



EXPLORING TRANSLANGUAGING AND INDEXICALITY IN SIXTH-SEMESTER ENGLISH STUDENTS' SEMINAR PERFORMANCES: AN ANTHROPOLOGICAL STUDY

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Abstract

The purpose of this study is to find out 1) the types of use of translanguaging and indexicality on students' performance in the Seminar on ELT course and 2) the impact of the use of translanguaging in teaching Seminar on ELT courses in honing student performance. This study observed using an anthropological approach using analytical parameters, namely interconnection, valuability, and sustainability. A qualitative paradigm with an ethnographic model used in this study by applying twelve steps both in interview and observation methods. Translanguaging is a phenomenon of language use in which people use two or more languages simultaneously. This translanguaging often occurs in teaching when lecturers teach in class or when students present their journals or papers in front of participants in the class. This translanguaging carried out by students requires a language performance style carried out by students in front of all participants present to show their ability and expertise in expressing ideas orally. Translanguaging and indexicality use in students' performance when presenting their journals or papers. Indexicality or Index can be in lingual form or nonlingual form. A speaker can index changes in relevant aspects of his/her identity in a conversational context.

Translanguaging requires innovative language creativity in conveying thinking ideas. The use and application of this trans language can be seen from the performance style of students in front of the class when presenting their papers or journals.

Keywords: Translanguaging, Indexicality, language performance, Anthropological

INTRODUCTION

Translanguaging, a term that has gained significant traction in the field of bilingual and multilingual education, refers to the process by which multilingual speakers utilize their entire linguistic repertoire without conforming to the traditional boundaries of named languages. This concept explored and applied in various educational settings, highlighting both theoretical and practical implications for teaching and learning.

The term “translanguaging” was first introduced by Cen Williams, derived from the Welsh word “Trawsieithu” (Conteh, 2018, p. 445). He used this term to describe the habit of bilingual students translating English words into their native language, such as Welsh, when writing them down in their notebooks, as cited in Liando et al., (2023: 205).

Makalela (2019: 240), translanguaging stems from a bilingual pedagogical approach that involves using English and Welsh as languages in the input and output process (Baker, 2011; Wei, 2011).

According to García et al., (2018: 64), translanguaging emphasizes that bilingual individuals make integrated use of their entire linguistic repertoire to communicate and construct meaning in interactions with the environment. This concept refers to the full utilization of one's language abilities, which are not limited to socially and politically established language boundaries.

Translanguaging refers to the communication practices that individuals engage in when interacting with different biographical, historical and linguistic backgrounds. This approach has transformative and creative potential, as it transcends differences, allowing individuals to communicate using all the linguistic resources at their disposal without being bound by predetermined boundaries. (Blackledge and Creese, 2017: 250)

In Yuvayapan (2019), Translanguaging has many advantages for bilinguals. By utilizing the more dominant language as support, this method allows for a deeper understanding of the material and also strengthens the weaker language (Garcia & Wei, 2014). Baker (2011) also found four main advantages of translanguaging:

1. Improves students' understanding of the material more deeply
2. Assists students in improving weaker language skills
3. Supports cooperation between school and family
4. Enables second language development alongside material learning (pp. 281-282).

She says that teachers can overcome problems with this method if they understand the importance of planning the use of two languages systematically. In addition, teachers should reflect and evaluate the learning situation in the classroom to improve students' cognitive abilities through the use of different languages. Cenoz, J., & Gorter, D. (2020: 300) explains that Translanguaging is an increasingly popular concept in recent years. It marks a shift from the monolingual ideology in multilingual education studies towards a more dynamic multilingual perspective. This shift is closely related to current social changes, which are characterized by increasing diversity as well as higher population mobility. Although translanguaging is not always directly related to English or the characteristics of English as a global language, there are some similarities. As Kachru and Nelson (2006, p. 89) explain, in the context of world English, language acquisition in multiple languages can involve functional differentiation and overlap, which often comes in the form of code switching and mixing.

