Exploring translanguaging as a pedagogical strategy used by the english teacher in EFL *classroom setting*

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Article Info

ABSTRACT

Translaguaging is a practice in which educators allow the mixing of languages in a bilingual educational setting which can be employed to create an engaged and conducive learning environment. This study aims to analyze the application of translanguaging by English teachers as a pedagogic strategy in learning English. The aim is to find out how the translanguaging technique is used by the teacher in teaching English, and what the impact is obtained from the use of translanguaging in learning English. This research was conducted at SMAN 3 Bengkulu Selatan and the participants were one English teacher and 27 students, namely class XI MIPA I. This research employed a qualitative descriptive study, and data collection techniques were interviews and checklist observations. The findings of this study revealed that teachers employed three techniques in translanguaging when teaching English, and the impact obtained from using translanguaging was positive, including students becoming easier to understand what the teacher is saying, students being more active in responding to teachers, and students' English language skills get better. The authors hope that this method can be applied effectively and according to the needs of students.

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Introduction

A phenomenon behind this research is that when researchers heard some reports from students and people who are living nearby a school of SMAN 3 south Bengkulu talk about an outstanding learning English outcome at the school. Most of the students who graduated from the school have good English ability (shown by the students' report book). The researchers then did an observation of the school to find out how the school conducts the English teaching practice. The observation shows that there is a certain teaching strategy applied to the school called, translanguaging. It has been intended to be a way of acknowledging the students' language practices as more flexible and dynamic, and as means to influence the meaning-making communicative system of all students at the beginning of school (Garcia & Wei, 2014).

Ekaningsih (2020, p. 214) stated that the language phenomenon which is often called translanguaging is an activity and process of language shifting. It includes the transformation between languages that are used with various other language sources to improve certain language skills. The teacher uses the students' first language in learning foreign languages so that students understand the materials better. Today, foreign languages are required to learn as part of a person's language skills, particularly in countries that do not speak English as

their first language, or in countries whose languages do not have international languages or are used in the United Nations, such as these countries usually need to learn a foreign language, one of which is English, not only in Indonesia but in many other countries. This also happens in learning abroad, for example in Europe, at one of the Portuguese universities, the University of the Algarve.

The translanguaging phenomenon also occurs in Indonesia in terms of speaking, listening, writing, and reading. In reading, translanguaging creates students' understanding of the content of the English text. As researched by Panda (2016), translated reading materials can create better teacher-student relationships. In addition, it also enriches the learning environment for students in the reading class. The ideal situation that is expected by the current national curriculum, however, is that English teachers speak L2 as much as possible so that students can acquire communicative competence to use language for various purposes (Agustien, 2004). Similar to other countries where English is taught as a foreign language, in the context of English taught as a foreign language, students may have limited opportunities to use English outside the classroom. As a result, the use of English in the classroom must be maximized (Polio & Duff, 1994).

According to Caruso (2018, p. 65-66), learning through translation focuses on classrooms consisting of local Portuguese students and Erasmus students from France and Italy, where the professors decide to allow the use of different languages during lessons and the use of various translingual practices for syllabus development. The main teaching language there is Portuguese, and English is taught in several Master's and doctoral programs (17% Master's and 24% Ph.D. taught entirely in English and 8% master's and 32% Ph.D. in Portuguese and English.

Furthermore, this learning strategy is employed in the Asian region of the world. As in Japan (Bartlett, 2018, p. 239), a survey of students regarding their learning preferences in EFL classrooms found that most students prefer the opportunity to use and be taught in a style that allows their L1 (Japanese) to be present in the L2 class (English). As a way to meet these preferences in language learning, and to see the effect on language acquisition and student motivation. As in Indonesia, students expect teachers in English classrooms to use L1 so that they can easily understand the material. This applies better when teachers are explaining grammar or complicated meaning vocabulary. There were just a few of them who wanted their teachers to mix both L1 and L2 in the classroom (Budiman, 2020, p.96). It is also suggested that practicing their English is their reason for doing so.

Moreover, some researchers (Gregoria et al, 2020; Garcia, 2012) even suggest that the moderate translanguaging pedagogy at the university level may fit the learner's needs as the pedagogy could provide a third space for the disadvantaged group in the classroom to progress and empower. Therefore, to strengthen students' English proficiency at the university, there should be a strict teaching method applied. Recently, the use of translation has become popular due to the use of the students' mother tongue. Translanguaging is also used in the schools in Bengkulu. It is no different at one of the Senior High Schools in South Bengkulu, where teachers use translanguaging as well. When learning English, usually the English teacher delivers the material accompanied by the student's first language.

