

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Being able to use English is an important skill that people must achieve nowadays. The era of digital technology forces people to collaborate with other people in different countries. The use of the English language in the world is dominating the use of other languages. This increases the probability of communicating with different people from different countries. In Indonesia, a variety of languages, including Indonesian, English, and numerous local dialects, are spoken. Indonesian stands out as the primary language, serving as the lingua franca, while English holds significance as an international language within the country (Sianipar, 2020). The use of English in Indonesia is also impacted by globalization (Jayanti & Sujarwo, 2019). This huge number of English users in many countries makes English very important to acquire (Karademir & Gorgoz, 2019). It has made bilingual education increase rapidly in Indonesia. It is also due to the increasing demand for English learning because of the growing necessity for employment, higher educational prospects, socio-economic advancement, and the need to keep pace with the continuous progress in science and technology (Rukmi & Khasanah, 2020).

Educational institutions providing bilingual or multilingual education have primarily used monolingual pedagogy for several years. This mode was conducted based on the assumption that using more than one language in class might confuse the student (Putrawan, 2022). Today, translanguaging is used in many educational institutions to improve the bilingual ability of students. Translanguaging involves two or more languages in communicating, written and verbal (Marsevani & Julia, 2023). Translanguaging was originally used in Welsh bilingual education to teach both English and Welsh (Cenoz & Gorter, 2022). Cenoz and Gorter (2022) also added that the purpose of translanguaging is to strengthen the students' ability in two languages, which improves their bilingual ability. In the Welsh context, the student can use the English and Welsh languages.

Implementing translanguaging in the classroom can yield numerous advantages. One such benefit lies in its potential to enhance students' bilingual proficiency. By permitting students to utilize the target language alongside their primary language's linguistic system, translanguaging facilitates their participation in classroom activities, as evidenced by Alfian (2022). Furthermore, Wei (2018) demonstrates the effectiveness of translanguaging, particularly in bilingual or multilingual classroom settings. Moreover, translanguaging has been shown to positively impact students' cognitive and social development, as highlighted by Madkur et al. (2022). Thus, the integration of

translanguaging practices not only supports language acquisition but also fosters broader cognitive and social engagement among students.

However, translanguaging practice has an advantage for educators in the classroom. Particularly in the Indonesian context, where translanguaging is employed in bilingual and multilingual classrooms, incorporating languages such as Indonesian, English, and local dialects can significantly enhance the learning experience (Putrawan, 2022; Rasmin & Nur, 2023). By embracing translanguaging, teachers and lecturers can create inclusive learning environments that cater to the linguistic diversity of their students, fostering deeper comprehension and engagement across various language modalities. As such, the adoption of translanguaging strategies holds considerable promise for enriching educational outcomes and promoting linguistic inclusivity in Indonesian classrooms.

In this research, the focus was on one particular tertiary-level institution in Singaraja, Bali—specifically, the Sekolah Tinggi Keguruan dan Ilmu Pendidikan Agama Hindu Singaraja, or STKIP AH Singaraja. The decision to focus on students at STKIP Agama Hindu Singaraja for this study is motivated by the limited availability of data examining translanguaging practices within this institution. Within this institution, the research honed in on the Technology for Teaching and Learning course. This course is designed to equip students with the knowledge and skills necessary to implement technology effectively within educational

contexts. This course was chosen because it is content-based, requiring the lecturer to explain complex terminology and concepts in English, while also using other languages to ensure students fully understand the material.

During the preliminary research phase, it was observed that the classroom environment within this course fosters multilingualism. This observation is significant, as it indicates the practice of translanguaging where students and educators seamlessly navigate between Indonesian, English, and local (Bali) languages to communicate and learn.

The incorporation of multiple languages in the classroom setting not only reflects the linguistic diversity present within the educational landscape of Singaraja but also presents an opportunity to explore the dynamics of translanguaging in action. As such, this classroom setting provides a rich context for observation, offering valuable insights into the practices and experiences of both lecturers and students alike.

The research on translanguaging practices in Indonesian classrooms, particularly at the tertiary level, is still limited, as highlighted by Putrawan (2022) and Rasmin and Nur (2023). This scarcity constitutes a significant gap, prompting further investigation. In response to this gap, the present research seeks to delve deeper into the implementation of translanguaging within the context of STKIP AH Singaraja.

