

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Multilingual phenomenon is common in the modern society where people have a necessity to use more than one language. The phenomenon of multilingualism and bilingualism in Indonesia is not new, having begun long before the country declared independence. Indonesia has over 700 languages spread across approximately 17.000 islands, but only four are well-preserved. All other languages will gradually but steadily disappear unless a strategic policy is implemented. At home, particularly in large cities, parents and children prefer to communicate in Indonesian rather than local languages. This phenomenon, it is feared, will lead to the spread of local languages (Alwasilah, 2014).

On the other hand, our politicians and government officials are proud to point out that Indonesia is a multilingual and multicultural country, as well as the world's third largest democratic country. Local languages are cultural symbols, whereas the Indonesian language is a national symbol. For cultural and national development, both languages should be used in proportion (Alwasilah, 2014). Multilingualism occur in communities where there is a need to speak more than one language, including their native language and other languages. Interaction with people who speak other languages causes the need to learn other languages. Some people believe that multilingualism and bilingualism are related to the degree of competence in the native language and the new language.

The growth of globalization ideology, the information age, and the knowledge-based economy have shifted the perspectives of language educators in recent years. Simultaneously, educational authorities have grown far more open to issues of autonomy, agency, and identity than they were previously. In this context, a successful learner is defined as someone who understands what a learner should do to improve their learning rather than

someone who is better at gaining knowledge and abilities in responding to instruction (Teng, 2018). When children learn another language, they develop their multilingual proficiency. It is the same in the classroom when they are learning a foreign language; they utilize one language to study, express their own ideas, have discussions, and improve their communicative competence. The language used in the classroom is contextually determined by the social necessities of learning and teaching in the multilingual classroom. A student applies knowledge from other languages as they learn a different language in a process known as multilingual proficiency development (Baker, 2011; Lantolf and Thorne, 2006; Brutt-Griffler and Varghese, 2004; Swain and Lapkin, 2000). Multilingual competence becomes an objective measurement of language learning from the early stages all the way up to advanced levels of fluency in numerous languages by using knowledge as a starting point.

Additionally, agency is "the authority to initiate acts for specific purposes," according to Bandura (1997). (p. 3). It is "each individual human being's capacity to choose and carry out actions that have an impact on their existence" (Martin, 2004, p. 135). When students "consciously and somewhat proactively seek to personalize and otherwise enhance both what is to be taught and the contexts and situations in which it is to be learned," they are engaging in an agentic kind of learning (Reeve & Tseng, 2011, p. 258). A straightforward definition of agency is provided by Ahearn (2001) as "the socioculturally mediated capacity to act" (p. 112). This definition makes two fundamental assumptions: human acts are at the core of agency, and social structure affects agency (Bruner, 1996; Case, 2015; Rappa & Tang, 2017). Arnold and Clarke (2014) described student agency as the capacity of students to act meaningfully toward personal goals, disrupt the established pattern of classroom interactions, and actively assess instructional strategies for the particular context. In addition, a student's latent ability for self-directed involvement is described as learner agency (Mercer, 2011).

Van Lier (2008) highlights three major characteristics of language learning agency from a sociocultural perspective. Agency is firstly used to

describe a student's initiative or self-control. Second, agency is interrelated (p. 166). Thirdly, agency is defined as "awareness of one's own activities in relation to the environment, including others affected." Research into and recognition of the significance of learner agency in raising learner engagement are substantial. However, there are few research on its role in language acquisition. In a self-regulated learning context, learners' sense of agency is crucial for enhancing their learning opportunities and conditions, Benson (2001), investigating the function of learner agency in the language learning process is both theoretical and practical.

A learner who exercises agency, even if just at others' suggestions, will learn because they are compliant (obedient, dutiful, etc.). This will enable students who study a foreign language at school because it is required to do so to succeed and pass exams. However, for students to significantly advance and make long-term achievements in setting objectives, achieving goals, and moving toward lifelong learning, they must exercise greater agency and make more self-directed decisions (van Lier, 2010). Based on the case study above, this research has title "**Exploring students' agency as language users in a multilingual classroom setting**". This research discusses about the students' perceive their agency as language users in a multilingual classroom and how does their agency inform the teaching learning practice.

## **1.2 Identification of the Issue**

Language and communication play a significant role in the educational process. Bullock Report (A Language for Life), a 1975 publication, made the case that language was crucial to learning across the board rather than just a subject in the classroom. Language is used in every topic to communicate information and foster understanding. Bullock claimed that "every teacher is a language teacher" in this sense. views of Canada regarding Bullock As stated in all subject areas, "the use of language engages the learner in the production of concepts, the study of symbols, the solving of problems, the arrangement of information, and contact with his or her environments."

Teachers need to emphasize the importance of language in the learning process (Ontario Ministry of Education, 1977:5).

For studies that have investigated problems associated with second language learning, learner agency is becoming more and more crucial. In fact, Van Lier (2008: 179) contends that agency should be viewed as a "central component" in language acquisition processes while also pointing out that it is challenging for scholars to define and locate agency. The rising emphasis on agency in the social sciences as a whole is reflected in the increased emphasis on language acquisition and agency. According to Ahearn's (2001) thorough review of agency research in anthropology and other social sciences, it is crucial to "look closely at language and linguistic form," including "both its grammatical structures and its patterns of use," in order to comprehend how agency of selfhood and the social world are (re)constituted in social practice (p. 120). Such an approach seeks to make a connection between human activity in the social environment and how agency is encoded in linguistic structures (language agency), while also considering language use as a type of social action in and of itself (agency as action).

The introduction of sociocultural perspectives to language learning (Firth & Wagner 1997; Zuengler & Miller 2006) and the application of post structural approaches in examining the significance of identity, power relations, and ideologies in language learning processes (Pavlenko 2002; Pennycook 2001) have brought attention to the need for second language researchers to incorporate learner agency in their theoretical and pedagogical approaches. In other words, language learning agency is changing to become more mediated and relational, just as language acquisition is no longer viewed as solely a cognitive and autonomous process. Block (2009:223) goes on to discuss some of the several, frequently contested conceptions of agency used by social science academics while pleading with applied linguists, particularly identity researchers, to "pay greater attention" to this challenging issue. Besides that, according to Joseph (2006), agency is a mystery. At the same moment, we both have it and do not. Although some of us have more

than others, nobody has it totally or doesn't have it at all. Agency is "not an issue that can ever be solved once and for all," according to Joseph (2006: 238). (2006: 238). (2006: 241).

