Article

A STUDY OF TRANSLANGUAGING PRACTICES IN EFL CLASSROOM OF INDONESIAN CONTEXT: A NEW CONCEPT FOR MULTILINGUALISM

Nihta V. F. Liando

English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia

Devilito P. Tatipang

English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia

Fergina Lengkoan

English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia

Abstract

Translanguaging is a form of multilingual practices in the context of multilingual education where students must be given equal rights to develop their language potential. Seeing the complexity of the learning process that must be covered in teaching English in a multilingual situation, therefore the purpose of this research is to reveal the benefits, functions, and purposes of Translanguaging in the learning process. Employing case study, observations and interviews were conducted in garnering data. Findings show three types of translanguaging used by teachers during teaching. The types of translanguaging are intra-sentential translanguaging, intersentential translanguaging, and tag translanguaging, with four purposes that related to each other. In addition, the implications of translanguaging are very useful in the learning process. Translanguaging can be used as a method or strategy in explaining material. It suggests to conduct further study on how translanguaging effects learning outcomes.

Keywords : *Language Teaching, Translanguaging, EFL, Indonesian Context, Multilingualism*

Sari

Translanguaging merupakan salah satu bentuk praktik multibahasa dalam konteks pendidikan multibahasa dimana siswa harus diberikan hak yang sama untuk mengembangkan potensi bahasanya. Melihat kompleksitas proses pembelajaran yang harus dicakup dalam pengajaran bahasa Inggris dalam situasi multibahasa, maka tujuan dari penelitian ini adalah untuk mengungkap manfaat, fungsi, dan tujuan Translanguaging dalam proses pembelajaran. Dengan menggunakan desain studi kasus, pengumpulan data menggunakan teknik wawancara dan observasi langsung. Temuan riset ini menunjukkan tiga jenis penerjemahan yang digunakan oleh guru selama

mengajar. Jenis-jenis translanguaging tersebut adalah intra-sentential translanguaging, intersentential translanguaging, dan tag translanguaging, dengan empat tujuan yang saling berkaitan yang dapat dimanfaatkan untuk mendeteksi hasil pembelajaran siswa.

Introduction

In a multilingual society there is of course the teaching of a second (and perhaps third) language. This second language can be the national language, the official state language, the official regional language, and also a foreign language or not the native language of the indigenous population. In Indonesia, in general, the first language of an Indonesian student is the local language (Munandar & Newton, 2021). Meanwhile, Indonesian is a second language because it is only learned when students enter the school, and when they have mastered their mother tongue; except for those who have studied Indonesian as their mother tongue since they were babies. Second language teaching in Indonesia formally begins when students enter basic education for the national language, namely Indonesian and when students enter secondary education students are also taught a foreign language (in this case English). The status of English in Indonesia as a foreign language is due to the fact that not many people use it in their daily life (daily life) (Maru, 2009). English is only used for some people or communities who need it, such as in business, tourism or people who continue their education abroad, government and level of education.

In the context of English learning, in fact, many students find it difficult to learn and master English lessons at school, this has an effect on the low learning outcomes of English. In addition, for most of the other students, English is a difficult subject (Poedjiastutie et al., 2021) and (Saputra, 2014). For many students, English students become a burden during their school years, even though English is a basic science from

the basic education level to the higher education level. The use of methods and or strategies by teachers that do not only focus on the target language (English) during the learning process will greatly assist students in learning, where the use of non-target languages can bridge the mastery of the target language in providing the right explanation, the right answer as well as being able to direct students to learn the target language in a more effective way and maximize the learning process.

Translanguaging, a form of multilingual practices in the context of multilingual education, has potentially positive impacts on students' English learning (Rabbidge, 2020). Moreover, learners with multiple language skills proved equally good in terms of academic achievement even in some more sociable contexts. The use of appropriate strategies will be able to build a meaningful English learning atmosphere in the classroom (Poza, 2019). Translanguaging is an alternative that can be used in language students to build motivation and interest of novice students to learn English in the classroom. Language students based on the concept of Translanguaging is a way to build a strong mechanism for constructing understanding, interacting with others, as well as being a means of mediating the use of various languages. However, a vacant is still reported as it is limited studies related to translanguaging in English learning. Thus, the current study is devoted to fill this gap and provide new insights how translanguaging occurred in English classroom interaction.

