



THE USE OF TRANSLANGUAGING TO FACILITATE STUDENTS' ENGLISH LEARNING: A STUDY AT THE EIGHT YEAR OF SMP NEGERI 6 MATARAM

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Abstract: Translanguaging can be define as the concept of communication that uses more than one language. This study aims to find out the functions of translanguaging in teaching and learning process and the extent of translanguaging in facilitate the students English learning in SMP Negeri 6 Mataram. This study used qualitative method. The researcher applied classroom observation, interview, video recording and note taking to gather the data in the use of translanguaging in the classroom. The subject of this study is the English teacher of the eight grade students and the students in 8K class. After collecting the data, those data were analyzed through some states, namely transcribing the recorded data into written data, identifying the data belongs to translanguaging, classifying the data based on the functions of translanguaging and the extent of translanguaging and explaining the implementation of translanguaging in the classroom. The result of this study shows that there are six functions of translanguaging used by English teacher in SMP Negeri 6 Mataram. The frequent function is message qualification with 14 occurrences, the second frequent function is interjection with 13 occurrences, the third frequent function is reiteration with 13 occurrences, the fourth frequent function is addressee specification with 8 occurrences, the next frequent function is personalization or objectification with 3 occurrences and the last frequent function is quotation with 2 occurrences. The data confirmed that translanguaging brought a positive impact when implemented in the classroom, translanguaging is a natural part that cannot be avoid in the classroom interaction.

Keywords: *Translanguaging, facilitate, learning.*

INTRODUCTION

The phenomenon of transferring a language with one another is called translanguaging. In a foreign language classroom, the language to be learned is the target language. Thus, to the target language, usually there is another language present in the classroom as well, such as Indonesian language. Because two languages exist in the

classroom, it leads to a situation in which to transfer the language. Therefore, translanguaging is usually a natural part of classroom interaction. Translanguaging also as a connector of speakers to give more understanding when the teacher talks about their ideas. Hence, there will not be any misunderstanding in the classroom.

English teachers normally use English as well as Indonesian language in teaching English as a foreign language. On the other hand, some of them do not use English as well while teaching in his/her classroom and they are still reluctant to say something in English, so they often prefer to speak Indonesian than English. They assume that students really understand if they prefer to speak Indonesian than English. The use of two languages alternately in teaching can be categorized as translanguaging. The term of translanguaging is defined as the alternate use of two or more languages in the same utterance or conversation. The way teachers teach using Indonesian language has a positive value, as a slogan of language development and agency, such as “prioritize Indonesian language, preserve local language and master foreign language”.

There are a lot of cases of translanguaging used by the teachers or students in the class. Since the teachers are not English native speakers, they usually have problems delivering the materials to their students in English. In addition, the students often face difficulty in understanding what the teacher says. This is the reason why translanguaging is used by the teachers or students in the classroom interaction.

The current empirical evidence of translanguaging practice in English as foreign language classroom focuses on supporting the teaching of a multilingual student on students; language practices, especially on immigrant students (Daniel & Pacheco, 2016). In addition, translanguaging brings a positive impact as an approach in the classroom. Currently, the application of the English language in Indonesia attracts special attention. Many people have used it from elementary school until university. Moreover, English becomes a subject that is included in the national exam. In its implementation, sometimes students have difficulties in understanding English subjects. Translanguaging practice helps the English language learning in the context of English as a Foreign Language (EFL) classroom in Indonesia (Rasman, 2018). In Indonesia, most English teachers have employed Bahasa Indonesia and English as translanguaging practice.

Nowadays, teachers and students speak their mother tongue (Bima and Sasak language) and English, and sometimes Indonesian language (if English is no longer understood). Thus, the English teacher should consider this multilingual environment in determining second language teaching approaches as the instructional design. To respond this issue, translanguaging is one of the recommended methods or solutions to teach English in this era, especially in SMP Negeri 6 Mataram. Therefore, this research aims to fill the gap on how to use translanguaging practices as teacher-student interaction in the multilingual classroom. Bin-Tahir, et.al. (2019), found that the needs of students in modern school are mainly about speaking. The students asked for opportunities to communicate with international speakers, non-formal language for daily communication in English by enhancing vocabularies and spelling.

