

Among English, Indonesian and Local Language: Translanguaging Practices in an Indonesian EFL Classroom

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ABSTRACT

Teaching English as a foreign language (EFL) in Indonesia has its own complexity due to the multilingual situation and the broadly different levels of English proficiency. To cope with this particular challenge, some Indonesian teachers tend to implement a translanguaging approach in teaching their students. This would create more interactive and engaging classes. In this case, translanguaging is a form of multilingual practice in the context of multilingual education where students are given equal rights to develop their language potential. Realizing the complexity of the learning process in a multilingual context, we aimed to reveal the types and purposes of translanguaging in the learning process. This study used a qualitative method and data were collected through observations, interviews, and document analysis. This study found that there were three types of translanguaging used by teachers during their teaching. The types of translanguaging are intra-sentential translanguaging, intersentential translanguaging, and tag translanguaging, with four purposes that are related to each other in the process of teaching. It was also found that translanguaging is useful in the EFL learning processes since it can be used as an approach to explain learning materials in a more convenient way to enhance students' understanding.

Keywords: EFL; Indonesian Context; Language Teaching; Multilingualism; Translanguaging;

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INTRODUCTION

The teaching of English as a foreign language or as a second language has, for a long time, been dominated by the monolingual approach where the target language is taken as the reference or the

norm, and learners are expected to achieve linguistic competence closer to that of the native speaker (Cenoz & Gorter, 2015). Attempting to achieve these unrealistic goals of being able to speak and write like native speakers might cause a lot of stress on the part of language learners. According

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to Cenoz and Gorter (2015), this kind of curricular pressure often leads to a sense of failure and a lack of self-confidence in their language learning.

Other scholars claim that the use of the monolingual approach in teaching a foreign language has its roots from the era of colonialization since the 17th century (Bauman & Briggs (2003). It is understood that at that time colonialists such as the Spaniards or the Dutch wanted to use their language as a tool of colonialization with the intention to create forms of social inequality between the colonials and the native people (Park & Wee, 2012).

This curricular problem of language teaching triggered the birth of an alternative approach against the policy of using only the target language in an English as a foreign language (EFL) class. This approach is called translanguaging as a multilingual approach to teaching English as a foreign language TEFL.

The term “translanguaging” was coined by Cen Williams from the Welsh word *Trawsieithu* (Conteh, 2018:445). He used the word to refer to the habit of bilingual students of translating English words into their mother tongue such as Welsh when they write them in their notebooks.

Later, Colin Baker translated this Welsh word ‘*trawsieithu*’ into English as ‘translanguaging’ (Lewis, Jones & Baker, 2012). The word “translanguaging” is formed by the affix *trans-* meaning “change” or “transfer” and “*languaging*” is the verbalized form of the noun “*language*” which means “to use a language”. Thus,

translanguaging may be loosely interpreted as “language switching”. This new term has replaced the traditional concepts of codeswitching and codemixing as a marker of a new pedagogical paradigm (Osborne, 2020).

Meanwhile, the concept of translanguaging was later further developed by Lewis (2012) which was used to explain how the term was drawn upon to facilitate multilingual classes in learning a foreign language, which was then employed in many works, one of which is in García and Kleyn (2016) to explain the use of translanguaging in a social context with its relation to multilingual practice.

Translanguaging is an approach which has to do with the theory of Dynamic Systems (García & Wei, 2014). Herdina and Jessner (2002) posit that an interaction occurs between two ecosystems, namely internal cognitive ecosystems and external social ecosystems. Therefore, when it comes to languaging, it is actually co-constructed by both the human mind and human environment. It can be argued that in the process of language teaching and learning, a teacher should not only think of the students in terms of their cognitive capacity, but also consider their sociolinguistic environments. In this case, the concept of translanguaging is, in fact, an attempt to accommodate these two interacting systems of cognitions.

In the Indonesian EFL context, the translanguaging approach appears to be relevant to be adopted, this is due to teaching English in the Indonesian context is often mixed up with languages that

students are familiar with. Teaching English in Indonesia is included in a multilingual context as a foreign language, where students in Indonesia also have their own regional language and national language. Moreover, it is relevant because Indonesia is a multilingual and multicultural country extending from Sabang to Merauke. Maggalatung *et al.*, (2021) mentioned that Indonesia is included in the ranks of the countries with the most number of languages in the world, where there are 720 languages spoken in Indonesia to date. Thus, there is a significant urgency to acknowledge the students' first language or their national language to assist their English learning.

Up to now, there are currently 718 ethnic languages in Indonesia (Republika.co.id, 2020) and the official language is Indonesian, which is a modern version of Malay. Interestingly, only a small percentage of Indonesians speak Indonesian as their native language. Most people speak a vernacular or ethnic language as their first language (Munandar & Newton, 2021). Thus, Indonesian is a second language and is only taught after students come to school and have mastered their mother tongue, except for those who have spoken Indonesian as their mother tongue since childhood.

Because of this linguistic situation, translanguaging is often used in schools. It is thought to be indispensable due to the students' lack of understanding of the official language. Therefore, when teachers teach subjects such as Maths and History,

teachers often codeswitch between Indonesian and their vernacular language.

When English is introduced into the curriculum, it generally adds more complication because it is a foreign language and it has very different linguistic features from the official language and their mother tongues.

In Indonesia, English is considered as a foreign language. This is due to the fact that English is only used by a limited number of people or communities who need it, such as in business and tourism. In the context of Indonesia, English is regarded as a compulsory subject taught as a compulsory subject starting from junior high school (Liando & Lumettu, 2017). Whereas, in international schools in Indonesia attended by children of foreign nationals and expatriates, English is used as their medium of instruction.