The Indonesian language has steadily migrated into regions where ethnic languages are the dominant tongue since becoming the only recognized national language. Due to this situation, language contact takes place, and multilingual societies are created. Local language usage has been declining across the country as a result of uneven institutional support provided by language policy. Delimitation of the Research

To limit the scope of the study, this research only focuses on exploring students' agency as language users in a multilingual classroom. In this study, the researcher chooses some of the eleventh grades in one of Senior High School for the subject of the research.

In this research, the researcher focuses on two points. Firstly, it focus on how do students' perceive their agency as language users in a multilingual classroom setting. Secondly, it focuses on how does their agency as language users inform the teaching learning practice.

### **1.3 Research Questions**

- 1) How do students' perceive their agency as language users in a multilingual classroom setting?
- 2) How does their agency as language users inform the teaching learning practice?

### **1.4 Aims of the Research**

- 1) To describe how the students' perceive their agency as language users in a multilingual classroom setting.
- 2) To figure out their agency as language users inform the teaching learning practice.

## **1.5 Significance of the Research**

Researches are made to be useful for society. Hence, this research has listed two significances in order to specify its contribution to various aspects. They are:

### **1.5.1 Theoretically**

Theoretically, the significance of this research is to improve the reference that can be used in conducting the research, especially in education or language teaching and learning. It is hoped that this study will contribute to research on learner agency by exploring a relatively understudied dimension of the issue.

### **1.5.2 Practically**

Practically, the benefits of this research are: teachers and students can try new ways to find out student agency, and how to improve their agency in teaching and learning practices in multilingual classrooms.

## **1.7 Literature Review**

This section is basically the theoretical foundation of this research. The following paragraphs give the readers some insight into what the research is about by defining the main aspects mentioned in it.

### **1.7.1 The notion of agency**

The topic of agency hasn't received much attention in the context of education. The idea of agency is thought to have originated during the Enlightenment, when emphasis was placed on encouraging independent decision-making through education (Biesta and Tedder 2007). Students' agentic involvement was perceived to be explicitly reflected in the act of the building and reorganization of knowledge as constructivist theories of learning emerged (Eteläpelto et al. 2013). Activity was not just defined as a student's independent and mental focus on the job at hand, but also included collaboration with other students in the co-construction of knowledge (Arvaja et al. 2007 and Kanselaar 2000).

The sociocultural approach to understanding agency has been critiqued by Billett (2007), Eteläpelto and Lahti (2008), and Vähäsantanen, Saarinen, and Eteläpelto (2009) for not paying enough attention to subjectivity and the personal subject. A subject-centered socio-cultural perspective on agency was proposed by Eteläpelto et al. (2013). This perspective sees both individual agency and social context as mutually constitutive and interrelated, but analytically independent. While focusing on the subjectivity of individual participation, this perspective acknowledges that subjects' thinking, action, and learning are always simultaneously supported and constrained by elements in their socio-cultural contexts, such as the emotional climate and power dynamics of participants.

To actually understand this complex dynamic, it is important to take into account the participants' perceptions of their ability to change their society, as well as their experiences with and evaluations of trust, safety, and equality (Eteläpelto and Lahti 2008; Hökkä, Rasku-Puttonen, and Eteläpelto 2008). The power of each individual human being to choose their actions and how those actions will effect their life is known as agency (Martin, 2004, p. 135). According to Hunter & Cooke (2007) and van Lier (2008), the achievement of personal goals is one of the essential elements of agency. Individual initiative or intentional action is the central aspect of agency (Kalaja, Alanen, Palviainen & Dufva 2011). Agency, according to Inden (1990), is "the realized potential of people to act upon their world" and is "the power of people to behave purposively and reflectively" (p. 23). Morris, Menon, and Ames (2001) and Ahearn (2001) also consider humans as agents with the capacity to carry out predetermined behaviors. Van Lier (2008) believes that rather than being a quality that students possess, agency is something that learners exercise. In addition, another aspect of agency might be the way in which students take responsibility

for their acts and receive recognition for their accomplishments (Lipponen & Kumpulainen 2011).

Van Lier also highlighted language learners' agency in the context of sociocultural perspectives and provided three important facets. The first definition of agency is a student's initiative or self-control. Secondly, agency is interrelated (p. 166). Thirdly, agency entails "awareness of one's own acts in reference to the environment, including those who are affected." Affordances were also mentioned by Van Lier (2004), who described them as "relations of possibility" (p. 95) that empower students to take action in order to accomplish particular objectives (Ahn, 2016). The ability to "perceive affordances and take action to employ them as learning resources" is what allows learners to act as active agents who play a role in the learning process (Ahn, 2016, p. 167). In addition, Van Lier focused on language learner agency in light of sociocultural viewpoints, and he offered three key aspects. First, agency refers to a student's initiative or self-control. Second, agency is interconnected, and third, agency comprises "knowledge of one's own acts in relation to the environment, including those who are affected" (p. 166). Van Lier (2004) also noted affordances, which he defined as "relations of possibility" (p. 95) that allow learners to take action in order to achieve specific goals (Ahn, 2016). In other words, learners play a role as active agents who are capable of "perceiving affordances and taking action to employ them as learning resources" (Ahn, 2016, p. 167).

#### **1.7.1.1 Learner agency**

Now days, learner agency is crucial in self-regulated learning (Zimmerman, 2008). Learner agency is not a fixed state and is best fostered through applied practice as a living experience. A student's agency can change based on a number of variables, from the topic they want to study, to who they engage with, to the environment and resources available, or even how they feel on a given day. Given the



complexity and variability of learning institutions, this research proposes that we focus on the conditions that can lead to the emergence and changes that are accepted by students as language users in multilingual classrooms and how these agencies play a role in teaching and learning practices.

