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TRANSLANGUAGING IN THE CLASSROOM: PEDAGOGICAL ISSUE FOR ENHANCING ENGLISH INSTRUCTION

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Abstrak

Translanguaging mempunyai peran vital dalam pembelajaran bahasa Inggris untuk EFL. Peneitian ini bertujuan untuk melihat bagaimana penggunaan translanguaging yang terjadi di dalam kelas. Penelitian ini dilakukan di SMAN 1 Payakumbuh dengan responden siswa kelas XI yang berjumlah 30 siswa. Pendekatan penelitian yang dipakai adalah *descriptive qualitative.* Data didapat dengan menggunakan observasi dan rekaman video. Audio kemudian ditranskrip menggunakan *orthography transcription convention.* Hasil penelitian menunjukan ada tiga jenis translanguaging yang terjadi di dalam kelas sebagai media pedagogical function untuk penguasaan bahasa Inggris. Siswa banyak menggunakan *interactive function* dari translanguaging dalam pembelajaran. Penelitian ini juga memberi kontribusi signifikan kepada pengajar untuk menerapkan translanguaging dalam mengajar bahasa Inggris sebagai bahasa asing.

Kata Kunci: English Instruction, Pedagogical Issue, Translanguaging

Abstract

Translanguaging plays a crucial part in the acquisition of English as a foreign language (EFL). The objective of this study is to examine the occurrence of translanguaging in the classroom. The research was carried out at SMAN 1 Payakumbuh with a sample size of 30 students from class XI. The research methodology employed a descriptive qualitative. The data was acquired through the process of observation and video capturing. The audio was transcribed using an orthographic transcription convention. The research findings indicated the existence of three distinct forms of translanguaging inside the classroom, serving as a pedagogical tool for achieving proficiency in English. Students frequently utilized the interactive feature of translanguaging during the learning process. This research provides valuable insights for educators seeking to implement translanguaging in the instruction of English as a second language.

Keywords: English Instruction, Pedagogical Issue, Translanguaging

A. BACKGROUND

Translanguaging is a relatively new concept in the field of language education, which emphasizes the use of multiple languages in the classroom as a means of promoting effective learning. The practice is based on the idea that multilingual speakers use a range of linguistic resources in their daily lives, and that acknowledging

and utilizing these resources in the classroom can have a positive impact on learning outcomes. Several experts have weighed in on the potential benefits and challenges of translanguaging as a pedagogical approach. For example, García and Wei (2014) argue that translanguaging can provide a powerful tool for promoting language development and enhancing students' cultural identity. They suggest that allowing students to use their full linguistic repertoire in the classroom can help them develop a sense of ownership over their language use and facilitate deeper engagement with learning materials. Similarly, Baker and Wright (2017) highlight the potential benefits of translanguaging in terms of promoting social justice and equity in education. They argue that recognizing and utilizing the full linguistic repertoire of students can help to break down barriers between different cultural and linguistic communities, and create a more inclusive and welcoming learning environment.

However, some educators have expressed concerns about the potential challenges and limitations of translanguaging in the classroom. For example, Cenoz and Gorter (2015) argue that while translanguaging can be an effective tool for language learning, it requires careful planning and management to ensure that students are not confused or overwhelmed by the use of multiple languages. They also suggest that teachers need to be trained in the principles of translanguaging in order to use the approach effectively.

Overall, there is a need for further research into the use of translanguaging in the classroom from a pedagogical perspective. This research should explore the different ways in which translanguaging can be used to support learning, as well as the potential challenges and limitations of this approach. By gaining a deeper understanding of translanguaging in the classroom, we can better support the needs of multilingual learners and promote more effective and inclusive educational practices.

Along with the growing of multilingual communication in the classroom, more scholars are interested in researching new topic in linguistics field, that is *translanguaging* (Creese & Blackledge, 2010; Garcia, 2009) . The scholars assume that

languages serve as the repertoire for enhancing communicative purposes which are inseparable with their functions. That is to say, the scholars and linguists agree that there is a notion on multilingualism which promotes the presence not only monolingual but also multilingual in the classroom activity. Many believe that by employing" home language" in foreign language classroom may enlarge possibility for language acquisition (Garcia & Wei, 2014, Kecskeas & Papp, 2000; Turnbull & Daily-Ocain, 2009).

There is no denying that the circumstances that lead to significant sociolinguistic diversity vary from place to place over time. People and languages have always been mobile, and urban diversity has been well recorded since ancient period. Diverse languages and cultures, on the other hand, have always interacted. However, the mass movement of people associated with globalization, combined with the mobility, now indicates a level of social and linguistic diversity never before seen.

