

# Pedagogical Translanguaging in English Classes: A Case Study at SMPN 1 Narmada

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**Abstract:** Translanguaging can be define as the concept of communication that uses more than one language. The aim of this study is to describe the use of pedagogical tanslanguaging in English classes at SMP N 1 Narmada. The researcher applied classroom observations, interview, and questionnaire to gather the data in the use of translanguaging as pedagogical translanguaging in the classroom. The subject of this study was the English teacher of the eight grade students in 8.2 class. The data were analyzed using descriptive methodological procedure. The result shows that the use of translanguaging in the classroom was used mainly in the opening the class and introduction the lesson. The students perceived translanguaging has positive and impactful to their learning in the classroom.

**Keywords:** pedagogical translanguaging, English classes, SMPN 1 Narmada

## INTRODUCTION

In Indonesia, the number of children from multicultural families, including children from international marriage families and children of foreign migrant workers, has increased rapidly in recent years. Mixed marriage in Indonesian law is defined in Part 3 of Article 57 of the Law of the Republic of Indonesia No. 1 of 1974, namely, marriage between two people who in Indonesia are subject to different laws because of differences in citizenship, and one of the parties is a national. Indonesia.

The number of children from multicultural families is increasing rapidly, especially those born to foreign fathers or mothers who have different cultural backgrounds, communication problems, histories, and religions. This means that family members often experience serious difficulties in various high-risk situations caused by differences in social and economic status, language, culture, religion, and educational methods.

Basically, people can acquire knowledge through language, and they can also understand culture and religion through people who speak the same language. Foreign parents, Indonesian multicultural families, or families from other countries experience language difficulties because they cannot speak the minority language in their environment, namely the mother tongue of their foreign parents, or speak with other people. In this situation, it is important for children to speak the minority language of their parents so that multicultural family members can understand each other better. Multilingualism can be distinguished into majority and minority languages according to the user group's social and economic status.

Multiculturalism is the thought and acceptance of cultural diversity. Bennett argues that multiculturalism is an understanding or belief that encourages the acceptance of pluralism and cultural diversity as a cultural model present in contemporary socio-cultural life. Bennett (1995). In Indonesia, multicultural families that are generally formed through

international marriages mostly speak Indonesian because one of the parents is an Indonesian citizen. In this context, a minority language is defined as the mother tongue of foreign parents in a family of international marriages. When children from multicultural families use more than one language, it helps to form and maintain their identity and allows them to communicate fluently with family members. And when they start to get along with the language and culture of their parents, they can adapt well, be it socially, culturally, or religiously. And they can also develop good emotional closeness with other family members through their parents' mother tongue.

Multilingualism is usually interpreted as being polyglot. Polyglot, according to the Cambridge Dictionary, is "speaking or using several different languages". The phenomenon of multilingualism, or polyglots, is commonly found around us. Moreover, Indonesia has more than 700 regional languages. Another factor that makes Indonesians bilingual or even multilingual is learning another language at school or on a course. In addition, mixed marriages involving Indonesians and foreigners require them to learn the foreign language in order to communicate properly, such as when Indonesians marry Westerners.

This phenomenon also concerns linguistics, which has interdisciplinary subdisciplines, including Sociolinguistics. Sociolinguistics is an interdisciplinary science between sociology and linguistics. Two fields of empirical science have a very close relationship (Chaer and Agustina, 2004:2). There are several experts who put forward the term sociolinguistics, which emphasizes the study of language in relation to society. Hymes in Alwasilah (1990) stated that the term sociolinguistics refers to the correlations between language and particular societies linguistics and social phenomena, meaning that 'a sociolinguistic term to link between language and society as well as language and phenomena in society'. Even Alwasilah (1990) himself indicated that sociolinguistics concerted its study upon the societally patterned variation in

language usage, meaning 'sociolinguistics emphasizes the study of variations in societal patterns in language use'.

The same thing was also expressed by Hudson (1980) where sociolinguistics as the study of language in relation to society, applying (intentionally) that sociolinguistics is part of the study of language, meaning that sociolinguistics as the study of language in relation to society implies that sociolinguistics is part of linguistics'. Another definition that is similar is Pride's opinion, namely, sociolinguistics to study every aspect of the use of language that relates to its social and cultural functions. Suwito (1996) argues that sociolinguistics studies language in its socio-cultural context and the situation of the user.

