

AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES

BY AN INDONESIAN EFL LECTURER

A Thesis

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



Written by :

Jabida Layn

18322135

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA**

2022

APPROVAL SHEET

**AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES
BY AN INDONESIAN EFL LECTURER**

By:

Jabida Layn

18322135



Approved on July 11, 2022

By

Supervisor:

Willy Prasetya, S.Pd., M.A.

NIP. 173220502

RATIFICATION SHEET

AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES

BY AN INDONESIAN EFL LECTURER

By:

Jabida Layn

18322135

Defended before the Board Examiner on 2022 and Declared Acceptable

Board Examiner

Chairperson : Willy Prasetya, S.Pd., M.A.

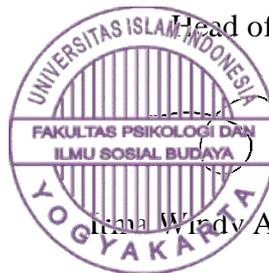
First Examiner : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D

Second Examiner : Banatul Murtafi'ah, S.Pd., M.Pd

Yogyakarta, 11 of July 2022

Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences
Universitas Islam Indonesia

Head of Department,



Winda Widy Astuti, S.S., M.Hum.

STATEMENT OF WORK'S ORIGINALITY

I honestly and truthfully declare that the thesis that I have submitted through the writing of this research is really my own work, except for those specified in the quotations and references. This thesis has nothing in common with other thesis and has never been submitted for any degree or other purposes.

Yogyakarta, Mei 2022

The writer,



Jabida Layn

18322135

MOTTO

“Dreams give me a sense of direction and help me not to get lost in all the choices I have”

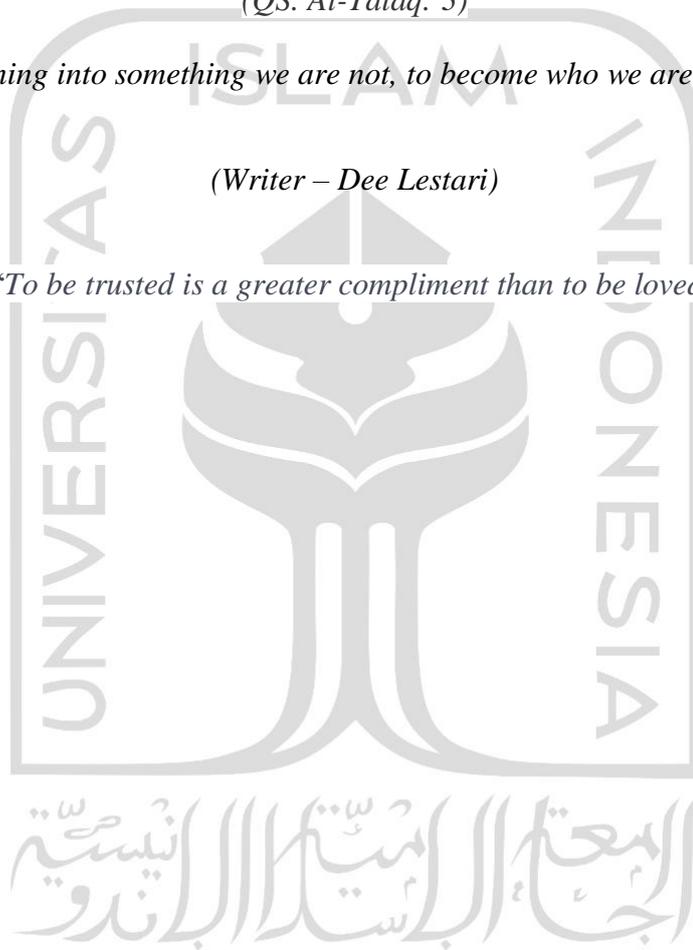
"And whoever puts all his trust in Allah (God), then He will suffice them."

(QS. At-Talaq: 3)

“Spinning into something we are not, to become who we are again”

(Writer – Dee Lestari)

“To be trusted is a greater compliment than to be loved”



DEDICATION

I dedicate this thesis to:

