

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher explained more detail the findings and the discussion of the research. The findings included the descriptive analysis of teachers' translanguaging strategies in teaching in class. Findings explain how the researcher way to get the data and answer the research questions. Discussions explain about comparing the result and theory.

In this finding the researcher finds that teachers are using translanguaging as strategy in UPB Class that based on Yvonne and David Freeman who write that teacher using translanguaging strategies in class, there are:

- a. Teacher asked students to share the name of the figures in their home language. Student had find cognates where possible; in some cases, the written language was very different but the sounds were similar.
- b. Teacher provided students with multilingual resources to support their work.
- c. Teacher placed them in same home-language groups to discuss the problems using their home language, English, or both.
- d. Teacher allowed students to make journal entries in their home language or in English.

As the theory above, the researcher takes observed intensively by researcher during teaching and learning process are use names of N, WA, and S with initial as object of this research. To know the teachers' use in translanguaging strategy in teaching English at UPB UIN Antasari, the researcher doing observation conducted in 3 classes that 3 teachers teaching the class by joined into *Whatsapp group* application and doing observation in two days.

First, the teachers starts the lesson by saying or speak in English language that are very simple word that students can understand and ask students to guess anything in English or in first language related to the topic will be learn in that meeting. One another teacher give explaining in full English language but giving instructions or give quiz in first language. And another teacher give explanation in English first then first language (L1) or home language to the students, home language here means *Bahasa Banjar* or local language. The students also ask to answer some question in English or first language depends to the question itself. But the most happen is the teachers give explaining in English without translation because the words that the teachers' use is the simple words and depends on the question.

Then, the researcher found that the teachers start the class with preview the learning and gives short summary while explaining topic or lesson to student in English and home language or local language using mix language or switching. But, sometimes the

teacher using English to explain or preview the learning because the word is simple. Teachers reviewing topics or lessons at the end of the class in home language and English language and asking students the opinion of the topic or lesson that day. Students also have opportunity to share what they know in first language, but the researcher also found that some teacher did not do that which is the students can't share what they know in their own language. Sometimes, teacher shows a provide text in first language or local language to building background knowledge.

Teacher provides the students to increasing their reading skills. Teachers let students to talk individually or paired based on the text book in native language although the class was held online via *Whatsapp* which is not too comfortable.

Based on the table 1.1, as the result above is based on English Learners Success Forum, these ideas adapted from Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). *The Translanguaging Classroom*.

Resources persons who were successfully observed intensively by researcher during teaching and learning process are used the names of N, WA, and S.

To know the teachers' strategy that teacher used and how teachers apply the translanguaging strategy in teaching English at UPB, the researcher used observation sheet in class. The observation

was conducted on 3 classes that 3 teachers randomly choose by the researcher. The researcher joined in to the *Whatsapp* group classes to doing observation directly.

The researcher found the translanguaging that apply in a classroom engaging to:

- a) Teachers translating between languages. Teachers translating between English to Indonesian to *Banjar* (local language if needed).
- b) Comparing and being playful with different languages. Sometimes teacher comparing the different languages between English to Indonesian and local language.
- c) Mixing words and expressions from different languages in the same spoken or written utterance. Teacher often using mixing word and expressions form different languages between English and Indonesian language in the spoken and written utterance.
- d) The teacher using home language or local language in one part of activity.

The applying translanguaging as strategy above is appropriate with Garcia & Wei (2014) that translanguaging apply in class are engaged to:

- 1) Translating between languages.
- 2) Comparing and being playful with different languages.

- 3) Mixing words and expressions from different languages in the same spoken or written utterance.
- 4) Using the home language in one part of an activity and the school languages in another part.

First teacher the initial N in 29 group class:

Teacher greetings students in English as usual saying: "*Good morning students, how are you today?*", students answered in English too. Teacher gives instructions to open the book in English. Teacher also using google meet and PPT to teaching in online class. Teacher does interaction in class with both in English and first language that is in *Bahasa* or using mix language (*example. Talking about novel or book nih, kalo kalian favoritnya apa? And why?*). Students answer the question in first language and number of students used mixing language or short English to answer the question. Students asked to read dialog based on the students book and asking some students to read right away used voice note on *Whatsapp feature*, students also asked to answer teachers' question in English as exercise right away. Teacher give bingo table or template to student work on while being discussed based on student answers in English and first language. Teacher giving instruction exercise based on the students' book lesson to match the question and answer in first language one by one, teacher and students answer together during class and also the teacher ask student the

meaning of some English words to Indonesia or first language. Teacher asked students to translated words or sentence to Indonesia or first language. Before the class end the teacher give students template as homework in English and first language. Last, teacher closed the lesson in class in English and first language.

Second, teacher initial WA that in 43 group class:

Teacher greetings student in English and all students answer in English too. Teacher using discord audio to teaching and learning this time, teacher share pictures to giving a short explanation lesson material to the students and also giving photo for example (the lesson material is about preposition of place) in English. Students asked to make their own word by preposition of place with photos too. Teacher give students exercise to practice in accordance to the book in English. Teacher closed the class in English too.

