Among English, Indonesian andLocal Language: Translanguaging Practices in an Indonesian EFL Classroom

by Nihta V. F. Liando

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ABSTRACT

The teaching of English as a foreign language (EFL) Indonesia has its own complexity due to the multilingual situation and the broadly different level of English proficiency. To cope with this particular challenge, some Indonesian teachers tend to use a translanguaging method teaching eir students so that their classes are more interactive and engaging. In this case, translanguaging is a form of multilingual practice in the context of multilingual education where students are given equal rights to develop their language potential. Real ng the complexity of the learning process in a multilingual context, we aimed to reveal the types and purposes of Translanguaging in learning process. This study used a qualitative method and data were collected through observations, interviews, and document analyses. This study shows that there were three types of translanguaging used by teachers during their teaching. The types of translanguaging are intra-sentential translanguaging, intersentential translanguaging, and tag translanguaging, with four purposes inform of strategies that are related to each other. It was also found that translanguaging is useful in the EFL learning processes because it can be used as a method to explain learning materials in a more convenient way to enhance students' understanding.

Keywords: EFL; Indonesian Context; Language Teaching; Multilingualism; Translanguaging;

INTRODUCTION

The teaching of English as a foreign language or as a second language has, for a long time, been dominated by the monolingual approach where the target language is taken as the reference or the norm, and learners are expected to achieve linguistic competence closer to that of the native speaker (Cenoz & Gorter, 2015). Attempting to achieve these unrealistic goals of being able to speak and write like native speakers might cause a lot of stress on the part of language learners. According to Cenoz and Gorter (2015), this kind of

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followed by:

curricular pressure often leads to a sense of failure and a lack of self-confidence in their language learning.

Other scholars claim that the use of the monolingual approach in teaching a foreign language has its roots from the era of colonialization since 17th century (Bauman and Briggs (2003). It is understood that at that time colonialists such as the Spaniards or the Dutch wanted to use their language as a tool of colonialization with the intention to create forms of social inequality between the colonials and the native people (Park & Wee, 2012).

This curricular problem of language teaching triggered the birth of an alternative approach against the policy of using only the target language in an EFL class. This approach called translanguaging as a multilingual approach to TEFL.

Translanguaging is an approach which has to do with to the theory of Dynamic Syst. (García & Wei, 2014). According to Herdina and Jessner (2002) posit that an interaction occurs between two ecosystems, namely internal cognitive ecosystems and external social ecosystems. Therefore, when it comes to languaging, it is actually co-constructed by both the human mind and their environment. It can be argued that in the process of language teaching and learning, a teacher should not only think of the students in terms of their cognitive capacity, but should also consider their sociolinguistic environments. In this case, the concept of translanguaging is, in

fact, an attempt to accommodate these two interacting systems of cognitions.

In the Indonesian EFL context, the translanguaging approach appears to be relevant to be adopted because it is a multilingual and multicultural country extending from Sabang Island to Merauke in Papua. There is a significant urgency to acknowledge the students' first language or their national language to assist their English learning.

Up to now, there are currently 718 ethnic languages in Indonesia (Republika.co.id, 2020) and the official language is Indonesian, which is a modern version of Malay. Interestingly, only a small percentage of Indonesians speak Indonesian as their native language. Most people speak a vernacular or ethnic language as their first language (Munandar & Newton, 2021). Thus, Bahasa Indonesia is a second language and is only taught after students come to school and have mastered their mother tongue, except for those who have spoken Bahasa Indonesia as their mother tongue since childhood.

Because of this linguistic situation, translanguaging is often used in schools. It is thought to be indispensable due to the students' lack of understanding of the official language. Therefore, when teachers teach subjects such as Maths and History, teachers often codeswitch between Indonesian and their vernacular language.

When English is introduced into the curriculum, it generally adds more complication because it is a foreign language and it has very different linguistic

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features from the official language and their mother tongues.

The status of English as a foreign language in Indonesia is due to the fact that not many people use it in everyday life (Maru, 2009). English is only used by a limited number of people or communities who need it, such as in business and tourism. It is used in international schools attended by children of foreign nationals and expatriates.

In practice, to achieve fluency, the teaching of English in Indonesia requires much interaction in the class through speaking, as well as other language skills. Foreign language students should study both theory and in practice so that they will achieve maximal results in the process of mastering it (Kleyn & García, 2019). In addition, in the world of education, the higher the level of education, the more English is needed (García & Palmer, 2017).

For academic success, actually English mastery is crucial because most texts books use at varsity level are written in English. These books are significantly used for their references. Therefore, it is necessary that students can master the language before they start their tertiary education.

However, many students find it difficult to learn and master English lessons at school. This disadvantage affects the low academic performance of English in national examinations. In fact, English is considered a difficult subject for most students (Poedjiastutie et al., 2021; Saputra, 2014). For many students, even though English is a basic subject from elementary school to high school, it is even considered a burden during schooling.

We believe that English teachers need to use teachers' methods and/or strategies in the learning process, not just focusing on the target language, which is English, to support students' learning. The use of a more familiar language i.e. Indonesian in the process teaching and learning can possibly alleviate their confusion in learning English. Classes which totally use English are not accessible to the students' cognition. Therefore, Indonesian is needed to provide explanation on the material when it is too hard to understand due to their limited vocabulary mastery. We believe that the use of translanguaging in the practice of English teaching and learning is not only useful, but indispensable, particularly in schools that have little access to the use of English as a means of communication.

