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Investigating Translanguaging Practice In Efl Classroom

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Abstrak

Studi ini mengeksplorasi strategi kelas tentang bagaimana praktik translanguaging diimplementasikan di kelas ELT dengan menganalisis penggunaan penerjemahan oleh guru saat pembelajaran berlangsung. Metode kualitatif digunakan dalam penelitian ini. Studi ini mengamati praktik penerjemahan bahasa asing dari seorang guru bahasa Inggris dalam proses pembelajaran. Data dianalisis secara kualitatif sesuai dengan teori Braun dan Clarke (2006). Berdasarkan hasil penelitian terungkap bahwa praktik penerjemahan terjadi ketika guru memberikan contoh, menerjemahkan bahasa, menyampaikan lelucon, memberikan pertanyaan kepada siswa, memberikan instruksi, dan memotivasi siswa. Selain itu, translanguaging di kelas ELT bermanfaat karena mempengaruhi keterlibatan siswa untuk aktif dalam pembelajaran dan memotivasi siswa untuk memperhatikan dengan seksama ketika guru menyampaikan materi pembelajaran.

Kata Kunci: *Strategi Kelas, Kelas Pengajaran Bahasa Inggris (English Language Teaching (ELT)), Praktik translanguaging*

Abstract

This study explores classroom strategies regarding how translanguaging practices are implemented in ELT class by analyzing the teacher's use of translanguaging when learning takes place. Qualitative methods are used in this study. This study observed the translanguaging practices of an EFL teacher in learning process. The data were qualitatively analyzed in accordance to Braun and Clarke's (2006) theory. Based on the results of the study, it was revealed that translanguaging practices occurred when the teacher gave examples, translated language, delivered jokes, gave students questions, gave instructions, and motivated the students. In addition, translanguaging in ELT classroom is beneficial because it influences student involvement to be active in learning and motivates students to pay close attention when the teacher presents learning material.

Keyword: *Classroom Strategies, ELT (English Language Teaching) Class, Translanguaging practice*

INTRODUCTION

Education in English as a foreign language (English Language Teaching/ELT) refers to the process of teaching and learning English in an environment where the language is not the main language of society. ELT methodologies like "Communicative Language Teaching" (CLT) by Dell Hymes and Michael Canale encourage effective communication in everyday settings as the primary teaching objectives. Lev Vygotsky and Jean Piaget's constructivist theory, which emphasizes that language learning occurs via active engagement and comprehension based on experience, also offers an essential perspective. This environment promotes the use of instructional methodologies that place a high value on communicative contact and active knowledge development in an effort to help students from various cultural and linguistic backgrounds understand English.

In learning activities, strategy plays a big part. It assesses if learning activities including the teacher's presentation style or the subject matter in the classroom are successful. To improve the efficiency of language acquisition, particularly in English as a foreign language, translanguaging is a teacher-led pedagogical strategy that can be utilized in bilingual or multilingual classrooms. This agrees with the assertion made by (Otheguy, R., Garcia, & Reid, 2018) that translanguaging is a pedagogy used by instructors as a scaffolding technique, giving children an opportunity to use their vision and all of their language in learning to communicate. The usage and choice of language play a critical role in communication in establishing a learning environment where students can participate actively.

Education professionals are beginning to realize that translanguaging must also be a tool for teachers to assist students in using all of their linguistic resources during learning and interaction activities in the framework of English linguistic Teaching/ELT. Additionally, Garcia & Wei (2014) talk about how it can be used for classroom translanguaging. First, the teacher engages and empowers the class through translanguaging. In this instance, the instructor requests that the students participate in the learning process in a language that they are familiar with. Second, translanguaging aids lecturers in elaborating for students. By asking questions, translanguaging can assist teachers in a third way.

In English Language Teaching (ELT) classes, translanguaging is used to address the difficulty and importance of using one's native language or other languages while learning English. This study intends to investigate how teachers employ translanguaging to influence

linguistic interaction and student participation in the classroom setting. The question "in what situation does the teacher use translanguaging in EFL classroom?" is the formulation of the

problem that guides this study. This inquiry directs investigation into and analysis of the specific methods by which English language teachers use translanguaging in ELT settings. This study can offer deeper insights into how teachers might exploit and integrate the diversity of students' languages to increase their knowledge and command of English by carefully analyzing how these approaches can be utilized effectively in learning environments. This study has the important advantage of making a significant contribution to students' understanding of how translanguaging is used when learning English.

