

**TEACHERS' PERFORMANCES AND PERCEPTIONS OF
TRANSLANGUAGING IN ESP CLASSES**

SKRIPSI



by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

2024

**TEACHERS' PERFORMANCES AND PERCEPTIONS OF
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SKRIPSI

presented as partial fulfilment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Language Education Department

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YOGYAKARTA**

2024

APPROVAL PAGE

APPROVAL PAGE

The *Skripsi* written by

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has been approved for the *Skripsi* Defence.

Yogyakarta, 15 April 2024

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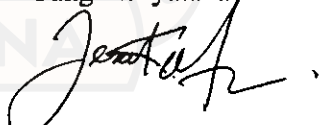
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by
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Defended before the Board of Examiners
On May 08, 2024
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 6 Mei 2024

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ACKNOWLEDGEMENT

First and foremost, I am very thankful to God who continues to be faithful and listen to all my longings and fears in the middle of the night, because of his never-ending love, kindness, and power I can submit this *skripsi* while staying strong and healthy.

I am also indebted for my *Skripsi* advisor, Mr. Paulus Widiatmoko, M.A who is always available at any time for me to do *Skripsi* guidance and even always fast respond when in chat during weekends or holidays, because of his kindness, feedback, criticism, and patient guidance during consultation I can complete this *Skripsi* on time. Further, to all the English Language Department (ELED) lecturers and staff who are always willing to help and provide information for me to run the college process here.

My sincere thanks to my family in Medan and Batam, especially my parents called “Mamak and Bapak”, who are the main reasons for me to complete this *Skripsi*, and also my brothers Aldo and Yosua, who are official financial sponsors of my life as a princess in this city.

I also want to give my massive thanks to my scholarship “PPA” for allow me as one the lucky children in the world.

Very grateful for PMK friends who have created a very extraordinary moment on this campus by supporting praying and entertaining, thank you for having me very well.

My deepest gratitude Tiranus Youth, who has always been a place for me to share and always pray for every step of my *skripsi* that I am working on.

I almost forgot the “Wacana Group” ELED students’ batch 20 which is always a reminder to work on this *Skripsi*.

One verse that always encourages me reads:

Philippians 4:1 “And my God will meet all your needs according to the riches of his glory in Christ Jesus”.

TABLE OF CONTENTS

| | |
|--|-----|
| FRONT COVER..... | i |
| INNER COVER..... | ii |
| APPROVAL PAGE..... | iii |
| DEFENCE APPROVAL PAGE..... | iv |
| STATEMENT OF ORIGINALITY..... | v |
| ACKNOWLEDGEMENT..... | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES..... | ix |
| LIST OF FIGURES..... | x |
| ABSTRACT..... | xi |
| INTISARI..... | xii |
| CHAPTER I..... | 1 |
| INTRODUCTION..... | 1 |
| A. Research Background..... | 1 |
| B. Research Questions..... | 5 |
| C. Research Objectives..... | 6 |
| D. Research Benefits..... | 6 |
| CHAPTER II..... | 7 |
| LITERATURE REVIEW..... | 7 |
| A. Translanguaging in General English & ESP Classes..... | 7 |
| B. EFL Teachers' practices of translanguaging..... | 10 |
| C. EFL Teachers' perceptions of translanguaging..... | 12 |

| | |
|--|----|
| CHAPTER III..... | 15 |
| METHODS..... | 15 |
| A. Research Design | 15 |
| B. Research Participants | 16 |
| C. Research Instruments | 16 |
| D. Data Collection and Data Analysis | 17 |
| E. Ethical Consideration | 18 |
| F. Sequence of Data Collection and Analysis | 19 |
| CHAPTER IV | 20 |
| FINDINGS AND DISCUSSION..... | 20 |
| A. Research question 1: Do teachers do translanguaging in ESP Classes | 20 |
| B. Research question 2: What are teachers' practices of translanguaging in their ESP classes? | 21 |
| C. Research Question 3: What are teachers' perceptions of translanguaging practices in their ESP classes | 29 |
| CHAPTER V..... | 38 |
| CONCLUSION..... | 38 |
| A. Summary | 38 |
| B. Implication and Contributions..... | 38 |
| C. Limitations | 40 |
| D. Future studies | 40 |
| REFERENCES..... | 41 |
| APPENDICES..... | 50 |