Central to this research is the identification of the types of translanguaging strategies employed by lecturers in the classroom. By

addressing this aspect, the research aimed to contribute novel insights into the pedagogical practices prevalent within Indonesian tertiary education settings. Moreover, the examination of the challenges and obstacles faced by lecturers in implementing translanguaging practices represents a unique aspect of this research. Understanding these challenges is crucial for developing effective strategies to support educators in promoting linguistic diversity and inclusivity in the classroom.

Furthermore, the research aimed to explore the students' perception of the practices of translanguaging in the Technology in Language Teaching and Learning course. This aspect of the research is particularly novel in exploring the experiences and perspectives of students who navigate translanguaging environments. By capturing students' perceptions, the research aims to provide a more holistic understanding of the impact of translanguaging on the learning process.

Finally, the investigation into the correlation between students' perception of translanguaging and the student's academic achievement. This aspect of the research addresses a significant gap in the literature, as previous research has primarily focused on the implementation of translanguaging rather than its impact on student outcomes. By examining the correlation between translanguaging practices and student achievement, the research aims to provide evidence-based insights that



can inform pedagogical approaches and educational policies aimed at enhancing student learning in multilingual contexts.

## **1.2 Problem Identification**

From the research background, the problems of the research can be identified as follows.

**1.2.1** Further research about translanguaging still needs to be conducted to know the practices and challenges of its implementation at the tertiary level in the EFL context.

**1.2.2** Translanguaging practices seem valuable despite the dominance of monolingual ideology in EFL learning contexts.

**1.2.3** Undergraduate students of the English Language Education program may still use their mother tongue during discussions in the Technology in Language Teaching and Learning course as a content subject where English is supposed to be their mastery.

**1.2.4** Students' perceptions of translanguaging practices need further exploration to better understand their correlation with EFL learning outcomes at the tertiary level.

**1.2.5** Preliminary research found that there were translanguaging practices utilized by both the lecturer and students in the undergraduate program.

## **1.3 Research Limitation**

This research is limited to the findings, which cannot be generalized since the research is only conducted in one particular setting of an undergraduate program of English Language Education. The scope of the research is limited to concerning with the translanguaging practices utilized in Technology in Language Teaching and Learning at STKIP AH Singaraja.

#### **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 at STKIP Agama Hindu Singaraja?
- 1.4.2 What types of translanguaging used by the lecturer at STKIP Agama Hindu Singaraja?
- 1.4.3 What are the challenges in translanguaging implementation encountered by the lecturer at STKIP Agama Hindu Singaraja?
- 1.4.4 What are the perceptions of students at STKIP Agama Hindu Singaraja towards translanguaging implementation?
- 1.4.5 Is there any correlation between students' perception toward translanguaging practices and learning achievements at STKIP Agama Hindu Singaraja?

#### **1.5 Research Objectives**

- 1.5.1 To examine how translanguaging used at STKIP Agama Hindu Singaraja

- 1.5.2 To identify the types of translanguaging employed by lecturers at STKIP Agama Hindu Singaraja
- 1.5.3 To find the challenges in implementing translanguaging faced by the lecturer at STKIP Agama Hindu Singaraja
- 1.5.4 To find the perceptions of students at STKIP Agama Hindu Singaraja
- 1.5.5 To find the correlation between students' perception toward translanguaging and learning achievements at STKIP Agama Hindu Singaraja

## **1.6 Research Significance**

### **1.6.1 Theoretical Significance**

The proposed research relies on several theories including the nature of translanguaging (García & Wei, 2014), types of translanguaging implementation (Lemmi & Pérez, 2024), the function of translanguaging implementation (Wang, 2019), challenges faced by the lecturer (Horikoshi, 2023), and students' perceptions theory (Trowler, 2010). This proposed research aims to expand the understanding of translanguaging practice theory, particularly in its application within tertiary education settings in STKIP Agama Hindu Singaraja. By exploring the types and functions of translanguaging, this research aims to support educators or lecturers in facing challenges related to translanguaging implementation in the classroom. Implementing



