

**THE USE OF TRANSLANGUAGING
AS A PEDAGOGICAL STRATEGY IN EFL**

Rahmawansyah Bin Sahib

wawansahib4@gmail.com

Fattahul Mulk State Islamic Institute of Papua, Indonesia

Article History:

Received: 12th July 2019

Accepted: 14th December 2019

Corresponding Author:

Tel.:

wawansahib4@gmail.com

Keywords:

Translanguaging;

Pedagogical Strategy;

EFL classroom

This study investigates the use of Translanguaging as a Pedagogical Strategy by an EFL teacher in terms of interaction between the teacher and the students in teaching and learning process. It focuses to explore in what situation, do the practices of translanguaging which go on in EFL classroom. This study applied qualitative method. Two meetings of classroom observations were recorded by using audio recorder. Also, a teacher and ten students were interviewed after the classroom observation. The recordings and interviews were transcribed and analyzed based on in what situation, do the the practices of translanguaging go on in EFL classroom. In the research findings there were three kinds of languages namely English as the Foreign language, Indonesia as the national language, and Konjo as the local language that used by the teacher and students in practice of translanguaging during teaching and learning process in EFL Classroom. Therefore, the researcher found that the teacher used translanguaging in seven situations during teaching process. And students used translanguaging in six situations during the teaching and learning process.

INTRODUCTION

Strategies take an important place during the teaching and learning process. The successfull of teaching and learning process depends on how the teacher's strategy to deliver his/her material in the classroom. Which each teacher has to have strategy that is the most suitable for him or her. Translanguagingis

Rahmawansyah Bin Sahib

pedagogic strategy that teachers can use in the bilingual/multilingual classroom to increase effectiveness in teaching language especially, English as foreign language. It is related to Garcia (2012) who affirms that translanguaging is a process that teachers can use in order to make rigorous content more comprehensible for students deepening their thoughts and understanding. Taking this into account, it is important for teachers to be aware of how to implement this strategy avoiding misconceptions about its implementation in their practices.

Garcia (2012) also states that in order to take advantage of classroom resources students can display the target language by means of reading each other in the second language, labeling the classroom signs using the second language, and making connections with other cultures in the content studied. Translanguaging is one of teacher communication strategies can utilize to assist the process of English teaching as foreign language and can interest students to learn English with the use of their home language. Translanguaging can create an effective communication connection between teachers and students in harmony. So, many English teachers have started to apply translanguaging as pedagogic strategies in teaching English as foreign language. Beside translanguaging as pedagogical strategy for the teacher in classroom. It also has possibly occurred in out of classroom. Especially in South Sulawesi as one of provinces in Indonesia with many kinds of local languages. For instance Bulukumba regency with Buginese and Konjo language as local language. Not only local language, there is Indonesian as national language and English as foreign language. The existence of local languages, national and foreign languages in Indonesia makes most Indonesian bilingual and multilingual. Due to this fact, many Indonesians are capable to translanguaging their languages.

In academic context, most previous research focus on to research the impact that the use of translanguaging strategies has on bilingual learners, and the students' attitude towards and uses of translanguaging in English language classroom, and reflecting on translanguaging in multilingual classrooms. But few studies concentrated in teacher's translanguaging in EFL especially about the effect of teacher's translanguaging toward students in EFL classroom, the teacher's reasons for using translanguaging in EFL classroom and the phenomena

Rahmawansyah Bin Sahib

of translanguaging go on in EFL Classroom. In EFL classroom context, there were some of English teachers when they were teaching in the classroom they taught in full L2 and sometimes change to Indonesia as national language. However, one of the cases faced in the classroom is unsupported circumstances. Sometimes, there are some teachers or lecturers who force the use of L2 to teach L2 that instead of making the students master the L2. This way of teaching can make the students confuse. Because it's language is not used in their daily life. Many students still feel strange when using it. So, in learning and teaching process some students will choose to keep silent than speak up. So, it is important for teachers to understand how to make the students attracted to material and able to show that they can do in learning process. There are many strategies that can be used by students and teachers; one of them is using translanguaging in their classroom, where students are allowed to write and speak with their home language and then switch to L2. Translanguaging is the way of using the L1 of the students to help the student learning the L2 in the classroom. Translanguaging will optimize the student's mastery in L2 since the process of teaching and learning is effective.

The students usually used translanguaging unconsciously. This means that the students are not aware of the function and outcomes of the translanguaging process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Tang (2002) says that using translanguaging in teaching is not considered as a sign of defect in the teacher or students. Instead, it is a careful strategy used by the teacher or students and is allowed whenever necessary with some learners' specific situations. Teachers use translanguaging as a means of providing students with the opportunities to communicate and improve student's understanding and students may use translanguaging as a helper to make clear their opinion that they explain to teacher in classroom interaction. Translanguaging helps to facilitate the flow of classroom interaction between students and their teacher since the teachers do not have to spend too much time trying to explain to the students or searching for the simplest word to clarify any confusion that might arise during the teaching process. Based on the explanation above, the researcher is interested in investigating the translanguaging in EFL classroom context of

Rahmawansyah Bin Sahib

SMAN. 11 Bulukumba. Hence, the researcher was focused on the grand theory that use here is Garcia(2014:3) which states that the Translanguaging is not utilize to differentiate between two languages or the shift of the languages but it is used to mediate each other. Therefore, the researcher interested to examine the use of translanguaging as pedagogical strategy by the teacher in EFL classroom. It focuses on in what situation, do the practices of translanguaging go on in EFL classroom.