LIST OF TABLES

| | |
|--|----|
| Table 1. Emerging themes on the teachers' practices of translanguaging in ESP classes..... | 22 |
| Table 2. Emerging themes on the teachers' perceptions of translanguaging in ESP classes..... | 29 |



LIST OF FIGURES

Figure 1. Data Collection and Analysis Flowchart..... 19



ABSTRACT

Sitompul, H. (2024). *Teachers' performances and perceptions of translanguaging in ESP classes*. (Unpublished Undergraduate Thesis. Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Indonesia is a multilingual, and English is still considered a foreign language. Translanguaging is used to learn the target language with all the language skills students have, including L1 students. This study aimed to examine the extent to which translanguaging is used in the ESP classroom and to look at teachers' perceptions of the use of translanguaging in the classroom. This study was conducted using qualitative methods, including observation and interview methods. The observation participants were three teachers who taught ESP classes, Architecture, Accounting, and Information Systems. Interviews were conducted with the three teachers who taught in university-level ESP classes. The observation results showed that teachers used translanguaging practices in the classroom. The teacher conducted translanguaging to explain the material's content, added new terms, and managed the learning process. Translanguaging became negative when L1 was conducted excessively, making students less autonomous in using English in the classroom by feeling comfortable using Indonesian continuously. Positive views when translanguaging can be carried out for classes with multiple abilities, which means a variety of abilities, from low to intermediate to advanced students. The use of translanguaging became negative when the use of L1 was conducted excessively and made students less autonomous in using English in the classroom by feeling comfortable using Indonesian continuously. In conclusion, translanguaging is good because it adds the use of L1 in class, but in the right way and portion so that it becomes a tool to help the learning process in the classroom.

Keywords: Translanguaging, teacher, ESP classes, English, L1

INTISARI

Sitompul, H. (2024). *Teachers' performances and perceptions of translanguaging in ESP classes*. (Unpublished Undergraduate Thesis. Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Indonesia adalah negara multibahasa, dan bahasa Inggris masih dianggap sebagai bahasa asing. Translanguaging digunakan untuk mempelajari bahasa sasaran dengan seluruh kemampuan berbahasa yang dimiliki siswa, termasuk siswa L1. Penelitian ini bertujuan untuk menguji sejauh mana penerjemahan bahasa digunakan di kelas ESP dan untuk melihat persepsi guru terhadap penggunaan penerjemahan bahasa di kelas. Penelitian ini dilakukan dengan menggunakan metode kualitatif, meliputi metode observasi dan wawancara. Peserta observasi adalah tiga orang guru yang mengajar mata pelajaran ESP, Arsitektur, Akuntansi, dan Sistem Informasi. Wawancara dilakukan terhadap tiga orang guru yang mengajar di kelas ESP tingkat universitas. Hasil observasi menunjukkan bahwa guru menggunakan praktik transbahasa di kelas. Guru melakukan penerjemahan bahasa untuk menjelaskan isi materi, menambahkan istilah-istilah baru, dan mengatur proses pembelajaran. Penerjemahan menjadi negatif ketika L1 dilakukan secara berlebihan, sehingga membuat siswa kurang mandiri dalam menggunakan bahasa Inggris di kelas karena merasa nyaman menggunakan bahasa Indonesia secara terus menerus. Pandangan positif ketika melakukan penerjemahan bahasa dapat dilakukan untuk kelas-kelas dengan *multiple ability* yang artinya beragam kemampuan, mulai dari kemampuan siswa rendah, menengah, hingga mahir. Penggunaan translanguaging menjadi negatif ketika penggunaan L1 dilakukan secara berlebihan dan membuat siswa kurang mandiri dalam menggunakan bahasa Inggris di kelas karena merasa nyaman menggunakan bahasa Indonesia secara terus menerus. Kesimpulannya, penerjemahan bahasa itu baik karena menambah penggunaan bahasa L1 di kelas, namun dengan cara dan porsi yang tepat sehingga menjadi alat untuk membantu proses pembelajaran di kelas.

