

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, I discuss the introduction of this research which consists of: (1) The background of the research, (2) Research question, (3) Research objective, (4) Limitation of the research, and (5) Significance of the research.

### **1.1 Background of the Research**

English is a language that is used internationally by the world community to communicate. In the current era of globalization, the English language plays an even bigger role than it did in the past. The importance of language cannot be overstated, especially in the digital era, when machines communicate in English. According to Naisbitt and Aburdene (1990), more than half of technical and scientific periodicals published worldwide are written in English, which is also the language of contemporary telecommunications technologies, medicine, electronics, and space technology. In modern times, which are influenced by globalization, the use of English is necessary for various purposes such as communicating with global society, working in certain fields, education, accessing and understanding broader information. Considering the many benefits of using English, the use of English has spread very quickly throughout the world to learn English.

As internationalization has grown to be a significant global phenomenon, different strategies and levels of internationalization are used in every nation (Kyrychenko, 2018). A similar development occurred in Indonesia, where the government revised its educational policy in response to a growing awareness of the value of internationalizing education. Global circumstances now place a great premium on internationalizing higher education (HE). Many higher education institutions in Indonesia are starting to open up their international programs in order to stay up with this trend. Translanguaging is implemented during lectures in international classes. Certainly, its implementation is viewed as a means of securing a more promising future in the context of international competitiveness.

Responding to this phenomenon, one of the universities in Indonesia, namely Universitas Jambi, has begun opening international classes in several faculties and inviting international students to study at Universitas Jambi. At Universitas Jambi, there are several study programs that offer international classes, one of them is the islamic economics study program. In 2021, for the first time, an international class was opened in the islamic economics study program. During lectures, lecturers and students use translanguaging in courses. The implementation of translanguaging requires students to be able to understand explanations during lectures and make progress in academic development and English development. In implementing translanguaging, not all students have the same ability in English. So, the implementation of translanguaging is quite challenging during lectures. Also, not all lecturers have the same proficiency in English, making it difficult for them to transfer knowledge to students.

There are several definitions of translanguaging have been proposed. Baker (2011) defined that translanguaging is the process of using two languages to create meaning, shape experiences, and acquire comprehension and knowledge. Meanwhile, Canagarajah (2011) stated that translanguaging is to the ability of multilingual speakers to shuttle between languages, treating the various languages in their repertory as a unified system. Futhermore, Lewis et al (2012) defined that translanguaging is a purposeful, systematic and strategic usage of two languages.

There are two types of translanguaging strategies, according to Lewis et al. (2012) and Garcia and Li (2014): (1) teacher-directed translanguaging to give voice, clarity, reinforce, manage the classroom, and ask questions, and (2) student-directed translanguaging to participate, elaborate ideas, and raise questions. As a result, translanguaging provides extensive frameworks for how instructors and students can interact with multiple languages in various circumstances.

There are several relevant studies on this topic. The first research was conducted by Ping Wang (2022) entitled “Relooking at the Roles of Translanguaging in English as a Foreign Language Classes for Multilingual Learners: Practices and Implications”. Participants for this research were 4 EFL teachers and 9 students in Neidi Xinjiang Classes (NXC) in China. This research used a case study method.

Data collection from classroom observations and semi-structured interviews. The next previous study was conducted by Tranie Balderrama Gatil (2020) entitled “Translanguaging in Multilingual English Language Teaching in the Philippines: A Systematic Literature Review”. It utilized the qualitative approach using a systematic literature review. 14 papers were initially examined using 4 inclusion and exclusion criteria. 7 papers have been qualified and selected as samples. And then, there was research conducted by Nurvita Anjarsari (2022) entitled “Exploring the role of translanguaging in learning Indonesian as a foreign language: Practices and implications”. This research aims to explore the role of translanguaging in learning Indonesian as a foreign language at Universitas Negeri Yogyakarta (UNY). The research method used is descriptive qualitative. The research subjects were foreign language speakers in the beginner-level class in 2021.

Based on the explanation of some vital reasons regarding translanguaging above and to fill the research gap, the researcher is very interested in researching this topic because research on students’ perspectives of translanguaging at Universitas Jambi has never been done. The researcher chose international class in Islamic Economics study program as the research location because in international class there are several languages used but English is the language of instruction. In international class, students are required to use English during lectures, meanwhile in English education study program, the use of English is a must for students (<https://syariah.radenintan.ac.id/lebih-dekat-mengenal-kelas-internasional/>). For this reason, the researcher wanted to describe students' perspectives on the use of translanguaging in Islamic Economics international class. To conduct this research, the researcher used qualitative methods and semi-structured interviews as data collection.

## **1.2 Research Question**

Based on the background of this research, the researcher formulated the following research question: What are students’ perspectives regarding the use of translanguaging during lectures?

### **1.3 Research Objective**

In accordance with the research question above, the objective of this research is to describe students' perspectives regarding the use of translanguaging during lectures.

### **1.4 Limitation of the Research**

According to the background of the study, the researcher needs to make the limitation of the research in order to focus on the topic. The research is limited in describing students' perspectives regarding the use of translanguaging in Islamic Economics international class, Universitas Jambi Indonesian students batch 2021 only.

### **1.5 Significance of the Research**

The researcher expects the findings of the study can contribute to as following:

1. For lecturers

Growth of a willingness to improve the teaching quality including the English proficiency of lecturers and to enhance lecturers' understanding of students' perspectives regarding the use of translanguaging during lectures.

2. For students

This research allows students to think about lectures and become more conscious. It can be a motivation for students to continue to improve their English language skills.

3. For future research

To give a contribution by providing some additional information to anyone who is interested in conducting the same area of research.