

CHAPTER I INTRODUCTION

1.1. Research Background

Effective student-teacher interaction is a cornerstone of meaningful learning experiences. In EFL classrooms, interaction often becomes strained due to language barriers. Students may struggle to express themselves in a language that is not their first, leading to reduced engagement and communication breakdowns. Teachers, on the other hand, may find it challenging to bridge these gaps and foster active participation.

In EFL classrooms, several issues hinder effective student- teacher interaction, primarily stemming from language barriers, cultural disconnects, and communication dynamics. Students often hesitate to communicate when they lack proficiency in the language of instruction, leading to passive learning and limited participation. Students may feel hesitant to participate if they lack proficiency in the language of instruction, leading to reduced engagement and a lack of confidence in expressing their ideas (Garcia & Wei, 2014). Additionally, teachers may not fully understand or accommodate the diverse linguistic and cultural backgrounds of their students, creating a lack of relatability.

Cultural differences can impact communication styles, further complicating interactions and creating a disconnect between students and teachers (Canagarajah, 2011). These challenges can result in passive learning environments where students are less likely to engage actively in their education. This disconnect is further exacerbated by students' anxiety and fear of making mistakes in a non-native language, which discourages them from asking questions or expressing their ideas. This is consistent with Vygotsky's (1978) sociocultural theory, which holds that knowledge is socially created through collaborative discussion. Moreover, traditional teacher-centered approaches often result in one-directional communication, limiting opportunities for meaningful dialogue in linguistically diverse settings. Collectively, these issues contribute to a learning environment where students feel disengaged, and teachers struggle to foster active, reciprocal

communication.

Observations and informal discussions with teacher grade 5 at SD N 5 Kampung Baru have highlighted significant challenges related to student interaction, particularly in the dynamics between students and teachers. A prevalent issue is the struggle many students face in communicating effectively due to language barriers, which can severely hinder their engagement and participation in classroom activities. Language barriers in schools can significantly impact student- teacher interactions, leading to misunderstandings and reduced participation. Teachers often observe that students may feel hesitant to engage in discussions or ask questions, which can limit their learning opportunities and overall classroom dynamics. Teachers have reported that these language difficulties often lead to feelings of frustration and inadequacy among students, causing them to withdraw from discussions and limiting their overall learning opportunities. This withdrawal not only affects individual students but also disrupts the classroom environment, as active participation is crucial for collaborative learning and peer interaction.

Moreover, cultural differences can exacerbate these communication challenges. Understanding the diverse backgrounds of students is essential for fostering a supportive environment where all students feel valued and understood (Banks, 2016). Teachers have noted that cultural nuances can influence how students express themselves and interact with peers and authority figures. For instance, some students may come from backgrounds where questioning authority is discouraged, leading to reluctance in engaging with teachers. This cultural context can create a barrier to effective communication, further isolating students who may already be struggling with language proficiency.

Emotional factors also play a significant role in student-teacher interactions. Many students experience anxiety or a lack of confidence when attempting to communicate in a language that is not their first language. This emotional barrier can lead to a cycle of disengagement, where students feel overwhelmed and, as a result, participate even less (Schunk & Zimmerman, 2012). Teachers have expressed the need for strategies that not only address language proficiency but also support students' emotional well-being, creating a classroom

atmosphere that encourages risk-taking in communication.

One promising approach to addressing these challenges is the concept of translanguaging, which recognizes and leverages the linguistic resources that students bring to the classroom. Translanguaging allows students to use their entire linguistic repertoire combining their home languages with the language of instruction to make sense of new concepts and express their understanding (García & Wei, 2014). Simmel's (1900) interaction theory offers a useful framework for comprehending the dynamics of translanguaging in classroom settings, particularly in multilingual contexts. Simmel stressed the significance of social interactions and how people negotiate their identities and connections across different social environments. This viewpoint may be efficiently used to examine how students use their linguistic resources in a classroom with several languages. Simmel's (1900) interaction theory examines the nature of social interactions and the meanings that emerge from them. He proposed that humans are formed by their social contexts, and that interactions are essential for the creation of social reality. Incorporating Simmel's (1900) interaction theory into the study of translanguaging in classrooms emphasizes the importance of social connections in influencing learning experiences for multilingual students.

By incorporating translanguaging practices, teachers can create a more inclusive learning environment that encourages students to communicate freely without the fear of making mistakes in a second language. For example, teachers can allow students to discuss concepts in their home languages before transitioning to the language of instruction. This not only helps students clarify their thoughts but also fosters collaboration among peers, as they can support each other in their native languages. Such practices can alleviate anxiety and build confidence, enabling students to participate more actively in discussions.

Furthermore, translanguaging can enhance comprehension and retention of content. When students are allowed to use their home languages, they can connect new information to their existing knowledge, making learning more meaningful and relevant (García, 2009). This approach not only aids in language development but also promotes critical thinking and deeper understanding of the subject matter.