In practice, to achieve fluency, the teaching of English in Indonesia requires much interaction in the class through speaking, as well as other language skills. Foreign language students should study both theory and in practice so that they will achieve maximal results in the process of mastering it (Kleyn & García, 2019). In addition, in the world of education, the higher the level of education, the more English is needed (García & Palmer, 2017).

For academic success, actually English mastery is crucial because most texts books use at varsity level are written in English (Sigiro *et al.*, 2022). These books are significantly used for their references. Therefore, it is necessary that students can

master the language before they start their tertiary education.

In fact, English is considered a difficult subject for most students (Poedjiastutie et al., 2021; Saputra, 2014). For many students in Indonesia, even though English is a basic subject from elementary school to high school, it is even considered a burden during schooling. However, many students find it difficult to learn and master English lessons at school. This disadvantage affects the low academic performance of English in national examinations.

We believe that English teachers need to use teachers' methods and/or strategies in the learning process, not just focusing on the target language, which is English, to support students' learning. The use of a more familiar language i.e. Indonesian in the process of teaching and learning can possibly alleviate their confusion in learning English. Classes which totally use English are not accessible to the students' cognition (Liando & Tatipang, 2022). Therefore, Indonesian is needed to provide explanation on the material when it is too hard to understand due to their limited vocabulary mastery. We believe that the use of translanguaging in the practice of English teaching and learning is not only useful, but indispensable, particularly in schools that have little access to the use of English as a means of communication.

In the context of Indonesian EFL classroom, translanguaging is a form of multilingual practice in multilingual education and demands that students be given equal rights to develop their linguistic

potential. Translanguaging enable the use of several languages in the process of learning English, thus there can be no coercion of one language alone (Rabbidge, 2020). In addition, learners with multiple language skills were found to perform equally well in more social settings in terms of academic performance. This relatively new perspective refutes the notion of monolingual ideology which tends to demean multilingual speakers with the term deficient, or multilingualism is a problem (Choi, 2020). Translanguaging can simply be interpreted as the efforts of multilingual speakers (who can speak several languages) to fulfil complex social and cognitive functions in classroom, social life or everyday life (Liando, Tatipang & Lengkoan, 2022).

The utilize of suitable techniques/methods enable to construct a significant English learning climate within the classroom (Poza, 2019). Translanguaging is an alternative approach in multilingual context that can be utilized in dialect learning to motivate and stimulate students' intrigued in learning English within the classroom. Mentioned by Ticheloven *et al.*, (2021), the stages in the Translanguaging strategy that can be applied by teachers in the EFL Classroom include: (1) emphasizing the use of natural language (not only focusing on English as the target language); (2) oriented towards the establishment of a communication (use of non-target languages (vernacular language and Indonesian) and target language (English)); (3) a strategy is needed to bridge appropriate communication (not only focusing on one language in

classroom communication interactions); (4) build students' ability to be able to use the language (target language (English); (5) create a supportive context so that the use of language can be accommodated (student learning environment).

There are many studies that have been conducted regarding the benefits of using translanguaging in an EFL Classroom. Among them is translanguaging that can help students in carrying out and participating in learning activities more efficiently (Hungwe 2018, Hamman 2018 & Makalela 2019), can balance the use of each language used by students in the classroom more effectively because it is not only bound to one language which makes students more comfortable in learning (Mazak & Herbas-Donoso 2015, Li & Luo 2017, Leung & Valdes 2019, and Zhou & Mann 2021), increases self-confidence and motivates students to take part and actively participate in the classroom (Poza 2019, Ticheloven *et al.* 2021, and Hansen-Thomas *et al.* 2021). In addition, translanguaging maximizes the language learning process in the classroom (O. García & Kleyn 2016 and M. S. García & Palmer 2017). However, all the previous studies have only described the benefits of translanguaging practiced in bilingual situations, therefore, this study aims to provide a description and explanation as well as an overview of translanguaging in multilingual classroom settings along with the types and purposes of using the translanguaging.

RESEARCH METHOD

This study used a qualitative method, because we attempted to acquire in-depth insights on the phenomenon of translanguaging as an EFL teaching and learning approach through linguistic description. Data were collected through class observations, interviews, and document analyses.

Class observations were undertaken because we hoped to obtain authentic empirical data on the use of translanguaging in the processes of English teaching and learning. The verbal data from the observations were recorded and transcribed.

Interviews were conducted in this study because we aimed to get insights from the teachers as our research participants pertaining to their thoughts, feelings, and experiences in their practice of translanguaging in their English classes. A type of semi-structured interview was used. At this stage, each teacher was then interviewed comprehensively, with the location of the interview taking place in the classroom and carried out after the classes. The interview data were recorded and transcribed. At the time of the interview, all conversations with the participants were recorded using a smartphone to enable deep and clear clarification of the data. In the process of analysis, the results of this recording are then transcribed to see every word/sentence that contains elements of translanguaging in it.

We also decided to use document analyses to validate the results of the interviews and discover more evidence about the practice of translanguaging that was not found in the interviews and the

classroom observations. The data were classified and described based on the theoretical framework that we used. After the data has been collected, technique of data analysis used was Qualitative Content Analysis with Inductive approach. Then these data were presented in tabular form.

Meanwhile, the subject in this study was two female English teachers who can speak Manadonese, Indonesian, and English. They teach in one of the junior high schools in Bolaang Mongondow, North Sulawesi. Moreover, these teachers were 36 and 34 years old and have been teaching English for 10 years at a junior high school. We decided to choose them as our subject because they are the only teachers who can speak English well in that school.

FINDINGS AND DISCUSSION

This section presented the findings of the study and then discussed them with relevant references on the topic of translanguaging. In this section, the results obtained after collecting data from the research are presented in tabular form and then all of the tables are described.