METHODS

This study uses qualitative methods, with a focus on observational techniques, to describe and assess teachers' use of translanguaging as a pedagogical approach in EFL classroom. Miller (2016) defines an observational study as one that permits observers to learn and independently collect important data. This implies that the study gathers information naturally, which is beneficial for the researcher.

This study's major goal is to determine the extent to which translanguaging classes have been practiced. The study selected a classroom where the teacher frequently used translanguaging in teaching and learning activities in order to meet the study's objectives. The teacher suggested that natural science majors in eleventh grade take part in this study. The researcher employed audio recordings to capture the class observation process in order to collect data. In these observations, the researcher saw the learning process through to completion, beginning at the beginning and ending at the end.

The data were analyzed utilizing the theory of Braun and Clarke (2006), who suggested six criteria for analysis activities, once the observation recordings were made. notably, familiarizing oneself with the data, creating initial code, reading the complete transcript to fully immerse themselves in the data, reviewing the themes, defining and naming the themes, and producing reports.

RESULTS & DISCUSSION

Results

The researcher obtained information from an English teacher at a junior high school. Permission from the teacher and school was required in order to gather information. The researcher started recording a teaching and learning process for 35 minutes on two separate occasions after getting permission. After getting in touch with the subject, the researcher spent three weeks transcription and coding the data. By repeatedly listening to the recording, the

researcher replicated the data. The researcher double-checks the data while it is being coded by applying the ideas and elements from the theoretical framework. They constantly check the data that researcher are transcribing and encoding. The study team's observations of the translanguaging techniques employed by professors of English are summarized in this section. The following table is the result obtained by the researcher from class observation:

No	Types of strategies applied in the classroom that encourage translanguaging	Freq
1	Giving examples	1
2	Translating	3
3	Delivering jokes	1
4	Giving questions	11
5	Giving instructions	9
6	Giving motivations	3

The result of the observation

As seen in the table above, teachers employ six distinct types of interpretation strategies in the classroom. These strategies include providing examples, interpreting, cracking jokes, asking questions, delivering instructions, and inspiring students. English teachers at the junior high school level are instructed to prioritize using their native tongue while delivering instructional materials and outlining content, flow, and rules. Teachers continue to put a lot of effort into using plain English in their courses and daily conversations to help students grow more used to the language. In response to students who have difficulty comprehending the teacher's stated words or concepts, teachers also make an effort to aid students in understanding terminology by fusing it with their local tongue, a practice known as translanguaging. Therefore, teachers must have the necessary understanding of language conditioning. However, when educators use translanguaging tactics, five more strategies- synonyms, games, singing foreign songs, peer discussion, and dialog practice-do not exist. This prevents the distribution of specified materials using specific techniques.

Discussion

The study's findings are covered in this section. The fundamental issue of the study, which relates to the teacher's use of translanguaging techniques in EFL classes, is addressed in the debate by providing a solution. The participants in this study were elementary school students learning English, and the teacher had 19 years of experience teaching both Indonesian

and English. When a teacher presents difficult concepts in English, Indonesian is crucial for language translation since it helps Indonesian students comprehend the subject at hand. Teachers can better communicate the subject matter by speaking Indonesian. Indonesian is widely utilized in classroom interactions due to the fact that many students from underdeveloped nations do not comprehend English and have limited proficiency in foreign languages. The teacher of the EFL class employed a number of translanguaging techniques, which the researcher came across. Following the observation, the researcher discovered the teacher's usage of many translanguaging practices in the English class:

1. Giving example

Giving examples used by teachers to reinforce what the teacher is saying to students or provide concrete illustrations of what is being discussed. The following is an example of giving example:

T : "Iya, gitu ya pake es karena gelasnya lebih dari 1, jamak. Kalo jamak berarti harus pake s atau es dibelakangnya. There are three glasses. Ada tiga gelas."

