

CHAPTER I

INTRODUCTION

This chapter introduces an overview of the research. It comprises: the background of the research, research question, research aim, research scope, research significances, rationale, and previous research.

A. Background of the Research

This research investigates how translanguaging contributes to the process of thesis supervision in the English Education Department, where Indonesian English-teachers are trained and taught in the context of L1 (Indonesian). Translanguaging is the concept of how bilinguals think and process their knowledge of L1 and L2, initiated by the idea that bilinguals do not deploy their languages but their repertoire (García & Wei, 2014). It means bilinguals use translanguaging by explaining complex concepts in their native language to help them in understanding the concepts. Additionally, Sobkowiak (2022) stated that translanguaging implementation in the EFL classroom can help students enhance their understanding by flexibly and concurrently using their linguistic resources.

In the Indonesian EFL class, educators commonly use translanguaging, mixing, and altering strategies during lecturing. Supporting Putrawan (2022)'s findings, Rasmin (2023) found both English and Indonesian and the local language used in Indonesian EFL classes. Khairunnisa (2020) observed that most EFL educators in Indonesia had a positive view of the use of translanguaging in their classes. Raja (2022) also recognized that Indonesian EFL students generally were enthusiastic about their teachers' translanguaging. It appears that translanguaging is a common practice in Indonesian EFL classes and is often viewed positively by both teachers and students.

Based on the researcher's experience in teaching English at junior high schools in rural areas, it was found that many students faced difficulties in understanding English due to limited learning at the previous level. This difficulty happened due to the implementation of the Indonesian curriculum,

Kurtilas (Kurikulum 2013), in primary schools, where English is optional. As a result, many primary schools in rural areas do not teach English at all. Students must start learning English from scratch when they continue their education in junior high school. Under these conditions, the researcher used the translanguaging approach as a teaching strategy. The alternating use of Indonesian and the local language (Sundanese) helps students understand the lesson more efficiently and reduces confusion. This approach also creates a more comfortable and inclusive learning atmosphere so students can gradually develop their English skills.

According to Baker (2011) in Garcia (2017), translanguaging for education has four advantages. First, teachers or lecturers tend to translanguaging to increase a more in-depth and fuller understanding of the content. Then, the teachers or lecturers want to help the development of the students' skills in their weaker language. Translanguaging is also used to facilitate home-school links and cooperation. Lastly, translanguaging can help the integration of fluent speakers with early learners.

Additionally, it could function as a glue, strengthening the bond between students and teachers (Vogel & García, 2017). Translanguaging can reduce students' anxiety when studying a foreign language (Rasmin, La Ode & Sahril Nur, 2023). Students were able to use more risk-taking English in the classroom through translanguaging. Thus, students stepped beyond their comfort zones by attempting something new and challenging, such as speaking aloud about personal experiences in the target language, giving feedback to one another, and self-correcting when necessary. Students had to grow in their independence and confidence regarding their learning (Gomez, 2020). Therefore, translanguaging is a new contribution to the field of bilingual education that enhances pedagogy and allows students to utilize all of their repertoires.

The thesis is a research paper that is submitted and published as an academic requirement for a student to obtain a degree in their discipline (UIN Sunan Gunung Djati Bandung, 2020). Students will be assisted by certain

lecturers who will supervise their students' papers in the preparation of the thesis, hereinafter referred to as thesis supervisors. The most effective educational technique for producing thesis is supervisor feedback (Nurie, 2018). In supervising English Education students, thesis supervisors commonly use their repertoire to deliver the knowledge related to the research when giving feedback to students. It occurs because both L1 are Indonesian, while the language required in the thesis is English (TL). Thus, thesis supervisors expect from this supervision that students will comprehend better if it is delivered through their repertoire.

Moreover, giving feedback in a bilingual context should be conceptualized with translanguaging, because the use of translanguaging can increase student agency. Barnes (2020) stated that student agency significantly impacts the quality of research writing. Students are more engaged and motivated when they have agency over their understanding, which can increase their research writing. Therefore, translanguaging for student agency is needed when writing a thesis. There is very limited research that relates translanguaging with the thesis supervision feedback, but practically, language mixing and alternation have often been carried out in thesis supervision. Thus, this research wants to record the contribution of translanguaging in thesis supervision.