Translanguaging is a phenomenon of language use where communities employ two or more languages simultaneously. This type of it often occurs in teaching when lecturers are instructing in class or when students are presenting their journals or papers in front of participants. The translation performed by these students requires a language performance style that they highlight in front of all the participants present to demonstrate their ability and skills in articulating ideas verbally. This translation demands innovative linguistic creativity in expressing their thoughts. The use and application of translanguaging can be

seen in the performance style of students in front of the class during the presentation of papers or journals they present.

Translanguaging theory has the potential to change the way speakers and listeners are perceived, as the privileges usually granted to “native speakers” become something that can be shared by all individuals. By focusing on the various language features in a speaker's repertoire, rather than the perceived boundaries of separate languages, translanguaging can open up more equal educational opportunities for all students and support the creation of a more equitable society. However, before discussing more about the bilingual classroom and its pedagogical approaches, it is necessary to first clarify the concept of bilingualism. (Garcia and Seltzer, 2016: 21)

As cited in Jaspers (2018: 2) explain that Translanguaging is also related to the concept of performativity, but it is not limited to the use of one language nor to conventional bilingual identities. In other words, translanguaging encompasses a wide range of discursive practices used by bilingual individuals to interact and make sense of their bilingual world (García & Wei, 2014, p. 65). Lin and He (2017) revealed that a science teacher in Hong Kong applied translanguaging in content and language integration (CLIL)-based learning to increase the motivation and engagement of students from South Asian ethnic minority groups, despite the monological nature of school and government policies. They argue that translanguaging practices play a role in “bridging communication gaps, stimulating creative thinking [...] to motivate learning, and strengthening students' ethnic and cultural identities” (p. 243), so it should be supported and implemented. (Lin and Leung, 2023: 4).

As cited in Kiramba (2017: 3), Busch (2014), based on research conducted in a public primary school in Vienna with students from different cultural and linguistic backgrounds, found that multilingual children face challenges when required to use only one language. She proposes creating spaces that allow for the recognition of language diversity as a resource. In this way, students can interact, discuss and negotiate the metalinguistic aspects of their language, so as to transform enforced monolingual habits into multilingual ones.

The translanguaging approach views language learning as a dynamic process that involves adding new linguistic features in meaningful interactions (García & Klieffen, 2018). This process takes place by taking into account the language practice as well as the linguistic knowledge already possessed by the student. In other words, there is no target language to be mastered in isolation. Instead, “new language practices ... emerge in relation to old ones, without competing with or threatening the identities that have been formed through language” (García & Li, 2014, p. 79). The translanguaging approach in literacy encourages students to actively understand and strengthen these connections. This is in contrast to the contrastive analysis approach, where language learners are expected to develop new language habits without deep reflection on the linguistic features they are learning. (Ossa Parra & Proctor, 2021: 7). Wei (2018: 15) explain, translanguaging has proven to be an effective pedagogical strategy in a variety of educational contexts, especially when the language of instruction used in school is different from that of the students. By deliberately breaking down artificial and ideological boundaries between native and immigrant, majority and minority, and target and mother tongue, translanguaging empowers students and teachers, shifts power dynamics, and directs learning towards meaning-making, enriching experiences, and building identities (García, 2009; Creese & Blackledge, 2015).

As cited in Carroll and Sambolin Morales (2016: 251) explain, the use of the term “translanguaging” in the classroom challenges the effectiveness of traditional approaches

that strictly separate languages (Auerbach, 1993; Inbar-Lourie, 2010). Mazak (2017) defines “translanguaging” as a broad concept with five main principles:

1. As an ideology that regards bilingualism as the norm.
2. As a theory of bilingualism rooted in real experiences.
3. As a pedagogical approach that allows full utilization of linguistic and semiotic resources in learning.
4. As a practice that goes beyond code-switching, encompassing a variety of vocabulary-based and semiotic strategies.
5. As a transformational process that continuously creates and reshapes language practices in the creation of meaning (Mazak, 2017).