Thus, it can be concluded that language is not only from the speaker's point of view but also from the listener's point of view, because the use of language is essentially a process of verbal interaction between speakers and listeners. In the process of interaction, both speakers and listeners always consider who they are talking to, where, when, on what issues, in what situations, and so on, as explained by Fishman (1975). These things show that sociolinguistics sees language as a system of social and community communication. They also see language as part of a particular society and culture. Language is considered a social phenomenon apart from the individual. A person is no longer seen as an individual separate from society. He belongs to his social group. This means that language and language use are not observed individually but are always associated with community activities (Suwito, 1996).

In the current study, teachers' in-service beliefs about multilingualism and translanguaging are discussed in relation to the key role teachers can play in changing educational practices. During continuing professional development courses, in-service teachers receive training in multilingual approaches. Before, during, and after the course, data were collected about their beliefs about multilingualism and translanguaging. The results show several important changes in teachers' beliefs about language separation, mixing languages, and languages supporting each other, and the adoption of these beliefs in the classroom. The complex relationship between professional development and changes in teacher beliefs and practices is placed within the broader context of a multilingual teaching approach. Translanguaging is a pedagogical and academic process in which teaching in the classroom uses more than one language. In other words, this is a form of application to describe how to communicate using linguistic resources for interactions between teachers and students (Santoso, 2020). Translanguaging is an academic process that is believed to be able to increase students' participation and understanding in learning English in the classroom. Translanguaging allows students to learn how to respect each other because the translanguaging method allows students to use their respective language codes according to the identity and culture of the students themselves (Arisandi et al., 2023).

## RESEARCH METHOD

Considering the data and research objectives, researchers used qualitative research and field types to conduct this research. Maxwell states that its "strength as qualitative research stems primarily from its inductive approach, its focus on specific situations or people, and its emphasis on words rather than numbers". According to Atmowardoyo (2018), a

descriptive research classification is also applicable to the case study as it is intended to depict the existing conditions of a specific case. However, it differs concerning the subject or phenomenon under study. In a case study, a particular case with special characteristics is focused on by the researcher.

The goal of the researcher in using case studies is to apply theory in real life. The teachers were asked by the researcher to apply the translanguaging in the learning process. Woodside and Wilson (2003) discuss the use of case study research methods for theory building in the field of business and industrial marketing. They argue that case studies are valuable research tools for developing new theories and testing existing ones because they allow for in-depth exploration of complex phenomena in their natural settings. A thorough review of case study research methods, including design, data collection, analysis, and reporting, was provided by the authors. They highlight the importance of selecting cases that are relevant to the research question and provide data that can be used to develop and refine theoretical concepts. They also emphasize the importance of triangulating data from various sources, such as interviews, observations, and questionnaire, to increase the validity and reliability of findings.

In this study, researchers used qualitative data analysis. Data analysis in the field was carried out when collecting data and after data collection. Activities on qualitative data are carried out interactively and continuously analyze their value. For the next stage, the researcher moves from a description of what happened to an explanation of why it happened. Then, there are four activities in data analysis used by researchers; Identification, classification, Description and Explanation. Researchers collected the data through observation including recordings and raw notes. Then the data was transcribed. From the transcript the researcher identified the word languages are uses, translanguaging strategy and students' responses to this data. After the word languages was identified the researcher classified the data into the categories translanguaging strategies and students' responses. The classification of translanguaging strategy and students' responses described by defining and by giving examples. Moreover, the last one is findings on the categories explained by comparing and contrasting them from the similar or different context.

## FINDING AND DISCUSSION

The findings of this study were the results of the observation, the teachers' interviews, and the students' perception from their questionnaire. Based on the first observation, the researcher found that the teacher more frequently used translanguaging. The teacher's interviews, the researcher found that the translanguaging used should be consider the condition and situation that occur in the classroom. The teacher used translanguaging if the word languages that used is not understand by the students. In the questionnaire, the researcher found that the students have several responded which also answered the research question that distributed in the data description.

