

**AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES BY
PRE-SERVICE TEACHER IN SENIOR HIGH SCHOOL**

Presented to the Department of English Language Education

As a Partial Fulfillment of the Requirements to Obtain Sarjana Pendidikan Degree in

English Language Education



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APPROVAL SHEET

**AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES BY
PRE-SERVICE TEACHER IN SENIOR HIGH SCHOOL**

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RATIFICATION SHEET

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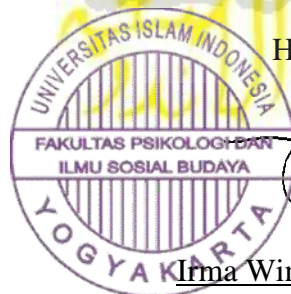
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STATEMENT OF WORK'S ORIGINALITY

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, 19 June 2020

The Writer,



Monika Cahya Kusumaningrum

16322061



MOTTO

“Time and choice are precious to walk on the flower road”

“So do not weaken and do not grieve, and you will be superior if you are [true] believers”

(QS. Ali Imran 3: Ayat 139)

“Don't kill your dreams because of what others say. They don't even remember you, but you will remember the dreams you gave up”

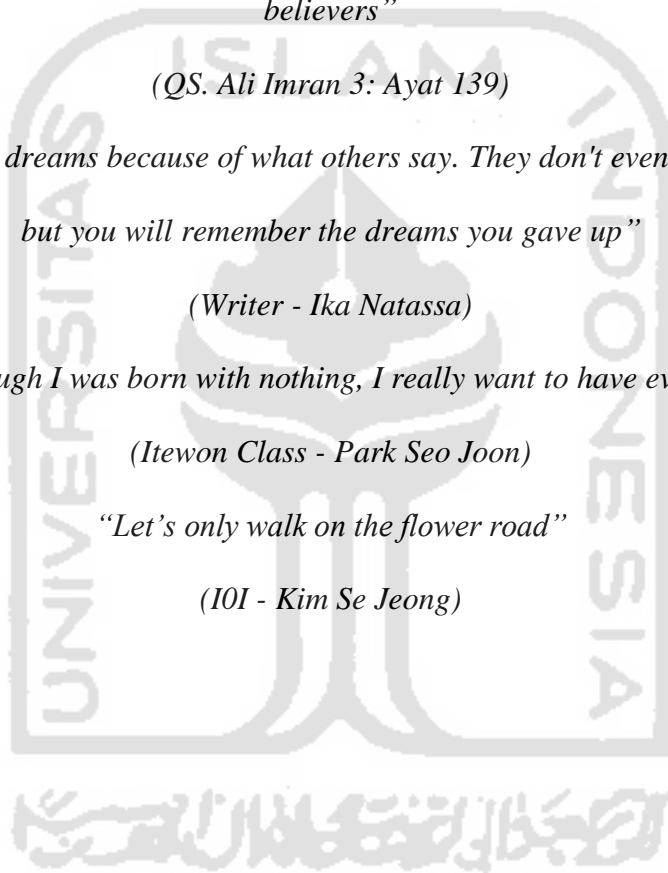
(Writer - Ika Natassa)

“Even though I was born with nothing, I really want to have everything”

(Itewon Class - Park Seo Joon)

“Let's only walk on the flower road”

(IOI - Kim Se Jeong)



DEDICATION

In the name of Allah SWT and his permission I have completed this thesis. I dedicate this thesis to my beloved parents who raised me, giving unending faith and prayer. Without Their pray, effort and hard work them I am nothing now. Also, to my dearest sister and friends who are always supportive and helpful at every step of my life.



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Finally, the researcher realizes this thesis is far from perfect and that no help from the people around this thesis will be formed. But it is expected that it will be useful not only for the researcher, also for the readers.

Yogyakarta, 19 June 2020

The researcher,



Monika Cahya Kusumaningrum

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**AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES BY
PRE-SERVICE TEACHER IN SENIOR HIGH SCHOOL**

ABSTRACT

This study aims to explain how translanguaging is practice by pre-service teacher in senior high school. Because, there is limited research related to the practice of translanguaging conducted by the Senior High School's English pre-service teachers in Indonesia. The setting of this research in senior high school Yogyakarta. This research conducted two observations in two different schools. The researcher used thematic analysis to analyze the data by Braun and Clarke (2006). During class observations data collection will be obtained through video recorders and field notes used by researchers. This research used theoretical framework from Tse (1996), that translanguaging practice consist of code-switching, translation & interpreting and language brokering. Then, the result of video recording transcribed and analyzed based on observational teacher-student's interaction. The results of the data can be seen that the two most used types are *Tag switching* and *Intra-sentential switching*.

Keyword: Translanguaging practice, Pre-service teacher, EFL classroom

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The issue of translanguaging is related to the use of highly occurrence of foreign languages rather than L1 in the English classroom. The teachers' translanguaging has been a controversial issue because sometimes it is performed subconsciously and automatically as an intentional teaching strategy (Modupeola, 2013). In addition, the teacher uses mix language to maximize the teacher's instruction in class. The current discussion on translanguaging practice by pre-service teacher mostly highlighted about pedagogical practice it means students can switches the language mode of input and output in bilingual classrooms. Then, pedagogical theory theoretical pedagogy places more emphasis on students and not teachers in parallel with a strong student-centered approach in the classroom (Lewis, Jones, & Baker, 2012). On the other hand, Garcia and Wei (2018) added pedagogical strategy pedagogical strategies that enable and utilize bilingual students and teachers to be directly involved the construction of knowledge through easy and fast use. It can be concluded that translanguaging practice is related with pedagogy used by teachers in facilitating learning.

Nowadays, Indonesian teachers use translanguaging function not only as teaching strategy for the teacher in classroom, but translanguaging has been implemented in out of classroom (Sahib, 2019). Students usually choose to use L1 or local language than

English for daily communication. Although, teacher includes English language within the translanguaging practice for learning in class, students still use L1 or their local language in communicating with their teacher. As a result, English is not included within a compulsory subject in Indonesia's primary education curriculum (Cahyani, de Courcy & Banett, 2018). Even though, English subject compulsory taught from junior high school therefore Indonesia should increase their educational setting in bilingual program so that can improve the quality of students.