Speech performance refers to the domain of human action, with particular attention to the way communicative actions are carried out. Language performance is a linguistic process that requires something creative, manifested, and achieved. Language performance is a dimension of human life that is usually found in musical performances, theater, and other public shows, stemming from artistic ability and creativity. Language performance in this form is usually found in debate events, seminars (presenters), storytelling, singing, and other activities. What the speakers discuss in the performance is evaluated according to aesthetic norms, specifically how the expression of beauty is conveyed or the impact of that language performance on participation, where there is the ability of the performers to influence participation. However, the idea of performance can also describe what is often found in the most ordinary meetings, when social actors demonstrate special attention and skills in conveying messages to participants. (Duranti, 2001). Then, all the messages conveyed to its participation can be seen from what it indexes.

The term indexicality refers to the dependence on the context of natural language utterances, including linguistic phenomena such as the accents from different regions (to index the speaker's identity), language etiquette indicators (marking differences and behaviors), the referential use of pronouns (I, you, we, he, etc.), demonstratives (this, that), deictic place adverbs (here, there), and time references. Everything in the interpretation of indexicality heavily depends on the context in which the word is spoken. Any linguistic form is indexical in nature to indicate that the index represents its object, not because of similarity or mere convention, but due to the proximity of the index to its object. According to Pierce's view, an indexical sign exists in a dynamic coexistence relationship with its object. In other words, the index and everything within indexicality represent the context of utterance. (See Hanks 2000: 124).

Students will learn how to respect each other using potentially different language codes. They do this language code switching when they find it difficult to explain the topic material they present in class. They also transcoded the language because they felt that the material they conveyed was poorly understood by the participants of the seminar in the Seminar on ELT class.

This research focuses on the types of translanguaging and indexicality in students' performance, as well as the impact of utilizing translanguaging in the language use of sixth-semester students participating in the Seminar on ELT course. This course requires translanguaging when presenting and discussing journals or papers in front of participants. The use of indexicality is believed to enhance student participation and understanding in learning English when presenting their journals or papers in front of the class. Then, students

will learn how to respect each other using potentially different language codes while simultaneously strengthening their own language and cultural identities. The use of translingual indexicality in the Seminar on ELT course is essential in classroom teaching for students with diverse ethnic backgrounds and multilingualism.

Researchers examine the translanguaging and indexicality used in students' performances when presenting their journals or papers. Indexicality or index can take the form of either linguistic or non-linguistic, for example through transitions marked in register or dialect. A speaker can index changes in relevant aspects of their identity within the context of a conversation. A speaker can address someone who has just entered the conversation's setting simply by directing his or her gaze towards the newcomer. In fact, every aspect of language use is partially indexical.

Based on the explanation above, researchers need to conduct in-depth studies to understand the types of translanguaging and indexicality in students' performance as an important reference for English majors who wish to enhance their English skills in the Seminar on ELT course. This will help uncover to find out the types of translanguaging and indexicality in students' performance and how the impact of the use of translanguaging affects students' performance in the Seminar on ELT course in teaching the Seminar on ELT course to improve students' English performance in class.

METHOD

This research employs a phenomenological paradigm with a qualitative design based on Spradley's ethnographic model (1979; 1980), which includes 12 systematic steps for both observation methods and interview methods using an anthropolinguistic approach. A phenomenological paradigm is the study of a person's life experiences or a method for studying how individuals subjectively experience and give meaning to this phenomenon. This research also uses the study of anthropolinguistics approach. The applied anthropolinguistics approach uses three parameters: interconnection, valuation, and sustainability. This research model consists of interviews and participant observation. The steps in this research involve data collection while simultaneously analyzing it, carried out according to the stages of the ethnographic model to uncover cultural themes. The ethnographic model begins its investigation by recognizing distinctive communication behaviors and concludes with an explanation of communication patterns within a sociocultural context. (Bungin, 2007: 45)

Data and Data Sources

This research was conducted in sixth semester students' in-group A with 30 students. The students of sixth semester in group A are chosen as the sample because they are all students that the researcher taught in class. Group B were not taught by the researcher, so that the researcher did not choose them as the sample of research. The seminar on ELT is only taught to students in the sixth semester. The source of this research data comes from observation by using video recordings that the researcher recorded when the students present their papers or journals in front of the class. The result of video recording would transcription what the researcher heard and wrote all the utterance that have the data of translanguaging and indexicality. The data primer of this research took from the utterances of students' performance when they presence their paper and the researcher interpreted the utterances from video. For interview data, researchers conducted interviews to the students about the benefits of translanguaging they have of studying seminar on ELT courses.