B. Research Questions

From the background, the problem is formulated into the following question:

1. How are the thesis supervisor roles through translanguaging in thesis supervision?
2. How is translanguaging contributes in the thesis writing?

C. Research Objectives

Considering the research question above, the objectives of this research are as follow:

1. To find out the thesis supervisor roles through translanguaging in thesis supervision
2. To explore translanguaging contributes in the thesis writing.

D. Research Scope

The research is entitled ‘The Role of Translanguaging: Exploring the Supervision of Undergraduate Thesis in English Education Department’. Its purpose is to explore translanguaging in thesis supervision. Focuses on the thesis supervisor roles through translanguaging in thesis supervision and how translanguaging contributes in the thesis writing. Moreover, the research participant is a thesis supervisor and two English Education Department students who are writing their thesis, and the site is in one of the colleges in Bandung.

E. Research Significances

Some significance is expected by conducting this research. The significances of the research are as follows:

1. Theoretical Benefits

This research is expected to contribute to translanguaging, particularly in giving feedback on academic writing. Hopefully, the researcher wants these research findings to be helpful as a reference and alternative information for others, especially for further researchers that investigate similar research.

2. Practical Benefits

a. For teacher

The research, hopefully, can give significance for the educator, especially Foreign Language teachers, to enrich their knowledge toward translanguaging and use translanguaging as a solution in their class for their students to achieve the L2.

b. For student

The research is expected to encourage the students through translanguaging to deepen their comprehension and knowledge of the L2.

F. Conceptual Framework

The term “translanguaging” was first used in Welsh by Cen Williams in 1994 under the name “trawsieithu”. Trawsieithu helped Welsh with their academic work; they consciously switched between their well-known linguistic repertoires (Welsh and English), allowing them to develop balanced bilingualism by employing both L1 and L2 (Gomez, 2020). Translanguaging, according to Garcia (2009), is the process by which bilinguals access multiple linguistic aspects or modes of what is referred to as autonomous languages to enhance communication potential. Moreover, Garcia (2017) stated that translanguaging is a practice in bilingual backgrounds where they creatively use their known linguistic repertoires. It leads to conclude that translanguaging refers to bilingual language practice, but translanguaging is distinct from code-switching.

Celic & Seltzer (2011), said that code-switching and translanguaging are not the same. They noticed that translanguaging is more complicated than simply switching language codes. The idea of “codeswitching” is predicated on the idea that bilinguals' two languages are two different monolingual codes that may be employed independently. Translanguaging contends that bilinguals have just one language repertoire from which they strategically choose communication aspects. It indicates that translanguaging does not begin with the language of monolinguals as defined by conventional use manuals and grammar but rather with the language practices of bilingual individuals as the standard.

Garcia and Wei (2014) developed translanguaging as a teaching strategy for multilingual, linguistically diverse, and minority language classrooms. Beside as bilingual language practice, translanguaging also used as pedagogical strategy to improve the foreign language. The current literature on translanguaging proves that this pedagogy encourages learners to enhance learners' competence in L2 improving their chances of becoming multilingual. Otherwise, Yuvayapan (2019) showed that Turkish EFL teachers' have positive views about translanguaging, but they did not appear to have a

systematic approach to this pedagogy in order to improve students' English skills. This pedagogy did not assist to attain a long-standing aim of learning English in their classroom. They integrated translanguaging to devote less time to clarifying the content of the lesson, establishing classroom management and interaction, which may be due to the curriculum that they need to catch up on, as well as some other pressures from institutions and colleagues who value monolingual norms of teaching English. It figures that using translanguaging in the classroom may be beneficial yet challenging.

An undergraduate thesis or *skripsi* (Indonesian term) is an academic writing research paper required to graduate with an undergraduate or Bachelor's degree (Strata 1). In the English Education Department, the thesis must be written in English. In preparing the thesis draft, students will get help from their lecturers or thesis supervisors to get guidance on how to produce a good thesis. According to Karyanah (2014), the role of a lecturer as a thesis supervisor is very important because it is the responsibility of the lecturer to ensure that students are able to prepare the thesis well until the thesis is ready to be examined and of qualified standard.