Learning is about "what is perceived and how this psychological material changes as a function of a person's exposure to and interaction with the environment," according to Bronfenbrenner's (1979) ecological development model (p. 9). The developmental aspect of agency is emphasized in the ecological view of educational culture. While agency cannot be given or taken away because it is a part of being a human's self-determinism, growing agency can be encouraged or repressed by the environment and relationships within it. Interactions in the classroom help to enhance learner agency (Kumpulainen & Lipponen, 2010). However, there is a "complex ecology of learning in schools and classrooms that may encourage or hinder higher accomplishment" (Deakin Crick et al., 2007, p. 303) that "may promote or inhibit higher performance."

Agency is perceived and interpreted differently in different parts of the world. Some languages do not have a direct translation for the term "student agency," as used in the OECD Learning Compass 2030; interpretations will vary across societies and contexts. Nonetheless, the idea of students taking an active role in their education is central to the Learning Compass and is being promoted in an increasing number of countries (OECD Future of Education and Skills 2030 Concept Note, 2019). Hunter and Cooke (2007) define agency as "the ability to act with initiative and effect in a socially constructed reality." Hunter and Cooke are worried that some conceptualizations of agency may encourage, particularly among academics and instructors, views of learners' dependence on their teachers. This issue

is represented in Ahearn's (2001) definition of agency as "socio-culturally mediated capacity to act." They argue that in order for behavior to be considered agentive, students must "act in numerous mundane and innovative ways to promote their own learning," which may involve students engaging in a different way.

### **1.7.1.2 Learner agency in language learning and the ecological theory of affordances**

Learner agency is increasingly recognized in language learning, particularly in sociocultural theory (Donato, 2000; Gao, 2010a; Lantolf & Pavlenko, 2001; Toohey & Norton, 2003), in which learners attempt to gain linguistic competence and non-linguistic outcomes rather than waiting passively to be taught. The relationship between agency and language learning has been studied by SLA experts for the past two decades. Lantolf and Thorne (2006), for example, stated that "learning a language is generally the action of an intentional agent" (p. 142). Sociocultural theorists (e.g., Lantolf & Pavlenko, 2001; Lantolf & Thorne, 2006) have added to our understanding of the social aspect of language learning and the social context of agency. Lantolf and Pavlenko viewed learners as agents who "actively engage in constructing the terms and conditions of their own learning" in accordance with the Vygotsky an sociocultural perspective that regards learners as active agents who develop knowledge through interactions with others (Vygotsky, 1978). (p. 145). "The power to attribute importance and significance to objects and occurrences" was also part of their definition of agency (p. 143).

When discussing language acquisition and identity from an ecological standpoint, van Lier (2008, p. 56) seems to acknowledge that positioning (of the self by oneself and by others) is a significant act of identity construction through which we are constantly engaged in "a job of matching and reconciling perceptions and beliefs that

come from different directions." Ecology is not a new form of research methods; it's been around for a long time. It is also not a specific teaching, research, or learning theory or paradigm. At its foundation, an ecological viewpoint is a world view, a way of being and doing in the world that has an impact on how we live our lives, how we interact with people and the environment, and, of course, how we think about teaching and learning. (van Lier, 2004).

It is necessary to "explore the deep script of human participation with the learning process, not in isolation, but within the broader context of students' concerns, attitudes, and perceptions," according to Tudor (2003, p. 10). The ecological approach prefers research conducted in a natural setting as opposed to in isolation as a result of the shift from an emphasis on the acquisition of linguistic structures to language as a semiotic social practice. According to Biesta and Burbules (2003) and Dewey and Bentley (1949), "transaction" is the term used to describe how agency is obtained through interaction with a particular context-for-action, within a particular "ecology."

The ecological approach to language learning emphasizes the preservation and advancement of all languages, large and small, prestigious and non-prestigious, of all language families utilized in society. Everything in this universe has a place in what is known as ecology, and the destruction or disappearance of one has a detrimental impact on the rest, causing the ecological system to be damaged. In language ecology, the death or loss of one language has a negative impact on the language ecosystem. We should endeavor to maintain the language ecological balance by giving each language its proper position to keep our society safe and beautiful, just as we should try to maintain the ecological balance of our world to make it safe and beautiful.

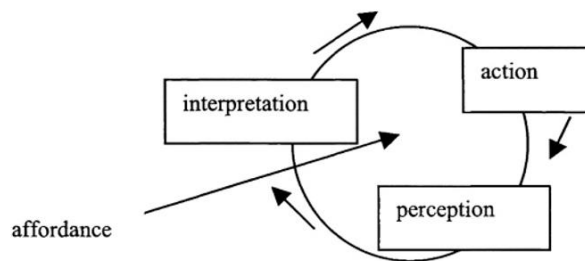
In the ecological approach to language learning, there are two important – and related – concepts: emergence and affordance. Both notions are fundamental to ecology: emergence because it describes the development of complex language capacities, and affordance because it describes the link between the person and the physical, social, and symbolic world. They are considered as correlations between specific properties of the perceiver and specific attributes of the environment in ecological terms. James Gibson refers to these connections as affordances (1979). An affordance, according to E. Gibson and Pick, is the fit between an animal's capabilities and the environmental supports and opportunities (both good and bad) that enable a given activity (Gibson & Pick 2000, p. 15).

A new concept, affordance, introduced into our area by van Lier (2000, 2004, 2008), indicates a shift in how we view how languages are learnt from an ecological perspective. The term "affordance" derives from studies in ecology, a field that explores the interactions between organisms and other ecosystem aspects. Gibson (1986), an American psychologist, created the term in his major book on visual perception. 'Affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or for evil,' according to Gibson (1986, p. 127), and refers to both the environment and the animal.' 'It involves the complementarity of the animal and the environment,' he explains.

Affordances are a contextual concept that is crucial to understanding agency. These illustrate the interplay between contextual elements (micro- and macro-level structures, artefacts) and learners' perceptions of them, as well as the learning potential that this interaction entails. The learner makes personal sense of what they see and applies affordances in ways that are meaningful and relevant to them. Essentially, until learners interact with contexts, which van Lier

(2004: 95) refers to as "relations of possibility," settings represent "latent potential." The interaction between resources and situations, as well as the learners' perceptions and use of them, gives rise to agency.

