CLASSROOM STRATEGIES THROUGH TRANSLANGUAGING PRACTICE IN A SENIOR HIGHSCHOOL: AN OBSERVATIONAL STUDY

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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ISLAMIC UNIVERSITY OF INDONESIA

2022

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CLASSROOM STRATEGIES THROUGH TRANSLANGUAGING PRACTICE IN A SENIOR HIGHSCHOOL: AN OBSERVATIONAL STUDY
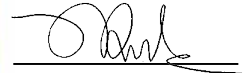
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Yogyakarta, 19 June 2022

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 8 June 2022

The writer,

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MOTTO

الْاَمْوَالِ مِّنَ وَنَقْصٍ وَالْجُوْعِ الْخَوْفِ مِّنَ بِشَيْءٍ وَلَنَبْلُوَنَّكُمْ الصّٰبِرِيْنَ وَبَشِّرِ وَالثَّمَرٰتِۗ وَالْاَنْفُسِ

"We will certainly test you with a touch of fear and famine and loss of property,

life, and crops. Give good news to those who patiently endure" - Al-Baqarah : 155

Everything will gonna be okay,don't give up with yourself,trust with your

decision. Allah SWT always with you. - The author

He is your God, who took care of you while you were still in the womb. He who

gives you sustenance, He who takes care of your health. Then he will also help

you to find the best version of the solution for each of your problems. - Catatan

Abeey

ACKNOWLEDGEMENT

Assalaamu'alaikum Warahmatullaahi Wabarakaatuh

Alhamdulillah, all praise be to Allah SWT for all the abundance of His blessing, guidance, and inayah so that this Final Project with the title "Translanguaging practice in EFL classroom: an observational study" can be completed well and smoothly. Shalawat and greetings continue to be poured out for the author a true revolutionary, Muhammad SAW who has shown us from the dark ages to the bright ones, namely Dienul Islam.

This thesis was prepared to fulfill the requirements to obtain a Bachelor's degree in English Education, Islamic University of Indonesia. With all the limitations that the author has, there are still many shortcomings that must be corrected. Hopefully the results of this research can be useful, especially for the world of education.

In writing this thesis, the author got a lot of help from various parties. Therefore, the authors would like to thank:

1. Allah SWT for all the mercy and guidance until this final project can be resolved properly.

2. Mrs. Irma Windy Astuti S.S., M. Hum as Head of the English Education Study Program at the Indonesian Islamic University.

3. Mrs. Anandayu Suri Andini, S. S., M.A as Supervisor who has taken the time and patiently provided guidance in the preparation of the thesis.

4. Mrs. Banatul Murtafi'ah S.Pd., M.Pd. as an academic supervisor who has

taken the time and patiently has provided guidance during the lecture period.

5. Beloved father and mother who with great patience and their sacrifices always provide encouragement, material and non-material assistance so that i can complete the study.

6. My beloved brother and sisters who always give encouragement, support, and prayers throughout the day for your most beautiful lil sister.

7. My dear niece and nephew, thank you for being one of bubu's encouragement in living life.

8. To my best friends comrades, Nur Azizah and Ferbiana Nerissa Arvenina who are amazingly caring for each other, advising, reminding, fighting and crying together, thank you for everything.

9. To all my friends and relatives who I cannot mention one by one, I dedicate this thesis to all of you.

May Allah SWT reward all of your kindness and always bestow His mercy and love on us all Amen.

Wassalamu'alaikum Warahmatullahi Wabarakaatuh
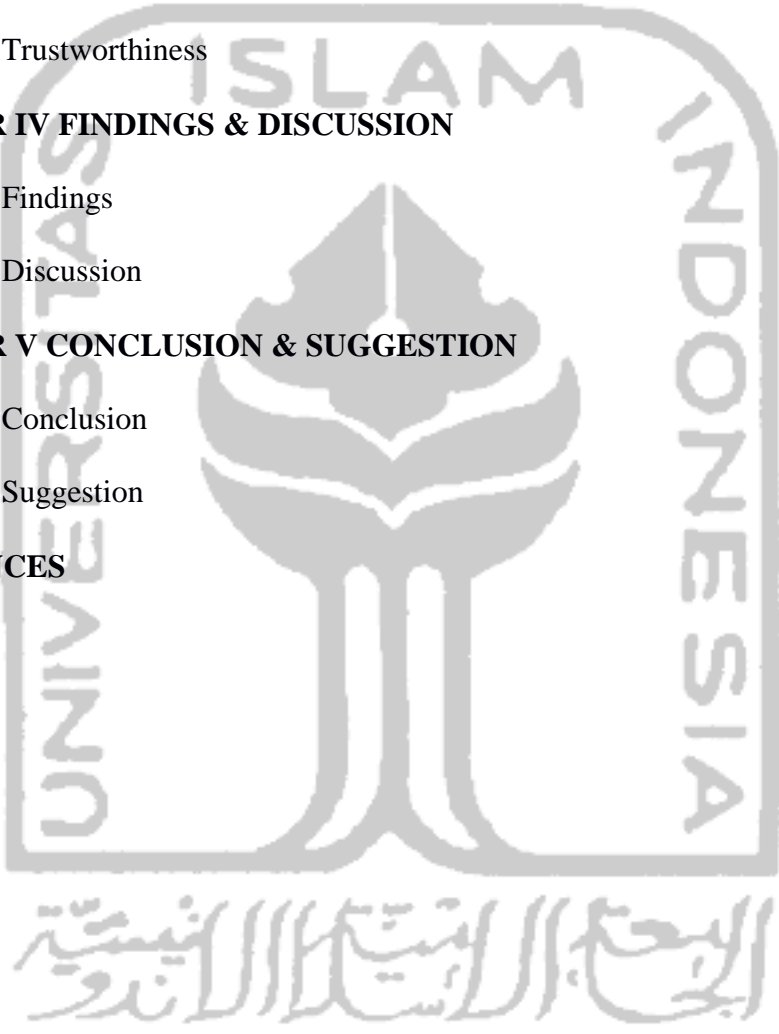
Yogyakarta, 8 June 2022

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CLASSROOM STRATEGIES THROUGH TRANSLANGUAGING PRACTICE IN A SENIOR HIGHSCHOOL: AN OBSERVATIONAL STUDY

ABSTRACT

This study investigates how *translanguaging* practice was implemented and its implications in the EFL classroom. It analyzes the methods that develop when EFL teacher participate in *translanguaging* practice in the classroom. The qualitative method was employed in this study. The study observed one teacher and eleventh-grade natural science learners at a Yogyakarta public senior high school. Furthermore, an observational framework was used to transcribe and analyse the video recordings and field notes. This study employed an observational checklist adapted from Nursanti (2019) and investigated the data approach developed by Braun and Clarke (2006). Based on the research findings, *translanguaging* practice generated five unique functions from the sorts of *translanguaging* procedures used by English teacher in the EFL classroom. *Translanguaging* in the EFL classroom was uncommonly effective since it could be applied to engage learners to interact, especially with low-level learners, analyse difficulties, and urge them to pay attention while the teacher conveyed the subject.

