

THE USE OF TRANSLANGUAGING IN PRAGMATICS CLASS AT STKIP PGRI SIDOARJO

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Abstract

This research focused on exploring the usefulness of translanguaging used by pragmatics lecturers in teaching and English learning in EFL classroom at STKIP PGRI Sidoarjo. The grand theory used in this research was translanguaging conception by Cen Williams (1980s). This type of research was qualitative approach using observation. The data of this research were fragmented statements taken from voice recordings and notes concluded by the researcher. The data source was supporting data in the form of visual documents taken from observations, interview and documents non-visual taken from the documentation. Data collection technique in this study were observation, interviews, sound recording and documentation. The data analysis technique in this study was thematic analysis. Based on the analysis, there were 2 findings from the perspective translanguaging practice in English as a Foreign Language class. First, the research results reveal that using Mixed languages keep EFL students motivated to learn languages English better and to be able to achieve their dreams. Second, the results of further research reveal that the use translanguaging makes it easier for lecturers to explain material to EFL students.

Keywords: *Translanguaging, EFL Learner, EFL Teacher, Pragmatics, Language Translation Practice*

Abstrak

Penelitian ini fokus untuk mengeksplorasi kegunaan translanguaging yang digunakan oleh dosen pragmatik dalam pengajaran dan pembelajaran bahasa Inggris di kelas EFL di STKIP PGRI Sidoarjo. Kerangka teori penelitian ini mencakup konsepsi transbahasa. Jenis penelitian ini adalah pendekatan kualitatif dengan menggunakan observasi. Data penelitian ini merupakan pernyataan-pernyataan terfragmentasi yang diambil dari rekaman suara dan catatan yang disimpulkan oleh peneliti. Sumber datanya adalah data pendukung berupa dokumen visual yang diambil dari observasi, interview dan dokumen non visual yang diambil dari dokumentasi. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara rekaman suara dan dokumentasi. Teknik analisis data dalam penelitian ini adalah analisis tematik. Berdasarkan analisis, terdapat 2 temuan dari perspektif praktik translanguaging di kelas Bahasa Inggris sebagai Bahasa Asing. Pertama, hasil penelitian mengungkapkan bahwa penggunaan bahasa Campuran membuat siswa EFL tetap termotivasi untuk belajar bahasa Inggris lebih baik dan mampu mencapai impian mereka. Kedua, hasil penelitian lebih lanjut mengungkapkan bahwa penggunaan translanguaging memudahkan dosen dalam menjelaskan materi kepada mahasiswa EFL.

Kata Kunci: *Penerjemahan Bahasa, Pelajar EFL, Guru EFL, Pragmatics, Praktik Penerjemahan Bahasa*

1. INTRODUCTION

Teaching foreign languages teachers are faced with several difficulties or challenges. One of the difficulties faced by teachers is to choose strategies and teaching methods that suit the needs of a certain class. While in the past the monolingual approach was considered as the right approach to follow in foreign language teaching. As stated by Sabat & Wardhani, (2018) some teachers believe teaching English should use monolingual approach where the teacher has to explain, instruct, and comment their students in English. In other words, they implemented "English Only" in their classes and no language other than English. Nagy (2018) said due to the increasing influence of globalization and the spread of multilingualism around the world, new teaching approaches are urgently needed. Currently, educational practice is often carried out in bilingual or multilingual settings, where traditional approaches and methods often become obsolete and need to be redefined or reformulated sequentially to fill student needs.

According to Sari (2022) Translanguaging presented as a discourse approach that uses two languages, that is, the first and the second language, to enhance their understanding and ability to speak two languages. In 1994, Cen William introduced the term translanguaging, which refers to learning in bilingual classrooms that tries to input in one language and then produces results in another language. The use of Indonesian language is allowed in bilingual classes, where teachers and students can ask questions that are answered by the teacher or student in English. Additionally, if the speech is in English, the answer can be in Indonesian. Based

on previous research conducted by Canagarajah, (2011) cited in Norany & Osman (2016), translanguaging had a definition, which is the ability to change the language of someone using two languages or more in their interactions 3 or in their communications with others.