In certain ways, the concept of affordance is connected to the possibility of meaning (Halliday, 1978) cited in (Van Lier, 2004), as long as we refrain from defining meaning as being within words and phrases (or in objects). It is actually called action potential, and it develops as a result of our interactions with the social and physical worlds. Action, perception, and interpretation are essential for meaning to form in a continuous cycle of mutual reinforcement:



*Figure 1: Affordance by Van Lier*

Perception and action are inextricably connected to the concept of affordances. Perception is viewed as an ecological phenomenon, the product of an animal's interaction with its surroundings, rather than a cerebral ability. Animals, including humans, notice the affordances that the niche provides (substances, medium, objects, and so on), understand them, and act on them. Some activities are performed spontaneously (for example, drinking water), while others necessitate the use of complicated cognitive processes (e.g. finding the solution for a problem). In terms of language, we can state that it allows for limited usage based on the user's perceptions. Van Lier (2004, p. 91) emphasizes the key concepts in the concept of affordance – relations, possibility, opportunity, immediacy, and interaction – and adds that

"affordance refers to what is available to the person to do something with," and that "more accurately, it is action in potential that emerges as we interact with the physical and social world" (p.92). In Sahin et al. (2007, p. 455), Stoffregen (2003, p.115) regards affordances as emergencies as well. 'Affordances are properties of the animal–environment system,' according to Stoffregen, meaning that they are emergent properties that do not exist in either the environment or the animal. In Stoffregen's definition, affordance is portrayed as something that comes from the interplay between the environment and the human, rather than as a quality of either. 'Affordances are links between the abilities of organisms and aspects of the environment,' according to Chemero (2003, p.181), as well as Sahin et al (2007, p. 456).

While much research, particularly from sociocultural perspectives, has emphasized the importance of settings, it is also vital to recognize the mediation mechanisms inherent in conceptions like affordances. "The ability to exercise control over one's mental processes, motivation, and action is a distinctly human quality," according to Bandura (1989: 1175). In other words, learners are complicated human beings who make sense of and engage with situations, as well as modify and impact them. Because both mediate, affect, and are affected by interactions, the relationship between an individual and their surroundings is one of co-evolution. For example, Bandura's (1989, 2008) social cognitive theory posits a triadic model of human behavior in which (1) intrapersonal (biological, cognitive, affective, and motivational) elements interact with (2) behavioral and (3) environmental factors in a system of triadic reciprocal causation. The learner's agency should be regarded as coming from the interaction between the learner as a physical, psychological being and many contextual systems, rather than being assigned to context or the

individual. As a result, research must consider not only the nature of the contexts in which the learner finds themselves (on both macro and micro levels, and in terms of their own multidimensionality), but also the intra-learner processes that mediate and are interconnected with the contextual affordances from which an individual's agency emerges.

It is clear that affordances are not environmental properties given that different people have different worldviews and that interactions and complementarities between people and their surroundings result from a variety of social activities. Think about how artists see the potential in rubbish and turn it into art; how a skilled gardener can turn a plot of land into a lovely garden; or how EFL students in related fields may have various views, leading to diverse experiences and, consequently, diverse language development. Given their dynamic nature, affordances are best investigated through interpersonal interactions.

The idea that how we see and interpret the world allows us to engage in specific linguistic social activities has influenced how we think about language learning. 'From an ecological perspective, the learner is immersed in a world full of potential meanings,' says Van Lier (2000, p. 246). As the learner interacts with and within the environment, these meanings become apparent progressively.' For him, action, perception, and interpretation are all necessary preconditions for the creation of meaning in a continual cycle of mutual reinforcement (van Lier 2004, p. 92). We can describe emergence as when someone reorganizes and adapts themselves to changing conditions in a niche by responding to chances for contact, demands and restrictions, or offerings and impediments (Menezes, 2011). A niche suggests a type of animal, and an animal indicates a type of niche (Gibson 1986, p. 129).

Polechová and Storch (2008) define niche in three ways: (1) as a description of a species' habitat requirement, (2) as an ecological function of the species, and (3) as a species' place in a community. In order to better comprehend these techniques in connection to language learning, Menezes (2011) define niche as (1) an environment mediated by language; (2) a space to act in by using the language; and (3) a language user position in a discourse community. A student must make a living in his or her area in order to be successful. When a student is in a classroom setting, he or she must cohabit with other students and occasionally compete for a niche position. Furthermore, the resources offered in most classrooms are insufficient for effective language acquisition. Learners must look for affordances outside of the classroom, and not all of them will be able to identify or utilize all of the opportunities provided by the environment. English language learners must belong to a habitat where they can locate language affordances, based on the concept of niche as an environment mediated by language. 'Language affordances, whether natural or cultural, direct or indirect, are connections of potential among language users,' states Van Lier (van Lier, 2004, p. 95).

Learning is about "what is perceived and how this psychological material changes as a function of a person's exposure to and interaction with the environment," according to Bronfenbrenner's (1979) ecological development model (p. 9). The developmental aspect of agency is emphasized in the ecological view of educational culture. While agency cannot be given or taken away because it is a part of being a human's self-determinism, growing agency can be encouraged or repressed by the environment and relationships within it. Interactions in the classroom help to enhance learner agency (Kumpulainen & Lipponen, 2010). However, there is a "complex ecology of learning in schools and classrooms that may encourage or



hinder higher accomplishment" (Deakin Crick et al., 2007, p. 303) that "may promote or inhibit higher performance."

Public education is a global and societal phenomenon that influences students' worldviews and learning perceptions. The school provides this instruction, but it is only one component of the interventions that shape children' worldviews (Rajala et al., 2012). Peers, families, and the media are all important influencers. Education, as a secondary socialization process to the naturally occurring learning process, must reflect the temporality and subjectivity of experiences (Bronfenbrenner, 1979, 1989; Emirbayer & Mische, 1998; Bandura, 2006). The role of education has changed to better meet community needs, as it should. This evolution has been taking place for decades as our knowledge and understanding of human learning have grown. It did not really happen overnight. According to the socio-cognitive theory of learning, which emphasizes students' efforts to comprehend and manage their own learning, teachers can help students create a sense of academic self-identity by giving them resources for cognitive and metacognitive activities that help students self-regulate their learning and motivation (Bandura & Locke, 2003; Anderman & Anderman, 2009; Wolters & Taylor, 2012).