T : Great. If you describe preposition of place, please use to be in the sentence. ***Karena termasuk kalimat nominal, bukan verbal atau kata kerja*** [because it include nominal sentence, not verb]

Now, let's continue our activity to the next section. Please open the next page 58. Practice time. Look at the map. Instruction: ***beri tanda nama tempat berdasarkan deskripsi, cukup beri nomor saja*** [give name tag to place based on the description,

just give the number]. Do you have question? Your time is 15 minutes to do that.

Teacher give exercise to student accordance to the book in English, students ask about some instruction and question in first language and teacher answered with first language too. While answering exercise teacher and students using English and little bit first language.

This time teacher using first rank game (truth or dare), the teacher say the English sentence and students write down the sentence in English correctly, the last student answer it will be not able to join next question and giving option truth or dare as a challenge. Teacher closing the class right away after end of the game, reviewing the topic before end the class, and ask if student still not really understand in English.

T : Today, we have learned about preposition of place. At= specific place/location, On= for street. Okay, I close our meeting today by saying hamdalah. See you tomorrow.
Wassalamu'alaikum wr wb.

S : Thank you sir. Alhamdulillah, wa'alaikumussalam wr wb.

Third, teacher the initial S that in 50 group class:

Teacher greetings students at first in English, students answer in English too. Teacher explain material lesson in English and first language, teacher ask students fill expressions of asking and giving direction with the translation, also asked to write the translation on their own book.

T : For today, we gonna talk about expression of asking and giving direction. ***Kita akan discuss tentang ungkapan untuk bertanya dan memberi arahan*** [we will discussing about expression of asking and giving direction].

Masih ada berkaitan dengan pembelajaran minggu lalu ya [it still related to topic last week] (preposition place)

Teacher share a picture of giving directions words and the translations too. Teacher invite everyone to answer the question in the book together and ask if students already write down all the answer in their book in English, students answer it in first language. Next, some students asked to do speaking practice by reading conversation in the book in pairs. The rest of students that have not speaking practice yet, the teacher give instructions to make give directions conversation by their own sentence in English and first language.

Students read their work in google meet individually. Students who already done the speaking practice asked to share

photos of their favorite place in English. Teacher tells the students to write on students' book to fix the word that mistake in mix language between English and Indonesian.

T : You can fix it, *tulis aja disamping bukannya atau di coret*

kah, terus diganti kata "now" jadi "know".

Teacher asks students the meaning or the translations of sentences in mix language. Teacher explain it in first language of the meaning the sentence to the students. Next, the teacher using quizizz game to lesson exercise. The teacher evaluate the students answer and explaining the right answer in English and first language. Last, teacher closing the lesson class in English and first language.

B. Discussion

Translanguaging is as one communication strategies in classroom for teacher. Translanguaging in teaching English in English classroom have benefit to the students. For students who not really interested in English lesson, they cannot put their attention in class with reason they did not understand the language.

There are many ways to teaching English that teacher must have strategy to share the knowledge in teaching English. In fact, many teachers nowadays have interesting strategy and method in teaching English for the students that are actually English as a foreign language.

As the researcher findings above, the students interested and enthusiastic in learning English because the teachers teaching in pleasant and specifically translanguaging strategy capable to add their vocabulary directly or indirectly and also provide to use first language or native language in class.

1. Teacher N

a. Preview learning in home language.

Teacher gives a short summary explaining what topic will be about.

“alright, so today we are going to continue to learn about unit 7, and today our focus is speaking especially asking and giving for opinions” using home language (first language or native language or local language), she said *“okay, miss will be explain in a word, asking and giving opinion, the main thing is we are asking and giving our opinion about something”*

Teacher ask to students their understanding about the lesson in English and first language. The students are answered it in English and very comfortable to giving their opinion based on the topic lesson.

- b. Students share what they know in their first language, students are comfortable answered in first language. Teacher used translanguaging when the teacher asks them to share what they know.

T : Okay good, thank you. *Nah* from dialog 1, *kira-kira mereka lagi ngomongin apa tuuh.* [Can you guess what are they talking about?]

S : *Pertandingan bola* miss. [football match]

S : *Kekalahan Barito Putera* miss. [Barito Putera defeat]

T : *Iyaa* [yes]about football match *yaa yang mana katanya Barito Putra* [yes, which is said that Barito Putera] lost again. Okay miss *mau nanya-nanya yang ada kaitannya dengan pembahasan kita kemaren, di dialog 1, apa aja* [want to ask which is related to our topic yesterday, in dialog 1, what is it] participial adjectives *yang bisa kalian temukan disitu? Dan artinya apa.*[that you find there? And what is it means?]

S : Disappointing, surprising. *mengecewakan* [disappointing] miss, *mengejutkan* [surprising] miss.