Research Method

This research, employed a case study, aims at describing phenomena of translanguaging occurred in English classroom activities (Sugiyono, 2016). Data collection techniques carried out by combining observations, and interviews to capture translanguaging in EFL Classroom. The data in the study consisted of primary data types and secondary data types. Primary data is a data source that directly provides data to data collectors. In this study, primary data is data obtained from direct observation of the junior high school students in the Bolaang Mongondow area, North Sulawesi, and this data was taken by interviewing informants, namely English teachers. In addition, to obtain more accurate data, the researcher collected other data in the form of recordings during learning, so that it could be observed more clearly about the use of Translanguaging in

the classroom. Meanwhile, secondary data according to Sugiyono, (2016) is a source that does not directly provide data to data collectors, for example through other people or documents. Secondary data in this study were obtained indirectly through Article Journals, Books, Proceedings, Thesis and other references regarding the use of Translanguaging in EFL Classroom, by collecting data using video recordings, interviews, and observations.

In addition, the observations used in this study were non-participant observations. The purpose of this observation was to gather information about the instructor's (Teachers) language conversion process in a classroom setting. As pointed out by (Rabbidge, 2020), some studies in general education trained to use a category system to record the behavior and language of students and teachers. Meanwhile, for interview, the type of semi-structured interview is used. Where, (Creswell, 1998) mentioned that this semi-structured interview the researcher has a general idea of what and how the writer wants to carry out the interview to reveal and maybe even have a series of questions that have been previously prepared. At this interview stage, each teacher was then interviewed comprehensively, with the location of the interview taking place in the classroom and carried out after the observation was finished. In this interview, the language used was Indonesian (a decision with the teacher) which was then recorded by audio. Furthermore, the results of the interviews were developed for this study, which are related to the experiences of teachers in using their mother tongue (L1) in their classrooms and how mother tongue as the first language (L1 Local Language), Indonesian (L2 Second Language) and English (L3 Foreign Language) interact with each other in the classroom.

Findings

Talking about multilingualism in the EFL Classroom, this terminology is suitable when discussing English learning approaches, especially English as a Foreign Language (EFL). In the domain of language education, the basic principle that is always instilled in the process of learning English is monolingual ideology. This principle states that the only legitimate language to be studied and used in the classroom is English. Because the principle is monolingual, of course the ideology does not accommodate the principle of

any interference from the native language. For them, if they want to learn English, they use full English, don't mix it with their mother tongue or other languages. Even the appropriate English in this understanding is the exact same English as the Native Speakers of English. Therefore, in monolingual ideology, EFL is synonymous with mimicking native English speakers. Furthermore, in the Local Language, if students find it difficult to speak English properly, they will do code switching. Even though in the current context, code switching already exists which raises its status with the term functional code switching which is then covered in Translanguaging considering that there are more than 2 languages in the EFL Classroom setting.

In this section, each data results obtained after collecting data from the research will be described. From the results of data analysis, it was found that there are several types of Teachers' Translanguaging practice in EFL Classroom, these types are used by teachers for a specific purposes. The use of these types of translanguaging cannot be separated from the mixing of several languages, such as Indonesian, Local Language (Manado Language) and Target Languages (English). According to (Sari, 2021) Translanguaging in practice has similarities with Code-Switching when practiced in classrooms, where in practice Translanguaging and Code-Switching both explain the exchange of languages, both the target language and the national language or the language that is commonly used. In addition, in this study the types of Translangauging in practice, adopt the theory or types from Code-Switching. Therefore, as what have found, it can be explained that the types of Translanguaging practice by the teachers are Intra-sentential Translanguaging, Inter-sentential Translanguaging, and Tag Translanguaging.

1. Intra-sentential Translanguaging
The first type is the Intrasentential Translanguaging type, where (Sari, 2021) mentioned that, this type of Translanguaging has similarities with the Code-Switching type in terms of practice. This type of translanguaging is done by the teacher in communicating by diverting words in sentences. In other words, this type of translanguaging occurs in the speaker's sentence while doing the teaching and learning process. In addition, this type of Intra-Sentential Translanguaging is defined as an exchange of language elements, namely English into Indonesian/Local language sentences or vice versa.