There have been many research studies conducted to explore the benefits of translanguaging such as Baker (2011), Creese and Blackledge (2010), and Swain and Lapkin (2013). Permitting students to use their L1 to process information (namely cognitively demanding tasks) and express their learning in their L2 has the potential to promote a deeper understanding of the content. The L1 is an important cognitive tool that helps learners organizes their thoughts, focus their attention, and scaffold their understanding and production of the L2. For this reason, students should be permitted to use their L1 to work through complex ideas (Swain, 2012). Translanguaging has some distinct benefits as described by Baker (2011) such as promoting a deeper and fuller understanding of the subject matter, helping the development of the weaker language, facilitating home-school links and cooperation, and helping the integration of fluent speakers with early learners.

Even though many benefits were shown by the previous research studies, the researchers are still curious about how the translanguaging strategy is used at the SMAN 3 South Bengkulu of how the teachers at the school could implement the translanguaging technique in teaching English. Therefore, the researchers are keen to find out the reasons for the teacher to choose translanguaging as a pedagogical strategy that is considered to help facilitate students' understanding when learning English in the classrooms. In addition, it also aims to find out the benefits obtained by the students from the application of translanguaging by the teachers. The researchers believe that translanguaging itself is the use of students' first language as a tool to help understand the second language of students while they are learning English.

The purpose of this research is to analyze the techniques of translanguaging does the English teacher of senior high school number 3 South Bengkulu use in teaching English and the benefits of translanguaging in the teaching and learning English class.

Method

The method in this research is qualitative. The reason is that this research aims at obtaining in-depth information through interviews with the teacher and students regarding their perspectives of translanguaging. The interview is applied to analysis in a qualitative method. Parkinson and Drislane in Gregory (2012, p.2) state that qualitative research uses methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. This research uses the qualitative method because the writer wants to give a details explanation of an analysis of translanguaging as a pedagogical strategy used by the English teacher in an EFL classroom setting at one of the Senior High Schools in Bengkulu Selatan.

This research was carried out at one of the Senior High Schools in Bengkulu Selatan. Sugiyono (2001: 55) states that the population is a generalization area consisting of objects/subjects that have certain quantities and characteristics that are determined by researchers to be studied and then drawn conclusions. The researchers took the population from grade X students at one of the Senior High Schools. The reasons why the researchers selected this school are because the teachers in these schools use a translanguaging strategy in the EFL learning process, the translanguaging languages used by the teachers at these school is the students' local languages such as Serawai, and Semende. translanguaging languages. There were 28 participants in this research, which consisted of 27 students and a teacher who currently teaches English at the school.

Data Collection Techniques
In conducting this research, the researchers collected the data by using an observation sheet/checklist and the instrument and interviewing the participants. The observation sheet was used to collect important data that related to an analysis of translanguaging as a pedagogical strategy used by the English teacher in the EFL classroom setting at one of the Senior High Schools in Bengkulu Selatan.

1. Observation Checklist
   An observation checklist is one of the techniques in data collection which is very prevalent in qualitative research methods. The observation is part of collecting data. Observation means collecting data directly from the field (Semiawan, 2010).

   The observation process is preceded by observing and recording aspects that are researched or investigated systematically, logically, objectively, and rationally from various phenomena, both in actual situations and in artificial situations to achieve certain goals (Marisa, 2018: 75-76). Observations in this study can be in the form of spoken or written speech or comments based on something seen, heard, etc. It means that the researcher observed what people do, listen to what they said, and participated in their activities by doing observation and data recording systematically.

   The researcher applies this instrument because the researcher intends to collect in-depth information about how translanguaging is carried out in the classroom, where the researcher will be a non-participant observer. Therefore, the researcher should use a note in form of an observation checklist to take important information related to translanguaging activities from the interaction and conversations between the teacher and the students.

2. Interview
   Interviews are defined by Macmillan and Schumacher (1999), as encounters between a researcher and respondent. An interview is a process of asking someone question to get orally to obtain data that can explain the problem's answer According to Moleong (1991: 135) explained that the interview is a conversation with certain intentions, in this method, the researchers and respondents face to face to obtain information of research. The researcher uses this instrument because the researcher intends to obtain participant in-depth information by directly asking the participant about the opinion expressed (Moleong, 1991, p.135).

The technique of Analysing Data
Wiersma (1991, p. 85) stated "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In short, data analysis is systematically processed to analyze data that has been collected. Miles and

Huberman assert that the process of analyzing data is gone when data collection begins and after data collection is completed to continue. Methods of data analysis are called Interactive models, which involve four steps of analysis activity the cyclical and interactive process (Miles and Huberman, 1994, p.12)

Research Procedure
1. Data Collection
   Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest (McLaughlin, 2020). In this step, the researcher takes the data collection by observation checklist and interview. It means that the data collected in this study is the result of data collection techniques such as observation and interviews.

