

TRANSLANGUAGING USED BY EFL TEACHER IN THE PROCESS OF TEACHING IN SPEAKING

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Abstract

The objective of this research was to determine the reason for and analyze the process of using translanguaging in the teaching and learning process of speaking descriptive text in SMP Swasta Cipta Nusa Bakti. The researcher employed a descriptive qualitative research approach in this study to evaluate the usage of two languages, or translanguaging, in the teaching and learning process of speaking descriptive text. This research was conducted by two English teachers from SMP Swasta Cipta Nusa Bakti. The purpose of this study was to determine the reasons for using translanguaging in the teaching and learning process of speaking descriptive text in SMP Swasta Cipta Nusa Bakti. The data was gathered through interviews and observation by recording the entire process of speaking descriptive text. The findings revealed that the purpose of using translanguaging in teaching speaking descriptive text was to help students understand the context of what the teacher said when they learned, to help students be able to speak English well in front of the class, to use translanguaging is very helpful for students and teachers when communicating, and to help students increase their new vocabulary. During the translanguaging process, the teacher started with English and progressed to Indonesian. The study's findings revealed that translanguaging aided language training, particularly in the teaching of spoken descriptive text.

Keywords: *Translanguaging, teaching, speaking*

Sari

Tujuan dari penelitian ini adalah untuk mengetahui alasan dan menganalisis proses penggunaan translanguaging dalam proses belajar mengajar berbicara teks deskriptif di SMP Swasta Cipta Nusa Bakti. Peneliti menggunakan pendekatan penelitian kualitatif deskriptif dalam penelitian ini untuk mengevaluasi penggunaan dua bahasa, atau translanguaging, dalam proses belajar mengajar berbicara teks deskriptif. Penelitian ini dilakukan oleh dua orang guru bahasa Inggris dari SMP Swasta Cipta Nusa Bakti. Tujuan dari penelitian ini adalah untuk mengetahui alasan penggunaan translanguaging dalam proses belajar mengajar berbicara teks deskriptif di SMP Swasta Cipta Nusa Bakti. Data dikumpulkan melalui wawancara dan observasi dengan merekam seluruh proses berbicara teks deskriptif. Temuan penelitian mengungkapkan bahwa tujuan

penggunaan translanguaging dalam pengajaran speaking descriptive text adalah untuk membantu siswa memahami konteks dari apa yang guru katakan saat mereka belajar, untuk membantu siswa dapat berbicara bahasa Inggris dengan baik di depan kelas, untuk menggunakan translanguaging sangat membantu siswa dan guru saat berkomunikasi, dan untuk membantu siswa menambah kosakata baru mereka. Selama proses translanguaging, guru memulai dengan bahasa Inggris dan berkembang ke bahasa Indonesia. Temuan penelitian ini mengungkapkan bahwa translanguaging membantu pelatihan bahasa, khususnya dalam pengajaran teks deskriptif lisan.

Kata kunci: *Menerjemahkan, mengajar, berbicara*

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Introduction

The issue of translanguaging related to the very high use of foreign languages in English classes. To conclude, I agree with Jaspers (2018) that translanguaging is not a panacea and will not solve all problems of injustice in EFL programs. However, translanguaging is a part of bilingual students' funds of knowledge (Moll 2015) that should be acknowledged within EFL programs. Translanguaging, as opposed to the two solitudes approaching which it is argued that both languages "should be kept rigidly separate," allowed students to use their native language as a tool to help them excel in their target language. Now the practical discussion of translanguaging by teachers is mostly focused on pedagogical practice which means that students can change into input and output modes in English classroom. It can be concluded that the use of translanguaging is related to the pedagogy used by the teacher in facilitating learning. Williams and team (1996) (Baker 2011; Wei 2011). Translanguaging, also known as trawsieithu, was a pedagogical practice in bilingual education that allowed for the interchangeable use of input and output languages. Translanguaging has been defined as processing L2 language output as writing while digesting L1 language input as reading and discussing, and thus going beyond the two languages in a critical and creative process (Baker 2011; Wei 2011) understand English learning when the teacher used full English in the classroom.

