
TRANSLANGUAGING DONE BY THE ENGLISH TEACHERS IN ELT IN AFFIRMATION AREA OF KABUPATEN SIKKA

Maria Salvatrix B B Nimanuho, Ni Nyoman Padmadewi, I Wayan Swandana

Universitas Pendidikan Ganesha, Indonesia

Email: salvatrxmareea2512@gmail.com

Abstract

Recent studies have analyzed and dissected that translanguaging is an emersion phenomenon applied recently in English pedagogy, as one of the bridges for the English Educators. Those studies bring about the good of translanguaging applications, which take different places and subjects. Hence, this study continues to examine the production of translanguaging, specifically in places where vernacular still exists and influences the dialect of the locals, also aims to find out whether or not the existence automatically affects the translanguaging process in ELT. The data were taken from two senior high schools, SMA Negeri 1 Maumere and SMA Negeri 1 Waigete located in a place categorized as 3T (Tertinggal/underdeveloped, Terluar/outermost, Terdepan/most front) also known as affirmation areas where the land languages are spoken more than the Indonesian as the national language. The participants are two English Teachers from each school and the students under their teaching. The data collection was done by conducting semi-structured interviews with the teachers and observation. Both results from the observation and interview were qualitatively analyzed. The results reveal that during the process of ELT, teachers switch the language by using Indonesian with local dialect and sometimes even using the vernacular, especially in the more rural affirmation place. It implies that recognizing and embracing the fluid use of multiple languages in educational settings can enhance cognitive flexibility, and cultural understanding, thereby promoting a more holistic approach to learning.

Keywords: Translanguaging, ELT Pedagogy, Affirmation Areas, Vernacular

INTRODUCTION

Language is the vital tool in communication, and communication is practiced in every aspect of life, including education field. In education, how to communicate holds the key to deliver and transfer the knowledge, and in the other hand also to receive and to respond to the input of that knowledge. By practicing good communication, teacher teach and give students information they need, therefore, how teacher act in communicating the process of teaching is one of the external factors influence students' reaction and response. This is undeniable that every teacher has specific style and way to teach, come under do variation about the way they speak to explain in the classroom. When a teacher changes the language or use different style while teaching, there is a transformative action for giving a trans-space of change of knowledge, which leads to an emersion phenomenon known as Translanguaging.

Translanguaging itself is now an immersed study which gains many sides to take research about. It was first promoted by Cen William in 1996, as one of the prolongations of Bilingual and Multilingual Study. Translanguaging is basically understood as dynamic language implied that gets beyond separated knowledge of language, language varieties, and multi resources (Li, 2018). Further, Garcia & Vogel (2017) in the journal states that the rise of interest of Translanguaging study has created significant results yet still be debated especially about its practice in the process of teaching. In relation to pedagogy, Translanguaging has been seen as a promising method, and it is suggested to be implied, particularly in bilingual education. (Garcia & Wei, 2014), supported with the statement by Baker (2011) that the core purpose of its implementation is linked to an educational strategy in which students are encouraged to switch between languages for receptive or productive usage.

This research is about Translanguaging practices particularly in places where local languages are still spoken, in order to support the statement. Places, where more than one language are spoken, specifically local language is a fecund source for studying translanguaging and its relation with society's language. Translanguaging can be in many styles, not only the use of L1, but also influenced by local language. This study is also one of the few to focus on the potential impact of translanguaging in a social context. The results of this research also support the idea that translanguaging can help mental processes in learning of the four skills of people, in this case done by teachers to teach students from rural affirmation areas, who speak not only the national language, Indonesian, but also the local vernacular. Thus, to account for these limitations, the current study explored the following research questions in a carefully designed study:

1. Do the teachers do the translanguaging in the process of ELT in the classroom?
2. How is the translanguaging done by the teachers?

Translanguaging as pedagogy is described as the interrelation between languages, the learning process and learning environments. Also, translanguaging as pedagogy refers to new language practices bilingual students adopt in order to cope with linguistic difficulties in a language situation. The language context includes academic language practices (García, Flores, & Woodley, 2012: p.52). It crosses the boundary between languages, modalities or materiality, or at the symbolic level, the existing status quo and structures.

