

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter discusses the description of previous research on writing skills for students as well as the translanguaging strategy in learning activity, especially for Junior High School students at eight-grade, such as writing for EFL students, teaching writing for Junior High School, and teaching writing using translanguaging.

#### **A. Writing for EFL Students**

Writing an article in two different languages or more commonly referred to as translanguaging is a process of writing by transferring one language into another without changing the overall meaning. According to Rasmin & Nur (2023), it usually requires more than one language, the mother tongue or first language of the student (Indonesian) and a foreign language (English). It is a challenge for some people, especially if they can only master one type of language, such as the mother tongue, including students who are in an educational environment. In the educational environment at school, the subject of writing is often fun but can also be boring for students, including students in Indonesia. In Indonesia, the subject of writing has been given to them from the start of entering formal schools at the elementary school level with the main language in Indonesian because it is the mother tongue for most students in Indonesia.

After mastering writing in Indonesian, advanced-level writing subjects in English are also given to students because it is an international language

that has been designated as a compulsory subject in several schools in Indonesia up to the high school level. At this advanced stage, there are still many students who experience difficulties even though it has been more than ten years since they learned to write using English in formal education. Even if they are proficient at writing in Indonesian, there is no guarantee that students who are good at it will also be good at writing in English. In fact, when they write in English, they tend to write shorter than when they use Indonesian because they are not used to knowing or hearing some vocabulary in English. Harries, et al. (2014) add that the students will cut the sentences when they find it difficult or even write it inappropriately. This happens partly because teachers rarely use English when they teach these subjects, so students are also not used to hearing English vocabulary. Therefore, teachers must be able to provide appropriate methods and materials for students so that their ability to write in English does not contrast too much with using Indonesian, even though English is a foreign language.

In conclude, one of the strategies to overcome the difficulties that students have in writing is the translanguaging strategy. This strategy can be applied in several aspects, such as teacher-centered, student-centered, or even blended. In teacher-centered learning, there were positive results in writing even though the teacher continued to use English during the teaching and learning process. Students can understand well what the teacher explains, even though the teacher uses English as the language of instruction. In a similar way student-centered and blended learning allow students to speak

and even write in English. Students appreciate the translanguaging strategy because it allows them to better understand the material. Furthermore, using translanguaging is relevant to English lessons, where students are expected to master the language regardless of their Indonesian proficiency. Students can be more active in learning activities and follow the learning more closely when translanguaging is used because they find the method to be very interesting and appropriate.

#### **B. Teaching Writing for Junior High School**

Teaching writing has always been challenging for some teachers, particularly at the Junior High School level. Alzubark (2016) adds that teaching writing in Junior High School is in fact risky for teachers because most teachers face difficulties when teaching students to write because of limited learning resources for English. The books available at school are unable to meet the needs of students and are not interesting enough to be studied. Turns out, teachers must seek out other reading materials that are more relevant and interesting enough to attract students' interest in learning to write. Furthermore, teachers also struggle with the time constraints. Ariyanti (2016) states that the time available is not proportional to the learning material to be taught because there are many complex aspects in writing material that require a short time to be understood properly by students, particularly Junior High School students. Not to mention the time for students to practice and write after getting the theory from the teacher. As a result, the

majority of the exercises that should have been completed at school were completed at home. In consequence, students who are having difficulties cannot freely ask questions.

Teaching writing to Junior High School students is an important and challenging task as it helps them develop essential communication skills and express their thoughts effectively. Amalia, et al. (2021) notes that there are several basic aspects that teachers should teach students in writing; (1) Writing process, generally consists of three elements, including introductory paragraph, body paragraph, and concluding paragraph by brainstorming ideas and organizing their thoughts; (2) Writing genres, teach the students to various writing genres, such as descriptive text, recount text, etc., also teach them the unique characteristics and structures of each genre; (3) Clear communication, teach them how to write topic sentences, supporting details, and concluding statements that contribute to the overall coherence of their writing; (4) Grammar and mechanics, teach students the basic rules of grammar, punctuation, and sentence structure; and (5) Vocabulary development, teach them to expand their vocabulary by introducing them to new words and phrases, then introduce them strategy for context clues, using dictionaries, and word relationships.

Nonetheless, in order to overcome the previously mentioned issues, teachers aim to develop the best strategy for teaching writing that is both efficient and well-accepted by students. Muhammad, et al. (2018) add that after explaining the material and creating engaging learning media, teachers

can gradually introduce continuous exercises to students. It has already been stated that teachers struggle with time management; however, teachers can overcome this by simplifying the material to be taught without leaving out important points and providing media to support the learning process. Besides, Liaghat & Biria (2018) have reported that conducting collaborative activities to learn English writing can also help teachers overcome difficulties. This activity can increase activeness and togetherness for students because the teacher can form students into groups based on their comprehension level. The learning model involves sharing ideas and giving feedback, so students feel more confident and creative in writing.

To summarize, teachers frequently face challenges in teaching writing for Junior High School students due to time management issues that are not in line with the complexity of the learning materials provided, as well as a lack of reading resources and learning facilities. Nevertheless teachers continue to try to provide methods and strategy for overcoming these issues. In addition to regular exercises and collaborative learning, one strategy that can assist teachers is the use of translanguaging strategy.