Translanguaging is a form of multilingual practice in multilingual education and demands that students be given equal rights to develop their linguistic potential. There can be no coercion of one language alone (Rabbidge, 2020). In addition, learners with multiple language skills were found to perform equally well in more social settings in terms of academic performance. This relatively new perspective refutes the notion of monolingual ideology which tends to demean multilingual speakers with the term deficient, or multilingualism is a problem (Choi, 2020). Translanguaging can simply be interpreted as the efforts of multilingual speakers (who can speak

several languages) to fulfil complex social and cognitive functions in classroom, social life or everyday life.

The utilize of suitable techniques/methods will be able to construct significant English learning climate within the classroom (Poza, 2019). Translanguaging is an alternative that can be utilized dialect learning motivate and stimulate students' intrigued in learning English within the classroom. Mentioned by (Ticheloven et al., 2021), the stages in the Translanguaging strategy that can be applied by teachers in the EFL Classroom include: (1) emphasizing the use of natural language (not only focusing on English as the target language); (2) oriented towards the establishment of a communication (Use of non-target languages (Vernacular Language and Indonesian) and Target Languages (English); (3) a strategy is needed to bridge appropriate communication (Not only focusing on one language in classroom communication interactions);) (4) build students' ability to be able to use the language (Target language (English); (5) create a supportive context so that the use of language can be accommodated (student learning environment).

The term "translanguaging" was coined by Cen Williams from the Welsh word Trawsieithu (Conteh, 2018:445). He used the word to refer to the habit of bilingual students of translating English words into their mother tongue such as Welsh when they write them in their notebooks.

Later, Colin Baker translated this Welsh word 'trawsieithu' into English as 'translanguaging' (Lewis, Jones & Baker, 2012). The word "translanguaging" is formed by the affix trans- meaning "change" or "transfer" and "languaging" is the verbalized form of the noun "language" which means "to use a language". Thus, translanguaging may be loosely interpreted as "language switching". This new term has replaced the traditional concepts of codeswitching and codemixing as a marker of a new pedagogical paradigm (Osborne, 2020).

Meanwhile, the concept of translanguaging was later further developed by Lewis et al. (2012) which was used to explain how the term was drawn upon to facilitate multilingual classes in leaning a foreign language, which was then employed in many works, one of which is in García and Kleyn (2016) to explain the use translanguaging in social context with its relation to multilingual practice.

There are many studies that have been undertaken regarding the benefits of using translanguaging in an EFL Classroom. Among them is translanguaging can help students in carrying out and participating in learning activities more efficiently (Hungwe, 2018), (Hamman, 2018) & (Makalela, 2019), can balance the use of each language used by students in the classroom more effectively because it is not only bound to one language which makes students more comfortable in learning (Zhou & Mann, 2021), (Mazak & Herbas-Donoso, 2015), (Li & Luo, 2017) and (Leung & Valdes, 2019), increases self-

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The information has been added, now quoting from Conteh (2018) also.

confidence and motivates students to take part and actively participate in the classroom (Ticheloven et al., 2021), (Hansen-Thomas et al., 2021) and (Poza, 2019). In addition, translanguanging maximizes the language learning process in the classroom (O. García & Kleyn, 2016) and (M. S. García & Palmer, 2017). However, all the previous studies have only described the benefits of translanguaging practiced in bilingual situations, therefore, this study aims to provide a description and explanation as well as an overview of translanguaging in multilingual classroom settings along with the types and purposes of using the translanguaging.

RESEARCH METHOD

This study used a qualitative method, because we attempted to acquire in-depth insights on the phenomenon translanguaging as an EFL teaching and learning approach through linguistic description. Data were collected through class observations, interviews, and document analyses.

Class observations were undertaken because we hoped to obtain authentic empirical data on the use of translanguaging in the processes of English teaching and learning. The verbal data from the observations were recorded and transcribed.

Interviews were conducted in this study because we aimed to get insights from the teachers as our research participants pertaining to their thoughts, feelings, and experiences in their practice of translanguaging in their English classes.

The interview data were recorded and transcribed.

As for the interviews, a type of semi-structured interview was used. At this stage, each teacher was then interviewed comprehensively, with the location of the interview taking place in the classroom and carried out after the classes.

We also decided to use document analyses to validate the results of the interviews and discover more evidence about the practice of translanguaging that was not found in the interviews and the classroom observations.

After all the data had been gathered, they were interpreted in an inductive way emphasizing meaning than generalization. The data were classified and described based on the theoretical framework that we used. Then these data were presented in tabular form.

Meanwhile, the subject in this study was two female English teacher who can speak Manadonese, Indonesian, and English. They teache in one of the junior high schools in Bolaang Mongondow, North Sulawesi. Our subject is 36 and 34 years old and has been teaching English for 10 years at a junior high school. We decided to choose them as our subject because she is the only teacher who can speak English well in that school.

All the linguistic data were then transcribed and classified into the types of translanguaging. The meanings or purposes were interpreted based on the contexts of communication. After the data has been collected, technique of data analysis used is

Qualitative Content Analysis with Inductive approach.