When it comes to vernacular places, Li Wei (2011) stated that the transformative of translanguaging in nature creates a social space for multilingual users by bringing together different dimension of their personality history, experience and environment, their attitude, belief, and ideology, their cognitive and physical capacity into one coordinate and meaningful performance (p.1223). By the statement given, it slightly tells that the process of the translanguaging, gives change for the people involved who are supposed to be from various - aspect background to be able to be in same pedagogy environment, which a certain language-switch can be the bridge. There is very limited translanguaging reserach that take the setting of the study where the language occurs in complexity. In related with society, Garcia (2017) argues that Translanguaging as a sociolinguistic and psycholinguistic theory has much to offer to in order to help our understanding of the languaging of bilinguals because it privileges bilingual performances and not just monolingual ones.

The role of Translanguaging implementation is also believed to hold a power for enhancing students' participation, and mediates the mental of the process of having the skills (Lewis, et al., 2012). Recent studies about its implementation shows that it is beneficial in pedagogy. Vogel & Garcia (2017) argues that Translanguaging practice is beneficial when dealing with non-native teachers that instruct non-native students.

Translanguaging and code-switching

As translanguaging has been used to describe multilingual learning, before it was raised, the same process had already been called code-switching. Even if those two practices help and are applied in bilingual activities, their concepts are distinguishable in a number of ways. Translanguaging is recognized as social fabrications yet do not exist as separate entities within language users. Code switching, on the other hand, was described as languages existing separately as disparate items within bi- or multilingual users. Translanguaging seen by the description is the single language system that is unified within a user as a linguistic repertoire in order to portray the unique characteristic of the language owned by the individual, and the practice needs deeper linguistic knowledge by the person. Overall, translanguaging is said to provide a more inclusive, non-deficit account of language use compared to the traditional literature on code switching (Creese & Blackledge, 2015; García & Wei, 2014).

Specific about bilingual education, William (1994) refer translanguaging to a pedagogical practice, which consciously transforms the language input and output. Furthermore, Garcia (2016) posited translanguaging as an approach to bilingualism. Early studies about translanguaging more take place in immigrant classrooms and English as foreign language classrooms, which Creese and Blackledge (2010) stated that both language owned by the students and the one that is taught are in unison needed to deliver and convey the information. Study conducted in a US Bilingual kindergarten classroom in Garcia's study (2011) showed a conclusion that translanguaging effectively used to mediate understanding, draw up meaning, include and exclude others and showing-up knowledge. Despite the debates in the field, translanguaging in its practice in the classroom helps students to develop their capability toward bilingualism, supporting in the process of selecting aspects that are needed to certain purposes, such as academic context.

Types of Translanguaging Used

Saputra (2014) in his study has found out that during the process, teachers or/and educators usually practice 5 types of Translanguaging which this research applied to analyze the data;

1. Intra – Sentential Translanguaging

It is adapted from code-switching. In this case one clause is in one language and the other in another language.

2. Inter-Sentential

Translanguaging

This kind of translanguaging involves switches of different types occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentence. It is a switching when a speaker switches language from one to another in different sentence or after the turn-taking with another speaker

3. Insertion Translanguaging

This type is adapted from code-mixing type (Saputra, 2014). This is a process when lexical items from one language are incorporated into another.

4. Entire Translanguaging

As what is confirmed by Garcia (2014), that the translanguaging is not utilized to differentiate between two languages or the shift of the languages but it is used to mediate each other. As still there is no theory talk about this yet this matter appears in the researcher's observation results, the researcher carries this theory to appear to enrich the theory of the type of translanguaging, supported by previous study which also applied this type.

5. Congruent lexicalization translanguaging.

Refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

Translanguaging in English as a Foreign Language Classroom

Garcia (2014) believes that translanguaging as well is a pedagogical strategy that involves the whole linguistic repertoire in order to teach both difficult content and non-understandable language for academic purpose, which can be done in bilingual or multilingual ways. Garcia and Sylvan (2011) applied that the merger with translanguaging practices has been suggested as being a way to provide a scaffolding approach to instruction. Moreover, Garcia and Wei (2014) also suggest that in pedagogy, especially for foreign languages, translanguaging practice helps teachers accomplish the teaching goals by several items;

1. To differentiate and adapt instruction to meet the needs of diverse students in the bilingual/multilingual classroom (e.g., through translation).

