

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Translanguaging and The Concept, The Types of Translanguaging, The Functions of Translanguaging, The Contexts of Translanguaging and Translanguaging in Indonesia EFL Context.

2.1 Theoretical Framework

2.1.1 Translanguaging and The Concept

In 1994, Cen Williams first introduced the term "Translanguaging", which was adapted from the Welsh "trawsieithu" term (Garcia, 2012). García again refers to "Translanguaging" as a process in which a bilingual deploys an individual's two languages. In a bilingual family environment, different linguistic norms are seen to be followed. Children might use one variety, and their parents use other varieties when communicating with one another. Moreover, Canagarajah (2011) describes Translanguaging as the ability of multilingual speakers to fluidly navigate between languages, perceiving the various languages they know as an interconnected system. This viewpoint emphasizes that multilingual speakers engage in Translanguaging as part of their communication and allowing them to leverage their entire language repertoire can significantly enhance their proficiency in learning and using a target language (Cenos and Gorter, 2020).

In addition, Baker (2011) stated that "bilingualism" or "multilingualism" was first used to refer to a pedagogical strategy that allows students to use both languages in speaking and understanding. For example, students are required to write in Welsh but be read in English, and vice versa. Sahib (2019), also pointed out that Translanguaging embraces a space where different perspectives are recognized, while at the same time valuing the different backgrounds of the students. Moreover, Garcia (2012) mentioned that Translanguaging rises naturally in the classroom. To complement this, Sahib (2019) argued that Translanguaging could be considered either in terms of

structure or process which is spontaneous. As a result, it is a conventional way of creating meaning in bilingual classes. Code-switching has been analyzed for its educational possibilities by Lin and Martin (2005) and Arthur and Martin (2006) most especially regarding translanguaging and, therefore, a relevant pedagogic resource. It will not only enrich the lesson and make it more comprehensive but also give way to less formal interactions, increase in the involvement and participation of students, and clearer expression of ideas, enriching the knowledge and involvement of students in the process of learning.

2.1.2 The Types of Translanguaging

According to the type, the translanguaging developed in recent years can be distinguished. In accordance with Arisandi et al., (2023) in their research, it is mentioned that there are four types of translanguaging, of which three adapted from code-switching theory and some of them forms of language translation.

Types of translanguaging adopted from code-switching theory by Poplack 1980:

1. Inter-Sentential Translanguaging

Gelong and Widhiatama (2024) gave the definition of inter-sentential translanguaging as a type of translanguaging where the transition between languages is made between sentences or clauses. This also goes in line with the theory propounded by Poplack (1980), where he defined inter-sentential translanguaging as occurring at the clause/sentence boundary, where one of the clauses is in one language and the other in another language in a different sentence/clause. For the instance of the Inter-sentential Translanguaging used: *“Saya suka menonton sepak bola (I like watching football). Tapi (but), I don’t like playing sepak bola. Jadi saya hanya menonton saja”*

2. Intra-Sentential Translanguaging

According to Sari (2021), the practice of intra-sentential translanguaging and code-switching is almost similar, especially in EFL classes. Both strategies explain the language exchange, including target, national, and local languages.

Translanguaging that occurs within a sentence/clause is called intra-sentential translanguaging. To be specific, the utterance of two different languages happens in the same sentence/clause. For the instance of the Intra-sentential Translanguaging used: “*Hari ini kita akan mempelajari materi baru* (Today we will study new topic), but do you still remember about our last topic?

3. Tag Translanguaging

Such translanguaging occurs in a situation where the lexical elements of one language are absorbed in another, or it could be just a word or phrase from one language placed into a sentence or phrase in another language (Poplack, 1980). For the instance of the Tag Translanguaging used: “Actually, *karena kita masih berada dalam topik ini* (since we are still on this topic), Let’s review terlebih dahulu ya.

