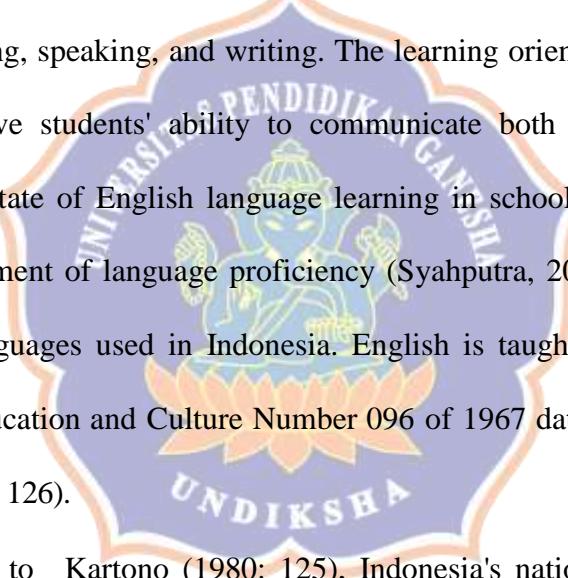


CHAPTER I

INTRODUCTION

1.1 Background of the study

The language learning paradigm has changed since from the 1984 curriculum to the 1994 curriculum. This change was characterized by a shift in learning orientation when the curriculum was introduced in 1984. When the Curriculum was introduced in 1984, learning focused on mastering grammar items. The 1994 curriculum was changed to the 2004 curriculum, which was further refined to the 2006 one that emphasizes the development of language skills, namely listening, reading, speaking, and writing. The learning orientation of the four skills aims to improve students' ability to communicate both orally and in writing. However, the state of English language learning in schools is not geared toward students' attainment of language proficiency (Syahputra, 2014). English is one of the foreign languages used in Indonesia. English is taught by the Decree of the Minister of Education and Culture Number 096 of 1967 dated December 12, 1967 (Kartono, 1980: 126).



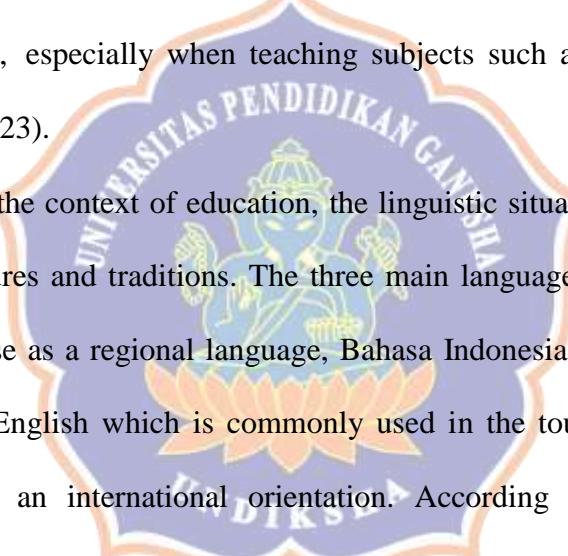
According to Kartono (1980: 125), Indonesia's national language cannot currently be used as a means of communication with the outside world, the selection of English as Indonesia's first foreign language among other foreign languages is based on several considerations. In the context of foreign policy and building friendly relations with other countries, English is the language of international communication, science, modern technology, trade, and politics, and it is used in almost all fields. Other foreign languages are learned as a priority by the author, along with different languages. Given that education plays an important role

in improving the quality of human resources (HR) that support the development of the nation and state, a well-functioning education system will realize the role of English. In this case, the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter 2, Article 3 states: To become noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens. This means that the implementation of national education has a complex purpose.

In addition to devotion to God, education is also expected to develop students into knowledgeable, independent, democratic, and responsible individuals (Syahputra, 2014). According to Aditomo (2017), Head of the Ministry's Education Standards, Curriculum and Assessment Agency, the focus is not on grammar, but on using English for effective communication and understanding of information. This policy will take time, as English will be implemented in primary schools from the 2022-2028 school year. This gives local governments and schools time to prepare. In education discussions, the implementation of English as a compulsory subject in primary schools has elicited various responses. The move is expected to open up global knowledge opportunities and prepare the younger generation for an increasingly open and connected future.