(Wiradisastra, 2006) mentioned that, the language elements exchanged can be in the form of word or phrases. In the findings of this study, it can be described as follows:

On Video Recording: (Class situation in teaching and learning and the teacher explains the subject matter about definitions and matters related to the Recount Text being studied)

Tabel 1. Intrasentential Translanguaging Practices

Speaker	Intra-sentential Translanguaging
Teacher	1. Students! Do you know a type of text that contains stories about our experiences in the past? Alright, so the kind of text in this explanation *adalah* Recount Text.
	2. We can know from the name, which is Recount Text which means *"Menceritakan Kembali"* whether retell about experience, fact and so on.
	3. The purpose of recount text is usually to retell and provide information and entertain the reader. Reader means *pembaca* from a story or text.
	4. For some cases, when writing a recount text, we sometimes need to use connective adverbs or *penghubung*, for example *sama deng,* first, next, then, last, finally, and so on.
	5. There are several kinds of Recount Text, such as: Factual Recount, Personal Recount and Imaginative Recount. Now, *untuk kalian* I need you to see the example in the book and make one sentence.
	6. Yes! That's correct. Now who's going to tell me what is the purpose of Recount Text? Anyone? Don't be afraid to speak, because you are in step what we called *"Belajar",* no one always right.
	7. Again, everything that exist in recount text is to retell what happened in the past, *perhatikan* the conversation between these two girls, the one girl told her friend about her travelling to *Jogja* and the other to *Jakarta*. From this conversation, we can see that there is a used of Past Tense, *penggunaan* Past Tense.
	8. Pay attention to the sentence's object. In the sentence, there are some form of Past Tense used, *sama deng* Went, yesterday, last week, Passed and many more. *Nah,* from these words we can understand that of the thing of Recount Text is using past tense.
	9. What about you all? Do you have some fact in your experiences that can be retell in class? So that, *semua siswa dikelas* can directly practice how to make a Recount text.
	10. Okta can you show to others how to make or retell recount text correctly? So that, the others can follow how to retell it. *Untuk kalian*, pay attention to Okta, because after Okta there might be your turn.
	11. That's good okta, great job. You all can follow Okta's example before. Don't forget to used simple past tense or *Waktu Lampau* and also pay attention to the types of Recount Text. Make yours and follow the types.

The table above shows that the English teacher performs the Intra-sentential Translanguaging type by inserting Indonesian and local languages in the form of words/phrases into English sentences. Indonesian and Local Languages function as insertion languages and English as matrix languages. This type of translanguaging is every word that is written in italics, such as in a table, word form *"adalah"* is an Indonesian word form that is inserted in the utterance of an English sentence, besides

that, there is also a phrase form *"Menceritakan Kembali"* which is a type of verbal phrase, which the teacher uses to clarify the meaning of the Recount Text, there are also phrases *"untuk kalian"* which is a prepositional phrase appears twice, the phrase *"semua siswa di kelas"* which is an Endocentric phrase, and there is also the phrase *"waktu lampau"* which is a type of conjunction phrase.

Of the many types of Indonesian phrases, there are also phrases from the local language that the teacher uses when teaching, namely the phrase *"sama deng"* which in Indonesian means *"seperti",* which later became a word in Indonesian. Furthermore, there are other Indonesian words such as *"pembaca"*, *"penghubung"*, *"belajar"*, *"perhatikan"*, *"jogja"*, *"Jakarta"*, *"penggunaan"*, *"seperti"*, *"nah"*, which the teacher inserts in their English sentences during the learning process. The teacher uses Translanguaging in Indonesian and also local languages in English sentences several times by inserting them in each sentence in the English learning process. In addition, by using Translanguaging in the form of this word/phrase, the teacher intends to explain the meaning of the same word from the two words so that it can increase students' vocabulary skills, as well as to be a liaison for every explanation the teacher gives.