Kata kunci: Transbahasa , kelas ESP, guru, Bahasa Inggris, L1

CHAPTER I

INTRODUCTION

This chapter comprises four sections subheadings namely research background, research questions, research objective, and research benefits.

A. Research Background

In Indonesia, English is regarded as a foreign language because Bahasa Indonesia has become a national language and a unified language, and there are also many traditional languages to make Indonesia a country that adheres to the principle of multilingualism. English is still not frequently used in day-to-day situations (Khairunnisa & Lukmana, 2020). Indonesia has long accepted the importance of English and has made it necessary to study it at all levels of education, particularly universities. The institution should focus on improving students' English skills, as the government has highlighted the importance of internationalizing universities over the country (Saputra & Akib, 2018). According to Vyshnevskaya et al. (2021) the most efficient ways to teach English have been monolingual approaches since the turn of the 20th century, including the direct method, communicative language teaching, and immersion technique. As a result, practices employing students' native language (L1) in ESP classes received harsh criticism (Vyshnevskaya et al., 2021). However, Blommaert and Rampton (2011) claimed that the more globalized world is creating a highly diverse society whose identities and language use are challenging to identify and describe precisely. Considering the diversity of today's culture, translanguaging, which involves using body language and language practice to convey meaning, is an essential tool for creatively transforming intended messages to others (Putri & Rifai, 2021).

Many researchers examine new tools that can be used to teach foreign languages in the classroom. Translanguaging not only helps teach English as a foreign language but also allows students to learn English using their native language (Sahib, 2019). Tai (2023) stated that in recent years, the use of English as a language of instruction

has increased dramatically. Due to this circumstance, the teachers approach the children appropriately (Khairunnisa & Lukmana, 2020). Putri and Rifai (2021) argued that the use of translanguaging can be a tool for learning, especially learning foreign languages in a highly diverse culture, and is considered as being very good for both teachers and students. This is because translanguaging is increasingly being used in the field of education. Khairunnisa and Lukmana (2020) suggested that students may use words from their first language to fill in the gaps left by words from their target language.

Translanguaging has been recommended by scholars to offer new paradigm of teaching English in the EFL context. The teachers, however, might not have been aware that their translanguaging techniques were having a good pedagogical impact on students' learning (Sapitri et al., 2018). Burton and Rajendram (2019) stated that research on translanguaging in the field of bilingual education has led to the conclusion that it is an important learning tool. Putri and Rifai (2021) stated that translanguaging practices benefit students' learning and knowledge and the efficiency of teaching and learning processes. The findings showed that translanguaging serves three purposes: classroom management, knowledge construction, and interpersonal relationships (Sapitri et al., 2018). Therefore, it should come as no surprise that having a multilingual classroom helps linguistic minority students learn more effectively. Although many studies support the use of translanguaging as a classroom teaching tool, there are still some researchers who support the use of the target language as the first language in the classroom. Xhemali (2013) stated that the main language of communication in L2 classes should be English, and students should have plenty of opportunities to both receptively and actively process English opportunities to work as much on the target language and as much output as possible in L2 they can, even outside of class. Teaching professionals require clear knowledge of language use theories in the classroom (Sapitri et al., 2018).

Translanguaging is a helpful teaching technique that increases students' comprehension and helps students recognize the correct meaning of ESP terminology, communicate more,

participate more and comprehend more (Alasmari et al., 2024). One of the countries in the world that has been working on ESP programs in universities, colleges, and vocational institutions is Indonesia. As more and more students need ESP teaching every year, more and more EFL teachers are turning to ESP education (Ali & Adam, 2023). English for Specific Purposes (ESP) has developed since the early 1960s to rank among the most prominent subfields of EFL instruction (Xhemaili, 2013). ESP method makes what the students and learners are learning more relevant before allowing them to use the English that they already know (Fitria, 2020). Translanguaging allows bilinguals to access new languages or communicate with others by employing several languages to optimize communicative potential (Khairunnisa & Lukmana, 2020). So, it is expected that the right method is used in conducting ESP classroom learning. There are many ways translanguaging can be used in the classroom. Collaborative dialogue, collaborative grouping, word walls, cognates, sentence starters, reading multilingual texts theme units, and multilingual vocabulary inquiry are some classroom tactics that can be used to support translanguaging in teaching English (Khairunnisa & Lukmana, 2020). It is beneficial to use a two-way translation process to clarify the meaning of complex materials (Yuvayapan, 2019).