Definitions of Translanguaging

The term was first coined by Cen Williams cited in Garcia & Leiva (2014) which he describes as a pedagogical practice where learners are asked to alternate languages in order to receive input in one language and produce output in the other one. Translanguaging, however, has been recently defined from other perspectives; Canagarajah (2011: 8) affirms that “the research studies we do have on school contexts show translanguaging to be a naturally occurring phenomenon. In a majority of these studies, teachers through conscious pedagogical strategies do not elicit acts of translanguaging. They are produced unbidden”. Comparatively, Garcia (2012:2) defines translanguaging as “the discourse practices of the bilinguals, as well as pedagogical strategies that use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use”. That is, translanguaging is a concept with two views: either systematic or spontaneous practice. Therefore, translanguaging is a natural meaning-making process occurring in bilingual classrooms. It can be used as a pedagogical tool for effective communication, teaching and a better appropriation of the content.

Additionally, translanguaging allows building equity in language education because it does not value a language as more important than the other; on the contrary, it recognizes the students’ background and classroom experiences with the same relevance. Wei (2011) sees translanguaging as a transforming vehicle that recognizes students’ realities without diminishing their importance in order to establish a social space where all voices are heard.

It is important not to confuse translanguaging with the simple shifting of named languages, what linguists call code-switching. Code-switching refers to the alternation of named languages, the external definition of what languages are given by political states and school systems. Translanguaging refers to the internal perspective of what speakers *do* with language that is simply *their own*. For example, when Ofelia speaks at home she talks about the grandchildren, la comida, the son-in-law, la hija, dormirse, have breakfast, etc. For Ofelia these are not simply words from Spanish and words from English. They are her words, her repertoire to make meaning. Ofcourse, Ofelia knows when to use which words to speak to different people. When speaking to her son-in-law, she uses words that some would call from English. When speaking to her husband's mother, her suegra, she uses words that some would call from Spanish. But when she speaks in her bilingual home, she uses her full repertoire because no one is monitoring or hierarchizing her language practices. She simply uses all of the features she has at her disposal. This is a common pattern of using language in all bilingual communities.

Translanguaging and code switching have similarity and differences. By action, translanguaging and code switching are the same. Translanguaging and code switching are the same refers to the way of using the first language of the students to help the students' learning the second language in the classroom. They are same in activities changing one language to another language in process of communication. But by function, they are different, when the teacher used Translanguaging in classroom it means that as pedagogical reason according the Garcia's theory. The only function of Translanguaging used by the teacher is to explain to make the students easy to understand the material. The function of Translanguaging as explanatory reason it also means that code switching. But code switching has other function to exclude and to include someone in communication process. For instance, when you want to say something secret to someone but the condition there are many people in there. You can switch your language to exclude the others. So this phenomenon called as code switching. Code switching and translanguaging can function as explanatory reasons, but Translanguaging cannot function to exclude and include someone in

Rahmawansyah Bin Sahib

LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 2 2019

communication. So that, by action translanguaging and code switching is the same. But by function, they are different. Translanguaging only function as explanatory. Whereas code switching not only function as explanatory but also it can use to exclude and include someone in conversation.

Translanguaging in Classroom

Classroom as setting for teacher and his/her students do translanguaging in teaching and learning process. It can bilingual or multilingual. Translanguaging as pedagogic strategy for the teacher in bilingual or multilingual classroom. Garcia (2012:2) defines translanguaging as “the discourse practices of the bilinguals, as well as pedagogical strategies that use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use. Translanguaging pedagogy requires a different type of teacher, a co-learner. Classrooms are increasingly multilingual in the world. It is impossible for teachers to know all the languages of students. But it is possible for teachers to build a classroom ecology where there are books and signage in multiple languages; where collaborative groupings are constructed according to home language so that students can deeply discuss a text in the dominant school language with all their language resources; where students are allowed to write and speak with whatever resources they have and not wait until they have the “legitimate” ones to develop a voice; where all students language practices are included so as to work against the linguistic hierarchies that exist in schools; where families with different language practices are included. Any teacher, including a monolingual one, can take up translanguaging to enable their bilingual students to make deeper meaning and legitimize their home language practices.

Translanguaging in out of Classroom

Almost, all of the happening of translanguaging naturally occurring in classroom setting. In most studies, many researchers also investigated translanguaging choosing classroom as setting. When the teacher used translanguaging in classroom, it means that as pedagogical reason (Garcia: 2012). But the translanguaging phenomena not only occurred in education context it also

Rahmawansyah Bin Sahib

occurred in superdiverse cities, such as in butcher's stall in a city market, shops, market stalls, libraries, community centers, advicebureaux, and sports clubs, based on Adrian and Angela's research in previous related findings of this research. Futhermore, Translanguaging is per formative. As Khubchandani (1997) demonstrates that,translanguaging is not a case of applying a linguistic predisposition. It is a creativeimprovisation according to the needs of the context and local situation.