To effectively implement translanguaging, professional development for teachers is crucial. Training focused on how to integrate translanguaging strategies into lesson plans can empower educators to better support their students (Echevarría, Vogt, & Short, 2017). This includes understanding how to create a classroom environment that values linguistic diversity and encourages students to draw on their full linguistic resources.

This approach creates a more inclusive environment where students feel comfortable utilizing their full linguistic repertoire, which in turn encourages active participation by reducing the pressure to rely solely on the language of instruction. Furthermore, translanguaging fosters stronger connections between students and teachers by valuing and incorporating students' native languages into classroom interactions. It also enhances understanding by enabling the use of multiple languages to explain complex concepts, clarify instructions, and check comprehension. Overall, translanguaging promotes a more engaging and effective learning experience in diverse linguistic settings.

Translanguaging is a valuable instrument for learning foreign languages in a varied culture. It benefits both teachers and students, and its usage in education is rising. Translanguaging is using one language to reinforce the other, enhancing student comprehension and competence in both languages (Williams, 2002: 40). Translanguaging allows students to assimilate new ideas, assign their own knowledge, and apply the learning in other languages. They enhance and enrich teachings using dual language processing.

Students will learn a great deal from teachers that employ techniques and/or strategies that do not primarily center on the target language (English) during the learning process. Because using non-target languages can help students master the target language by giving them the correct explanation and response, which will help them learn the language more efficiently and make the most of their learning experience. Translanguaging, a type of multilingual engagement used in educational settings, has the ability to improve students' English acquisition (Rabbidge 2020). Translanguaging in English as a foreign language (EFL) class is known to help students improve their English proficiency, and many studies have supported this. The implementation of proper tactics will allow you to create a

relevant English learning environment in the classroom (Poza, 2019). Motlhaka & Makalela (2016) concluded that the translanguaging approach helps students increase their awareness of unfamiliar things. Furthermore, learners with various language skills performed as well in terms of academic accomplishment, even in more convivial settings. Beres (2015) says that translanguaging can be used effectively to help learners improve foreign languages such as English and their first language. Nagy (2018) stated that the practice of translanguaging enables learners to be more active and improve their speaking ability. Translanguaging is a technique that may be used to increase the motivation and interest of novice students in learning English in the classroom. Multilingual students based on the notion of translanguaging is a strategy to create a powerful system for comprehending, engaging with people, and regulating the use of many languages.

According to Conteh (2018), teachers that prioritize translanguaging build positive relationships with their students and foster reciprocal empowerment. According to Martin (2018), research on translanguaging provides an opportunity for instructors to share their academic discourse on the topic. Teachers in Brussels and Johannesburg offer instances of translanguaging in the classroom, such as using video snippets in students' native languages and collaborating to create translanguaging. Research suggests a link between quality of contact, translanguaging, and class collaboration and cohesiveness (Hinger, 2006).

In addition to the teachings, they can use them in their other languages. They enhance and enrich teachings using dual language processing. Previous study by Liando and Tatipang (2022) examined how translanguaging practices in EFL classrooms of Indonesian context as a new concept for multilingualism. They found that translanguaging is useful in the learning process. Translanguaging can be used as a strategy for explaining the material. Meanwhile, research by Kwihangana, F. (2021) explored how to enhance EFL students' participation through translanguaging. This approach found that students' discomfort with translanguaging as a form of pedagogy while praising it for its beneficial effect on their language learning.

By implementing translanguaging strategies, the researcher hope to empower students to use their linguistic resources more effectively, thereby

increasing their confidence and participation in classroom discussions. The researcher chose grade 5 as the subject of this study because in grade 5, students usually have a basic understanding of both the mother tongue and the target language. However, they may still face challenges in using these languages effectively in an academic setting. Focusing on this class allows me to explore how translanguaging can bridge the gap in language proficiency, allowing students to express their ideas more freely and confidently during discussions. In addition, grade 5 is a very important year in a child's educational journey. At this stage, students transition from early primary education to more complex academic challenges. They develop critical thinking skills, become more independent learners, and begin to engage in more sophisticated social interactions. This makes it an ideal time to implement and learn translanguaging strategies, as students are better able to understand and utilize multiple languages in their learning.

However, the gap is still identified because there are limited studies on translanguaging in English learning and the results of previous research cannot confirm the effectiveness of using translanguaging as a strategy in increasing interaction between teachers and students. Thus, the current study aims to address the vacancy and give new viewpoints into how translanguaging occurs in English classroom interaction from students and teachers' perceptions.

1.2. Problem Identification

Based on observations at SD N 5 Kampung Baru, researchers saw problems in the interaction between teachers and students. Students had difficulty expressing their opinions or asking questions to teachers in their class. They chose to remain silent rather than trying to speak because they were not very good at using English to communicate. This will be the focus of researchers to see changes when translanguaging is applied in the classroom. Researchers will see how far the changes will be in the interaction between teachers and students when teachers apply translanguaging in terms of teaching and learning.