II
FINDINGS AND DISCUSSION

This section presents the findings of the study and then discuss them with relevant references on the topic of translanguaging. In this section, the results obtained after collecting data from the research are presented in tabular form and then all of the tables are described.

Translanguaging concept in Learning English especially in a multilingual environment is a suitable choice for teacher to be applied it in English classrooms in beginner, intermediate and advanced level of English Learning. This kind of English language learning is suitable for Indonesia as a country of linguistically diverse background so advance ative/lo English (Liando et al.,

2022). In the concept of language learning especially related to the use two languages or m translanguaging plays an imp the learning process, transl bridge for an effective language learning process. This is because translanguaging

uses language to complement, fill and give meaning to one another, the concept can be seen in the fugure below.
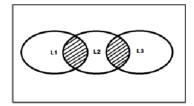
Figure 1. Translanguaging in Multilingual Concept

This section describes all data results obtained after collecting the data from the study. Data analysis results indicated that there are multiple types of translanguaging practices by teachers in English teaching, and these types of translanguaging were used by the teachers for specific purposes inform of translanguaging strategies. The used of translanguaging requires mixing multiple languages, which is Indonesian, nado) and target According to (Sari, g in hone has e-Switching when s, where in hone Code-Switching both anguages, both the national language or that is commonly utilized. Hence, as what have found, it can the sorts of tices by the EFL Intrasentential Intersentential d g

I. Intrasentential Translanguaging

The first type is the Intra-sentential Translanguaging type, where (Sari, 2021) mentioned that, in practice, Intrasentential Translanguaging has similarities to code switching, especially [1] EFL classrooms, where Intrasentential Translanguaging and code switching describe the exchange of languages, including target language, national language, and local language. Moreover, the theory of translanguaging was actually adopted for code-switching inputs in this study. Furthermore, this type of in-sentence translation is defined as the exchange of linguistic elements, i.e. from English to Indonesian/local language sentences and vice versa. Wiradisastra (2006) claimed that exchanged language elements may be in the form of words phrases. In the findings of this study, it can be described as follows:

"On Recording (Video): (Class situation where the teacher is explaining the material in learning English, namely recount text to students)".

Figure a. Intra-sentential Translanguaging

Object	*Intra-sentential Translanguaging*
Teacher	1. Students! Do you ever read about text that tells about stories that happened in past or maybe a text as a part of our experiences in the past? *Jadi*, this text is one of the text that always tells about our past activities or experiences which is Recount Text.
2. Actually students you can notice from the explanation before about Recount Text that tells about our activity or experiences in past, which is mean *"Menceritakan Kembali"* when its about stories, activities, fact, or something else in the past.
3. The purpose of recount text is to entertain or inform. social function, recount text is telling an experience event that happened in the past with the aim of entertaining. Entertaining here is like *menghibur* the reader with the story happened.
4. In using this recount text, the writer usually uses connecting words that almost often appear in the sentence. This connecting word refers to a connective adverb that is almost always in the sentence. Connecting Adverb or adverb *penghubung*, for example *sama deng*, finally, furthermore, moreover, next, last, first, second etc.
5. Recount text is divided into 4 types that can be used to write, including personal recount text, imaginative, historical, and factual recount text. The use of this type of recount text is adjusted to the purpose of the writing itself. Now, *untuk kalian* see the example in the book and make

your own sentences.

6. Yup! Correct!. Alright after him who's next? Anyone can mention the purpose of recount text?, we still in the process of learning or *"belajar"*. So, just don't be quiet.

7. Those explanations are about something happened in the past, *pahami* the dialog between the girl from *Jogja* and the other from *Jakarta*. From the text, we can understand that they use past tense, *menggunakan* Past Tense.

8. Students! Look carefully to the sentence. The sentences for the conversation sometimes us past form *sama deng* last month, yesterday, last year, a couple day a go. *Nah* from those examples, those things are past form.

9. how about you guys? do you have a story that you can tell in class as an example of a recount text? So that, *semua siswa dikelas* can practice directly about how to make or tell a recount text.

10. Dinda please explain or tell in front of the class about recount text, So the others students can follow how to make it. *Untuk kalian*, Dinda will explain about recount text, pay attention because after Dinda there might be your turn.

11. Great job, Dinda. Now students try to make your own recount text. Don't forget to use simple past tense or *Waktu Lampau* and don't forget about the types of recount text, make you own and follow the types.

Figure a shows that EFL teachers perform intrasentential translangguaging by inserting Bahasa Indonesia and local languages into English sentences in the form of words or phrases. Bahasa Indonesia and local language act as insertion language and English as matrix language. The types of translanguaging are every words that are written in italics such as in a table, word form *"jadi"* is an Bahasa Indonesia word form that is inserted into English utterances. There is also a phrase form *"Menceritakan Kembali"*. This is a kind of verbal phrase that teachers use to clarify the meaning of the recounted text there. Also, there has the double-occurring prepositional phrase *"untuk kalian"*, which is the prepositional phrase, the phrase *"semua siswa di kelas"* is a endocentric phrase, and the conjunction phrase *"waktu lampau"*.