Translanguaging refers to the communicative practices in which people engage as theybring into contact different biographies, histories, and linguistic backgrounds. Translanguaginghas the potential to be transformative and creative, as it can transcend apparentdifference, enabling people to communicate with whatever resources are available tothem, rather than constraining them within prescribed limits. Translanguaging thereforehas a spatial dimension, as it occurs in a 'translanguaging space' (Wei, 2011), or 'translanguagingzone' (Blackledge, Creese, & Hu, 2016). Translanguaging also has an ideologicalimension, as it is contingent on local attitudes to, and beliefs about, communicativepractice. Attitudes and beliefs related to communication are not fixed, and may bechanged within, and by, the communicative interaction itself.

METHOD

This study applied a descriptive qualitative method to describe and analyze the use of translanguaging as pedagogical strategy by the teacher in EFL classroom. The data analyzed was taken in form of utterances and words produced by the teacher and students in teaching and learning process in XI IPA1 grade of SMAN 11 Bulukumba.

The participants of this research are oneteacher and ten studentsof XI IPA grade SMAN 11 Bulukumba. In obtaining the data, the researcher used audio recordings to record the process of classroom observationduring two meetings and the process of interview teacher and some students.The researcher also used an interview guide as an instrument for getting information such as the teacher's reason for using translanguaging and the benefits of teacher's translanguaging.

Overall, there were thirteen recordings taken for this study which include two recordings of classroom observation and eleven recordings of participants' interview. The data analyzed based on Meanwhile Braun and Clarke (2006) who proposes six guidelines of analysis activities. They are (1) familiarizing yourself with the data, (2) generating initial codes, (3) the researcher read throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Initially, the data were transcribed and selected based on the purposes of this study. Then, the data were interpreted and analyzed in the forms of extracts. In the extracts, relevant data were identified and discussed.

FINDINGS AND DISCUSSIONS

Findings in this research focus three main points: In what situation, do the practices of translanguaging go on in EFL classroom.

The practices of Translanguaging go on in EFL Classroom.

From the observation, it was found that the practices of translanguaging were occurred between the teacher and students in teaching and learning process. The researcher was present the observation data about the practices of translanguaging in table form about the frequency of translanguaging by the teacher and her students and the existence of translanguaging practices between teacher and her students in EFL classroom. The researcher was found the teacher and students used three kinds of languages in teaching and learning process. The three languages are English as the foreign language that taught and learned by the teacher and her students, Indonesia as the national language, and Konjone as the local language of teacher and students in SMAN 11 Bulukumba.

The results from classroom observation regarding the existence of translanguaging practices by the teacher during teaching process in XI IPA 1 classroom are presented below:

Table 1 The existence of translanguaging practices by the teacher in XI IPA.

Meeting	Language used by	Eng	IND.	Konjo	Translang.
---------	------------------	-----	------	-------	------------

Rahmawansyah Bin Sahib

	teacher when	(Foreign . Lag.)	(National Lang.)	(Local Lang.)	
	Greeting students	x			
	Introducing a lesson	x	x		X
	Drawing students' attention	x	x		X
	Explaining difficult terms	x			
	Explaining the material	x	x		X
1st	Asking questions	x	x	x	X
	Giving tasks/command	x	x		X
	Giving feedback	x	x	x	X
	Students seem not understand		x		
	Summarizing the lesson	x			
	Closing meeting	x	x		X
	Greeting students	x			
	Introducing a lesson	x			
	Drawing students' attention	x	x		X
	Explaining difficult terms	x			
2nd	Explaining the material	x			
	Asking questions	x			
	Giving tasks/command	x	x		X
	Giving feedback	x	x		X

Rahmawansyah Bin Sahib

Students seem not understand	x
Summarizing the lesson	x
Closing meeting	x

Based on the table above shows that the teachers mainly use English and Indonesia language during lessons. However, the researcher noticed that they also used their local language, konjo language. During the observation in this lesson, the teacher was from time to time Translanguaging as shown on the table above.

The researcher came across some practices of Translanguaging that produced by the teacher during teaching process in EFL classroom. The researcher presented the practices of translanguaging in the teacher's utterances in the classroom interaction from the first meeting until the second meeting with example on some extracts as follow:

Introducing a lesson

Introducing a lesson is a phase of the teacher start the teaching process to the students through introducing the topic of the material that will explain later. The researcher presented the example on extract as follow;

S : Tidur [Sleep], sleep again, help parents,

T : @@@ Sleep? Tidur ? [Sleep]. Well so, today I am going to tell you about new things. Hmm... we will learn about Descriptive text. Ada yang bisa memberikan opinion about Descriptive text? [Anyone able to give opinion about Descriptive text?]

S : (Noisy) Apa? [What?] Descriptive text? Itu yang menggambarkan tempat? [Is it describing place?], place.....

