

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consist of the result of the research on the data gathered from interview and observation, which interview useful to support the result of data from observation. In this chapter, the research present the finding and discussion to answer the research question in previous chapter about implementation of translanguaging practice by English teacher in EFL classroom.

#### **A. Findings**

Translanguaging is a communication strategy utilized by teachers in the classroom. Incorporating translanguaging into English instruction in an English classroom can be advantageous for students. If students lack interest in English lessons, they may struggle to focus in class due to a lack of comprehension.

There are numerous approaches to teach English that teachers must possess a plan to impart knowledge in teaching English. In reality, many teachers nowadays have captivating strategies and techniques in teaching English to students who are essentially learning English as a foreign language. As per the researcher's discoveries mentioned above, the students are intrigued and passionate about learning English because the educators teach in an enjoyable manner and specifically use the translanguaging strategy, which is able to enhance their vocabulary either directly or indirectly, and also allows for the use of their primary language or mother tongue in class.

1. From Teacher FA

a. Preview learning in home language topic:

Teacher provides a brief overview explaining the upcoming

T : "Alright, so today we are going to continue learning about Discussing your favorite, and today our focus is speaking particularly inquiring and providing opinions" using home language (mother tongue or local language).

T : "okay, miss will explain briefly, inquiring and providing opinion, the main thing is we are asking and giving our opinion about something"

Teacher asks students their comprehension of the lesson in English and native tongue. The students respond in English and feel at ease expressing their opinion based on the topic lesson.

b. Students communicate what they understand in their native tongue, students feel at ease responding in their first language. Teacher employs translanguaging when prompting them to share their knowledge.

T: Okay good, thank you.

*Nah kalo from dialog 1, kira-kira mereka lagi bebandir apa* [Can you guess what are they talking about?]

S: Pertandingan tennis miss. [Tennis match]

S: Kemenangan Minion brother miss. [Minion brother win]

T: Iyaa [yes]about Tennis match. Yang mana katanya Minion brother [yes, which is said that Minion brother] winner again. Okay miss mau tanya yang ada kaitannya dengan pembahasan kita kemaren, di dialog 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: Celebrating, surprising. *Perayaan* [celebrating]] miss, *mengejutkan* [surprising] miss.

T: Okay *terus apa opininya si* [then, what is the opinion of ] *Najwa yang bisa kalian tangkap tentang*[Najwa which you can get about] tennis 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, *iya ada kata "I think"* [yes, that is word "I think"] yang [which] show that it's an opinion.

- c. Teacher displayed a video or offered written materials in the native tongue.
- d. Students have the option to utilize translation devices to convert vocabulary, phrases, and instructions in their mother tongue.
- e. Students complete their assignments using their first language and provide a clarification of their answers in the English language.
- f. Teacher furnishes/interprets instructions in the native language. Based on the outcome above, it indicates that in this particular class, the students are highly engaged during class discussions as the instructor consistently fosters communication with them. The teacher encourages students to express their viewpoints on the subject matter using their primary or mother tongue, which they have acquired. Moreover, the teacher grants students the opportunity to utilize their first language or native language while completing assignments and comprehending the topic.

## 2. From Teacher IR

- a. Teacher greets the class at the beginning of the lesson. student responded in the English language.
- b. Teacher provides a brief overview of the lesson's content.
- c. Teacher requests that students repeat the summary in their native language to the teacher or the entire class.

- d. Students are carefully paired. Students make notes in their native language. The teacher selects three individuals out of a group of ten to form groups for a conversation activity that involves three different conversations to enhance students' speaking skills.

T: Start from Syifa, Annisa and Syafi'i. Read a ***loud supaya kekawanan yang lain bisa mendengar*** [so that other friends can hear]

S: Inggih, Mr [yes, Mr.]

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

- e. Teacher allows students to choose whether to answer all or some of the assessment questions in English.
- f. Arrange a prior meeting with students to give them a preview or review of a skill in their native language before the whole group lesson. Based on the aforementioned outcome, it is evident that the students in this class are highly engaged during class time due to the teacher's frequent interaction with them. The teacher encourages students to express their thoughts on the topic using either their native language or English, which they have been learning. Additionally, the

teacher offers students the option to complete their assignments and explain the topic in either their native language or English.

In the previous theory proposed by Baker (2011), it was discovered that translanguaging in the educational process in the classroom involves the utilization of two or more languages, including the native language. Teachers occasionally employ Bahasa and the native language to explain words in order to enhance the comprehension of students towards certain words or sentences.

In line with this theory, teachers occasionally employ Bahasa (Indonesian) and the native language of the students to explain words or sentences, aiming to improve students' understanding.