2. Inter-sentential Translanguaging

Inter-sentential Translangauging is a process of switching clauses or sentences in one language. Inter-sentential Translanguaging often occurs in the teaching and learning process in the classroom because speakers in this case the teacher do Translanguaging because they feel the need to clarify or interpret what was said previously (Sari, 2021) . In addition, this type of Inter-Sentential Translangauging is a type of transition from English to Indonesian/language that is commonly used and vice versa, and its use is in speech in the form of clauses or sentences. In other words, this type of inter-sentential translanguaging is the transfer of a clause or sentence from English into Indonesian/Common Language used or vice versa.

On Video Recording: (Class situation in teaching and learning and the teacher explains the subject matter about definitions and matters related to the Recount Text being studied).

Table 2. Intersentential Translanguaging Practices

Speaker	Inter-sentential Translanguaging
Teacher	*1.* Sebelum kita membahas lebih jauh mengenai Recount Text dan contoh-contohnya, sebenarnya ada banyak sekali contoh dari text ini yang bisa kita temukan, karena recount text ini salah satu text yang cukup terkenal dari beberapa jenis teks lainnya, hal yang bisa kita jadikan bahan recount text *one of them is daily notes or diary* atau catatan harian, catatan hati dan sebagainya. Siapa yang bisa menjelaskan apa itu catatan harian?
	2. Perhatikan contoh disini, disini ada percakapan antara dua orang yang masing-masing membahas mengenai hal yang sudah terjadi sebelumnya, atau lamapu, perhatikan kata dimana dia dibesarkan pada waktu kecil *where rita lived as a small child* merujuk ketempat, disitu dia menggunakan kata-kata yang menyatakan keadaan lampau atau yang sudah terjadi sebelumnya. Juga perhatikan dibawah ada kata setelah mereka makan malam *after we had dinner* ada keterangan waktu lampau disana yang berarti sudah terjadi namun diceritakan pada saat itu.
	3. Perhatikan juga ada contoh kata mengenai pengalaman dari seorang bapak dibawah ini yang menceritakan awal mula dia bertemu dengan suaminya diparis, ada kata *I met him in paris* tentang pertemuan mereka diparis untuk pertama kalinya, yang menandakan sebuah pertemuan yang terjadi di waktu lampau saat mereka belum menikah.
	4. Perbedaan antara waktu lampu memang sangat jelas untuk dilihat apalagi dengan penggunaannya pada jenis recount text. Penggunaannya pasti akan sangat kelihatan, coba perhatikan kata ini, ayah saya minum susu setiap pagi *my dad drinks a glass of milk every morning,* dengan kata *Dinar played doll on the sofa yesterday,* Dinar memaikan boneka di sofa kemarin, dimana dari dua contoh kata dapat dilihat dengan jelas perbedaan penggunaan bentuk waktu yang pertama menggunakan waktu yang sedang terjadi sedangkan yang satunya lagi menggunakan waktu lampau.
	5. Coba kalian pilih diatara dua kata ini mana yang mengidentifikasikan penggunaan waktu lampau, yang pertama, *I went to the show yesterday* atau *kita ada pigi dipertunjukkan kalamaring* dengan *she goes to the show by car* atau artinya *parampuang itu ada pigi dipertunjukkan pake oto.* Perhatikan dengan baik setiap kata ini, dan tentukan mana yang menggunakan bentuk waktu lampau dan mana yang menggunakan bentuk waktu yang sedang terjadi.
	6. Selain daripada itu, dalam jenis kalimat ini, ada beberapa bagian dalam kalimat yang harus kalian semua kuasai, yang pertama orientasi. Orientasi ini adalah pendahuluan atau perkenalan awal dari cerita, dalam pendahuluan ini pasti selalu memuat siapa-siapa yang ada dalam cerita, tempat peristiwa itu dimana, dan waktu terjadi dari cerita itu kapan, misalnya, perhatikan contoh ini, *my brother went to Manado with*

family last month, maksud dari kalimat ini adalah *kita pe kaka laki-laki deng keluarga ada pigi dimanado bulan lalu*, perhatikan siapa-siapa yang terlibat dalam kalimat ini? Disitu ada kata kaka laki-laki dan keluarga jadi yang terlibat adalah kaka laki-laki dan keluarga, ada juga soal dimana peristiwa ini terjadi? Ada keterangan tempat yaitu di Manado, dan paling terahir kapan peristiwa itu terjadi, lihat keterangan waktu bulan lalu.