It is possible to infer from the sentence above that the teacher employed translanguaging to communicate the material. She gives the kids instances by translanguaging, stating, "There are three glasses. Ada tiga gelas". The teacher demonstrates to her class how to utilize phrases for plural things by translanguaging. Additionally, translanguaging improves the efficiency of a teacher's translanguaging technique and helps teachers convey knowledge to students. Teachers can more easily elicit replies from their students by engaging in translanguaging practice. Getting responses from students is easier for teachers. Undoubtedly, having interested students makes the learning session more interesting. so that the instructor can understand translanguaging as a method of content transfer. This study is supported by Nambisan's (2014) finding that teachers use translanguaging as a means of material transfer. By utilizing it as a method of material distribution, translanguaging can aid learners in understanding how languages are learned. The teaching strategy of translanguaging helps improve students' understanding of second language acquisition.

2. Translating

Translating is used by the teacher to clarify what was said before with the aim that students can understand the meaning. An example of translation can be seen below:

S1 : " *There is a ball*"

T : " *Apa artinya?*"

S1 : " *Ini adalah bola*"

T : " *Ini adalah bola? Is it right? Betul enggak, Ayu?*" (pseudonym)

S2 : " *Salah*"

T : " *Harusnya apa?*"

S2 : " *Ada sebuah bola*"

S1 : " *Oh, ada sebuah bola*"

T : " *Beda ini adalah bola, sama ada sebuah bola. This is a ball. Ini adalah bola.*"

According to the earlier observational data, the teacher repeats the original line in bahasa to highlight its intended meaning. This is in line with the claim made by Rerung and Kartikasari (2015) that students prefer the use of Bahasa when teachers instruct and explain challenging concepts because it helps them understand a range of tasks, including language analysis, grammatical rules, cross-cultural considerations, teaching, explanation flaws, and comprehension tests. As a result, when a teacher switches from the second to the primary language, the students have a deeper and more comprehensive understanding of the subject. As can be seen from the observational data of the researcher.

3. Delivering jokes

Delivering jokes is used by the teachers to make the classroom atmosphere fun for students during learning. One example of delivering a joke is seen below:

T : " *Oke boleh lah, there is a jacket, ada seekor jaket.*" *laugh*

As indicated in the previous dialogue, the teacher made a joke out of a sentence that was translated incorrectly to make it sound humorous. The teacher said "There is a jacket, ada seekor jaket". In the sentence, she changed the word that should be "sebuah" to "seekor". After hearing the teacher's statement, the kids laughed. To avoid boredom among the students, the teacher in that instance employed translanguaging to establish the interaction and environment. This idea has been applied in some studies that have employed language exchange in the classroom, such Berlianti and Pradita's study from 2021, which discovered that language exchange serves as a means of communication with students, including the delivery of jokes.

4. Giving questions

One of the most frequently used translanguaging practices in this study is asking questions. This is used when a teacher wants to know students' opinions and understanding of the material discussed by asking questions to get answers. Below is an example of a give-answer question:

T : "*There is?*"

S : "*A book*"

T : "*There are?*"

S : "*Books*"

T : "*Books. Then what is the different? Apa sih bedanya? Ada beda enggak?*"

S : "*Bedanya ada yang pake s ada yang enggak*"

The dialogue above shows that the teacher gives the students' lexical knowledge particular consideration while teaching and learning. Teachers might be able to engage with kids more effectively as a result. Due to their limited vocabulary in the L2, learners find it difficult to respond to their instructors during the teaching and learning process. The use of translanguaging allows for continued interaction between teachers and students in the classroom. Additionally, it might help the learner's vocabulary to grow. Translanguaging can aid in the growth of independent learners by demonstrating to them how to improve their word knowledge and comprehension skills, according to Lubliner and Grisham's (2017) study. Learning new vocabulary in particular would be difficult if the entire linguistic repertoire was not used, the second language was only used for instruction and comprehension, and it was the only language allowed in the classroom. In addition to the example above, another example of giving question is when a teacher points to one of the students to answer the question that has been asked before. as shown below:

S1 : "*Ini adalah bola*"

T : "*Ini adalah bola? Is it right? Betul enggak, Ayu?*" (pseudonym)

S2 : "*Salaah*"

T : "*Harusnya apa?*"

S2 : "*Ada sebuah bola*"

The results of this study suggest using this example to encourage student participation in the learning process. Translanguaging should be used because it encourages students to participate more actively in the teaching and learning process. Translanguaging also enables students to take a more active role in their learning because it uses some phrases or terms that they are unfamiliar with but can understand when taught in their native tongue. The study by Martin (2018) found that translanguaging can help students by fostering a safe environment where their identity and culture are respected, enabling non-English speaking students to actively engage in their learning. The students become more involved in the lesson as a result.