translanguaging has the potential to enhance learning experiences, particularly in English as a Foreign Language class. This research also aims to provide a comprehensive view of how these practices can assist both lecturers and students in navigating language acquisition complexities, making it a valuable contribution to the EFL education field. To expand the understanding of translanguaging practices, this research also observes the impact of translanguaging on students' perceptions and learning achievements. Then, this research's correlational approach seeks to investigate the correlation between students' perceptions of translanguaging and their academic achievements. Through this investigation, the research offers insights that could pave the way for future studies, enriching the discourse on the effectiveness of translanguaging in enhancing student success and supporting language learning in EFL contexts.

### **1.6.2 Practical Significance**

#### **1.6.2.1 Teachers**

Teachers can apply a translanguaging approach in their class, especially for a multilingual class. The use of translanguaging can help teachers explain the material better and facilitate students with an adequate learning environment by knowing students' tendency to use

languages in classroom discussion for the betterment of achieving the learning objectives.

#### **1.6.2.2 Students**

Students can develop their L2 during translanguaging implementation, while at the same time 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 translanguaging topics 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**

##### **1.7.1.1 Translanguaging**

Translanguaging, originating from Welsh education as "trawsieithu" by Williams (1994) and later termed "translanguaging" by Baker in 2011, describes a pedagogical practice that deliberately switches language modes in bilingual classrooms (Lewis et al., 2012). In this approach, students are encouraged to fluidly transition between languages, such as reading an English text and then writing in Welsh or vice

versa (Baker, 2011). García and Wei (2014) further elaborate that translanguaging is an approach in bilingual or multilingual education that treats languages as a unified repertoire rather than separate linguistic systems. The goal is to foster confidence and balance in bilingual students by improving their proficiency in both languages (Cenoz & Gorter, 2022).

#### **1.7.1.2 Challenges**

In the realm of language education, the utilization of translanguaging in classroom settings represents a significant advancement, fostering improved communication and understanding among students from diverse linguistic backgrounds (Liu, 2021b; Vaish, 2019). Nevertheless, alongside its merits, translanguaging introduces various challenges that educators and learners must confront. A challenge can be defined as a difficulty or complexity that happens (Horikoshi, 2023). One such challenge stems from the super-diversity of language backgrounds prevalent among students, compounded by negative perceptions of their primary languages (Vaish, 2019). Moreover, in educational contexts where English

predominates as the medium of instruction, such as undergraduate programs in English Language Education, implementing translanguaging practices may encounter resistance or skepticism (Liu, 2021b).

#### **1.7.1.3 Perception**

Perception, as elucidated by McDonald (2012), encompasses how individuals interpret and interact with the world around them, significantly shaping their behaviors. However, it is imperative to recognize that perception is not similar between individuals, rather, it is uniquely molded by individual perspectives, memories, and past encounters (McDonald, 2012). In the realm of education, students' perception refers to their process of absorbing information from their environment, akin to a journey from sensory input to comprehension (Richards, 2015). This understanding underscores the importance for educators to acknowledge the diverse perspectives and learning styles of each student. Consequently, in the context of English as a Foreign Language (EFL) instruction, both teachers and students hold distinct perceptions regarding the implementation of translanguaging.

#### **1.7.2 Operational Definition**

#### **1.7.2.1 Translanguaging**

Translanguaging in this research refers to translanguaging use in the Technology in Language Teaching and Learning course at STKIP AH Singaraja, which observed the lecturer and students' communication during the lesson.

#### **1.7.2.2 Challenges**

Challenges in this research refer to the challenges in implementing translanguaging in the Technology in Language Teaching and Learning course at STKIP AH Singaraja. The challenges encountered by the lecturer in the Technology in Language Teaching and Learning course were observed through students' vocabulary, syntactic structure, understanding of content, critical-based experience, and how students deal with their anxiety

#### **1.7.2.3 Perceptions**

Perceptions in this research refer to the perceptions of students at STKIP AH Singaraja who enrolled in the Technology in Language Teaching and Learning course toward translanguaging implementation. The perceptions are observed to determine whether they show positive attitudes



towards translanguaging or negative attitudes towards  
translanguaging.