The principles of qualitative design using in-depth open interviews and direct observation methods are consistently applied in data collection. Data collection with an ethnographic model is carried out using several techniques, namely establishing social situations and informants, conducting participatory observations and interviewing informants, creating ethnographic notes, posing descriptive questions and conducting descriptive observations, asking structural questions and conducting focused observations, and posing contrast questions and conducting selective observations.

Through the data collection techniques of interviews and observations, it is hoped to obtain information regarding two problem formulations, namely the types of translanguaging usage and the indexicality of translanguaging in the performance of students in the Seminar on ELT course, as well as the impact of utilizing translanguaging in the Seminar on ELT course in enhancing and honing students' English language performance.

Data Analysis Methods

The phenomenological paradigm conducted with a qualitative design that is emic and inductive to analyze the data collected in order to answer the research questions. In accordance with the ethnographic model, the analysis techniques used include analyzing ethnographic interviews, conducting domain analysis, performing taxonomic analysis, and carrying out componential analysis. The results of descriptive questions and observations are analyzed using domain analysis, the results of structural questions and focused observations are analyzed using taxonomic analysis, and the results of contrast questions and selected observations are analyzed using componential analysis.

To obtain research findings, the ethnographic model employs techniques to identify cultural themes and formulate cultural findings to make the conclusions. All analysis results and findings of cultural themes will be documented in a research report, which will subsequently be published in a reputable international journal.

All analytical steps are based on an anthropolinguistic approach and a phenomenological paradigm. As an anthropolinguistic approach, all data focuses on the relationship between language and culture derived from performance, indexicality, and participation. The analytical steps are also grounded in the phenomenological paradigm to understand the visible phenomena by striving to comprehend the experiences and meanings broadly behind those phenomena.

RESULTS AND DISCUSSION

Types of Translanguaging on Students' Performance in the Seminar Course on ELT

In language learning especially in foreign language classroom must use the best strategy to easier the students' understanding namely translanguaging. Translanguaging is better for bilingual or foreign language practices of discourse that the lecturers and students use for both non-academic and academic purposes. In academic, the lecturers can use translanguaging in the classroom. This research conducted for six weeks involving six groups of students where one group consisted of five students during the Seminar on ELT course. The lecturer gives each student of group a presentation assignment in class by holding a mini seminar by choosing the seminar topic freely by the students.

The results of interviews conducted with researchers and students acknowledged that transliterations approved in their use and involvement in the Seminar on ELT class. This evidenced by the exposure to the positive impact or good influence of what they feel in learning and teaching activities in the Seminar on ELT class. Lecturers and students view

that translanguaging is an approach that can help them in English-speaking activities that use language from monolinguals to multilingual to build effective communication between lecturer and students and increase students' motivation and understanding of learning materials as stated by Jones and Lewis (2014: 141) that translanguaging is the process of forming intellect, express experience, understanding, and knowledge through the use of more than one language. Thus, the concept of translanguaging has evolved further over the past few decades in line with the paradigm shift of language moving from monolingualism to multilingualism (Lewis, Jones & Baker, 2012). Next, Tse (1996) divided translanguaging into three types, namely 1) tag-switching, it uses words, phrase, clause, and sentence from one language or phrase in another language, 2) intra-sentential switching, changing language in one clause or sentence, and 3) inter-sentential switching, changing language between clause or sentence differently.

From the data analysis conducted by the researcher using domain analysis and taxonomic analysis, the types of translanguaging and indexicality use of students' performance in the classroom were found. Domain analysis is used to identify records that have invalid data values that written in the column. To perform domain analysis, researcher gathers information from whatever sources of information are available; include documents, interviewing, brainstorming and others. After doing domain analysis, researcher did taxonomic analysis to classify data into hierarchical groups and subgroups based on similar characteristics of data translanguaging and indexicality.