RESEARCH METHODS

This study uses qualitative approaches. According to Patton (2002:4), qualitative research is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. There are some types of qualitative research namely exploratory, descriptive, analytical, and predictive. This study applies descriptive research as its method of analysis.

Descriptive research can be used to identify the elements or characteristics of the subjects. Thus, this study identifies the data and then classifies the data into a function of translanguaging. This study attempts to describe, explain and interpret conditions and situations in which translanguaging is used. The purpose of descriptive study is to examine a phenomenon that is occurring at a specific place and time. This study focuses on the function of translanguaging used in SMP Negeri 6 Mataram and the extent of translanguaging in facilitating the students

The data was collected through classroom observation, interview, video recording and note taking. The observation technique which is used is observed without participation. It means that the researcher does not participate in the talks of teaching and learning process. In this case the researcher observes and listens to the speech between teacher and students in teaching and learning process in SMP Negeri 6 Mataram. The second is an interview. Interview is a conversation with a purpose. An interview is a useful way to get large amounts of data quickly. In this research, the researcher will prepare the list of interview questions related to translanguaging and do the interview with the teachers to elicit information about the functions towards the use of translanguaging and to get detailed information. In order to get the visual data, the researchers conducted video recording as data collection technique. In this technique, the researcher does some steps. First, prepare recording tools, second, ask permission from the teacher, and then enter the classroom and do the recording process. Note taking is a technique used by the researchers to describe or write what is heard, seen, experienced and thought about in order to collect data in qualitative research. This is very important for the researcher to make observations easier.

In this research, the data of students' concerns were analyzed through transcription, identification, classification and explanation (Tanzeh, 2011). After recording the verbal data, the researcher transcribes those recorded utterances into the written form then analyse those utterances which are in transcription form. The purpose of transcribing spoken data into written form is to help the writer in analyzing those data in which written form makes the data easier to be analyzed. After collecting data from recording and note taking, the researcher identifies the data collecting belongs to translanguaging. After identifying the data belonging to translanguaging, the writer classifies the functions of translanguaging and the extent of translanguaging in order to facilitate students' learning. In addition, in explanation step, the research explains how to apply translanguaging in the classroom.

FINDINGS AND DISCUSSION

Findings

The findings are categorized into two forms, they are 1) The functions of pedagogic translanguaging are used by English teachers in SMP Negeri 6 Mataram, 2)

The extent of pedagogic translanguaging facilitate students' English learning in SMP Negeri 6 Mataram.

1. The functions of pedagogic translanguaging are used by English teachers in SMP Negeri 6 Mataram.

In this study, it is presented six functions of translanguaging proposed by Gumperz (1995), namely quotations, addressee specification, interjections, reiterations, message qualification and personalization or objectification.

No	Functions of Translanguaging	Occurrences	Percentage
1.	Quotation	2	3,77%
2.	Addressee specification	8	15,09%
3.	Interjection	13	24,52%
4.	Reiterations	13	24,52%
5.	Message qualification	14	26,41%
6.	Personalization or objectification	3	5,66%
Total		53	100%

The table above shows the functions of pedagogic translanguaging used by the teacher in the classroom. The classifications of quotation are 2 occurrences, the classification of addressee specification are 8 occurrences, the classification of interjections are 13 occurrences, the classification of reiterations are 13 occurrences, the classification of message qualification are 14 occurrences, the classification of personalization or objectification are 3 occurrences. It can be seen that the most common function of pedagogic translanguaging which has been found in teacher's utterance during learning process was message qualification it means the teacher often introduced a topic in one language and then commented or further qualified in order to make the students got the main point of what the teacher tried to convey. The following data are some examples of analysis on the functions of pedagogic translanguaging:

1. Quotation

From the data obtained, the first function of translanguaging that occurred was quotation. As Gumperz (1995), the function of quotation in translanguaging is to draw a stretch of direct speech in other language which is different from the main narrative. The function is as quotation mark when bilingual report and present a direct speech by using its original language. This function occurred during the learning process. The finding

shows that the data of quotation is the least common function of translanguaging with 2 occurrences and a percentage 3,77% from all fifty-three data. The following data are the analysis of quotation as the function of translanguaging:

*"tadi katanaya udah dengar **'yes miss I can hear'** gitu"*

The data was taken on August 2nd 2023 in the English class of eight grade 8K. The situation was in the beginning of the class. The students complained that the teacher's voice was not clear, but the teacher heard some students say that they heard the teacher's voice.