Previous studies on translanguaging practice in the classroom have been investigated by some scholars both under the perspective of the pre-service teacher, teacher and students. One of the studies was conducted by Iversen (2019) in which it is discovered that translanguaging practice by pre-service teacher in Norway during field placements in primary public schools able to utilize their linguistic repertoires and their students when needed to support multi-lingual students. Whereas, in Indonesia, translanguaging practice in EFL, especially junior high school, could help to add the students' repertoire by scaffolding during interaction among students (Rasman, 2018). Besides, teachers' code-switching in institution has clear motivations for students to conduct code-switching and to engage in an active translanguaging (Cahyani, de Courcy & Barnett, 2018). Furthermore, in Indonesia, the studies mostly discuss the practice of translanguaging from the students' views only in Junior high school and from the teachers' views in higher education. Thus, still limited researchers related to the practice of translanguaging conducted by the Senior High School's English pre-

service teacher. The importance of involving translanguaging practice in senior high school is to explore how far students understand in acquiring the subject matters while pre-service teachers use translanguaging in class. Therefore, to fill this gap, the writer intends to investigate an observational on translanguaging practice carried out by the pre-service teacher in Senior High School.

1.2 Formulation of the problem

What are the types of translanguaging as a practiced by pre-service teachers during internship program at class in senior high school context?

1.3 Objective of the research

The aims of this research to explain the translanguaging practice by pre-service teacher teachers in senior high school. It also investigates student's comprehension while the teacher using translanguaging in activities. This research is an observational study about translanguaging practice by senior high school pre service teachers in the classroom.

1.4 Significance of research

This research is supposed to have practical contribution, in a way to explain pre-service teachers' implement translanguaging practice in the classroom. In terms of empirical contribution, this research aimed to see the extent to which pre-service teachers apply translanguaging practice in the learning process.

CHAPTER II

LITERATURE REVIEW

2.1 Translanguaging Practice

Translanguaging is defined as the use of language as a dynamic repertoire and as a system with limits that determine socially and politically (Garcia & Wei, 2018). Translanguaging proposes a helpful theory of language that can be seen as a multilingual, multisemiotic, multisensory, and multimodal resource that human beings use for thinking and for communicating thought (Wei, 2018). The popularity of translanguaging since the 1990s in education has begun to grow internationally, particularly driven by the view of the development of the concept of bilingualism with its advantages not disadvantages (Carsten, 2016). Classroom can be said as a place where language can easily be found from local language, national language and foreign language. According to Cahyani, de Courcy & Barnett (2018) translanguaging in classrooms is the place where two languages are used in an integrated and coherent even to manage and facilitate the mental process of learning, whether by teachers or by students.

Translanguaging pedagogy has been said as a way of acknowledging the students' flexible and dynamic language practices, aims to ensure that students are engaged in learning at all times and students add new linguistics to expand their meaning-making repertoire (Garcia & Wei, 2018). In addition, García, Johnson, and

Seltzer (2017) as cited on Garcia and Wei (2018) have argued that a translanguaging pedagogy consists of three elements: a translanguaging stance, a translanguaging design, and translanguaging shifts. It means all of that three-element related to each other besides the teacher has a stance on their repertoire it is important to design lessons and assessments taking translation into account. At least all of the lessons depend on creative acts and a translanguaging pedagogy requires that teachers shift linguistic practices in relation to how students are making meaning. Thus, translanguaging pedagogy can be referenced in the classroom setting so that, help language-minoritized students.

Tse (1996) said that translanguaging practice has 3 components: code-switching, translating, and language brokering, or interpreting between culturally and linguistically diverse individuals. Code Switching focused on spontaneous conversation and written into different languages (Li & Tse, 2002). According to Poplack (1980) define three type of code switching there are 1) Tag switching is Language switch when speaker indentation tag or word in one language and next another language in a sentence (*I mean, maybe, you know*). 2) Inter-sentential switching is language switch when speaker doing shift in the middle of the sentence without interruption. 3) Intra-sentential switching is language switching in one language variety to another between word, phrase or clause. Scheu (2000) thinks that the most widely used type is intra-sentential switching in class. Translation and interpreting both oral and writing involve complicated processes of comprehension and reformulation of a

text's meaning (Malakoff & Hakuta, 1991). There are four types of Translation and interpreting there are 1) Comprehension of the vocabulary of the original source-language text is a word for word process. 2) Comprehension of the meaning of the original text is sentence or phrase or clause may be translated sequentially. 3) Reformulation of the message of the target language is the professional translation and no distinction. 4) Judgement of the adequacy of the target language text is meaning in a text can be analyzed at many different levels or units. The last type of translanguaging practice is language brokering, Tse (1996) state that language brokering is child brokers from many different cultures and languages. Thus, it can be concluded that translanguaging practices include code-switching, translation and interpreting, and language brokering.

The previous studies of translanguaging practice have similar findings in South Africa translanguaging to be beneficial for higher education (Carstens, 2016), in Indonesia translanguaging practice helps student's English language learning of EFL classrooms (Rasman,2018). Thus, translanguaging practice shows that it is helpful for students to increase their second language in educational settings. It means, translanguaging in the classroom can be beneficial for students while teachers apply translanguaging with suitable students' conditions.

2.2 Translanguaging Practice by Pre-Service Teacher in Educational Context

In educational context, Translanguaging practice by teachers is one of strategies to motivate students in learning in a way that combines two languages while learning

process. According to Canagarajah (2011) in his study said in school context indicates translanguaging being a naturally occurring phenomenon. It means, translanguaging not only in the classroom but can happen outside and teachers can obtain from learning how to process and use it best. In the classroom, a translanguaging approach on all the linguistic resources of the child to maximize understanding and achievement (Cresse & Blackledge, 2015). It can be said translanguaging practice by teachers help students to understand in obtaining a second language.