However, the type of translanguaging use found by the researcher has a difference with the type of translanguaging from Saputra (2015: 5). Researcher found that there are types of translanguaging of tag switching, intra-sentential switching, inter-sentential switching, and translation. Table 4.1 contains the exposure of data on the use of translanguaging of students in the Seminar on ELT class. In this table, there are student speeches with the type of translanguaging used by students during class persentation. The following is a table of data on the types of translanguaging used on students' performance in the Seminar on ELT course.

Table 4.1
Data on the Types of Translanguaging on Students' Performance in the Seminar Course on ELT

No.	Students Speech	Types of Code Switching/Translation		
		Tag-switching	intra - sentential switching	inter - sentential switching
1	Maybe, I will repeat about the question from Veni, jadi pertanyaannya itu adalah bagaimana cara seorang anak dapat menghindari mental health disorder”?	√		
2	“Mereka ada di dalam hidup kita itu to help us to force our self to follow our process.”		√	
3	“If you already know that have explained just now, this depression bisa menjadi lebih membaik jadi yang paling tinggi itu ialah disorder. Thank you”.			√
4	Agnes: “Saya serahkan kepada moderator”.		√	

Yohana: “thank you Agnes, thank you to give time and opportunity to lead our seminar today and the title of our seminar is self-care techniques and mental health for university students. Good day everyone”

From the results of the data analysis above, it was found that there are 2 types of tag-switching, 5 types of intra-sentential switching, and 2 types of inter-sentential switching.

Types of Indexicality on Students' Performance in Seminar on ELT Course

Lingual indapproxability in this study refers to the dependence of a broad context of natural language speech, including linguistic phenomena, such as the accent of each region (to index the identity of the speaker), indicators of linguistic etiquette (marking differences and behaviors), the use of pronouns (I, you, us, he, etc.), demonstrative (this, that), place deixis (here, there, now, then), and time (now, then). Next, from the speeches spoken by students, the researcher conducted a domain and taxonomic analysis to find the types of use of indexicality on students' performance in the Seminar on ELT course. This data exposure can be seen in table 4.2. Next, from the speeches spoken by students, the researcher conducted a domain and taxonomic analysis to find the type of use of indexicality on student performance in the Seminar on ELT course. This data exposure can be seen in table 4.2.

Table 4.2
Data on the Types of Indexicality on the Students' performance of in Seminar on ELT Course

No.	Domain Details (<i>cover term</i>)	Semantics Relation	Domain (Included term)
1	“Okay thank you. <u>You</u> ask just now what are the differences between depression disorder and bipolar”.	Types	indexes context-creting
2	“Thank you for the entire participant <u>here</u> especially about the college students here can keep our mental health good in our life through the self-techniques that our speaker tells before”.	Types	indexes context-dependent
3	“If <u>your</u> friend don't like <u>you</u> , it's okay just do <u>your</u> best activity and show to <u>yourself</u> that <u>you</u> are the best student and then <u>you</u> can be good more than the people don't like <u>you</u> ”.	Types	indexes context-creting

From table 4.2, it found that there are two types of indexicality found in students' performance in class, namely the context creativity and the context-dependent. These two types of indexes are widely used by students when doing presentation in class. This index is a type of lingual indexicality.

Discussions

Types of Translanguaging on Students' Performance in Seminar on ELT Courses

Translanguaging (TB) is an initiative of educators in the context of learning to replace linguistic codes when they find challenges in explaining a material that is considered complex. This was experienced by the student in delivering English material to his fellow student in class during the presentation of the Seminar on ELT course, in the English language education study program, FKIP, Univ. HKBP Nommensen, Medan. The students often switch the language code from English media as English learning instruction in class to the Indonesian language code. This practical strategy for the application of translanguaging by students is considered a panacea for the anxiety of students when they have to receive knowledge transfer during the presentation in class with different languages. Students' anxiety is present when they find material in English both at the level of vocabulary types, phrases, sentences, and clauses. To overcome this anxiety, students carry out language code transfer from English to Indonesian by using translanguaging to help them provide an explanation in class. Not only students practice trans language, but lecturers also practice translanguaging in the classroom when delivering their material to their students in the form of transcoding and translation.