2. Data Reduction
   Donal Ary (2010, p.164) stated that "Data reduction is analyzing the qualitative data via theme analysis or thematic coding while also analyzing the quantitative data via descriptive statistics" In this case the researcher chooses the relevant data of the study and focuses on the data that direct to solve of problems or to answer a research problem. Data reduction will be used to collect the data from the Interview. In data reduction, it will summarize and focus on the important data.

3. Data Display
   After reducing the data, the data will be organized and arranged in a form by the researchers, so that it can be understood easily. The researcher will explain a data display. The researcher concludes after collecting all of the data. Then the data is verified by checking back all the data collection, data reduction, and date display after collecting the data. So, in this case, the researcher can conclude the data about language interference in speaking English.

The credibility of the Research: Triangulation
Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999, p.1189–1208). Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon (Honorene, 2017, p. 91).

Denzin (1978) and Patton (1999) identify four types of triangulation: (1) data triangulation; (2) Triangulation of sources; (3) Methods triangulation; and (4) Investigator triangulation. As for this research, the type of triangulation used is data triangulation. It is a triangulation that is the use of a variety of data sources, including time, space, and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations (Hale, 2010). The reason the researcher uses triangulation data is that in this study, two data collection techniques will be used, namely observation sheet and interview, so if it is related to triangulation, then it meets the criteria of data triangulation.

Findings and Discussions

Based on the data obtained from the observation checklist through direct observation, the translanguaging technique used by the teacher in EFL learning can be seen in the Table 1.

From the observation, it was found that there are three types of techniques used in translanguaging, First, there is a mixing of languages between English and Indonesian. For instance in these parts below:

Opening the class
T   : Okay, let's open our class with praying together menurut kepercayaan masing-masing. Silahkan ketua pimpin doa dulu.
          (Okay, let's open our class by praying together according to each other's beliefs. Please lead the prayer first.)
Ss   : Let's pray together. Berdoa mulai… berdoa selesai. (Let's pray together. praying started… praying finished).

Activities	Description	Techniques of Translanguaging			
		Translanguaging	English	Indonesia	Local Language
Opening	Greeting		✓		
	Checking students' attendance		✓		✓
	Opening the class	✓			
	Gaining students' attention		✓	✓	
	Informing the students what the lesson is about		✓	✓	
Core Activities	Explaining the material		✓	✓	
	Dividing students into group	✓			
	Giving feedback		✓		✓
	Giving instruction /homework		✓		✓
Closing	Reviewing the lesson	✓			
	Checking students' understanding		✓		✓
	Closing the class		✓	✓	

Introducing a lesson
Ss'   : Descriptive text mam? Descriptive text itu teks yang menggambarkan sesuatu atau something…
        (Descriptive text, Mam? Descriptive text is a text that describes something or something...)
T   : Okay, coba mention contohnya…
        (Ok, try to mention an example...)

Dividing students into group
T   : Ok sekarang, silahkan hitung one until four from here yaa (pointed someone), begitu seterusnya.
        Setelah itu silahkan duduk berkelompok sesuai nomor masing-masing.
        (Okay now, please count from one to four from here (pointing to someone), and so on. After that,
        sit down according to their respective numbers.)
Ss'   : Ok mam

Reviewing the lesson
T   : Ok, good. Mam lihat dari yang ditampilkan tadi samplenya sudah benar. Sudah memperlihatkan
        seperti apa itu descriptive text. Jadi descriptive text itu merupakan paragraf yang menggambarkan
        an object, place, or peristiwa tertentu kepada pembaca secara jelas dan rinci. Sehingga pembaca
        seolah-olah melihat dan merasakan sendiri apa yang dideskripsikan oleh penulis.

   A similar finding is also found in some other research studies (Berlianti & Pradita, 2021; Ekaningsih, 2020)
conducted that normally English teachers do a mixing languages L1 and L2 in delivering the lesson in the
classroom. Second, the students pronounce a full sentence in English first, then translates it into Indonesian
and vice versa.

Gaining students' attention
Gaining students' attention is the situation when the teacher asked students to focus on something. The
researcher presented the example on extract as follows;
Ss'   : (Noisy)
T   : Keep silent please... tolong diam dulu... semuanya tolong perhatikan kedepan! Saya mau kalian itu
        paham jadi jangan dulu kerjakan hal lain. Did you get it?
        (Keep silent please... please be quiet... everyone please pay attention to the future! I want you to
        understand so don't do anything else yet. Did you get it?).
Ss'   : Yes mam...

Explaining the material

T : Ok good. Now please everyone look at me. I am going to give you an example. I will give you a sample of an object, right…! [Saya akan kasih sample sebuah benda] I asked you to focuses on the object. [Saya minta kalian fokus pada bendanya]. Let me ask you to focus on the table that is in front of you. Let's see the table! What do you think? What is your opinion? You... (Pointed someone).