7. Selanjutnya unsur kedua dari jenis kalimat ini adalah inti dari cerita, dalam inti ini harus memuat mengenai bagaimana sebuah cerita diceritakan dari awal mula sampai selesai, misalnya, dari pergi ke manado tadi kemudian dia melakukan apa, atau misalnya *my brother went to the mall in manado when arrived,* dia menceritakan soal *dia pe kaka laki-laki ada pigi di mall pas sampe di manado*. Jadi intinya dibagian kedua ini memuat tentang inti semua aktifitas yang terjadi dalam cerita.

8. Bagian terakhir adalah kesimpulan, kesimpulan disini merupakan atau bias berisi tentang pendapat pribadi dari penulis/pengarang atau bisa juga dikatakan penutup dari cerita, misalnya *they wondered whether the holiday was necessary, dorang membayangkan kalo liburan itu perlu*, ini salah satu contoh kalimat penutup, tapi bisa juga menggunakan kalimat yang lain tergantung pada suasana dan apa yang dirasakan.

The findings regarding the practice of using Intersentential Translanguaging in the table above, indicate that English teachers perform inter-sentential translanguaging using English into Indonesian. English and the local language as the insertion language and Indonesian as the matrix language. This type of translanguaging occurs in clauses and sentences. This form of inter-sentential translanguaging can be in the form of insertion of clauses/sentences marked with italics in the data in the table above. Speech *"one of them is diary"* included in the clause category because the utterance consists of a subject and a predicate that are still in the main sentence. Also, *"where Rita lived as a small child"* and *"after we had dinner"* is included in the type of subordinate clause which consists of a conjunction and a main clause. In addition, the clause *"I met him in paris" and "they wondered whether the holiday as necessary"* is a type of Independent Clause because it is a series of words that can stand alone, in the sense that the meaning is quite clear. Furthermore, the use of whole sentences in this type of Translanguaging is also found, namely *"my dad drinks a glass of milk every morning"* included in the type of whole sentence because it consists of subject, predicate, object and adverb of time.

In addition, another example of a complete sentence in the Intersentential Translanguaging Type used by the teacher is *"Dinar played doll on the sofa yesterday"*, *"I went to the show yesterday"*, *"she goes to the show by car"*, *"my brother went to manado with family last month"*, *"my brother went to the mall in manado when arrived"*, included in the type of complete sentence because it already consists of subject, predicate, object, adverb of place and adverb of time. Meanwhile, the local language used in this type of Translanguaging is also found during the learning process, such as *"kita ada pigi dipertunjukkan kalamaring"*, *"kita pe kaka laki-laki deng keluarga ada pigi dimanado bulan lalu"*, *"parampuang itu ada pigi dipertunjukkan pake oto"*, *"kita pe kaka laki-laki deng keluarga ada pigi dimanado bulan lalu"*, *"dia pe kaka laki-laki ada pigi di mall pas sampe di manado"*, refers to the type of Intersentential Translanguaging in the form of a complete sentence because it already consists of a subject, predicate, object and adverb of time. Meanwhile, there is a type of Intersentential Translanguaging in the local language in the form of a clause, namely *"dorang membayangkan kalo liburan itu perlu"*, included in the type of independent clause because it is a series of words that can stand alone, in the sense that the meaning is quite clear.

3. Tag Translanguaging.

The third type of translangauging is tag translanguaging. Where (Sari, 2021) explained that in this Tag Translanguaging, the speaker entered a short word to emphasize in their speech. This type of translanguaging occurs when the learning process is in progress, the findings show that teachers do this type of translanguaging by inserting short words either at the end or at the beginning of the sentence. The teacher inserts these short words or tags as a sign of emphasizing what is being said. In addition, (Putranto, 2018) Stated that this Tag Translanguaging is an exchange that occurs from one language to another which is then included in the speech process into one sentence. The results of the study found that there were several Tag Translanguaging that were practiced by the teacher during the learning process.