1.3. Research Limitations

Regarding the above mentioned issues, this study was confined to EFL among upper primary class teachers. The purpose of this study was to determine

whether implementing a translanguaging approach may increase students' and teachers' interactions. Furthermore, the purpose of this study is to learn about the teacher's and students' reactions to the installation of a translanguaging strategy to improve students and teachers interactions.

1.4. Research Questions

1. Can the implementation of the translanguaging strategy improve the interaction between students 5th grade and teachers of SD N 5 Kampung Baru?
2. What are the students' and teachers' perceptions about the implementation of translanguaging strategy on improving interaction between students 5th grade and teachers of SD N 5 Kampung Baru?
3. What are the obstructive factors when practicing translanguaging strategy on improving interaction between students 5th grade and teachers of SD N 5 Kampung Baru?

1.5. Research Objectives

Concerning the problem statement above, this study has three objectives that are explained as follows :

1. To investigate the effectiveness of using translanguaging in improving interactions between teachers and students in upper primary class of SD N 5 Kampung Baru.
2. To find out the students' and teachers' perceptions about the implementation of translanguaging strategy in improving interaction towards students in upperprimary class and teachers of SD N 5 Kampung Baru.
3. To investigate the factors that hinder the practice of translanguaging as a strategy in improving interaction towards students in upper primary class and teachers of SD N 5 Kampung Baru.

1.6. Research Significance

This study is estimated to have theoretical and practical significance that are explained as follows :

1.6.1 Theoretical Significance

1. Sociocultural Context and Identity : Translanguaging acknowledges the sociocultural dimensions of language use and learning. In EFL classrooms, students often come from diverse linguistic and cultural backgrounds. Allowing students to use their native language(s) alongside English validates their cultural identities and enhances their sense of belonging in the classroom (García, 2009). This approach promotes a positive classroom environment where students feel empowered to express themselves authentically.
2. Cognitive Benefits : Research in cognitive science supports the notion that translanguaging can enhance cognitive processes involved in language learning. By engaging with multiple languages, learners activate cognitive mechanisms such as cross-linguistic transfer, which helps in making connections between linguistic structures and concepts across languages (Bialystok, 2001). This cognitive flexibility not only aids in language acquisition but also in overall cognitive development.
3. Multilingual Competence Development : Translanguaging theory asserts that language learners possess a linguistic repertoire that extends beyond the target language (in this case, English). By allowing and encouraging students to draw from their entire linguistic toolkit, including their native language(s), educators can foster a deeper understanding and mastery of English. This approach supports Cummins' (2000) theory of linguistic interdependence, suggesting that proficiency in one language can facilitate the development of proficiency in another.

1.6.2 Practical Significance

1. For The English Teacher

The aim of this study is to give teachers who work with upper primary classes useful assistance. Addressing the widespread issue of little classroom interaction, which can impair students' interest and

learning, is one of its main goals. The study aims to establish an atmosphere where students feel more at ease and inspired to actively participate by putting tactics that encourage interactive learning into practice. The participating teachers anticipate that this method will not only improve the educational process but also greatly increase students' self-confidence in their ability to communicate in English. The study hopes to enable students to express their opinion confidently.

2. For The Other Researcher

The goal of this study is to be a useful resource for future scholars who wish to carry out related research. It seeks to make a significant contribution to the larger field of study by offering a thorough analysis of its methods, findings, and conclusions. Furthermore, the goal of this research is to contribute to the current body of knowledge by providing additional data that might motivate and guide future investigations. This study aims to improve research methods in this field by allowing other researchers to build upon its framework through the sharing of its findings and lessons learned. By doing this, it promotes cooperation and creativity, cultivating a mindset of constant enhancement that may result in more successful tactics and findings in subsequent research.

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Review

2.1.1. Translanguaging

Translanguaging is a teaching technique that supports multilingual students and challenges traditional language and bilingualism concepts that have historically oppressed some populations (García, 2007, 2009a). According to García and Kleyn (2016, p.14), translanguaging involves using a speaker's whole linguistic repertoire, rather than just the constraints of a certain language. García and Wei (2014) define translanguaging as the strategic use of multiple languages by learners to make meaning, communicate effectively, and engage in learning activities. In educational contexts, translanguaging allows students to draw on all their linguistic resources to understand content, express ideas, and participate actively in classroom interaction. According to Cummins (2007), skills and knowledge developed in L1 can be transferred to L2 through a shared underlying proficiency. This theory challenges the notion that languages should be strictly separated in the classroom and instead supports the use of students' home languages as a resource for learning. According to Canagarajah (2011), translanguaging can increase bilingual students' engagement in learning through meaningful participation. According to Lubriner and Grisham (2017), translanguaging is a novel strategy that combines students' languages and cultures to improve academic attainment. Academic accomplishment focuses on four key skills : speaking, reading, writing, and listening. Translanguaging enables students to quickly switch between their native and target languages (Lubriner & Grisham, 2017). Translanguaging practices are shaped by classroom dynamics, institutional expectations, and teacher readiness. Rather than being a fixed method, translanguaging is a flexible instructional practice that requires teachers to make informed decisions about language use based on students' needs, learning objectives, and classroom