Translanguaging concept in English language learning especially in multilingual settings, was an appropriate choice for teachers who wish to apply them to elementary, intermediate, and advanced English language learning. This kind of English language learning is suitable for Indonesia as a country of linguistically diverse background so that beginner /intermediate/advance learners do not have to lose their native/local language although they must learn English (Liando *et al.*, 2022). During the learning process, English

is taught as a means of communication, and the learning process is aided by the language inherent in their life, namely their native language (local language) and local language (Indonesian). This has a positive effect on beginning/intermediate learners as it motivates them to speak English proactively as it helps students grasp the subject matter even with a limited vocabulary (Emilia & Hamied, 2022). In the concept of language learning, especially related to the use of more than two languages or multilingualism, translanguaging plays an important role in the learning process, because Cenoz & Gorter (2021) claimed that translanguaging is a bridge for an effective language learning process. Referring to Cenoz & Gorter's statement above, it is understandable that translanguaging uses language to complement, fill and give meaning to one another in a concept of learning. The concept of translanguaging in the Indonesian EFL classroom can be seen in Figure 1 below.

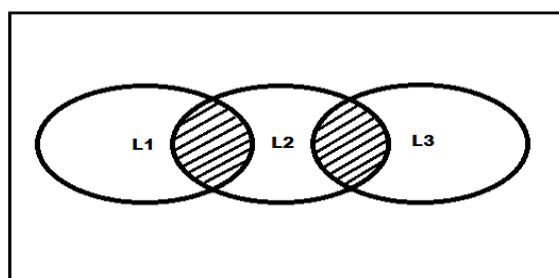


Figure 1. Translanguaging in Multilingual Concept

The use of translanguaging requires mixing multiple languages, which is Indonesian, local language (Manadonese) and target language (English). According to Sari (2021) translanguaging in hone has similitudes with code-switching when practiced in classrooms, where in hone

translanguaging and code-switching both clarify the trade of languages, both the target language and the national language or the local language that is commonly utilized. Hence, as what have found, it can be clarified that the sorts of translanguaging practices by the EFL teachers are intrasentential translanguaging, intersentential translanguaging, and tag translanguaging.

1. Intrasentential Translanguaging

The first type is the intrasentential translanguaging type, where Sari (2021) mentioned that, in practice, intrasentential translanguaging has similarities to code switching, especially EFL classrooms,

where intrasentential translanguaging and code switching describe the exchange of languages, including target language, national language, and local language. Moreover, the theory of translanguaging was actually adopted for code-switching inputs in this study. Furthermore, this type of intrasentential translanguaging is defined as the exchange of linguistic elements, i.e. from English to Indonesian/local language sentences and vice versa. Wiradisastra (2006) claimed that exchanged language elements may be in the form of words or phrases. Several types of intra-sentential translanguaging were found during the learning process, these findings are presented in Table 1 below.

Table 1. Intra-sentential Translanguaging

Object	Intra-sentential Translanguaging
Teacher (34 years old)	<ol style="list-style-type: none"> 1. Students! Have you ever read about text that tells about stories that happened in past or maybe a text as a part of our experiences in the past? <i>Jadi</i>, this text is one of the text that always tells about our past activities or experiences which is Recount Text. 2. Actually, students you can notice from the explanation before about Recount Text that tells about our activity or experiences in past, which is mean "<i>Menceritakan Kembali</i>" whether it is about stories, activities, fact, or something else in the past. 3. The purpose of recount text is to entertain or inform. In social function, recount text is telling an experience or event that happened in the past with the aim of entertaining. Entertaining here is like <i>menghibur</i> the reader with the story happened. 4. In using this recount text, the writer usually uses connecting words that almost often appear in the sentence. This connecting word refers to a connective adverb that is almost always in the sentence. Connecting adverb or adverb <i>penghubung</i>, for example <i>sama deng</i>, finally, furthermore, moreover, next, last, first, second etc.

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5. Recount text is divided into 4 types that can be used to write, including personal recount text, imaginative, historical, and factual recount text. The use of this type of recount text is adjusted to the purpose of the writing itself. Now, *untuk kalian* see the example in the book and make your own sentences.
 6. Yup! Correct! Alright after him who's next? Anyone can mention the purpose of recount text? We're still in the process of learning or "*belajar*". So, just don't be quiet.
 7. Those explanations are about something happened in the past, *pahami* the dialog between the girl from *Jogja* and the other from *Jakarta*. From the text, we can understand that they use past tense, *menggunakan* Past Tense.
 8. Students! Look carefully to the sentence. The sentences for the conversation sometimes use past form *sama deng* last month, yesterday, last year, a couple days ago. *Nah* from those examples, those things are past form.
 9. How about you guys? Do you have a story that you can tell in class as an example of a recount text? So that, *semua siswa di kelas* can practice directly about how to make or tell a recount text.
 10. Dinda please explain or tell in front of the class about recount text, So the other students can follow how to make it. *Untuk kalian*, Dinda will explain about recount text, pay attention because after Dinda there might be your turn.
 11. Great job, Dinda. Now students try to make your own recount text. Don't forget to use simple past tense or *Waktu Lampau* and don't forget about the types of recount text, make your own and follow the types.
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Table 1 shows that EFL teachers perform intrasentential translanguaging by inserting Indonesian and local languages into English sentences in the form of words or phrases. Indonesian and local language act as insertion language and English as matrix language. The types of translanguaging are every word that are written in italics such as in a table, word form "*jadi*" ("so" in English)

is an Indonesian word form that is inserted into English utterances. There is also a phrase form "*Menceritakan Kembali*" or ("retelling" in English). This is a kind of verbal phrase that teachers use to clarify the meaning of the recounted text there. Also, there was a double-occurring prepositional phrase "*untuk kalian*", or ("for you all" in English) which is the prepositional phrase,

the phrase “*semua siswa di kelas*” (“all students in class” in English) is an endocentric phrase, and the conjunction phrase “*waktu lampau*” or (“past” in English).