Among the many Bahasa Indonesia phrases, there are Local language phrases that teachers use when teaching. It's the Local language phrase *'sama deng'* which means *'seperti'* in Bahasa Indonesia and later became the Indonesian language.

There are also other Indonesian languages such as *'Minghibur'*, *'Penghubung'*, *'Belajar'*, *'Pahami'*, *'Jogja'*, *'Jakarta'*, *'Menggunakan'* and *'Nah'*, which are used by the teachers to insert in the text during the learning process. Teachers use the Indonesian as local language translanguaging in each sentence in the English learning process by inserting them many times in English sentences. Furthermore, by using translanguaging in the form of words or phrases, the teacher intends to explain the meaning of the same word to two-word which not only improves students' vocabulary, but also It also works as a facilitator for teacher explanations.

2. Intersentential Translanguaging

Intersentential translanguaging is the process of exchanging clauses or sentences in one language. Intersentential translanguaging often occurs in classroom teaching and learning processes. Intersentential Translaguaging happened because the speaker (in this case the teacher) feels the need to clarify or interpret what was previously said and performs (Sari, 2021). Moreover, this type of Intersentential translanguaging is a kind transition from English to Bahasa Indonesia /common language (Local Language) and vice versa, used in the language in the form of clauses or sentences. In other words, this type of Intersentential Translangauging the transfer process phrases sentences from English to Bahasa Indoneisa/Local language and vice versa.

"On Video Recording: (Class activities are on going, where in the process of learning English, the teacher explains the material and matters related to Recount Text)".

Figure b. Inter-sentential Translanguaging

Object	Inter-sentential Translanguaging
Teacher	1. Sebenarnya recount text ini adalah salah satu jenis teks yang sangat terkenal diantara teks-teks lainnya, kalian bisa menemukkan banyak sekali jenis recount text *one of which is diary* atau yang bisa dibilang catatan harian, Nah, dari hal ini apakah ada yang tahu apa itu catatan harian?
	2. Dari sekian banyak penjelasan mengenai apa itu recount teks apakah masih ada yang belum memahami inti dari recount teks? Coba perhatikan contoh kalimat dalam kolom percakapan dibawah itu, disana terdapat kata *She barely listened to what her friend said* perhatikan dengan baik kata-kata disitu merujuk kepada bentuk waktu lampau, dimana dijelaskan bahwa seorang perempuan tidak mendengarkan apa yang temannya sampaikan pada saat itu. Perhatikan juga bentuk lampau yang menunjukkan waktu lampau setelah sarapan *right after we had breakfast* dimana diterangkan waktu yang sudah berlalu setelah sarapan.

3. Selain itu, dari contoh-contoh kalimat diatas, perhatikan salah satu contoh yang cukup jelas mengenai penggunaan waktu lampau saat Roni bertemu dengan istrinya di Australia, lihat kata *Roni met her in Australia* yang menjelaskan tentang pertama kalinya mereka bertemu sebelum memutuskan untuk menikah.

4. Penggunaan bentuk waktu recount text akan sangat kelihatan ketika kalian benar-benar paham dengan kalimatnya, coba perhatikan kata ibu saya memasak untuk kami setiap pagi, *my mom cooks for us every morning*, bandingkan dengan *my mom cooked for us yesterday*, ibu saya memasak bagi kami kemarin, penggunaan waktu yang sangat beda antara dua kalimat ini sangat jelas terlihat dari penggunaan setiap pagi dengan kemarin.

5. Perhatikan dan identifikasi dua kalimat dibawah ini, yang satu menggunakan bentuk lampau dan yang satunya lagi menggunakan bentuk waktu sekarang, *Dinar went to the theatre last night* atau *Dinar ada pigi di teater kalamaring* dengan *Dandi goes to the school by motorcycle* atau artinya *Dandi ada pigi ka skola pake motor*. Indentifikasi dengan baik mana yang menggunakan waktu lampau dan mana yang menggunakan waktu yang sedang terjadi

6. Biasanya dalam membuat kalimat recount text ada banyak hal yang perlu diperhatikan salah satunya dalam bagian orientasi. Dalam orientasi past selalu memuat infomasi tentang tokoh dalam cerita, kejadian dalam hal ini tempat dan kapan kejadian itu, dan lain sebagainya, sebagai contoh, perhatikan kata-kata ini, *Dave and his girlfriend went to bandumg last year* artinya seperti *Dave deng depe cewe ada pigi ka bandung taong lalu*, lihat bagaimana struktur dari kalimat itu, dimana disitu dijelaskan siapa-siapa yang ada dalam kejadian itu, yaitu dave dan pacarnya, selain itu tempat kejadian waktu itu ada di bandung, dan latar belakang waktu saat kejadiaan itu adalah tahun lalu. Dapat terlihat dengan jelas bahwa kalimat ini memenuhi unsur dalam orientasi recount text.

7. Perhatikan kelanjutan dari cerita diatas, dimana salah satu aspek penentu dalam recount text adalah isi dari cerita yang memuat soal alur apa yang mereka lakukan ketika berada dibandung, perhatikan kata berikut *Dave and his girlfriend went to the bookstore when arrived in Bandung*, yakni menjelaskan tentang *Dave deng depe cewe ada pigi ke tempat jual buku pas sampe di bandung*. Bagian kedua dari recount text ini memang indentik dengan bagaimana alur cerita dari sebuah kisah.