It can be seen in extract above that before the teacher started the meeting with asking a question about the students' planning in this August. There is student answering by saying, "Tidur [Sleep], sleep again, help parents." This

utterance was Translanguaging produced by the student. After the teacher was listen the students' planning in August. And then she direct to introducing the lesson about descriptive text to her students. She also asked the students to give opinion about descriptive text, by saying "Well so, today I am going to tell you about new things. Hmm... we will learn about Descriptive text. Ada yang bisa memberikan opinion about Descriptive text?. From the utterance, the teacher introduced a lesson and then asked the students used Translanguaging from Indonesia language to English language. And also the students answered with Translanguaging by saying," Apa?[What?]Descriptive text? Itu yang menggambarkan tempat? [Is it describing place?], place.....". Furthermore in the extract above the practices of Translanguaging occurred between teacher and students when the teacher has introduced a lesson to her students. Translanguaging used by the teacher to facilitate students easy to understand the question from their teacher.

Drawing students' attention

Drawing students' attention is the situation when the teacher asked students' attention focuses on something. The researcher presented the example on extract as follow;

Ss : (Noisy)

T : Okey, class silent please..... harap tenang dulu.....[Keep silent please.....] I want to know your understanding about this topic. So, my table is our focus your opinion must be focus on the table.Hello look at me. Dont look others. Ok. Did you get it?

S : yes mom....

Based on the extract above that the condition of the classroom was noisy while the teacher was explained her subject in front of the class. So, the teacher tried to drawing her students' attention to keep silent. The teacher used translanguaging when she asked them to keep silent, by saying" *Okey, class silent please..... harap tenang dulu..... [Keep silent please.....]*. From the utterance above, it indicates that the teacher used translanguaging when she drawing her

Rahmawansyah Bin Sahib

students' attention. Because of she wanted to know the students' understanding on her material. And then asked them to focuses on something in the classroom. Furthermore, in the extract above shows that the practices of translanguaging produced by the teacher during teaching and learning process.

Explaining the material

Explaining the material is the main phase of the teaching process by the teacher. The teacher taught her subject in front of her students. And the students should pay attention well to the teacher's explanation. The researcher presented the example on the extract as follow:

T :Very good. Ok now please everyone look at me. I am going to give you example. Saya akan kasi sample sebuah benda yaah....![I will give you a sample an object, right...!] So, I would like you to listen up my explanation. I would like you to listen up my sentences. Not only for word, but also sentences. Saya meminta anda untuk memahami kalimat saya. Kalimat saya itu penting banget karena kalimat saya itu digunakan untuk menggambarkan benda itu. Jadi, terutama perhatikan hal yang dimaksud.[I asked you to understand my sentence. My sentence is very important because it be used to describe the object. So, its important focuses on the object.] I would like you to think , I would like you to focus the thing. Saya minta anda fokus pada bendanya.[I asked you to focuses on the object]. Let me ask you to focus to my table that in front of you. Let see the table! What do you think? What is your opinion? You...(pointed someone)

S : (Noisy)

Based on the extract above shows that the teacher explained the material used translanguaging during her teaching process. She gave example to her students used translanguaging by saying," *Very good. Ok now please everyone look at me. I am going to give you example. Saya akan kasi sample sebuah benda yaah....![I will give you a sample an object, right...!] So, I would like you to listen*

up my explanation. I would like you to listen up my sentences. From the utterance, the teacher taught her students and gave example an object used translanguaging in the classroom. She also gave instruction to her students in teaching process used translanguaging. She said that, *Saya meminta anda untuk memahami kalimat saya. Kalimat saya itu penting banget karena kalimat saya itu digunakan untuk menggambarkan benda itu. Jadi, terutama perhatikan hal yang dimaksud.* [I asked you to understand my sentence. My sentence is very important because it be used to describe the object. So, it's important focuses on the object.] I would like you to think , I would like you to focus the thing. *Saya minta anda fokus pada bendanya.* [I asked you to focuses on the object]. Furthermore, in the extract above shows that the practices of translanguaging occurred during teaching process when the teacher explained the material while gave instruction to her students.

Asking Question

Asking question is the teacher gave questions to her students to measure or to assess what they have learned about the material. And also the teacher asked questions to the students, it can help students to develop critical thinking skills. The researcher presented the example on extract as follow;

T : No? Yes, Sabri what will you do in this month ?

S : Hmmm i will join scout event in my organisation. Pramuka do mom....(local dialect) [I mean scout mom...]

T :Ahh really ? are you member of scout organisation? Where is it? Dimana biasa anda latihan?[Where is your place for training?]

S :So many place mom. Sometimes in our school, and in another school inBulukumba kota[the center of Bulukumba] mom

Based on the extract above indicates that the practices of translanguaging by the teacher in the 1st meeting at the classroom. The teacher was asking question about the planning of the student in August. And then, the student answered the teacher's question used the English language. Then the teacher asked again used translanguaging. She used English the first time and then changed her

Rahmawansyah Bin Sahib

language to Indonesia language. It can be seen when the teacher saying” *Ahh really ? are you member of scout organisation? Where is it? Dimana biasa anda latihan?[Where is your place for training?]*. From the utterance, the teacher used translanguaging to asking questions on her student in the classroom. Not only teacher, but also the student used Translanguaging by saying, ” *Sometimes in our school, and in another school in Bulukumba kota[the center of Bulukumba], mom*. This case is Translanguaging practices between teacher and her student in EFL classroom. As Worthy et al. (2013: 324) stated that note strategies a teacher used in order to create learning spaces for her students by using Translanguaging.