Among the many Indonesian phrases, there are local language phrases that teachers use when teaching. It is the local language phrase ‘*sama deng*’ which means ‘*seperti*’ in Indonesian or ‘just like, like or such as’ in English. There are also other Indonesian words such as ‘*Menghibur*’ (*Entertaining*), ‘*Penghubung*’ (*connecting*), ‘*Belajar*’ (*learning*), ‘*Pahami*’ (*understanding*), ‘*Jogja*’, ‘*Jakarta*’, ‘*Menggunakan*’ (*Use*) and ‘*Nah*’, which are used by the teachers to insert in the text during the learning process. Teachers use the Indonesian and local language translanguaging in each sentence in the English learning process by inserting them many times in English sentences. Furthermore, by using translanguaging in the form of words or phrases, the teacher intends to explain the meaning of the same word to two-word which not only improves students' vocabulary, but also works as a facilitator for teacher explanations.

2. Intersentential Translanguaging

Intersentential translanguaging is the process of exchanging clauses or sentences in one language. Intersentential translanguaging often occurs in classroom teaching and learning processes. Intersentential translanguaging happened because the speaker (in this case the teacher) feels the need to clarify or interpret what was previously said and performs (Sari, 2021). Moreover, this type of Intersentential translanguaging is a kind of transition from English to Indonesian /common language (local language) and vice versa, used in the language in the form of clauses or sentences. In other words, this type of intersentential translanguaging is the transfer process of phrases or sentences from English to Bahasa Indonesia/local language and vice versa. Numerous types of inter-sentential translanguaging were found during the learning process, these findings are presented in Table 2 below.

Table 2. Inter-sentential Translanguaging

Object	Inter-sentential Translanguaging
Teacher (36 years old)	<ol style="list-style-type: none"> <li data-bbox="579 1514 1388 1727">1. <i>Sebenarnya</i> recount text ini adalah salah satu jenis teks yang sangat terkenal diantara teks-teks lainnya, kalian bisa menemukan banyak sekali jenis recount text one of which is diary atau yang bisa dibbilang catatan harian, Nah, dari hal ini apakah ada yang tahu apa itu catatan harian? <li data-bbox="579 1738 1388 1908">2. <i>Dari sekian banyak penjelasan mengenai apa itu</i> recount text apakah masih ada yang belum memahami inti dari recount text? Coba perhatikan contoh kalimat dalam kolom percakapan di bawah itu, disana terdapat kata She barely listened to what her friend said <i>perhatikan dengan</i>

baik kata-kata disitu merujuk kepada bentuk waktu lampau, dimana dijelaskan bahwa seorang perempuan tidak mendengarkan apa yang temannya sampaikan pada saat itu. Perhatikan juga bentuk lampau yang menunjukkan waktu lampau setelah sarapan right after we had breakfast dimana diterangkan waktu yang sudah berlalu setelah sarapan.

- 3. Selain itu, dari contoh-contoh kalimat diatas, perhatikan salah satu contoh yang cukup jelas mengenai penggunaan waktu lampau saat Roni bertemu dengan istrinya di Australia, lihat kata Roni met her in Australia yang menjelaskan tentang pertama kalinya mereka bertemu sebelum memutuskan untuk menikah.*
 - 4. Penggunaan bentuk waktu recount text akan sangat kelihatan ketika kalian benar-benar paham dengan kalimatnya, coba perhatikan kata ibu saya memasak untuk kami setiap pagi, my mom cooks for us every morning, bandingkan dengan my mom cooked for us yesterday, ibu saya memasak bagi kami kemarin, penggunaan waktu yang sangat beda antara dua kalimat ini sangat jelas terlihat dari penggunaan setiap pagi dengan kemarin.*
 - 5. Perhatikan dan identifikasi dua kalimat dibawah ini, yang satu menggunakan bentuk lampau dan yang satunya lagi menggunakan bentuk waktu sekarang, Dinar went to the theatre last night atau Dinar ada pigi di teater kalamaring dengan Dandi goes to the school by motorcycle atau artinya Dandi ada pigi ka skola pake motor. Identifikasi dengan baik mana yang menggunakan waktu lampau dan mana yang menggunakan waktu yang sedang terjadi.*
 - 6. Biasanya dalam membuat kalimat recount text ada banyak hal yang perlu diperhatikan salah satunya dalam bagian orientasi. Dalam orientasi past selalu memuat informasi tentang tokoh dalam cerita, kejadian dalam hal ini tempat dan kapan kejadian itu, dan lain sebagainya, sebagai contoh, perhatikan kata-kata ini, Dave and his girlfriend went to Bandung last year artinya seperti Dave deng depe cewe ada pigi ka bandung taong lalu, lihat bagaimana struktur dari kalimat itu, dimana disitu dijelaskan siapa-siapa yang ada dalam kejadian itu, yaitu Dave dan pacarnya, selain itu tempat kejadian waktu itu ada di Bandung, dan latar belakang waktu saat kejadian itu adalah tahun lalu. Dapat terlihat dengan jelas bahwa kalimat ini memenuhi unsur dalam orientasi recount text.*
 - 7. Perhatikan kelanjutan dari cerita diatas, dimana salah satu aspek penentu dalam recount text adalah isi dari*
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cerita yang memuat soal alur apa yang mereka lakukan ketika berada di Bandung, perhatikan kata berikut Dave and his girlfriend went to the bookstore when arrived in Bandung, yakni menjelaskan tentang Dave dan cewenya ada pergi ke tempat jual buku pas sampai di Bandung. Bagian kedua dari recount text ini memang identik dengan bagaimana alur cerita dari sebuah kisah.