Translanguaging can be regarded as a tool in a pedagogical approach to negotiate meaning in classroom settings, particularly multilingual ones (Rerung, 2015). In classroom settings teachers utilize the innate language of students, especially multilingual students in learning in order to facilitate communication between teachers and students. Translanguaging practice by teachers give benefit for students and teachers and is helpful in learning. According to Sahib (2019) there are many reasons teachers always used translanguaging in teaching and learning process, such as: 1) Translanguaging used by the teacher could help students to be more active in teaching-learning process, 2) Translanguaging used by the teacher could to create effective communication between teacher and students in classroom, 3) Translanguaging used by the teacher could help the low students in English vocabulary, 4) Translanguaging used by the teacher could to accommodate local language in EFL classroom.

In addition, Translanguaging practice by teachers in educational settings is

needed to students' motivation in learning process. Meanwhile, Daniel & Pacheco (2016) said that to support students' translanguaging practice, teachers have to be able to implement translanguaging pedagogies that encourage the development of the full range of students' linguistic resources and have to make the efforts necessary to get to know their students. In Indonesia, educational context for translanguaging practice by teachers is applied based on pedagogical practice. However, translanguaging practice by teachers can be applied if students are in a multilingual environment and teachers' effort in doing translanguaging practice can increase students' motivation in learning L2.

2.3 Theoretical Framework

After explaining about conceptual and empirical of translanguaging practice, researcher complete this study with theoretical framework use construct from Tse (1996). His components represent translanguaging practice and its similar with statement Daniel and Pacheco (2016). It can be said Tse (1996) represents thought about Translanguaging. The construct will be display in below:

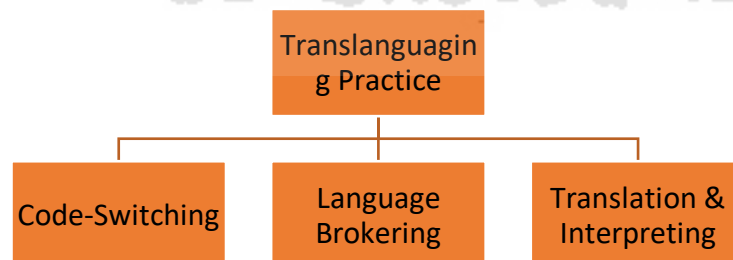


Figure 2.1 Theoretical Framework of Translanguaging

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is designed to explore translanguaging practice implemented in senior high school. Most current studies of translanguaging used observation methods (Daniel & Pacheco, 2016). For data collection, this research utilizes observation methods, specifically non participatory classroom observational study to investigate teacher's translanguaging practice. The researcher used classroom observational study (Kumaravadivelu, 1993) to explore the use of translanguaging practice in the classroom.

3.2 Setting and Participant

The setting of this study is a senior high school in Yogyakarta. The target population of this study is two pre-service teachers in two different schools who applied translanguaging practice while teaching in class. Because of the COVID-19 pandemic that made researcher unable to make direct observations in the field, the researcher gets special treatment. The researcher is allowed to use data from video recordings that have been recorded during pre-service teachers while they are internship program at school. In this research, pre-service teachers are students in two different universities who did internship programs at senior high schools in Yogyakarta. Researcher choose them because during the learning process it was seen that they mostly used translanguaging

practice. First participant, a pre-service teacher, used translanguaging practice to do it accidentally. Second participant, a pre-service teacher used translanguaging practice mostly for clarifying. That's why the reason above makes them participants in this study. Thus, this setting is relevant with my study because pre-service teachers make an effort to speak in English but some students do not get a point until the end. To make sure they comprehend the material, the teacher does a translanguaging.

3.3 Data Collection & Research Instrument

The data were collected through observation of 2 senior high school pre-service teachers in Yogyakarta who did translanguaging practice in the teaching-learning process. The data collection obtained through video recorder and analyzed based on observational teacher-student's interaction. The transcription of video recording will be put in the appendix. The observation elicits three dimensions of translanguaging practice according to Tse (1996); 1) Code-Switching, 2) Language Brokering, 3) Translation & Interpreting.

Table 3. 1

Component of Translanguaging

No	Subject	Concept	Component	Sub-Component
1.	Translanguaging Practice	Translanguaging practices include code-switching, translating, and language brokering, or interpreting between culturally and linguistically diverse individuals (Tse, 1996).	1) Code Switching focused on spontaneous conversation and written into different languages.	- Tag switching - Inter-sentential switching - Intra-sentential switching
2.			2) Translation and interpreting both oral and writing involves a complicated process of	- Comprehension of the vocabulary of the original source-language

		<p>comprehension and reformulation of a text's meaning.</p>	<p>text is word for word process.</p> <ul style="list-style-type: none"> - Comprehension of the meaning of the original text is sentence or phrase or clause may be translated sequentially. - reformulation or arrange messages from the target language and there is no difference. - The adequacy of the target language text is meaning in a text can be analyzed at many different levels or units.
<p>3.</p>		<p>3) Language Brokering is interpretation and translation between linguistically and culturally different parties and focus on influence the messages they convey and may act as a decision maker</p>	<p>Occur in children (child broker) and language divided based on background and mother tongue students.</p>

Table 3. 2

Observational Checklist

No	Transcription	Code Switching (CS)	Language Brokering (LB)	Translation & Interpreting (TI)	Note
1.					
2					
3					
4					

3.4 Data Analysis

Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006). Thematic analysis exists in relation to other qualitative analytic methods that look for themes or patterns. Thematic analysis is already widely used, various thematic analyzes that may be further highlighted in relation to a number of decisions regarding it as a method. There are 6 phases of Thematic analysis below:

Phase 1: get to know the data by re-reading the data transcript and re-watching the recorded video data. The researcher copies the results of the data, and reads all the data that is displayed in the verbal data transcription.

Phase 2: create the initial code. Researchers differentiate each code with a different color to make data easy to find and recognize.

Phase 3: look for the initial code theme that I have analyzed previously. After that, the researcher re-read the transcript that was given the initial code to find an appropriate theme.