S : (Noisy)

Closing the class

T : Ok, saya rasa cukup untuk hari ini. I hope you understand, saya harap kalian paham. Pelajari lagi dirumah. See you. (Ok, I think that's enough for today. I hope you understand Learn more at home. See you…)

Ss' : thank you, mam…

Third, the teacher pronounces a full sentence using English, then translates it into the local language and vice versa.

Checking student attendance

T : Who absent today? [Siapau yang ndik datang saghini?] (Who's absent today? [Who doesn't come today?])

Ss' : Datang galau mam… (everyone present, mam).

Giving task/command

T : I will give you time 30 minutes and then each group must be presents the result of discussion in front of class. Mam njuk waktu 30 menit, kelau amau lah udim gantian presentasikah hasilau kedepan. ok, pahamkan?
(I will give you time 30 minutes and then each group must present the result of the discussion in front of the class. I give 30 minutes, later when it's finished, present it in turn. OK, got it?)

Ss' : Yes, mam paham...
(Yes, mam I understand...)

Giving feedback

T : Have finished? Luk manau, udim?
(Have finished? Is it done?)

Ss' : Belum mam. kudai mam jerang agi mam, dikit agi mam.
(Not yet mam… soon mam, a little more mam…)

T : Ok I'll give you five minutes again, mam tunggu limau menit agi. Amau lah limau menit udim ndek udim tetap maju.
(Ok, I'll give you five minutes again. if it's been five minutes, finished not finished must continue to advance).

Ss' : (noisy)

The findings above show another technique used by the teacher in that the teacher said full sentences and then translate the sentence into both English-Indonesia and sometimes English-local language. It is also in line with the studies conducted by some researchers (Wei 2018; Creese & Adrian (2015).

Furthermore, to answer research question number two, the researchers interviewed the teacher and the students. The result of the interview with one teacher and several students also showed that translanguaging offers benefits in terms of the level of students' understanding of English materials and learning vocabulary. For instance in the transcript below:

Interviewer : In what ways does translanguaging help teachers in teaching English?

Teacher : Translanguaging ini memudahkan guru komunikasi dengan siswa, sehingga guru dapat mengetahui apa yang siswa butuhkan, apa yang mereka tidak mengerti, apa yang mereka mengerti, dll sedangkan jika guru menggunakan bahasa Inggris secara keseluruhan ketika mengajar, kebanyakan siswa yang pada dasarnya penguasaan kosakata masih sedikit, sehingga akan membuat mereka bingung dan sulit memahami apa yang disampaikan oleh guru. (Translanguaging makes it easier for teachers to communicate with students, so teachers can know what their students need, what they don't understand, what they have understood, etc. whereas if the teacher uses English as a whole when teaching, most

students who basically still have little mastery of vocabulary, so that will make them confused and difficult to understand what is conveyed by the teacher).

Similarly, the result of the interview with the students also confirms the benefits of translanguaging, for instance:

Interviewer   : What are the advantages of using translanguaging?
Students'   : Keuntungannya saya menggunakan translanguanging ialah biasa lebih mudah mengartikan dalam Bahasa Indonesia maupun Inggris. (The advantage of using translanguanging is that it is usually easier to interpret in Indonesian and English).

While there are some benefits of translanguaging in teaching English in the classroom, some other opposite findings (Wlosowicz, 2020) showed that some teachers find it difficult to implement the technique as they lack experience doing it. And, students of a beginner level, find it difficult and confusing to hear the teachers change the language during the class.

Conclusion

Based on the previous analysis, the conclusions of this study are as follows, based on the results of the study, there are three types of translanguaging techniques used by English teachers at SMAN 3 Bengkulu Selatan, namely, first, in one sentence there is a mixing of languages between English and Indonesian. Second, the speaker pronounces a full sentence using English and then translates it into Indonesian or otherwise. Third, the speaker pronounces a full sentence using English and then translates it into the local language or otherwise.

The impact of using translanguaging by English teachers at SMAN 3 Bengkulu Selatan is a positive impact on both teachers and students. Among the impacts are, from the teacher's point of view, students become easier to understand what she is conveying, students become more active in responding to the teacher, and students' English skills become better. In terms of students themselves, students can more easily understand the material presented by the teacher, the two students find it easier to communicate more actively with the teacher, the three students can understand the meaning of words correctly, and the fourth English learning in class becomes more fun.

Furthermore, based on the results of the research that has been carried out, the researchers suggest teachers or instructors use translanguaging as necessary and still prioritize English and make Indonesian and local languages English auxiliary languages in facilitating classroom learning. Then the researcher suggested to the students to get used to using the English vocabulary they mastered more often and not to always only use Indonesian or the local language when learning.

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