In line with Sari (2022) the use of translanguaging help students motivated when they are learning English in the EFL class, mixing languages can add vocabulary that they didn't know before this is very helpful for students who may still be unfamiliar with some vocabulary. Therefore, this can be used as a foundation of current knowledge in translanguaging studies.

The theory of translanguaging is also based on the standardization of language translation practices, a common everyday phenomenon in communities around the world. Translanguaging as a practice is "the deployment of a speaker's full linguistic repertoire without respecting the socially and politically determined boundaries of nouns and often national languages and state" (Otheguy, García, & Reid, 2015: p.283). This underlies the translanguaging practices carried out by pragmatics lecturers when teaching. Students will not be afraid and will not have difficulty understanding the lecturer's explanation because the lecturer uses this translanguaging practice to explain various theories and concepts in pragmatic learning which require a lot of exposure to English language learning. In direct proportion towards teaching speaking, lecturers will not use translanguaging practices because monolingual practices are considered most suitable for teaching speaking.

Translanguaging also exists as a pedagogical method. When translanguaging theory was born, the

foundation and practice of language translation was the goal in the teaching and learning space, translanguaging pedagogy was born. Translanguaging pedagogy includes and is based on “how multilingual students and teachers engage in complex and fluent discourse that sometimes includes practices from the home language students to “make sense” of teaching and learning, to communicate and adapt knowledge within the subject, and to develop academic language activities” (Vallejo, 2018). Translanguaging pedagogy involves empowering students, allowing, and encouraging them to use all the linguistic resources at their disposal to transform the learning space into a pedagogy of possibility.

In the English class, especially the pragmatics class teacher has chosen translanguaging when explaining English material because EFL students feel more enjoy and are not pressured. During the learning process both teachers and EFL students use English to communicate, but if students do not understand the teacher's explanation, the teacher uses Indonesian (L2) sometimes Javanese (L1). The teacher also provides opportunities for students to try to communicate using English first. If students cannot, students can use Indonesian (L2) or Javanese (L1) with permission.

As we know, in Indonesia, English is not our first language (L1), we are not native English speakers, but English is a foreign language (EFL) that students need to learn. Al Masaeed (2017) declared English as a foreign language for students expected to be able to communicate with others from other countries using the same language, leading to international communication (international communication).

Therefore, the purpose of this study were to study translanguaging

practices in the EFL classroom used by teachers and to describe how teachers use translanguaging in pragmatics lessons.

Saputra & Akib (2018) has only focused on the use of translanguaging in the formative assessment of certain learning that is practical in nature and does not require much conceptual understanding when in the middle spontaneous class activities. For example, to encourage students to answer questions or just come to the front of the class. Meanwhile, in this research, translanguaging is used for material or conceptual learning which of course requires a lot of in-depth understanding, such as pragmatic learning. Makes it easier for lecturers to educate students in understanding the material and motivates students so they do not feel inferior and have difficulty when learning EFL. Therefore, the novelty in this research according to the researcher is the implementation of translanguaging studies especially in pragmatics.

2. LITERATURE REVIEW

2.1 Translanguaging

In today's globalized world, linguistic diversity is a valuable asset that must be embraced and used, especially in educational environments. Translanguaging, an educational approach that encourages students to use their full linguistic repertoire to support language learning, is increasingly recognized as an effective tool for promoting multilingualism and improving language skills.

There are various explanations about the word "translanguaging" presented by language learning researchers. Gracia (2009) defined translanguaging as "an act done by bilingual access different linguistic features or different modes of what

described as an autonomous language, to maximize communicativeness potency". In line with Williams (2002) as quoted Nagy (2018) translanguaging in education emphasizes the use of one language to reinforce another, to increase understanding and depth to increase student activity in both languages.