2. To build background knowledge in order to help students to make meaning of the lesson content (e.g., through collaborative dialogue, collaborative grouping, reading multilingual texts, and multilingual listening/visual resources).
3. To deepen understandings, extend new knowledge, and develop critical thinking and socio-political engagement (e.g., through multilingual writing, and inner speech)
4. To enable cross-linguistic transfer and metalinguistic awareness to help students to fulfill their communicative needs (e.g., through vocabulary learning, and comparing multilingual texts).
5. To build cross-linguistic flexibility in order to help students to use language practices competently (e.g., through interchanging languages and media, and translanguaging in writing and speaking classes).
6. To engage students through identity investment and positionality (e.g., through multilingual writing).
7. To examine linguistic disparity and disrupt existing linguistic hierarchies and social structures (e.g., through project learning, thematic units, and research)

METHODS

Participants

The participants in this study are convenience sampling based on their consent. The application of convenience sampling gives opportunity for researchers to gain information out of the most accessible study participants, as Creswell (2012) stated that it is a kind of sampling that the participants are selected due to their willingness and availability. In this study, the researcher reaches out to two English teachers teaching in two different schools; SMA Negeri 1 Maumere and SMA Negeri 1 Waigete. Creswell (2009) in the book of *Third Edition Research Design* states that in qualitative, the participants face and are related to the problem or the issue which researchers aim to dig into. Thus, the teachers who participated here particularly are from two different schools, located in area categorized as 3T (Tertinggal/underdeveloped, Terluar/outermost, Terdepan/most front) also known as affirmation areas where the local languages are spoken more than the Indonesian as the national language.

Instruments

The Researcher as the main instrument

Creswell (2014) as well stated that in qualitative, researchers are defined as the key instruments even though they might use supporting protocol or instruments, due to the fact that the researcher is the one who collects the data by using some ways and the ability on collecting and organizing data or information then it would determine the quality of this research.

Interview Guide

The researcher will be using a semi structured interview as with open-ended questions. The researcher not only just gives questions, but also makes sure to be able to follow up questions to participants. This instrument is used to find out the reason and goals behind the practice of translanguaging by the English teachers based on their own perspective. Based on interview protocol suggested by Creswell (2014), researchers should be prepared with a heading concept such as the date, place, and the interviewees.

Observation's Sheet

Observation in qualitative is the process where the researcher takes field notes or documentation on the behaviors or activities right in the site (Creswell, 2014). It includes the role of being a non-participant to a complete participant. In this case, the researcher will be applying passive participation of observation, in which the researcher just be present at the classroom during the process of ELT, without any interruption or participation. Observation

process is the method applied to answer the 1st research question, as well as support the answer of the 2nd research question.

Procedures

Data collection and processing

The study was carried out in two schools, focusing on the translanguaging done by the English Teacher. In order to answer the first research problem, to know how the translanguaging occurs during the process of ELT, in this study specific to the kinds done by teachers only and to know the type of the translanguaging, directly when they are doing it. The observation process could also be the supporting evidence for research question number 2, in what condition teachers do the translanguaging and is there effect from its practice to the ELT process. Aside from observing, the teachers also would be asked in the semi-structured interview process, to seek and to get their personal experiences about teaching English, the reason and the goals behind translanguaging practice they do. The data collected from the interview aims to answer the second research question, gaining information in what condition teachers do translanguaging and the results of that in the teaching and learning process. Moreover, the intimate process of asking and replying in an interview will also be answering the third research question, the factor behind the translanguaging that those teachers do.

Table 1. Data Collecting and Research Instruments

Objectives of the Study	Approaching method	Data Collecting	Instrument	Data source	Data Analysis
If translanguaging done by the teachers in ELT	Qualitative	Observation and Interview	Observation guideline Field note Interview guideline	English Teachers of SMAN 1 Maumere and SMAN 1 Waigete	Descriptive qualitative
How is the translanguaging done	Qualitative	Observation and Interview	Observation guideline Interview guideline	English Teachers of SMAN 1 Maumere and SMAN 1 Waigete	Descriptive Qualitative

The data collected from observation and interview will be managed through stages as; data reduction, data display, and taking conclusion (Miles et al, 2014).

