

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has a very important role in everyday life, especially in communication. If we master more languages, it will be easier for us to communicate with many people. Likewise, in the world of education, if teachers master many languages then communication with students will be easier. Indonesia has many tribes, customs, and languages that have their own uniqueness. This linguistic diversity makes it possible to use two or more languages in everyday life. There are so many languages used in Indonesia that it does not rule out the possibility of many languages being used in one school because the school community comes from different ethnicities.

At school, English is mostly done by the teachers. This causes many students have a difficult experience in learning English. In Indonesia, English is a foreign language which means that English is not used in all daily activities. English in Indonesia can be seen in the world of education when English as a foreign language is a compulsory subject to be taught for three years in Junior High School and for three years in Senior High School (Lauder, 2008). English education as a foreign language in Indonesia uses multilingualism in areas that still use regional languages in social activities. In contrast, in urban areas only use two languages, the use of two languages is called bilingualism. Multilingualism and bilingualism are several efforts that can help students convey ideas or

opinions. Multilingualism is a person's ability to speak two or more languages. Li (2008) defines a multilingual individual as anyone who can communicate in more than one language, either actively through speaking and writing or passively through listening and writing (p.4). European Commission (2007) said that the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives (p.6).

Bilingualism is an activity where people use two languages in one situation. Truggil, (2003) said that the use of bilingualism is usually used by people who have the ability to use more than one language. Bilingualism usually has the strongest language which is called the dominant language. It is not certain that the dominant language is the first language (Byram, 2000). Bilingualism is different from multilingualism where bilingualism is the use of two languages that accordance with the opinion of Cook & Basseti, (2011) which states that bilingualism generally refers to two languages but can include more languages. Meanwhile, multilingualism is the use of two or more languages as stated by Aronin & Singleton, (2008). The widely used multilingualism and bilingualism become easier with the use of translanguaging. Garcia (2009), said that translanguaging is discursive practices of bilinguals to construct meaning in communication. This concept recognizes that language speakers often do not limit themselves to one particular language in communicating, but rather combine elements from various languages they master. Translanguaging is a form of multilingual practice in the classroom or bilingual education where students have different backgrounds and mother tongues so each student must be given equal

rights to develop their language potential. Translanguaging can be defined as the multicompetence of bi/multilingual speakers who possess the ability to switch between languages while integrating them within a single linguistic system (García and Wei, 2014). Translanguaging is a concept in the field of linguistics that refers to the practice of using two or more languages system in communicative interactions, especially in multilingual contexts. Apart from developing students' language skills, the use of translanguaging is also able to facilitate understanding of learning English as a foreign language at school. Translanguaging is needed by students who use English as a foreign language so translanguaging is intended as a way to recognize students' language practices as more flexible and dynamic and as a means to influence the communicative systems of meaning making of all students at the beginning of school (Garcia, Ofelia; Wei, 2018).

Researcher chose the topic of translanguaging because many researchers stated that the use of translanguaging is a way that really helps teachers in conveying learning and makes it easier for students to understand explanations from teachers using language that is easy to understand. Higher education educators use translanguaging to organize classroom management, to help students easily understand the target language, and to check student understanding. Educators said that translanguaging as a practical matter that gives them the opportunity to support learning English (Akhmad Hairul Umam, 2022).

Researcher conducted an interview with one of the English teachers at SMPN 4 Pangaribuan. Researcher conducted an interview with Mrs. Raya Juliana Sianturi, S.Pd. The interview that was conducted as follows:

S : “Does the process of teaching and learning English in the classroom use English fully?”

T : “No, because if I use full English, the students will have difficulty understanding the lesson. Even if I use full English, students will get sleepy and even fall asleep”

S : “It is means you use translanguaging in learning proess. How many languages do you use in the process of teaching and learning English?”

T : “Yes. I use Translanguaging in class. I use three languages, namely regional language, national language and English.”

S : “How do you use these three languages in the teaching and learning process?”

T : “First, I start by using English. Then after explaining the topic, if I see the students are confused, then I will try to explain it into Indonesian. And to make it easier for students to understand my explanation, I explain it using Batak Language”

S : “How often do you use these three languages, ma'am?”

T: : I use English 25%, Indonesian 50%, and Batak 25%.

Based on this interview, teaching and learning English at this school use translanguaging where the teacher uses 25% English, 50% Indonesian, and 25%

Batak. This shows that the English class at SMP Negeri 4 Pangaribuan uses multilingual learning, which uses three languages.

B. The Problems of the Study

Based on this statement, researcher is interested in researching more deeply about translanguaging and formulating some problems that will be investigated in this research namely:

1. What types of translanguaging are implemented in teaching and learning English at SMPN 4 Pangaribuan?
2. Why did the teacher use translanguaging in teaching and learning English at SMPN 4 Pangaribuan?

C. The Objectives of the Study

The objectives of this study are:

1. To analyze the types of translanguaging are implemented in teaching and learning English at SMPN 4 Pangaribuan
2. To investigates the teacher's reasons in using translanguaging in teaching and learning English at SMPN 4 Pangaribuan

D. The Scope of the Study

The scope of the research entitled "The Use of Translanguaging in Teaching and Learning English at SMPN 4 Pangaribuan" focuses on the types of translanguaging used by the teacher in teaching and learning English at seventh grade of SMPN 4 Pangaribuan, and the reasons why the teacher use translanguaging in teaching and learning English.

E. The Significances of the Study

This research can increase our knowledge about translanguaging, which is specifically implemented in Teaching and Learning English.

a. Theoretically

The research results can provide broader knowledge regarding the use of translanguaging in English education has several benefits, including helping students improve their English skills.

b. Practically

This research useful for teacher, students and for the next researchers

a) Teacher

This research is expected to be useful for English teachers; It is hope that teachers can avoid an uncondusive classroom, and help students to understand the lesson material by using translanguaging so they can avoid misunderstandings.

b) Students

This research is useful for increasing students' awareness to developing English language skills with the help of using their mother tongue.

c) Next Researchers

This research can be used as a reference for those interested in translanguaging, especially in the use of translanguaging in English classes.