The form of translanguaging that is often used by students of the English language education study program when explaining the presentation material to fellow students in the class is in the form of language code transfer and translation. Meanwhile, three other forms, such as translanguaging insertion, entire translanguaging and congruent lexicalization tranlanguaging, have not yet emerged during the research process until it is completed. A sample in the form of a translanguaging result with the type of transcoding and translation explained as follows:

Code Switching When Students Explain Presentation Materials in Class to Lecturers and Students

This study found nine student speeches that contained Code Switching in the form of Tag-switching as many as two speeches; Intra-sentential switching as many as five speeches, and Inter-sentential switching as many as 2 speeches. In describing the results of this finding, the researcher only discussed one data from each derivative of the code switch. The researcher will discuss the results as follows:

- **Tag-Switching (TS)**

The researcher only discussed 1 result of a speech sample out of 3 speeches found from student speech that contained tag switching (TS). The researcher can discuss the speech in the form of switching tags as follows:

TB-CS-TS 2: [Mahasiswa]: “*Maybe, I will repeat about the question from Veni, jadi pertanyaannya itu adalah bagaimana cara seorang anak dapat menghindari mental health disorder*”?

Based on the TB-CS-TS-2 data, the researcher only discusses one representative sample in this TB-CS-TS data. The data that well identified was as many as three speeches. The speech from the student was a tag-switching speech. The interpretation of the student's speech was explaining a presentation material about mental health disorders in class.

The researcher categorizes the above sentence as tag switching (TS) because the language code transfer occurs from English sentences into Indonesian and English sentences and this categorization is based on Poplack (1980) theory which identifies that translanguaging in

the pedagogical realm can use the tag switching pattern (TS). Poplack (1980) proposed three types of code-switching, namely 1) tag-switching (inserting a tag, a parenthetical, an exclamation/interjection, sentence filler, or an idiomatic expression) in one language into a sentence in other language, 2) Intra-sentential switching takes place within a sentence, and 3) inter-sentential switching, takes place between sentences in which each of the sentence is in different language.

The tag switching (TS) pattern itself can occur at the word or phrase level of one language in a sentence or phrase in another language. This explanation is in line with the form of student speech in the sample above where the tag switching (TS) pattern occurs at the level of the first sentence using English and then, after that, the student uses Indonesian.

Furthermore, in the lens of translanguaging, data related to tag switching is a type of Code Switching. The phenomenon of using code switching as one of the components in education so that communication from educators conveyed with various linguistic codes called translanguaging. This interpretation is in accordance with the theory put forward by Tse (1996) where code switching is part of translanguaging. In the study of the speech tag switching, it was carried out by students to fellow students and lecturers during the presentation in the Seminar on ELT course to provide additional information about the presentation material, then the student continued his explanation in Indonesian. Speech containing this switching tag is part of the translation that is theoretically supported by Ebe & Santiago (2018).

- **Intra-Sentential Switching**

Students said that some forms of Intra-sentential switching (Int-SS) are part of tag switching in a learning strategy with five speeches and the researcher will only discuss 1 speech that contains Int-SS. The sample of the student's speech explained as follows:

TL-CS-Int-SS 4: “Mereka ada di dalam hidup kita itu *to help us to force our self to follow our process.*”

The phenomenon in TL-CS-Int-SS 4 is one of the samples of student speech related to the switching of a speech code from Indonesian to English within the scope of one sentence or one clause and the phenomenon of code switching is called by Poplack (1980) as Intra-sentential switching. In addition, this translanguage phenomenon occurs during the presentation of students in class in front of lecturers and fellow students during the learning of the Seminar on ELT course. This Int-SS type of speech from a student to lecturers and fellow students is in accordance with the theory from Ebe & Santiago (2018) which states that the concept of implementing tag switching can occur in a student to lecturers and other fellow students or between lecturers and students.

- **Inter-Sentential Switching**

This type of speech from student's switches codes not in one sentence or in the same callus and in this code-switching phenomenon called Inter-sentential switching (ISS). Poplack (1980) categorizes it as such, as in the data findings below.

TB-CS-ISS: Mahasiswa: “If you already know that have explained just now, this depression bisa menjadi lebih membaik jadi yang paling tinggi itu ialah disorder. Thank you”.