CHAPTER I INTRODUCTION

1.1   Background to the study

Strategies have a significant role in the learning activities. The success of the learning activities is contingent upon how the teacher presents his or her content in the classroom. Which each teacher must have the most acceptable method for him or her. *Translanguaging* is a pedagogical approach that teachers can employ in a bilingual or multilingual classroom to improve the effectiveness of language learning, particularly English as a foreign language. It connects to Garcia (2012), who asserts that *translanguaging* is a process that teachers can utilize to make challenging subject more comprehensible for learners, thus enhancing their comprehension. In view of this, it is crucial that teachers are informed of how to use this method in their classrooms to avoid misunderstandings.

Garcia (2012) argues that in order to enhance classroom resources, learners can demonstrate the target language by reading to one another in the target language, labeling classroom signs in the target language, and creating cultural connections to the topic being studied. *Translanguaging* is a classroom practice in bilingual societies, and educators are beginning to see that it should also be a tool for teachers to assist learners to utilize all their language resources during classroom learning activities and interactions. Garcia & Wei (2014) also discuss the usefulness of *translanguaging* in the classroom. First, teachers employ *translanguaging* to engage and empower learners. In this situation, teachers ask learners to join and engage in the learning process using languages they comprehend. Second,

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translanguaging helps teachers to provide learners with clarification. Third, the *translanguaging* can helps for teachers is to ask the questions.

In EFL classroom settings, some English teachers taught in full foreign language and occasionally switched to Bahasa Indonesia as the national language when instructing in the classroom. Nevertheless, one of the situations encountered in the classroom is those who lack support. Occasionally, there are teachers or lecturers who insist on using foreign language to teach foreign language, rather than helping learners understand foreign language. This method of instruction may confuse the learners. Because they do not use its language in everyday life. Many learners still find it curious to use. Consequently, in the learning and teaching process, some learners will choose to keep quiet rather than speak up.

Therefore, it is essential for teachers to comprehend how to make learners interested in the content and capable of demonstrating their learning abilities. Learners and teachers can employ a variety of strategies, including *translanguaging* in the classroom, where learners are permitted to write and talk in their first language before switching to foreign language. *Translanguaging* is the process of utilize a learner's first language to aid in the acquisition of the foreign language in the classroom. *Translanguaging* will improve the learners' understanding of foreign language because teaching and learning is an efficient process.

Learners commonly utilized translanguaging accidentally. This shows that learners are unaware of the purpose and results of the translanguaging

process. Therefore, in some instances it may be considered a subconscious and spontaneous activity. According to Tang (2002), the use of translanguaging in the classroom is not considered a symptom of teacher or learner deficiency. Instead, it is a strategy employed by the teacher or the learners in settings where it is deemed required for certain learners. Teachers utilize translanguaging to provide learners with opportunities to communicate and improve their comprehension, and learners may use translanguaging to define their perspective when explaining it to the teacher during classroom engagement. Translanguaging facilitates the connection between learners and teachers in the classroom because teachers do not need to spend as much time explaining to learners or searching for the simplest word to clear any misunderstandings that may develop during the teaching and learning process.

Based on the explanation above, the review of previous research has examined the influence of *translanguaging* strategies on bilingual learners, as well as learners' attitudes toward and usage of *translanguaging* in the English language classroom, and reflections on *translanguaging* in multilingual classrooms. But few research have examined the influence of teacher's *translanguaging* on learners in EFL classroom, the teacher's motives for utilizing *translanguaging* in EFL classroom, and the phenomenon of teacher's *translanguaging* in EFL classroom. Therefore, in this study the researcher examines the strategies used by teacher who use *translanguaging* in Indonesian EFL classrooms.

1.2 Formulation of the problem

Based on the aforementioned, the problem of this research is framed in the following question:

How does the teacher apply *translanguaging* practice in the EFL classroom ?

1.3 Objective of the study

Thus, the purpose of this study is to examine how *translanguaging* practice was used in the EFL classroom.

1.4 Significance of the study

The researcher believed that this study will benefit the field of English language education, particularly in terms of understanding how to teach foreign language. This study can provide some theoretical and practical benefits. In terms of theoretical advantages, this study provides a solution for determining the most effective teaching strategies. Then, in terms of the practical advantages of the research, this study will help teachers improve their *translanguaging* skills and know how usefulness for students while attending the learning process.

1.5 Limitation of the problem

This section investigates potential restrictions that may have an impact on the study's outcome. One of the restrictions is that the teacher does not

employ various strategies owing to a discrepancy with the content being presented. Aside from that, the researcher only collected data from observation; for the data to be more thorough, an interview is required.

CHAPTER II LITERATURE REVIEW

2.1   Translanguaging in ELT Context

The notion of *translanguaging*, as defined by Gracia and Wei (2018), refers to the use of language as a fluid repertory and a social and political system with restrictions. Furthermore, Wei (2018) describes *translanguaging* as a multilingual, multi-symbol, multi-sensory, and multi-modal resource that people employ to think and convey ideas. Some studies have slightly different concepts of *translanguaging*. Some researchers have described *translanguaging* in somewhat different ways. Baker (2011) and Lewis et al. (2012) argue for the value of two languages in the process of meaning production and knowledge acquisition, while others have recognized the complexities of linguistic communication between individuals and communities. *Translanguaging*, according to Canagarajah (2011b, p. 401), is "the ability of multilingual speakers to shuttle between languages, considering the multiple languages constituting their repertoire as an integrated system.".

According to Gracia and Wei (2014) and Otheguy et al. (2015), *translanguaging* is more than just switching between two languages; it also includes the concept of a separate language system that can impose language separation by "differentiating the language of those who use these languages in the country." Jenkins (2015) emphasizes the relevance of *translanguaging* notions in English Lingua Franca study elsewhere, stating that while English Lingua Franca alludes to *translanguaging*, its full potential remains unexplored. She continues by stating that

translanguaging should be considered a normal language practice and that the relationship between English and other languages should be strengthened. Furthermore, Seidlhofer (2017) stresses the importance of employing English as a communicative resource in the repertoire of a multilingual speaker, as well as drawing on the learner's unique language experience.

In other words, *translanguaging* allows teacher and learners to converse in languages other than English in the classroom. It allows participants in the classroom to use their whole linguistic repertoire to achieve academic achievement. This strategy backs up the earlier assumption that using the learners' native language in addition to the target language can aid in the acquisition of ability. This might be because learners are easier to grasp if the content is translated into their original language, and they can avoid language anxiety induced by weak language abilities that may be faced in monolingual sessions.

2.2   Translanguaging Strategies to Optimize Language Learning

We saw in the previous section that there are several points of view when considering the topic of *translanguaging*. In this subsection, an overview of current case studies is presented. Dovchin (2021) conducted a study on the *translanguaging* techniques of English as a Second Language (ESL) immigrant women of Mongolian origin in Australia. She discovered that the *translanguaging* techniques could improve the English language learning of respondents. Similarly, Canals (2021) investigated the use of *translanguaging* in scaffolding the spoken interactions of 18 bilingual learners of English and Spanish who participated in

simultaneous video-based computer mediated communication as part of a team virtual exchange (Spain and Canada). Respondents used *translanguaging* (English, Spanish, and other shared languages) to negotiate meaning, as suggested by the findings.