However, when giving feedback, translanguaging is applied in thesis supervision in a foreign language context. According to Canagarajah (2011) in Yuvayapan (2019), translanguaging appears naturally in foreign language lessons with minimal teacher pedagogical effort and cannot be regulated by monolingual education policy. Furthermore, in thesis supervision, the thesis supervisors use their repertoire when giving feedback, either using English, their native language, or their local language. It is expected that students can get a better comprehend of the content of their thesis. By comprehending the context of what will be written in their research, students are expected to write well and produce a quality thesis (figure 1.1).

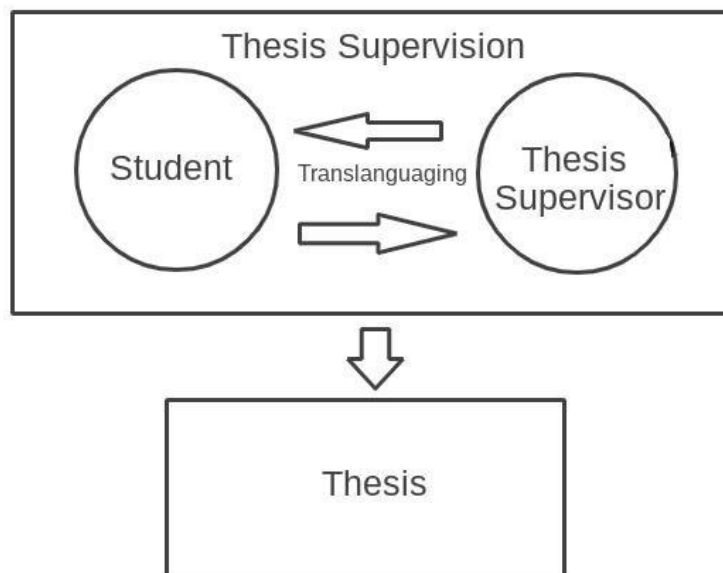


Figure 1. 1 Illustration of Thesis Supervision using Translanguaging

G. Previous Research

The following are several studies regarding translanguaging. The first research is by Scopich (2018). She conducted a study focused on the attitudes towards and practices of translanguaging by EFL teachers and student. The study suggested that the teachers and most students had positive attitudes towards translanguaging and used it to support students' language learning. The study discovered that teachers employ translanguaging to underline key points, clarify and correct grammar and vocabulary, control the classroom, encourage students' answers, and provide instruction and feedback. Otherwise, student translanguaging was seen while assisting peers with activities, answering teacher questions, and discussing the tasks and topic.

Wang & Li (2022) investigated translanguaging pedagogy in tutor's oral corrective feedback on Chinese EFL learners' argumentative writing. They involved 12 similar ages Chinese native speakers and intermediate EFL students in the first year of the English major at a university in central China. The study shows that translanguaging in OCF can help students produce a larger number of content words and have a higher rate of accuracy in grammar production.

The research is also conducted by Paul Sun & Jun Zhang (2022) to 79 Chinese EFL university students who 39 students as control group using only L2 English and 40 students as experimental group using translanguaging in the process of online peer feedback. The quantitative findings showed that, in the first round of online peer feedback, learners' performance in writing in their second language was considerably improved by translanguaging online peer feedback as opposed to English-only online peer feedback. However, the second and third rounds of online peer assessment did not reveal such a significant difference. On the other hand, the qualitative results demonstrated that both groups of online peer feedback were backed by their benefits for enhancing second language writers. Additionally, the qualitative results recommended that motivation, agency, self-efficacy, and translanguaging awareness be considered to improve students' translanguaging practice.

In Indonesia, Liando et al. (2023) said that some Indonesian teachers implement translanguaging because teaching English as a foreign language (EFL) has its complexities due to the multilingual situation. This study aims to identify the types of translanguaging teachers use and the purpose of its implementation in the learning process. They found three types of translanguaging teachers use: intra-sentential translanguaging, inter-sentential translanguaging, and tag translanguaging. This study also revealed four primary purposes of translanguaging: facilitating material delivery, helping students understand, encouraging active interaction in class, and increasing students' learning motivation. The results confirm that translanguaging can effectively support learning English in multilingual contexts, especially in creating a more comprehensible learning process.

However, this present research is different from the researches above. This present research focus on translanguaging in thesis supervision. Moreover, the research relates translanguaging with the thesis supervision feedback is limited, and this research gap was a strong motivation for this research. Thus, the researcher conducts a study entitled “The Role of

Translanguaging: Exploring the Supervision of Undergraduate Thesis in English Education Department”.