Moreover, the shift of globalization effects on language variation used by the speakers. The speakers deliver more than one language to build communication and convey their message to the partners. This situation leads the speakers speak bilingual and even multilingual in order to build a good pedagogical dimension. The further effect of the cultural and linguistic diversity creates *translanguaging* where people can manage themselves in understanding more than one language exclude their mother tongue. Demographic changes in the modern world make encouraging culturally and linguistically diverse dexterity necessary not only for valuing all communities but also for the development of skills, knowledge, and ways of being obligated for success in the present and future (Paris and Alim, 2017).

Due to the growing demand for respect for ethnicity and culture of minority groups, and through the mixing of socio-culturally different students, translanguaging in classrooms became a way of developing both native and foreign language at the same time, without eliminating any language used by the student. It suggests that the use of translanguaging has reduced the prejudice of "superior" and "inferior" language in the community setting and both native and foreign languages are acceptable.

The use of translanguaging in social context, more specific in classroom interaction comprises several benefits. It can build background knowledge where the students can make meaning of the content being taught. Translanguaging sharpens understanding and sociolinguistics engagement, extending new knowledge and develop critical thinking. Then, it also investigates linguistics inequity and disrupts linguistics hierarchy and socio-cultural (Garcia and Wei, 2014). The researcher chose this topic due to the massive development of methods for describing and analyzing language use in the modern era. This topic is best discussed because of the advancement of English as a lingua franca where every speaker can use his/her language Multilanguage to grasp meaning without abandoning the native language. This study of translanguaging is limited to a pedagogical perspective, and the setting is four senior high schools classroom.

The purpose of this study is to look into the use of translanguaging in classroom settings, particularly in multicultural and multilingual classrooms. In accordance with the above-mentioned goal, this research seeks to answer the following questions:

1. What kind of translanguaging functions mostly occur during the English instruction in the classroom?
2. Why and how can peer-to-peer interaction in which translanguaging occurs be characterized?

B. THEORITICAL FRAMEWORK

The Concept of Translanguaging

Current sociolinguistic development has adopted the concept of translanguaging, which primarily refers to the act of bilinguals accessing different linguistic features in order to maximize communicative potential (Creese and Blackledge, 2010; Garcia, 2009, Garcia and Leiva 2014; Hornberger and Link 2012). The concept of translanguaging refers to the ability to grasp a message by using a blended language. The speaker is permitted to combine different languages in one sentence or to invent his or her own language to make sense of specific content; the speaker conveys

the message without interfering with the communication process. Translanguaging is increasingly rising and becomes new trends in linguistics subject since people live their lives in more than one place, often beyond national border and used more than one linguistics repertoire (Wei and Hua, 2013).

According to Garcia and Sylvan (2010), translanguaging is a process in which bilingual people engage in complex discursive practice in order to make sense of communication in a multilingual context. In the classroom, students and teachers bring their linguistics resources to use as a medium for inventing message meaning. Translanguaging is unavoidable, and it is a natural part of bilingual communication that posits one language repertoire from which they strategically select features to communicate effectively.

Furthermore, Li (2013) defines translanguaging as both moving between different linguistic structures and systems comprised of various modalities and moving beyond them. Individual speaker is envisioning their entire linguistic, cultural, and social repertoire when delivering meaning for a specific instance of language use. Simply put, it is a language practice that involves various language features associated with cultural, experience, and identity. The immersion of these languages in a social setting allows each participant to maintain the message in their own language.

Baker (2011:288) stated briefly that translanguaging is the process of creating meaning, shaping experience, gaining understanding, and knowledge through the use of bilingual concepts. In a social context, translanguaging attempts to maximize understanding of the message by using both languages dynamically and functionally in managing and mediating mental processes.

Translanguaging is a modern term for describing multilingualism in social contexts, in which people speak bilingually or multilingually to convey meaning. Translanguaging occurs as a result of the effects of identity diversity, linguistic variation, and cultural distinction. Translanguaging solves linguistic problems while

also managing the speakers' identities. Furthermore, it enables speakers to learn new languages without abandoning their native or mother tongue.