Giving task/command

Giving task/command is during teaching and learning process, the teacher usually gave task or command to her students. In addition, the teacher taught her subject for the students in the classroom. She also gives a task or command to her students to evaluate the students’ understanding of the material. The researcher presented the example on extract as follow:

S : Oh my God..... ayo mi mulai bekerja...[Let’s start to work...]

T : ok all of groups complete? Yah silahkan mulai bekerja.[Let’s start to do it, please!] I will give you time 20 minutes. And then each group must be presents the result of discussion in front of class. Ok go ahead.

Ss : @@@ (discussion process)

Based on the extract above shows that the teacher asked her students to do the task in a group. The teacher used translanguaging when the teacher gave task for the students. She said that,” *ok all of groups complete? Yah silahkan mulai bekerja.[Let’s start to do it, please!] I will give you time 20 minutes. And then each group must be presents the result of discussion in front of class. Ok go ahead.*That utterance indicates that the practices of translanguaging occurred when the teacher gave task for her students. She used translanguaging for commanded her students to start to do the task with 20 minutes

Giving feedback

Rahmawansyah Bin Sahib

LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 2 2019

Giving feedback is the situation where the teacher gave response from the students' question or statement in teaching and learning process. The researcher presented the example on extract as follow:

- Ss : Aishhh kami minta waktu lagi mom. Sedikit mami mom yang belum....[please, give us more chance, mom] (noisy)*
- T : No chance again. Iam already give you chance two weeks. Dua minggu kan ?? ini jelas kelalaian kalian[two weeks right? I think it is your dereliction...]. Ok i just give score for two groups. Tolong yang two groups ini bersiap.[Please, for two groups to prepare your group] Who will be first presenter? Group Sindy issatul or rini?*
- As : Sindy issatul mom. Kaumi Sindy issatul dulu....[SindyIssatul's group the first please....] @@@*

Based on the extract above shows that there are some groups of the students did not ready to deliver the presentation in front the class. The teacher has explained that there is no more chance. She used translanguaging when she was giving feedback to her students by saying, " *No chance again. Iam already give you chance two weeks. Dua minggu kan ?? ini jelas kelalaian kalian[two weeks right? I think it is your dereliction...]. Ok i just give score for two groups. Tolong yang two groups ini bersiap.[Please, for two groups to prepare your group]who will be first presenter? Group Sindy issatul or rini?*". From the utterance, indicates that the teacher was produced translanguaging when she was giving feedback to the students in the teaching process. The practices of translanguaging also occurred in giving feedback situation during the teaching and learning process.

Closing meeting

Closing meeting is the last phase of teaching process by the teacher. She usually gives greeting to her students before close the meeting. The teacher should

be closed her teaching in every meeting. The researcher presents the example on extract as follow:

- T : Ok saya rasa cukup untuk pertemuan hari ini. Selamat belajar di rumah masing- masing.[Ok I think that's old for this meeting. Don't forget to keep study at your home.] See you tomorrow....*
- Ss : Ok mom see you...*

Based on the extract above shows that, the teacher was remembered the students to keep study at their home before closed the teaching process. The teacher used translanguaging by saying, "Ok saya rasa cukup untuk pertemuan hari ini. Selamat belajar di rumah masing- masing.[Ok I think that's old for this meeting. Don't forget to keep study at your home.] See you tomorrow..... That utterance indicates that the teacher used translanguaging when she has finished the meeting. The practices of translanguaging also occurred in closing the meeting situation in teaching and learning process.

The practices of translanguaging not only occurred on the teacher but also on the students. Because, there was interaction between the teacher and students during teaching and learning process. It can be seen, the results from the classroom observation regarding the existence of translanguaging practices by students during learning process in XI IPA 1 classroom are presented below:

Table 2 The existence of translanguaging practices by students in XI IPA 1

Meeting	Language used by students when	Eng (Foreign . Lag.)	IND. (National Lang.)	Konjo (Local Lang.)	Translang.
	Greeting teacher	x			
1st	Asking question to the teacher	x	x		X
	Answering question from the teacher	x	x	x	X

Rahmawansyah Bin Sahib

LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 2 2019

	Discussion with their friends	x			
	Interacting with others in the classroom	x	x		X
	Asking for permission from the teacher	x	x		X
	Asking other students	x	x		X
	Saying goodbye to the teacher	x			
	Greeting teacher	x	x		X
	Asking question to the teacher	x	x		X
	Answering question from the teacher	x	x		X
	Discussion with their friends	x	x	x	X
2nd	Interacting with others in the classroom	x	x		X
	Asking for permission from the teacher	x			
	Asking other students	x	x		X
	Saying goodbye to the teacher	x			

As can be seen from table above, the results from the classroom observation on the translanguaging used by students among themselves from 1st meeting until 2nd