Translanguaging involves fluidly moving between languages to support learning, and teachers utilize this approach strategically to facilitate comprehension. By incorporating Bahasa and the native language alongside the target language, teachers provide linguistic scaffolding that helps students grasp difficult concepts or unfamiliar vocabulary.

This approach acknowledges the linguistic resources students bring to the classroom and leverages their proficiency in their native language to support their learning of the target language. It also promotes a deeper understanding of the material by allowing students to access content in a language they are more comfortable with.

Incorporating translanguaging strategies, such as using Bahasa and the native language to explain words or sentences, aligns with Baker's theory and enhances the educational experience by promoting comprehension and

leveraging students' linguistic abilities.

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 celebrated *artinya apa selain ternama?* [Okay what the meaning of celebrated beside terkenal?]

S: Terkenal, Mr!

T: *Iyaa celebrated tu maksudnya terkenal ya alias banyak banar orang pinandu lah jar kita tu.* [yes, this celebrated means terkenal or (in local language) its lots of people know him/her]

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

- a. Translating between Language. According to the results of the study, every teacher frequently translates between multiple languages. This is particularly true for words or sentences that are challenging to comprehend.
- b. Exploring and playing with different language. According to the results, the teachers encouraged the students to engage in comparing and having fun with various languages, but they were restricted to only two languages: their first language and the language spoken locally.
- c. Incorporating words and expressions from different languages into the same spoken or written utterance. According to the results, it is accurate that educators employ blending words and phrases from various languages in verbal or written statements.

- d. The teacher utilizes the students' home language or the local language in a specific part of the activity.

## **B. Discussion**

In this section, the researcher elaborated further on the results and the discourse of the study. The results encompassed the comprehensive examination of teachers' translanguaging practices in classroom instruction. The results elucidate the approach employed by the investigator to gather data and address the research inquiries. The discussions shed light on the examination of the outcomes in relation to theory.

In this discovery, the researcher discovers that educators are employing translanguaging practice as a strategy in Junior high school Class as per Yvonne David Freeman's assertion that teachers utilize translanguaging strategy in the classroom, including:

1. The teacher requested that the students disclose the names of the shapes in their native tongue.

The students were instructed to identify any words with similar meanings, if possible; in certain instances, the written language differed greatly but the pronunciations were alike.

It sounds like the teacher is implementing a creative and inclusive approach to language and mathematics instruction. By requesting that students disclose the names of shapes in their native tongue, the teacher acknowledges and values linguistic diversity in the classroom. This not only allows students

to feel more connected to the material but also validates their cultural backgrounds.

Encouraging students to identify words with similar meanings, even when the written language differs greatly, promotes critical thinking and linguistic analysis. This activity not only enhances students' understanding of shapes but also facilitates cross-linguistic connections and vocabulary acquisition. Additionally, recognizing similarities in pronunciation despite differences in written language can deepen students' understanding of phonetics and language structure.

This approach fosters a supportive and inclusive learning environment where students can engage with mathematical concepts while also celebrating their linguistic heritage. It promotes cultural appreciation, linguistic development, and critical thinking skills simultaneously.

2. The teacher furnished the students with a variety of resources in multiple languages to aid their efforts.

Providing students with a variety of resources in multiple languages is a fantastic way to support their learning and accommodate their diverse linguistic backgrounds. By offering materials in different languages, the teacher ensures that all students can access the content in a way that is most comfortable and comprehensible for them. This approach promotes inclusivity and equity in the classroom, as it acknowledges and respects the linguistic diversity of the students.

Moreover, offering resources in multiple languages allows students to



engage with the material more deeply and effectively. They can refer to the resources in their native language to reinforce their understanding of the concepts being taught, making the learning process more accessible and meaningful.

Furnishing students with resources in multiple languages demonstrates a commitment to meeting their individual learning needs and creating an environment where all students can thrive. It enhances comprehension, supports language development, and fosters a sense of belonging and cultural pride among students from diverse backgrounds.

3. The teacher formed groups based on the students' native languages for them to discuss the challenges using their native language, English, or a combination of both.

Forming groups based on students' native languages to discuss challenges is a thoughtful approach that recognizes the importance of language in communication and learning. By grouping students according to their native languages, the teacher creates a supportive environment where students can feel more comfortable expressing themselves and addressing challenges in a language they are proficient in.

Allowing students to use their native language, English, or a combination of both during group discussions provides flexibility and accommodates varying levels of language proficiency. This approach encourages students to actively participate in discussions without feeling limited by language barriers. It also fosters collaboration and peer support, as students can draw on their

linguistic strengths to help each other understand and overcome challenges.

