

Pedagogic Translanguaging in EFL Classroom: A Study at MTsN 1 Mataram

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Abstract: Translanguaging is the practice of changing the usage of two different languages or more in order to improve communication and enrich the linguistic aspects of language use. This study presents the use of translanguaging in EFL classroom by English teachers. The main aim of this study is to describe the components and the functions of translanguaging used by the English teachers at MTsN 1 Mataram during teaching and learning process. The subject of this study consisted of two English teachers who teach at MTsN 1 Mataram. The results of this study show that there are two components and six functions of translanguaging used by the English teachers. The translanguaging's components used by the English teachers were dominated by 58% code-switching, and 42% translating and interpreting. The difference between translanguaging and code switching is in the concept. Translanguaging allows anyone to use more than two languages without constraints, yet code-switching has its own limitations. In addition, the highest frequency of translanguaging functions is message qualification which occurred 30 times or 31%. Meanwhile, the lowest frequencies are quotations, and personalization vs objectification, where each of these functions contains one data. The implications of translanguaging in education are vast and can have a positive impact on various aspects of teaching and learning.

Keywords: Translanguaging, Pedagogic, EFL Classroom

INTRODUCTION

Language is part of basic human needs. Brown (2000) asserts that language is essential to human life. Language is necessary for good communication because it allows people to deliver their intended message properly and effectively. As a communication tool, language is an ability that individuals use with specified signs and units (Arafiq, et al., 2023). People may convey their thoughts, feelings, and desires through language, allowing for a better understanding amongst others. Tomasello (2010) explains that without language, it is difficult to imagine how we would be able to engage in social interaction, cooperate with others, or even form communities and societies. Language is also utilized as a crucial component in the teaching and learning process. Students will understand the topic depending on the teacher's explanation in the language used.

It has become a common practice for English teachers in educational settings to include other languages into the English teaching and learning process. It occurs because they are proficient in a minimum of three languages, including Indonesian, English, or a local language. This phenomenon is known as translanguaging. Baker (2011), defines translanguaging as the process of producing meaning, shaping experiences, and gaining knowledge and understanding by means of the use of two or more languages. This definition emphasizes that translanguaging is not simply about switching between languages but entails a purposeful blending of linguistic resources to enhance communication and cognitive processes.

The rapid growth of the economy and advancements in technology have facilitated increased mobility among individuals, leading to a diverse array of people relocating from one place to another. The mobility of people with various ethnic and linguistic backgrounds has subsequently led to the

sociolinguistic diversity (Yusra & Lestari, 2023). In this increasingly globalized world, there is a tendency to shape a highly diverse society where identities and language practices resist precise identification and neat categorization (Blommaert & Rampton, 2011). As people interact and migrate across borders, they bring with them unique backgrounds, experiences, and languages, contributing to the intricate mosaic of diversity observed in contemporary societies. Translanguaging can be used for everyone who want to achieve their goals related to their target language, for example couple of tourists visited Indonesia which they could not understand the language well. Therefore, the tourists use translanguaging to communicate with local people and somehow the tourists also use some body movement to indicate their meaning. Translanguaging not only can be a very natural way for bilingual or multilingual to communicate, moreover it can be a focus of research as well.

Translanguaging has been used in education, ordinary social contact, cross-modal and multimodal communication, the linguistic landscape, visual arts, music, and transgender discourse. In a foreign language classroom, the target language is the one being learnt. As a result, other languages, such as Bahasa, are frequently used in the classroom. Because two languages are present in the classroom, a situation occurs in which the language might be transferred.

This phenomenon of translanguaging can be seen at MTsN 1 Mataram. There are quite a lot of occurrences of translanguaging used by the English teacher during the class. When explaining the material, teachers frequently used two languages, English and Bahasa. This happens because students find it difficult to understand what the teacher says. It is really challenging to learn English, especially for people who speak a language that sounds different from English (Ahmadi, et al., 2023).

Cenoz and Gorter (2017) stated that pedagogical translanguaging is a theory and practice in education that refers to educational practices that combine two or more languages. This practice becomes particularly relevant when considering the success criteria for learning English as a foreign language, which depends on students' proficiency in utilizing both spoken (listening and speaking) and written (reading and writing) forms of English for communication (Sujana, et al., 2020). Translanguaging, as an educational method, uses learners' fluent language to enhance their engagement and understanding of difficult information and texts. Translanguaging technique in EFL classes in Indonesia aids students' English language development (Rasman, 2018). Translanguaging promotes educational objectives of conveying content knowledge and can be a helpful tool for assisting English language teaching and learning.

RESEARCH METHOD

This research used descriptive qualitative method to analyze the phenomenon of translanguaging used by the English teacher at MTsN 1 Mataram during teaching and learning process. Qualitative research is inherently descriptive, emphasizing the collection of textual and visual data to narrate specific phenomena (Sugiyono, 2010). Qualitative descriptive method is a type of method used to analyze and describe data in sentence.