Ticheloven et al. (2019) explored the practical and pedagogical aspects of *translanguaging* in the classroom in the Netherlands. Through interviews, they gathered data from language educational researchers, teachers, and multilingual learners. They discovered that when *translanguaging* was used in the classroom, respondents faced a variety of problems in terms of effects, learning objectives, and learning materials.

Some research (e.g. Garcia, 2011; Lin & Wu, 2015) also found that learners *translanguaging* during private speaking and collaborative dialogue. Regarding Garcia's (2011) study of young learners in a two-way dual language program, learners engaged their entire linguistic repertoire in order to learn and communicate with their peers and teachers. Lin & Wu's (2015) analysis of a Grade 7 EMI (English as a Medium of Instruction) science session showed that learners *translanguaging* to comprehend challenging topics throughout the scientific discussion, thus resulting in the active co-construction of knowledge. As a result, it may be claimed that *translanguaging* enables learners to strengthen their reasoning and increase their knowledge as they establish language habits for completing cognitively challenging activities.
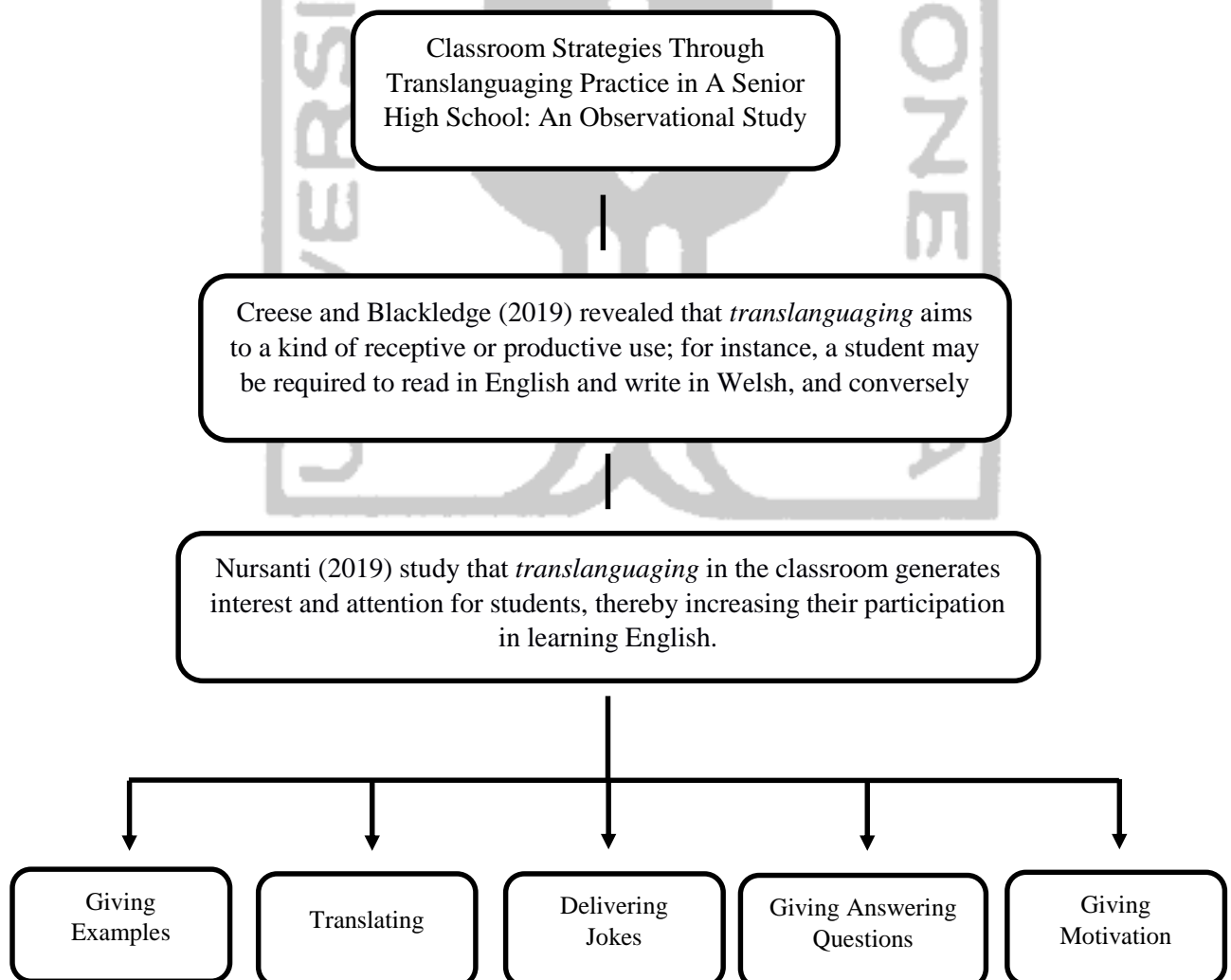
2.3   Translanguaging Practices in EFL Classroom

In the EFL classroom, the use of *translanguaging* has several functions. As stated by Yuvayapan (2019) that four functions of *translanguaging* is a means for delivering an instruction from the teacher to learners. The first function, to ensure that all learners understand what is required of them, instruction is usually delivered in either L1 or L2, although L1 is usually used. The second function is inspecting language. Inspecting language often involves providing learners with L2 expressions or concepts and having them explain or discuss them with either L1 or L2. The third function is obtained linguistically. Teachers utilize *translanguaging* to ask learners for the L2 equivalent of a term in L1 with a more open-ended context. The last function is developing dialogue.

Several research on exploring *translanguaging* in EFL classrooms in Indonesia. In their study, Rerung and Kartikasari (2015) discovered that learners more like the usage of Bahasa Indonesia when teachers instructed and discussed complicated theories. Moreover, despite their reluctance to utilize Bahasa Indonesia, teachers accepted learners' use of Bahasa Indonesia in order to facilitate learning. This is also found by Nursanti (2019) stated that *translanguaging* happens in the classroom when a teacher explained to learners about the theories and she loses the word in English and decides to use Bahasa Indonesia to complete their explanation. It implies that *translanguaging* strategies can enhancing learners' attention and interest in English language learning in an EFL setting.

2.4   Theoretical Framework

Following in this study, this study employs two theoretical frameworks. First, Creese and Blackledge (2019) revealed that *translanguaging* aims to a kind of receptive or productive use; for instance, a student may be required to read in English and write in Welsh, and conversely. Second, Nursanti (2019) study that *translanguaging* in the classroom generates interest and attention for learners, thereby increasing their participation in learning English. As a result of employing this method, *translanguaging* strategies arise. The framework is depicted in the following chart:

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┌─────────────────────────────────────┐
│   Classroom Strategies Through       │
│   Translanguaging Practice in A Senior│
│   High School: An Observational Study │
└─────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│ Creese and Blackledge (2019) revealed that       │
│ translanguaging aims to a kind of receptive or   │
│ productive use; for instance, a student may be   │
│ required to read in English and write in Welsh,  │
│ and conversely                                    │
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│ the classroom generates interest and attention   │
│ for students, thereby increasing their           │
│ participation in learning English.               │
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Giving Examples	Translating	Delivering Jokes	Giving Answering Questions	Giving Motivation

CHAPTER III RESEARCH METHODOLOGY

This chapter outlines the study's methodology, which includes the research design, data preparation, data collection method, and data analysis method.