5. Giving Instructions

In basic-level learning, there are often misunderstandings between students and teachers when teachers give instructions. Even worse than that, students occasionally fail to follow instructions because they do not fully comprehend what the teacher says. In order to use translanguaging, teachers give instructions in the target language that are then translated into the student's native language. An example of giving instructions is as follows:

T : "*Coba sekarang lihat dulu videonya nih.*" *playing video*

T : "*Dengarkan baik-baik, listen carefully.*"

T : "*Dengarkan! You have to listen and then repeat! Kemudian repeat, ulangi!*"

In the previously mentioned instruction, the teacher requests that the students watch a video before asking them to repeat what they hear. This is thought to help kids understand instructions much better. Translanguaging has become more popular over the past 20 years as a pedagogy of hope for bilingual, multilingual, and minority students in language classes when the language of instruction is a language other than the student's first language/local language, as mentioned by Peterson and Heywood (2007) in Dryden et al. (2021).

6. Giving Motivation

During the observation, the researcher found several translanguaging practices carried out during the learning process. However, the researcher classified some of these practices as ways of delivering motivation because some of them were not listed in the categories of the observation sheet. The following is an example of giving motivation done by the teacher:

S : "*There is mah untuk satu objek, there are untuk objek lebih dari satu.*"

T : "*Good job, bagus! Itu kamu bisa.*"

The preceding sentence serves as an example of how using translanguaging to offer compliments as a form of appreciation can improve performance. Rewarding students with grades, honors, praise, and other forms of recognition can inspire them to learn and strive to be the best. Like in the sample, the teacher used translanguaging to compliment students. When the teacher asked the student to repeat another student's response to the preceding question, the students gave an accurate response. Additionally, the teacher praised the student and said, "Good job, bagus!". This instance supports Sari's study from 2021, which found that interpreting can help with classroom management, change the classroom's ambiance, and reward students in addition to helping students understand the material.

Example 2 illustrates how the instructor uplifts the students' moods and builds a sense of relaxation. The teacher encourages students to follow directions with more confidence. The dialog below demonstrates this:

T : "Ada? Dua? Ekor? Kucing. Sakitu ngajeblog aya duaan. Oke, next hey, pay attention here. There is a ball."

S : "There is a ball."

T : "Jangan asa-asa ya, kita ngomong saja. Kata ibu juga, don't afraid of making mistakes. Jangan takut salah!"

Based on the sentence above, because students look unconfident, the teacher motivates students by saying "Don't afraid of making mistakes, jangan takut salah". To ensure that students fully comprehend the sentence, the teacher interprets it. This approach fosters more relaxed communication and empowers learners to be more self-assured. The use of translanguaging in the classroom, according to Nova (2016), can be used to communicate with students in a variety of ways, such as by asking questions, inspiring them, making jokes, and repeating things.

CONCLUSION

This study is aimed at investigating translanguaging practices in EFL classroom learning practices. Based on the findings, it was revealed the ways the teacher conducted translanguaging in the classroom, including giving examples, translating, telling jokes, giving questions, giving instructions, and providing motivation. Translanguaging has been used in EFL lessons to improve comprehension, learn new vocabulary, foster interpersonal connections, motivate with context and non-material content, clarify the subject, and motivate students to

participate. According to the information presented above, the teacher use translanguaging to aid students in understanding the meaning of the information being presented. Five other strategies, including synonyms, games, foreign singing, peer discussion, and practicing dialogue, are not used by teachers who practice translanguaging. This is so that specific materials can be delivered in different ways.

To conclude it is clear that the usage of translanguaging is thought to be highly advantageous since it influences student involvement to be active in learning and motivates students to pay close attention when the teacher presents learning material. The use of translanguaging also depends on the role and requirements of the teacher, such as when they need to interpret challenging phrases, introduce new language, or give clear directions.

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