On Video Recording: (Class situation in teaching and learning specifically when the learning process is almost end and the teacher in the conversation gives some assignments to students).

Tabel 3. Tag Translanguaging Practices

Speaker	Tag Translanguaging
Teacher	1. *So*, pertemuan kita nanti dilajutkan besok, karena sekarang ibu ada jam dikelas lain. 2. *By the way,* Okta tolong sebentar nanti ambil buku dilaci ibu yang warna merah untuk kelas kalian, karena minggu depan ada materi dari buku yang harus kalian pahami. 3. Jangan lupa untuk mengerjakan tugas yang sudah ibu berikan, karena minggu depan kita ada kelas di jam yang sama *nehh.* 4. *Oh ia*, And for next week, I need you to prepare yourself, because before the class I will review what you have learned, also from the book we will have 2 or 3 students to do a retell in the class. 5. Daftar hadir jangan lupa disi, untuk ketua kelas jangan lupa ingatkan ibu untuk minggu depan untuk cek tugas yang sudah diberikan sebelumnya, *okay?* 6. *Well,* Kalau begitu, sampi disni dulu kelas hari ini, tugas, daftar hadir, dan ketua jangan lupa. *See you!* 7. *Omg,* hampir lupa, nando tolong ambil payunnya ibu dibelakang meja.

The table above shows about Tag Translanguaging that occurs in an utterance in a tag language known as "suppressor" from another language. When the speaker uses this type of Translanguaging, the Translanguaging Tag will not change the meaning in the user's speech but only as a "tag" or affix that is at the beginning of the sentence or the end of the sentence. Teachers use this translanguaging tag as reinforcement or as an addition in their speech. The findings regarding the translanguaging tag in English that are practiced by the teacher in the classroom are like the tag, *"so", "by the way", "okay", "well" and "omg",* while in Translanguaging Tag in Indonesian which is practiced in class is *"oh ia".* In addition, there are also translanguaging tags in local languages that are practiced by teachers, as findings such as tag *"nehh"* which in Indonesian means "yah?".

Discussion

Learning English with the concept of Translanguaging in a Multilingualism environment is an appropriate choice to be applied in English classes in foreign

language learning at both the elementary, middle and high levels. This English language learning is appropriate to be carried out in Indonesia as a country that has a context of language diversity so that beginners/intermediate learners do not have to lose their mother tongue/national language even though they have to learn English. In the learning process, English is taught as a means of communication with the learning process supported by using languages that are inherent in their lives, namely their mother tongue (local language) and the national language (Indonesian). This has a positive influence on beginner/intermediate English learners because it can motivate them to dare to speak English actively because it helps students to master the material discussed even with limited vocabulary skills. In concept, this Translanguaging makes all the languages used in learning filling and complementing each other.
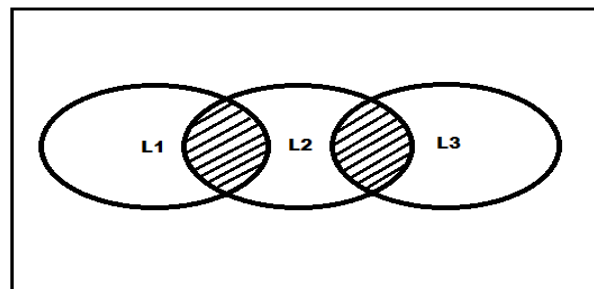
Translanguaging Concept

The teacher uses English as the main focus in learning supported by the use of Indonesian as the national language and the local language (Manado Language) by emphasizing the function of language as a communication tool. The use of Indonesian and local languages is needed to internalize or help connect knowledge about the components of English that must be studied optimally, such as vocabulary and comprehensive mastery of material content. This use can be seen in research findings during the learning process, such as when the teacher uses the word *"adalah"* (Table 1. No. 1) to connect and explain or give an idea of what recount text is. Meanwhile, there is also the use of other phrases such as *"Waktu Lampau* (Table 1. No. 11)"* which is used by the teacher to clarify and provide understanding to students regarding the use of the form of time in the past tense. In addition, the use of the word *"Pembaca* (Table 1. No. 3)"* The teacher intended to clarify the meaning of "reader" to students, which at the same time could increase students' English vocabulary. Another finding regarding