Rahmawansyah Bin Sahib

meeting show that students used Translanguaging commonly when talking to their teachers especially when greeted the teacher, asked a question to the teacher, answered a question to the teacher, and also when they interacted to their friends, discussed to their colleagues, and asked other students. the researcher presented the practices of translanguaging in the students' utterances in the classroom interaction from the 1st meeting until the 2nd meeting with example on some extracts as follow:

Greeting the teacher

Greeting to the teacher is the obligation of the students before and after teaching and learning process. The students were given greeting to their teacher to respect their teacher. The researcher presented the example on extract as follow:

- T* : *Ok, Good morning class?*
Ss : *Good morning mom, Bu [mom].....*
Tr : *Hmm.. How are you today?*
Ss : *I am fine mom...Alhamdulillah baik mom [Alhamdulillah fine mom] ... And you?*

Based on the extract above shows that the students were greeted to their teacher in the beginning of the teaching and learning process. The students replied the teacher's greeting used translanguaging by saying," Good morning mom, *Bu [mom]*. That utterance shows that the teacher used translanguaging when they were saying *Bu [mom]*. This simple practices of Translanguaging that produced by students in teaching and learning process. And they replied the teacher's question by saying," I am fine mom...*Alhamdulillah baik mom [Alhamdulillah fine mom] ... And you?'*. Furthermore, the practices of Translanguaging occurred between teacher and students in EFL classroom. In addition, the practices of Translanguaging also occurred in greeting to the teacher's situation.

Asking question to the teacher

Asking question to the teacher is the condition when the students need to know something such as the subject they have learned from their teacher. Then,

they propose a question to the teacher. The researcher presented the example on extract as follow:

- T : well now lets open page 37 let see part c about some directions to make descriptive text. And also you can learn about the generic structure of descriptive text. Lets open ! do the task in part c!*
- S : individual or group mom? Kelompokmi mom nahh[we hope do it in group mom](local dialect)*
- T : ok pay attention please ! lets do the task with your group. You can ask me question if you meet the difficult thing. Ok start now!.....*

From the extract above indicates that students hoped if the task was done in a group of study. The students were asking to their teacher by saying, "individual or group mom? *Kelompokmi mom nahh[we hope do it in group mom](local dialect)*. That utterance shows that the practice of translanguaging was produced by the students. They used English language and Indonesia language in konjo dialect. In addition, the translanguaging that produced by the students when students were asking question to the teacher.

Answering question from the teacher

Answering question from the teacher is the condition when the students got question from the teacher. And then students responded with an answer for the teacher's question. The researcher presented the example on extract as follow;

- T : Ok please Rifaldi ! What is you opinion tentang Descriptive text?*
- R : Well my opinion about descriptive text is text describe something. Sesuatu [Something]. Seperti people, tempat, kejadian.[Like people, place, and event]*

Based on the extract above shows that the student was answered the question about the definition of the descriptive text from the teacher. She used translanguaging it can be seen when she was answered by saying, " *Well my*

Rahmawansyah Bin Sahib

opinion about descriptive text is text describe something. Sesuatu [Something]. Seperti people, tempat, kejadian. [Like people, place, and event]” From the utterance produced by the student indicates that the practices of translanguaging occurred when the student answered the question from the teacher.

Discussing with their friends

Discussion with their friends is the condition when the students presented a project from the teacher. Then there is a student as the presenter of discussion responded or answered the question from the students as audience. And the members of the group answered the question.

S : What is your reason sehingga kamu memiliki pemerintahan demokrasi? [What is your reason to choose democracy as government system?]

MG 5 : Ok, because peace, damai toh? [Peace, right?] Peace and calm.

Based on the extract above shows that, the students were discussing with their friends. There was a student as an audience was asking about the reason of presenter by saying, ” *What is your reason sehingga kamu memiliki pemerintahan demokrasi? [What is your reason to choose democracy as government system?]*. The utterance that produced by the student is Translanguaging. The student made clear his question used English then changed into home language. And the group of presenter was reply with some reasons used Translanguaging by saying, ” *Ok, because peace, damai toh? [Peace, right?] Peace and calm.* From the utterances indicates that the practices of Translanguaging not only occurred in teaching and learning situation by teacher and students. But also Translanguaging was occurred between students in presentation or discussion section. As Garcia (2012;2) stated that Translanguaging is a natural meaning-making process occurring in bilingual classrooms.

Interacting with others in the classroom

Rahmawansyah Bin Sahib

LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 2 2019

Interacting with others in the classroom is situation when the student was talking to other students during learning process in EFL classroom. Beside the student usually interact with the teacher; they also usually interact with other students in teaching and learning process. The researcher presented the example on extract as follow;

T : ok could you? (point a student)

Ss : wee you you. Natunjukki mom.[The teacher was pointed you]

T : yeah please Astika ! give your opinion.

Based on the extract above shows that one of the student looks did not focused on the teacher question. She looks imagine something when the teacher asked her. Then the other student's talked to her by saying,"wee you you. Natunjukki mom.[The teacher was pointed you]". From the utterance, one of the student used translanguaging to talk with her friend that imagined something when the teacher pointed her in the classroom. Practices of translanguaging produced by the student it can be seen when the student interacted with other in the classroom.

Asking other students

Asking other students is the condition when the students need to know something. Then, they propose a question to other students. It can be discussion situation and may be the teaching and learning process in normally.