RESULTS AND DISCUSSION

The findings of the study show that The English Language Teaching (ELT) processes in the two schools which were observed, involved translanguaging practice that was done by the English teachers. SMA Negeri 1 Maumere and SMA Negeri 1 Waigete, are located in Kabupaten Sikka. By doing observation, the researcher directly witnesses the process of ELT, without interrupting, only taking photos, video, and writing down notes, which surely already passed through the permission processes by the authority.

From this observation activity, the data was gained immediately and showing that in the process of teaching English, there were several conditions where the teachers used another language as the bridge to communicate; Indonesian language with local dialect and the vernaculars, Krowe language. The fact that students are also vernacular students, who speak

locals in daily life, makes the translanguaging process done by the teachers affected by it. SMA Negeri 1 Maumere, which is located in the down-town, has students with better ground of speaking Indonesian and English knowledge, than SMA Negeri 1 Waigete, the one located in the rural district. Students in SMA Negeri 1 Maumere mostly come from SMP that are also located in down-town, which gives them the opportunity to have better knowledge and get used to English, compared to students in SMA Negeri 1 Waigete, who come also from rural junior high school. In the interview, the English Teacher tells that her students got a very low English basic, due to conditions, such as the lack of human sources, the lack of knowledge, and the very rare opportunity of English exposure and English use. Seeing the situation, the hardship of teaching those students at the level of high school are more complicated, because basically English language competence at initial level is very important and strategic because it is the basis for learning English at a more advanced level and mistakes that may occur due to deviations in the learning process will be carried over throughout life and affect students' subsequent English learning (Padmadewi, 2009).

Nevertheless, the translanguaging done by teachers in both schools share the same point, they use Indonesian with local dialect. The difference is the frequency, yet, in SMA Negeri 1 Waigete, not only Indonesian with local dialect, but the vernacular as well.

The Translanguaging used

Study by Saputra in 2014 as referenced in this research, found out there are 5 kinds of translanguaging; intra - sentential, inter - sentential, insertion, entire translanguaging and congruent translanguaging. Those 5 kinds are used to analyze and categorize the translanguaging found in both schools. From observation, the research takes note of the translanguaging done by teachers on the observation sheet, and the results are recapped as the table below,

SMAN I Maumere

No.	Type of TL	Frequency
1.	Intra – Sentential Translanguaging	19
2.	Inter-Sentential Translanguaging	6
3.	Insertion Translanguaging	35
4.	Entire Translanguaging	65
5.	Congruent lexicalization translanguaging	12

The table 1 shows the frequency of the Transanguaging done by the English teacher in SMA Negeri 1 Maumere. The most used is Entire Translanguaging, which occurs 65 times. In the process, the teacher translates the whole words or sentences to Indonesian with the local dialect, Maumere, after speaking in English. In the interview process, she further explains that, most of the moment, she needs to retell the sentences in Indonesian with local dialect, in order to clarify statements, explanations, or the task she gives.

SMAN I Waigete

No.	Type of TL	Frequency
1.	Intra – Sentential Translanguaging	11

2.	Inter-Sentential Translanguaging	10
3.	Insertion Translanguaging	54
4.	Entire Translanguaging	84
5.	Congruent lexicalization translanguaging	11

Meanwhile, on the table above, showing the occurrence of translanguaging in SMA Negeri 1 Waigete, which signifies Entire Translanguaging as the most translanguaging, practiced by the English Teachers. The number is also higher than SMA Negeri 1 Maumere, and the translanguaging not only in Indonesian with local dialect, but also involves the vernacular, Krowe. Students in SMA Negeri 1 Waigete majority are *anak gunung* who speak the vernacular daily, and come from the background of less-education families. In the interview aslo, she explains how hard it is for her, not only teaching English but also leading the students to speaking in good Bahasa. She is not just their English teacher, but also their homeroom teacher, speaking guidance, and counselor. She is the real example that teachers have dynamic roles (Suarcaya, 2021) as they also upgrade their teaching roles in the pedagogy aspects (Suarcaya, 2023).