Translaguaging used by teachers to help connect and clarify students' knowledge of the material when the teacher uses the local language *"sama deng"* (local language) = *"such as" (in English)* (Table 1. No. 4)*,* where the use of the local language becomes a bridge for students to find out the components in the recount text. The use of languages other than English in its concept is called Translanguaging, which is then increasingly developing its use in Multilingualism situations, which in interaction or practice use not only one or two languages but more than that.

With this Translanguaging, mastery of language components and content to the maximum will support English learners to be able to communicate actively and communicatively. Moreover, having knowledge of language components and in-depth content will foster the motivation of language learners. Motivation triggers learners to have the courage to use English actively in the classroom even with limited vocabulary skills supported by the use of Indonesian and local languages. Learners become more attached to the subject they are studying with the collaboration between the Local Language, Indonesian and English. Learners become relaxed in a class atmosphere that is not 100% using English when learning English takes place. This is based on a condition where learners feel they are in a comfort zone so that their courage to try to use English becomes more stimulated. However, they dared to express their ideas in English, when they collided with English vocabulary, the learners shifted to use their native language (Local language) or their first language. The learning process takes place more meaningfully for language learners by providing the concept of language learning actively and communicatively with the application of this Translanguaging concept.   In addition, in its application, Translanguaging is seen as the same as Code-Switching, both discussing the use of different languages in one situation, but Translanguaging is larger in scope than Code-Switching. If Code-Switching is used in Bilingual concepts, Translanguaging is used or covers Multilingual situations/concepts. Talking about Translanguaging, teachers use Translanguaging for pedagogic reasons which contain several objectives, including:

1. Support the Explanation

In practice, the use of 100% English in teaching does not guarantee that students will understand the material explained by the teacher. The use of "full English" by the teacher will make students more retarded in terms of understanding and activeness in the classroom. This then becomes one of the big gaps that teachers need to pay attention to. Translanguaging is one of the best concepts to bridge the student learning process. Where, translanguaging is a concept/bridge that can be used in the learning process by covering multilingual situations. One of its functions is to support the explanation from the teacher which can then be seen clearly in English learning situations, for example: when the teacher uses the local language in his explanation *"kita ada pigi dipertunjukkan kalamaring (Local Language) = "I went to the show yesterday (English)"* (Table 2. No. 5), to support and clarify the meaning of the teacher's explanation when saying the sentence in English "I went to the show yesterday". The use of this local language is a form of teacher pedagogic to support student understanding while at the same time making students understand the meaning of the English word that the teacher said when explaining the material. Another form of usage is when the teacher says *"kita pe kaka laki-laki deng keluarga ada pigi dimanado bulan lalu (local language) = "my brother went to Manado with family last month (English)"* (Table 2. No. 6), the teacher's pedagogic form to help students make it easier to understand explanations related to the material. The use of this local language is very helpful for students during the learning process, in addition, the use of this local language is used by the teacher because the mother tongue of the students is their local language, so it will be easier for them to understand the material when it is combined with the local language.

2. Translating and Linking materials

Another function of Translanguaging is to translate and also link words during the learning process. The findings, when the teacher explains the material and says *"menceritakan kembali" (Indonesian) = "Recount Text" (in English)"* (Table 1. No. 2), where this word refers to the intention to translate what the recount text means in Indonesian so that students can get an idea of the recount text itself. In addition, there is also the word *"penghubung" (Indonesian) = "Connective adverb" (in English)* (Table

1. No. 4) and word *"waktu lampau"* (Table 1. No. 11) each of which is used by the teacher to provide a translation of what "connective adverb" is in Indonesian and also what is "past tense" in Indonesian. In addition, Translanguaging is also used by teachers to connect sentences during the learning process, such as when the teacher uses the word *"untuk kalian" (Indonesian) = "for you" (in English)* (Table 1. No. 5) used by the teacher to be a liaison between the English sentences that the teacher says so that students can follow the explanation and what the teacher wants to convey next, also the words *"perhatikan" = "attention"* (Table 1. No. 7) and word *"penggunaan" = "used"* (Table 1. No. 7) each of which serves to connect the material in the teacher's explanation.