Moreover, by facilitating discussions in multiple languages, the teacher promotes language development and intercultural understanding among students. Students have the opportunity to learn from each other's language skills and cultural perspectives, enriching their overall learning experience.

Overall, forming language-based groups for discussions effectively addresses the diverse linguistic needs of students while promoting collaboration, communication, and cultural appreciation in the classroom.

4. The teacher permitted the students to write journal entries in their native language or in English.

Allowing students to write journal entries in their native language or in English is a flexible and inclusive approach that accommodates their linguistic preferences and abilities. By giving students the option to choose the language they are most comfortable expressing themselves in, the teacher creates a supportive environment where students can freely reflect on their thoughts, experiences, and learning.

Writing journal entries in their native language enables students to articulate their ideas more effectively and authentically, as they can fully utilize their language skills and cultural references. This can lead to deeper self-reflection and a stronger connection to the material being studied.

On the other hand, writing in English provides valuable opportunities for language practice and development, allowing students to strengthen their proficiency in the target language while also engaging in meaningful reflection.

It supports language acquisition and helps students build confidence in expressing themselves in English.

Overall, permitting students to write journal entries in their native language or in English promotes autonomy, self-expression, and language development. It recognizes and respects students' linguistic diversity while providing opportunities for growth and reflection in both their native language and the target language.

Based on the theory mentioned earlier, the researcher closely observes the teaching and learning process in order to gather data. The researcher focuses on the use of IL as the main subjects of this study. In order to understand how teachers implement translanguaging strategy in teaching English at an Islamic Junior High School in Kotabaru, the researcher observes two classes. These classes are taught by two teachers who are part of a Whatsapp group. The observation takes place over a period of two days.

The teachers commence the lesson by speaking in English using very basic words that students can comprehend. They then ask students to guess anything related to the topic in either English or their first language. Another teacher provides explanations solely in English, but gives instructions or quizzes in the students' first language. Additionally, another teacher provides explanations first in English and then in the students' first language or home language, which in this case is Bahasa Banjar or the local language. The students are also expected to answer questions in either English or their first language, depending on the question itself. However, most often the teachers provide explanations in English

without translation, as they use simple words and tailor their language to the question being asked. As the theory above, the researcher takes observed intensively by researcher during teaching and learning process are use names of FA and IR with initial as object of this research. To understand the teachers' approach and how they implement the translanguaging strategy in teaching English at Junior high school, the researcher employed an observation sheet during class. The observation was carried out in two randomly selected classes, chosen by the researcher. The researcher joined the Class and Whatsapp group for these classes to directly observe the teaching.

The researcher discovered that the translanguaging used in the classroom includes:

1. Teachers translating between languages, such as translating from English to Indonesian or Banjar (the local language) if necessary.

Teachers translating between languages, whether from English to Indonesian or Banjar (the local language), can be an invaluable resource for students who may have difficulty understanding the material in a language they are less proficient in. This approach ensures that all students have access to the content and can fully participate in the learning process regardless of their language background.

Translating between languages allows teachers to clarify instructions, explain concepts, and provide additional support in a language that students can readily understand. This promotes comprehension and engagement, as students can follow along more effectively and feel more confident in their

ability to grasp the material.

Moreover, translating between languages helps bridge communication gaps and fosters a more inclusive learning environment where linguistic diversity is valued and respected. It demonstrates the teacher's commitment to meeting the needs of all students and ensures that language barriers do not hinder academic achievement.

Overall, teachers translating between languages play a crucial role in facilitating effective communication, promoting understanding, and supporting the academic success of students from diverse linguistic backgrounds.

2. Exploring and playing with different languages. Occasionally, the teacher compares different languages, such as English, Indonesian, and the local language.

Exploring and playing with different languages, including English, Indonesian, and the local language, can be a fun and enriching experience for students. Comparing languages allows students to gain a deeper understanding of linguistic diversity and the similarities and differences between languages.

Through language exploration, students can develop awareness of linguistic structures, vocabulary, and cultural nuances across different languages. This not only enhances their language skills but also promotes critical thinking and intercultural understanding.

Comparing languages also encourages students to appreciate the richness of their own language and culture while learning about others. It fosters a sense

of curiosity and open-mindedness towards different linguistic and cultural perspectives.

Moreover, incorporating language comparison activities into lessons can make language learning more engaging and interactive. Students can participate in activities such as identifying cognates (words that are similar in different languages), comparing grammar rules, or exploring idiomatic expressions.

Overall, exploring and playing with different languages through language comparison activities can foster a deeper appreciation for linguistic diversity, promote language learning, and enrich students' cultural understanding.