The use of language in the classroom has several functions, the first being to provide instructions that typically use the student's first or second language, but tend to use their first language because it helps students understand more easily. The second function is the language review function. This function is performed by the teacher in the second language, who then asks students to explain or discuss in their native or second language. The third function is the language generation function. This function is used by teachers to ask students to use second language expressions that are equivalent to their native language. The final function is to define the dialogue Afriadi and Hamzah (2021, 101).

Although translanguaging and code-switching are closely related, the former goes beyond the latter because it does not simply represent bilingual educators and students moving between two languages or using two languages as two independent monolingual systems. This method is more systematic and allows speakers to make use of the language's emotional aspects in order to shape their experiences as bilinguals and create meaning using the full range of linguistic and semiotic resources available to them. Teachers should consider translanguaging as a workable method of teaching in bilingual classrooms, where both languages are utilized for various purposes and domains (Gracia, 2009)

The researcher used several previous studies as references, including

the first study (Sutrisno, 2023) which found that the Indonesian language context was used in language translation practices in the classroom. Apart from that, the pedagogical implication of translanguaging in this research is that translanguaging is only a means of clarification and intermezzo during learning activities.

Second, research from (Muis et al., 2023) touches on the perspectives of teachers and students regarding trans language practices in EFL classes. Previous study above uses the same theory from Cen Williams (1980s) trawsiethu then translated into English as translinguifying but then changed to translanguaging by Baker (2001)

In the previous research above, it was found that there were similarities in the objects studied, namely educators and students in trans language practice in EFL classes. The differences towards this recent research that is studied is that it does not only discuss teacher and student perspectives regarding translanguaging, but this research examines the use of translanguaging in pragmatics classes which require a lot of understanding of conceptual material. And the practice of translanguaging in this research does not only use Indonesian contexts, but also mixes Javanese, Indonesian and English.

2.2 Teaching Pragmatics EFL student's

Teaching English as a Foreign Language (EFL) is a demanding and rewarding profession, allowing educators to guide non-native English speakers on their students' journey to language proficiency. EFL teachers played a crucial role in helping students develop their communication skills and English-speaking abilities. Teaching EFL students can be a rewarding experience but requires patience,

adaptability, and a thorough understanding of the principles of language teaching and acquisition.

Tailoring instruction to students' specific needs and goals is essential for students' success in learning English as a foreign language. Therefore, according to Haufiku et al., (2023), an effective EFL teacher was one who focused on understanding, mastering the language, preparing interesting lessons, helping students become independent, and managing students fairly.

Pragmatics is defined as dealing with contextual effects. This is equivalent to saying that the term relates to utterances, if one collectively refers to all the facts that can vary from one utterance to another as 'context'. However, students must be careful, because this term is often used with a more limited meaning. Siddiqui (2018) described pragmatics as "the study of language from the point of view of its users, especially the choices they make, the limitations they encounter in using language in social interactions and the impacts caused by the use of that language.

During the communication act, teaching English as a foreign language (EFL) learner through practical experience was incredibly important and dynamic. Pragmatics explored the complexities of language use in context, providing EFL learners with the skills to navigate real-world communication effectively. Through clear instructions, contextual exercises, and real-life examples, EFL teachers guide students to understand the nuances of verbal behavior, cultural differences, and the impact of context on language choices. By emphasizing the importance of polite requests, indirect speech acts, and cultural sensitivity, EFL learners develop the ability to express themselves

accurately and understand the intentions of others.

Teaching pragmatics not only improved language proficiency but also gives EFL learners the confidence to engage in cross-cultural interactions, helping them communicate with cultural awareness and adaptability. Teaching theory in pragmatics lessons in EFL classrooms is essential for translanguaging because pragmatics refers to the actual context intended by the interlocutor. The objective of translanguaging is to facilitate the teaching and explanation of material by EFL teachers, while also providing EFL learners with a clear understanding of the intended context.