2. Addressee specification

Another function of translanguaging existed during the teaching and learning process at the 2nd grade of SMP Negeri 6 Mataram is addressee specification. In this case, the function of translanguaging is to draw attention to the fact that the addressee is being invited to the conversation. This function occurred during the learning process. The finding shows that the data of addressee specification are 8 occurrences and the percentage was 15,09% from all fifty-three data. The following example are some analysis of addressee specification as the function of translanguaging:

*"ini tadi miss Tety minta kalian untuk apa, **do you know about attention?**"*

The data was taken on July 31st 2023 in an English class of 8K. The setting was in the classroom and they still discuss about "to get attention" as the previous meeting. The situation was in the beginning of the lesson. The teacher tried to refresh and remind the students about the lesson that they learnt. The teacher gave the question to the students about the meaning of "to get attention".

3. Interjection

In addition to addressee specification, another function of translanguaging was interjection also emerged during the teaching and learning process. Interjection is the function when people give some instructions or even ask the other to do something. The finding shows that the data of interjections are 13 occurrences and the percentage was 24,52% from all fifty-three data. The following are some analyses of interjections as the function of translanguaging.

*"before we start the class today, **perhatikan dulu ya**"*

The data was taken on July 31st 2023 in an English class of 8K. The setting was in the classroom and they were in the beginning of the lesson. The teacher made a notice to the students to pay attention to her.

The function of the utterance was interjection. Interjection is the function when someone drives some instructions or asks the other to do something. It shows from the teacher's

utterance “*perhatikan dulu ya*” the teacher gave instruction to the students to pay attention.

4. Reiteration

Translanguaging is reiteration of what has just been said by the teacher (Gumperz, 1995). Translanguaging is used to clarify or emphasize what the teacher said. The finding shows that the data of reiteration are 13 occurrences and the percentage was 24,25% from all fifty-three data. The following are some analysis of reiterations as function of translanguaging:

*Iya, this picture **gambar yang paling atas ini** (while showed the picture in the book)*

The data was taken on July 31st 2023 in an English class of 8K. The setting was in the classroom and they still discuss the same material about asking and giving opinion. The situation was in the middle of the class. The teacher shows the students an example of how to get someone’s attention. In this example the teacher told the students the picture in the textbook. The teacher asked the students to look and to pay attention to the picture in the book.

5. Message qualification

In this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduced in one language and then comment or further qualified in the other. The finding shows that the data of message qualification are 14 occurrence and percentage 26,41% from all fifty-three data. The following are some analysis of message qualification as the function of translanguaging:

*“Quiet artinya apa? Setiap ketemu kata sukar seperti ini sebisa mungkin ditulis, **supaya kosa katanya tambah banyak**”.*

The data was taken on August 2nd 2023 in English class at 8K. The setting was in the classroom and they were discussing about the expression of asking and giving opinion. The situation was in the middle of the class. The teacher asked the students to “Quiet”. After that the teacher asks the students to write down the difficult vocabulary.

6. Personalization or objectification

There is translanguaging data shows when the participant tried to utter what he was thinking about. In other words, the word showed the speaker’s opinion toward a certain situation or certain thing. Gumperz (1995) says that this contrast relates to things such as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from a message, whether it refers to specific instances or has the authority of generally known fact. The finding shows that the data of personalization or objectification are 3 occurrences and a percentage 5,66% from all fifty-three data. The following are some analyses of personalization or objectification as the function of

translanguaging.

*“dalam ungkapan meminta perhatian itu **kita bisa menggunakan excuse me, attention please, may I have your attention, silent please, be quiet please**, ada berbagai macam seperti itu”.*

The data was taken on August 2nd 2023 in English class of eight grade 8K. The setting was in the classroom and they were talking about asking for attention or to get attention. The situation was in the middle of the lesson. The teacher explained to the students about how to express asking for attention. The teacher said that there are several ways to express asking for attention. The teacher mentioned it.