### **C. Teaching Writing Using Translanguaging**

In learning writing, students will not learn new vocabulary if the teacher only uses L1 during learning activities. However, if the teacher only uses L2, students will not understand what the teacher is saying due to a lack of vocabulary. Students will understand if the teacher mixes L1 and L2, but

the meaning will be ambiguous. Thus, it is preferable for the teacher to transfer L1 into L2 because it can help both teachers and students better understand the context. As in Siegel (2023), teachers can categorize the types of utterances appropriate for their students based on their levels, which allows students to better understand them. Nursanti (2021) notes that the teacher can use simple utterances to transfer L1 to L2, without mixing L1 and L2. Teachers will ask, “Please describe your favorite place! *Silahkan deskripsikan tempat kesukaanmu!*” rather than “Please describe *tempat kesukaanmu!*” or “*Silahkan deskripsikan* your favorite place!”.

Teaching writing using translanguaging refers to an instructional approach that embraces and values students' diverse linguistic backgrounds and encourages them to draw on their native languages or dialects to support their writing development. According to Putrawan (2022), this approach recognizes the linguistic resources that students bring to the classroom and leverages their multilingualism to enhance their writing skills. In line with Tse's theory (1966) (in Permadi, et al., 2023), translanguaging consists of three aspects, including code switching, translating and interpreting, and language brokering. The teacher should be recognize and appreciate the multilingual backgrounds of students. They can encourage students to draw on their native languages, such as Indonesian or local languages as a mother tongue, to support their English writing. Emphasize that using their native language as a resource can enhance their understanding and expression in English.

The differences in the grammatical structure used in Indonesian and English must be given as material at the beginning by the teacher so that students know the basics first because it is feared that if this is given at the end of the material or not even given, it will cause confusion regarding it. Several ways like, guide students in translating key concepts, phrases, or ideas from their native language into English. Help them understand how to transfer meaning accurately while maintaining the intended message. This exercise supports their vocabulary development and helps bridge the gap between languages; encourage students to incorporate cultural elements from Indonesia into their English writing. Discuss how their native language and cultural background can add depth and richness to their writing. This can include incorporating local traditions, stories, or perspectives into their narratives or informative pieces.

The other way is foster a reflective writing practice where students can think critically about their language choices and writing strategy. Encourage them to reflect on when and why they used specific words or phrases from their native language, and how it impacted their English writing. This reflection helps students develop metalinguistic awareness and make informed language choices in their writing; help students strike a balance between their native language and English. Emphasize that while using their native language can support their writing, it is important to develop their English proficiency as well. Encourage students to gradually expand their use of English while still embracing their native language resources; and provide

guidance and support as students navigate translanguaging writing in English. Offer explicit instruction on when and how to effectively integrate their native language into their English writing.

Teaching translanguaging has several various strategies to make it more interesting for the students in teaching and learning process, some of them such as role play, presentation, chain messages, interview, and so on. Nursanti (2021) in her study has reported that the teaching procedure includes, (1) The teacher uses examples to help students understand English vocabularies; (2) The teacher translates words, sentences, and phrases into L1 when students are unfamiliar with the context and its meaning; (3) The teacher provides fun activities as well as the materials, such as making a dialogue and asking and answering questions; (4) After understanding the materials, the students practice the dialogues and answering questions that given by the teacher or another students; (5) The teacher evaluates the students' progress and hopes that the students can implement L2 more than L1 in the class.

Another teaching procedure that uses translanguaging strategy from Letarina, et al. (2022) includes, (1) The teacher asks the students to make a text, for example news text in L2; (2) After the students finish the text, the teacher asks students to connect it from L2 to L1; (3) The teacher focuses on the students' ability by connecting L2 first to L1; (4) During the discussion activity in connecting L1, the teacher draws students' attention and checks students' understanding by giving some trigger questions using L2; (5) After



completing connecting the two languages, the teacher asks the students to present the results in front of the class in both L1 and L2 to see the comparison; (6) The teacher can offer feedback and motivation to students.

In practice, teaching writing using translanguaging frequently yields positive results. Yuvayapan (2019) adds that students can expand their vocabularies in L2 without leaving their mother tongue (L1) because the teacher will continue to use both languages interchangeably. Teachers should be able to explain the basic aspects that refer to writing skill such as content, organization, vocabulary, grammar, and mechanics to students in L1 and then transfer them to L2. In their study, Styati & Irawati (2023) state that half of their EFL students agreed that teaching and learning writing is done in a language other than English (L2) when the teacher explains the material. If the teacher does not leave L1 during the learning process, students benefit from understanding the subject matter in L2. This is proven by the 76 average score out of 100 score obtained from the above basic aspects.

In short, teaching writing using translanguaging is one strategy that can assist students in the teaching and learning activities. By using this translanguaging strategy, students will feel more helpful and understand what they will write. They can create ideas and compose coherent paragraphs by paying attention to these basic aspects, and they are more confident in expressing themselves through their writing.

#### **D. Theoretical Framework**

Writing is a difficult skill for students because the majority of them do not have enough vocabulary in L2. This problem causes them to lose their ideas when they try to express them. They typically write it in L1 first, which is then translated, or they write it directly into L2 using their limited vocabulary. This is possible because teachers use English only occasionally during teaching and learning activities.

The researcher chooses translanguaging as a teacher strategy because it includes two languages by translating L1 to L2 alternately and continuously. Thus, during the teaching and learning process, students will understand English vocabulary that they are unfamiliar with. As a result, students' L2 vocabulary will gradually increase, making it easier for them to write.

The relationship between variables is that the researcher wants to know the use of translanguaging as a teacher strategy in writing classroom. Furthermore, some of the previous researches found positive results in translanguaging for students' writing skills. As a result, translanguaging strategy used by teachers in writing classes can help students overcome their writing struggles.

To conclude, translanguaging is a strategy that teachers can use in writing classes. This strategy can also be used at different levels of school, including Junior High School, particularly eight-grade, because teachers can expect a wide range of writing-related texts at this level. Thus, it is appropriate for the researcher's purposes.