2.3 Translanguaging Practices in Classroom

One of the communication strategies teachers can use is translanguaging. As a strategy in the teaching and learning process, translanguaging is very useful. Translating languages creates a sense of safety in the classroom and also promotes good communication. Therefore, using language translation or translanguaging can create a pleasant environment in the classroom and students try to speak during the teaching and learning process (Seals, 2021)

Translanguaging pedagogy has the potential to change the relationship between students, teachers, and curriculum to recognize that students come to the classroom with linguistic knowledge that teachers do not possess. This is not the case, language translation requires a shared learning space (Li & Hua, 2013) where teachers and students learn from each other, and all language activities are considered equally important. García, Johnson, and Seltzer (2017) identified four purposes for using trans language strategies in education,

the first of which is to support students to engage and understand complex content and texts. the second Provides opportunities for students to develop language practices that are appropriate to the academic context. the third Provides space for bilingualism and student understanding. The latter supports bilingual identity and social-emotional development.

The practice of translanguaging in the EFL classroom recognized the value of students' linguistic diversity and aims to leverage students' existing language skills to support their English development. It is essential to use this method with caution and gradually reduce reliance on the L1 as students become more proficient in English (Nation, 2003)

3. RESEARCH METHOD

3.1 Research Design

This study was designed within a qualitative research framework. Qualitative research was a research method that seeks to understand people's subjective experiences, thoughts, and feelings through observation, open-ended interviews, and other non-numerical data collection methods. According to Creswell et al., (2007), qualitative research primarily aims to understand human experiences in a humanistic and interpretive approach. Qualitative research did not rely on statistical analysis but on the interpretation of data to identify patterns, themes, and ideas. Therefore, the researcher used descriptive qualitative research to describe and interpret the phenomenon or the situation that occurred in EFL classroom. According to Lambert (2012) descriptive qualitative are rooted in naturalistic inquiry, which involves the pursuit of knowledge by individuals in their natural state to aid contextual inquiry.

3.2 Data and Source of the Data

Data sources for this study were all utterances used by EFL lecturers and gained by observations, notes, voice recorders, and cell phones. The subjects of this study included pragmatic teachers at STKIP PGRI Sidoarjo. Source of observation of pragmatic learning activities in the classroom during the 6th semester of the English Language Teaching research program at STKIP PGRI Sidoarjo.

3.3 Data Analysis

The data analysis that has been conducted does not involve calculating quantities or numbers. Therefore, by referring to these characteristics, this research can be categorized as qualitative research. The qualitative method as a research procedure produces descriptive data in the form of written or spoken words from the people and behavior to be observed. The data analysis method used in this research was qualitative descriptive analysis.

Qualitative descriptive research is the process of systematizing descriptive data collected through interviews, surveys and observations and then interpreting the data results.

The data analysis technique was observation of student and teacher activities during the process of learning to speak English. Researchers used the following data analysis techniques:

1. First, the researcher asked for the lecturer's consent to observe the use of translanguaging that occurred in class and then recorded the lecturer's voice when explaining the material.
2. At the second meeting, the researcher felt that the research material in the form of voice recordings was still lacking, so the researcher took additional voice recordings when the pragmatics lecturer explained the material while observing and noting

each trans language used by the pragmatics lecturer. Then the researcher. Then the researcher asked several questions to complete the research data.

3. At the final meeting, the researcher collected the observational material and interviews she had collected in the form of notes, voice recordings, and photos, and then wrote down the results of her research.

4. RESULT AND DISCUSSION

The researcher conducted a study on pragmatic teachers of the English learning program of STKIP PGRI Sidoarjo. The researcher observed the use of translanguaging methods used by teachers of EFL classes. Also, he asked several questions to the pragmatics teacher during the study, the researcher took the recording and examined it in more detail. From the audio recording, the researcher obtained the following results in transcription form.

1. Translanguaging helped increase students' motivation to learn English

EFL students encounter many problems when learning English, one of which is fear of strict rules set by teachers. Only using English in EFL class makes students feel pressured and worried, because sometimes they have an idea in their head in their mother tongue but do not know how to pronounce it in English because of nervousness and lack of words vocabulary, etc. Students are afraid of speaking loudly in English class. But when teachers give students the opportunity to use Javanese (L1) or Indonesian (L2) even though they do not know what to say in English. This can make EFL students more respected because instructors are flexible and fun, and EFL students understand learning more easily and enjoy learning English more.