Garcia (2009) defines translanguaging as "various discursive activities in which bilinguals engage in order to make sense of their bilingual lives" (p. 45, emphasis in original). The word translanguaging, which draws heavily on poststructuralism, represents current socio- and applied linguistics trends that reject the concept of languages as distinct, independent entities (Makoni & Pennycook, 2007). Mazak (2017) provides five definitions of translanguaging that are currently used in academic literature, primarily in education. She defines translanguaging as (a) "a language ideology that accepts bilingualism as the norm," and (b) "a language ideology that accepts bilingualism as the norm." (b) "a bilingualism theory" that "posits that bilinguals do not divide their 'languages' into discrete systems, but rather possess one integrated repertoire of language practices from which they draw," and (c) "a pedagogical stance" that allows teachers and students to "draw on all of their linguistic and semiotic resources as they teach and learn both language. Garcia and Wei (2014) said that Translanguaging goes beyond the belief in division and the view of languages as free creations. In actuality, translanguaging refers to those who speak at least two languages as having "one linguistic repertoire." According to Garcia and Wei (2014), translanguaging, as opposed to code-switching, does not require bilinguals to switch between their languages when speaking, but rather allows them to communicate in either of their languages. This indicates that teachers can utilize translanguaging to interact with their students, give mental guidance, deal with their classroom, speed up the kids' learning measure, and promote the students' linguistic information. Be that as it may, inside the There are two typical methods to use the translanguaging approach: routinely and formally. The crucial distinction between the two is what motivates each strategy and whether its use is planned or not. Translanguaging, which is not structured and typical, can be utilized by students to learn or by professors to examine what students have perceived. Translanguaging, when organized and formal, can be used by professors to expand the facts that they are providing, or by actual students to demonstrate their comprehensive knowledge of the present issue. Garcia & wei (2014) Stated that Translanguaging occurs naturally in the classroom, but teachers can encourage it by encouraging students to use all of their linguistic abilities. Teachers, for example, can assign students to write or speak stories with bilingual characters who use both languages. The goal of this teaching method is to provide a flexible and

comfortable environment for students to fully share what they know in all of their languages.

Canagarajah (2011) and Paxton (2009) in that it will give students a voice to all the more likely position, improve and arrange future academic rehearses that can add to balance in instruction. Canagarajah (2011) said that translanguaging showed to be effective in accommodating students' comprehension of both second and foreign languages.

Yuvayapan (2019) showed in EFL classrooms, translanguaging is practiced. The data collected from semi-structured interviews, participants in this study perceived and practiced translanguaging differently due to the pressure to instruct their pupils using a monolingual strategy that is authorized by the institution, the public, and their colleagues. The methodology has long been viewed as a barrier to students achieving native-like proficiency in the target language.

Jönsson (2020) investigated It is obvious that teachers prefer to utilize English in the classroom. The findings revealed that teachers were more pleased about their students' usage of translanguaging than their own. It had desired that its students communicate mostly in English.

Escobar (2019) found that The findings reported above raise several questions, including what we can learn about how, when, and why students translanguage. How can we use translanguaging to inform our teaching practices and philosophy? In this final section, I address these questions from the perspectives of a researcher and an educator. This is because, even though I approached translanguaging as a researcher, my educator self inevitably emerged as I analyzed the data and considered the implications of the findings. One caveat: as much as I support translanguaging as a pedagogical practice, I prefer to think of it as an educational philosophy that challenges the boundaries imposed by the educational system and the language policies that support it. I was not proposing a pedagogical approach to EFL by involving the students in the activity of translanguaging by design.

Yuzlu and Dikilitas (2021) investigated translanguage pedagogy's potential impact on EFL learners' four language skills, as well as their perceptions of its inclass implementation as a pedagogy. The study lasted 10 weeks and involved 60 pre-intermediate and 60 upper-intermediate students from a high school in northern Turkey. Half of the students in each group were assigned to the experimental group, while the other half were assigned to the control group. The experimental groups received a 10-week (40-hour) translanguage pedagogy, whereas one of the control groups was taught using grammar-translation methods and the other using a communicative language approach. The quasi-experimental mixed methods design was used in the study. A paired-sample ttest and an ANCOVA one-way analysis revealed that translanguage was effective in improving students' four English language skills. Translanguage pedagogy provided students with constructive, cognitive, interactive, and affective benefits because they were able to draw on all linguistic resources for meaning-making and negotiation, as well as a sense of comfort and motivation to use English, according to semi-structured interviews. We discuss the implications of translanguage in English education for teachers and teacher educators.