Due to the condition of their families, who mostly are farmers, and spend more time outside, students do not have adequate support as they actually need it from their parents, which is something crucial, especially when it comes to literacy activity. The English teacher said, most students do not read even the simple things such as lesson schedule, and what they are tasked to do. Forming a culture of reading and literacy in the broad sense requires a process, and cannot be done instantly (Padmadewi, et al, 2018). It needs support and continuity from the parents. This fact, then creates a hardship for students in learning, especially foreign languages. They hardly understand even simple commands and sentences. This difficult situation gives the English Teacher no better option than use the vernacular in specific situations. On the other hand, she also understands how important it is to make students get used to English, so therefore she only uses the whole vernacular for certain conditions; explaining the material, explaining the command and task, and giving examples. Hence, she really appreciates the school effort to accomodate the teachers to always socialize about school programs for the students' family, so parents are enabled to understand the programs their children are receiving at school, thereby allowing them to recognize how they can contribute to supporting those programs (Padmadewi, 2018).

Discussion

This research basically aimed to find out about the phenomenon of translanguaging in the place where language occurs in various ways. Since translanguaging has shown its beneficial in pedagogy, this study intends to prove, at the same time, also intends to examine translanguaging's relation with social language. If translanguaging is a help for pedagogy between L1 and L2, is it also a help when local language interferes with the way society communicate. Hence, the setting of the place of this research takes place in one of the rural (3T) areas in Indonesia, where places like this are still holding on to their local identity, including language. Maumere is one of the regions, categorized as 3T, and SMA Negeri 1 Maumere, is one of the best schools around the town.

The findings resulted that, according to the students' experience, English teachers in SMA Negeri 1 Maumere do use Indonesian Language in between English, in the classroom

when ELT is processed. The action is done specifically when the instruction given is hardly understood by students and the material is not really absorbed if English is used. The Indonesian Language that is used as the translanguaging tools is also influenced by local language, that sometimes, teachers use Indonesian with local accent, even though not dominantly than Indonesian without local accent.

This study focused on the practice of translanguaging done by the English teachers in the ELT process. Taking place in SMA Negeri 1 Maumere and SMA Negeri 1 Waigete, the findings clearly tells that translanguaging process, as stated by Garcia (2009) that Translanguaging is not only about bilingualism, switch-code, or translating, but it connects to the language maintenance, interacting with social context, it is then become one of the bridges and an effective way to teach non-native speaking students, especially those who are bilingual. In SMA Negeri 1 Maumere, the English teacher, Ibu Emerensia, in the interview said that by using Indonesian with local dialect, she finds out the students are more at ease. The practice of translanguaging she has done, only limited to the use of Indonesian with local dialect, due to the fact that her students already have a good base of Indonesian language, and most of them speak Indonesian with local dialect in daily life. Supported by data taken from observation, everytime the English Teacher starts to use Indonesian with the local dialect in between teaching with English, students will be more interactive and have less questions. Most of the time when she does the translanguaging is to explain the material, and to control the class. The use of Indonesian with dialect, more about to ease the situation, instead of making students more understanding. Hence, the comfortable situation, making them easier to understand.

In SMA Negeri 1 Waigete, the situation is more complex. In the process of English Language Teaching, from the interview, the English teacher stated that her students have very low skill of English, and speak vernacular, Krowe, in their daily life. This habitual activity supports the difficulties faced by Ibu Astuti. To teach English she needs to use not only Indonesia, but also Krowe to communicate with the students both inside and outside the classroom. She tries as many creative ways as possible to explain, such as make up examples in Krowe to make students more understand. Study by Adijaya et al (2021) on Observed and Perceived Teaching Creativity of English Teachers, states that it is important for teachers to own creativity, since it is effective to the classroom atmosphere, which supports the active learning motivation. Ibu Astuti has the background of Krowe, which makes her linguistic ability of the vernacular fits the students needs. From the interview, she further explained that her students often find difficulties to understand even simple sentences and simple commands in English, especially when it comes to the material explanation, thus, the vernacular, Krowe language is a helpful, mostly used to explain and to give examples, which is easier for the students to accept. She does activities and effort to make students easier to understand, as well as build their knowledge and skills which is significantly essential, especially for inclusive situations of teaching and learning (Padmadewi, 2024).