8. *Selain itu, ada aspek lain yang tidak kalah penting ketika ingin membuat sebuah recount text yang baik yaitu bagian akhir atau kesimpulan. Dalam kesimpulan atau bagian akhir dari cerita biasanya berisi tentang pendapat dari penulis atau kesan dari si pencerita yang berada dibagian penutup dari apa yang diceritakan, misalnya Bandung hasn't changed much, artinya Bandung tidak berubah banyak". Hal ini merupakan salah satu bentuk kalimat dari pendapat penulis/pencerita dalam hal ini berkaitan dengan bagaimana kesan/pendapat dari penulis tentang Bandung.*
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Table 2 above related to the practice of using intersentential translanguaging. It shows that English teachers use English to Indonesian for intersentential translanguaging. English and local language are used as the insertion languages, and Indonesian as a matrix language. This type of translanguaging happens in clauses and sentences. This intersentential translanguaging forms are the italicized clauses/sentences from the above table data. sentence "one of which is diary" this sentence contains a clear subject and predicate so that this sentence is included in the category of clause. Also, "She barely listened to what her friend said" and "right after we had breakfast" where these two types of clauses are respectively included in the type of noun clause and subordinate clause because each of them contains a main clause and a conjunction. Moreover, the clause "Roni met her in Australia" and "Bandung hasn't changed much" these two

sentences have a clear meaning, with each of them being able to stand alone with a clear purpose or meaning, therefore these two sentences are classified as independent clause types. In addition, there is also the use of perfect sentences by the teacher when explaining English material through translanguaging, namely the use of the English word "My mom cooks for us every morning" and "My mom cooked for us yesterday" including the type of sentence, this is because these two sentences contain the predicate, object, subject and adverb of time which is a sentence structure.

Another finding about the use of perfect sentences in the practice of translanguaging by English teachers when teaching can be seen in each of these sentences: "Dinar went to the theatre last night", "Dandi goes to the school by motorcycle", "Dave and his girlfriend went to Bandung last year", "Dave and his girlfriend went to the bookstore when arrived in Bandung". The types of

English sentences used by the teacher when explaining the material to students are included in the type of perfect sentence, because in each of these sentences it meets the requirements of perfect sentence, which already contains object, subject, predicate, with complements such as adverb of time and adverb of place. In addition to the use of English sentences by the teacher when explaining, there is also the use of local language (Manadonese), namely: "*Dinar ada pidi ka teater kalamaring*" (Dinar went to the theatre last night), "*Dandi ada pigi ka skola pake motor*" (Dandi goes to the school by motorcycle), "*Dave deng depe cewe ada pigi ka Bandung taong lalu*" (Dave and his girlfriend went to Bandung last year), "*Dave deng depe cewe ada pigi ka tanpa jual buku pas sampe di bandung*" (Dave and his girlfriend went to the bookstore when arrived in Bandung) and "*Bandung nda talalu baruba banya*" (Bandung hasn't changed much). These local language sentences (Manadonese) have met the requirements to be considered as perfect sentences because they already consist of a subject, predicate, object and several additional complements such as adverbs of time and adverbs of place.

3. Tag Translanguaging

The last type of translanguaging use in teaching English is Tag Translanguaging.

This type of translanguaging is generally an expression in language to express an emphasis on words, signify expressions of surprise or express what is felt when talking or communicating (Liando, Tatipang & Lengkoan, 2022). Tag Translanguaging used by English teachers when teaching vary widely, where in the research findings teachers use not only tag translanguaging in English but also in Indonesian and local languages are also used by teachers. This type of tag translanguaging used by the teacher aims to emphasize what has been said, ensure that all students really hear what has been said and also as an expression. English teachers use this translation as an addition to the language being communicated, and Putranto (2018) stated that this type is used at the end of the sentence and at the beginning of the sentence. In accordance with what has been described previously, this tag translanguaging occurred in language communicated by the teacher, and in the findings of this study, several tag translanguaging were found that were used by teachers ranging from English, Indonesian, also local languages. Numerous types of tag translanguaging were found during the learning process, these findings are presented in Table 3 below.

Table 3. Tag-Translanguaging

Object	Tag-Translanguaging
Teacher (34 years old)	<ol style="list-style-type: none"> 1. Alright, <i>sekian untuk pertemuan kita hari, semoga semua bisa paham dengan konsep dari rount teks tadi yang sudah ibu jelaskan. Kalau masih pertanyaan silahkan.</i> 2. Anyway, <i>jika masih yang belum paham soal recount text tadi nanti bisa dilanjutkan minggu depan, tapi ingat kalian juga harus belajar di rumah.</i> 3. <i>Besok jangan lupa kase maso tu tugas, kase jo pa Denis, Ibu tunggu di meja tu tugas pagi-pagi so musti ada, nee.</i> 4. <i>Adoh, minggu depan nanti ada juga evaluasi soal apa yang sudah kalian pelajari selama pertemuan. Inгаа, belajar.</i> 5. <i>Untuk kalian apakah daftar hadir sudah di isi? Make sure you all have signed the attendace list, okay?</i> 6. <i>Oke, pertemuan hari ini sampai disini, semoga pertemuan berikutnya kalian semakin aktif, jangan lupa berajar dan kerjakan tugas yang telah berikan. Daftar hadir dikumpul di ketua kelas, tugas pagi harus sudah dimeja.</i> 7. <i>Selamat siang semua, sekali lagi jangan lupa belajar dan buat tugas juga. Astaga, Jihan minta tolong ambe ibu pe spidol di sei papan tulis.</i>

Table 3 shows that, English teachers use tag translanguaging as an emphasis or as an expression in their communication. Where this usage occurs as an affix (at the beginning and end of a sentence) and this translanguaging tag is not only in English, but Indonesian and Local languages as well. The use of this translanguaging tag also varies from English: "Alright", "Anyway", "okay?", Indonesian: "*oke*"(*okay*) and "*Astaga*" (goodness me) as well as local languages such as: "*Nee*" (*okay?*), "*Adoh*"(oh yeah) and "*Inгаа*" (remember). It should be noted that in this translanguaging tag, although there are additional words, the words used do not change the meaning of a sentence, because the translanguaging tag is essentially just an addition to express feelings or emphasis on words.