3.1 Research design

This study was intended to examine the implementation of *translanguaging* practices in the classroom, particularly in English instruction. This research is qualitative, with an emphasis on observational methods. According to Miller (2016), an observational study is one that allows the observer to gain experience and independently collect crucial informants. This signifies that this study obtained the natural information that researchers will use.

The main purpose of this study is to determine the extent to which *translanguaging* classroom practices have been applied. To achieve the purpose of this study, the researcher chose classrooms in which teachers frequently employ *translanguaging* to teach learners. The teacher recommended learners in the eleventh grade who are majoring in natural sciences to participate in this research. The eligibility of teachers and learners to participate in this study is based on the high- and low-performing learners in the classroom, in order to generate ample data for this study. The researcher observed the lesson twice, beginning at the beginning and ending at the end.

3.2   Data preparation

3.2.1 Setting and Participants

The research is being carried out in a public senior high school in Yogyakarta. The study target participants are eleventh-grade natural science learners who employed translanguaging practice in the classroom. Because of the COVID-19 outbreak, which prohibited the researcher from making direct observations in the field, the researcher is given special attention. Throughout the learning process, the researcher can use data from video recordings generated in the classroom. The English teacher who participated in this study were teacher who had taught for approximately 7 years at this senior high school and were teachers who already had experience with using *translanguaging*. This is supported by several webinars on learning or education strategies in which he is a speaker in these webinars. In addition, the class studied by this researcher is also a class that quite often has translanguaging practice activities during the learning process. this was expressed directly by the participant, namely the English teacher. Whereas, on average, eleventh-grade learners majoring in natural science are more disciplined but less active in participation, and their comprehension capacity still has to be developed.

3.2.2 Source of Data

According to Escobar (2019), data sources for qualitative research include interviews and observations. The material for this study was gathered through classroom observation. The researcher used observation in the classroom to get information about *translanguaging*.

3.2.3 Inform Consent

Following the selection of the appropriate participant and the data type and data source for investigation, the researcher must address informed permission as one of the ethical problems. Dealing with the institution is not necessary because the researcher was a student in the internship 2021 programme at that public senior high school. However, the researcher must still deal with the consent problem with the research participants. This was achieved by: 1) informing the school that the researcher was doing a study; and 2) gaining the learners' permission to participate. Furthermore, authorization from the teacher has been received. Informing respondents that the researcher is doing research requires giving them sufficient information about the study so that they may decide whether or not to participate.

3.3   Instrument

The researcher employed observation to acquire data in this study. The classroom instrument was created by Nursanti (2019). As a result, there are two domains for the nine elements connected to classroom observation.

Table 3.1 *Observational checklist*

No	Types of strategies applied in the classroom that encourage translanguaging	Description/Function	Time	Freq
1	Giving examples			
2	Synonym			
3	Translating			
4	Playing games			
5	Singing foreign songs			
6	Delivering jokes			
7	Peer discussion			
8	Practicing dialogue			
9	Giving-answering questions			
10	Other strategies			

An observational approach was used to distribute the instrument. The researcher will monitor the class to collect information regarding teacher methods and *translanguaging* practice.

3.4   Data Collecting Techniques

This section describes the data collection methods utilized in this investigation, as well as the specific equipment used to gather the data. Data for this study is acquired through observation and analysis of video recordings in qualitative research. To begin, the researcher described the research's purpose and methodology. The researcher then began watching utterances between teachers and learners, as well as the teacher's *translanguaging* strategies, using an observational checklist derived from Nursanti's results. The researcher began taking notes and videotaping the classroom as soon as they began studying. Following that, the researcher began to investigate the data using observational data.

3.5   Data Analysis

A method for discovering, evaluating, and reporting themes within data is thematic analysis (Braun & Clarke, 2006). Thematic analysis is another qualitative analytic method that investigates themes or patterns. Theme analysis is already widely used, with many thematic analyses that may be highlighted about a number of technique alternatives. The six stages of theme analysis are as follows: Phase 1: Get to know the data by keeping a record of all notes and transcripts. The

researcher recorded the conclusion of the observation and re-watched all data sources as shown in the spoken data transcription. Phase 2: Generate the first codes. To make it easier to discover and recognise the constructs, the researcher devised some basic codes. Phase 3: brainstorming topic ideas. The researcher looks over each transcription one by one, looking for themes. Phase 4: Analyzing and comparing subjects to determine which is best. Because each issue provided data with many themes, the researcher performed some assessments to determine the most relevant theme. Phase 5: Theme interpretation and labelling Based on the information acquired, researchers select a topic. Phase 6: Report creation. The researchers include the final data in their paper.

3.6 Trustworthiness

Lincoln and Guba (1981) proposed four ways to assess trustworthiness in qualitative research: credibility, transferability, dependability, and confirmability. Credibility is the internal validity of the findings; transferability is the external validity of the findings; dependability is the real criterion that leads to the data's stability over time; and confirmability is the objectivity criterion that includes assuring the data, interpretation, and findings. The researcher utilized credibility this research method based on the expert opinion of one of the lecturers, as (Lincoln & Guba ,1981) suggests that the data of the research should be conceptually checked and reinvestigated by rewatching and rechecking the data to verify the credibility.

CHAPTER IV FINDINGS & DISCUSSION

This chapter contains the study's results and discussions. This study's results are based on data collected through recording. The discussion section highlights the recorded document that served as the primary source of data in this study.

4.1 Findings

The researcher obtained information from an English teacher in an eleventh grade majoring natural science. The information was acquired by asking and permission to an English teacher and afterwards accepted the permission, the researcher to direct record one learning and teaching process throughout 45 minutes. The researcher spent three weeks transcribing and coding the data after contacting the individual. Throughout, the researcher transcribed data and listened to and viewed the video several times. Throughout the coding method, the researcher reread and rechecked the data using concepts and components from the theoretical framework. While transcribing and coding data, the researcher constantly verifies them. This section summarizes the results of the researcher's observations of English Department teachers in terms of the existence of use *translanguaging*. Figure 1 is the outcome of the researcher's observations of eleventh-grade natural science lessons of the classroom approach employed to facilitate *translanguaging*.

Table 4.1 *The result of observational's checklist*

No	Types of strategies applied in the classroom that encourage translanguaging	Freq
1	Giving Examples	2 times
2	Translating	12 times
3	Delivering Jokes	1 time
4	Giving-Answering Questions	7 times
5	Giving Motivation	4 times

As shown in the chart above, there are five sorts of classroom techniques that promote *translanguaging*: giving examples, translating, delivering jokes, giving-answering questions, and giving motivation. The eleventh grade majoring natural science teacher was instructed to always use English as the primary language for communicating course information, flow, and rules. In response to learners' difficulty understanding the teacher's vocabulary, the teacher takes the initiative to employ or explain the terminology to learners through the use of other languages, also known as *translanguaging*. Thus, the teacher is expected to be skilled at conditioning the language required by learners. However, there are five strategies that do not appear when the teacher uses the practice of *translanguaging*, such as, synonym, peer conversation, playing games, singing other languages, and practicing dialogue. This is since some techniques cannot be utilized to deliver specific materials.