Classroom Interaction: Sociolinguistics and Translanguaging Lens

Translaguaging is salient notion in learning sociolinguistics, it is to ensure that the dynamic language space encourages student interaction and is open to all learners. This principle is based on a sociocultural understanding of learning, which maintains that students' ability to actively engage in learning with their peers improves meaning-making. It contends that linguistic knowledge, like content knowledge, is distributed across all students in the classroom, and that learning is enhanced when students collaborate and use their entire (shared) linguistic repertoire. Bilingual classrooms are ideal for dialogic translanguaging because all students are learning in two (or more) languages and can bring their diverse linguistic expertise to bear on collective learning activities.

From the standpoint of language teaching, translanguaging acknowledges the full potential of learning and advancement, achieving progress in the mental processing of the language and promoting skills such as understanding, production of language, and learning by using both languages in a dynamic and functionally integrated manner. In the classroom, translanguaging benefits students by allowing them to activate more than one language processing at the same time by alternating between languages input and strongly promotes cognitive development and deeper understanding of content as a result of this activation.

Translanguaging and Enhancing Pedagogical

There is a wide range of translanguaging applications that can be implemented in a variety of fields and language domains. It sometimes deals with the social setting in which a large number of people are employed to address issues pertaining to their identity, social status, and cultural preference. If, on the other hand, the lecturers or teachers use translanguaging as a medium for communication and managerial purposes, this type of learning activity can be improved through the utilization of

translanguaging, which makes the process of improving learning activity more accessible. They may use it as a tool to help students develop their critical thinking skills by directing them to develop higher order thinking questions. This would also help students maximize their language acquisition and improve their communication competence.

Using translanguaging in the classroom is seen from a pedagogical perspective as a means to take use of the linguistic and cultural variety of students to improve learning outcomes (García, 2019). In order to foster a more inclusive and equitable learning environment that meets the needs of all students, educators must acknowledge and value the linguistic resources that students bring to the classroom. By applying translanguaging, students can communicate with others and express their thoughts using their entire linguistic horison. Making stronger connections between their existing knowledge and new information allows students to engage more deeply with the learning content (Creese & Blackledge, 2010). Translanguaging is also a pedagogical method that can be used to scaffold learning for students who are learning a new language. For instance, teachers might help students learn new vocabulary or grammar rules in the target language by using their native tongue as a support. This encourages not only linguistic growth but also a deeper comprehension of the material being taught. Creating a learning environment that is sensitive to the linguistic and cultural diversity of students and that takes advantage of that diversity to improve learning outcomes for all learners is crucial, according to the pedagogical perspective on employing translanguaging in the classroom.

The Functions of Translanguaging in Classroom

Translanguaging has several beneficial functions for teaching in the classroom as a tool for enhancing teaching instruction. Teachers or lecturer might utilize it as an interactive way to build communication and enlarge the students' knowledge.

According to Wang (2019) there are 3 functions of translanguaging for teaching in the classroom.

(a) Interpretative Function

This function deals with the duty of lecturers or teachers to maximize the pedagogical approach to explain language knowledge to the students. On this occasion, the lecturers or teachers switch the language from the target language to native language in order to get clear understanding to the students. Students who get difficulty in pronouncing English words, might seek for help from the lecturer, by doing this the clear idea of pronunciation is solved. Teachers or lecturers then alter their L2 into L1 when they explain grammatical formulae to the students. Since explaining grammar in target language is probably ineffective. Other aspects that salient to be presented in mother tongue are vocabulary and cultural concept. Translanguging, again functioned as a medium for developing larger metalinguistic awareness in language learning and usage. Interpretative function can be displayed as following excerpt of conversation from Wang's research.

Student : 所以 means "so" in English?
Teacher : Yes.
Student : Thank you. 多謝.
Teacher : 唔該 is fine.

In can be summarized that, translanguaging can assist students in integrating academic material to their existing knowledge and experiences. By discussing and interpreting academic topics in their own tongue, students can better understand and relate to the material. Translanguaging can aid in exposing the meaning of academic vocabulary and concepts, which is another important point to be made. Students may use their native language, for instance, to define difficult vocabulary or to explain complex topics to their peers.

(b) Managerial Function

The managerial role related to a medium that lecturers or teachers use to impart instruction, feedback, praise, encouragement, disapproval, assignments, or tests.

Students are given instructions by their teachers or lecturers to seek out clear information and to delve deeper into more depth explanations or to ask for extra activities to participate in so that they may carry them out on their own. In terms of feedback and, praising, and encouraging, all of these things are communicative in nature, which enables instructors to practice utilizing language as a means of ensuring that the target language will operate efficiently and effectively. The example can be seen as following conversation taken from Wang (2019).

