

## CHAPTER I

### INTRODUCTION

#### 1.1. The Background of the Study

Classroom interaction played important role in learning experience (Van Lier, 1996 as cited in Walsh, 2006). Interaction can make students becoming active in classroom discussion, and encourage their curiosity. Through interaction, learners should be able to develop their comprehension related to the learning material. Through interaction, participant can be bridged between theory and practice. Walsh (2006) emphasizes the importance of understanding interactional process to facilitate learning opportunity.

Most classroom interactions are dominated by teacher centered approach, where the dominant characteristic are question and answer routines. Lynch (1996, as cited in Walsh, 2006) elaborates that teacher centered approach purposes in classroom interaction are used as a confirmation of learners understanding, comprehension checking, repetition, clarification request, rephrasing learner's utterance, completion and backtracking.

Language plays an important role in classroom interaction; hence it is the way to communicate between learners and educator, in this case students and teacher. Language is used to covey opinions, feelings, emotions (Walsh, 2006). Furthermore, language is communicated to express concern and transacted goods and services. Moore et al. (2020) are emphasized that in classroom interactions, student use of languages in a way that can be categorized as bilingual ways that do

not focus on choice of words but on utterances that are not pre-consciously regulated.

One of the recent terms regarding language and education is translanguaging. Moore et al. (2020) state that translanguaging developed as part of critical proses of language practices. Furthermore, Moore et al. (2020) emphasize that translanguaging concept is the multiplicity, fluidity, mobility, locality and globality of the resources deployed by individuals for engaging in complex meaning-making processes.

Translanguaging, was first coined by Williams (1994, as cited in Baker, 2001), initially stated as a development of language skills in high school that will benefit students in both language skill and deeper understanding of the subject matter. Furthermore, Garcia and Wei (2014) define that translanguaging as a pedagogical practice where students were asked to alternate between languages for the purposes of receptive or productive use. Translanguaging reflecting the use of languages are not autonomous linguistic system that has separate chambers but as one linguistic repertoire that constructed societally.

The study on translanguaging performed by Liando et al. (2022) explores translanguaging in Junior High School in North Sulawesi. The study focused on translanguaging done by teacher. The study identified translanguaging type by lending code switching term and explained the impact of translanguaging done in EFL classroom.

This thesis objective is to explore translanguaging in English classroom interaction. The research was focused on translanguaging done in classroom activities, by both teacher and students during English classroom session. The

distinction of this research on translanguaging were on the focused phenomena that were focused on teacher's and students' translanguaging.

Below is one of the excerpts from English classroom interaction taken from the observation.

(T = Teacher, S = Students)

T : How about if the subject, *bagaimana kalau subjeknya itu adalah she?*  
(How about if the subject, how about if the subject is she?)

S : She has been ever to England. (together)

T : For example. *Pernah kah dia ke Inggris?*  
(For example, has she ever been to England?)

S<sub>1</sub> : *Gak pernah* (one of the student)  
(Never) (one of the student)

T : To answer this question is *iya atau tidak*. Is that any question so far?  
(To answer this question is yes or no. Is that any question so far?)

S : No miss.. *Tidak ada miss*. (al together).  
(No miss. No miss.)

From the excerpts above, there are teacher and student interaction in English classroom. This classroom interaction staged on discussing lesson topic. In this excerpts, official translanguaging was done by teacher to explain learning material. Students, in responding to official translanguaging, were exercised natural translanguaging.

## 1.2. The Problem of the Study

Based on the background of the study above, the problems are formulated as follows:

1. What types of translanguaging occurred during English classroom interaction at private primary school in Medan?
2. How is translanguaging process were done by teacher and students during English classroom interaction at private primary school in Medan?

3. Why is translanguaging were used by teacher and students during English classroom interaction at private primary school in Medan?

### **1.3. The Objective of the Study**

In relation to the problem of the study, this research aimed to:

1. Analyse types of translanguaging that occurred during English classroom interaction at private primary school in Medan.
2. Describe how translanguaging process is done during English classroom interaction at private primary school in Medan.
3. Explain why teacher and students do used translanguaging during English classroom interaction at private primary school in Medan.

### **1.4. The Scope of the Study**

This study discussed translanguaging in English classroom interaction.

There are theories that were applied in this thesis, there are: Translanguaging Theory was Garcia and Wei and IRF sequences proposed by Sinclair and Coulthard. The approach used in this thesis were allowed an analysis beyond language labelling and explores languages used at different stages of classroom interaction.

It will cover the type, process and reasons of translanguaging.

This research was conducted in Elementary School Global Prima School in Medan, as one of private school in Medan. Global Prima School was chosen as the subject of the research because they represented significant product from educational perspective. The diversity of the students and the pedagogical

approaches implemented by the school is the reasons for this research was conducted in Global Prima School.

### **1.5. The Significant of the Study**

The study of translanguaging in this research was expected to give contribution theoretically and practically.

Theoretically, the findings of this study can contribute to understanding of translanguaging from applied linguistics perspective. Translanguaging can give nuances to study in multilingual environment classroom. This study was expected to inspire other researchers to explore translanguaging and the possibilities to view it from multiple disciplines.

Practically, this study was expected to broaden educators' point of view of translanguaging in education discipline. The findings of this study can be applied to classroom interaction in schools for all level of education.