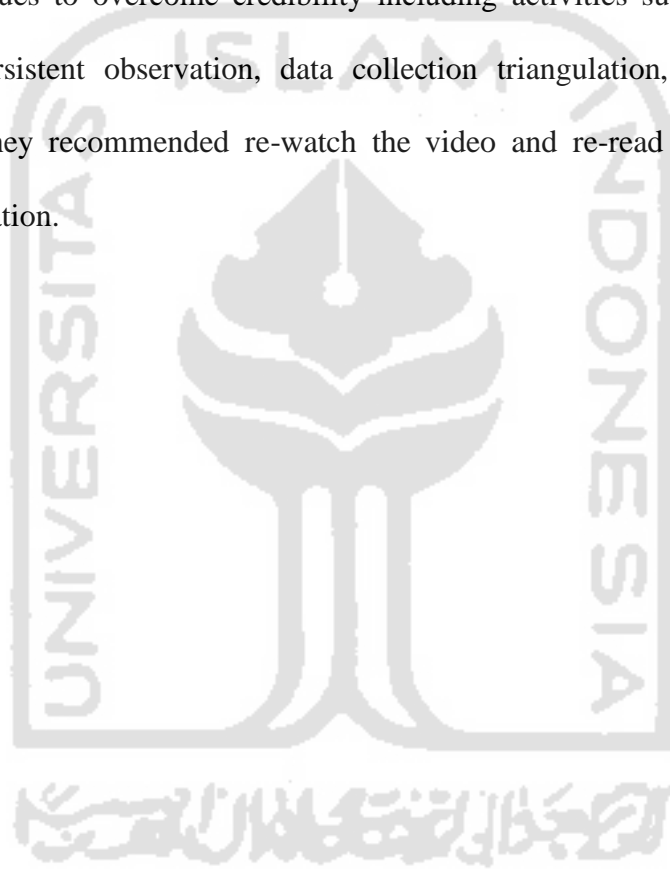
Phase 4: generate the most appropriate from the data labeling theme by comparing each theme.

Phase 5: give the name of the theme. researchers determine the theme in accordance with the data found.

Phase 6: Producing the report. researchers do the final data by entering data in the report

3.5 Data Trustworthiness

The method of this research has been published, confirmed, and reviewed in a journal as trustworthiness. The researcher has reviewed the credibility of this method by the expert judgment with one of lectures, as Lincoln and Guba (1985) suggested some of techniques to overcome credibility including activities such as prolonged engagement, persistent observation, data collection triangulation, and researcher triangulation. They recommended re-watch the video and re-read the data during checklist observation.



CHAPTER IV

FINDINGS & DISCUSSION

4.1 Findings

The data obtained by researcher from observation pre-service teachers who implement translanguaging practice in class. The researcher took the data by contacting two pre-service teachers and asked to share one teaching video that they had recorded during their internship program at school. After contacting the participant, the researcher did a transcribe and coding the data for three weeks. During, the researcher did transcribe data, researcher did re-listening and re-watch the video. The coding process researcher did re-reading and re-checking the data with concepts and components from the theoretical framework. when doing transcripts and coding data the researcher did checking repeatedly. for more detail findings described in the coding table of translation below:

Table 4. 1

Coding of Translation

Construct	Features	Themes	Codes	Coding Translation
Translanguaging Practice	Code-Switching	Translanguaging practice to manage student's behavior	(TP/CS/OBS1/064) (TP/CS/OBS1/091) (TP/CS/OBS1/110) (TP/CS/OBS1/133) (TP/CS/OBS1/050) (TP/CS/OBS2/032)	TP: Translanguaging Practice CS: Code Switching
	Translation and Interpreting	Translanguaging practice to	(TP/CS/OBS1/117) (TP/CS/OBS1/127)	TI: Translation and Interpreting

Language Brokering	elicit students' knowledge	(TP/CS/OBS2/038) (TP/CS/OBS2/010)	LB: Language Brokering OBS1: Observation 1 OBS2: Observation 2
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Table 4. 2*The Result of Observation's Transcript*

Component	Sub-component	Summary	Frequently
Code-switching	Tag switching	Teachers mostly used this type for giving instruction	8 times
	Inter-sentential switching	Teachers used this type for check students understanding	4 times
	Intra-sentential switching	Teachers mostly used this type for giving instruction	8 times
			20 times
Language Brokering	-	-	-
Translation & Interpreting	Comprehension of the vocabulary of the original source-language text	-	-
	Comprehension of the meaning of the original text	Teachers mostly used this type for give a clarification	4 times
	Reformulation or arrange messages from the target language	-	-
	The adequacy of the target language text	Teacher used this type for remind to students	2 times
			6 times

Based on three components of translanguaging practice that have been employed in the theoretical framework, they were fully conducted by the observation. From the three components namely code-switching, translation and interpreting, and language brokering it was found that mostly used in data observation is code-switching, translation and interpreting. When a teacher used code-switching in class that is a simple word and the same word to make it easy to give instruction. That is different from translation and interpreting when the teacher used this to clarify. Teachers tried to use a second language when teaching but it was found some students ask to repeat their instruction or explanation. Thus, from all of that the researcher found two big themes from the transcript. The sample of transcript data present below:

*PST : selanjutnya? [next] Udah semua belum? [all of you done or not?] Udah semua? [all of you done?] Yang belum siapa? [who hasn't?] Siapa tadi? **Oke sekarang kerjakan exercise terakhir ya?** [okay, please do last exercise] **Kalo ada pertanyaan speech us.** [if there have any question]*

(students doing an exercise)

PST : yang belum ada berapa orang ya? Satu, dua? Yang belum nanti kumpulin aja ya di susulkan ya di... perpustakaan lantai 2 [there aren't any people yet? One, two? students who have not yet been collected in the second-floor library]
allS+T : oke [okay]

(TP/CS/OBS1/110)

*PST : I also have a card to tell the health problem. (while widening the card) **So all you have to do is match the picture with the correct health problem card. I have cut the picture and the card in the envelop that I made.***

S : ha? gimana gimana? [how how?] (students confused)

PST : jadi kan di sini ada gambar yang pertama gambar health problem, nah di cocokan dengan tulisan yang ada di kertas ini. (explain in Indonesia and give an example with body language) [so, this is picture and the fist picture is health problem, match it with the writhing in this paper]

allS : ohhhhhhhh

(TP/TI/OBS2/014)

From that data, the result of data observation is pre-service teachers less used translanguaging practice in the classroom. That is because pre-service teachers try to full English when teaching-learning process during the internship program. But, in the field, it seems that some students do not understand when the teacher uses full English, so they switch to the first language and make students more understanding about the lesson or instruction. The data above showed that observation one pre-service teacher tried to full English but she accidentally switched from a second language to the first language. That's different from observation two pre-service teachers switch second language to first language when students do not understand the subject matter or instructions given. The explanation showed that pre-service teachers cannot avoid switch to the first language, they try to speak in full English but sometimes pre-service teachers and students need their first language in some situations.