How learners relate to and interpret the language they are learning is a type of affordance in the context of learning a foreign language that has a significant impact on the learners. A second or other language can be viewed in a variety of ways, such as a dominating tool, a communication tool, a cultural production mediator, a tool that opens doors for commerce, something of great or low prestige, etc. I'll use the case of the well-known Brazilian heavy metal group Sepultura (<http://sepultura.uol.com.br/v6/en/>) as an illustration. In the 1980s, the group's former leader Max Cavalera claimed during a Brazilian television appearance that he had attempted to write songs

in Portuguese but had failed. subsequently made the decision to write in English, and the results were excellent. Cavalera believes that Portuguese does not provide enough sonority for their particular musical style. Language affordances vary depending on the EFL specialty and the student. There are some situations that provide greater freedom and less restrictions for language learning than others, and vice versa. Learning English in a place where it is spoken is expected to suggest more language opportunities than in places like Japan or Brazil where there are fewer opportunities to utilize the language (Menezes, 2011).

### **1.7.1.3 Students' agency as language users in a multilingual classroom**

The concept of agency has recently achieved attention in the field of language education, owing in part to a growing appreciation for the importance of self-directed lifelong learning (Benson, 2011). Teachers can promote students' pre-existing potential and harness their growth of agency by introducing social-interactive processes in multilingual classroom, according to Little, Dam, and Legenhausen (2017), who defined agency as both an individual and a collective capacity. The centrality of learning institutions in facilitating learner engagement has been well researched and widely recognized. However, there is a dearth of research focusing on its role in teaching and learning practices in multilingual classrooms.

In many ways, according to Fasold (1990), the term "multilingualism" provides an interactional manner for the multilingual speaker. This word refers to a specific language that may be used on a daily basis with close friends, in another language for commerce and trade, and even in a third language for dealing with the government. Someone who picks the language in his communication, on the other hand, is truly demonstrating his communicative

competence or performance. The choice of language, as a behavior, is simply an action or behavior of using a specific language dependent on the situation.

In addition, a framework for analyzing parental language ideologies, parent-child relationships, and child language development is provided by family language policy (King & Fogle, 2013, 2018). The role that parents play in responding to their child's mixed items has typically been addressed in studies of how family language planning influences a child's language development (Curdt-Christiansen, 2016; Lanza, 2007). However, children "analyze and perceive the nature and role of language" (Pratt & Grieve, 1984, p. 2). This 'socioculturally mediated capacity to act' is referred to as agency (Ahearn, 2001, p. 112).

The agency that the researcher means in this study is the student agency as a language user, which means agency here refers to language preference or language choices. Language preference is how students choose the language they use in what context and for what purpose where they do it according to their interests or needs. The formation of language choices appears natural, automatic, and spontaneous for bilingual and multilingual users. According to Fogle (2013), children can resist adults' language choices in three ways: by not answering, by frequently interacting with 'wh-' questioning, and by influencing adults' language choices.

As reported in Kramsch, A'Ness, & Lam, 2000, p. 97, Murray defines agency as "the fulfilling power to take meaningful action and experience the outcomes of our judgments and choices". According to Little et al (2017) study, one of the few studies that provided accounts of classroom practice and explored learner agency in a classroom setting. Empirical research in EFL classroom settings centred on the idea of learner agency are understudied, especially at the postsecondary level. Meanwhile, as previously said, one of the most

important advantages of employing tasks in the language classroom is that it fosters agentive language learners (Nunan, 2004; Oxford, 2006; Yuan, 2016).

More research has consistently shown that being multilingual provides users an advantage when learning languages. Dewaele (2002) investigates this on oral communication and discovered that multilinguals are better communicators and more self-confident: the more languages they know, the less anxious they feel. It is true that prior experience with learning a language aids in the learning of another. When compared to monolinguals, those who speak multiple languages are said to be better at acquiring new languages. (Kaushanskaya M, Marian V, 2009).

### **1.7.2 Multilingual Pedagogy**

According to Nurakhir (2016), many countries around the world use multilingual education systems. This means that different communities in different countries around the world will have distinct policies and regulations in place to manage their education systems, including policies governing the types of language of teaching utilized. In practice, the usage of language of instruction in schools or colleges where formal education is provided has been extremely varied. In the education system of a school or a college, more than one language can be employed.

UNESCO uses the phrase "multilingual education" in its General Conference Resolution 12 in 1999 to describe the use of at least three languages in education: the mother tongue, a regional or national language, and an international language (UNESCO, 2003). Multilingual education has been practiced in Indonesia for many years, with an emphasis on its importance and connection to existing social, cultural, and political ideals for future growth. Multilingual education has been used in Indonesia for many years, involving the use of an Indonesian national language, a

mother tongue that varies depending on the culture in which students live, and an international language.

In a multilingual and multicultural country like Indonesia, such a language policy generally requires that teachers shift from monolingual to multilingual pedagogy (Zein, 2018). Teachers must shift their teaching focus from monolingualism to multilingualism. Multilingual pedagogy enables teachers to recognize multilingual students' hybrid and creative language practices. Multilingualism is more of a way of life than an issue that needs to be handled from the standpoint of societies. The challenge for educational systems is to adapt to these complex realities and deliver a high-quality education that balances learners' needs with social, cultural, and political expectations (UNESCO, 2003). As a result of this problem, education should make it easier for people to develop themselves according to their interests and abilities.

Genre pedagogy is still a significant part of the national English curriculum in modern Indonesia (Kemdikbud, 2013a). The government's demands, as defined in the curriculum, are significantly more difficult than in the past, in that high-stakes literacy in English is required. Furthermore, because the genre pedagogy has now been applied in the subject Bahasa Indonesia (Kemdikbud, 2013b; 2013c; 2014a; 2014b), the government now expects high stakes performance in all Bahasa Indonesia topics. Although the introduction of genre pedagogy is unquestionably beneficial to Indonesia, the problems of implementing it in multilingual classrooms are significant and poorly understood.