In learning English with the concept of multilingualism, the teachers use English not only as a focus in learning, but also as a target in the learning process. In this situation, the use of language is more emphasized on language as a communication tool by not forgetting the essence or purpose of the learning to be achieved (Jiang *et al.*, 2022). From the concept of multilingualism and language as a communication tool, language learning is not only taught in English itself but is supported using several languages at once such as Indonesian and local languages, with the aim of facilitating the process of learning English in terms of material, knowledge and content. comprehensively and more optimally. The emphasis on language as a communication tool in the term translanguaging that occurs during learning becomes a bridge for students to be able to

understand every material taught by the teacher, as in the use of the word "*Menceritakan kembali*" or (retelling), where this word is used by the teacher to provide understanding to students regarding the material they are studying namely Recount text, it is known that one of the characteristics of recount text is retelling experiences, stories or activities that occurred in the past (See Table 1. No. 2). In addition, the use of language as a communication tool and at the same time a bridge during the learning process also occurs when the teacher uses the word "*Menghibur*" to clarify what the word "Entertaining" means so that students understand what the purpose or benefit of the recount text which is apart from being a story but also serves as an entertainer for readers/listeners (See Table 1. No. 3). Related to the use of words as part of language as a communication tool in the concept of translanguaging, other findings also indicate the use of local language as an intermediary for students' knowledge, such as the use of the word "*sama deng*" (local language = Manadonese, if in Indonesian "seperti" or "such as, like") as a connector of the English words that the teacher uses, where the use of this word aims to bridge and clarify examples of connecting words that the teacher wants to clarify. In addition, the use of the word "*penghubung*" is used by the teacher to clarify what the meaning of the term "connecting adverb" is (See Table 1. No. 4).

Translanguaging enables English learners to communicate proactively and communicatively by maximizing their mastery of language components and content (Awayed-Bishara *et al.*, 2022). In addition, knowledge of language building

blocks and detailed content motivates language learners. This motivation inspires learners to actively use English in the classroom, even with limited vocabulary, supported by using Indonesian and local languages. Local language, Indonesian and English collaborations make learners more connected to the subject matter they are studying. Students feel more comfortable and relaxed when the teacher does not use 100% English during the learning process. It is based on how learners feel they are in their comfort zone, so they are more motivated to use English (Liando *et al.*, 2022). However, when they dared to express their thoughts in English, and the English vocabulary conflicted, the learners switched to their national language (Indonesian) or Mother tongue (Local Language) by applying the concept of translanguaging to actively and communicatively present the material/assignment given. Moreover, translanguaging is considered have a similarity as code switching in its application, both discussing the use of different languages in context, but code switching is used in bilingual concepts, while translanguaging has a wider scope than code switching, where translanguaging is used in multilingual situations/concepts. In addition, another finding showed that EFL teachers used translanguaging in the classroom for pedagogic reasons which contain several objectives in the form of strategies during teaching and learning process, as follows:

Translanguaging Strategies

In addition to the types of translanguaging that have been found in this study, there are also several purposes for

using translanguaging in the form of a strategy. These translanguaging strategies are used by teachers for various purposes/reasons. This is explained in more detail in the Table 4 below:

Table 4. Types of Translanguaging Strategies

No.	Translanguaging Strategies	Frequencies
1.	Explanatory strategies	38%
2.	Managerial strategies	24%
3.	Interpersonal strategies	38%

Example:

a. Explanatory Strategies:

- Students you can notice from the explanation before about Recount Text that talks about our activity or experiences in past, which is mean “*Menceritakan Kembali*” (retelling) whether it is about stories, activities, fact, or something else in the past.

From this explanation, the teacher is explaining what recount text is to students along with describing the characteristics of recount text, namely using the past tense. Apart from that, there are also other examples such as:

- The purpose of recount text is to entertain or inform. In social function, recount text is telling an experience or event that happened in the past with the aim of entertaining. “Entertaining” here is like “*menghibur*” (Indonesian) the reader with the story happened.

From this data it can be understood that the teacher explained the purpose of the recount text itself, where the explanation is not in full English, but mixed with one Indonesian word to provide an explanation to students regarding the main characteristics of recount text, which is to “entertain” or “*menghibur*” (Indonesian).

b. Managerial strategies

- Dinda please explain or tell in front of the class about recount text, So the others students can follow how to make it.

From this data it can be seen how teachers use one of the strategies of translanguaging to manage classes, especially in giving instructions to students. In addition, another form of managerial strategies that appear in the classroom is:

- *Untuk kalian (for you all)*, Dinda will explain about recount text, pay attention because after Dinda there might be your turn.

The teacher also provides instruction as part of translanguaging strategies to manage class. Not only using full English but mixing it with Indonesian so that students more easily understand what is being instructed.

c. Interpersonal strategies

- Great job, Dinda. Now students try to make your own recount text. Don’t forget to use simple past tense or *Waktu Lampau* (Indonesian word for past tense) and don’t forget about the types of recount text, make you own and follow the types.

One form of strategy is the use of translanguaging for interpersonal strategies,

where one example is giving compliments to students. Giving compliments is done because students give good performance during the learning process. Moreover, teacher uses interpersonal strategies for interpreting:

- *Sebagai contoh, perhatikan kata-kata ini* (Indonesian word for “as an example, see these sentences), Dave and his girlfriend went to Bandung last year, *artinya seperti Dave deng depe cewe ada pigi ka Bandung taong lalu* (Manadonese sentence to explain an example of Dave and his girlfriend went to Bandung last year)

As a form of interpersonal strategies of translanguaging the teacher uses it to interpret words, where this is done by the teacher from English to Indonesian and to the mother tongue of the students (Manadonese).