Teacher : 乜野原因? Can you understand it?
Student : 落雨
Teacher : 因為落雨所以去唔到…. Still remember?
Student : Do you put 唔到 after… I mean before…開會?
Teacher : Yes. So? Because of 落雨所以….
Student : 去唔到開會?
Teacher : Yes. I just want you to say this. This is good.

Regarding to the above example, it can be inferred that translanguaging is a bridge that connects the gap or impediment from the student to a subject. In this context, who is fluent in the language of instruction and who is not. It can help students understand the content of the lesson by explaining difficult concepts, knowledge, and experience in their native language. Translanguaging can also be used by lecturers to communicate with students who speak different languages. They can, for example, use bilingual signs or labels to assist students in understanding classroom routines or provide multilingual feedback to students. It can also promote language learning by giving students opportunities to practice using different languages. Students can improve their language skills and learn to use different languages in different contexts by using different languages in the classroom.

(c) Interactive function

The interactive function necessitates communication in both directions, either between students themselves or between a teacher or lecturer and their pupils, in order to generate clear communication during the course of education. Translanguaging is utilized by the student as a means of mediating comprehension, engaging in

conversation with one another for the purpose of elaborating on the meaning, and receiving assistance from their classmate. Sometimes the lecturers or teachers will allow the dialogue to flow naturally between the students; this indicates that they will put themselves in the role of passive listener. The students, on their own initiative, engage in a collaborative activity with the goal of expanding their experience, knowledge, and grasp of the subject matter. The lecturers, on the other hand, act as the discussion's moderator, which means that they serve a dual purpose: first, as the spark that ignites the discourse, and then, as the guide who explains the difficult subject matter. The clear example of interactive function can be presented as following conversation:

Teacher : That one is difficult. 係乜野?
Student A : Is it barbecue pork bun? I can't remember what 包?
Student B : 叉燒包.
Student A : Oh yea, 叉燒包. Thanks.
Student B : 唔洗客氣.
Teacher : Wow, that's very good.

Language learners can gain many advantages from the interactive translanguaging role in the classroom, including increased engagement, improved understanding, and enhanced critical thinking abilities. Teachers may establish a classroom climate that recognizes the linguistic diversity of all students and meets their learning needs by utilizing translanguaging in a collaborative and inclusive approach.

C. METHODOLOGY

This is a descriptive qualitative study that investigates and reports on the state of affairs as it currently stands. The purpose of this study is to conduct an investigation into the pedagogical features of the role of translanguaging in English education at SMAN 1 Payakumbuh. The data was obtained by transcribing utterances of students who were translanguaging in the classroom while they were engaged in activities related to English instruction. The students attending senior high school at SMAN 1 Payakumbuh, in particular those engaged in grade XI, are the ones providing the data required for this research. There are a total of 30 students enrolled in this lesson.

Because both teachers and students in this grade level generally communicated in English throughout the instructional and educational process, this grade level was selected as a participant.

In order to collect the data, the researcher employed a couple of different kinds of tools, including an observation sheet and a video recorder. During a teaching session, an observation sheet is utilized for the purpose of recording occurrences of translanguaging that actually happen. Researchers were able to acquire a better understanding of the real translanguaging practices that actually takes place between students and teachers or even amongst students themselves by observing these interactions. Despite the fact that a video camera is utilized to record the conversations that take place in the classroom. The transcription of a video recording of a classroom interaction is orthographically done using a transcription convention adapted from McLellan and Barnard (2013).

Table. 1. Transcription convention adopted from McLellan and Barnard (2013)

Code	**Meaning**
?	Rising intonation
(.)	Short pause
(…)	Long pause
_	Underlining use emphasize
=	Latching used for no gap between turn
:	Stretching of sound
Normal word	English utterances
Italic	Indonesian and local language utterances
( )	Translation of word
	Indication of noise, laughter, unclear speech
//	Indication of overlapping
T	Teacher
S	Student
MS	Male student
FS	Female student
SS	Students in group

D. FINDING AND DISCUSSION

Excerpt 1

Teacher : Ok class, today I will listen to you one song
Student : Song?
Teacher : song, but we are not going to discuss about the song, but you only listen to the very familiar word that you can listen from the song. *Hanya dengar kosa kata apa yang* familiar with you. Ya. artis song is Serena Gomes.
Student : yeah…… uhhh…
Teacher : one word only. *Kalau bisa nangkap lebih dari* one word. Good. Ok.