This study was about teachers' practice and perceptions of translanguaging in the classroom, more precisely teachers in ESP classrooms. Some studies investigated the use translanguaging of the EFL classes (Afriadi & Hamzah, 2021; Anjarsari, 2022; Aoyama, 2020; Burton & Rajendram, 2019; Carroll & Astrid N Sambolín Morales, 2016; Khairunnisa & Lukmana, 2020; Pinto, 2020; Putri & Rifai, 2021; Sahib, 2019; Sari, 2021; Wang, 2016; Yuzlu & Dikilitas, 2022). Not many researchers have studied translanguaging used in ESP classes especially Indonesia context (Akhgar et al., 2023; Cenoz et al., 2022; Vyshnevskaya et al., 2021). In the specific context of Indonesia, the studies investigated translanguaging for Culinary Art students in Indonesia (Mahmud, 2023), and translanguaging pedagogies in ESP classroom (Triastuti et al., 2023). Previous research in the Indonesian context has

not examined teachers' use of translanguaging in the classroom; this research examines three teachers who taught ESP classes, especially at a university in Indonesia.

ESP teachers play a crucial role in boosting the integrated and instrumental motivation of the students. The presence of ESP teachers in Indonesia helps Indonesian students in fulfilling their needs for their future and current careers. Teachers should value the languages and cultures of their students and offer them activities that highlight various features of other cultures and languages (Yuvayapan, 2019). Proficiency in two or more languages has many benefits for learners, including communication and cross-cultural advantages (Jaekel et al., 2019). Teachers can support translanguaging activities in the classroom in various ways. Based on learning environments and demands, ESP teachers play a wide range of responsibilities (Ghafournia & Sabet, 2014). Teachers should present their students, with translanguaging role models in the main body of their classes and acknowledge the value of using students' first language (L1) for teaching and learning. Teachers' sentiments about the selective use of L1 in English lessons were positive in ESP classes (Yuvayapan, 2019). Teachers carefully and deliberately incorporate translanguaging in bilingual and multilingual classes concern because most of the research conducted involves the linguistics class. Difficulties students in ESP classes include language differences, lack of vocabulary, dependence on dictionaries, English proficiency, and inability to use dictionaries effectively, especially regarding ESP terminology (Fitria, 2020). Many language learners are eager to study English that is specific to their field to develop their skills or pursue their careers (Xhemaili, 2013).

There are several studies discussing teacher practice or perceptions in the classroom (Akhgar et al., 2023; Anjarsari, 2022; Burton & Rajendram, 2019; Cenoz et al., 2022; Khairunnisa & Lukmana, 2020; Pinto, 2020; Putri & Rifai, 2021; Sahib et al., 2020; Sari, 2021; Vyshnevskaya et al., 2021; Wang, 2016; Yuvayapan, 2019). Some studies used qualitative methods (Ambele, 2022; Burton & Rajendram, 2019;

Carroll & Sambolín Morales, 2016; Putri & Rifai, 2021; Sapitri et al., 2018; Tai, 2023). Some studies used quantitative (Akhgar et al., 2023) and mixed methods (Vyshnevskaya et al., 2021; Xhemaili, 2013; Yuvayapan, 2019). Some of them researched students' practices and perceptions (Carroll & Astrid N; Sambolín Morales, 2016; Liando et al., 2022; Mahmud, 2023; Yuzlu & Dikilitas, 2022). From here, we can see the various methods used to investigate the use of translanguaging in the classroom. Not many qualitative methods are used to see teachers' practices and perceptions in ESP classes. Specific in the Indonesian context, a study investigated ESP classroom (Mahmud, 2023), the participant English teacher, and twenty students. From these, the use of qualitative in this particular topic of study in ESP class is rare in Indonesia. To collect data from participants, the qualitative method was used to answer the questions in this study. This research was conducted using qualitative methods to examine teachers' practices and perceptions of translanguaging and obtain a subjective conclusion through the interview process (Putri & Rifai, 2021). The researcher used a sample size qualitative case study since qualitative methods often require a smaller sample size than quantitative methods (Putri & Rifai, 2021). Related to this reason, this study used qualitative methods as a good way to observe teacher performance in class teaching and conducting interviews, to find out teachers' perceptions more deeply.

