

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the vital tool in communication, and communication is important, practiced in every aspect of life, including education. In education, how to communicate holds the key to deliver and transfer the knowledge, as well as to receive and to respond to the input of that knowledge. By practicing good communication, teachers and educators teach and give students information they need, therefore, how teachers act in communicating the process of teaching is one of the external factors that influence students' reaction, response, and also the ability to receive the materials. This is undeniable that every teacher has a specific style and way to teach. Some of the teachers do change the language or use different styles while teaching, which causes a transformative action for giving a trans-space of change of knowledge, especially when it comes to difficult subjects such as English as a foreign language.

Since it was chosen as the international language, English is a compulsory subject at school. It then becomes one of the skills to have. Notably, when the world has entered the 21st century, English skills are becoming something that is must-needed, as technology advances have reached many areas and aspects of life, creating a situation where this language is learned through many opportunities both in formal and informal

school. Ilyosovna (2020) in her article about *The Importance of English Language*, researched and stated six purposes of having English skills and why is it important, which one point states that English is a language of academia and it is necessary for working both in commerce and business. It strengthens the position of English to be learned and taught obligatorily in formal school, world-wide.

Notwithstanding that fact mentioned above, the activity of teaching and learning English, mostly in non-English speaking countries is considered as an arduous activity. Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure (Khan, 2011), take example in south-east Asia countries with their own culture and diverse local languages, such as Indonesia. To be well known as an archipelago country, Indonesia is formed by islands and lands from Sabang to Marauke, with each island having a different background of cultures, vernaculars, and level of development, which indirectly impact the different level of English exposure, especially areas with lower level of development, later on known as affirmation areas. In those particular areas, teachers meet the maximum level of difficulty to teach English as foreign language. Study conducted by Harlina, et al (2020) about *The challenge of learning English in rural schools* displayed facts of several reasons behind the problem; the low interest, the lack of support, and the environment's influences, and the very poor level of English exposure. In the case of it, teachers need to put in more effort, approaches, and methods to be able to deliver the material, and make sure the process of

teaching reaches the main goal, without taking aside the students' enjoyment, participation, and reaction.

Translanguaging has occurred to be one of the promising ways to exchange the information in the pedagogy process done both by students and teachers. Since it was first promoted by Cen William in 1996, as one of the prolongations of Bilingual and Multilingual Study, it is basically understood as dynamic language implied that gets beyond separated knowledge of language, language varieties, and multi resources (Wei, 2018). In a simple way, translanguaging is the action based on the ability of multilingual speakers to shuttle between languages, in which Garcia (2009) defined it as multiple discursive practice and as a way to support students as they engage with and comprehend complex content and text and also to support students' bilingual identities and socioemotional development (Garcia & Vogel, 2017). Furthermore, Garcia underlines why translanguaging is the best choice foreign language teaching is that in the process of translanguaging, persons involved are able to fully use the linguistic repertoire.

Many studies had already been conducted to dissect about translanguaging beneficial in relation with pedagogy, about how it makes the teaching process become more flexible and tolerant, which fits with the condition of vernacular students. This paper particularly aims for finding out its practice in the process of English as foreign language learning and teaching, especially in the rural area, where local languages still exist and

influence the way people communicate. The results of this research also support the idea that translanguaging can help mental processes in learning the four skills of people. Translanguaging itself is now an immersed study which gains many sides to take research about.

In relation to pedagogy, translanguaging has been seen as a promising method, and it is suggested to be implied, particularly in bilingual education (Garcia & Wei, 2014). Supported by the statement that the core purpose of its implementation is linked to an educational strategy in which students are encouraged to switch between languages for receptive or productive usage (Baker, 2011). The role of Translanguaging implementation is also believed to hold a power for enhancing students' participation, and mediates the mental process of having the skills (Lewis, et al., 2012). Recent studies about its implementation show various benefits in pedagogy. Study by Rabbidge (2019) states it does help students during the process, yet there is a lack of its practice.