3. To create Affective Situation

In this function, the teacher uses Translanguaging because according to the teacher the students are afraid to express their opinions/ideas in English, so there are times when the teacher uses a lot of English which is then combined with other languages, and there are also times when the teacher explains the material using Indonesian in almost all sentences, for example in the sentence

> "Sebelum kita membahas lebih jauh mengenai Recount Text dan contoh-contohnya, sebenarnya ada banyak sekali contoh dari text ini yang bisa kita temukan, karena recount text ini salah satu text yang cukup terkenal dari beberapa jenis teks lainnya, hal yang bisa kita jadikan bahan recount text one of them is daily notes or diary atau catatan harian, catatan hati dan sebagainya. Siapa yang bisa menjelaskan apa itu catatan harian?"

> "Before we discuss further about Recount Text and its examples, actually there are lots of examples of this text that we can find, because this recount text is one of the most famous texts from several other types of text, things we can use as recount text material, one of them is daily notes or diary. Who can explain what a diary is?

The teacher uses Indonesian in almost all sentences and explanations (see Table 2 for others findings) with the intention of creating an affective situation for students so that they can voice/give ideas/give suggestions/comment to fellow students or to the teacher during the learning process.

4. Giving clues in the form of simple vocabulary to students

Clues here are intended by the teacher to provide additional exposure to simple vocabulary that students can use, for example in the use of words in the form of abbreviations or tags in languages other than their local language. For example when the

teacher uses some simple tags like *"well, so, okay"* and so on (see more on table 3) in their sentences. This means that students are exposed to a few simple sentences in English that they can use.

From every data obtained, both from video recordings and interviews, it can be said that the use of Translanguaging is very useful when used during the learning process, because Translanguaging can be a method or strategy in teaching English in a Multilingualism environment. In addition, the use of Translanguaging can motivate students as well as encourage them to be actively involved in the learning process, analyze problems, and make them always pay attention to the explanation of the material presented by the teacher. Data from interviews with English teachers show that English teachers agree that the use of Translanguaging and its implications for learning English in the classroom are quite large. This is in line with the opinion of (Vogel & García, 2017) and (Sultan, 2017) said that Translanguaging can motivate students, give them the opportunity and space to learn in the concept of Multilingualism, support the identity of students' different language use and more specifically make them understand the English material better.

Translanguaging provides opportunities for learners to be able to understand English learning properly so that communication between students and teachers can take place in full because the scientific transportation process can be achieved optimally with this Translanguaging concept, so that increasing students' English skills in multilingualism situations supports them to be able to showcase their best (Hamzah, 2021). The use of Translanguaging helps students to understand the material presented by the teacher. In addition, with the deeper understanding of students affecting their attitudes in the classroom, students become more active in the learning process in the classroom.

Conclusion

The translanguaging are practiced by teachers in a classroom context that covers the concept of Multilingualism, which makes language a medium in communicating with students to make it easier for them to convey their intentions/ideas/suggestions or comments to other students or to them efficiently. In addition, the types of

Translanguaging that are carried out by these teachers are spontaneously applied by them with several purposes and functions. Seeing that the benefits of translanguaging are very large, future researchers can use the findings and results of the research as a starting point or study material for future research, considering the development of language and aspects of students' abilities which are increasing day by day.

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Conflict of Interest

No potential conflict of interest was reported.

About authors

Nihta V. F. Liando is an lecturer at English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia. Her research interests are about motivation in language learning, EFL methodology, and sociolinguistics. She can be reached at nliando@unima.ac.id

6000460

Devilito P. Tatipang is an lecturer at English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia. Her research interests are about English language learning, EFL methodology, and sociolinguistics. Contact is at devilitoprasetyotatipang@gmail.com

6795146

Fergina Lengkoan is an English staff at English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia. Fergina research areas are in the EFL methodology and sociolinguistics. The email address is at fergina@gmail.com