B. Research Questions

Regarding the rationales mentioned earlier, this research addresses the following research questions.

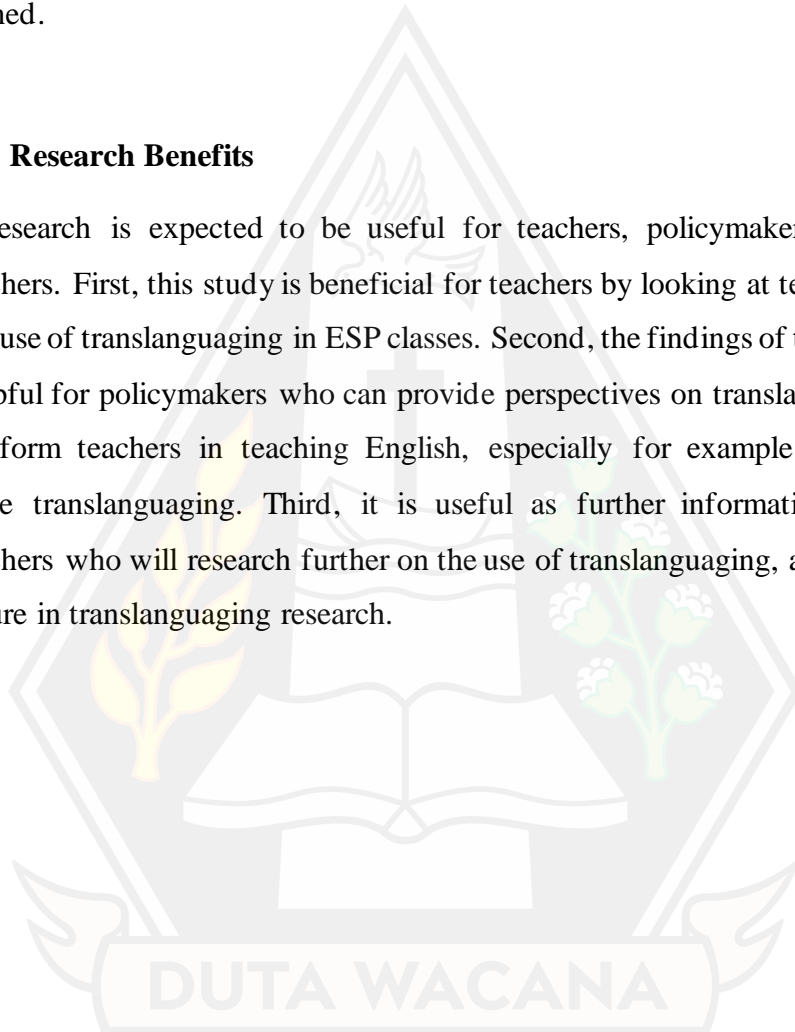
1. Do teachers do translanguaging in ESP classes?
2. What are teachers' practices of translanguaging in their ESP classes?
3. What are teachers' perceptions of translanguaging practices in their ESP classes?

C. Research Objectives

This research examined the use of translanguaging to teach in ESP classes. Firstly, find out whether translanguaging is or is not used in the ESP classes. Secondly, find out the teachers' translanguaging practices in their ESP classes. Lastly, find out the teachers' perceptions of translanguaging practices in their ESP classes will be examined.

D. Research Benefits

This research is expected to be useful for teachers, policymakers, and other researchers. First, this study is beneficial for teachers by looking at teachers' views on the use of translanguaging in ESP classes. Second, the findings of this study will be helpful for policymakers who can provide perspectives on translanguaging and can inform teachers in teaching English, especially for example instructional practice translanguaging. Third, it is useful as further information for other researchers who will research further on the use of translanguaging, and additional literature in translanguaging research.



