

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Language is a communication tool utilized by other people in daily life implies of convey and argument to others. In education, language has an important role when learning process occurs. Language becomes an intermediary for a teacher interaction and communication in teaching and learning to students. In addition, choosing a good strategy is the key to success for teaching in classroom.

A teacher is expected to be able to choose the appropriate strategy for teaching their students. Especially for teachers who teach foreign language to students in EFL Classroom.

EFL is an acronym for English as a Foreign Language, it means the students that study English by not a native speaker in countries where English is not a dominate language, so EFL classroom is a class of foreign students for studying English in educational setting. Therefore, a teacher is required to be able to explain clearly the learning material being taught.

Language acquisition has the ability to demonstrate the presence of a fresh culture and way of existing in the world, even though the domain of investigation concerning how language are acquired and taught is replete with conflicting theoretical and practical intricacies ( Nicholas & Starks, 2014)

In teaching and learning, teacher and student are obligated to cultivate effective communication as, without it, message and objectives will not be adequately convey.

In addition, the teacher uses mix language to maximize the teachers instruction in class. Teacher gives instruction in class in some languages that are used such as their mother language or local language. Based on holy Qur'an Ibrahim verse 4 as follow:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۗ وَهُوَ الْعَزِيزُ  
الْحَكِيمُ

Based on verse mentioned, it is stated that the language used by the people should be clearly articulated so that it can be easily understood by the people. Therefore, teaching English should not only involve explaining lessons or speaking in English, but also using their native language so that students can understand and apply what they have learned from the teachers.

Medupeolo (2013) The teacher has been a disputable issue since in some cases it is performed subliminally and consequently as a deliberateness instructing strategy. However, sometimes teachers still often forget that translanguaging is a teaching strategy in learning process.

Indonesia teachers use translanguaging function not only as teaching strategy for the teacher in classroom, but translanguaging has been implementes in/out classroom. When the teacher used translanguaging practice in EFL classroom it mean that as pedagogical reason according the Garcia's theory. The only function of translanguaging practice used by the teacher is to make the

students easy to understand the explanation of the material, furthermore, its can make students is more enjoy the learning process by teacher in classroom and train students for using L2 (second language) in classroom activity (Sahib, 2019)

Teacher use translanguaging practice in EFL classroom as a means of providing students with the opportunities to communicate and improve student's understanding and students may use translanguaging as a helper to make clear their opinion that they explain to teacher in classroom interaction

Sahib (2019, p.140) Translanguaging practice helps to facilitate the flow of EFL classroom interaction between students and their teacher since the teachers do not have to spend too much time trying to explain to the student or searching for the simplest word to clarify any confusion that might arise during the teaching process.

In previous studies on translanguaging practice in EFL classroom have been explored by some reseachers. One of the studies was conductes by Kusumaningrum (2020) eith titled "An Observation of Translanguaging Practice by Pre-Service Teacher in Senior High School". This study used observation method for investigating the research about translanguaging practice by pre-service teacher for students in senior high school. She found out that the most used type of translanguaging practice by pre-serviceteacher is Tag-switching and intrasentential switching. She described translanguaging practice by pre-service that makes students deeper and fuller understanding of the instruction and clarification about the subject matter.

Siregar (2019) in his article “Tranlanguaging Used by English Teacher at Vocational Schools Medan” described in his articles that used translanguaging at vocational school making the students understand what the teacher means in classroom. He also added that used translanguaging make students not bored and more interested in learning.

Based on the previous study, translanguaging practice is very important thing for teachers to teach English in EFL classroom. Translanguaging given a very significant influence for teachers in teaching English in EFL classroom.

Thus, from this background of study, the writer is interested to research this study. The research focused for teachers that teaching English in Junior high school level learner’s. the writer conducts research entitled, “IMPLEMENTATION OF TRANSLANGUAGING PRACTICE BY ENGLISH TEACHER IN EFL CLASSROOM.”

## **B. Research Question**

Based on background of study the research above, research question that is revealed in this study can be stated, as follow :

How does the teacher apply translanguaging practice as a strategy for teaching in EFL classroom?

## **C. Objective of Study**

Based on research question mentioned above, the objective of study by the researcher, as follow:

To know how the teacher apply the translanguaging practice as a strategy for teaching in EFL classroom.

#### **D. Significance of Study**

This study is a practical approach to examine the ways in which teachers incorporate translanguaging strategies in educational setting. The main objective of this research is to evaluate the effectiveness of teachers in utilizing translanguaging in their instruction and student learning. The hope is that research will serve as a valuable resource for other researchers interested in analyzing the translanguaging strategy.

#### **E. Definition of Key Term**

To avoid misunderstanding to the research, the researcher feels necessary to explain some term dealing with the title as follows:

##### 1. Translanguaging

Baker (2011) defines translanguaging as the utilization of two language to create meaning, acquire comprehension, and obtain knowledge. Therefore, the use of two language comprehend, gain understanding, and acquire knowledge from one language to another is considered translanguaging as a strategy in English teaching. In this study, translanguaging is the teachers' utilization of two or more language, such as English to Indonesian or Banjar (Local language), to enhance students' understanding and comprehension of the lessons or topics in the teaching and learning process. Teachers can employ

English and Indonesia or Banjar language to convey explanations during instruction. This approach makes students feel enthusiastic and comfortable in learning English with their teacher, as the teacher not only speaks or explains in English but also in their first language, which helps expand their vocabulary. Translanguaging pedagogy is a teaching and learning approach that utilizes translanguaging as a necessary pedagogical strategy in teaching English as a foreign language.

## 2. Translanguaging Pedagogy

According to Brown (1994) strategies are specific approaches to a problem or task, ways of achieving a particular goal, or planned designs for controlling and manipulating certain information. Therefore, strategies as specific approaches here is intended to use certain teaching methods using translanguaging.

The term pedagogy, refers to the strategy of how educators teach in practice and theory. Pedagogy is shaped by the teaching beliefs of a teacher and related to the interaction between culture and a variety of teaching method.

Pedagogic is the essence of teaching. It is the rules and principles that guide effective and efficient activities that lead to learning (Pritchard & Woolard, 2010). Pedagogic is the rules and principles in teaching that teachers must steer instruction and educational development. Teachers must steer the educational development and uphold the productive and proficient activities. In this investigation, instructional approach is the teachers' approach that is crucial to students in instruction and educational development because it

determines the use of multiple language in the classroom as an approach in teaching English in the classroom can be effective, allowing specific information or lessons to be conveyed and comprehended more easily by students.

### 3. English Foreign Language (EFL) as Islamic Junior High School

Johnson (2008) points out that teaching English as foreign language (EFL) means teaching and learning English in countries where English is not spoken nationally. Classes for students who use English as a second language not as a first language.