In the speech above, there is a type of Inter-sentential switching (ISS), students switch from one English sentence and then the lecturer switches the code in the next sentence called Inter-sentential switching (ISS). This form of Inter-sentential switching (ISS) speech from students is one of the forms of speaker speech to the audience grouped by Ebe & Santiago (2018). Based on this speech phenomenon, researchers know what the concept of code-switching is part of the translanguaging pattern, as stated by Canarajah (2014) and Garcia (2014) who emphasized that the concept of translanguaging occurs due to the practice of speech which generally occurs due to the implementation pattern of a speaker in interacting by using bilingualism or multilingualism to convey messages in a communication. Based on the use of bilingualism or multilingualism in the classroom, the use of language variations in the use of dialects and languages makes teaching in the classroom more enjoyable.

The Use of Indexicality of Transanguaging on the Students' Performance in the Seminar Course on ELT

The indexicality in this study refers to the dependence of a wide range of natural speech contexts, including linguistic phenomena, such as the accent of each region (to index the identity of the speaker), indicators of linguistic etiquette (marking differences and behaviors), the use of pronouns (I, you, us, he, etc.), demonstrative (this, that), place deixis (here, there, now, then), and time (now, then) (Octaviana, 2023).

The form of indexicality in this study refers to the speech spoken by students when performing in class by presenting the topic of the seminar. All the speeches spoken by students in their performance have different meanings.

The form of indexicality contained in students' speech at the time of the presentation in class contains two types of indexes, namely 1) context-dependent index and 2) context-creating index. This is in accordance with the opinion of Duranti (2012) and also inspired by the opinion of Silverstein (1976) distinguishing indexicality into two types of indexes, namely 1) context-dependent indexes. This type of index is found in the word 'there' in the speech 'the letter is there' where the interpretation of the adverb 'there' is likely to identify several locations within the perceptual and/or conceptual space available. The word 'there' has no contextual information, 2) context-creating, this index refers to a person's pronoun, such as 'you' in a speech 'what do you think', a chosen pronoun 'you', refers to one or more individuals who are the recipient and provoke or oblige someone to speak next.

Based on the researcher's findings on indexicality translanguaging on students' performance in the Seminar on ELT course, it can be seen as follows.

“Okay thank you. You ask just now what are the differences between depression disorder and bipolar”.

In the above sentence, it means that the speaker asks the listener for certainty about the question he is asking. Before the speaker answers the listener's questions, he wants to make sure the questions he captures are not misunderstood. From the word 'you' we can clearly see that the 'you' referred to here is 'the listener' who asks questions and asks for further explanation of the topic presented. However, we cannot be sure clearly whether the word 'you' is asking this one or more people, whether the gender is male or female. Therefore, the pronoun 'you' chosen by the speaker refers to the type of context-creating index. In other words, the pronoun 'you' designates the linguistic role of the participants of a particular linguistic event.

In addition to the type of context-creating index, researcher also found other types of indexes in the speech spoken by students at the time of the class presentation. The type found is a

context-dependent index. The following is an explanation of the type of index data that depends on the context as follows.

“Thank you for the entire participant here especially about the college students here can keep our mental health good in our life through the self-techniques that our speaker tells before”.

In the above speech, there is an interpretation of the adverb 'here', possibly identifying several locations in the perceptual and/or conceptual space available. The word 'here' does not have contextual information clearly so we do not really understand where the room information is. Whether the word 'here' refers to the location at the time the speaker is sitting or not. However, even though the word 'here' does not clearly indicate contextual information, the listener still understands the context of the conversation that is happening in class at the time of the presentation.

Based on the results of these indexicality findings, the researcher looked at the translanguaging indexicality used in students' performance when presenting journals or papers. Indexicality or Index can be in lingual or nonlingual form, for example through transitions marked in registers or dialects. A speaker can index changes in relevant aspects of his or her identity in the context of the conversation. A speaker can speak to a party who has just entered the conversation by simply directing his or her gaze towards the newcomer. In fact, every aspect of language use is partly indexed. Therefore, when students present their journals or papers, they can index the changes in language or translanguaging used in relevant aspects of their identity in the context of conversations in the Seminar on ELT course. Students can speak to the party who has just entered the background of the conversation, namely the questioner during the presentation in class by only directing their gaze to the questioner when there is a discussion session in the Seminar on ELT course.

