

EXPLORING TEACHERS' BELIEFS OF TRANSLANGUAGING IN ENGLISH CLASS AT AN ISLAMIC PUBLIC HIGH SCHOOL

THESIS

Submitted in partial fulfilment for the degree of Sarjana Pendidikan (S.Pd)
In Teaching English.



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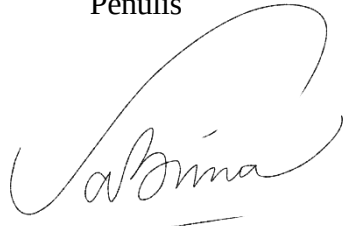
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ABSTRACT

Sabrina Brillianti (2024). *Exploring Teachers' Beliefs of Translanguaging in English Class At An Islamic Public High School*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Afida Safriani, M.A., Ph.D. Supervisor II: Hilda Izzati Madjid, MA.

Translanguaging has recently come under the spotlight of research although its effectiveness is still debated. The decision to use translanguaging in the classroom is known to stem from the beliefs held by a teacher which can be divided into articulated and enacted beliefs. Delving deeper into the issue, this study aims to explore teachers' beliefs about translanguaging in English classrooms at Islamic public secondary schools, a topic that has not been widely researched, especially in similar contexts. Using a qualitative case study method, three English teachers were engaged as subjects to explore their beliefs about translanguaging through interviews and observations. The results of the study revealed three main findings. First, the beliefs expressed by the teachers fall into two categories, namely monolingual beliefs and bi/multilingual beliefs. Second, the three teachers apply translanguaging for 6 circumstances in different positions which include virtual, maximal, and optimal positions. Thirdly, a comparison between articulated and applied beliefs shows that there is inconsistency between the two beliefs. This finding indicates that although teachers express certain beliefs about translation, their implementation in the classroom is not always consistent with their articulated beliefs. Thus, this study concludes that there is an inconsistency between teachers' articulated and implemented beliefs in English classroom translation practices. This study contributes to the growing body of research on beliefs and translanguaging and highlights the importance of delving deeper into the phenomenon of translanguaging in the context of teaching English as a Foreign Language in Islamic public secondary schools, given the limited research on this topic.

ABSTRAK

Sabrina Brillianti (2024). *Exploring Teachers' Beliefs of Translanguaging in English Class At An Islamic Public High School*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Afida Safriani, M.A., Ph.D. Supervisor II: Hilda Izzati Madjid, MA.

Translanguaging belakangan ini menjadi sorotan dalam dunia penelitian meskipun efektivitasnya masih diperdebatkan. Keputusan untuk menggunakan translanguaging dalam kelas diketahui berakar dari keyakinan yang dimiliki oleh seorang guru yang mana keyakinan ini dapat dibagi menjadi articulated dan enacted beliefs. Menelisik lebih dalam, penelitian ini bertujuan untuk mengeksplorasi keyakinan guru mengenai translanguaging di kelas bahasa Inggris pada sekolah menengah umum Islam, sebuah topik yang belum banyak diteliti, terutama dalam konteks serupa. Dengan menggunakan metode studi kasus kualitatif, tiga guru bahasa Inggris dilibatkan sebagai subjek untuk dieksplorasi keyakinan mereka tentang translanguaging melalui wawancara dan observasi. Hasil penelitian mengungkapkan tiga temuan utama. Pertama, keyakinan yang diungkapkan oleh para guru terbagi dalam dua kategori, yaitu keyakinan monolingual dan keyakinan bi/multilingual. Kedua, ketiga guru menerapkan translanguaging untuk 6 keadaan dalam posisi yang berbeda yang meliputi posisi virtual, maximal, dan optimal. Ketiga, perbandingan antara keyakinan yang diartikulasikan dan yang diterapkan menunjukkan adanya ketidakkonsistenan antara kedua keyakinan tersebut. Temuan ini mengindikasikan bahwa meskipun guru mengekspresikan keyakinan tertentu tentang penerjemahan, penerapannya di kelas tidak selalu konsisten dengan keyakinan yang diutarakan. Dengan demikian, penelitian ini menyimpulkan bahwa terdapat ketidakkonsistenan antara keyakinan yang diartikulasikan dan diimplementasikan oleh guru dalam praktik penerjemahan di kelas bahasa Inggris. Penelitian ini berkontribusi pada penelitian yang terus berkembang mengenai kepercayaan dan translanguaging serta menyoroti pentingnya menggali lebih dalam mengenai fenomena translanguaging dalam konteks pengajaran Bahasa Inggris sebagai Bahasa Asing di sekolah menengah umum Islam, mengingat masih terbatasnya penelitian mengenai topik ini.

LIST OF ABBREVIATIONS

EFL : English as Foreign Language

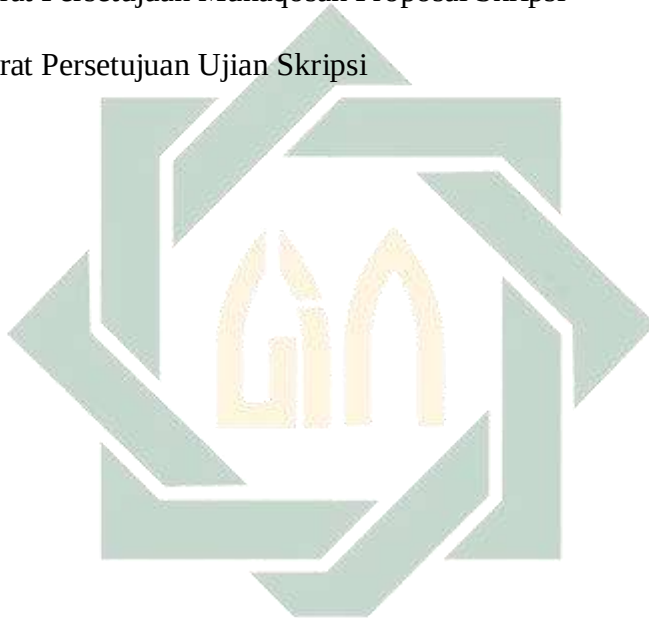
ESL : English as Second Language



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