While the three kinds of Translanguaging above are also adaptations from Poplack's theory (1980) describing types of translanguaging that are also results of the development of code-switching. Code-switching is one of the forms of translanguaging because in code-switching, two or more languages are used in alternate ways in a conversation by bilinguals (Milroy & Muysken, 1995). It is further set by Sari (2021) in her research that the practice of translanguaging is the same as code-switching in the classroom; in that both explain the exchange of languages, both the target language and the commonly used language. Further, this study reveals that the types of translanguaging in practice adopt the theory or types of code-switching.

4. Translanguaging through Translation

The translanguaging type through translation advances the transference of meaning from one language to another. Creese, Blackledge and Hu (2015) explain that translation is a communication process in which there is duplication of a message in one code into another code. The English teacher can allow the students to replace the English words or phrases with the Indonesian language to depict translation. The example of Translanguaging through translation used:

Target language source (English):

Teacher: So, for today, we are going to learn about the different types of sentence structures in English. We will explore simple, compound, and complex sentences, as well as practice identifying them in various examples.

First language source (Indonesia):

Guru: Jadi, untuk hari ini, kita akan belajar tentang berbagai jenis struktur kalimat dalam bahasa Inggris. Kita akan menjelajahi kalimat sederhana, kalimat majemuk, dan kalimat kompleks, serta berlatih mengidentifikasinya dalam berbagai contoh.

The four types of translanguaging are used as a reference for researching what types of translanguaging will appear in classroom learning by the teacher.

2.1.3 The Functions of Translanguaging

It has been suggested that translanguaging serves a number of functions in the classroom. Indeed, according to the theory, functional practices of Translanguaging outlined by Ferguson (2003), there are:

1. Knowledge construction helps learners make sense of their lecture subjects. Conceptual reinforcement, review of topics, annotation of key terms in L2, and pedagogical structuring of the content lessons make it up, according to Cahyani et al., (2016).
2. Classroom management is the use of the teacher's translanguaging while governing student behavior throughout the learning process, for example, negotiating task instructions, inviting students contributions, disciplining students, specifying a particular addressee, among others.
3. Interpersonal Relation: It means when a teacher does translanguaging together with the students, humanizes the emotive environment of the classroom, and negotiates multiple identities.

Based on these functions, it is supposed that translanguaging will bring many benefits into teaching and learning in the EFL classroom, especially with regard to helping students understand the context of their learning. The three abovementioned function points will be used as references to investigate what

kind of translanguaging function will appear in the teacher's classroom learning.

2.1.4 The Contexts of Translanguaging Used

Translanguaging in the teaching of English as a Foreign Language (EFL) is a pedagogical practice where teachers and students use multiple languages to improve the learning process (Putrawan, 2022). This approach is a way to help learn by mixing native language and target language. Rabbidge (2019) in his research agrees with this, as she wrote that translanguaging as an approach allows students to tap into their full linguistic repertoires, which promotes deeper understanding and engagement with learning materials. Translanguaging in EFL classrooms can be a way to minimize language barriers and help students understand new concepts by relating them to what they already know (Sahib, 2019).

Translanguaging not only supports language learning, but it also enriches the learning experience by improving critical thinking and communication skills (Mazak & Herbas-Donoso 2015). Creese (2017) suggests that by enabling students to draw on their full linguistic repertoires, educators can facilitate a learning environment where students feel valued and respected.

Translanguaging can also be used to engage students in their classroom, as Arrub (2022) argued. His findings suggest that when students are asked to move between languages, they are more comfortable in expressing ideas, engage with peers more and talk more among lower level students, analyse problems and listen more when teachers are explaining. This is why translanguaging is very effective in the classroom, especially when it comes to EFL settings.

2.1.5 Translanguaging in Indonesian EFL Context

The phenomenon of Translanguaging in Indonesia EFL context is the usage of more than one language, including Bahasa Indonesia and local languages, with English as the target language. This is true in both urban and rural areas, highlighting the diversity of languages that are spoken in this

country. Teachers employ Translanguaging strategies for a variety of reasons (e.g., explanation of materials, lesson introductions, assignments and feedback) while students use Translanguaging with teachers and peers. Research by Sutrisno, Heryanti and Samsi, Rasmin, & Nur (2023) proves that Translanguaging in EFL classrooms has an effect on the performance of students, especially multilingual ones and is advantageous for learning English as a foreign language.