When it comes to vernacular places which this research concerns, Wei (2011) stated that the transformative nature of translanguaging in nature provides a vessel for the people involved to bring together the different dimensions such as history, experience, and environment's aspect. It is not only about changing, switching, or translating, but also connecting to the language maintenance that interacts with the society context where the target language is taught and learned. This statement, slightly tells that the process of the translanguaging gives change for the people involved who

are from various -aspect backgrounds to be able to be in the same pedagogy environment, which a certain language-switch can be the bridge. There is very limited translanguaging research that takes the setting of the study where the language occurs in complexity. In relation to society, Garcia (2017) argues that Translanguaging as a sociolinguistic and psycholinguistic theory has much to offer in order to help our understanding of the language of bilinguals because it privileges bilingual performances and not just monolingual ones. A study conducted in 2021 by Afriady, et al about Translanguaging practice in classroom talk, highlighted that translanguaging practice in the classroom where local language and Indonesian both spoken to explain materials, helps students from misconception in learning. Hence, this research aims to continuously explore translanguaging practices in vernacular places where local languages are still spoken, in order to support the statement. Places where more than one language is spoken, specifically local language, is a potential source for studying translanguaging and its relation with society's language. Translanguaging can be in many styles, not only the combination use of L1 and the target language, but also influenced by local language. There are studies about translanguaging in Indonesia, but very limited to dig into its practice in affirmation schools, where the English and exposure is very low, Indonesian is spoken mostly influenced by vernacular, students are multicultural, and the daily communication is strongly affected by vernacular existence as what this study aims to do. This study not only tries to describe the types of the translanguaging, but also dissects more about

the contribution given by local affirmation areas to the process of translanguaging done by teachers.

The surface of translanguaging' occurrence has already been a rising star of pedagogy since it is believed to be more flexible. Even though some debates are raised, the practice of translanguaging has been already proven to be participating in some beneficials, such as enhancing students' participation (Garcia & Wei, 2014) and supporting students' engagement with complex content and text (Vogel & Garcia, 2017), hence, this study is also one of the few to focus on the potential impact of translanguaging in a social context, particularly in this case in the vernacular influenced area, not only to dissect the form of translanguaging as many preceding studies had done, but also dig into the factor impacted by the local and vernacular given to it, by involving teachers from two different schools in area categorized as affirmation, in Indonesia.

The condition of rural areas, categorized as 3T in English learning and teaching, is a case that this study tries to explore. The results sharing experiences among English teachers in affirmation areas and the researchers personal experience support the fact that, in the location where English has very poor exposure, very limited supporting access, and local influences, teaching English meets the highest difficulties. If translanguaging helps teachers to teach vernacular students with very low English exposure and skills, it supports the translanguaging as a promising way to teach foreign language for non-native students.

1.2 Problem Identification

This study is conducted based on the fact that English is a compulsory subject to learn and to teach, and is considered as a complex activity, especially for teachers to teach students with very limited access to English exposure. Teachers in many times face problems explaining the material, and at the same time have to make sure the materials are delivered successfully due to the curriculum.

For non-English speaking countries, students learn it both in formal and informal academic courses. Supported by the globalization condition, having English skills is a need, one of the most to have. Despite the importance, learning a new language, in this case English as foreign language, is even more seen as a hardship (James, 1996), especially when it comes to rural places. Indonesia, as one of the countries, where English is a foreign and additional language to have and at the same time it is included to be a compulsory subject to learn at formal school. The demographic condition of Indonesia influences the level of English exposure in Indonesia is disproportionate from one area to others. There are areas in Indonesia known as affirmation areas, including some regencies in Flores Islands of East Nusa Tenggara Province, in which the development of English input is poor, due to the lack of technology advancing, and geographical condition.

In Flores Islands, there are 9 regencies, with six major “rumpun bahasa daerah”. Sikka, is one of the regencies, which has two major vernacular. The process of teaching English is found difficult by teachers, even by teachers in the school located in downtown Maumere. The low level

of English exposure added with the influence of vernacular in daily life makes the process of ELT is not as effective as teachers aim to have. Indonesian is spoken less in daily activities and it makes the process of teaching a new language reach the peak of the difficulties. The fact that students there also need to learn formal Indonesian as well makes teachers need to find a convenient yet effective way to explain and deliver the material for teaching English.