4.2 Discussion

1. Translanguaging practice to manage students' behavior

In the previous theory taken by Tse (1996) and the data was found that used by pre-service teachers are code-switching and translation & interpreting. Meanwhile, language brokering hasn't been found in this data because this data has large classes and not multicultural students. In the code-switching component, there are 3 types by Poplack (1980) namely tag switching, inter-sentential switching and intra-sentential switching. Based on the data pre-service teacher there are 2 data types that are always

used *Tag switching* and *Intra-sentential* switching always appears when pre-service teacher explains or gives an instruction. Pre-service teachers always used tag switching to give an instruction to students seems like a simple and same word which is used repeatedly. This data was found in the first observation when the teacher gives instructions to students to continue reading on the PowerPoint. The data collect below:

S13 : *I understand where you are coming form, but you have to look at it from our perspective on well*
PST : *Okay. Next, we have an impolite way of disagreeing. **Selanjutnya** [next], **please**. Next?*
(TP/CS/OBS1/064)

T : *semuanya maju nanti ya? [all of you come forward letter]*
allS : *iyaaa*
T : ***Sipp**. Guys please pay attention to your friend*
S3 : *pay pay*
(TP/CS/OBS1/091)

The data above showed Tag switching that is used to give instruction with switch from first language to second language without purpose. Pre-service teacher used it with a long pause and the same situation. The data above (TP/CS/OBS1/091) is also seen that pre-service teacher used Indonesia slang “*Sipp*” which means okay in English. She used it without interruption and purpose.

The other sub-component is Intra sentential switching several times on the data. Pre-service teacher gave instruction to students to pay attention to what the teacher said. In the first observation, data found that pre pre-service teachers asked students to give instructions. Pre-service teacher did switch when telling one student to do a task and pay attention to her. That’s made students immediately pay attention to the pre-service teacher who is being explained. This can be connected with Sahib (2019) said

that translanguaging used by the teacher could help the students to be more active in the teaching-learning process including making students interested in learning. The last data found pre-service teachers switch language to end the class. As the explain the data collected below:

*PST : selanjutnya? [next] Udah semua belum? [all of you done or not?] Udah semua? [all of you done?] Yang belum siapa? [who hasn't?] Siapa tadi? **Oke sekarang kerjakan exercise terakhir ya?** [okay, please do last exercise] **Kalo ada pertanyaan speech us.** [if there have any question]*

(TP/CS/OBS1/110)

*PST : **Baik, Pay attention ya.**[allright] Okay guys I think this enough for today. Thank you so much for your attention. Assalamualaikum warahmatuallahhi wabarakatu.*

allS : waallaikumsalam warahmatulah hi wabarakatu, thank you... thank you next.... Thank you miss.

(TP/CS/OBS1/133)

Inter-sentential switching only several times appears in this data. In this data Inter sentential switching appears when pre-service teachers switch in sentence without interruption. From this data we can see that pre-service teacher was trying to used English and did switch in her first language. In the first data found in the first observation pre-service teacher explained and gave a question with the second language and switched to the first language to designate students to read. And then, the second data observation pre-service teacher switches when giving a warning to students. The warning is students must do in a group and be good teamwork. As the explain the data presented below:

PST : the definition general point of view is anything for everyone agrees okay? You have agree in an opinion. This is an expression how we agree an opinion and this one

*is disagree in opinion. You have still remembered right? Now in the next section we going to learn polite and impolite opinions. This is for likes formal and informal way to show your opinion to others. (siswa mengobrol satu sama lain dan guru mengabaikannya tetap menjelaskan di depan kelas [students have a chit chat to another and pre service teacher ignore it she still explain it]) **Okay, this is the examples, can you..... read the first one? Yang belakang sendiri. Iya.** [the back one]*

S10 : yang, yang mana? [which one?]

PST : the first one.

(TP/CS/OBS1/050)

PST : “You have to work together to solve the problem. This require a good teamwork”

(pre service teacher pauses)

*PST : **jangan ada yg di bantuin temenya. jangan ada yg ngangur semuanya harus kerja ya.** [Don't help your friends. all of you must work]*

S : siappp (some students)

(TP/CS/OBS2/030)

The data above showed that pre-services teacher used translanguaging for give instruction and warning to students. That is related to Rerung (2015) states that students prefer to use Bahasa Indonesia for deeper discussion especially when it talks about instructions and complicated theories. For example, data (TP/CS/OBS1/050) showed pre-service teacher switch from second language to first language when give instruction to one of the students sitting in the back. Then, data (TP/CS/OBS2/030) showed that pre-service teacher give a warning to all students about their task.

2. Translanguaging practice to check students' understanding

Based on two data observations, it was found the teacher did to check students understanding and clarified. It can be said that the pre-service teacher used Translanguaging practice to clarify to students understanding about the lesson or instruction. The data below include 2 code-switching types that are intra-sentential

switching and inter-sentential switching. First observation data show that pre-service teachers use translanguaging practice to elicit students at the end of lesson. Pre-service teacher asked students about lessons they have learned on that day.