In the context of using English as a foreign language in Indonesia, the translanguaging approach becomes relevant. This is because English language teaching often involves mixing with the languages already mastered by students. The English learning process in Indonesia takes place in a multilingual environment, where students use not only the national language but also their local languages. This happens because Indonesia has a large number of regional languages from Sabang

to Marauke, the number of regional languages in Indonesia is currently recorded at 718 languages, according to data from the Ministry of Education, Culture, Research and Technology. According to Maggalatung et al. (2021), Indonesia is one of the countries with the largest number of languages in the world, with 718 languages spoken. This highlights the importance of recognizing students' first language or their national language as a strategic step to support the English learning process. Due to diverse linguistic conditions, translanguaging is often practiced in schools. This practice is considered important given students' limited understanding of the official language. As a result, teachers often code-switch between Indonesian and local languages, especially when teaching subjects such as Math and History, Liando et al (2023).



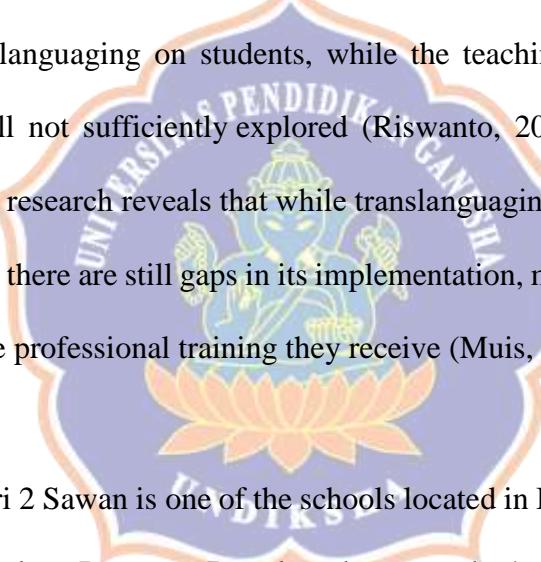
In Bali, in the context of education, the linguistic situation shows the richness of diverse cultures and traditions. The three main languages spoken on the island include Balinese as a regional language, Bahasa Indonesia as the official national language, and English which is commonly used in the tourism sector as well as education with an international orientation. According to Dhanawaty (2013), Balinese is used in schools as a local content subject to preserve culture and tradition. At the secondary school level, Balinese is more often taught as an elective subject. However, its teaching faces obstacles, such as the limited number of adequately qualified teachers. In addition, Balinese is often considered less important than other subjects, such as Mathematics or English, which are considered more relevant for students' academic and professional needs. In the world of education, especially in Bali, the local language they use is Balinese, Indonesian as

the national language, and English as the target language, that's how translanguaging is used.

Translanguaging is the use of two or more languages to make meaning. Therefore, translanguaging as a strategy in teaching English is the use of two languages to understand, and gain knowledge from one language to another. Translanguaging is the ability to move fluidly between languages and a pedagogical approach to teaching in which teachers support this ability Baker, (2011). Translanguaging is accepted in multilingual or trilingual communities such as Indonesia, especially in areas where regional or local languages are spoken (Putrawan, 2022). Canagarajah, (2014) argued that there is no specific set of teaching strategies with some commonalities across classroom settings to make translanguaging more meaningful. However, it may allow multilingual learners to be aware of and use a broader range of language practices, and implementing translanguaging practices is an appealing task for educators and researchers.

In other words, translanguaging refers to bilinguals receiving information in one language and then applying it in another language; it also means that bilinguals use both languages in their daily lives to make sense of their bilingual world. In Wales, translanguaging was initially used in teaching, with English and Welsh being the main medium of instruction (Wei & García, 2014). Many bilingualism experts have recently adopted and expanded translanguaging (e.g., Creese & Blackledge, 2010; García, 2009). The term “translanguaging” was coined by Cen Williams, a well-known educationist in the 1980s, for the planned and systematic use of two languages for teaching and learning inside the same lesson.

Translanguaging is recognized as a phenomenon in which multilingual people use several languages and varieties to communicate effectively, while shaping experiences and accumulating knowledge (Baker, 2011). It usually refers to the smooth movement of language archives. Moreover, it is important to note that the main focus of translanguaging work is on comprehension and communication. Therefore, translanguaging work is mostly used with a specific purpose. Research shows that translanguaging can increase students' motivation, deepen their understanding of the subject matter, and support the development of critical thinking skills (Silalahi, 2023; Berlianti & Pradita, 2021). Most studies tend to focus on the impact of translanguaging on students, while the teaching strategies applied by teachers are still not sufficiently explored (Riswanto, 2022; Zhou & Mann, 2021). Previous research reveals that while translanguaging can improve students' comprehension, there are still gaps in its implementation, mainly related to teachers' attitudes and the professional training they receive (Muis, 2023; Rasman, 2018).