1.1 Extract

"Okay, temen-temen, you can use Bahasa if you don't know what the English is, but try it in English first. Remember that you are no longer at a beginner level, so you need to improve your listening and speaking skills"

From the extract it can be explained that the teacher used translanguaging when trying to explain the rules of questions and answers. EFL students don't get stressed if they don't know the vocabulary when giving ideas to the class or sometimes asking questions, but teachers still advise students to try English first.

1.2 Extract

"Loh jadi anda teman-teman nggak usah wedi, nggak usah takut bahaya yakin saja dua judul yang anda setorkan itu salah satunya di terima. Syukur-syukur, one of them has already been accepted by the publisher so you just have to take it with a grain of salt. If not, this will be included in the final assessment of Mr. Sabat's mission. Tapi yo Pak sabat yakin kemampuan temen-temen ini sudah langsung bisa gas thesis maupun article"

From the extract, it can explain that teachers used translanguaging to motivate EFL students at the end of their learning process. This may make students want to supplement their knowledge and study English more deeply.

1.3 Extract

"I also enjoy use translanguaging because it makes the class fun and the students will be not afraid with my lesson. You know in our pragmatics class we need much detail explanation."

In the interview questions that were asked by the researcher to the pragmatics teacher. How did the pragmatics teacher experience and feel of using translanguaging theory in the EFL classroom. The pragmatics teacher has answered the questions simply and clearly. It can be said that the pragmatics teacher feels enjoy and free by using the term translanguaging. In the pragmatics lesson which needs a lot of exposure and detailed explanation translanguaging help both teacher and students during the English learning process.

2. Translanguaging helped teachers explain materials more easily

2.1 Extract

"Deixis itu apa ya itu tadi ada yang personal ada yang macem-macam itu. So in this slide you need to create the table provided. Provided table to collect the data untuk mengumpulkan data. Isinya apa tabelnya saya berpikir begini, first kolom pertama isinya number kolom ke dua list, terus langsung sreeet kolom ke tiga jenis deixis"

From this extract, it can be explained that the teacher used translanguaging to explain the material during the learning process. This may indicate that language translanguaging could be an option to help teachers explain the material more easily since this is an EFL course. Students will not be distracted because they are thinking about translating the words the teacher explains. Students should focus only on the instructor's explanation of the material.

2.2 Extract

"I sometimes use this kind of method, yes itu translanguaging. When I think the students do not get the point that what I am explaining. For example, I am explaining the theory of speech act because the terminology is not quite familiar with the students then the students find it hard to understand the contexts of speech act. When I know and I aware students do not understand the basic concept of speech act then I explain by using translanguaging"

The pragmatics teachers said that the use of translanguaging helps pragmatics teachers in material where students have difficulty understanding the context. Especially for terminology and certain themes that students are not familiar with. Basically, there is no crucial obstacles or challenges because the students could understand the material by using translanguaging.

5. CONCLUSION AND SUGGESTION

The researcher has come to conclusion that using translanguaging can help teachers explain material more easily. Most teachers are likely to use translanguaging when teaching or explaining. In this way, students can more easily understand whatever the teacher communicate, without having to be distracted by thinking about the meaning of English words in another language.

Translanguaging is a hot topic that needs to be addressed in a manner similar to the bilingual/multilingual approach. This research helps teachers and educators support their students' bilingual/multilingual development. Provide students with opportunities to develop academic language practice and

improve students' speaking skills. They enjoy learning the language while having fun. Both teacher and students can freely explore their languages and then transfer it to the target language. At the same time, it helps students understand and provide more information to teachers, educators and readers about situations they may encounter in multilingual classrooms.

The researcher suggested that students who are still confused should adapt the translanguaging practice. Although researches show that translanguaging brings many benefits to teachers and students who want to learn foreign languages, each student has different abilities and characteristics. Thus, teacher can help increase students understanding of subject content, especially materials that require a lot of english exposure. Students would feel comfortable to study.

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