PST : *polite way of giving an opinion and the last one impolite way of giving opinions. Masih ingat kah tadi? [do you still remember?]*

(Suddenly power failure)

S11 : *loh innalillahi wainnalillahirojiun*

S10 : *yahhhh*

S11 : *jeglek paling ini bu. Di jeglekin orang ini [maybe this is a power failure*

miss. turned off this light by stranger]

(TP/CS/OBS1/117)

PST : *Ya. Di gunakan di situasi? [used in situation?]*

S12 : *aaa... formal*

PST : *yang ini ya.[this one yeah] (menunjukkan slide di ppt). Terus yang impolite? [and then impolite?] Untuk informal ya. [for informal yeah] Nah ini. [this one]*

(TP/CS/OBS1/127)

S : *miss gimana? Ulangi lagi ulangi lagi miss [how miss? Repeat again repeat again miss]*

PST : *I will explain again. Jadi kita akan bermain game, saya punya gambar kira kira laki – laki di foto ini kenapa ya? [So, we are going to play a game, I have a picture and what do you think about this man in this picture?]*

S : *Batuk..... Bersin..... [cough sneezing.....]*

PST : *oke lanjut yaaa..... [next]*

(TP/CS/OBS2/036)

PST : *Today, we will play a game. This game called guessing my problem*

PST : *my problem kayak gimana? [my problem like what?]*

allS : *miskin... sakit..... sakit..... di tinggal pacar [poor... sick... the boyfriend is left]*

(TP/CS/OBS2/008)

In the second observation data above it can be said pre-service teacher used translanguaging to clarify when giving instruction and repeat the instruction.

According to Baker (2001) as cited in Lewis, Jones and Baker (2012) said that translanguaging may help students to gain a deeper and fuller understanding of the subject matter. This can be said that when pre-service teacher switches to a second language to first language it makes students deeper and fuller understanding of the lesson and instruction. It all can be seen clearly from the data above (TP/CS/OBS1/117) and (TP/CS/OBS2/036).

In terms of translation and interpreting there has 4 types proposed by Malakoff and Hakuta (1991) there are Comprehension of the vocabulary of the original source-language text, Comprehension of the meaning of the original text, Reformulation of the message of the target language, and Judgement of the adequacy of the target language text. In the data it was found only 1 component which appears that is Comprehension of the meaning of the original text.

Pre-service teacher did this type Comprehension of the meaning of the original text for repetition in another language of her explained. As found in the data Pre-service teacher used a second language to explain her instruction about play games. Before the teacher did a clarification about her explanation. Students look confused about the explanation with the student's expression, so the teacher did repetition with the first language for students to understand. As the data presented below:

PST : I also have a card to tell the health problem. (while widening the card) So all you have to do is match the picture with the correct health problem card. I have cut the picture and the card in the envelop that I made.

S : ha? gimana gimana? [how how?] (students confused)

PST : jadi kan di sini ada gambar yang pertama gambar health problem, nah di cocokan dengan tulisan yang ada di kertas ini. (explain in Indonesia and give an

example with body language) [so, this is picture and the fist picture is health problem, match it with the writhing in this paper]

allS : ohhhhhhhh

(TP/TI/OBS2/014)

PST : Is the instruction clear?

S : eeeee ada yg bingung miss (some students answer) [some are confused miss]

PST : Gimana masih ada yang belum paham? [there are still those who do not understand?]

S : miss gimana? ulangi lagi ulangi lagi miss [how miss? Repeat again repeat again miss]

(TP/TI/OBS2/034)

The data above (TP/TI/OBS2/014) showed that when pre-service teacher did clarification in the first language because students looked so confused about the instruction. As said to Sahib (2019) this situation is related to his statement that translanguaging used by the teacher could help the low students in English vocabulary. The data above (TP/TI/OBS2/034) can be explained that students don't understand the pre-service teacher's explanation of the instruction. So that pre-service teachers switch to the first language for students easy to understand.

CHAPTER V

CONCLUSION

Based on the finding and discussion, it was found that the most used type of translanguaging practice by pre-service teachers is *Tag switching* and *Intra-sentential switching*. Pre-service teachers tried to full English at first and tried to less use Bahasa Indonesia. It is visible in the data when giving instructions or giving directions something, students need in Bahasa Indonesia. Hence, translanguaging makes students deeper and fuller understanding of the instruction and clarification about the subject matter. Limitation of this study is researcher cannot do observation in the class directly because of COVID-19 pandemic. So that, researchers must use pre-service teachers video recorder during internship program. Due to the limited data retrieval, maybe there are still many pre-service teachers out there who use translanguaging. Thus, researchers suggest for the future that explore more about translanguaging practice in the classroom focus on pre-service teachers because there many interesting things and still limited research.

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APPENDICES

1. Code Switching focused on spontaneous conversation and written into different languages.
 - **Tag switching** : Language switch when speaker indentation tag or word in one language and next another language in a sentence (*I mean, maybe, you know*)
 - **Inter sentential switching** : language switch when speaker doing shift in the middle of the sentence without interruption.
 - **Intra sentential switching** : language switch between word or phrase at the beginning or end of sentence
2. Translation and interpreting doing with both oral and writing involves complicated process of comprehension and reformulation of a text's meaning. There have four stage process:
 - **Comprehension of the vocabulary of the original source-language text.** This process can be said word for word process. The main focus of this process is individual words that constitute the sentence.
 - **Comprehension of the meaning of the original text.** This process related with the sentence or phrase or clause may be translated sequentially, each with an appropriate syntax, but with the whole lacking a coherent sentence structure or meaning.
 - **Reformulation of the message of the target language.** This process focused on professional translation and no distinction between the communicative demands and the metalinguistic demands of the task.
 - **Judgement of the adequacy of the target language text.** meaning in a text can be analyzed at many different levels or units. There are the meanings of the individual words, of the phrases, and of clauses that constitute the sentence
3. Language brokering is child brokers from many **different cultures and languages.**

Transcript video 1

- 001 T : Bismilahirrahmanirahim
- 002 S1 : Him!
- 003 S2 : Amin
- 004 T : Okay I would you.... (one students (S1) sit up and teacher ignore it)
- 005 T : Adhar adhar? (one students (S1) sit up and teacher ignore it)
- 006 T : Azhar?