Table 5. Explanatory Strategies

No.	Explanatory Strategies	Frequencies
1.	Explaining	40%
2.	Elaborating	20%
3.	Translating	40%

Example:

a. Explaining

- Students! Do you ever read about text that tells about stories that happened in past or maybe a text as a part of our experiences in the past? *Jadi* (Indonesian word for “so”), this text is one of the text that always tells about our past activities or experiences which is Recount Text.

In this case the teacher explains what and the main focus of the recount text is, namely retelling, where the teacher explains this in English and is cut with one Indonesian word as a marker of the explanation.

- Don't forget to use simple past tense or *Waktu Lampau* (Indonesian word for “past tense”).

Another act of explaining of the teacher is when she tried to explain that the recount text was always use “past tense” or “*waktu lampau*” in Indonesian.

b. Elaborating

- *Coba perhatikan kata ibu saya memasak untuk kami setiap pagi* (Explanation in Indonesia to explain the following English word with a present time), my mom cooks for us every morning, *bandingkan dengan* (compared to) my mom cooked for us yesterday. *Ibu saya memasak bagi kami kemarin, penggunaan waktu yang sangat beda antara dua kalimat ini sangat jelas terlihat dari penggunaan setiap pagi dengan kemarin* (Indonesian sentence where in this setting, the teacher explain about the different use of present tense “*setiap pagi* = every morning” and past tense “*kemarin*”= yesterday”).

Elaboration occurs when the teacher explains the use of the tense in each sentence. In these sentences the teacher tries to provide elaboration regarding the details of the use of the past tense.

c. Translating

- We are still in the process of learning or “*belajar*” (Indonesian word of “learning”).

As is well known, translation in English classes needs to be done, because of that the teacher uses translanguaging practices to translate words that may be difficult for students to understand. In the example above, it can be seen how the teacher translates the word learning to students.

- *Perhatikan dan identifikasi dua kalimat dibawah ini, yang satu menggunakan bentuk lampau dan yang satunya lagi menggunakan bentuk waktu sekarang* (this setting was in Indonesian which the teachers wanted to explain more about the use of present tense and past tense), Dinar went to the theatre last night atau (Indonesian word for “or”) *Dinar ada pigi di teater kalamaring* (Manadonese to explain “Dinar went to the theatre last night”) *dengan* (with) Dandi goes to the school by motorcycle *atau artinya Dandi ada pigi ka skola pake motor* (Manadonese to explain “Dandi goes to the school by motorcycle)

Another example of the translating process practiced by the teacher can be seen above. Where the teacher translates long enough sentences from English into the students' mother tongue to make them easy to understand.

Table 6. Managerial Strategies

No.	Managerial Strategies	Frequencies
1.	Providing feedback	10%
2.	Giving Instructions	30%

3.	Checking understanding	20%
4.	Assigning homework	20%
5.	Disciplining the class	20%

Example:

a. Providing feedback

- *Untuk kalian apakah daftar hadir sudah di isi?* (or “has the attendance list been filled in?)
Make sure you all have sign the attendance list okay?

Provide feedback in the form of checking and reassuring if all students have filled out the attendance list or the teacher has not done it when class is almost over. This is done by the teacher using Indonesian accompanied by advanced English. This makes students understand and get used to its use.

b. Giving Instruction

Provides entry instructions in the type of use of translanguaging. Giving instructions in English classes at that time was done by the teacher but using the mother tongue of the students, namely the local language (Manadonese). This is done by the teacher to make sure students will understand what they will have to do after being given instructions.

- *Besok jangan lupa kase maso tu tugas, kase jo pa Denis, Ibu tunggu dimeja tu tugas pagi-pagi so musti ada, nee* (Manadonese, which in English “don’t forget to give your assignment to Denis tomorrow, I will wait for those assignment right on my table tomorrow morning).

- *Adoh, minggu depan nanti ada juga evaluasi soal apa yang sudah kalian pelajari selama pertemuan. Inгаа, belajar* (Manadonese which in English “oh yeah, there will be an evaluation for all the material you have learnt, next week, don’t forget to learn”).

c. Checking Understanding

- *Dari sekian banyak penjelasan mengenai apa itu recount text apakah masih ada yang belum memahami inti dari recount text? Coba perhatikan contoh kalimat dalam kolom percakapan di bawah.* (English = from all explanation about recount text, is there anyone who still don’t get it? Take a look on this sentence in the dialogue column below).

Ensuring that students understand the material that has been explained, the teacher wants to check if students understand what has been explained, so the teacher uses translanguaging. In ensuring student understanding, the teacher uses full Indonesian to ensure it, so students can voice what they don't understand.

d. Assigning Homework

- *Anyway, jika masih yang belum paham soal recount text tadi nanti bisa dilanjutkan minggu depan, tapi ingat kalian juga harus belajar di rumah.* (Anyway, if any of you who still don’t understand about recount text, we can continue next week, but remember you have to study also at home).
- *sekali lagi jangan lupa belajar dan buat tugas juga.* (Again, don’t

forget to study and do your assignment too).

After class the teacher took the initiative to give homework to students. Giving assignments in this English class is done by the teacher using full statements in the form of Indonesian. This is done by the teacher on the grounds that students can understand well the assignments given by the teacher to then do at home.

e. Disciplining the Class

- *Pahami* (understand) the dialog between the girl from Jogja and the other from Jakarta. From the text, we can understand that they use past tense, *menggunakan* (use) Past Tense.
- *Perhatikan salah satu contoh yang cukup jelas mengenai penggunaan waktu lampau saat Roni bertemu dengan istrinya di Australia* (or “look at this example, it is clear enough where the use of past tense appear when Roni met her in Australia), *lihat* (look) *kata* (word) *Roni met her in Australia yang menjelaskan tentang pertama kalinya mereka bertemu sebelum memutuskan untuk menikah* (this is explain about the first time Roni met her wife before decided to marry her).