The situation of the students, who speak vernacular, yet have very low English basic, then push the teacher to utilize the technology too, to create more fun conditions. In the third meeting of the observation, the researcher found out that the English Teacher delivered the material about descriptive information, in the form of playing short video of a tourism spot, which seemed to be an effective way to get students attention more. After that, the task will be given, where she will use both Indonesian and vernacular. This activity of watching video and conducting self-exploration allows them to get freedom to direct their own learning process. This approach encourages autonomy by giving them flexibility not only in managing their time and selecting video content, but also in choosing how they absorb and process the information (Padmadewi et al, 2021) and that activity that preferred by student, help to improve skills in English literacy, and train them how to learn in general (Artini, 2017).

The facts written above, point out that the background of the students, and the linguistic ability of the teachers are two strong points to create translanguaging process in ELT. In SMA Negeri 1 Maumere, The English Teacher, speaks Krowe, and Indonesian as well. Her students, some are Krowe speakers, some speak another vernacular, and the similarity is all of them speak Indonesian with Maumere dialect daily, which creates the translanguaging uses Indonesian with local dialect. At the second observation meeting, the subject was about analytical exposition, and she took the topic about Lewotobi Mountain, a volcano nestled on the island. She displayed the news regarding the eruption, and asked students to give their opinion on it, especially about the evacuation process and provision of assistance. First she explained in English, after that, when it came to the discussion, she switched to Indonesian, with the local Maumere dialect, and then students started to join, willingly. The language she used, combined with the topic, made students passing their idea about the topic in ease, since it is near to their own lived experiences, which is one of the values facilitating students to criticize the text given (Suarcaya, 2017). As well as in the reporting activity, she gives opportunities for the students to try in mixed language, Indonesian and English, as well as explaining and commanding them in both language, since, she also stated that, the material about report text has the specific difficulty, as study by Swandana (2022) about structure and semantic role, stated that typologically report text is a universal verb, because all languages has it.

CONCLUSION

The findings displayed by this study strengthen the position of Translanguaging to serve a powerful pedagogical strategy in the teaching of English as a foreign language in rural contexts. By enabling the strategic use of students' first languages alongside English, translanguaging facilitates deeper comprehension, supports cognitive development, and enhances learner engagement. From the perspective of the educator, translanguaging allows the English Teachers to scaffold instruction more effectively, particularly in environments where resources and exposure to English are limited. Translanguaging also can validate students' linguistic and cultural identities, promoting a more inclusive and equitable classroom environment.

The more recognition of translanguaging in English pedagogy hopefully could take future directions in English language education in contexts where English is a foreign language—particularly in rural and linguistically diverse settings—should prioritize the systematic integration of translanguaging into teaching methodologies. Furthermore, it is a big hope for educational stakeholders, including curriculum developers, policymakers, and teacher educators, to recognize the inclusion of translanguaging practices in both pre-service and in-service teacher training programs. Such training should aim to develop educators' awareness of the cognitive and sociocultural benefits of translanguaging, as well as to provide them with practical strategies for its classroom implementation.

Moreover, curriculum frameworks should be reconceptualized to allow for greater linguistic flexibility, acknowledging learners' full linguistic repertoires as valuable resources for meaning-making and language development. Policy reform is also essential to legitimize and institutionalize translanguaging within official language education practices, moving beyond monolingual ideologies that often marginalized students' home languages, and it is hoped for special attention from policymakers pertaining to the learner autonomy in both online teaching and learning (Artini et al, 2021), especially after the pandemic, autonomy activities among learners has seen to be crucial for teachers to reach the learning goal (Artini, 2021). By embedding translanguaging into the fabric of English language education, teaching practices can become more equitable, contextually responsive, and conducive to the

development of both communicative competence and critical multilingual awareness among learners.

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