The Impact of Using of Translanguaging in Sharpening Students' Performance in Teaching Seminar on ELT Course

Based on the results of observations and interviews conducted by the researcher on students who are presentations and students as listeners, the researcher found that there is a significant impact on improving their understanding of the subject matter or seminar topics delivered by students as speakers in class. Therefore, in this section, the researcher explains how the impact of translanguage in the teaching and learning process in the Seminar on ELT class.

✓ to mediate understanding.

Translanguaging provides a stimulus to students in understanding the material delivered by the 'speaker' or in other words mediates student understanding, especially for female students who are very lacking in English vocabulary. In understanding the material, students are often faced with high-level words that students rarely listen to before. Therefore, it is necessary to translate in adding student vocabulary and directing students to be able to understand the material being taught, so that later the teaching and learning process can run as it should without students having to complain in understanding foreign languages from lecturers.

✓ to Build Meaning.

In teaching foreign languages, especially English, students need other languages to improve their understanding of the material taught by lecturers through translanguaging. So, in this section, it can be understood that translanguaging aims to build the meaning of words or sentences that students need. In addition to the results of the interview above, it was explained how translanguaging can work in providing reinforcement of what lecturers and

students intended, without translating students who have difficulty spelling foreign words or sentences themselves. Therefore, the existence of translanguaging is an explanation of the limitations of students in learning foreign languages.

✓ to avoid ambiguity.

Translanguaging not only helps students in receiving material clearly about the subject taught by lecturers and students who are presentations, but translanguaging also has a function in breaking down misunderstandings of meanings or ambiguities of students in participating in existing foreign language lessons or in Seminar on ELT classes. This is important to pay attention to, because it can affect the condition of students in receiving lessons or materials discussed in class. For example, the student's emotional condition can also pollute his mind or level of focus on classroom activities. In addition, translanguaging is also recommended to provide convenience to students in the process of knowledge transfer by lecturers because students only need to focus on what the lecturer and their colleagues say in class presentations so as not to require them to use media in finding the meaning of vocabulary that is considered complicated. Therefore, translanguaging helps the teaching and learning process of students in the Seminar on ELT class.

✓ to demonstrate knowledge.

This section emphasizes the skills of students' English education study program and how they will function as true English education teachers, as well as emphasizing how they listen to lecturers and colleagues and how they respond to lecturers and their peers who appear as a presentation in class. It was further explained how the function of translanguaging is in revealing knowledge about the existence of language variations received by students, especially those used by lecturers and students in class.

✓ to Make Classes Fun.

To improve student understanding, it is also necessary to have a relaxed class or at least a class that is not always about explanations and providing material by students who are a presentation in class, so that occasionally students must occasionally give interludes or jokes to create a relaxed and stress-free classroom condition. This revealed by one of the students from the results of an interview that in teaching English or seminar topics in the Seminar on ELT class, the function of translanguaging in diluting the learning atmosphere, a lecturer and student who teaches English, but without language skills and teaching strategies will make students bored and create monotonous classroom conditions. So, the results obtained from the above extract that before improving students' understanding of the material given, it is necessary to have a conducive atmosphere or relaxed classroom conditions, especially in the Seminar on ELT class and this is the reason why translanguaging needs to be presented.

CONCLUSION

After conducting and analyzing the data, there are the types of translanguaging on students' performance in Seminar on ELT courses, namely Tag-Switching, Intra-Sentential Switching, Inter-Sentential Switching and translation. The form of indexicality contained in students' speech at the Presentation time in class contains two types of indexes, namely 1) context-dependent index and 2) context-creating index. Translanguaging has the impact in the teaching and learning process and how to understand the language and the material of the subject in class, namely. a) to mediate understanding., b) to build meaning, c) to avoid ambiguity, d) to demonstrate knowledge, and e) to make classes fun. Translanguaging in the

classroom can help any students develop more fluid linguistics skills. Lecturers must emphasize the particular importance of translanguaging for English language learners.

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