4.2   Discussion

The study findings are discussed in this section. The discussion focuses on the replies to the two-research question. The debate focuses on the teacher's use of *translanguaging* procedures in the EFL classroom and its implications.

The participants in this research were all Indonesian, and the teacher taught English in both Bahasa Indonesia and English for 7 years. Bahasa Indonesia is important in language translation for Indonesian learners since it allows them to understand the issue at hand, especially when the teacher explains complex concepts in English. Bahasa Indonesia aids the teacher in conveying the subject in greater depth. Because many learners in underdeveloped nations do not understand English and have little ability in foreign languages, Bahasa Indonesia is frequently utilized in classroom interactions.

Throughout the teaching process, the researcher came across numerous *translanguaging* strategies utilized by the teacher in the EFL classroom. The researcher presented the following *translanguaging* procedures in the teacher's remarks in classrooms as a result of the meeting:

1.   Translating

Translating is a teaching method that frequently emerges during the teaching process to learners, such as when describing subject themes or re- explaining learners' replies. The following is an example of translation:

T:　Our material today is an invitation. **Anyone know the difference between a formal and an informal invitation? apakah ada yang tau?**

(Trans 01)

According to the excerpt above, the teacher began the meeting by asking a question concerning the learners' awareness of the distinction between formal and informal invitations. A teacher asks, " Anybody know the difference between formal invitation and informal invitation? apakah ada yang tau? " The teacher asked the learners to use English first, then transition to Bahasa Indonesia by repeating the same line. Name translation is a *translanguaging* process. This resulted in the process of *translanguaging* being able to help learners understand the inquiry from their teacher when the teacher asked a question to her learners. This is consistent with the function of *translanguaging* can used to ask the question to help learners understand the contexts. Furthermore, Gorter and Cenoz (2017) and Omidire (2019b) elaborate on *translanguaging* as a way of accommodating comprehension skills, preferably by offering task translations and allowing learners to answer content questions in the language in which they are most comfortable.

The second observation data result above the teacher announces by repeating the lesson through *translanguaging*. This aligns with Rerung and Kartikasari's (2015) belief that the learners liked the usage of

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Bahasa Indonesia when teachers instructed them and clarified complicated topics because it helps learners to grasp a range of activities, such as language analysis, grammatical rules, cross-cultural problems, teaching, error explanation, and comprehension tests. Thus, when a teacher switches from a second to a first language, learners have a deeper and more comprehensive understanding of the material. As may be observed in the snippet from the researcher's observation:

T: wow.. Oke lets close our class today. **For the next meeting… untuk pertemuan berikutnya** kalian akan ditugaskan untuk mencari surat or type invitation. Setiap siswa every student harus berbeda type of invitation and then please analyze your invitation.

(Trans 08)

As written above the teacher not only spoke the two languages for no reason, but she also switched from second to the first language to announce the next meeting.

2. Giving-Answering Questions

The second technique, which is infrequently employed by teacher in the learning process, is giving-answering questions. This approach is used when a teacher wishes to engage learners in repeating the subject matter that has been presented by asking questions and obtaining replies. One

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example of giving-answering questions is shown below:

T : **What is Goodwill?**

S : (crowded)

T : Hellooooo… **ada yang tau Goodwill itu apa?**

S : Miss… is it some kind of good attitude ?

T : hmm.. Yeah almost. How about the others?

S : (raise hand) Miss..

(GAQ 03)

According to the extract above, the teacher was aware of the learner's vocabulary knowledge during the teaching and learning process. It can help the teacher establish a positive relationship with her learners. Because of the learners' lack of vocabulary in L2, responding to their teacher during the educational process becomes challenging. Because of the usage of *translanguaging*, the teacher and learners may still engage in the classroom. Aside from that, it can help a learner's vocabulary grow. As written by Lubliner and Grisham (2017) suggested that the *translanguaging* practice can encourage the growth of independent learners to know how to learn word knowledge and comprehension skills. Learning new vocabulary, in particular, would be difficult without incorporating the complete linguistic repertoire and employing just the second language as instructions and the sole allowed language in the classroom.

Another example of giving-answering questions is when a teacher asks a question and then refers to one of the learners in the classroom to answer it. It is seen below:

T : (Crowded) Helloo… guys.. Attention please. **How about the characteristic of formal and informal invitation? Okay {student A} (pointing a student) please apa itu characteristic of formal and informal invitation ?**

(GAQ 01)

According to the findings of this study, this example comes under the area of making learners more involved in the learning process.. *Translanguaging* should be used because it encourages learners to participate more actively in the teaching and learning process. Furthermore, using *translanguaging* enabled learners to participate more actively in their learning since there are some words or terms that learners are unfamiliar with but understand well when taught in their native language. Therefore, the learners became more interested in the class, which, according to Martin's (2005) study, demonstrated that *translanguaging* may also assist learners by providing a secure environment in which their identities and cultures are valued, allowing the uncommunicative learners to actively participate in their studies.

3. Giving Examples

Giving examples appears to be a method employed by teacher to reinforce what we say to learners or to make assumptions about resources. The following is an example of providing examples:

T : oke kita lanjutkan terlebih dahulu. **Last week I got this letter. Minggu lalu saya mendapatkan surat**. Can you see?

S : Yes.. (Gex 01)

According to the extract above, the teacher employed *translanguaging* when explaining the content during the teaching process. She used *translanguaging* as an example for her learners, stating, " Last week I got this letter. Minggu lalu saya mendapatkan surat. Can you see?" The teacher taught her learners from the utterance and used an object in the classroom as an example of *translanguaging*. Furthermore, *translanguaging* assists the teacher in transmitting knowledge to their learners, and the teacher's *translanguaging* approach makes it simpler for the teacher to elicit replies from their learners. Certainly, the enthusiastic engagement of the learners made the session more vibrant. So that teacher in the classroom can understand *translanguaging* as a content transfer method. This study is also consistent with those (Nambisan,2014) who discovered that the teacher employing *translanguaging* as a tool when she deliver the material, it can increase the learners' comprehension of second language acquisition.

4. Delivering Jokes

Delivering jokes is an enjoyable method for teacher. One example of delivering jokes is seen below:

T : Itu yang diatas meja , itu apa?

S : it is manekin hehehe…

T : Wow… **that's manekin so scary. Serem banget…**

S : hahaha gapapa miss buat nyemangatin belajar (Dej 01)

According to the passage. Before starting the conference, the teacher admonished the learners who were less disciplined by telling jokes. The teacher stated " that's manekin so scary. Serem banget… " The teacher employed *translanguaging* based on this phrase. After the learners had listened to the teacher's reply. The learners responded to the teacher's statement with "hahaha gapapa miss buat nyemangatin belajar." According to the excerpt above, the teacher uses *translanguaging* to manage connections and the atmosphere so that learners are not bored. This concept same with, the use of *translanguaging* in this study, especially in Berlianti and Pradita's (2021) finding that *translanguaging* in the classroom has functions to communicate with learners, such as delivering jokes.

