

CHAPTER I

INTRODUCTION

1.1. The Background of the study

Translanguaging is one of the process of using a charging language from one language to another language in the process of interacting with other people to the aim of communicating. According to (Vogel & Garcia, 2017), translanguaging is an approach taken to language pedagogy that emphasizes and utilizes all existing diversity especially students in dynamic language practices in the teaching and learning process. Meanwhile, according to (Wei, 2011, p.1223) translanguaging is defined as an effort to utilize one language as a resource that can be used to obtained for knowledge, understand, and articulate one's thoughts and also communicate with language.

The use of translanguaging in the classroom interaction has many benefits that can be had by all teachers and students. When applied in the classroom context, translanguaging can be said as pedagogical approach that can function as scaffolding for multilingual strategies and also offers a new view in conceptualization for understanding multilingual in this era (Lin & He, 2017). Meanwhile, according to (Yang & Zhang, 2023; Song et al, 2022) the use of translanguaging in the classroom can automatically increase students understanding, competence, and intellectual power but student can leave their old habits which have become very conventional. Also, the use of translanguaging for students not only improves language skills but also train students to take a sense of responsibility for their studies. Moreover, translanguaging is the right way for

students to be able to demonstrate their skills in learning process. Cummins (2008) believes that translanguaging allows students to use their mother tongue as linguistic sources that contains positive directions which can later help students to develop better and also able to communicate in English or even more.

Moreover, translanguaging for students is not only limited to improve language skills but also students trained to take a sense of responsibility for their learning so that they can integrate socially in special courses that are very relevant to the subject (Garcia, 2009). Translanguaging is the right way for students to demonstrate their skills in learning process. By using translanguaging, students can be more active and receive well. Tang (2002) said that translanguaging in teaching will not be considered a bad sign or defect for teachers and students. On the other hand, it is a strategy that is very careful to be applied by teachers or students and it is also permissible to use it without any time limits by paying attention to various specific situations of several students. Teachers can use translanguaging as forum, place and means to provide students with opportunities to communicate and also improve students' abilities and understanding so that they use translanguaging as an aid which aims to clarify the understanding gained in class. Translanguaging also helps to facilitate various interactions between teachers and students because basically teachers do not need to spend time explaining to students or looking for the easiest words to solve the problems that occur during the teaching and learning process.

Apart from that, translanguaging is often found in educational world. Translanguaging plays a role as a pedagogical strategy such as learning foreign languages likes English, Mandarin, Arabic, and others. As a translanguaging

process between teachers and students. In the realm of higher – level education, especially English language education. The concept of translanguaging can utilize language resources by using all the languages that are owned by both lecturers and students so that communication continues to run well according to the goals to be achieved. In this context, translanguaging is interpreted as a. person's ability to use various language to achieve or increase communication effectiveness (Garcia & Wei, 2018), meanwhile Siregar (2020) found that teachers used translanguaging to teach English subjects at vocational school level in Medan, according to research data which found that teachers started using English then switched to Indonesian. The research has been conducted can help students understanding learning concepts. Moreover, this is considered to have a great potential to make it easier for students to understand the teachers' words in front of the class. It is very difficult for students to understand English very well when the teacher used English fully during the teaching and learning process.

In addition, Khairunnisa and Iwa Lukmana (2020) have revealed that the majority of EFL teachers in Indonesia have carried out the translanguaging process in the classroom. Apart from that, they also assume that translanguaging has a very positive function in helping students learn English and assisted by teachers as a pedagogical tool. Moreover, the results also show that some teachers flexibly use language since they use English, Indonesian and also local languages in the EFL classroom. It means that teachers can create space for multilingual students to draw on all linguistic repertoires to mediate their learning process of the target language. On the other side, Michael and Haibo (2022) that has been carried out discussed Chinese bilingual researches and their advisor and the aims

of this research to find out about the potential and capacity of multilingual practices. The result of the research that has been carried out can be concluded that by practicing translanguaging, postgraduate bilingual researches can improve bilingual theoretical abilities to build a good and successful multilingual intellectual and multicultural communication skills.

In Indonesia English is still as a foreign language not as a second language; English has not been widely used in Indonesia. Most Indonesian students still speak in Bahasa as a means of daily communication. They still regard English as a language barrier in communicating with others. This is because of poor vocabulary and English sentence structural mastery.

On the other hand, English curriculum requires the students to be able to use English in speaking and writing. This, too, becomes a problem for English teachers when teaching in the classroom. They find that most of their students have a very poor English knowledge, so when they use English in teaching, they find too few students can understand the learning material that they are explaining. Realizing these facts, the teacher uses the translanguaging in the teaching –learning process in the classroom.

The reason why the researcher was interested in taking this title because he wants to know more deeply how much the advantage of using translanguaging in the process of teaching – learning, in this study about descriptive text to the students of MAN 3 Medan.

Based on the transcript video recording in the English learning process for tenth grade at MAN 3 Medan, the researcher gathered the data when the teaching

and learning process about descriptive text at MAN 3 Medan. It can be followed as:

T : Have you learned teks deskriptif *sebelumnya*?

S : *Sudah*

T : What is teks deskriptif?

S : *Teks yang described atau explain tentang sesuatu seperti animal, manusia, places, dan lainnya.*

Based on the transcript above, the researcher found out that the teacher used the word *sebelumnya, teks yang.....atautentang sesuatu seperti animal, manusia, places, dan lainnya* to ensure that the students understand what he was explaining. Thus, it can be concluded that the teacher used translanguaging to help the students in learning process. By using translanguaging students can understand English learning material better.

1.2. The Problems of the Study

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

1. What types of translanguaging more frequently occur in the learning process in this case descriptive text?
2. What is the benefits of translanguaging in teaching English as foreign language?

1.3 The Objectives of the Study

The aims of this research are:

1. To discover the types of translanguaging that occur in the English learning process.

2. To describe the benefits of translanguaging used by teacher and students during the learning process.

1.3. The Scope of the Study

In the scope of this study, the researcher limited this research and focused on the use of translanguaging in descriptive text about person for Tenth graders at MAN 3 Medan.

1.4. The Significances of the Study

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

1. Theoretical aspects

The result of this research can be useful for the teachers and students in the teaching and learning process by using translanguaging to understand the context of descriptive text material.

2. Practical aspects

Practically, this research can be useful:

- a. For teachers, translanguaging can be one alternative used to teach descriptive text in the classroom.
- b. For students, translanguaging can be of benefits for students to help them with a better understanding of descriptive text, that is to understand it more easily.