3. Incorporating words and expressions from different languages into the same spoken or written utterance. The teacher frequently mixes words and expressions from English and Indonesian in their speech and writing.

Incorporating words and expressions from different languages into the same spoken or written utterance, also known as code-switching, can be a natural and effective way to communicate in multilingual environments. When the teacher frequently mixes words and expressions from English and Indonesian, it reflects the linguistic diversity present in the classroom and acknowledges the students' bilingual or multilingual backgrounds.

Code-switching can serve various purposes, such as filling lexical gaps, expressing emotions or attitudes, and emphasizing certain concepts or ideas. By seamlessly integrating words and expressions from different languages, the teacher provides students with rich linguistic input and models effective

communication strategies in multilingual settings.

Furthermore, code-switching can enhance students' language learning by exposing them to different linguistic structures and cultural contexts. It helps students develop flexibility in language use and encourages them to become more proficient in multiple languages.

Additionally, incorporating words and expressions from different languages into the same utterance fosters a sense of belonging and inclusivity among students. It validates their linguistic identities and creates a supportive environment where all languages are valued and respected.

The teacher's frequent use of code-switching can enhance communication, promote language learning, and create a culturally responsive learning environment where students feel empowered to express themselves in their preferred languages.

4. The teacher utilizes the students' home language or the local language in a specific part of the activity.

Incorporating the students' home language or the local language into a specific part of an activity can be a meaningful way to connect learning to students' lived experiences and cultural backgrounds. By using the home language or the local language in a targeted manner, the teacher creates opportunities for students to feel valued and respected for their linguistic heritage.

Using the home language or the local language in a specific part of an activity can serve several purposes:

- a) Cultural relevance : It allows students to engage with the content in a way that is culturally relevant and meaningful to them. This can increase students' interest and motivation to participate in the activity.
- b) Linguistic support : For students who may be more proficient in their home language or the local language, incorporating it into the activity provides additional linguistic support and scaffolding. This can help students better understand the material and contribute more effectively to the activity.
- c) Community connection : Using the home language or the local language fosters a sense of connection and belonging among students. It acknowledges and celebrates their cultural identities and strengthens the sense of community within the classroom.
- d) Language development : For students who are learning the home language or the local language, incorporating it into the activity provides opportunities for language development and practice in authentic contexts.

Overall, utilizing the students' home language or the local language in a specific part of an activity enhances cultural relevance, provides linguistic support, fosters community connection, and promotes language development. It enriches the learning experience and contributes to a more inclusive and supportive classroom environment.

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

1. Teacher translating between languages

That translanguageing involves the teacher translating between languages to



facilitate comprehension and communication in the classroom.

2. Exploring and playing with different languages.

Emphasize the importance of exploring and playing with different languages in the classroom, which corresponds to the strategy of incorporating words and expressions from different languages into the same spoken or written utterance. This strategy encourages students to engage with multiple languages in a dynamic and interactive way.

3. Incorporating words and expressions from different languages into the same spoken or written utterance.

Where students and teachers fluidly move between languages to express themselves and communicate effectively.

4. Utilizes the students' home language or local language in a specific part of the activity

That translanguaging involves incorporating students' home language or local language into classroom activities to promote inclusion and support students' linguistic development.

The translanguaging strategies applied in the classroom are consistent with the principles advocated by Garcia & Wei (2014) and contribute to creating a rich and inclusive learning environment where students can leverage their linguistic resources to enhance their learning.

**First teacher the initial FA at 7 grade class:**

Teacher greets students in English as usual, saying.

***"Good morning students, how are you today?"***,

Students respond in English as well. Teacher instructs them to open the English book. The teacher interacts with the class using both English and their first language, Bahasa, or a mix of both (*for example, "Talking about your favorite? Siapa atau apa, And why?"*).

Students answer the question in their first language, and some use a mix of languages or short English to respond. Students are asked to read a dialogue from the student's book, and some students are chosen to read it aloud. They are also asked to answer the teacher's questions in English as an exercise.

The teacher gives instructions for an exercise based on the lesson in the student's book, where they have to match the questions and answers in their first language one by one. The teacher and students answer together during the class, and the teacher also asks students for the meaning of some English word in Bahasa or their first language.

Before The class ends, the teacher gives the students the template of homework in both English and their first language. Lastly, the teacher concludes the lesson in both English and their first language.

Providing homework templates in both English and the students' first language is a thoughtful way to support their understanding and completion of assignments. This ensures that all students can access the homework instructions and requirements in a language they are comfortable with, promoting inclusivity and equity in the learning process.