- 007 S3 : Adhar adhar
- 008 S1 : kan, kudune kudune @\$%^&*%^&* apa? (suara siswa mengobrol)
- 009 S2 : Sebelum sholat itu? (suara siswa mengobrol)
- 010 S1 : Sebenarnya baunya lama gak sih? (suara siswa mengobrol)
- 011 S2 : hemmm?
- 012 S1 : @\$%^&*
- 013 T : Arifah.... Arifah.....?
- 014 S4 : Oh ijin mbak jagain PMR belakang ini nah
- 015 T : Aulia?
- 016 T : azhari?
- 017 S1 : Kok mbak e dewe gak e-call? (suara siswa mengobrol)
- 018 T : Azharina
- 019 S2 : hahahaha
- 020 S3 : Belum aku iya (sambil berdiri dan jalan ke bangku lain)
- 021 T : Zatara?
- 022 T : Daniah?
- 023 S2 : Kok kamu ndengaren gak di depan? (suara siswa mengobrol)
- 024 T : Fairuziah?
- 025 T : Farah?
- 026 T : haiyah?
- 027 T : Ade? Ade? Gak masuk po?
- 028 S2 : Ade juga tadi izin remed. Ya allah
- 029 S1 : Saya
- 030 T : Renaldi?
- 031 T : Wasma?
- 032 S2 : @\$%^&*
- 033 T : Zumaroh? Adi?

034 T : okay so.... I will in traduce my self first. My name is Emma Khairun Nisaa you can call me miss Emma. Going to learn second meeting on opinions and thoughts. (berhenti sebentar) You have still remembered what we learned in the previous meeting?

035 S5 : Ssshhhhh!

036 T : Guys? Are you with me? Can you please ...(discontinued by the students).

037 S6 : Iya iya

038 T : Isi essaynya nanti ya..... Okay, What we have learned in previous meeting? (berhenti sejenak) Do you still remember of the definition of opinion?

039 S7 : Something

040 T : what is opinion? Something? An opinion is a.... let's see the pption. is the way things... the way you feel on things about something. Anyone know about the second one? What is the sentence structure? Is that you can use to casual an opinion. I think yes.

041 T : this is the pattern. Have a pattern verb and object. You still remember right?

042 AHS : Yes

043 T : Now, what is the personal point of view? Still remember for this?

045 S8 : Is all personal suggestion or personal opinion.

046 T : Okay. This is personal opinion. That we only met in the opinion. And what is general? General one?

047 S9 : aaa..... view a....

048 T : General point of view?

049 S9 : a... its else of point of view

050 T : the definition general point of view is anything for everyone agrees okay? You have agree in an opinion. This is an expression how we agree an opinion and this one is disagree in opinion. You have still remembered right? Now in the next section we going to learn polite and impolite opinions. This is for likes formal and informal way to show your opinion to others. (siswa mengobrol satu sama lain dan guru mengabaikannya tetap menjelaskan di depan kelas) Okay, this is the examples, can you..... read the first one? Yang belakang sendiri. Iya.

051 S10 : yang, yang mana?

- 052 T : the first one.
- 053 S10 : I am avoid. I don't agree with you on this myth.
- 054 T : next
- 055 S11 : actually, as a @\$%^&*. I think we can look of it again and @\$%^&*
- 056 T : next
- 057 S2 : Apa toh itu? I feel compelled to this agree with you on this myth.
- 058 T : Lanjut.
- 059 S12 : what?
- 060 T : number..... apa? Apa tu.... four.
- 061 S12 : it occurs to me that you have closed your mind against any right opinion.
- 062 T : Lanjut
- 063 S13 : I understand where you are coming form, but you have to look at it from our perspective on well
- 064 T : Okay. Next, we have impolite way of disagreeing. Selanjutnya, please. Next?
- 065 S3 : Sabar ya miss. Rubbish? Wah
- 066 allS : HAHHAHAHA
- 067 S3 : Rubbish! Nonsense! I don't disagree with this.
- 068 T : Okay selanjutnya. Polite way of giving an opinion, Selanjutnya.
- 069 S4 : I agree with you to a certain point, but I would appreciate if you look at it from another point of view.
- 070 T : okay, next
- 071 S14 : I think we should all work together to get rid our society of social evils.
- 072 T : okay.
- 073 S15 : You make a strong case of changing all the rules, but I think you may have overlooked the fact that is not possible.
- 074 T : Oke lanjut

075 S16 : To my mind, this is the truth and I believe it.

076 T : Okay. So this example right as a giving opinion. And then polite one you should express opinion in a polite way okay? **And then next this is impolite way of giving an opinion. Selanjutnya**

077 S17 : This is what I am getting at.

078 T : Okay. Any questions? No? no that? I have a videos. (berhenti sebentar) Guys please pay attention to the video. And pay with the overall what is the video about?

(playing the video)

079 T : Okay so, now what do you get from this video? What is the video about? @#\$\$%^&?

080 allS : In opinion

081 T : In what situation?

082 allS+T : Party's, and then schools, collage.

083 T : Okay. So, now write into the exercise. Guys have any question? No? @#\$\$%^&*. Now exercise time

(membagikan soal)

(kelas tidak terkondisi dan siswa mengobrol satu sama lain)

084 T : Okay. I will explain the instruction. Okay. (siswa ribut) hello?

085 allS : Hy

086 T : please make this line. You have to complete this line a.... and then you have to add the out the @#\$\$% and come forward without the text okay? You may choose one of three conversation okay? Do you have complete this first and then you do the exercise four like you see one this. Okay? One of this that you has completed okay? Do you have any question? 20 minutes is that enough?

087 S : 20 minutes?

088 T : yeah

(mengerjakan soal)

089 T : semuanya maju nanti ya?

090 allS : iyaaa

091 T : **Sipp. Guys please pay attention to your friend**

092 S3 : pay pay

093 S18 : hahaha. Whats kind of our... apa tadi kak apa?

094 allS : HAHHAHAHA

(students doing clarification to teacher)

095 T : pay attention guys

096 S18 : Ris what's kind of movie do you like?

097 S3 : I like horror movies yeahh

098 S18 : why you like horror movies? It's so Scary.

099 S3 : a.... I don't think so a.... case I !@#%&^&*** I dream as well

0100 S18 : emmm maybe I do is.... Eehahaha a.. I don't like horror movies it making scary, I like comedy.

101 S3 : Comedy is fun but its I prefer to horror movies as well

102 T : okay

103 allS+T : (applause) yeyeye

104 T : selanjutnya siapa yang mau maju?

105 S12 : saya

106 S13 : saya

107 T : Namanya siapa? (memberikan selembar kertas)

108 S3 : ha?

109 S18 : oh iya

(video terpotong)

110 T : selanjutnya? Udah semua belum? Udah semua? Yang belum siapa? Siapa tadi? Oke sekarang kerjakan exercise terakhir ya? Kalo ada pertanyaan speech us.