The function of the utterance is objectification because the statement reflects the knowledge of the teacher and also from general fact. It shows from the utterance ***‘kita bisa menggunakan excuse me, attention please...’***.

2. The Extent of Pedagogic Translanguaging in Facilitate Students’ Learning.

The result of the data confirmed that translanguaging brought a positive impact when implemented in the classroom. Even though the teacher used English in giving instruction in the classroom, the students still could comprehend it. She realized the students’ ability. The teacher used translanguaging when the students did not respond to her question, and when she completed the sentences. Moreover, the teacher used translation and interpretation to help students to understand the lesson. The teacher tended to transfer to another language with some simple words in one sentence.

The researcher found English subjects that used translanguaging as the strategy to create an effective learning process and foster their language and literacy development. Translanguaging occurred in many ways in the classroom. Not only in their conversation but also in technique of the way the class runs, where the teacher lets anything be the source of learning. The teacher asked the students to pay attention the picture in the book and then talk about that in English, the students read the expression of ‘to get attention, to check if you are understood, to show appreciation to other and to tell what other people think about something in the book and then write those expression in which they were belongs to. This is corresponding to Garcia and Wei (2014) who defines translanguaging as practice in bilingual/multilingual classrooms where the students hear and read (input) in one language, then speak and write (output) in another.

The strategy that the teacher used in her class is included in Garcia and Wei’s theory (2014) starting from text books and the internet. To sum up, all media is utilized, no matter what language is in the book and the internet, because the teacher thinks what is important is the content that they could talk about as the topic for learning in the class. Since the conversation and opinions that the students expressed showed that they are attracted to the topic they discussed. It is evidence that translanguaging is supporting to metalinguistics awareness which is defined as the ability of executing and transferring knowledge across language.

The teacher in this study let and encouraged her students to use their language repertoire in the class. Thus, the teacher also feels comfortable with translanguaging in

the class because the class can get the meaning, even though the native speaker of local language that the teacher uses only two or three people, but the whole class understand, for they are familiar with the language. The native of the local language also helps explain the meaning in the cases some of their friends do not understand. Because for some students' local language might have a role as their mother tongue and Indonesian is used just for formal occasions, automatically, it is not wrong to say that to that person explaining in local language might help a lot than using Indonesian or the target language. To sum up, the research came to the conclusion that the teacher practiced translanguaging because she believed that it has the capacity to break the obstacles between the teacher and students. This reason is supported by Dahlberg (2017) who also believed that if the teacher only used the target language and the students only focused on producing the target language, then the interaction between students and the teacher would be less frequent which can create barriers between them.

According to Liu and Fang (2020), stated that knowing the actual needs of the students help the teacher to be aware of in what conditions or contexts translanguaging should be used so that the use of named languages in the class is implemented in a proper way. After analyzing the transcript, the researcher noticed that the subject often used other than target language to convey things that were considered as important for them to grasp perfectly. It also may reflect, what Garcia and Wei (2014) calls, teacher attention to meaning-making, it is one of the categories of translanguaging strategies. Teachers use translanguaging when it is appropriate for students' understanding or encourage students to use translanguaging in their internal speech/language. However, only after she gives the English explanation, if they find it difficult to understand, then the teacher lets them use their languages. So, the teacher let translanguaging exist in her class to make sure students are close to her, because the closer relationship between teacher and students, the better outcome will be, since there will be no gap between them. Thus, it can be understood the same thing just in different ways, it is a good thing. The teacher opens the opportunity of gaining knowledge and making connections through languages.

Discussion

1. Functions of Pedagogic Translanguaging

Based on the data obtained, the researcher found the functions of translanguaging used by the teacher of the eight grade students of SMP Negeri 6 Mataram. The researcher classified the functions of translanguaging based on Gumperz theory. Gumperz (1995), gives the functions of translanguaging namely quotations, addressee specification, interjection, reiteration, message qualification and personalization or objectification.