T : Okay *terus apa opininya si* [then, what is the opinion of] *Baba yang bisa kalian tangkap tentang*[Baba which you can get about] football match-nya? *Dan tau dari mana kalo itu adalah opini.* [and how do you know that it is opinion]

S : *Ada kata "saya pikir"* [there is "I think"]

T : Okay very good *ya*, *iya ada kata “I think”* [yes, that is word “I think”] *yang* [which] show that it’s an opinion.

- c. Teacher showed video or provide texts in first language.
- d. Students are able to use translation devices to translate vocabulary, phrases, and directions in first language.
- e. Students have access to bilingual dictionaries, picture dictionaries, and translation websites or computers.
- f. Students do their work in first language and provide an explanation of their responses in English.
- g. Teacher provides/translates directions in first language.

From the result above it shows that in this class, the students very active in class because the teacher often building up communication with students. Teacher let the students are giving their opinion about the topic by using their first language or native language that they learned. Teacher provides students to use their first language or native language to do their work and also explain the topic.

2. From Teacher 2

- a. Teacher show a video or provide texts in first language.
- b. Students take notes in first language.
- c. Students used translation devices to translate vocabulary, phrases, and directions in first language.

- d. Students keep track of translated vocabulary words in their personal dictionaries.
- e. Students have access to bilingual dictionaries, picture dictionaries, and translation websites or computers.
- f. Teacher provides/translates direction in first language.
- g. Teacher gives students the option to answer some/all assessment questions English.

From the result above, it shows that the teacher giving opportunity to students to share their knowledge by their own after explained the topic with give them work. Teacher provides students to use first language or native language in class. Teacher try to use an easy English and first language to students understand the explanation.

3. From Teacher 3

- a. Teacher greetings in class at first as soon as the class starts.
Students answered in English.
- b. Teacher gives a short summary explaining what will be about.
- c. Teacher asks students to restate summary back to the teacher or class in home language.
- d. Students are strategically paired.

Students take notes in first language. Teacher choosing 2 people from 6 to be groups by the conversation which is has three conversations to practice students' speaking.

T : Start from Putri and Syafi'i. *Pake vn ya, gantian* [using vn, alternately]

S : *Inggih*, Mrs. [yes, Mrs.]

T : Go ahead. Conversation-*nya yang soal tadih*. [the conversation was the exercise earlier]

Students reading the conversation by recording via vn (voice note).

- e. Students have access to bilingual dictionaries, picture dictionaries, and translation websites or computers.
- f. Teacher gives students the options to answer some/all assessment questions English.
- g. Meet with students in advance to provide preview or review a skill in first language before the whole group lesson.

From the result above, it shows that in this class, the students very active in class because the teacher often building up communication with students. Teacher let the students are giving their opinion about the topic by using their first language or English language that they learned. Teacher provides students to use their first language or English language to do their work and also explain the topic.

In additions, provide their tools in teaching and learning process in class with preparing some quiz or games and teaching not

only by *Whatsapp* but also like google meet, discord, quizizz, youtube and PPT (PowerPoint).

In the previous theory taken by Baker (2011) the data has found that translanguaging in teaching and learning process in class uses of two and and more languages as the local language is included here. Teacher sometimes use *Bahasa* and local language to describing word to make the meaning of the word and students understanding to some words or sentences.

The data collected are included in the appendix. Data was found in the second day of observation when the teacher gives students knowledge to the topic that day. The data collected below:

T : Okay crowded *artinya apa selain ramai?* [*Okay what the meaning of crowded beside ramai?*]

S : *Dipadati*

T : *Iyaa* crowded *tu maksudnya padat ya alias banyak banar orangnya.* [*yes, this crowded means padat or (in local language) its lots of people*]

The data above showed the teacher use local language to explaining the meaning of the language in different expression.

From the discussion above, it is related to this theory about translanguaging that apply in a classroom engaging to:

- a. Translating between languages. Based on the findings all class, teacher translating between on languages many times. Especially the word or sentence that difficult to understand.
- b. Comparing and being playful with different languages. Based on the findings, that the teachers engaged the students to do comparing and being playful with different language but limited to just two different language, first language and local language.
- c. Mixing words and expressions from different languages in the same spoken or written utterance. Based on the findings, it is true that teachers are use mixing words and expressions from different languages in spoken or written utterances. Furthermore, the classes are held by online via *Whatsapp* application because of pandemic.
- d. Using the home language in one part of an activity and the school language in another part.

Finally, from that the researcher find that teachers are not review the learning at the end of the lesson in first language or home language but in English or just skip it and memorize the lesson on the next day. But mostly teachers do preview learning in first language or mix between English and Indonesian language or local language, also students have multilingual resources while learning.

However, teachers and students have a good communication and gain understanding, knowledge, playful, and deliver the lesson well even if the class held via online not face to face in class like usual class in classroom.