(mengerjakan soal)

111 T : yang belum ada berapa orang ya? Satu dua? Yang belum nanti kumpulin aja ya di susulkan ya di... perpustakaan 2

112 allS+T : oke

113 T : oke nah sekarang kita.... Hari ini sudah belajar apa aja?

- 114 S2 : opinions
- 115 T : ini ya... polite way of disagreeing and then
- 116 allS+T : Impolite way of disagreeing
- 117 T : polite way of giving an opinion and the last one impolite way of giving opinions. Masih ingat kah tadi?

(Suddenly power failure)

- 118 S11 : loh innalillahi wainnalillahirojiun
- 119 S10 : yahhhh
- 120 S11 : jeglek paling ini bu. Di jeglegin orang ini
- 121 T : Masih inget gak? Polite way itu yang kayak apa?
- 122 S11+S12 : Ha? Ha?
- 123 T : yang nomor satu. Yahh. Masih inget gak?
- 124 S12 : sorry I don't agree with you
- 125 T : ya. Di gunakan di situasi?
- 126 S12 : aaa... formal
- 127 T : yang ini ya. (menunjukkan slide di ppt). terus yang impolite? Untuk informal ya. Nah ini.
- 128 allS : rubbish,... haha,... Rubbish.... haha
- 129 T : jangan pakek yang impolite ya pakek yang polite aja

(mengumpulkan penugasan)

- 130 T : siapa lagi sih yang belum? Ini udh selesai belum nih?
- 131 S13 : belum
- 132 T : dah dikit lagi ya. Dah ya kita tutup aja yah. Yang belum silakan nanti dikumpulin nyusul yah oke.

(barang jatuh)

- 133 T : Baik, Pay attention ya. Okay guys I thinks this enough for today. Thank you so much for your attention. Assalamualaikum warahmatuallahhi wabarakatu.

134 allS : waallaikumsalam warahmatulah hi wabarakatu, thank you... thank you next.... Thank you miss.

Transcript video 2

1. Code Switching focused on spontaneous conversation and written into different languages.

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This process related with the sentence or phrase or clause may be translated sequentially, each with an appropriate syntax, but with the whole lacking a coherent sentence structure or meaning.

- **Reformulation of the message of the target language.**

This process focused on professional translation and no distinction between the communicative demands and the metalinguistic demands of the task.

- **Judgement of the adequacy of the target language text.**

meaning in a text can be analyzed at many different levels or units. There are the meanings of the individual words, of the phrases, and of clauses that constitute the sentence

3. Language brokering is child brokers from many different cultures and languages.

(PST asked students whether they want to study or play a game before start the lesson)

001 PST : “So, what are we going to do today? (slowly) Do we have to play a game before study or just directly study the material?”

002 S : play game play game

003 PST : oke play game yahhh

004 S : iyaaahh

(PST explained to the students about the game and demonstrated mechanism how to play the games)

005 PST : “We will play a game. This game called guessing my problem. I will decided the group, based on the line”. (look students expression, confused or not)

006 PST : “Please listen to my instruction carefully”

007 S : oke miss..... iya miss.....

008 PST : “Today, we will play a game. This game called guessing my problem”.
my problem kayak gimana?

009 alls : miskin... sakit..... sakit..... di tinggal pacar

010 PST : “Take a look on the picture on my hand. What happened with this man?”

011 S : Batuk....., Bersin.....,

012 PST : “I also have a card to tell the health problem. (sambil melebarkan kartu) So all you have to do is match the picture with the correct health problem card. I have cut the picture and the card in the envelop that I made”

013 S : ha? gimana gimana? (siswa bingung)

014 PST : jadi kan di sini ada gambar yang pertama gambar health problem, nah di cocokan dengan tulisan yang ada di kertas ini. (menjelaskan bahasa indonesia dan mencontohkan dengan peraga di tangan).

015 S : ohhhhhhhh

(PST give students rules the game)

016 PST : “I will give it to you but do not open the envelope until I say “Open”, if you open the envelope before I allow you, you will be disqualified.”

(PST out the envelop on the table)

017 PST : sampe di buka kalian gagal ya gugur di diskualifikasi.

018 S : oke miss hahaha (ketawa kecil)

019 PST : “The fastest group will be the winner and get a reward”

020 S : reward nya apa miss? duit ya? apa tuh?

021 S : ihhhh body shop? skin care ya

022 PST : ayo mau gak? lumayan loh

023 S : (sibuk mengobrol dengan siswa lain)

024 PST : “Please make advice based on the picture you have arranged.”

025 S : dimananya miss?

026 PST : di bawahnya

027 PST : “I will give you 5 minutes to match the picture”

028 S : oke... oke miss (some students)

029 PST : “You have to work together to solve the problem. This require a good teamwork”

(silent for a moment)

030 PST : jangan ada yg di bantuin temenya. jangan ada yg ngangur semuanya harus kerja ya.

031 S : siappp (some students)

(PST check students understanding the instruction)

032 PST : “Is the instruction clear?”

033 S : eeee ada yg bingung miss,

034 PST : “Gimana masih ada yang belum paham?”

035 S : miss gimana? ulangi lagi ulangi lagi miss

036 PST : “I will explain again. Jadi kita akan bermain game, saya punya gambar kira kira laki – laki di foto ini kenapa ya?”

037 S : Batuk..... Bersin.....

038 PST : oke lanjut yaaa.....

(silent for a moment, show the example)

039 PST : “Saya mempunyai keterangan tentang penyakit yang di derita. Kalian harus mencocokkan gambar nya dengan keterangan penyakit yang di derita”

040 S : iya miss

041 PST : “Grup yang paling cepat akan mendapatkan reward dari saya loh”.

042 S : iya miss (some students)

043 PST : “Saya akan memberikan waktu selama 5 menit”

(game is end. PST asked students how they felt)

044 PST : “So how do you feel after playing the games?”

045 S : seru banget miss, ada game lagi gak?

046 PST : “Is it challenging ?

047 S : Yessss