8. Selain itu, ada aspek lain yang tidak kalah penting ketika ingin membuat sebuah recount teks yang baik yaitu bagian akhir atau kesimpulan. Dalam kesimpulan atau bagian kahir dari cerita biasanya berisi tentang pendapat dari penulis atau kesan dari sih pencerita yang berada dibagian penutup dari apa yang diceritakan, misalnya *Bandung haven't changed much,* artinya *Bandung nda talalu baruba banya".* Hal ini merupakan salah satu bentuk kalimat dari pendapat penulis/pencerita dalam hal ini berkaitan dengan bagaimana kesan/pendapat dari penulis tentang Bandung.

Figure **b** above related to the practice of using intersentential translanguaging and it shows that English teachers use English to Bahasa Indonesia for Intersentential Translanguaging. English and Local Language are used as the insertion languages, and Bahasa Indonesia ▪ a matrix language. This type of translanguaging happens in clauses and sentences. This intersentential translanguaging forma are the italicized clauses/sentences from the above table data. sentence *"one of which is diary"* this sentence contains a clear subject and predicate so that this sentence is included in the category of clause. Also, *"She barely listened to what her friend said"* and *"right after we had breakfast"* where these two types of clauses are respectively included in the type of noun clause and subordinate clause because each of them contains a main clause and a conjunction. Moreover, the clause *"Roni met her in Australia"* and *"Bandung haven't changed much"* these two sentences have a fairly clear meaning, with each of them being able to stand alone with a clear purpose or meaning, therefore these two sentences are classified as independent clause types. In addition, there is also the use of perfect sentences by the teacher when explaining English material through translanguaging, namely the use of the English word *"My mom cooks for us every morning"* and *"My mom cooked for us yesterday"* including the type of sentence, this is because these two sentences contain the predicate, object, subject and adverb of time which is a sentence structure.

Another finding about the use of perfect sentences in the practice of translanguaging by English teachers when teaching can be seen in each of these sentences: *"Dinar went to the theatre last night"*, *"Dandi goes to the school by motorcycle"*, *"Dave and his girlfriend went to Bandung last year"*, *"Dave and his girlfriend went to the bookstore when arrived in Bandung"*, The types of English sentences used by the teacher when explaining the material to students are included in the type of perfect sentence, because in each ▪ these sentences it meets the requirements of perfect sentence, which already contains object, subject, predicate, with complements such as adverb of time and adverb of place. In addition to the use of English sentences by the teacher when explaining, there are also the use of local language (Manado), namely: *"Dinar ada pidi ka teater*

kalamaring", *"Dandi ada pigi ka skola pake motor","Dave deng depe cewe ada pigi ka Bandung taong lalu", "Dave deng depe cewe ada pigi ka tampa jual buku pas sampe di bandung"* and *"Bandung nda talalu baruba banya* These local language sentences (Manado) have met the requirements to be considered as perfect sentences because they already consist of a subject, predicate, object and several additional complements such as adverbs of time and adverbs of place.

3. Tag Translanguaging.

The last type of Translaguaging use in teaching English is Tag Translanguaging. This type of translanguaging is generally an expression in language to express an emphasis on words, signify expressions of surprise or express what is felt when talking or communicating (Liando, Tatipang & Lengkoan, 2022). Tag Translanguaging used by English teachers when teaching vary widely, where in the research findings teachers use not only tag translanguaging in English but also in Indonesian and local languages are also used by teachers. This type of tag translanguaging used by the teacher aims to emphasize what has been said, ensure that all students really hear what has been said and also as an expression. English teachers use this translation as an addition to the language being communicated, and (Sutranto, 2018) stated that this type is used at the end of the sentence and at the beginning of the sentence. In accordance with what has been described previously, this tag translanguaging occurred in language communicated by the teacher, and in the findings of this study, several tag translanguaging were found that were used by teachers ranging from English, Bahasa Indonesia, also local languages.

"On Recording (Video): (The lesson is finished and the teacher is in the process of closing the class while reminding the students a few things)".

Figure c. Tag-Translanguaging

Object	Tag-Translanguaging
Teacher	1. *Alright*, sekian untuk pertemuan kita hari, semoga semua bisa paham dengan konsep dari rount teks tadi yang sudah ibu jelaskan. Kalau masih pertanyaan silahkan.
	2. *Anyway*, jika masih yang belum paham soal reount teks tadi nati bisa dilanjutkan minggu depan, tapi ingat kalian juga harus belajar dirumah.
	3. Besok jangan lupa kase maso **tu** tugas, kase jo pa Denis, Ibu tunggu dimeja tu tugas pagi-pagi so musti ada, *nee*.
	4. *Adoh*, minggu depan nanti ada juga evaluasi soal apa yang sudah kalian pelajari selama pertemuan. *Ingaa*, belajar.
	5. Untuk kalian apakah daftar hadir sudah di isi? Make sure you all have sign the attendance list *okay?*
	6. *Oke*, pertemuan hari ini sampai disini, semoga pertemuan berikutnya kalian semakin aktif, jangan lupa berajar dan

kerjakan tugas yang telah berikan. Daftar hadir dikumpul di ketua kelas, tugas pagi harus sudah dimeja.