### **1.7.2.1 Language Policy**

Indonesia declares the Indonesian language, or 'Bahasa Indonesia' as the national language in its 1945 constitution (See Indonesia, 2002). The constitution, on the other hand, recognizes the importance of vernacular languages by protecting and maintaining them as part of Indonesian

culture. In addition, this pronouncement has a series of implications for educational policy. Indonesia's linguistic policy is even spelled out in the Constitution No. 20 National Education System of 2003. It is stated that 1) Indonesian language (Bahasa Indonesia) is used as the medium of instruction; 2) Vernaculars can be used as the medium of instruction in the early stages of education when specific knowledge transfer is required; and 3) Foreign language(s) can be used as the medium of instruction in more specific circumstances, such as to support the learners' foreign language skills (Nasional, 2003). Each of the points is made for a variety of reasons.

Rubin & Jernudd (1971) states that Language Policy is "decision making regarding language" (p. 2). This definition is rather broad, and it does not provide much information, particularly in terms of language policy. Language policy, according to the National Language Politics Seminar's 1975 definition, is a conceptual and political approach aimed at providing planning, direction, and provisions that can serve as a foundation for a country's comprehensive processing of language problems at the national level (Chaer and Agustina, 2004: 177). It is clear from this calculation that there are numerous aspects to consider while setting language policy. First and foremost, language policy is both a legal and a political product. Second, in Indonesia, language policy becomes the primary underpinning for language growth. Third, language policy is required because language is a source of identity and is linked to national interests. Fourth, those in power in our country are in charge of language policy.

According to Pennycook (in Ricento, 2000), communities are also language policy makers who exercise their power by supporting or opposing language learning. Besides that, according to Shohamy (2000), it is the prerogative of power holders to make modifications to the usage of language. As a result, language policy is intimately linked to the process of nation-building. Language, identity, and policy are all interconnected.

Since its acceptance as the only official national language, the Indonesian language has steadily permeated areas that primarily speak ethnic languages. As a result of this circumstance, language interaction occurs, and bilingual communities arise. The decline in the usage of local languages has been occurring across the nation of unbalanced institutional support through language policy.

### **1.7.2.2 Language Choices**

According to Holmes (2013), language choice is a concept that is directly tied to four major social aspects in code choice, including participants, context, topic, and interaction function. People spoke in specific languages based on those four elements. People's status is an example of a factor that determines language choice based on those four components. People in a given society use language differently depending on their socioeconomic standing or social class. The setting is the second factor to consider. In a formal setting, such as an educational setting or government offices, people tend to employ more formal language rather than informal language. In addition, the topic and purpose of the interaction play a big part in determining which language to choose. According to Holmes, "diverse language use" is a notion that encompasses three key social behaviours: participants, setting, and issue. Language is used in a variety of contexts and situations. A domain of language use also covers the interactions between certain individuals in specific situations.

Besides that, according to David (2006), language choice is influenced by a variety of factors, including social status, gender, education, ethnicity, location, media, and context. Language choice refers to the speaker's selection of words, phrases, clauses, and other language sentences from his or her linguistic repertoire. The formation of language choices appears natural, automatic, and spontaneous for bilingual and multilingual users. In each interaction, the speaker selects the right list, genre, style, media, or tone of voice based on the interlocutor (who), topic

(what), context (where), and media (how). Language selection as a behaviour is essentially an action or behaviour involving the use of a chosen language in a given scenario. Fasold (1984) argues that it is not as straightforward as we might think, because choosing one language or all languages within a conversation is really challenging (p.180).

Languages interact among each other, expanding, contracting, or dying. People commonly use two or more languages as a communication medium in the globalization period, where worldwide interaction occurs. As a result of the prominence of English in the worldwide community, Indonesians are learning the language as well. People pick distinct codes for many elements in regular interaction. They may choose a specific factor (code selection) or a variety of criteria since it makes it easier for them to discuss a specific issue regardless of where they are speaking. They may employ the language associated with those fields rather than the language used in daily language discussion at home when talking about job, school, or at home, for example. In most cases, the language used in the home differs from that used in school. For example, a student from a Javanese background will speak Javanese with her family at home, but will switch to Indonesian at school. In addition to being our original language, Indonesian allows people of many tribes and languages to communicate more easily with one another. According to Remysen, Wim, Reinke, and Kristin (2012), citizens from a multilingual and multicultural country like Indonesia have an obligation to speak at least two languages. That also relates to the situation in Indonesia's multilingual society, in terms of holding a discussion and deciding which languages to use for various purposes and needs.

In order to comprehend the method of that language choice phenomenon, Fishman domain (1964) stated that language choice and use are dependent on the speaker himself and his or her experiences in society, which topics also situations that may cause some reason such as barriers



and difficulties that are related to the educational domain purpose. It is not as straightforward as we imagine, according to Fasold (1984: 180), to choose "a language as a whole" (all languages) for communication. In truth, there are three types of choices when it comes to making a decision.

1. Choosing one variation of the same language (intra language variation); for example, if an Aceh speaker addresses the village chief in Aceh, he has chosen the first language.

2. Code switching, which entails using one language for one purpose and another language for another.

3. Code mixing, which entails using one language while interfering with elements from other languages. More people will choose the language they want to utilize.

Bilingualism or multilingualism is now more common than monolingualism in the world. In a multilingual society, when people know more than one language, it is common to need to select a specific factor when choosing a language. They might also decide on a language based on the variables. The ability to choose a language is the first thing that comes to mind when we think of language choice (Jendra, 2012).

Furthermore, according to Fasold (1990), the term "multilingualism" provides a mechanism for multilingual speakers to interact in a variety of ways. This word refers to a specific type of language that is typically employed in daily conversations with intimate friends, in commerce and trade, and even in dealings with the government. Someone who picks the language in his communication, on the other hand, is truly demonstrating his communicative competence or performance. The choice of language, as behaviour, is simply an action or behaviour of using a specific language dependent on the situation.