The research found that the frequent function of translanguaging used by English teachers is message qualification which occurs 14 times. Gumperz (1995), has mentioned that in this function, the speaker simply tries to demonstrate a distinction between two parts of the discourse, a topic introduced in one language and then commented or further qualified in the other. Meanwhile, from the findings it is clear that the function of message qualification occurs when the teacher explains the material and then gives

further explanation in the next utterance. Based on the interview, the teacher said that the use of both English and Indonesian language in teaching learning, it will give more understanding for students about what the teacher is trying to convey. From the teacher's answer, it can be said that the use of translanguaging in the classroom is contained in the function of message qualification.

The second frequent functions translanguaging occurs in the classroom is interjections. There are 13 utterances of English teachers classified as the functions of interjection. The interjection occurs when the teacher gives command or instruction to the students.

The third frequent function of translanguaging used by English teachers is reiteration which occurs 13 times. As can be seen from the findings, the teacher used the function of reiteration mostly to clarify or even to translating the teacher's previous utterance. It is line with Gumperz (1995), that translanguaging sometimes reiterates what has just been said. It is also agreed with the data of interview which has been done by the research on August 2nd 2023 that during the learning process the teacher should repeat or switch the materials or instruction to Indonesian language to make it clear for the students.

The fourth frequent function of translanguaging that used by English teachers is addressee specification. There were 8 times of English teacher utterance that classified as the functions of addressee specification. The function of addressee specification mostly occurred when the teacher pointed toward the students, or asking the students to participate and answering the questions from the teacher. As stated by Gumperz (1995) that translanguaging can be used to specify an addressee as the recipient of the message. The next function of translanguaging used by English teachers is personalization or objectification. There are 3 utterances of an English teacher that classified as the function of personalization or objectification when the teacher uttered objective facts and personal opinions to the students. It is in line with Gumperz (1995) that the function relates to things such as the distinction between talk about action and talk as action. The degree of speaker involvement in or distance from a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

The last function of translanguaging used by English teachers is quotation. This function is the least common data which is uttered by the teacher. There are 2 utterances of English teacher classified as function quotations. As can be seen from the findings, the function is a quotation mark when bilinguals report and present a direct speech by using its original language.

From the discussion above, the researcher believed that translanguaging is an avoidable phenomenon that serves many functions in the English classroom. Therefore, the use of translanguaging may be useful for the sake of students' learning process as long as the teacher has enough consideration to use it properly.

2. The Extent of Pedagogic Translanguaging in Facilitate Students' English Learning

The second research question aimed to investigate the extent of translanguaging in

facilitating students' English learning in teaching and learning process. Translanguaging brought a positive impact when implemented in the classroom. Even though the teacher used English in giving instruction in the classroom, the students could comprehend it. The teacher used translanguaging when the students did not respond to her question and when she completed the sentences. The researcher found an English subject that used translanguaging as the strategy to create an effective learning process and foster their language. Translanguaging occurs in many ways in the classroom. Not only in their conversation but also in technique of the way the class runs, where the teacher lets anything could be the resource of learning.

According to Liu and Fang theory (2020), stated that knowing the actual needs of the students help the teacher to be aware of in what conditions or contexts translanguaging should be used so that the use of named language in the class is implemented in a proper way.

CONCLUSION

There are six functions of translanguaging. They are quotation, addressee specification, interjection, reiteration, message qualification and personalization or objectification. Based on the findings, the frequent translanguaging occurred in teacher utterance is message qualification with 14 occurrences. The second most frequent function which occurred in teacher utterance is interjection with 13 occurrences. The third frequent function which occurred in teacher utterance is reiteration with 13 occurrences. Then, the fourth function which occurs in the teacher utterance is addressee specification with 8 occurrences. Then, the function which occurred in teacher utterance is personalization or objectification with 3 occurrences. Then, the last function which occurred in teacher utterance is quotation with 2 occurrences.

On the other hand, Translanguaging brought a positive impact when implemented in the classroom. Even though the teacher used English in giving instruction in the classroom, the students could comprehend it. The teacher used translanguaging when the students did not respond to her question and when she completed the sentences. The researcher found an English subject that used translanguaging as the strategy to create an effective learning process and foster their language.

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