**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, research questions, objectives of the research, significances of the research, and scope of the research.

1. **Background**

Strategies take an important place during the teaching and learning process. The successfull of teaching and learning process depends on how the teacher’s strategy to deliver his/her material in the classroom. Which each teacher has to have strategy that is the most suitable for him or her. Translanguaging is pedagogic strategy that teachers can use in the billingual/multilingual classroom to increase effectiveness in teaching language especially, English as foreign language. It is related to Garcia (2012) who affirms that translanguaging is a process that teachers can use in order to make rigorous content more comprehensible for students deepening their thoughts and understanding. Taking this into account, it is important for teachers to be aware of how to implement this strategy avoiding misconceptions about its implementation in their practices.

Garcia (2012) also states that in order to take advantage of classroom resources students can display the target language by means of reading each other in the second language, labeling the classroom signs using the second language, and making connections with other cultures in the content studied. Translanguaging is one of teacher communication strategies can utilize to assist the process of English teaching as foreign language and can interest students to learn English with the use of their home language. Translanguaging can create a efective communication connection between teachers and students in harmony. So, many English teachers have started to apply translanguaging as pedagogic strategies in teaching English as foreign language.

1

Beside translanguaging as pedagogical strategy for the teacher in classroom. It also has possible occured in out of classroom. Expecially in south sulawesi as one of province in indonesia with many kinds of local languages. For instance Bulukumba regency with buginese and konjo language as local language. Not only local language, there is indonesia as national language and English as foreign language. The existence of local languages, national and foreign languages in Indonesia makes most Indonesian bilingual and multilingual. Due to this fact, many Indonesians are capable to translanguaging their languages.

 Translanguaging does not only occur in daily life situations, but it also occurs in the classroom context during the process of teaching and learning. As Dornyei and Murphey (2003 :40):

“The teacher emphasized an environment of “ No Chinese ! Because Mandarin Chinese is our mother tongue, when we found we didn’t know how to say something in English, we would speak Chinese. But the teacher told us no to speak Chinese in the class.”

Since the L1 could influence the L2 means that was there are more than one languages use in the classroom interaction. Then the use of the L1 of the students in teaching L2 in classroom is called translanguaging. Garcia (2009 : 140) states that translanguaging is the act performed by bilinguals of accessing different linguistic features or various models of what are described as autonomous languages, in order to maximize communicative potential.

 In academic context, most previous research focus on to research the impact that the use of translanguaging strategies has on billingual learners, and the students’ attitude towards and uses of translanguaging in English language classroom,and reflecting on translanguaging in multilingual classrooms. But few studies consentrated in teacher’s translanguaging in EFL especially about the effect of teacher’s translanguaging toward students in EFL classroom, the teacher’s reasons for using translanguaging in EFL classroom and the phenomena of translanguaging go on in EFL Classroom.

In EFL classroom context, there were some of English teachers when they were teaching in the classroom they taught in full L2 and sometimes change to Indonesia as national language. However, one of the cases faced in the classroom is unsupported circumstances. Sometimes, there are some teachers or lecturers who force the use of L2 to teach L2 that instead of making the students master the L2. This way of teaching can makes the students confuse. Because it’s language is not used in their daily life. Many students still feel strange when using it. So, in learning and teaching process some students will chose keep silent than speak up.

So, it is important for teachers to understand how to make the students attract to material and able to show that they can do in learning process. There are many strategies that can be used by students and teachers; one of them is using translanguaging in their classroom, where students are allowed to write and speak with their home language and then switch to L2. Translanguaging is the way of using the L1 of the students to help the student learning the L2 in the classroom. Translanguaging will optimize the student’s mastery in L2 since the process of teaching and learning is effective.