7. Selamat siang semua, sekali lagi jangan lupa belajar dan buat tugas juga. *Astaga*, Jihan minta tolong ambe ibu pe spidol di sei papan tulis.

Figure c shows that, English teachers use tag translanguaging as an emphasis or as an expression in their communication. Where this usage occurs as an affix (at the beginning and end a sentence) and this translanguaging tag is not only in English, but Bahasa Indonesia and Local languages as well. The use of this translanguaging tag also varies from English: "*Alright*", "*Anyway*", "*okay?*", Indonesian: "*oke*" and "*Astaga*" as well as Local languages such as: "*Nee*", "*Adoh*" and "*Ingaa*". It should be noted that in this translanguaging tag, although there are additional words, the words used do not change the meaning of a sentence, because the translanguaging tag is essentially just an addition to express feelings or emphasis on words.

In learning English with the concept of multilingualism, the teachers use English not only as a focus in learning, but also as a target in learning process. In this situation, the use of language more emphasized on language as a communication tool by not forgetting the essence or purpose of the learning to be achieved (Jiang et al., 2022). From the concept of multilingualism and language as a communication tool, language learning is not only taught in English itself but is supported by the use of several languages at once such as Indonesian and Local languages, with the aim of facilitating the process of learning English in terms of material, knowledge and content. comprehensively and more optimally. The emphasis on language as a communication tool in the term Translanguaging that occurs during learning becomes a bridge for students to be able to understand every material taught by the teacher, as in the use of the word "*Menceritakan kembali*", where this word is used by the teacher to provide understanding to students regarding the material they are studying namely Recount text, it is known that one of the characteristics of recount text is retelling experiences, stories or activities that occurred in the past (See Figure a. No. 2). In addition, the use of language as a communication tool and at the same time a bridge during the learning process also occurs when the teacher uses the word "*Menghibur*" to clarify what the word "Entertaining" means so that students understand what the purpose or benefit of the recount text which is apart from being a story but also serves as an entertainer for readers/listeners (See table a. No. 3). Related to the use of words as part of language as a communication tool in the concept of translanguaging, other findings also indicate the use of local language as an intermediary for students' knowledge, such as the use of the word "*sama deng*" (local language = Manado, if in Bahasa Indonesia "seperti" or "such as, like") as a connector of the English words that the teacher uses, where the use of this word aims to bridge and clarify examples of connecting words that the teacher wants to clarify. In addition, the use of the word "*penghubung*" is used by the teacher to clarify what the meaning

of the term "connecting adverb" is (See Figure a. No. 4).

Translanguaging enables English learners to communicate proactively and communicatively by maximizing their mastery of language components and content (Awayed-Bishara et al., 2022). In addition, knowledge of language building blocks and detailed content motivates language learners. This motivation inspires learners to actively use English in the classroom, even with limited vocabulary, supported by the use of Bahasa Indonesia and Local languages. Local language, Bahasa Indonesia and English collaborations make learners more connected to the subject matter they are studying. Students feel more comfortable and relaxed when the teacher does not use 100% English during the learning process. It is based on how learners feel they are in their comfort zone, so they are more motivated to use English (Liando et al., 2022). However, when they dared to express their thoughts in English, and the English vocabulary conflicted, the learners switched to their national language (Bahasa Indonesia) Mother tongue (Local Language) by applying the concept of Translanguaging to actively and communicatively present the material/assignment given. Moreover, translanguaging is considered have a similarities code switching in its application, both discussing the use of different languages in context, but code switching used bilingual concepts, while translanguaging has a wider scope than code switching, where translanguaging is used in Multilingual situations/concepts. In addition, the findings showed that EFL teachers used translanguaging in the classroom for pedagogic reasons which contain several objectives in the form of strategies during teaching and learning process, as follows:

Translanguaging Strategies

Table 1. Types of Translanguaging Strategies

No.	Translanguaging Strategies	Frequencies
1.	Explanatory strategies	38%
2.	Managerial strategies	24%
3.	Interpersonal strategies	38%

Example:

a. **Explanatory Strategies:**
- Actually, students you can notice from the explanation before about Recount Text that tells about our activity or experiences in past, which is mean *"Menceritakan Kembali"* whether its about stories, activities, fact, or something else in the past.

From this explanation, it can be seen that the teacher is explaining what recount text is to students along with describing the characteristics of recount text, namely using the past tense. Apart from that, there are also other examples such as:

- The purpose of recount text is to entertain or inform. In social function recount text is telling an experience or event that happened in the past with the aim of entertaining. Entertaining here is like *menghibur* the reader with the story happened.

From this data it can be understood that the teacher explained the purpose of the recount text itself, where this explanation is contained in full English, but mixed with one Indonesian word to provide an explanation to students

regarding the main characteristics of recount text, which is to entertain or "menghibur".

b. Managerial strategies

- Dinda please explain or tell in front of the class about recount text, So the others students can follow how to make .

From this data it can be seen how teachers use one of the strategies of translanguaging to manage classes, especially in giving instructions to students. In addition, another form of managerial strategies that appear in the classroom is:

- *Untuk kalian*, Dinda will explain about recount text, pay attention because after Dinda there might be your turn.