Based on the excerpt that was just presented, one purpose of translanguaging is to serve as a managerial function, particularly in directing and coordinating the efforts of students to finish a work. In order to ensure that their students continue to demonstrate proficiency in the target language, teachers frequently engage in this sort of translanguaging. In order to get the learners to listen to the music, the teacher asks them in bahasa Indonesia, which is their native language. It suggests that teachers direct or steer students toward the following activity, which is much simpler to provide in the home tongue to avoid misunderstanding and wrong interpretations of the subject matter. This idea is aligned with Coelho (2012) opinion, role of translanguaging in promoting literacy development and academic success.

Regarding the excerpt in discussion, the instructor made use of terms typical of strategic planning in order to keep control of the class and ensure that all of the pupils had a thorough comprehension of the material. The phrase " "*hanya dengar kosa kata apa yang* familiar with you" (just listen up the words that are familiar with you) is an example of the type of words known as command words, which demand an action from the person who hears them (students). In point of fact, the instructor makes an effort to control the class as a means of advancing students' mastery of English language by showing how much effort they put into controlling the class. When this is

done, the managerial function uses translanguaging as a medium for instructing and supervising the learners as they develop their language exposure.

Excerpt

Teacher : Ada ngak achievement nya di situ?
Student : Ngak
Teacher : No sementara kita disitu we relate to somebody achievement we please with somebody success tapi adakah ngak makna kesuksesan? Ada lo sebetulnya menyapa orang, hai selamat pagi
Student : berarti dia masih hidup
Teacher : that is it. selamat ya you masih hidup sampai sekarang. Jika pertanyaannya good morning
Student : Good morning
Teacher : so congratulation and greeting use in different moment
Student : ya
Teacher : congratulation to express your please, kegembiraan mu expression terhadap somebody successfulness atau somebody achievement tapi kalau greeting kan can be for every moment. Pokoknya menyapa orang tapi sacara tersiratnya kan ada aja. Maka apa yang terdapat dikelompok lain tadi bahagian nya can be part of congratulation. Congratulation is a part of Greeting ok nice.

No, while we are here, we relate to somebody else's accomplishment and are pleased by it, but does success have any meaning? Ada lo sebetulnya menyapa orang, hai selamat pagi

Students : we are going to be in condition that you let's say you will give congratulation to others
Student : congratulation
Teacher : How should I spell congratulation?, please help me
Student : C – o – n – g – r – a – t – u - l – a – t
Teacher : G?
Student : T
Teacher : ok T
Student : i o n

The excerpt above shows an example of interactive function of translanguaging. There is a collaborative effort between the teacher and students so that they have the same understanding of the topic being discussed. The teacher tries to ensure that students can spell the word "congratulations" correctly by asking students to spell the word, and then asking questions to determine whether what the student said is correct or incorrect. Moreover, other examples of interactive function of translanguaging can be found in the following excerpt:

Teacher	: anybody can help Rifki?
Student	: help me?!
Student	: the finishing the long fasting, so what have we done during fasting. Banyak bangat ya Lebaran is independent day
Student	: independence day miss
Teacher	: independent day ..(.inaudible)
Student	: for Moslem
Teacher	: Ok, so oh lebaran si rifki tadi pikir lebaran akhirnya rafi changes his mind, bahwa lebaran itu juga merupakan finishing day
Student	: independent day
Teacher	: hari terakhir dari perjuagan kita selama fasting.

Based on the excerpt stated above there is cooperation between students and other students in understanding a topic, namely "*lebaran*" or independent day. Then, the teacher acts as a mediator so that students can understand the topic with the same understanding. It is clear that, the interactive function of translanguaging was used in order to generate clear communication during the course of education.

D. CONCLUSION

Translanguaging is a pedagogical strategy that employs many languages in the classroom to facilitate learning. Translanguaging emphasizes that multilingual students bring a variety of linguistic resources to the classroom that can be utilised to promote their learning, as opposed to considering languages as separate and distinct.

Teachers and students are encouraged to use all available languages to communicate and learn in a translanguaging classroom. This may involve switching between languages or employing many languages in the same discussion or activity. For instance, a teacher may employ the students' home language(s) or first language(s) in addition to the language of instruction in order to clarify concepts or instructions. Several approaches exist in which translanguaging can assist English language instruction. Using their home language(s) or first language(s) to promote comprehension and understanding can aid in scaffolding the learning of English language learners. Teachers can create a more inclusive and equitable learning environment by integrating the linguistic and cultural backgrounds of students into the classroom.

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