Baker (2011) recognized four instructive benefits of translanguage. This incorporates: to advance a more profound and more full comprehension of translanguage as a help procedure; to help the improvement of equal language; to work with self-teach connections and co-activity and to assist the combination of familiar speakers with right on time students. Moreover, Garcia et al. (2017) featured that translanguage can make a classroom climate where students challenge semantic progressive systems; and at the same time permit students to feel like esteemed individuals from the classroom local area, empowering them to use each of their assets to take part completely in class exercises.

In addition, in terms of translanguage, there are still many teachers who still use Indonesian in the teaching and learning process. Among them, teachers rarely use multilingual language to teaching in classroom. So, students are still confused about translating sentences or to speak using multiingual language. So, they need attention to use of translanguage in the teaching and learning process in speaking.

Therefore, this study primarily intended to research observations about translanguaging or multilingual process used in teaching of speaking in classroom with EFL teachers. This study to find out how do the EFL teachers use translanguaging in teaching especially in speaking classroom and why do the teachers use translanguaging in EFL in SMP Swasta Cipta Nusa Bakti.

Methods

This study aims to find out how do the EFL teachers use translanguaging. This study follows a qualitative case study design (Creswell, 2007). This study is part of research project that will explore the teacher use translanguaging in classroom in SMP swasta Cipta Nusa Bakti. The participants of this research in EFL teacher was getting information by interview and observation. The research completed by researcher to get data about teachers' experience to use of translanguaging in speaking. This research focuses on the knowledge and experience of teachers about using translanguaging in the teaching and learning process on speaking. To explain the information in the data observation, the researcher used organize interviews for the teacher to obtain data, for example, the teacher's information about the use of translanguaging in the teaching and learning process of speaking descriptive text in the classroom and how the teacher uses translanguaging in the classroom. The data sources came from interviews and observation in SMP Swasta Cipta Nusa Bakti by teachers as primary data. The analyze data was taken in the form of saying and words produce by teacher interviews. The data collection collected by observation, interview, recording. The data generated by the translanguaging by design activity was evaluated using discourse analysis (Gee 2012; Tracy and Robles 2013). First, I looked for instances of translanguaging in all of the transcribed dialogues. Following that, I used discourse analysis principles to each occurrence, consulting with an experienced colleague. Following that, I counted the number of times each rhetorical aim was repeated and generated a graph to illustrate the overall general trend in students' reasons for engaging in translanguaging. A qualitative and inductive data analytic approach by Miles & Huberman (1994) will use with reference to the research question and field notes during observation, the researcher will record in the observation in the classroom and it will transcribe, found the findings, and drawing conclusion.

Results and Discussion

The teacher usually used translanguaging by explaining material and giving instruction to students so that it can make them quickly understand towards materials given. Based on the process, it found that the process was used by teacher.

1. The Use of Translanguaging in Teaching Speaking Descriptive Text

In analysing the use of translanguaging in teaching speaking descriptive text, it was found that all of the processes were used by teacher based on theory of Garcia & wei (2014). They said that Translanguaging occurs naturally in the classroom, but teachers can encourage it by encouraging students to use all of their linguistic abilities. Teachers, for example, can assign students to write or speak stories with bilingual characters who use both languages. The goal of this teaching method is to provide a flexible and comfortable environment for students to fully share what they know in all of their languages.

Based on the data obtained, the processes of teaching and learning speaking descriptive text consist of Opening activity, Core activity, and Closing activity.

Data 1 of teacher RZ (Opening activity)

- T : Assalamualaikum warahmatullahi wabarakatuh, good morning students!*
Ss : Waalaikumsalam warahmatullahi wabarakatuh, good morning sir.
T : Are you ready to study, now?
Ss : Ready!

From the data above, it can be seen the teacher asking the students that they are ready study or not after greeting. This activity is part of opening activity. It means the teacher used translanguaging in the process of greeting.