It can be seen that the teacher also provides instruction as part of translanguaging strategies to manage class. Not only using full English but mixing it with Indonesian so that students more easily understand what is being instructed.

c. Interpersonal strategies

- Great job, Dinda. Now students try make your own recount text. Don't forget to use simple past tense or *Waktu Lampau* and don't forget about the types of recount text, make you own and follow the types.

One form of strategy is the use of translanguaging for interpersonal strategies, where one example is giving compliments to students. Giving compliments is done because students give good performance during the learning process. Moreover, teacher uses interpersonal strategies for interpreting:

- Sebagai contoh, perhatikan kata-kata ini, Dave and his girlfriend went to bandung last year artinya seperti Dave *deng depe cewe ada pigi ka bandung taong lalu*

As a form of interpersonal strategies of translanguaging that the teacher uses is to interpret words, where this is done by the teacher from English to Indonesian and to the mother tongue of the students (Manado).

Table 2. Explanatory Strategies

No.	Explanatory Strategies	Frequencies
1.	Explaining	40%
2.	Elaborating	20%
3.	Translating	40%

Example:

a. Explaining

- Students! Do you ever read about text that tells about stories that happened in past or maybe a text as a part of our experiences in the past? *Jadi*, this text is one of the text that always tells about our past activities or experiences which is Recount Text.

In this case the teacher explains what and the main focus of the recount text is, namely retelling, where the teacher explains this in English and is cut with one Indonesian word as a marker of the explanation.

- Don't forget to use simple past tense or *Waktu Lampau*.

Another act of explaining of the teacher is when she tried to explain that the recount text was always use past tense or "waktu lampau" in Indonesian.

b. Elaborating

- Coba perhatikan kata ibu saya memasak untuk kami setiap pagi, *my mom cooks for us every morning*, bandingkan dengan *my mom cooked for us yesterday*, ibu saya memasak bagi kami kemarin, penggunaan waktu yang sangat beda antara dua kalimat ini sangat jelas terlihat dari penggunaan setiap pagi dengan kemarin.

Elaboration occurs when the teacher explains the use of the tense in each sentence.

In these sentences the teacher tries to provide elaboration regarding the details of the use the past tense.

c. Translating
- We still in the process of *learning* or "*belajar*".

As is well known, translation in English classes needs to be done, because of that the teacher uses translanguaging practices to translate words that may be difficult for students to understand. In the example above, you can see how the teacher translates the word learning to students.

- Perhatikan dan identifikasi dua kalimat dibawah ini, yang satu menggunakan bentuk lampau dan yang satunya lagi menggunakan bentuk waktu sekarang, *Dinar went to the theatre last night* atau *Dinar ada pigi di teater kalamaring* dengan *Dandi goes to the school motorcycle* atau artinya *Dandi ada pigi ka skola pake motor*.

Another example of the translating process practiced by the teacher can be seen above. Where the teacher translates long enough sentences from English into the students' mother tongue to make them easy to understand.

Table 3. Managerial Strategies

No.	Managerial Strategies	Frequencies
1.	Providing feedback	10%
2.	Giving Instructions	30%
3.	Checking understanding	20%
4.	Assigning homework	20%
5.	Disciplining the class	20%

Example:

a. Providing feedback
- *Untuk kalian apakah daftar hadir sudah di isi?* Make sure you all have sign the attendance list okay?

Provide feedback in the form of checking and reassuring whether all students have filled out the attendance list or the teacher has not done it when class is almost over. This is done by the teacher using Indonesian accompanied by advanced English. This makes students understand and get used to its use.

b. Giving Instruction

Provides entry instructions in the type of use of translanguaging. Giving instructions in English classes at that time was done by the teacher but using the mother tongue of the students, namely the local language (Manado). This is done by the teacher to make sure students will understand what they will have to do after being given instructions.

- Besok jangan lupa kase maso tu tugas, kase jo pa Denis, Ibu tunggu dimeja tu tugas pagi-pagi so musti ada, nee.
- Adoh, minggu depan nanti ada juga evaluasi soal apa yang sudah kalian pelajari selama pertemuan. Ingaa, belajar

c. Checking Understanding
- Dari sekian banyak penjelasan mengenai apa itu recount teks apakah masih ada yang belum memahami inti dari recount teks? Coba perhatikan contoh kalimat dalam kolom percakapan dibawah.

Ensuring that students understand the material that has been explained, the teacher wants to check whether students understand what has been explained, so the teacher uses translanguaging. In ensuring student understanding, the teacher uses full Indonesian to ensure it, so students can voice what they don't understand.

d. Assigning Homework
- Anyway, jika masih yang belum paham soal reount teks tadi nanti bisa dilanjutkan minggu depan, tapi ingat kalian juga harus belajar dirumah.
- sekali lagi jangan lupa belajar dan buat tugas juga.

After class the teacher took the initiative to give homework to students. Giving assignments in this English class is done by the teacher using full statements in the form of Indonesian. This is done by the teacher on the grounds that students can understand well the assignments given by the teacher to then do at home.

e. Disciplining the Class
- *Pahami* the dialog between the girl from Jogja and the other from Jakarta. From the text, we can understand that they use past tense, *menggunakan* Past Tense.
- Perhatikan salah satu contoh yang cukup jelas mengenai penggunaan waktu lampau saat *Roni bertemu dengan istrinya di Australia*, lihat kata *Roni met her in Australia* yang menjelaskan tentang pertama kalinya mereka bertemu sebelum memutuskan untuk menikah

From the example above it can be seen clearly how the teacher tries to discipline the class. Notice the use of the word "*pahami*" and the word "perhatikan". This is done by the teacher with the reason that students pay attention to explanations and can understand what is explained by the teacher.