The phenomenon of translanguaging is believed and seen as a promising method to teach bilingual students, by involving the social context related to the students. As known, language is a complex one to learn, because it needs constant practice and use, as Chomsky (2002) stated that language is a natural object, it is included in the human mind's component. Learning a new one aside from a mother-tongue language is considered as a strenuous ability to do. The practice of translanguaging, produces a social cavity where different dimensions of personal history, experiences and environment, participants' attitude, participants' belief can fit in (Wei, 2011). It seems to be more flexible, where the practice is able to use the linguistic knowledge to make meaning.

The study about the practice of translanguaging in affirmation areas is still limited, even in Indonesia, where hundreds of vernaculars exist and are actively spoken. This research is conducted in order to dig into it, which takes place in Kabupaten Sikka, one of the affirmation areas (3T) in which students are multilingual due to the existence of the vernacular. This study, aims to go into the influences of vernacular and affirmation areas to the

translanguaging done by teachers in teaching the target language, also to reveal whether the translanguaging in those areas practiced by teacher for a method or due to the nature condition.

1.3 Scope of the Study

The scope of a qualitative study specifies the areas that will be explored but as well as to limit within which the study will operate. Creswell in his book (2017), stated that scope of the study basically is the focus and the limitation of the research, which encompass the subjects, setting, and time period. As the topic is about translanguaging, this study specifically focuses on the translanguaging practices employed by an English teacher in a rural educational setting, which in this case, in Kabupaten Sikka. It aims to explore how the teacher strategically uses both English and the students' first language(s) to facilitate learning, enhance understanding, and foster student engagement in the classroom.

This study does not go far, but is limited to one or more rural schools where English is taught as a second or foreign language, and where students predominantly speak a local language at home and in their community. The study observes and analyzes the teacher's classroom strategies, language choices, and the ways translanguaging is used as a pedagogical tool. It also includes the teacher's perspectives on the benefits and challenges of using translanguaging in their teaching practice.

This study does not aim to assess student language proficiency or compare rural and urban educational settings. Instead, it provides a focused

look at how translanguaging supports English language instruction in rural contexts where multilingualism is part of daily life, particularly in the affirmation place with very low English exposure, supported by the poor internet connection.

1.4 Purposes of the Study

1. To find out if translanguaging done by the teachers in ELT in affirmation and to describe the translanguaging that occurred in the process of ELT in the affirmation.
2. To explain how the translanguaging is done by the teachers.

1.5 Significances of the Study

1.5.1 Theoretical Significance

To support the theory of translanguaging's purposes in bilingual education, as well as to contribute in academic education study to enrich translanguaging topics, specifically in bilingual education. The results of this study would be able to show that the practice of translanguaging contributes not only to the process of material deliverance, but also especially in vernacular places, in this context, affirmation areas where formal Indonesian as the national language is even less spoken than vernacular and Indonesian with local dialect, translanguaging is the best approach in recognizing and embracing the fluid use of multiple languages in educational settings can enhance cognitive flexibility, and cultural understanding, thereby promoting a more holistic approach to learning.

1.5.2 Practical Significances

To examine the occurrence of translanguaging in schools of vernacular places and how it helps the process of ELT with specific benefits as follow;

1.5.2.1 For English Teachers in Affirmation Areas

This current study hopefully would show the benefit of translanguaging practice in teaching English, that English teachers in affirmation areas would have gotten a new insight when they face difficulties in the process of material delivery.

1.5.2.2 For Affirmative Students

The result of this study, hopefully, would give the affirmative students information and knowledge about translanguaging, which practice helps the process of ELT, especially to those who get a very low exposure of the target language. The results wishfully could ensure students embracing their culture in the same way they are learning the foreign language.

1.5.2.3 For schools in Affirmation Area

The topic of this study is the practice of translanguaging, which is believed to be one of the best ways for non native teachers to teach non-native students. The results are wished to be able to inform

the school about the hardship faced by teachers in ELT process, as long as the school notices the needs of teachers to teach, and also would ensure the school that the situation and location of being affirmation can not block the process of ELT, as translanguaging done by teachers is beneficial.