Data 2 of teacher RZ (Core activity)

- T : Yes, They are put the food and water in their mouth. Ya, mereka meletakkan makanan dan minuman di mulut mereka. Kemudian ada lagi gak the last sentence?*
Ss : They eat

T : Iya, they eat. Mereka makan. Kata kerja itukan?

Ss : Yes

T : Gajah-gajah itu makan makan rumput, tumbuhan atau tanaman. Ok. Now, you make 1 descriptive text. Description about animals. Buat teks 1 deskripsi tentang hewan. Terserah, ntah kucing di matamu, atau misalnya kamu liat ada lewat cicak misalnya. Ok, kalau udah siap dikumpul, kemudian speaking in front of class.

Ss : Ok sir

Based on data above, the teacher guide students to make a description about animal and the students speak in front of the class. The aim is to make students quickly comprehend the materials given.

Based on data found that the teacher use translanguaging related to the process of teaching that used by teacher as many as 5 times.

Data 3 of teacher 1 /RZ(Closing activity)

T : Okay thank you. I think you have understand about descriptive text. That's all for today. Thank you , students

Ss : Yes, thank you sir

Based on data above, there is no use translanguaging in closing activity by teacher.

2. The Reason of Using Translanguaging in the Teaching Descriptive Text

In analysing the use of translanguaging in teaching speaking descriptive text, it was found that reasons were used by teacher based on theory of Sahib (2019) stated that Translanguaging used by the teachers could assist students with being more active in teaching learning process, Translanguaging used by the teacher could to make successful correspondence among teachers and students in classroom interaction, Translanguaging used by the teacher could help the low students in English vocabulary, Translanguaging used by the teacher could to could to accommodate local language in EFL classroom.

Based on the data obtained, the reason of teaching speaking descriptive text can found in Opening activity, Core activity, and Closing activity.

Data 1 of teacher RZ (Opening activity)

- T : Assalamualaikum warahmatullahi wabarakatuh, good morning students!*
- Ss : Waalaikumsalam warahmatullahi wabarakatuh, good morning sir.*
- T : Are you ready to study, now? Apakah kalian siap untuk belajar, sekarang?*
- Ss : Ready!*
- T : Open your book page 96 chapter 9..... Sorry chapter 7 about descriptive text. Our title today about?*
- Ss : Descriptive text!*
- T : What do you know the definition of descriptive text? Siapa yang tau definisi dari deskriptif teks? atau teks deskripsi. Please raise your hand. Yes, please. Your name is? please*

From the data above, it can be seen the teacher talk the students that they are ready study or not after greeting and the teacher talk material to students using translanguaging and students know the meaning. This activity is part of opening activity. It means the teacher used translanguaging in the process of greeting.

Data 2 of teacher RZ (Core activity)

- T : Put. They are put the food and water in their mouth. Ya, mereka meletakkan makanan dan minuman di!mulut mereka. Kemudian ada lagi gak the last sentence?*
- Ss : They eat*
- T : Iya, they eat. Mereka makan. Kata kerja itukan?*
- S : Yes*
- T : Gajah-gajah itu makan makan rumput, tumbuhan atau tanaman. Ok. Now, you make 1 descriptive text. Description about animals. Buat teks 1 deskripsi tentang hewan. Terserah, ntah kucing di matamu, atau misalnya kamu liat ada lewat cicak misalnya. Ok, kalau udah siap dikumpul, kemudian speaking in front of class.*
- S : Ok sir*

Based on data above, the teacher guide students to make a description about animal and the students speak in front of the class. The aim is to make students quickly comprehend the materials given and students can be easily to understand.

Based on data found that the teacher use translanguaging related to reason of teaching that used by teacher.

Data 3 of teacher RZ (Closing activity)

T : Okay thank you. I think you have understand about descriptivtext. That's all for today. Thank you , students

Ss : Yes, thank you sir

Based on data above, there is no use translanguaging in closing activity by teacher. While, based on the facts presented above, the teacher employs translanguaging in the closing activity. The researcher discovered that when the teacher uses translanguaging in the classroom interaction between the teacher and students, 80% of the students can understand what the teacher said, be able to speak English fluently, and communication between the teacher and students runs smoothly.