1. To my beloved parents who always support, encourage, and pray unceasingly. All my struggles up to this point I dedicate to the two most valuable people in my life. All their sacrifices and sincerity made me able to go through the bitter and sweet times in this life. I will grow, to be the best that I can be. Thank you for being the perfect parent.
2. My sisters (Hestika Sari Layn, Cutmisni Layn, Umi Kalsum Ely) and my brothers (Ahmad Rifaldy Layn & Rizky Layn), thank you for being an important part and a source of laughter for always accompanying me while working on this thesis. All of their care means a lot to me.
3. My thesis supervisor, Mr. Willy Prasetya S.Pd., M.A. thank you for being patient in guiding, supporting, and helping a lot during the process of writing this thesis. Thank you for your help, I cannot pass all these troubles without your help. May your goodness get the best reward from Allah SWT.
4. All lecturers and staff in the Department of English Education have supported and participated in helping me complete my thesis.
5. My comrades in arms, thank you for supporting each other so far. Without the inspiration and encouragement, they have given me, I would be nothing today.
6. Special thanks to my friend Khofifah Novitasari who always there with me from the beginning of the semester. We have shared a lot, thank you for supporting and always being a good listener.
7. My high schoolmates who always hear my random stories and always cheer me up.
8. And most of all, myself. I am very grateful to myself for fighting to finish this thesis even though it is full of laughter and tears. So far the long process has been successfully passed.

ACKNOWLEDGEMENT

Alhamdulillah rabbil ‘alamin, praise due to Allah SWT who has given health, opportunity and mercy to complete this thesis. Blessing and Peace be on Prophet Muhammad SAW, his family, his relatives, and all his followers. This thesis untitled “**AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES BY AN INDONESIAN EFL LECTURER**” is submitted as the final requirement in accomplishing a Bachelor’s degree in English Education in Psychology and Socio-Cultural Psychology, Islamic University of Indonesia Yogyakarta.

The grateful thanks the researcher goes to his thesis supervisor, Mr. Willy Prasetya S.Pd., M.A. for guiding, giving suggestion and correction since the preliminary of manuscript until the completion of this thesis. Furthermore, the researcher regard addressed to the head of English Language Department, Islamic University of Indonesia Yogyakarta, Miss Irma Windy Astuti, S.S., M.Hum and all lecturers for advice, motivation and useful knowledge.

The highest appreciation and gratitude are conveyed to my beloved parents; researcher's father Jabir Usman Layn and researcher's mother Jamila Paisuly who raised me through many hardships. Your prayers, support and hard works encouraged me to complete my study.

The final word the author realized that in the writing of this thesis is still far from perfection. Therefore, the authors invoke suggestions and criticisms which is build for the sake of perfection and may be useful for all of us.

Yogyakarta, Mei 2022



Jabida Layn

TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
MOTTO.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURE	ix
LIST OF TABLES.....	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Formulation of the Problem	3
1.3 Objective of the Study	3
1.4 Significance of the Study.....	3
CHAPTER II.....	4
LITERATURE REVIEW.....	4
2.1 Translanguaging	4
2.2 Translanguaging in English Language Learning	6
2.3 Previous Study.....	7
2.4 Theoretical Framework.....	8
CHAPTER III.....	9
RESEARCH METHODOLOGY	9
3.1 Research Design	9
3.2 Data Preparation	9
3.2.1 Consent Form	9

3.3 Setting and Participant	9
3.4 Data Collection.....	11
3.5 Data Analysis	12
3.6 Trustworthiness	12
CHAPTER IV.....	14
FINDINGS & DISCUSSION.....	14
4.1 Findings	14
4.1.1 Translanguaging through two named languages	16
4.1.2 Translanguaging through translation	19
4.1.3 Translanguaging within one named language	20
4.1.4 Translanguaging with visual support.....	22
4.2 Discussion	26
CHAPTER V	30
CONCLUSION AND SUGGESTION	30
5.1 Conclusion	30
5.2 Suggestion.....	31
REFERENCES	33
APPENDICES	36
Appendix 1 Informed Consent	36
Appendix 2 Observation Data Transcription.....	37



LIST OF FIGURE

Figure 1. Theoretical Framework of Translanguaging 8



LIST OF TABLES

Table 3.1 Observation Checklist.....	11
Table 4.1 The result of Observation's Transcript.....	15



LIST OF APPENDICES

Appendix 1 Informed Consent	Error! Bookmark not defined.	6
Appendix 2 Observation Data Transcription.....		37



AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES

BY AN INDONESIAN EFL LECTURER

By

Jabida Layn

18322135

ABSTRACT

The use of translanguaging in classroom interactions has numerous advantages for both students and educators. Seeing translanguaging practices that can be used to facilitate learning in the classroom, it is becoming difficult to ignore the existence of translanguaging. Despite there have been widely studies of translanguaging, less attention has been given to actual practices by the lecturer in EFL classroom. This study aims to fill this gap by exploring translanguaging practices by an Indonesian EFL lecturer. The research design administered here was a qualitative study. The setting of this research is a private university in Yogyakarta. Data was conducted through online classroom observation. Data was categorised based on several types of translanguaging practices that has been conducted by Iversen (2019). This research reveals that there are several types of translanguaging applied by the lecturer in the classroom. Therefore, translanguaging is always used by the lecturer for many reasons: triggering higher responses from students, giving instruction, managing the classroom interaction, and also avoiding misconceptions about the learning materials. However, in general, the lecturer uses the linguistic repertoire of the student to conduct negotiation and knowledge acquisition. Furthermore, this study provides an explanation of how an Indonesian EFL lecturer practices translanguaging because this study explores translanguaging practices of an Indonesian EFL lecturer which she has been doing so far.