Ss : So, how about your facilities? How many hotels do you have or justballa- ballakoko[just cottage or cabin]?

MG2 : @@@@.... Yes every area of sky city have hotel.

From the extract above shows that one of the student as audience in presentation of group asked a question to the presenter. He asked the presenter by saying," So how about your facilities? How many hotels do you have or justballa-ballakoko?[just cottage or cabin]". That utterance shows that the audience asked question used translanguaging in English and Konjo (local language). He used translanguaging when he asked to the other students as member of group. In

addition, the practices of translanguaging occurred when the students asked to other students in EFL classroom.

CONCLUSIONS AND DISCUSSION

From the data gained through the recording of classroom observation and interview with one teacher and 10 students, it could be concluded that the practices of translanguaging going on in EFL Classroom. It could be noticed that the teacher and the students agreed that the use of translanguaging in teaching and learning process. Because it was very useful and it could be used as a method or strategy when introducing the lesson, drawing students' attention, explained the material, asked questions, giving tasks, giving feedback, and closing the lesson. And for the students used translanguaging when talking to their teachers especially when greeting the teacher, asking a question to the teacher, answering a question to the teacher, and also when they interacted to their friends, discussed to their colleagues, and asked other students, this is similar with statement of Martin (2006) stated that translanguaging 'the use of local languages alongside the 'official language' of the lesson. And also according to Cook (2001) referred that translanguaging in the classroom as a natural response in a bilingual situation.

Translanguaging as pedagogical strategy was used by the teacher has big benefits for the students' understanding in teaching and learning process. It can help the students easier to receive the material from the teacher. For instance, the students in SMAN 11 Bulukumba have Indonesia language and Konjo language was gave positive effects in learning English as foreign language. However, there is another term from translanguaging that known as code switching. Even though, it similar by action that can also use in classroom interaction by many teachers and students in teaching and learning process. And they were different by function. The last, translanguaging was very suitable as strategy for the teachers and students used in teaching and learning process. It supported by Garcia (2012:2) defines translanguaging as "the discourse practices of the bilinguals, as well as pedagogical strategies that use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use. And translanguaging can also help students by projecting a safe

Rahmawansyah Bin Sahib

environment where their identities and cultures are valued, which helps the more reserved students take a more active and involved role in their education (Martin,2005).

Translanguaging in EFL classroom of SMAN 11 Bulukumba occurred between teachers to students and students to other students in teaching and learning process. Both the teacher and students of SMAN 11 Bulukumba used translanguaging in three languages. They are English as the foreign language, Indonesia language as the national language, and Konjo language as the local language. In the teaching and learning process, translanguaging was produced by the teacher commonly when introducing the lesson, drawing students' attention, explained the material, asked questions, giving tasks, giving feedback, and closing the lesson which shows the importance of it during lesson delivery. And also Translanguaging was produced by students commonly when talking to their teachers especially when greeting the teacher, asking a question to the teacher, answering a question to the teacher, and also when they interacted to their friends, discussed to their colleagues, and asked other students. Translanguaging as strategy was very important for the teacher and students during teaching and learning process. The teacher has considered translanguaging as a need for flexibility in language usage in classroom.

Translanguaging are considered to be helpful and useful as a strategy to create good communication and to build safe environment in the EFL classroom in order to make the students are enjoyable and prefer to speak up in the teaching-learning process. Therefore, in my opinion there is a need for flexibility in language usage in the classroom to enhance interaction, learning, and the participation of students, because their lack of competence in English causes them to be quiet, passive, unmotivated, and less confident. For further research, the study of translanguaging can be extended by conducting the research in order different content and setting, because in many studies about translanguaging always investigated translanguaging in educational setting, especially in classroom context. Furthermore; the researcher recommends observing about translanguaging in out of the classroom.

REFERENCES

- Adamson, J. & Fujimoto-Adamson, N. (2012). Translanguaging in self access language advising: Informing language policy. *SiSAL Journal*, 3(1), 59-73.
- Atmowardoyo, H. (2008). *Research Method for Language and Literature Studies*. Badan Penerbit UNM. Makassar
- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*, 3rd edn. Clevedon, UK: Multilingual Matters.
- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*, 5th edn. Bristol, UK: Multilingual Matters.
- Blackledge, A., Creese, A., & Hu, R. (2016). Protean heritage, everyday superdiversity Working Papers in Translanguaging and Translation WP. 13.
- Bodgan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.
- Bourdieu, P. (1991). *Language and Symbolic Power*. Cambridge, MA: Harvard University Press.
- Canagarajah, S. (2011). Code meshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95, iii.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? *Modern Language Journal*, 94 (i), 103–115.
- Cummins, J. (2008). Teaching for transfer: Challenging the two solitudes assumption in bilingual education. *Encyclopedia of Language and Education*, 265-75.
- Cummins, J. (2009). Multilingualism in the English language classroom: Pedagogical considerations. *TESOL Quarterly*, 43 (2), 317-321.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education, Inc.

