better and feel less anxiety in learning new languages.

1.6.2.2 Students

Students can develop their L2 during translanguaging implementation while positioning their L1 to help them understand the content. Moreover, they can benefit from developing both languages without forgetting the existence of their mother tongue.

1.6.2.3 Other Researchers

Other researchers with the same interest in the translanguaging topic can use this research as a reference for translanguaging effects at a tertiary level.

1.7 Definition of Key Terms

1.7.1 Conceptual Definitions

a. Translanguaging

Translanguaging is a term to describe the switching between L1 and L2 language to support learning activities in multilingual classrooms (Yuvayapan, 2019) which is differerent from code switching and code mixing (Nuryogawati, 2023) Moreover, as stated by Nagy (2018),

translanguaging can be categorized into two types: one-way and two-way. One-way translanguaging refers to the form of translanguaging where the language learners use their "dominant language" to help them communicate. Meanwhile, two-way translanguaging is defined as the form of translanguaging used by proficient speakers who can easily "switch" their dominant language and the second language.

b. Challenges

Challenges refer to any obstacles, problems, or difficulties that may threaten one's progress. In education context, challenges can be indicated from teachers and students' difficulties or their concerns regarding the teaching and learning process, and this obstacle test them to find better solution (Nebrida et al., 2022). In the EFL context, challenges are specifically related to the implementation of the teaching-learning process between students and teachers (Sakkir et al., 2023), as reflected in problems of learning EFL are caused mainly by the weak English background of students, unfamiliarity of new language, the anxiety of learning, lack of critical thinking skills, and weak foundation of literacy skills (Nguyen, 2020; Rohmah, 2018; Silalahi, 2019; Susanto et al., 2020).

c. Perceptions

Perceptions can be defined as individual's view towards something and it influences their beliefs on certain thing. As conceptualized by Démuth (2012), perceptions refer ro the way human

capture something in their mind and construct it with the reality. Perceptions not only deal with individual's cognitive or psychological, but it may also be influenced by their conditions and cultural identities.

d. Learning Achievements

Learning achievements refer to a student's success after studying for a certain period (Balai Pustaka Nasional cited in Lastri et al., 2020) which determine the accomplishment of learning process (Destomo et al., 2021). Students' achievements in EFL classes can be measured from certain aspects, such as final grade, final exam score, oral score on speaking test, listening score, reading score, and writing score (Kelsen & Liang, 2012).

1.7.2 Operational Definitions

a. Translanguaging implementation

This study refers to translanguaging implementation in the English for Critical Thinking course at STAHN Mpu Kuturan Singaraja, which observes teacher and students' communications during lessons.

b. Challenges

Challenges in this study refer to the challenges experienced by the lecturer in implementing translanguaging in the English for Critical Thinking course at STAHN Mpu Kuturan Singaraja. The challenges encountered by the lecturer in the English for Critical Thinking course are observed through three perspectives stated by Horikoshi (2023) include situations, tasks, and problems. Situations relate to how teachers

handle situations involving time constraints, strategies, stages, and failures in learning using translanguaging. Tasks include skills in managing tasks, taking action, and adapting to challenges encountered. Problems relate to skills in dealing with challenges related to limited understanding of the target language, students' confusion, and emotional responses.

c. Perceptions

Perceptions in this study refer to the perceptions of students at STAHN Mpu Kuturan Singaraja who enrolled in the English for Critical Thinking course toward translanguaging implementation. The perceptions are observed, such as whether they show positive attitudes towards translanguaging or negative attitudes towards translanguaging. Moreover, the perceptions analyzed in this study will be referred to Trowler's (2010) theory of students' perceptions. Trowler discusses that students' perceptions can be viewed from dimensions of engagement, including behavioral, emotional, and cognitive engagement. Behavioral engagement is related to students' behavior in the classroom. Emotional engagement is related to students who engage emotionally and can show affective reactions. Cognitive engagement is identified when students feel advanced in their learning.

d. Learning Achievements

Learning achievements in this study refer to the students' learning achievements in English for Critical Thinking course after they

learn with translanguaging practices. The achievements are assessed in assignments, mid-term tests, and final tests.