In this study, teacher utterances serve as the main means of gathering data. The study intends to investigate the components and functions of translanguaging used by the English teacher in the classroom. In this instance, the utterance should contain the English teacher's translanguaging in the classroom. The data is collected in the form of sentences. The subject of this study consisted of 2 English teachers who teach at MTsN 1 Mataram.

This research used two data collection methods, those are observation and interview. The observation aims to find out the components and functions of translanguaging used in class during teaching and learning process at MTsN 1 Mataram. After observation, researchers conducted interviews with teachers to get more information about the use of translanguaging in the classroom through questions and answers.

The data collection technique in this study went through note-taking, audio-recording, and transcribing. Note-taking is intended to obtain data during observations and interviews as field notes. Audio recordings are intended to obtain information that may not be included in field notes during observations or interviews. Then transcribing is intended to organize all the data from the audio-recorded observations and interviews to obtain text data.

In this research, the data analysis procedures went through identifying, classifying, displaying, and explaining. In identifying step, the writer identified utterances that contain translanguaging used during teaching and learning process by the teacher. Classification aims to classify the components and the functions of translanguaging used by teachers during the teaching and learning process. This classification helped the researcher determine the components and the function of translanguaging used by the teacher. After classifying the data, the next step to be taken is to display the data presentation

process which aims to design how to display data taken from observations by determining which data will be entered into certain columns, rows or cells. The next step is to explain all the data displayed. After deciding how to display the data, the next analysis process is to explain all the data that has been classified and displayed. This is intended to explain the components of translanguaging used by the teachers in teaching and learning process.

RESULT AND DISCUSSION

Finding

The researcher analyses the acquired data to answer the research questions in this study. The data of this study were analyzed based on Tse's theory (1966), and Gumperz's theory (1982). As stated by Tse (1966), there are three components of translanguaging, those are codeswitching, translating and interpreting, and language brokering. The first finding is that the researcher found 78 total utterances in the two English teachers analyzed. This study identified two components, those are code switching, and translating and interpreting. The table below displays the frequency of components.

Table 1 Frequency of each translanguaging component's occurrences

Components						Total	
CS (%)		TI (%)		LB (%)			
45	58%	33	42%	0	0%	78	100%

Table 1 shows that code-switching is the highest frequency as much as 45 times or 58%. The translating and interpreting were the second highest component which occurred 33 times or 42% of the total percentage of the translanguaging components. It can be seen that the English teachers more often do translanguaging in the form of code-switching. The following are some examples of translanguaging component's occurrences used by English teachers during teaching and learning process.

Extract 1: "Okay now I will play the audio, tolong didengarkan."

Extract 1 above shows the occurrences of code-switching. The teacher said **"okay now I will play the audio"** in English and followed by Bahasa **"tolong didengarkan"** in the same sentence. The utterance is categorized as code-switching due to the switch between sentences.

Exrtact 2: "For the next two years, people can live in Mars. Do you agree with that? Paham maksudnya? (the student silent) Dua tahun lagi, orang bisa hidup di planet mars."

In extract 2, the teacher used English first **"for the next two years, people can live in Mars"**, then followed by Bahasa **"dua tahun lagi, orang bisa hidup di planet Mars"** that is equivalent in meaning to the preceding sentence. This was because the students were silent when they were asked, so the teacher chose to use Bahasa.

The second finding is there were found six functions of translanguaging. The functions were found from 98 utterances of translanguaging that were analyzed. There are six functions of translanguaging according to Gumperz (1982), those are Quotation, Addressee Specification, Interjection, Reiteration, Message Qualification, and Personalization or Objectivization. The table below displays the frequency of functions.

Table 2 Frequency of Functions

No	Function	Occurrence	Percentage
1	Quotation	1	1%
2	Addressee Specification	26	27%
3	Interjection	16	16%
4	Reiteration	24	24%
5	Message Qualification	30	31%
6	Personalization or objectification	1	1%
Total		98	100%

Table 2 providing the frequency of translanguaging functions were found in the field by the researcher. The quotation classification is one data, the addressee specification classification is twenty-six data, the interjection classification is sixteen data, the reiteration classification is twenty-four data, the message qualification classification is thirty-one data, the personalization versus objectification classification is one data. It is clear that message qualification is the most frequent translanguaging function in teacher utterances made during the teaching and learning process. It implies that teachers often introduce a topic in one language and then comment or explain further in another language to ensure students comprehend the main information the teacher intends to communicate. And the least common translanguaging functions are quotation and personalization versus objectification.

Extrcat 3: “Kata temennya, they are different, will still plan, and still a question, where it could be or not.”

The data provided the use of quotation as the teacher quoted the student's comment. Gumperz stated that quotation means that switching is used to draw a stretch of a direct speech in other language which is different from the main narrative.

Extrcat 4: “Itu dari segi perbedaan tulisannya, but what about the meaning of the statement? Ada ga perubahan makna mendasar ndak?”

The teacher pointed toward the students to participate or to answer the teacher's question by saying “*Ada ga perubahan makna mendasar?*”. As can be seen that the teacher pointed toward the students by asking the question. With the teacher expectation, the students will be participated to the question. From the reason, the utterance was classified as the function of addressee specification, because the function is to draw attention that the addressee is being invited to participate in the conversation.