- Davies, B., & Harré, R. (1990) 'Positioning: The Discursive Production of Selves', *Journal for the Theory of Social Behaviour*, 20 (1), 43–63.
- Duran, L., & Palmer, D. (2014). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*, 14 (3) 367-388.
- García, O., Skutnabb-Kangas, T., & Torres-Guzmán, M. E. (2006). *Imagining multilingual schools: Languages in education and globalization*. UK: Multilingual Matters Clevedon.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA and Oxford: Blackwell/Wiley.
- García, O. (2009b) 'Reimagining Bilinguals in Education for the 21st Century', NALDIC (National Association for Language Development in the Curriculum), 17th Annual Conference: *Integrated language, Integrated Curriculum*, <http://www.youtube.com/watch?v=rVI41CMw6HM>
- García, O. (2011) 'Educating New York's bilingual children: Constructing a future from the past' *International Journal of Bilingual Education and Bilingualism* 14:2,133–153.
- García, O. (with Makar, C., Starcevic, M. and Terry, A.) (2011c) 'Translanguaging of Latino Kindergarteners' in K. Potowski and J. Rothman (eds) *Bilingual Youth: Spanish in English Speaking Societies* (Amsterdam: John Benjamins), pp.33–55.
- García, O., Flores, N., & Chu, H. (2011). Extending bilingualism in US secondary education: New variations. *International Multilingual Research Journal*, 5 (1), 1-18.
- García, O., & Sylvan, C. (2011). Pedagogies and practices in multilingual classrooms: Singularities and pluralities. *The Modern Language Journal*, 95, iii.
- García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer, *Translanguaging: A CUNY-NYSIEB guide for educators* (pp. 1-6). New York, NY: CUNY-NYSIEB.
- García, O., & Kleifgen, J. (2010) Educating Emergent Bilinguals. *Policies, Programs and Practices for English Language Learners*. New York: Teachers College Press.
- García, O., & Leiva, C. (2014). Theorizing and Enacting Translanguaging for Social Justice. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as Practice and Pedagogy* (pp. 199-216). New York: Springer.

- Garcia, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Pivot and Mac Milan.
- García, O., & Sylvan, C. (2011) 'Pedagogies and practices in multilingual classrooms: Singularities in Pluralities', *Modern Language Journal*,95(iii),385–400
- Gay, L. R. & Mills, G.E. and Airasian, P. 2006. *Educational Research. Competencies for Analysis and Application*. Singapore: Pearson Merrill Prentice Ltd.
- Gumperz, J. J. (1982). *Discourse Strategy*. Cambridge: Cambridge University Press. Retrieved December 14,2012
- Harmer, Jeremy. (1983). *The Practice of English Language Teaching*. New York: Longman, Inc.
- Hoffman, C. (1991) *Introduction to Bilingualism*. New York: Longman.
- Hornberger, N. H. (2003) 'Continua of Biliteracy' .H. Hornberger (ed.) *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings* (Clevedon, UK: Multilingual Matters),pp.3–34.
- Hornberger, N. H. (2005)'Opening and Filling Up Implementational and Ideological Spaces in Heritage Language Education', *Modern Language Journal*,89,605–609.
- Hornberger, N.H. & Chick, K. (2001) 'Co-Constructing School Safe time: Safe talk Practices in Peruvian and South African Classrooms' in M. Hellerand M. Martin-Jones (eds) *Voices of Authority. Education and Linguistic Difference* (Westport, CT: Ablex Publishers), pp.31–56.
- Hornberger, N. H., & Link, H. (2012) 'Translanguaging and Transnational Literacies in Multilingual Classrooms: A Bilingual Lens', *International Journal of Bilingual Education and Bilingualism*,15(3),261–278.
- Hawkins, M. (Ed.). (2013). *Framing languages and literacies: Socially situated views and perspectives*. New York, NY: Routledge.
- Jaramillo, S. (2016). *Analysis of a dynamic bilingual education model based onCLIL and Translanguaging in state school*. Universidad tecnológica de Pereira.
- Khubchandani, L. M. (1997). *Revisualizing boundaries: A plurilingual ethos*. New Delhi,India: Sage.

- Lewis, G., Jones, B., & Baker, C. (2012a) 'Translanguaging: Developing its Conceptualisation and Contextualisation', *Educational Research and Evaluation*, 18(7), 655–670.
- Lewis, G., Jones, B., & Baker, C. (2012b) 'Translanguaging: Origins and Development from School to Street and Beyond', *Educational Research and Evaluation*, 18(7), 641–654.
- Lewis, G., Jones, B., & Baker, C. (2013) '100 Bilingual Lessons: Distributing Two Languages in Classrooms' in C. Abello-Contesse, P. C. handler, M. D. López-Jiménez, M. M. Torreblanca-Lópezand, R. Chacón-Beltrán (eds) *Bilingualism and Multilingualism in School Settings* (Bristol: Multilingual Matters).
- Lopez, L. (2012). Assessing the phonological skills of bilingual children from preschool throughkindergarten: Developmental progression and cross-language transfer. *Journal of Research in Childhood Education*, 26, 371-391.
- Mahmud, M. (2017). *Doing Discourse Analysis An Introduction*. Yogyakarta: Phoenix Publisher
- Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies formultilingual classrooms. *Language of Education*, 29 (3), 200-217