Additionally, concluding the lesson in both English and the students' first

language reinforces key concepts and ensures that students have a clear understanding of the material covered. This approach accommodates varying language proficiencies and learning styles, allowing all students to benefit from the lesson and feel confident in their comprehension.

Providing homework templates and concluding the lesson in both English and the students' first language demonstrates a commitment to supporting students' academic success and linguistic development. It fosters a positive and inclusive learning environment where all students can thrive.

**Second teacher the initial IR at 8 grades:**

The teacher greets the students initially in English, and the students respond in English well. The teacher explains the lesson materials in both English and the students' native language. The teacher instructs the students to complete exercises on asking for and giving directions with their translations, and also asks them to write the translations in their own notebooks.

**T: *Today, we will discuss the expressions of inquiring and providing directions.***

***We will continue our discussion from last week (preposition place).***

The teacher shares a picture with directions and their translations. The teacher then asks everyone if they have written down all the answers in their English books, and the students respond in their native language. Next, some students are asked to practice speaking by reading a conversation from the book in pairs. The remaining students, who have not yet practiced speaking, are given instructions to create their own conversations about giving directions in both English and their native language.

Students read their work individually. The students who have already practiced speaking are asked to share photos of their favorite places in English. The teacher instructs the students to correct any words that are mistakes or a mix of English and Indonesian in their books.

This teaching sequence demonstrates a comprehensive approach to language learning that integrates multiple modalities and encourages active participation from students.

1. Picture-based activity with translations: By sharing a picture with directions and their translations, the teacher engages students in visual learning and reinforces vocabulary acquisition. Providing translations ensures that all students can understand the instructions and participate in the activity.
2. Checking for completion in English books: Asking students if they have written down all the answers in their English books allows the teacher to monitor students' progress and understanding. Students responding in their native language ensures clear communication and comprehension.
3. Speaking practice in pairs: Pairing students to practice speaking by reading a conversation from the book promotes oral language skills and encourages peer interaction. This activity allows students to practice pronunciation, intonation, and conversational fluency in a supportive environment.
4. Creating own conversations: Instructing students to create their own conversations about giving directions in both English and their native language fosters creativity and language production. This task encourages students to apply their language skills in real-life contexts and reinforces their

understanding of the vocabulary and grammar structures.

5. Sharing favorite places and language correction: Students sharing photos of their favorite places in English provides an opportunity for authentic communication and cultural exchange. Instructing students to correct any mistakes or mix of languages in their books reinforces language accuracy and promotes self-editing skills.

Overall, this teaching sequence effectively integrates reading, writing, speaking, and listening activities to support language development and engage students in meaningful learning experiences. It also promotes a supportive and inclusive classroom environment where students feel empowered to communicate in multiple languages.

T: 'You all can see, than *Kamu bisa ganti, kata 'now' menjadi 'know'. Bisa coret atau tulis dihijanya..*' (You can change, the word 'now' to 'know'. You can scribble or write on it.)

The teacher inquires with the students about the significance or the interpretations of sentences in a combination of languages. The teacher elucidates it in the primary language of the sentence's meaning to the students. The teacher assesses the students' response and clarifies the correct answer in both English and the primary language. Finally, the teacher concludes the lesson by summarizing in English and the primary language.

In conclusion, the study reveals that teachers do not assess the comprehension of the material at the conclusion of the class using the initial language or native language, but instead employ English or simply omit the

review altogether and rely on memorization for the following day. However, predominantly teachers do examine the lesson beforehand using the first language or a combination of English and Indonesian or the local language. Additionally, students have access to various languages during the learning process.

The teaching approach described demonstrates a thoughtful integration of multiple languages to support student comprehension and engagement. By inquiring about the significance or interpretations of sentences in a combination of languages, the teacher encourages students to think critically and draw connections between languages.

Elucidating the meaning of sentences in the primary language ensures that all students can fully understand the material being discussed. Assessing students' responses and clarifying correct answers in both English and the primary language reinforces learning and provides linguistic support.

Summarizing the lesson in both English and the primary language at the conclusion of the class further reinforces key concepts and ensures that students have a clear understanding of the content covered.

The observation that teachers may not consistently assess comprehension in the initial language or native language at the conclusion of the class is worth noting. Utilizing the first language or native language for assessment can be beneficial for students' understanding and retention of the material. Additionally, relying solely on memorization for the following day's lesson may not be the most effective approach for promoting deep learning and understanding.

The study highlights the importance of incorporating multiple languages into the learning process and emphasizes the need for balanced assessment practices that consider students' linguistic backgrounds and support their comprehension and retention of the material