Translanguaging is crucial for effective language teaching and learning in the Indonesian EFL context. Heryanti and Samsi (2023) also highlight the need for a flexible language learning approach, which uses two or more languages in the classroom. Research has shown the use of Bahasa Indonesia, local languages and English for translation purposes in EFL classrooms by students and teachers. It is believed as a way to facilitate English language teaching and increase students' literacy skills as well as learning a second foreign language.

Additionally, teachers in Jakarta empower their students' native language, Bahasa Indonesia, in English courses, according to an assessment of translanguaging practices in the Indonesian EFL context (Halim et al., 2023). While teachers use Bahasa Indonesia to instruct homework and offer support during class activities, students mostly use it for brainstorming sessions, small group discussions, and small talk. In the EFL classroom, this method is thought to improve student performance and can be a useful tool for both teachers and learners.

All things considered, translanguaging is a complicated and multidimensional phenomenon that is essential to language instruction in the Indonesian EFL environment. It is a significant component of language instruction and learning in Indonesia since it represents the linguistic diversity of the nation and has been shown to improve student performance.

2.2 Study of Relevant Research

Many studies have been conducted on translanguaging in EFL classes. Among them is the study carried out by Putrawan (2022). By reviewing

empirical research from scientific journals and/or proceedings, the study aimed to give a comprehensive understanding of the translanguaging strategies utilized in EFL classes in Indonesia. The review focused on four main subjects: This study was conducted using a qualitative methodology to investigate and evaluate the following topics: (1) research methodology; (2) benefits and drawbacks of Translanguaging; (3) language used when Translanguaging; and (4) perceptions and attitudes towards Translanguaging. Questionnaires, interviews, and observation were used to collect data. Although it should be emphasized that L1 should only be used rarely, the research demonstrated that translanguaging strategies in EFL classes are advantageous to both teachers and students. They provide interpretation services in Indonesian, English, local, and even other foreign languages. Since translation enhances EFL instruction and student learning, they have demonstrated support for it as a pedagogical. However, there are those educators who disagree with this voice.

Furthermore, Sahib's (2019) study looked at how EFL teachers engage with students during the teaching and learning process by using translanguaging as a pedagogical strategy. It looks at the conditions under which translanguaging exercises take place in EFL classes. In this study, the qualitative method was applied. Data for this study was gathered by classroom observation and audio recording, which included two meetings. Ten students and a teacher were interviewed after the classroom observation. Seven instances of teachers utilizing translanguaging in the classroom were found by the research. Additionally, during the teaching and learning process, students applied translanguaging in six different scenarios. To improve communication, foster a comfortable environment in the EFL classroom, and encourage students to participate actively in the teaching-learning process, Translanguaging is seen to be a beneficial and practical method.

Furthermore, the Emilia and Hamied (2022) study supports previous research by showing that translanguaging occurs at all levels and in all classes and serves interpretative, administrative, and interactive objectives. The goal of the study was to learn more about translanguaging activities, the use of both

Indonesian and English, the benefits and goals of these practices, and the opinions of the participants in the context of studying English as a foreign language (EFL) in Indonesia. Prior to the COVID-19 pandemic, 75 students from a public university in Bandung, West Java, Indonesia, took part in four online courses that were given as part of the English Education Study Program. The study combines the principles of effective online training with concepts from translanguaging. An online questionnaire was provided to 46 volunteers, and information was gathered from the teaching phase through casual interviews with participants after class and seven of the sixteen required meetings in which the instructor acted as the researcher. The results showed that every course employed translanguaging approaches for a range of objectives, including interpretive, interactive, and administrative ones. Students benefit from the activities in terms of their cognitive, social, and psychological growth.