The students usually used translanguaging unconsciously. This means that the students are not aware of the function and outcomes of the translanguaging process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Tang (2002) says that using translanguaging in teaching is not considered as a sign of defect in the teacher or students. Instead, it is a careful strategy used by the teacher or students and is allowed whenever necessary with some learners’ specific situations. Teachers use translanguaging as a means of providing students with the opportunities to communicate and improve student’s understanding and students may use translanguaging as helper to make clear their opinion that they explain to teacher in classroom interaction. Translanguaging helps to facilitate the flow of classroom interaction between students and their teacher since the teachers do not have to spend too much time trying to explain to the students or searching for the simplest word to clarify any confusion that might arise during the teaching process.

The researcher did pre-observation in SMAN 11 Bulukumba in academic year 2016/2017. It was found that the same condition as previous explanation, some students were confused, because of the way of their teacher in delivering her teaching process.

Based on the explanation above, the researcher is interested in investigating the translanguaging in EFL classroom context of SMAN. 11 Bulukumba. Hence, the researcher was focused on the grand theory that use here is Garcia(2014:3) which states that the Translanguaging is not utilize to differentiate between two languages or the shift of the languages but it is used to mediate each other. Dealing with the background above, then the researcher is interested in conducting the research under the title **“The Use of Translanguaging as Pedagogical Strategy in EFL Classroom; A Case Study at SMAN. 11 Bulukumba”.**

1. **Research Questions**

In relation to the various issues put forward in background, the researcher formulated the research questions as follows:

1. In what situation, do the practices of translanguaging go on in EFL Classroom?
2. What are the teacher’s reasons for using translanguaging in EFL Classroom?
3. What are the benefits of teacher’s translanguaging to students in EFL Classroom ?
4. **Objectives of the Research**

In relation to the problem statements above, the researcher formulated objective of the research as follows:

1. To explore in what situation, do the practices of translanguaging go on in EFL Classroom.
2. To explore the teacher’s reason for using translanguaging in EFL Classroom.
3. To explore the benefits of teacher’s translanguaging to students in EFL Classroom.
4. **Significances of the Research**

The results of this research were expected to be one of the information for the teachers in teaching English in the classroom which it enhanced information about Translanguaging. Generally, this research is covered by two significance, namely theoretical and practical significance.

1. Theoretically

This research was beneficial to:

1. Provide us new insight about the use of two languages or more in language teaching.
2. Widen our understanding particularly on whether students and teachers in content based classroom use translanguaging differently.
3. This research was expected to be useful for teachers, students, and other researcher.

For the teachers, this study was expected to be useful information and approach for the teacher in optimizing the L1 use in teaching L2 in this case English for the students in order to ease the teacher to improve the students’ ability of English. And especially in TEFL that the practice of translanguaging in teaching English as foreign language is not forbidden as long as its function is to help the students in studying English and minimize the quantity of using translanguaging without decreasing the quality. And it was gave direction to their students about the usage of translanguaging well in teaching and learning process. For the students, the finding of this research was expected to be useful for the students to make understand the usage of translanguaging when they were talking in English and know to choose the language target based on context topic. For the other researchers, as references or information source for the other researcher who were interested in investigating the translanguaging in EFL classroom.

1. **Scope of the Research**

In this research, the researcher was focused on the teacher’s translanguaging in EFL classroom and the influence of Translanguaging in the speaking skill in classroom interaction of SMAN 11 Bulukumba. The translanguaging that the researcher observed in this research was the translanguaging from Konjonese language to Bahasa Indonesia or from Bahasa Indonesia to Konjonese language and from Bahasa Indonesia to English or from English to Bahasa Indonesia. Where in daily life of the teacher, she used English as foreign language, while Konjo as local language and Indonesia as national language.

By activity, the researcher was conducted a classroom observation to reveal the use of translanguaging in EFL classroom. This process was enriched with interview a teacher and some students as participants of my research. By content, the researcher was focused to explore in what situation, do the practices of translanguaging go on in EFL classroom, the teacher’s reason for using translanguaging in EFL, and the benefits of teacher’s translanguaging to students in EFL. By discipline, this research was focused on the discipline of Second language acquisition area.