

# CHAPTER I

## INTRODUCTION

### 1.1 Background Of the Research

In our contemporary global society, where diversity and connectivity are prevalent, many individuals speak multiple languages. This growing trend has sparked significant interest in the concept of translanguaging within language research. Translanguaging in language studies is about the complex linguistic behavior of bilinguals across different languages (Wei & García, 2022). This has been a new way to rethink bilingually the field of bilingual education and sociolinguistics. This emphasize that translanguaging is about bilingual people mobilizing different linguistic aspects or modes from different autonomous languages to maximize communication modality.

Indonesia is one of the countries with the prevalence of regional languages that have given rise to a unique form of bilingual communication. Indonesia is known as a nation with numerous regional languages and fosters a bilingual population due to its national language which is Bahasa Indonesia, and the regional languages. Despite this linguistic diversity (Bahasa Indonesia and regional language), Indonesians also priorities learning foreign languages in schools like learning English to be competitive in today's global (Rahayu, 2015). Proficiency in English is considered essential due to its status as the most widely spoken international language (Faridah, 2021). This

situation is prevalent because Indonesia has a very diverse society, both in terms of culture and language. Using multiple languages in the classroom can be confusing for some students or even challenging to understand who cannot use multilingual language (Haukås et al., 2022). However, on the other hand, the use of diverse languages can also be an opportunity to support student learning. For example, studying difficult concept in their mother tongue can help students understand in another language since they feel comfortable using their native language (Lin, 2019). Thus, the use of various languages in the classroom is a beneficial strategy in supporting student learning, especially if it is done by paying attention to individual needs and characteristics as well as the learning goals to be achieved (Education et al., 2024).

Translanguaging exists in social interactions in the real world, nowadays can also be found on digital platforms like YouTube (Shalihah, 2024). YouTube is a free platform that can be accessed by anyone with an internet connection, making it easy to reach a large audience and increase the research findings. Translanguaging is becoming increasingly common on YouTube, it allows all content creators to create and share videos using translanguaging with a large audience. Many Indonesian content creators take advantage of the linguistic diversity that exists in society to reach a wider audience and enrich the viewing experience (Permadi et al., 2023). There is also content that explicitly addresses language learning, where translanguaging facilitates understanding certain concepts in various languages. Translanguaging on YouTube in Indonesia reflects the reality of linguistic and cultural diversity in society. It also reflects how digital platforms like YouTube are becoming inclusive spaces for diverse linguistic and

cultural backgrounds to share content and experiences. This means YouTubers can use many languages to make the audience enjoy their video content. Nowadays, the YouTube platform can be used as instructional media in the classroom. One of the famous YouTube Channels is *Ruang Guru*.

*Ruang Guru* is the biggest Indonesia's leading educational platform that was founded in 2014 and offers several suites of online learning services for students (Faadilah et al., 2022). *Ruang Guru* provides several educational resources, including instructional videos, practice exercises, online tutoring, and private lessons. Providing learning to students from elementary through high school, *Ruang Guru* covers a wide range of subjects tailored to different educational levels. By utilizing advanced technology, *Ruang Guru* increases the learning experience, making educational content more interactive and accessible for everyone (Andre Indrawan, 2021). *Ruang Guru* usually uses translanguaging in their materials by combining Indonesian and English to help students better understand difficult concepts. This bilingual approach is not only useful in students' comprehension but also prepares students for a globalized world which is proficiency in multiple languages is a modal for student.

Previous studies show translanguaging exists in the classroom atmosphere (Rerung, 2018) specially in language classroom (Marsevani, 2023) and ELF classroom (Bouguerra, 2024). However, there is a notable gap in the literature regarding the use of translanguaging on YouTube as instructional media. Most previous research has focused solely on translanguaging in YouTube for entertainment purposes (Shalihah, 2024). This study aims to explore how translanguaging occurs on YouTube channels

like *Ruang Guru*, particularly in English learning videos that have garnered significant viewership. Studying translanguageing on *Ruang Guru* YouTube Channels can help to learn more about language, media, and do more research in the future. The researcher wants to study the English learning videos that the most people have watched specially in the English subject, the researcher needs to search for specific words on YouTube to find the English learning videos that the most people have watched on *Ruang Guru* channels.

## 1.2 Identification of Problem

The study addresses critical issue concerning translanguageing practices in the online platform there are on YouTube as instructional media. Beyond its presence in traditional social contexts, translanguageing has expanded to digital platforms, notably YouTube. Current literature lacks a detailed examination of the specific translanguageing practices employed by educators on YouTube, particularly within educational channels like *Ruang Guru*. Previous studies have established that translanguageing occurs in classroom settings, including language (Marsevani, 2023) and ELF classrooms (Bouguerra, 2024). However, research on translanguageing in YouTube as instructional media is lacking, with most studies focusing on its use for entertainment purposes (Shalihah, 2024). The novelty of this research lies in its focus on translanguageing within instructional YouTube media, an area that has received limited scholarly attention despite the growing importance of online platforms in education. While previous studies have explored translanguageing in classroom environments and informal digital contexts, there is a clear gap in comprehensive

research analyzing how translanguageing operates in educational YouTube channels like *Ruang Guru*. Addressing this gap is crucial for understanding how bilingual and multilingual learners engage with language learning content in digital spaces. By examining the most-watched English learning videos on *Ruang Guru*'s channel, this study aims to uncover effective translanguageing strategies that can enhance language teaching and learning via online platforms, thereby contributing fresh insights to both translanguageing theory and digital education practice.

### **1.3 Limitations of The Research**

The study on translanguageing practices in YouTube platform *Ruang Guru* channels as instructional media may have limitation that could impact the generalizability and depth of the findings. The study may have a limited sample size of YouTube videos or channels analyzed, which could affect the representativeness of the findings. A larger sample size would provide a more comprehensive understanding of the translanguageing practices employed.

#### 1.4 Statement of Research Question:

The phenomenon of translanguaging in *Ruang Guru* YouTube channels has garnered interest among researchers. By examining how *Ruang Guru* incorporates multiple languages, researchers can gain insights into translanguaging in instructional media and its implications for Indonesian students. Those problem are explained as follow:

1. What types of translanguaging practices are employed in *Ruang Guru* Channels as instructional media?
2. In what subject and topics is translanguaging used by teachers in *Ruang Guru* channels?

#### 1.5 Research Objective

The main purpose of this research is to analyze and understand the types and effectiveness of translanguaging practices in the instructional videos of *Ruang Guru* channels. The study explores how these practices enhance language learning, comprehension, and academic performance among students with different levels of English proficiency. Based on the background preparation, the objectives of this study are:

1. To Analyze the types of translanguaging practices on *Ruang Guru* Channels as instructional media.
2. To identify in what subjects and topics do the teachers on *Ruang Guru* Channels incorporate translanguaging.



## **1.6 Significant of The Study**

### **1. Theoretical Significance**

The theoretical significance of this study expected to support the previous literature that related on translanguaging practices, especially in online language learning and teaching. The result help to better understand how the biggest online YouTube channels use translanguaging to facilitate viewer.

### **2. Practical Significance**

This study be beneficial for students, teachers and parents. For students, it shows them how to use translanguaging effectively in their language learning by helping them understand and express themselves better while also building their confidence in using different languages. For teachers, it gives them a way to include translanguaging in their teaching methods and offering new ideas that create more inclusive classrooms that meet the diverse needs of their students. For researchers can build on this study's findings to deepen and refine theoretical frameworks concerning instructional media and translanguaging