SMP Negeri 2 Sawan is one of the schools located in Bungkulun village, Sawan sub-district, Buleleng Regency. Based on the researcher's personal experience in the pre-observation at SMP Negeri 2 Sawan, teachers who teach English use translanguaging when teaching in class. Teachers use translanguaging in every phase of teaching, during pre-activity, main-activity, and post-activity. For example, during main-activity when the teacher explains a concept from the learning material using English then students discuss about the learning material using Indonesian and local language (Balinese), then after finishing the discussion students are asked to explain the learning material using English. This study aims

to fill that gap by providing a deeper understanding of how teachers at SMP Negeri 2 Sawan apply translanguaging in English language teaching, as well as the challenges and successes they face in the process. As such, this study is not only relevant to the local context of SMP Negeri 2 Sawan, but also makes a meaningful contribution in expanding the understanding of translanguaging practices in English language teaching in Indonesia. In addition, this research may also influence future teacher education and training policies, providing useful insights for the development of more effective teaching methods across the country.

1.2 Identification of the Problem

Based on the background described above, the problems identified in this study can be seen from several aspects. First, English teachers at SMP 2 Sawan use translanguaging in various classroom activities, yet there is a limited understanding of how it is implemented. Second, the frequency and consistency of translanguaging practices during different teaching stages have not been investigated in depth. Thirdly, the underlying reasons why teachers choose to use translanguaging in the English classroom remain unclear. These issues have not been thoroughly explored, especially in contexts where Indonesian and Balinese are local languages, and English is the language of instruction.

1.3 Limitation of the Research

Based on the problem identification above, this research is focused on the use of translanguaging by teachers when teaching in English classes in various learning activities, the frequency of the use of translanguaging by teachers in each English lesson, and the reasons for teachers to use translanguaging in English classes. By conducting this research, it is hoped that it can add insight into translanguaging and

enrich teachers' translanguaging knowledge when teaching English in English classes at SMP Negeri 2 Sawan.

1.4 Statements of Research Problem

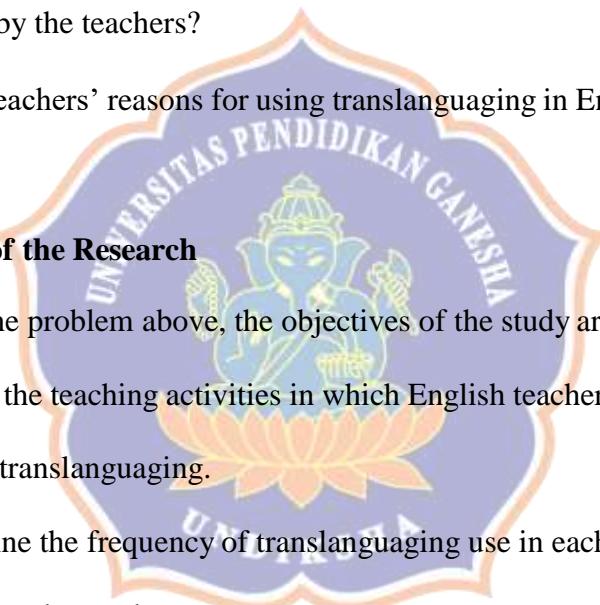
Based on the background above, there are some problems formulated that will be discussed in this research:

1. In which teaching activities do English teachers at SMP 2 Sawan use translanguaging?
2. What is the frequency of translanguaging use in each learning activity conducted by the teachers?
3. What are teachers' reasons for using translanguaging in English classroom activities?

1.5 Purposes of the Research

Dealing with the problem above, the objectives of the study are as follows:

1. To identify the teaching activities in which English teachers at SMP Negeri 2 Sawan use translanguaging.
2. To determine the frequency of translanguaging use in each learning activity conducted by the teachers.
3. To explore the reason why English teachers at SMP 2 Sawan use translanguaging in classroom activities.



1.6 Significance of the Research

The significance of the research can be divided into two, namely theoretical significance and practical significance, as follows.

1. Theoretical Significance

The theoretical significance of this research is expected to enrich information and knowledge about translanguaging used by teachers in EFL classes in SMP 2 Sawan.

2. Practical Significances

The Practical significance of this study is represented by two groups, namely the research school and the other researchers.

a. School

The researcher hopes that this study can provide information, especially to English teachers, on the use of translanguaging in the classroom.

b. Other Researcher

This research can be used as a reference by future researchers in conducting research that is related to this research topic.