5. Giving Motivation

Various techniques that transpired throughout the learning process were discovered by the researcher during the observation. However, because some of these methods were not included in the observation sheet's category, the researcher placed some of them in the category of giving motivation methods. The following is an example of another strategies:

S3 : formal invitation to use words that are clear, rigid, and effective, while informal invitations are not bound by rules and are more free design seperti memakai illustration…yang lucu.

T : hmmm… okay thank you. **Good job, sip** {student name}. (Ots 06)

Extract 1 demonstrates how utilizing *translanguaging* to provide a reward in the form of praise may result in improved performance. Following the teacher's inquiry, these interactions between teacher and student were recorded. Giving motivation in the form of values, awards, praise, and so on can drive learners to learn and strive to be the best. This strategy is also used in the process of *translanguaging*. As in the extract, the teacher uses *translanguaging* to deliver a reward in the form of praise. In that situation, the learner responded to the question by providing her name, as the teacher had earlier asked her in the question tag. Based on the question, the learner then provided the correct statement. Moreover, the teacher congratulated the student, saying, "Good job, sip." This scenario corresponds

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to Sari's (2021) research, which found that translating is not only a tool for helping learners grasp the material, but it can also aid in classroom management, altering the classroom mood, and rewarding learners.

Extract 2 explains how the teacher lifted the emotions of the learners and made them feel at ease. In this extract, the teacher invited the learners to discuss their desires. This may be seen in the statement below:

T : okay, **as always seperti biasanya that you will share your wishes kalian akan memberitahu harapan atau impian kalian** , okay ? ready ?

S : yes,I am ready miss.. (Ots 04)

According to the excerpt above, the teacher has a practice of asking her learners to discuss their hopes and goals. This strategy is used to facilitate a more comfortable communication between the teacher and the learners. *Translanguaging*, in other words, can be employed. According to Nova (2016) stated that *translanguaging* in classroom has functions to communicate with learners, such as to repeat statements, to motivate learners, to generate humor, to tease learners, to ask questions, and to reinforce leadership.

CHAPTER V CONCLUSION & SUGGESTION

5.1 Conclusion

According to the findings and discussion, the researcher concluded that the study discovered five distinct functions from the types of *translanguaging* strategies used by English teacher in the EFL classroom based on observations of teacher' implications of *translanguaging* practice in the EFL classroom. Translation, giving-answering questions, giving examples, delivering jokes, and giving motivation were among the strategies recognised as increasing the use of *translanguaging*. Five of the *translanguaging* practice procedures were employed by the teacher. The study identified several uses of *translanguaging* practice that the teacher functionalized in her teaching and learning processes.

Translanguaging was used in EFL classes to increase understanding, learn a new vocabulary, build relationships, motivate in context content and non-material, explain the topic and encourage learners to engage. According to the observation data, the teacher simply used *translanguaging* features to help learners grasp the classroom topic. Furthermore, the teacher intended those learners participate in classroom activities, which is why she used *translanguaging* in her classroom. The teacher preferred to communicate with the learners through *translanguaging* when it came to the role of delivering jokes. However, five types of *translanguaging* strategies were not identified from the researcher's research such as, synonyms, playing games, singing foreign languages, peer discussion, and practicing dialogue.

As a result, it is possible to infer that the usage of *translanguaging* was extremely advantageous since it could be used to urge learners to engage, particularly with low-level learners, assess difficulties, and encourage them to pay attention while the teacher conveyed the topic. Furthermore, the usage of *translanguaging* was depending on the teacher's roles and demands, such as when the teacher would translate difficult terms, a lack of vocabulary, or deliver directions.

5.2 Suggestion

Although the limitations of this study include some approaches that the teacher does not employ owing to a discrepancy with the topic being presented. Does not rule out future research; the study of *translanguaging* may be broadened by doing research on a range of different issues and contexts while remaining focused on the field of education. Furthermore, the researcher proposes conducting a study on *translanguaging* in situations other than the classroom

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APPENDICES

No	Types of techniques applied in the classroom that encourage translanguaging	Utterance		Description	Time	Freq
		Teacher	**Student**			
1	Giving examples	*1. Last week i got this letter. Minggu lalu saya mendapatkan surat.*		1. The teacher translates while showing examples of physical invitations to learners so that learners can understand better.	09:13	1

				2. A Student translates to the teacher about examples of characteristics of informal invitations.This shows that student can understand the material.	04:47	1
		2. more free design seperti memakai illustration yang lucu.				
2	<mark>Translating</mark>	*1. Anybody know the difference between formal invitation and informal invitation ?*		1. The teacher asks learners using English which is then provoked by confirming the question using	04:40	1

		apakah ada yang tau?		Indonesian so that learners want to answer the teacher's questions.		
		2. ini punya siapa ? whose is this?		2. The teacher repeats the questions in Indonesian. This is due to confirm the owner of the object.	00:10	1
		3. Is it enough? Apakah sudah cukup ?		3. The teacher reinforces the question by repeating the question using	07:35	1

				Indonesian. This is due to making instructions clear.		
			4. May I have a discussion in the garden? Boleh gak miss?	4. A student asks permission from the teacher by repeating the request in Indonesian. This is due to confirm the request.	10:18	1
			5. All of you have presented your group discussion. Kalian	5. The teacher re-explains the instructions that have	30:14	1

		semua sudah presentasi.		been given by translating into Indonesian. This is due to making instructions clear.		
		6. What time is it ? jam berapa ini ?		6. The teacher asks the learners the time. This is due to confirmation checking the end time of the lesson.	30:18	1
			7. Goodwill like	7. A Student answers the	18:57	1

| | | *kindness atau biasa disebut niat baik.* | teacher's questions by translating the meaning or meaning of "Goodwill" into Indonesian. This is because a student wants to show their level of understanding. | | | |
| | | *8. For the next meeting… untuk pertemuan berikutnya* | 8. The teacher makes an announcemen t by repeating the sentence using | 30:21 | 1 | |

			Indonesian. This is		

		9. How about the characteristics of formal and informal invitation? Okay shila (menunjuk murid) please apa itu characteristic of formal and informal invitation ? *10. Then the other benefit?*		because making things clear. 9. The teacher appoints one student to answer the question by repeating the question using Indonesian. This is because learners participate in learning.	06:59	1

					07:12	1	
		Manfaat yang lainnya ?		10. The teacher gives questions to learners by translating the sentence from English to Indonesian. This is to encourage learners to answer it.			
		11. What is Goodwill? ada yang tau Goodwill itu apa?		11. The teacher gives vocabulary knowledge questions to learners by translating the questions	18:53	1	

				from English		
				to Indonesian.		