### Word languages used by teacher in English classes

In a classroom setting, effective use of language is essential for both teachers and students. Teachers need to be able to communicated their lessons clearly and effectively, while students need to have the necessary language skills to participated in class, ask questions, and express themselves. To answer the problem formulation proposed by researchers in

Chapter 1, based on the results of observations, it was found that the word languages used by teachers were as follows:

### **The beginning of the lesson**

When started to teach, usually the teacher gave a greeting first to lighten the learning atmosphere in the class. The skill of opened a lesson is a basic skill that is very important for a teacher to achieved effective, efficient, interesting, and enjoyable learning. How smart teachers opened and closed lessons has a big influence on students' success and enthusiasm or interested in learning. Because that is the key to teaching that is fun and did not boring. The example can be seen in the table:

Table A. frequent the use of language in the beginning of classes

No	Language	Occurrences	Frequent
1	Hello everyone!	4	20%
2	Let's begin our lesson.	3	15%
3	Open your book!	3	15%
4	Whose absent today?	4	20%
5	Turn to page.	3	15%
6	Collect your work please	2	15%
Total		19	100%

### **During Learning Process**

Student understanding is a very important part of the learning process. Understanding is one of the cognitive domains, because understanding is a level of ability that requires students to be able to understand the meanings, concepts, situations, and facts they knew. In this research, the researcher did the observation for four meeting in the classroom. In situations like this, researchers found that the English teacher said, can be seen in the table:

Table B. frequent of using word languages during the learning process

No	Language	Occurrences	Frequent
1	Are you ready?	4	20%
2	do you understand?	3	15%
3	Say it again please!	6	30%
4	Silent please!	6	30%
5	Are you still with me?	1	5%
Total		20	100%

### **The end of the lesson**

Understanding Closing Learning According to Rusman in Yusuf (2018), closing learning skills are activities carried out by teachers to end lessons or teaching and learning activities. Closing learning is an activity carried out by teachers to end core learning activities. Components of skills for opening and closing lessons include paid attention, generated motivation, provided references through various efforts, made links or connections between the material to be studied and the experienced and knowledge that students did master, reviewed or revisited mastery of the core of the lesson by summarized the core lessons and made summaries, and evaluated. The example can be seen in the table:

Table C. the frequent of using word languages in the end of lesson.

No	Language	Occurrences	Frequent
1	See you again!	4	20%
2	Have a good day.	4	20%
3	Time is over everyone.	6	30
4	Hurry up!	2	10%
5	Good bye!	4	20%
Total		20	100%

### **Translanguaging as a Pedagogical Process**

Translanguaging (TL) is an effort by educators in a learning context to change linguistic codes when they encounter challenges in explained material that is considered complex. This was experienced by teachers when delivered English language material to students in one of the schools in West Lombok. The teacher often switched language codes from English media as instructions for learning English in class to another language code, namely Indonesian. This practical strategy for implemented translanguaging by teachers is considered to be a panacea for students' anxiety when they have to receive knowledge transfer in different context. Based on the data obtained from the observation checklist through direct observation, the translanguaging technique used by the teacher in English classes learning can be seen in the Table C. From the observation, it was found that there are three types of techniques used in translanguaging, First, there is a mixing of languages between English and Indonesian. For instance, in these parts below:

#### **Extract 1: Opening the class**

T : *“good morning, everyone, lets open the class with praying dengan kepercayaan masing-masing ya, Arya silahkan pimpin do'a ya”*  
(good morning, lets open the class by praying according to each other beliefs, arya please lead the pray first).

Ss : *“before we start our lesson, lets pray together, berdo'a mulai.. berdo'a selesai.”* (before we start our lesson, lets pray together, praying started.. praying finished).

#### **Extract 2: Introducing a lesson**

T : *“please open page 71, kalian liat apa disana”?* .  
(please open page 71, what do you see there?).

Ss : *“Descriptive text mam, yang menjelaskan tentang itukaan mam, tentang sesuatu atau something itukan?”*. (descriptive text mam?, that describe about something right?).

### **Students Responded Through the Translanguaging as a Pedagogical Strategy**

The results of this research are a data collection process in the form of student responses regarding the implementation of translanguaging during the English learning process in the classroom. The number of respondents in this study was 20 people. Based on the questionnaire, researcher found that the students perceive translanguaging has positive impact during their learning process.

### **Discussion**

Based on the research, the researcher discussed the research findings. Within this section, the researcher addressed the research findings with relevant references. In order to confirm the accuracy of the research result, the researcher

strove to analyze them by connecting them to the theories were relevant to solving the research problem. The subsequent explanation has been provided below:

### ***Word Languages Used in English Classes***

According to the research findings, it was clear that the teachers Use any English clause or phrase that doesn't need to be translated into English. The words spoken by the teacher are short sentences that are easily understood by the student when they not understand. The rest of the teachers not use word languages in all situations; however, the teacher used word languages in certain situations. As we know, word languages are essential tool for English teachers to effectively communicate and manage their classroom. It includes a set of a specific vocabulary, phrases, and expressions that are used in the classroom to convey instructions, give feedback, and manage student behavior. This type of language is often different from the language that is used in everyday conversation, and it is important to English teacher to be familiar with it in order to create a positive and productive learning environment. In this study, the researchers found that in the teaching process at SMP N 1 Narmada, English teachers used a lot of word languages, such as simple words for commands and so on. The word language itself is used in some situations, such as: beginning of lesson, during the learning and the end of lesson.

