

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The issue of translanguaging related to the very high use of foreign languages in English classes. Medupeola (2013) said that the teacher's translanguaging has become a controversial issue because it is sometimes done unconsciously and automatically as a deliberate teaching strategy. In addition, the teacher used English to maximize teacher teaching in the classroom. Martin (2005) stated that Translanguaging can also benefit students by portraying a safe environment in which their identities and cultures are appreciated, allowing more reticent students to participate more actively and fully in their education.

Cummins (2008) argued that Translanguaging allows students to use their native language as a positive linguistic resource that will help them develop strategies for negotiating meaning and communicating in English. Translanguaging, as opposed to the two solitudes approaching which it is argued that both languages "should be kept rigidly separate," allowed students to use their native language as a tool to help them excel in their target language. Now the practical discussion of translanguaging by teachers is mostly focused on pedagogical practice which means that students can change into input and output modes in English classroom. It can be concluded that the use of translanguaging is related to the pedagogy used by the teacher in facilitating learning. Sahib (2019) stated that English teachers use the Translanguaging function not only for teaching strategies for teachers in the classroom, but translation has been applied outside the classroom.

Iversen (2019) said conducts which is it discovers that translanguaging practice by teacher in Norway during field placement in junior high school can take advantages their linguistic repertoires and multi-language. Meanwhile in Indonesian, translanguaging in EFL especially in Junior High School. Rasman (2018). It can help to increase their ability during speak in classroom.

In academic setting of Indonesia, there have been some studies on translanguaging that have focused on the teachers' justification for using translanguaging in EFL classroom, the benefits of teachers' translanguaging on students in EFL classroom, and the circumstances of translanguaging that occur in EFL classroom. Previous research has focused on pure translanguaging, but some researchers have also looked into the similarities and differences between translanguaging. Translanguaging, on the other hand, is a report about bilingualism and multilingualism. According to Sahib (2019a), translanguaging has similarities and differences. Translanguaging and code switching are very similar in terms of activity. They are similar in that they both use the student's primary language to aid in classroom. They are similar in the activity of changing from one language to another during the communication process. When the teacher used translanguaging in the classroom, it implies that the Garcia's theory was used as an educational explanation. When translanguaging a situation as an informative examination, it also implies code switching. In any case, the code switching was to include and include someone in the communication process.

Based on interview in SMPN 27 Medan, the researcher gathered the data from the teachers. The researchers took several dialogues from teacher as follow,

R: Do you use fully English in teaching and learning process?

T: Not Always. Sometimes, I mix it with Indonesian language. R: Do you use translanguaging in English teaching?

T: Yes. Sometimes, but I only use English 25% and 75% in teaching and learning process.

R: Why do you use translanguaging in teaching?

T: There are something the students cannot understand the meaning if I explain full English in classroom. So, we must use translanguaging to help the students understand what we mean.

Based on dialogue above, it was found that the teacher use translanguaging only use English 25% and 75% in teaching and learning process. The importance of involving language in the use of translanguaging in junior high schools is to explore the extent of students' understanding in obtaining subject matter in the teaching learning process of speaking descriptive text with use of translanguaging in the classroom.

Siregar (2020) found that The teacher used Translanguaging in teaching English in Medan vocational schools, according to the data found in the classroom conversation. The teacher began with English and then transitioned to Indonesian language, which he also translated. This study was conducted purely to help students in comprehending the concept being studied. It had the potential to make it easier for students to comprehend what the teacher said in front of the class. It was difficult for students to understand English learning when the teacher used full English in the classroom.

Yuvayapan (2019) showed in EFL classrooms, translanguaging is practiced. The data collected from semi-structured interviews, participants in this study perceived and practiced translanguaging differently due to the pressure to instruct

their pupils using a monolingual strategy that is authorized by the institution, the public, and their colleagues. The methodology has long been viewed as a barrier to students achieving native-like proficiency in the target language.

Jönsson (2020) investigated It is obvious that teachers prefer to utilize English in the classroom. The findings revealed that teachers were more pleased about their students' usage of translanguageing than their own. It had desired that its students communicate mostly in English.

Anwar, Salija and Abduh (2020) show that the extent to which translanguageing occurs between teachers and students in the EFL class or simply how the interaction process between L1 (first language), L2 (second language), L3 (third language) besides finding answers teachers and students such as what is translanguageing, how translanguageing is and whether it has a good or bad influence on the learning and teaching process in the EFL class and also the effects of translanguageing itself in enhancing. Many good answers and expectations concerning translanguageing in the field of education, notably in EFL classroom teaching and learning, from instructors and students.

In addition, in terms of translanguageing, there are still many teachers who still use Indonesian in the teaching and learning process. Among them, teachers rarely use multilingual language to teaching in classroom. So, students are still confused about translating sentences or to speak using multilingual language. So, they need attention to use of translanguageing in the teaching and learning process in speaking descriptive text.

Therefore, this study primarily intended to research observations about the use of translanguaging which in teaching and learning process of speaking descriptive text using translanguaging or multilingual in classroom with teachers in SMP Negeri 27 Medan.

1.2 The Problems of the Study

Based on the background, there are two problems on this research:

1. How do the teachers use translanguaging in teaching speaking skill?
2. Why do the teachers use translanguaging the way it is?

1.3 The Objectives of the Study

The objectives of this research:

1. To find out how the teachers use translanguaging in teaching speaking skill
2. To find out why the teachers use translanguaging the way it is.

1.4 The Scope of the Study

In the scope of this study, the researcher would the limit this study only focused on the use of translanguaging in the teaching and learning process of speaking descriptive text, which is the difficulties or related to the teacher using translanguaging, the teacher do use translanguaging in teaching learning process of speaking by guide students to use translanguaging.

1.5 The Significances of the Study

The significances or use values that can be taken from this research include:

1. Theoretical Aspects

The results of this study can be useful for teachers in the teaching and learning process by using translanguaging or multilingual in speaking descriptive text.

2. Practical Aspects

Practically this research can be useful:

For teachers, it can be used as process of learning to teaching speaking descriptive text in classroom by using translanguaging or multilingual.

For students, it can be used to teaching English so that students easier to understand in classroom by using translanguaging or multilingual.