			This is due to checking vocabulary knowledge.		
		12. Last week i got this letter. Minggu lalu saya mendapatka n surat.	12. The teacher translates while showing examples of physical invitations to learners so that learners can understand better.	09:13	1
		13. What is that in your table? Itu yang diatas	13. The teacher points to an object by		

		meja , itu apa?		repeating a question using Indonesian. This is done so that learners are clear what is meant by the teacher	00.56	1
3	Delivering jokes	*1. that's mannequin so scary. Serem banget…*		1. The teacher delivers jokes about the mannequin. This is because	00:18	1

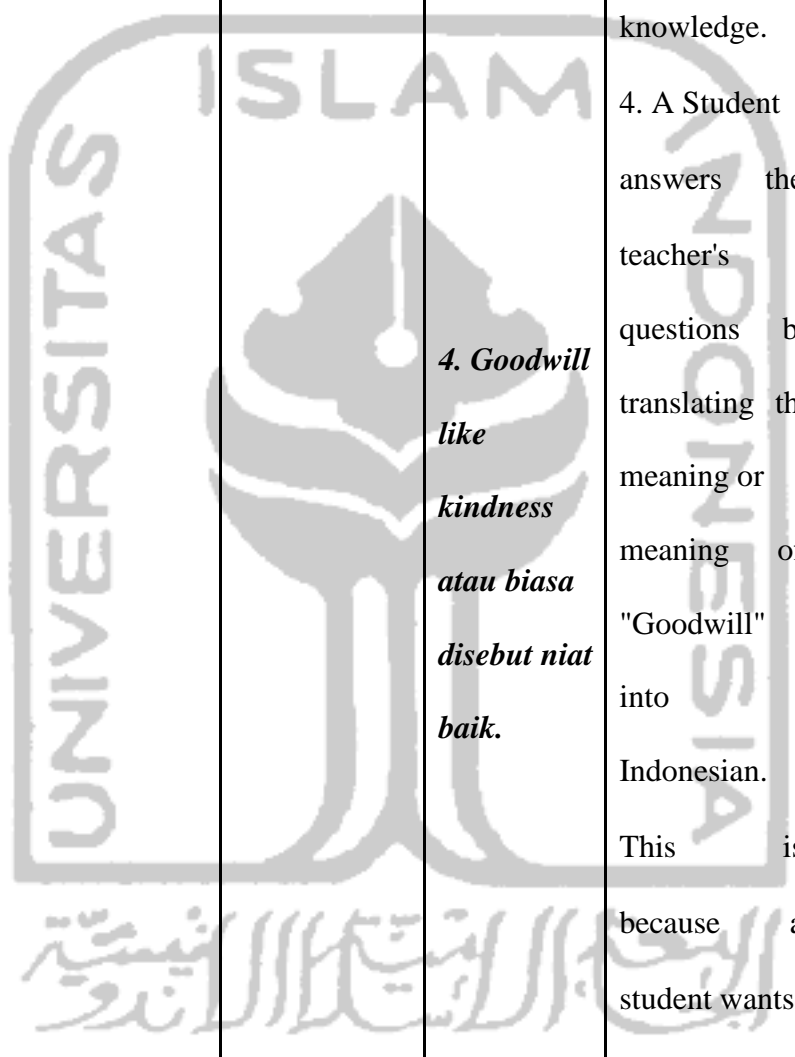|				learners feel comfortable with the teacher's request to move the		

				mannequin.		
4	Giving-answering questions	*1. How about the characteristic of formal and informal invitation? Okay shila (menunjuk murid) please apa itu characteristic of formal and informal invitation ?* *2. then the*		1. The teacher appoints one student to answer the question by repeating the question using Indonesian. This is because learners participate in learning.	06:59	1

		other benefit? Manfaat yang lainnya ?		2. The teacher gives questions to learners by translating the sentence from English to Indonesian. This is to encourage learners to answer it.	07:12	1
		3. What is Goodwill? ada yang tau Goodwill itu apa?		3. The teacher gives vocabulary knowledge questions to learners by translating the questions from English	18:53	1

				to Indonesian.		
				This is due to		

				checking vocabulary knowledge.		
			4. Goodwill like kindness atau biasa disebut niat baik.	4. A Student answers the teacher's questions by translating the meaning or meaning of "Goodwill" into Indonesian. This is because a student wants to show their level of understanding.	18:57	1

				5. A Student answers the teacher's questions which are then translated into Indonesian. This is because a student wants to show their level of knowledge.	19:05	1
			5. The antonym of goodwill is hostility. Which means permusuhan atau kebencian.			
			6. Anybody know the difference between formal	6. The teacher asks learners using English which is then provoked by confirming the question using	04:40	1

		invitation and informal invitation ? *apakah ada yang tau?*		Indonesian so that learners want to answer the teacher's questions.		
		7. Is it enough? *Apakah sudah cukup ?*		7. The teacher reinforces the question by repeating the question using Indonesian. This is due to making instructions clear.	07:35	1

		8. What is that in your table? Itu yang diatas meja , itu apa?		8. The teacher points to an object by repeating a question using Indonesian. This is done so that learners are clear what is meant by the teacher.	00.56	1
5	<mark>Other strategies</mark>	*1. than also use our hand ….. cuci tangan*		1. The teacher motivates learners to wash their hands diligently so that learners	02:30	1

				are obedient in maintaining health protocols during this pandemic.		
		2. don't forget to use your mask and the last we got a vaccinated yaitu adalah salah satu cara untuk menjaga kesehatan		2. The teacher reminds and motivates learners to use masks and vaccinate. This is because learners are obedient in following health	02:40	1

				protocols.		
		3. The antonym of goodwill is hostility. Which means permusuhan atau kebencian.		3. A Student answers the teacher's questions which are then translated into Indonesian. This is because a student wants to show their level of knowledge.	19:05	1
		4. okay, as always seperti biasanya that you will share your wishes		4. The teacher has a habit of asking her learners to share their wishes. This is	01:19	1

			to revive		

		kalian akan memberitahu harapan atau impian kalian , okay ? ready ?		their spirits and make them comfortable.		
		5. Give applause for group formal invitation. Mari kita berikan tepuk tangan untuk grup formal invitation.		5. The teacher gives a reward for the learners' performance by giving applause. Because this technique can make learners motivated to perform better and improve their confidence.	18.51	1

6	Synonym	*None*	*None*	None	None	None
7	Playing games	*None*	*None*	None	None	None
8	Singing foreign songs	*None*	*None*	None	None	None
9	Peer discussion	*None*	*None*	None	None	None
10	Practicing dialogue	*None*	*None*	None	None	None

Transcription of video

T : Assalammualaikum…

S : Waalaikumsalam warahmatullahi wabarakatu..

T : hello… yang belakang. What is that in your table? S : Apa miss?

T : Itu yang diatas meja , itu apa? S : it is manekin hehehe… T : Wow…

that's manekin so scary. Serem banget… S : hahaha gapapa miss buat

nyemangatin belajar

T : (the teacher walks to the student's desk) (holding mannequin head) ini

punya siapa ? whose is this?

S : ini punya saya miss…

T : Taruh sana dulu ya.. Taruh di situ please (pointing to a storage

cupboard) T : well, before we start our lesson today . lets praying together…

aamiin

T : okay, as always seperti biasanya that you will share your wishes kalian akan memberitahu harapan atau impian kalian , okay ? ready ?

S : yes,I am ready miss..

S1 : I hope that in 2022, I can make my parents proud by increasing my achievements, becoming more diligent, and being able to realize my dreams.