### **1.7.2.3 Language Use**

In a society, the phrase minority language substitutes terminology like first language, mother tongue, and heritage language. Similarly, instead of second language, supplementary language, and so on, the phrase majority language in a culture will be used (Garca, 2009). Individuals in a multilingual society are continually faced with the decision of which language to employ for whatever situation, which is influenced by the interlocutors' linguistic repertoires. Some individuals see this as an issue because it could lead to communication obstacles and challenges. It is not commonplace for people to have to choose which language to employ in regular communication, especially if they live in a multilingual society like Indonesia. Members of multilingual communities are likely to speak more than one language because they transfer from one to another on a daily basis. For many speakers in Indonesia, three primary language sectors are present in their daily lives: Indonesian, local languages such as Javanese or Sundanese, and international languages such as English and Arabic (Sneddon, 2003; Montolalu & Suryadinata, 2007).

The use of language in Indonesian classrooms as a "medium of instruction" is a more complex issue than the policies on national language education seem to suggest. Different languages are utilized in daily life, which involves mixing and switching as people come into touch and shift from one language to the next (see Errington, 1998; Gobel, 2010). This is especially true of Indonesian, the official national language, because most people speak at least one additional language.

In a learning situation, such as a classroom, language use is required. Classroom interaction is the activity that students and teachers engage in while learning in the classroom. They interact with one another on a regular basis during the school day for a variety of reasons. Language use is a core fact of classroom teaching since everything that occurs in the classroom is communicated through language (Ellis, 1994:565). Report of the European Commission (2015a) describes Language teaching and

learning in multilingual classrooms is referred to as a "challenge", which actually refers to a problem. The solution advised in such reports, which is supported by a body of academic literature and government policy, is to try to ameliorate the situation. That is, it is assumed that the teachers does not speak the multilingual students' native languages, and that the pupils have only limited fluency in the language of instruction used in the classroom.

Despite this, it's easy to assume that multilingual kids necessitate multilingual teachers. In that instance, the skills and knowledge of a bilingual, or multilingual competency, are shared by both the teacher and the learner. A multilingual classroom, in this sense, would not merely be one where students bring two or more home languages other than the medium of instruction. A multilingual classroom, in its most important sense, is one in which both students and teachers are multilingual and use their multilingual skills to help the process of teaching and learning (Brutt-Griffler, 2017).

### **1.7.3 Previous Studies**

There are some previous studies that have same focus with this research. Firstly, Lipponen and Kumpulainen (2011) conducted research on the positions taken and given by teachers to students, where these positions were created and transformed in situational discourse in teaching and learning practices. As an example, teachers can give authority to students by positioning them as experts in a conversation and by positioning themselves as part of the same group as students.

Secondly, the study by Little et al. (2017) was one of the few empirical studies that primarily focused on learner agency in an English-learning classroom context. Little et al. believed that agency is a universal human potential and that it is the teacher's role to enhance learners' pre-existing capacity for agentic behaviours, focusing on Danish lower secondary English learners. Furthermore, according to Little et al., agency is both an individual and a communal capacity, thus language teachers can

use social-interactive activities to encourage cooperation, which will help students acquire agency. Little et al. concluded that agentive language learners are communicators, experimenters with the target language, and intentional learners who "assume responsibility for managing their own learning: setting goals, making decisions, monitoring progress, and evaluating outcomes" based on their research (p. 4). The concept of deliberate learners also reflects van Lier's (2008) basic characteristics of agency, which we discussed before.

The research that will be conducted by researchers has several similarities with previous research that has been mentioned above. However, there are several things that distinguish it from previous research, namely as follows: Researchers want to do this research to find out how do students' perceive their agency as language users in a multilingual classroom setting and how does their agency as language users inform the teaching learning practice. In addition, researchers use articles, journals, and other previous research to support this research.

#### **1.7.4 Frame of Thought**

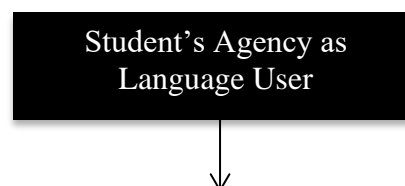
Based on the background and research questions, several ideas were formulated. Researchers see various phenomena that show that agency is something that second language researchers must include in their theoretical and pedagogical approaches. Academic studies in EFL classroom settings centred on this topic, particularly at the postsecondary level, are understudied, and the concept of language learner agency remains primarily theoretical. Furthermore, while task-based language education is becoming increasingly popular in East Asian nations (Lin&Wu 2012; Littlewood, 2007), research on how tasks are developed and delivered, as well as how students exercise learner agency, is lacking. In view of the foregoing, the purpose of this study was to provide some theoretical underpinnings for agency as well as a practical account of student interactions that illustrated language learner agency.

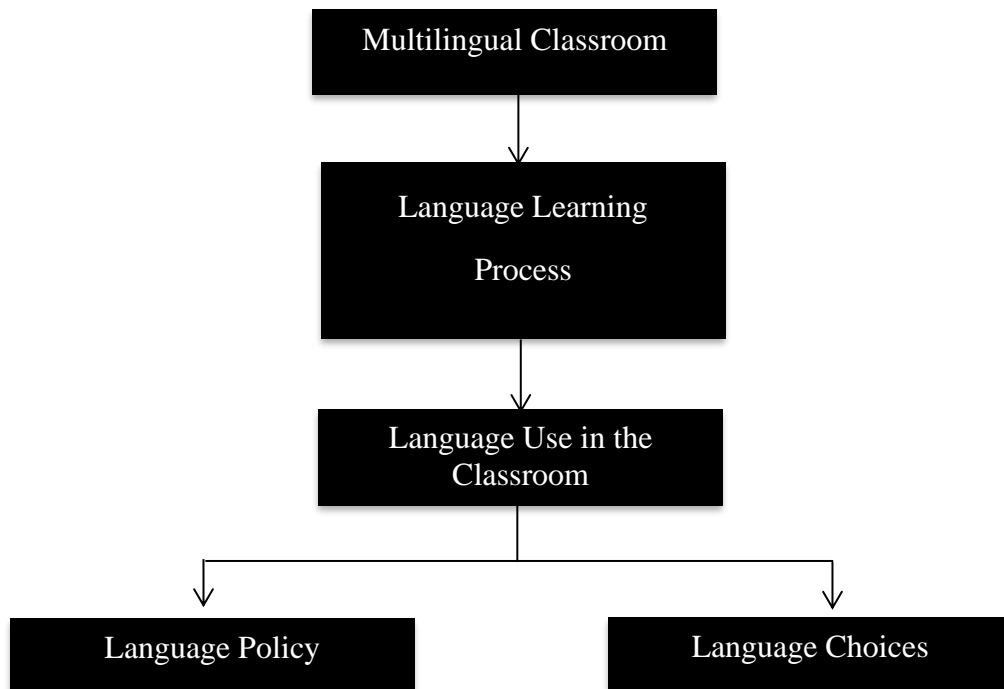
Despite the fact that learner agency has increasingly received attention and been a study focus in the field of applied linguistics, the concept of learner agency is still primarily theoretical. More recent research have focused on studying the creation and framing of students' agency, taking into account sociocultural perspectives of agency, and these studies have provided insights into the conceptions of agency in terms of what learners do in connection to the multilingual classroom settings. Therefore, the researcher identifies students' perceptions of their agency as language users in a multilingual classroom setting and also uses a new way of knowing their agency as language users to inform teaching and learning practices.