From the example above it can be seen clearly how the teacher tries to discipline the class. Notice the use of the word “*pahami*” (understand) and the word “*perhatikan*” (take a look). This is done by the teacher with the reason that students pay attention to explanations and can understand what is explained by the teacher.

Table 7. Interpersonal Strategies

No.	Managerial Strategies	Frequencies
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1.	Greeting	20%
2.	Interpreting	40%
3.	Giving encouragement	30%
4.	Giving compliments	30%

Examples:

a. Greeting

- *Selamat siang semua, sekali lagi jangan lupa belajar dan buat tugas juga* (the setting here when the class was over, and the teacher said “good afternoon all, again, don’t forget to study and do your assignment too”).

As one example of the use of translanguaging, giving one of the small examples as part of the interpersonal strategies that teachers often use. In the case above, the teacher uses greeting as part of interpersonal strategies in the form of Indonesian after class ends.

b. Interpreting

- *Perhatikan kelanjutan dari cerita diatas, dimana salah satu aspek penentu dalam recount text adalah isi dari cerita yang memuat soal alur apa yang mereka lakukan ketika berada di Bandung, perhatikan kata berikut* (Pay attention to the continuation of the story above, where one of the determining aspect in the recount text is the context of the story which is contains the plot of what they did when they were in Bandung, pay attention to the following words), Dave and his girlfriend went to the bookstore when arrived in Bandung, *yakni menjelaskan tentang Dave deng depe*

cewe ada pigi ke tempat jual buku pas sampe di bandung (explaining about “Dave and his girlfriend had to go to a place when they arrived in Bandung)

- *Dalam kesimpulan atau bagian kahir dari cerita biasanya berisi tentang pendapat dari penulis atau kesan dari sih pencerita yang berada di bagian penutup dari apa yang diceritakan, misalnya Bandung hasn’t changed much, artinya Bandung nda talalu baruba banya”*. (In the conclusion or the last part of the story, its actually contains opinion of the writer or the impression of the narrator who is at the end of what is being told, for example “Bandung has not changed much, meaning that Bandung has never been too new”).

In interpreting a word in English class, the teacher uses translanguaging as an alternative. Where the interpreting applied by this teacher is the use of the student's local language to interpret English words. This makes students better understand what the meaning and intent of the examples of English words mentioned are.

c. Giving Encouragement

- Dinda please explain or tell in front of the class about recount text, So the others students can follow how to make it. *Untuk kalian* (for you all), Dinda will explain about recount text, pay attention because after Dinda there might be your turn.

During the learning process students need to be encouraged so that they get used to participating in class. One of the practices

or small examples of the use of translanguageing is giving encouragement. From the example above it can be seen clearly how the teacher encourages students by asking one of them to present their recount text. This will enable other students to model how good recount text and how to present it will be actively involved in learning.

d. Giving Compliments

- Great job, Dinda. Now students try to make your own recount text. Don't forget to use simple "past tense" or "*Waktu Lampau*" (refers to "past tense) and don't forget about the types of recount text, make you own and follow the types

Giving compliments is an important aspect to be applied by teachers in English classes. With compliments students will be more motivated to actively participate during the learning process. In the example above, the teacher uses the word "great job" which is a word from English to give compliments to students for their active participation in class.

Additionally, from all the data obtained both video recordings and observation, the use of translanguageing during the learning process is highly valued as it has the potential to be a method or strategy for teaching English in a multilingual environment. Additionally, translanguageing can be used to motivate students to actively participate in the learning process, analyze problems, and encourage constant attention to the teacher's explanation of the material. Based on observational data from English teachers, they agree that the use of

translanguageing and its impact on learning English in the classroom is enormous. This is in line with the opinion of Liando, Tatipang & Lengkoan (2022), Vogel & García (2017) and Sultan (2017) who mentioned that translanguageing motivates students, gives them the opportunity and space to learn the concepts of multilingualism, supports students' different language-using identities, and helps them better understand materials, especially in English.

Translanguageing provides learners with the opportunity to correctly understand English lessons, enabling them to transform communication between students and teachers into a complete activity (Sobkowiak, 2022), due to this concept of translanguageing can optimally realize the scientific transmission process to improve students' English proficiency be supported in multilingual situations so they can bring out the best in themselves (Hamzah, 2021). The utilization of translanguageing helps students understand the material provided by the teacher. In addition, students participate more actively in the learning process in the classroom because a deeper understanding of them influences their attitudes in the classroom.

Conclusion

Based on observations through video recordings and interviews during the learning process, we found several types of translanguageing used by teachers in EFL classroom. Where, it was found that there are three types of translanguageing that teachers use during lessons. The types of translanguageing found were intrasentential translanguageing, intersentential translanguageing, and tag translanguageing.

Three types of translanguaging are practiced by teachers in educational settings covering the concept of multilingualism. This makes language as a medium of communication with students, making it easier for them to effectively communicate and explain to other students and to teachers. In addition, the types of translanguaging that were performed by these teachers were spontaneously applied by them with several purposes inform of strategies that are closely related to the concept of pedagogy.

Besides, the impact of translanguaging is exceptionally valuable within the learning process, this is due to the utilized of translanguaging as a strategy or technique for deciphering English material. In expansion, translanguaging also fortifies students to talk and effectively take part, analyze issues, and empower students to pay consideration to the teacher's elucidation of the material. It is also important to use translanguaging according to teacher's reasons and needs, responding to insufficient vocabulary and guiding students through the learning process. Since the translanguaging benefits are great, future researchers can use our findings and results as a starting point or learning material for future research, considering language development and student skill improvement.

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