T : okay.. Good. how about you ? (pointing to one of the learners)

S2 : I wish that in 2022 I could become a better personality, can immediately reach dreams that have not been realized and make parents proud.

T : hmm very nice… guys.. Hello guys (some learners make noise) who is absent today?

S : nobody is absent

T : good of you coming in the Class today

T : Oke in this pandemic situation like this we also keep our hope baik keep social distancing like this ya and than also use our hand ….. cuci tangan and we can not our hand we can also use hand sanitizer and don't forget to use your mask and the last we got a vaccinated yaitu adalah salah satu cara untuk menjaga kesehatan

T : What did we learnt last meeting ? T : Yes please Dhani

S3 : (Answer the question)

T : yes good ….. kita kemarin sudah belajar tentang expression of asking and giving and then When we use it ?

T : yes please

S5: (Answer the question)

T : Oh yes good to express our opinion Oke

T : Our material today is an invitation. Anybody know the difference between formal invitation and informal invitation ? apakah ada yang tau?

S3: (raise hand) miss…

T : Okay, Dhani please …

S3 : formal invitation to use words that are clear, rigid, and effective, while informal invitations are not bound by rules and are more free design seperti memakai illustration yang lucu.

T : hmmm… okay terima kasih Dhani .

T : (crowded) Helloo… guys.. Attention please. How about the characteristic of formal and informal invitation? Okay shila (designate learners) please apa itu characteristic of formal and informal invitation ?

S6 : A formal invitation card should use third person (e.g., they, their) and include the full names of the event's hosts.

T : wow… thank you shila

T : guys.. What is the Benefits of a formal invitation. Yes please Dinda

S : (answer the question)

T : yes, good dinda. Thank you.

T : and then the other benefit? Manfaat yang lainnya? T : Oh Yes please Lili

S : (Answer the question)

T : yes, good. After we can work as secretary because of secretary job is

make invitation

T : Good Oke clap your hand for us

T : oke kita lanjutkan terlebih dahulu. Last week i got this letter. Minggu
lalu saya mendapatkan surat.Can you see?

S : Yes..

T : this letter from Ema Tarbiyatul Banin and then i also got from this card
from Ema Tarbiyatul Banin too.

T : Oke know more about formal invitation. Let's watch the video T : oke
thank you for watching the video. Do you have question ? S : no miss…

T : sudah agak faham ya tentang Social function structure dan language
feature of formal invitation

T : now If You understand I will give you to solving the problem so to make
it easier into the problem solving. Now I will divide you into 2 groups. On
this side we will discuss formal invitations and on this side we will discuss
informal invitations (divide group)

S : yahh miss.. Kita informal aja. Mereka yang formal…

T : okay.. Diganti ya.. Yang sebelah sini informal dan sebelah sana formal.
Do you agree?

S : yes miss

T : jadi all of you akan mendiskusikan tentang formal and informal
invitation … You should be able to explain the importance , analyze the
structure of invitation, the types and the thought you'd be able to know the
characteristics of invitation. And the last You should be able to compare it. I

will give 10 minutes. Okay? Is it enough? Apakah sudah cukup ?

S : yes miss… (all learners are discussing)

S : miss.. may i have a discussion in the garden? Boleh gak miss? T : sure..

Hati hati ya..

(a few minutes later)

T : oke… time is up . now time is your present your result of big group

discussion. Please welcome to the Group Formal invitation.

Group Formal invitation : Hello my friends. Good Afternoon. I'm Zico

representing from Group formal invitation. Now I will present the formal

invitation.

A formal letter is one written in a formal and and follows a certain format.

Such letters are written for official purposes to authorities, dignitaries,

colleagues, seniors, etc and not to personal contacts, friends or family.

THE IMPORTANCE OF FORMAL LETTER

1. Aids in Formal Communication

2. Serves as Legal Documentation

3. Creates Goodwill

STRUCTURE

1. Sender Address

2. Date

3. Receiver Address

4. Body

5. Closing

6. Complimentary Close

7. Signature

TYPES OF FORMAL LETTER

1. Business Letter

A business letter is a letter from one company to another, or such organizations and their customers, clients, or other external parties.

2. Resignation Letter

A resignation letter is a formal letter which an employee writes to their manager if they want to quit his job for any particular reason.

3. Application Letter

An application letter is a document you submit to a potential employer to express your interest in an open position.

CHARACTERISTIC

• use of passive voice

• lack of contractions

• use of impersonal structures

• points and listing

• avoiding first (I, we) or second person (you) point of view

• full sentences

• full words

• impersonal

• objective

• complex

• long sentences

• linking words

Oke.. That's all for me I can deliver. Please forgive me if you found a lot of mistakes.Thank you very much for your attention.

T : oke thank you group formal invitation. Give applause for a group formal invitation. Mari kita berikan tepuk tangan untuk grup formal invitation. What is Goodwill?

S : (crowded)

T : Hellooooo… ada yang tau Goodwill itu apa? S2 : Miss… is it some kind of good attitude ?

T : hmm.. Yeah almost. How about the others? S : (raise hand) Miss..

T : Yes, please.

S : Goodwill like kindness atau biasa disebut niat baik.

T : yeahhh thats right. Thank you tasya. Goodwill adalah niat baik. And

what is the anthonym of Goodwill ?

S : waitt miss… (all learners look up in the dictionary) T : Sure…. Ada

yang sudah dapat ?

S : (raise hand) Miss.. i am … T : Okay,

S : The anthonym of goodwill is hostility. Which means permusuhan atau

kebencian.

T : Good job… thank you Zico

T : well.. So for the text presentation there will be Group Informal

invitation. Please welcome grup informal invitation.

Group Informal invitation : Good afternoon of my friends. An informal

invitation is an invitation that are usually for events that are more casual and

less formal. Such as family,friends,and acquantances.

THE IMPORTANCE OF INFORMAL LETTER

1. Contains in personal Communication

2. Written to close acquaintances

STRUCTURE

1. Address & date

2. Greetings

3. Content

TYPES OF INFORMAL LETTER

1. Birthday letter

A letter that congratulates a person who is celebrating a birthday.

2. Congratulation letter

A letter that is sent to someone to congratulate someone on a success or success in both academic and non-academic fields.

3. Holiday Letter

A letter that we write to someone about a holiday experience or celebration in the form of informal.

CHARACTERISTIC

• use of active voice

• use of personal structures

• avoiding first person (I, we,and you) person

• short sentences

• personal

• simple

Group informal invitation : Thank you for your attention

T : Oke thank you for the group informal invitation.. Give applause for group

formal invitation.

T : All of you have present your group discussion. Kalian semua sudah presentasi. Now please upload your discussion. Di google classroom miss indah sudah menyiapkan folder untuk hasil your discussion. Now time is…

S : miss Waktunya sudah habis…

T : really? What time is it ? jam berapa ini ? S : 10.40

T : wow.. Oke lets close our class today. For the next meeting… untuk pertemuan berikutnya kalian akan ditugaskan untuk mencari surat or type invitation. Setiap siswa every learners harus berbeda type of invitation and then please analyze your invitation.

S : okeee miss..

T : oke.. See ya… S : see you miss..