Extract 5: “Ya, oke, write down, one of you, write on

the whiteboard, salah satu dari kalian.”

The function of the utterance above was interjection. Interjection is the function when someone drove some instructions or asked the other to do something. It showed from teacher's utterance “**write on the whiteboard**”, the teacher gave instruction to the students to pay attention.

Extract 6: “Stretch to the right left, hentangkan kiri kanan kiri kanan.”

The utterance above can be classified as reiteration. It showed from the utterance “**stretch to the right left, hentangkan kiri kanan kiri kanan**”. The teacher said to the students in English first and the said again in Bahasa with the same meaning as the previous utterance. The teacher reiterated the utterance to emphasize the meaning of the first utterance. So, the student can get the main point easily. It is line with Gumperz theory that reiteration means to clarify what is said or to emphasize a message.

Extract 7: “Kalau es verb peraturannya di present tense, bukan di future, sekalipun subjectnya serve as singular, so we don't need to add es, walaupun ini she karena sudah ada modal will.

The function of the utterance above is message qualification. It showed from the utterance “**walaupun ini she karena sudah ada modal will**”. The utterance can be classified as message qualification was because a topic introduced in one language and then commented or further qualified in the other.

Extract 8: “Untuk kita maju melanjutkan itu. Besok temannya kita periksa karena hari ini kita bantu bu guru dulu yaa. Nah bu guru sedang penelitian yaa. You will have this kind of particular when you go to college. Ini persyaratan terakhir supaya lulus, harus penelitian.”

The function of the utterance is objectification because the statement reflects the teacher's knowledge and experience and also from the general fact. It showed from the utterance “**Ini persyaratan terakhir supaya lulus, harus penelitian**”.

Discussion

Translanguaging is the ability to use more than one language in utterances (Permadi, et al., 2023). Pedagogical translanguaging has been defined as planned by the teacher inside the classroom and can refer to the use of different languages for input and output (Cenoz and Groter, 2021). Pedagogical translanguaging is a pedagogic theory and practice that refers to instructional strategies which integrate two or more languages (Cenoz and Gorter, 2017). The researcher has analyzed the utterances of two English teachers who teach at MTsN 1 Mataram. The researcher found from those two English teachers, there are two components of translanguaging included, those are codeswitching and

translating and interpreting. The most dominant component of translanguaging used by the English teachers is code-switching. It shows that, Code-switching is the use of two or more languages or language varieties in a single communicative event or utterance. It involves a speaker alternating between one language or language variety and another, either within a sentence, clause, or phrase. The research of code-switching holds significant importance in the formulation of language policies and education that are responsive to linguistic diversity. Research on code-switching has practical implications for teaching and learning languages. The second highest component is translating and interpreting. It indicated translanguaging in the form of translating and interpreting is a shifted language in order to translating or interpreting a language into another language with the same meaning.

The researcher found there are six functions which have found in the two English teachers, those are Quotation, Addressee Specification, Interjection, Reiteration, Message Qualification, and Personalization or Objectivization. The researcher found that the highest frequency of translanguaging used by those two English teachers is message qualification. The function of message qualification was introduced topic in one language and then commented or further qualified in the other. The second highest frequency is addressee specification which occurs twenty-six times. The function of addressee specification mostly occurred when the teacher pointed toward to the students, or asking the students to participate and answering the questions from the teacher. The third highest frequency is reiteration, the English teachers used the function of reiteration is mostly to clarify or even to translating the teachers' previous utterances. The fourth highest frequency is interjection. The function of interjection was occurred when the teacher gave command or instruction to the students. The lowest frequency is quotation, and personalization vs objectivization. The function as quotation mark when bilingual report and present a direct speech by using its original language. Then the function of personalization or objectification was used when the teacher uttered objective fact and personal opinion to the students. It can be concluded that translanguaging is a phenomenon that has many functions in the English classroom.

By applying a translanguaging approach, teachers aim to create a more inclusive and effective learning environment that can help students in learning English in the classroom. Therefore, the use of translanguaging can be beneficial for students' learning process as long as the teacher has sufficient consideration to use it well. Translanguaging also improves understanding by enabling the use of students' first language to explain complex ideas. The implications of translanguaging in education are vast and can have a positive impact on various aspects of teaching and learning.

CONCLUSION

The results of the analysis showed that there are two components of translanguaging used by English teachers. The two components are code-switching, and translating and interpreting. The percentages are 58% and 42% respectively. Based on the results of the analysis of translanguaging components, the most dominant component by the two

English teachers is code switching, which is 45 times or 58% of the total utterances occurred. The researcher also found six functions of translanguaging used by English teachers during teaching and learning process, those are quotation, addressee specification, interjection, reiteration, message qualification, and personalization or objectivization. Based on the analysis of translanguaging function, the most dominant function occurred in the two English teachers is message qualification, which is 30 times of the total utterances or 31%.

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