Table 4. Interpersonal Strategies

No.	Managerial Strategies	Frequencies
1.	Greeting	20%
2.	Interpreting	40%
3.	Giving encouragement	30%
4.	Giving compliments	30%

Examples:

a. Greeting
- *Selamat siang semua*, sekali lagi jangan lupa belajar dan buat tugas juga

As one example of the use of translanguaging, giving one of the small examples as part of the interpersonal strategies that teachers often use. In the case above, the teacher uses greeting as part of interpersonal strategies in the form of Indonesian after class ends.

b. Interpreting
- Perhatikan kelanjutan dari cerita diatas, dimana salah satu aspek penentu dalam recount text adalah isi dari cerita yang memuat soal alur apa yang mereka lakukan ketika berada dibandung, perhatikan kata berikut *Dave and his girlfriend went to the bookstore when arrived in Bandung*, yakni menjelaskan tentang *Dave deng depe cewe ada pigi ke tempat jual buku pas sampe di bandung*.
- Dalam kesimpulan atau bagian kahir dari cerita biasanya berisi tentang pendapat dari penulis atau kesan dari sih pencerita yang berada dibagian penutup dari apa yang diceritakan, misalnya *Bandung haven't changed much*, artinya *Bandung nda talalu baruba banya*".

In interpreting a word in English class, the teacher uses translanguaging as an alternative. Where the interpreting applied by this teacher is the use of the student's local language to interpret English words. This makes students better understand what the meaning and intent of the examples of English words mentioned are.

c. Giving Encouragement
- Dinda please explain or tell in front of the class about recount text, So the others students can follow how to make it. Untuk kalian, Dinda will explain about recount text, pay attention because after Dinda there might be your turn.

During the learning process students need to be encouraged so that they get used to participating in class. One of the practices or small examples of the use of translanguaging is giving encouragement. From the example above

it can be seen clearly how the teacher encourages students by asking one of them to present their recount text. This will enable other students to model how good recount text and how to present it will be actively involved in learning.

d. Giving Compliments

- Great job, Dinda. Now students try [1] make your own recount text. Don't forget to use simple past tense or Waktu Lampau and don't forget about the types of recount text, make you own and follow the types

Giving compliments is an important aspect to be applied by teachers in English classes. With compliments students will [2] be more motivated to actively participate during the learning process. In the example above, the teacher uses the word "great job" which is a word from English to give compliments to students for their active participation in class.

Additionally, from all the data obtained both video recordings and observation, the use of translanguage during the learning process is highly [2] valued as it has the potential to be a method or strategy for teaching English in [ ] multilingual environment. Additionally, translanguaging can be used to motivate students to actively participate in the learning process, analyze problems, and encourage constant attention to the teacher's explanation of the material [1]. Based on observational data from English teachers, they agree that the use of translanguaging and its impact on learning English in the classroom is enormous. This is in line with the opinion of [1] Liando, Tatipang & Lengkoan, 2022); (Vogel & García, 2017); (Sultan, 2017) mentioned that Translanguaging motivates students, gives them the opportunity and space to learn the concepts of multilingualism,

supports students' different language-using identities, and helps them better understand materials, especially in English.

Translanguaging provides learners with the opportunity to correctly understand English lessons, enabling them to transform communication between students and teachers into a complete activity (Sobkowiak, 2022), due to this concept of translanguaging can optimally realize the scientific transmission process to improve students' English proficiency be supported in multilingual situations so [1] they can bring out the best in themselves (Hamzah, 2021). The utilization of Translanguaging helps students understand the material provided by the teacher. In addition, students participate more actively in the learning [2] process in the classroom because a deeper understanding of them influences their attitudes in the classroom.

Conclusion

Based on observations through video recordings and interviews during [22] the learning process, we found several types of translanguaging used by teachers in EFL classroom. Where, it was found that there are three types of translanguaging that teachers use during lessons. The types of translanguaging found were intrasentential translanguaging, intersentential translanguaging, and tag translanguaging. Three types of translanguaging are practiced [1] teachers in educational settings covering the concept of multilingualism. This makes language as a medium of communication with students, making [ ] easier for them [1] to effectively communicate and explain to other students and [ ] teachers. In addition, the types of translanguaging that were performed by

██████████ were ████████████████ inform of strategies ████ are closely related to the concept of pedagogy.

Besides, the impact of translanguaging is exceptionally valuable within the learning process, this is due to the utilized of translanguaging as a strategy or technique for deciphering English material. In expansion, translanguaging also fortifies students to talk and effectively take part, analyze issues, and empower students to pay consideration to the teacher's elucidation of the material. It is also important to use translanguaging according to the teacher's reasons and needs. Respond to insufficient vocabulary and guide you through the learning process. Since the translanguaging benefits are so great, Future researchers can use our findings and results as a starting point or learning material for future research, considering language development and student skill improvement.

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