### ***Translanguaging Used as a Pedagogical Strategy***

Based on the data obtained, the researcher found the translanguaging used by teacher in SMP N 1 Narmada. The researcher classified the translanguaging based on Tse (1996) identified that translanguaging divided into several types such as: code switching, interpreting, language brokering and translation. The researcher found that the frequent of translanguaging that used by English teacher in teaching English in the form of translation. The kind of translanguaging that used by the English teacher is translation. Translation, which refers to the transfer of meaning from one language to another, According to Creese, et.al. (2018), translation is defined as a communication process in which messages in one code are reproduced in another code. As an illustration of this translation, a student gave permission by an English teacher to translate an English word or phrase by replaced it with an Indonesian word or phrase.

The findings above show another technique used by the teacher in that the teacher said full sentences and then translate the sentence into both English-Indonesia and sometimes English-local language. It is also in line with the studies conducted by some researchers (Wei, 2018; Creese & Blackledge, 2015). Based on the phenomenon that researcher was mentioned, it was found In the context of translanguaging, the teacher has reproduced a speech code from English as the source language into a message code in Indonesian as the target language in communicating with his students. In this way, the meaning-making process can be represented by reproducing the linguistic code from the source language to the target language code with the aim of the communication process running without obstacles. This is in line with what the teacher said based on the results of the interview which can be read in the attachment. It was supported by result of teacher interview who mention the kind of translanguaging that usually used is translation.

### **Students Responded Through the Translanguaging as a Pedagogical Strategy**

Based on the result of students responded through the translanguaging as a pedagogical strategy. Based on the questionnaire, the majority of the students were agreed that the used of two or more languages make it easier to understand new language. This result is consistent with Riswanto (2022) claimed that transformation and mixing the use of language from various other language source to improve language skills. The majority of the students believed that the use of two or more languages made the students easier to learn English language in the classroom, it this result consistent with Putrawan (2022) said that one of the benefits of translaanguaging in learning is that it can add insight into language vocabulary for understanding learning material. Based on the result of questionnaire, the students agreed that the teacher use translanguaging in teaching and learning process. However, the researcher conducted the interview with 3 students who disagreed about the statement "English teacher must apply the use more than one language in teaching and learning process". On table 4.9, based on the students answer who were not agreed because they just wanted the teacher used one language or just an Indonesia language, they perceived that used two or more language made them hard to understand the structure of the material.

Therefore, it can be concluded that in eight-grade students at SMP N 1 Narmada, the students had a positive responded through the use of translanguaging as a pedagogical strategy. Based on the questionnaire answered, they are easier to understand the material if the teacher used translanguaging during the learning process. Following the previous explanation above, the findings of this research can be served a concern for the teacher to used translanguaging in the classroom to improve the students in English skills.

### **CONCLUSION**

Based on the previous analysis, the conclusion of this study is as follow, based on the result of observation, it was found some word languages that used by teacher in teaching English, it was used not for all situation, but in some situation such as: the beginning of the lesson, during the learning process, and in the end of lesson. Then there are types of translanguaging that used in teaching English at SMP N 1 Narmada. That is Translation. It is used only when the students did not understand what was the teacher said and then the teacher translated the sentence into Indonesian language for make sure the students understand what the teacher wants about the material.

The students responded through the use of translanguaging as a pedagogical strategy was proved based on the questionnaire, it was found, more of eight-grades students at SMP N 1 Narmada are agreed about the use of translanguaging during the classes, because they perceived that the used of translanguaging made the students can more easily understand the material presented by the teacher, the two students find it easier to communicate more actively with the teacher, the three students can understand the meaning of words correctly, and the fourth English learning in class becomes more fun. Furthermore, based on the results of the research that has been carried out, the researchers suggest teachers or instructors use translanguaging as necessary and still prioritize English and make Indonesian and local languages English auxiliary languages in facilitating

classroom learning. Then the researcher suggested to the students to get used to using the English vocabulary they mastered more often and not to always only use Indonesian or the local language during the learning English.

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