The language we choose forces us to use it all of the time. Our linguistic preferences can also reflect the social group with which we associate certain words or patterns of linguistic behaviour. When we want to converse to each other, we should use our selected language consciousness; with our chosen language consciousness, we may speak more politely in conversation. In order to live in a good society, language selection must be used in every communication. The knowledge of language choice assists us in giving a good presentation, improving competence, and performing well in our surroundings (Fatmawati, 2018).

People who speak more than two languages are frequently faced with the decision of which language to use within a certain topic. The type of individuals in a communication scenario, the issue, social distance, and even location all influence language choice. There are numerous studies on language use in multilingual societies in Africa (see Yakubu et al 2012; Kamwangamalu, 2000; Ncoko et al 2000; Bodomomo et al 2009 among others).

**Figure 3: Frame of Thoughts**





## **1.8 Research Method**

The following paragraphs describe the research design and steps chosen by the researcher. To briefly inform the readers, the researcher chose ethnography for the research design and referred to Bengtsson (2016) for the steps.

### **1.8.1 Research Design and Steps of the Research**

A researcher is free to choose a particular research design, which includes specific steps, that fits the needs of his or her research. This time, the researcher explains why certain design and steps are chosen.

#### **1.8.1.1 Research Design**

This research is purposed to be a qualitative research. The researcher is the main instrument of data collection and analysis in this study, which follows the tradition of qualitative research in which the focus is on the process, meaning, and understanding of the researcher (Merriam, 2009). Additionally, qualitative research

generates richer and more complex data, which makes it an excellent choice for examining the issue of language learner agency in multilingual classrooms. Unlike quantitative research, which only has experimental and correlational designs, qualitative research has a wider variety of designs. Both Creswell (2012) and Fraenkel et al. (2012) list the study designs used in their research, including content analysis, case studies, phenomenology, ethnography, grounded theory, and narrative.

### **1.8.1.2 Steps of the Research**

The steps of research are:

- 1) *Planning*: This step includes determining aim, sample and unit of analysis, method of data collection, and practical implication.
- 2) *Data Collection*: In this case, the data are collected from interview with the selected students and teachers of junior high school.
- 3) *Data Analysing*: It includes the data and write a detailed description of the data using a quantitative approach, namely thematic analysis. There is data reduction, data display, data triangulation, and finally making conclusions.
- 4) *Creating a report of the result*: After conducting the analysis, the researcher finalises the research by making it as an official report which presents the results systematically.

## **1.8.2 Sources and Types of Data**

### **1.8.2.1 Source of data**

The source of data comes from eight-grade students at one of Senior High School in Cirebon. In conducting this research, the researcher uses audio recording, interviews and observation.

### **1.8.2.2 Types of data**

The type of qualitative research data that researchers use is ethnography research. Ethnography is a qualitative method for

collecting data where researchers observe and/or interact with a study's participants in their real-life environment. Ethnography is the study of social interactions, behaviors, and perceptions that take place inside groups, teams, organizations, and communities (Reeves et al., 2008). The design serves as a method used in, according to Krippendorff (2004), making valid, as well as replicable, inferences from certain data to the contexts surrounding them.

### **1.8.3 Data Collection Techniques and Instruments**

Technique and instrument are two of the main elements in a research. The following paragraphs show the researcher's choice for this research's data collection technique and instrument.

#### **1.8.3.1 Techniques**

According to Creswell (2009), the researcher is the primary instrument in qualitative research, and he or she must get the required data independently through documentation, behavior observation, or even participant interviews. The researcher used class observations, audio recordings, interviews with students and teachers from one senior high school in Cirebon to gather data for this study. With the aid of this information, researchers can compare concepts and triangulate data sources to reach findings and interpretations that are more trustworthy.

#### **1.8.3.2 Instruments**

Firstly, the researcher will conduct interviews with several students who are willing to be interviewed about their perceptions of their agency as language users in a multilingual class. Secondly, the researcher selected several teachers to be interviewed about students' independence in teaching and learning practices in multilingual classrooms. Thirdly, the researcher conducted observations in a multilingual class.



#### 1.8.4 Data Analysis Techniques

Helaludin and Wijaya (2019:99) clarified that data analysis is an effort to break down the issue or subject of the study into sections in such a way that the structure and order of the shape of something decomposed appears clearly visible and easily digested or captured in meaning. Thematic is frequently used to analyze ethnographic data, which entails looking at the data to find themes and important topics that "emerge" from it. Using this inductive method, ethnographers produce preliminary theoretical explanations from their empirical work after carefully analyzing their data (Reeves et al., 2008). The data analysis procedure includes several steps. First of all, the researcher analyzes the data from class observation. Next, if the interviews are in Indonesian, they are translated and transcribed into English first. During class or group discussions, if students are allowed to communicate in either Indonesian or English, the researcher will pay particular attention to what and when the learner uses L1 and L2, and he keeps additional and separate notes from that. Researchers will use thematic and word cloud analysis of the results of interviews to answer the first and second research questions. In addition, there is confidence to measure the quality of research, which ensures the results are reliable, triangulation and trustworthy (DeCuir-Gunby & Schutz, 2016).

#### 1.8.5 Research Timeline

The following table displays the timeline of this research.

No.	Activity	January 2022				March 2022				April 2022				June 2022			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

