

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become the most widely used language in academic, professional, and international contexts. English Language Teaching (ELT), which is used to teach English in many educational institutions, may be difficult for students who have to learn and perform in a language that is very different from their home language. To achieve complete immersion in English and discourage the use of students' native tongues, traditional ELT methods usually concentrate on monolingual instruction (Cummins, 2007; Onoza et al., 2025). However, particularly when students are still honing their English language skills, this monolingual approach may limit their capacity to comprehend complicated subjects and meaningfully express themselves fully (Zhou & Mann, 2021). This necessitates a more adaptable and inclusive instructional framework that acknowledges and uses learners' whole linguistic repertoire to promote language development, such as translanguaging.

Translanguaging is an emerging notion that contributes to this comprehensive perspective. According to García & Wei (2014), translanguaging enhances language training by creating a dynamic learning environment that incorporates diverse linguistic, semiotic, and multimodal resources for comprehensive pedagogy. Translanguaging enables students to move seamlessly across languages in order to access existing information, understand complicated concepts, and generate new meanings (Parra &

Proctor, 2021). Translanguaging in multilingual learning contexts delivers cognitive and academic benefits by allowing students to fully utilise their language resources (Carstens, 2016). As a result, translanguaging is an effective teaching strategy that not only encourages deeper comprehension but also gives students the confidence to participate in their language learning process.

Therefore, by acknowledging and appreciating students' linguistic and cultural identities, translanguaging promotes language awareness among EFL learners (Teng & Fang, 2024). According to Fuster (2024), translanguaging promotes students' strategic language usage by facilitating both purposeful and unconscious lexical transfer. In a similar vein, translanguaging encourages culturally sustaining writing by enabling students to integrate their cultural experiences into their works, according to Curiel & Ponzio (2021). Additionally, translanguaging improves metalinguistic awareness when students analyse vocabulary and grammatical structures between languages, according to Kuile et al. (2011). As a consequence, students become more conscious of how they use language and become more adept at making conscious linguistic decisions. Overall, the research consistently shows that by facilitating introspective, strategic, and culturally grounded language usage translanguaging enhances learners' linguistic and metalinguistic awareness.

Translanguaging is a successful teaching method that promotes linguistic, cognitive, and metalinguistic growth, according to earlier research. Deeper comprehension and strategic involvement with academic assignment

are facilitated when students are given the opportunity to use their whole language repertoire. When it comes to writing, translanguaging offers learners adaptable linguistic resources that facilitate the development of concepts and the better organisation of arguments. In order to understand how multilingual students create meaning in academic writing environments, this study focusses on translanguaging.

Writing is widely recognised as one of the most difficult abilities for ELT students to learn (Wingate, 2012; Xin, 2007). It needs grammatical precision, logical organisation, and the capacity to explain concepts. Producing essays in English can be particularly difficult for ELT students, who are often shifting from basic to intermediate competency. Many people find it difficult to produce ideas, organise discussions, or review their work successfully in a second language (Seyabi & Tuzlukova, 2014), which can lead to frustration, lack of confidence, and poor involvement.

In this situation translanguaging serves as a useful link in the composition of essays. According to several studies Rajendram et al. (2022), Storheil & Iversen (2023), Styati & Irawati (2023), and Zheng & Drybrough (2023), students brainstorm, plan structure, and write ideas in their original language before creating the final work in English. According to studies by Adamson & Coulson (2015), Motlhaka & Makalela (2016), Prilutskaya (2020), and Wang & East (2023), translanguaging gives students more control over their writing process, which enhances writing quality, confidence, and engagement. All of research come to the same conclusion: translanguaging

helps students prioritise idea development, coherence, and interpretation over linguistic precision, which also facilitates self-editing and rewriting in later writing stages.

Additionally, translanguaging can help writers strengthen their metacognition (Robillos, 2023a, 2023b). Students are frequently reflecting more deeply on language choice, meaning, and correctness when they write in both their native language and English. To ensure that their thoughts are clear, a student may, for instance, create a statement in their native tongue and then translate it into English while taking into account the most accurate vocabulary and suitable structure (Rerung, 2018). Their understanding of how language works is improved by this process, which helps them become more proficient writers in the long run. Additionally, it promotes strategic thinking about how to convey intricate arguments in a second language while maintaining their original meaning.

This study focusses on essay writing in fourth-semester ELT students, as this stage marks a significant transition in academic writing growth. Students at this level are expected to produce structured academic essays that demonstrate coherence, logical organisation, and critical thinking (Wingate, 2012). However, many continue to struggle with limited vocabulary, grammatical accuracy, and conceptual organisation when writing exclusively in English. Translanguaging is especially important at this level since students prefer to use their original language as a cognitive and organisational resource while writing essays. As a result, this study looks into the spontaneous

translanguaging strategies used by ELT students, identifying these strategies based on translanguaging strategies framework and their reason choose translanguaging strategies.

B. Delimitation of the Study

The delimitation of this study is one class of third-semester ELT students to find types of strategies and the reason for using translanguaging during writing an essay.

C. Research Questions

The research questions of this study are:

1. What are translanguaging strategies used by ELT students?
2. Why do they choose translanguaging strategies?

D. Purpose of the Study

The purpose of this study is:

1. To describe what translanguaging strategies are used by ELT students.
2. To explain why they choose translanguaging when writing an essay.

E. Significance of the Study

1. Teacher

This study offers insightful information about how to successfully include translanguaging techniques into the writing process. Teachers may create more inclusive and encouraging teaching methods by having a better understanding of how students utilise their whole language repertoire. The results could persuade educators to implement flexible language rules and

support brainstorming that permits the use of L1 that recognises the cognitive advantages of translanguaging.

2. Students

The study emphasises how translanguaging may be a useful strategy for ELT students to get beyond writing obstacles, including a lack of vocabulary, trouble structuring thoughts, or a fear of making grammatical mistakes.

3. Future Research

Future research on translanguaging at different educational levels and language proficiency levels may build on the findings of this study. It makes it possible to do comparative research with various student populations, linguistic backgrounds, or learning environments.

F. Definition of Key Terms

1. Translanguaging Strategies

Students use translanguaging strategies, which are particular methods or approaches, to transition between languages to help develop ideas, organise information, make meaning clear, or edit written materials. These techniques might involve utilising bilingual dictionaries, translating words, brainstorming in L1, or writing portions in both languages.

2. Essay

An essay is a type of structured writing that includes an introduction, a body, and a conclusion and offers an analysis, interpretation, or argument on a particular subject that is backed up by facts.

3. Writing Essay

In order to communicate ideas clearly and effectively, writing an essay requires organising, arranging, and putting them in writing while utilising the proper vocabulary, syntax, and structure.