

CHAPTER I

INTRODUCTION

This chapter explains the entire content of this research, including background of the research, delimitation of the research, research questions, purposes of the research, significances of the research, and definition of key terms.

A. Background of the Research

Writing in English is one of the ways to convey messages indirectly. Ulfa & Wahyudi (2023) state that writing is one of the challenging skills in English that are indirect, it has meaning that to know the message to be conveyed, one must first process it by pouring ideas into a symbol or script which will eventually become written.

By means of writing, some people use it to communicate with one another. According to Ismayanti & Kholiq (2020), people can share thoughts, emotions, and convince others that are difficult to convey in person; oral. In a piece of writing, the thoughts or ideas that are poured basically depend on the background of the person himself. For example, if someone is interested in and studies things related to nature and outer space, then the type of writing will not be far from that scope, including people with educational backgrounds. People with this educational background also tend to write according to what suits their focus. In this case, especially the teachers in English subjects hold four important skills, such as speaking, reading, listening, and writing skills.

The writing skill mentioned above will certainly lead to the way the teacher does the teaching. The teacher must be able to determine the type of approach and strategy as well as the material that will be given to students in order to make it easier for students because it is often considered complicated but profitable because when someone has finished writing, the other three skills will automatically follow, reading, speaking, and listening skills (Wulandari, 2022). Apart from being positive, it turns out that this is also considered negative on the other hand because the teachers often encounter several problems, Ariyanti (2016) shows that one of which is when students practice writing themselves by transferring L1 (Indonesian) to L2 (English) or commonly called translanguaging in the writing chapter. Students generally do this unconsciously because they are struggling with not having enough ideas to write in L2.

As a teacher, such difficulties are often a problem for most students when carrying out the process because basically, this is the result of a lack of application of L2 when learning English takes place so that students lack vocabulary which makes them limited in expressing their thoughts and ideas. Many students choose to use sentences they do not know in L2 to L1, or even use the entire L1 first when writing. Nugrahaeni & Asib (2022) note that aside from the lack of L2 usage in the teaching and learning process, students continue to struggle with English grammar and tenses. Thus, rather than using it incorrectly, it is better for them to use the language they are mastering (L1)

because students are more concerned with making mistakes than with paying attention to the process.

In addition to the lack of knowledge and grammatical concern, the role of teachers in providing motivation, appreciation, and feedback is also a problem in terms of writing because, according to students' perspectives, teachers rarely provide motivation in the learning process. According to Novariana, et al. (2018), teachers also rarely show appreciation when students succeed and rarely give feedback after the learning process is complete. As an outcome, it is common for students to be dissatisfied with their writing abilities and, in some cases, to give up due to a lack of motivation and to address these issues, the researcher uses the translanguaging strategy.

Translanguaging, translation, or language transfer is a method of translating from one language to another. Illman & Pietila (2018) assume that translanguaging generally by translating the mother tongue or native speaker's language (L1) to a second language or foreign language (L2) to achieve meaning. Conteh (2018) reveals that translanguaging is a term that refers to the use of two languages by both teachers and students to communicate and interact in teaching and learning process. In line with Tse's theory (1966) (in Permadi, et al., 2023), that consists of three aspects of translanguaging, including code switching, translating and interpreting, and language brokering. In this research, the researcher takes Indonesian as L1 because it is the native language of the Indonesian people and English as L2 because of its role as an international language, so this is the language most widely used by

Indonesian people, even though it is counted as a foreign language. However, it is not solely the Indonesian people, in this case, students are becoming very proficient and skilled at transferring language into written form.

In the process of translanguaging, when the teacher only uses L2, it will be different from when the teacher uses L1 and L2 alternately. Students are more active in interacting using the two languages because they feel familiar with some utterances or short sentences in L1 and L2. As a result, they automatically comprehend the meaning of the words spoken (Siregar, 2020). Thus, if the teacher wants to use translanguaging strategy, keeping the L1 and gradually adding the L2, the level of student activeness in the teaching and learning process will be higher.

Translanguaging strategy can be applied to a variety of texts and writings to support the learning process. As in Nursanti (2021) who writes that teachers can also provide additional fun media such as song lyrics, poems, or other written works that can support students' writing skill so that they feel comfortable learning English because, in general, if you look from the students' perspective, they are very interested in English and they do not think that English will be that difficult. Furthermore, Letarina, et al. (2022) share that the effective application of the translanguaging strategy in writing skill can be achieved by using the share screen feature during online classes to display Microsoft Word or a whiteboard, as well as WhatsApp group chat as a writing support medium. It aims to determine what language they will frequently use and their ability to write in both L1 and L2. The students'

perceptions after the teacher used the translanguaging strategy in writing were also positive because it motivated them, made them feel confident, and gave them more ideas for writing. Umar, et al. (2023) has reported that the difficulties they faced when not using the translanguaging strategy can be overcome by using it.

Apart from that, the previous research from Styati & Irawati (2023) suggest to the future researchers to apply translanguaging in the teaching-learning process, specifically when teaching students about many types of writing. The main reason is that students still need the teacher's help in writing English. Even though students master L1 in terms of writing, it is not certain that these students also master writing at L2 because of the factors above. It means that students often lack confidence in their L2 skills in writing. To overcome this problem, the researcher notices to the use of translanguaging that applied by the teacher as a strategy in teaching and learning process while also paying attention to the aspects from Tse (1966).

In sum, the researcher chooses writing skill as the skill to be researched because this skill is one of the skills that are difficult for students. In addition, regarding previous research, the researcher does not only see from the students, but also from the teacher as someone who gives strategy to use translanguaging in writing classroom for eight-grade students in SMPN 1 Maospati. It is to know the use of translanguaging in writing classroom.

B. Delimitation of the Research

This research will focus on one of the nine classes in eight-grade students in SMPN 1 Maospati using translanguaging that the teacher uses as a strategy for writing classroom.

C. Research Questions

The following research questions of this research.

1. How is the use of translanguaging as a teacher strategy in writing classroom for the eight-grade at SMPN 1 Maospati?
2. What are the weaknesses and strengths of the use of translanguaging as a teacher strategy in writing classroom for the eight-grade at SMPN 1 Maospati?

D. Purposes of the Research

Based on the research questions above, this research aims to answer the following problems.

1. To describe the use of translanguaging as a teacher strategy in writing classroom for the eight-grade at SMPN 1 Maospati.
2. To find the weaknesses and strengths of the use of translanguaging as a teacher strategy in writing classroom for the eight-grade at SMPN 1 Maospati.

E. Significances of the Research

The significances of the research are one aspect of strengthening the research, such as to whom it will be addressed and what kind of research it will be used for. In this research, it is divided into three aspects for the teachers, the students, and future researchers.

1. Teachers

Teachers know how the students can understand their writing activities after using the translanguaging strategy.

2. Students

The students know how to write after using the translanguaging strategy applied by the teacher.

3. Future researchers

Future researchers can use this research as a reference in researching students' writing skill using translanguaging strategy, either at middle school, high school, or even higher levels.

After using this strategy, then the results are put into a paper-based test to find out the teacher and students' perspective using translanguaging as a teacher strategy to support the result, which should increase the students' writing skill.

F. Definitions of Key Terms

The following terms are defined based on their usage in the research.

1. Writing is an activity to express the thoughts or ideas by using characters or symbols, with the final result in the form of a series of writings or script.
2. Teacher strategy is a method used by the teachers by adjusting the needs of students in the learning process.
3. Translanguaging refers to multilingual activities by transferring from one language to another, usually in written form.