CHAPTER V

CONCLUSION

A. Summary

This study aims to determine the use of translanguaging in ESP classes and the perceptions of the use of translanguaging in ESP classes. This research used qualitative methods through observations and interviews. The observation results show that the teacher uses several types of translanguaging in class, including intra-sentential translanguaging, to explain the material's content. Students become more understanding of the topic delivered using all the language skills, especially the use of Indonesian as the student's L1. Inter-sentential translanguaging is used to increase vocabulary. L1 is used to clarify vocabulary quickly. Tag translanguaging to organize the learning process in class.

The interview results show positive and negative perceptions of the teachers. Positively translanguaging can help in teaching in a class with students of diverse abilities that can bridge between low, intermediate, and advanced students, and negatively when translanguaging makes students less autonomous in using English in class and makes students always depend on the teacher's translation so that students do not learn English optimally and communicate using English is hampered. Students feel comfortable using L1 and do not practice much use of the target language.

B. Implication and Contributions

Based on the study's findings on the use of translanguaging in the classroom, there are important implications that can be suggested. These implications are derived from the findings in this study that the use of translanguaging is very well used in classes that have multiple abilities class of students ranging from low, intermediate, and advanced. Translanguaging can be used as a tool to help students in the classroom to keep participating actively in class. Teachers can use translanguaging

to build a comfortable atmosphere in the classroom while still using their mother tongue to build good communication between students and teachers. The use of L1 can be practiced but still by always motivating students to try to use English in class so that students have good autonomous use of English. The use of L1 also has negative impacts when it is done excessively and makes students not autonomous to try to use English in class and depend on the teacher's translation. Teachers should be aware that the students use their full linguistic repertoire to communicate and process information, and teachers should have the basic knowledge of translanguaging to manipulate it well for students' engagement and the immersive experience that builds empathy and patience with the process of learning another language implementation of translanguaging. Teachers realized opposition to translanguaging's implementation, including monolingual ideology, linguistic policy, and excessive use of L1 (Fang & Liu, 2020). Offering professional teacher courses that support teachers in using pedagogical translanguaging will enhance teachers' capacity to use L1 for students and highlight the advantages of translanguaging.

So, teachers do not hesitate to add L1 as a communication tool in performing classroom teaching, especially in classes that have students with multiple abilities ranging from low, intermediate, and advanced students. This study also raises awareness for teachers who teach in language classes that the use of L1 is still needed by students as a tool to learn the material to be delivered, learn new vocabulary, or build a more comfortable atmosphere for students to learn another language. Since translanguaging helps increase student motivation, the implication is that it can be used as a new method of teaching foreign languages to students. Students' motivation and interest in learning a foreign language are positively influenced by the availability of an interesting and enjoyable learning environment, opportunities for two-way communication, and media that help students understand the topic. Policymakers may design materials that accept and support translanguaging practices in classroom. In addition, the implications of the role of

translation can then examine the problems students face to maximize their foreign language learning.

C. Limitations

This research also has limitations despite its contributions and implications. The limitation of this research was that not many studies have used the resources of the types of translanguaging that were the findings of this research both in Indonesia and other countries' research. The findings of this study are only the use of English and Indonesian, whereas for the country of Indonesia which has a diversity of regional languages, in this study no use of regional languages was found. This research still lacks other research sources that found the same findings with this study. Time constraints made this study that each class was only observed once so the observation results did not find much data on the use of translanguaging.

D. Future studies

There are several recommendations for further research that can be carried out based on the results and limitations of this study. This research can be additional data to complement future research with the findings of the types of translanguaging like this research. Future research is expected to add research that also examines the use of local language in English classes. Future research can also investigate from the perspective of students using translanguaging in class and conducting surveys in advance to complete the data. Future research could also investigate methods that differ from this study. This study used qualitative methods; then future research can investigate the practices and perceptions of teachers about the use of translanguaging in the classroom with quantitative or mixed methods in many participants so that the findings will be more complete.

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