According to the data collected during the teaching and learning process in the classroom, the instructor used Translanguaging in the teaching and learning process at SMP Swasta Cipta Nusa Bakti. The teacher alternated between using English as the first language and continuing to use Indonesian. The teacher, on the other hand, translated the English line into Indonesian. In other occasions, the lecturers used languages without translating sentences that she uttered. The teachers then utilized Indonesian.

After analyzing the data obtained in this study, the following can be stated:

1. The result of study showed that the process of the teachers used translanguaging for communication between teacher and students in the teaching and learning process. The teacher used English as the first language and continued into used Indonesian language. Sometimes, the teacher used translanguaging without translate into Indonesian language, she is only use English. Then, used Indonesian language.
2. The result of study found that the reason of the teachers do use translanguaging for communication between teacher and students to facilitating in teaching and learning process learning. Based on the data, it is help the students easier to understand the context what the teacher said when learned. Students can be able to speak English well in front of the class. Using translanguaging is very helpful for students and teacher when communication and it can increase new vocabulary the students.

Discussion

This research is solely intended to assist students in understanding the context in which they are learning. This study helps students grasp what teachers say in front of the class and allows them to speak English more effortlessly. As a result, 80% of teachers and students find it easy to communicate in the classroom. It is clear by witnessing the teaching and learning process used translanguage in the classroom by observing the students' reactions toward the instructor used translanguage in the classroom. If the teacher spoke in complete English in class, it was so difficult to the students easy to understand in the teaching and learning process when learn English.

The study's conclusions connected to theory to address problem no. 1 by Garcia and Wei (2014). They stated that translanguage occurs naturally in the classroom, but teachers can also encourage translanguage by explicitly encouraging students to use all of their language capacities. Teachers, for example, can assign pupils to write or recite stories with multilingual characters that use both languages. The intention behind this teaching practice is to provide a flexible and comfortable environment for students to fully share what they know across all of their languages and theories to answer problem no. 2 by Sahib (2019) stated that teachers consistently used translanguage in teaching and learning measures, The use of translanguage by the teacher may result in successful correspondence between teachers and students in classroom interaction. Translanguage used by the teacher could help low-level students improve their English vocabulary, and translanguage used by the teacher could accommodate local language in the EFL classroom.

Conclusion & recommendation

The English teacher at SMP Swasta Cipta Nusa Bakti frequently used translanguage to help pupils understand what the teachers said in the classroom and to help students speak English more easily. The pupils will then appreciate, have fun, and be interested in studying English. This research will help students grasp what their teachers mean/say in front of the class. So, when the teacher said from the observation of the teaching and learning process used translanguage in the classroom by seeing the students' replies toward teacher used translanguage in the classroom, the students can easily grasp in communicating. The conclusion of the study confirm that:

1. The study's results showed that teachers employed translanguaging to communicate with their students during the teaching and learning process. The teacher began with English and progressed to Indonesian. Sometimes the teacher used translanguaging without translating into Indonesian; she only used English. Then, I used Indonesian.
2. The study's results showed that educators employ translanguaging to facilitate communication between teachers and students during the teaching and learning process. Based on the research, it is simpler for students to understand the context of what the teacher said when they learned. Students can speak English proficiently in front of their peers. Translanguaging is incredibly useful for students and teachers while communicating, and it can assist kids learn new words..

Translanguaging can help students improve their grasp of English since kids prefer to focus on English and Indonesian languages. The most fundamental aspect of teaching and studying English is communication. Teaching and studying English by translanguaging is a good way to help pupils grasp what the teacher is saying. Permasalahan di awal pemakaian produk pengembangan berupa kesulitan menirukan audio khususnya dalam menirukan kata-kata tunggal dan kalimat panjang karena kurangnya jeda dapat teratasi dengan pemakaian tombol “pause” pada alat pemutar. Produk pengembangan memiliki keefektifan. Hal ini dapat dilihat dari hasil observasi dan pengamatan terhadap unjuk kerja siswa yang menunjukkan bahwa bahan ajar dengan media audio mampu menjadi scaffold atau bantuan belajar yang efektif dalam proses scaffolding pembelajaran siswa

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