keywords: Translanguaging Practices, Translanguaging, EFL Classroom

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, there are no monolingual people, most people can speak at least two languages, including local languages. Then, in the context of education, from elementary to high levels, especially in English education, translanguaging is something that is practiced in everyday life, especially in the classroom.

At the higher education level, especially English education, the concept of translanguaging utilizes all linguistic resources by using all the languages that are owned by the lecturer and students so that communication continues to run well. In this context, translanguaging is defined as the ability of an individual to use multiple languages within his/her repertoire for achieving effective communication (Garcia & Wei, 2018).

The use of translanguaging in classroom interactions has numerous advantages for both students and teachers. Especially for students, through translanguaging, students can not only broaden their language skills (Basturkmen & Shackelford, 2015) but they can also be empowered to take charge of their studies and to integrate socially into the community of courses specific to their field of study (García, 2009). In the other words, translanguaging can be the right way to make students able to show their skills in the learning process. By using translanguaging, students can be more expressive and active in the learning process.

With the extensive use of translanguaging to facilitate learning in the classroom, it is becoming difficult to ignore the existence of translanguaging. Previous studies on translanguaging had been conducted by some of the researchers. An early example of research into translanguaging includes a study in Asia conducted by Rabbidge (2019) about the effect of translanguaging on participation in English classrooms, teachers' translanguaging practices can improve students' understanding of teacher dialogue and improve students' ability to participate in lessons. Then, Rui Yuan and Min Yang (2020) also did investigation in towards an understanding of translanguaging in teacher education classrooms, and it was found that the translanguaging practice of educator is both planned and generative (some have been planned since the lesson planning, and some have happened impromptu in the classroom), depending on their teaching environment, giving them various teaching opportunities and challenges. From one of those studies, it is known that by paying attention to the function of linguistic repertoire in general education for negotiation and knowledge acquisition, cross-lingual sociocultural theorization can provide valuable insights for current sociolinguistic work (Duarte, 2016)

In the Indonesian context, Prasetya (2021) found that translanguaging could bridge the communication between teachers and students with different cultural backgrounds. In addition, translanguaging help students develop multilingual skills (Rasman, 2018). Then, another study also conducted by Saputra and Akiba (2018) found that the lecturer engages in the process of formative assessment. Research on translanguaging practices has been widely

carried out in Indonesia in the context of higher education, but to provide a clearer picture of the existence of translanguaging practices conducted by lecturers to shape classroom interactions, further research is needed to add to the literature especially in a different regional context from previous research. Therefore, it is important to explore how the lecturer practices translanguaging in EFL classroom. By applying qualitative methods, the data collection of this study is conducted through classroom observation at a private university in Yogyakarta, especially for the lecturer of the English Education Department who applied translanguaging practices when teaching English as a necessity in using the linguistic repertoire of the student to conduct negotiation and knowledge acquisition.

1.2 Formulation of the Problem

One research question that guided this study is:

How does the lecturer practice translanguaging?

1.3 Objective of the Study

The objective of this study is to explore translanguaging practices by an Indonesian EFL lecturer.

1.4 Significance of the Study

The results of this study are expected to provide contribution more about the role of translanguaging practice so that it can be used as a reference and applied in classroom. This research is also useful for language educators to be more aware of the implementation of translanguaging in language teaching in EFL Classroom, especially English Education Department.

CHAPTER II

LITERATURE REVIEW

2.1 Translanguaging

Garcia and Wei (2018) defined Translanguaging as the use of languages not as a system with social and political limits, but as a dynamic repertoire. It means that by prioritizing effective communication, it is possible to use translanguaging by focusing on the actual use of linguistic resources available. Translanguaging refocuses attention on the use of languages by individuals to create and interpret their social environments (Garcia, 2017). In what Li Wei (2011) refers to as a translanguaging space, speakers use all of their meaning-making potentials to mean and communicate. Overall, the implications of translanguaging make it easier for us to improve our learning ability because translanguaging refers to speakers' ability to add and select different linguistic and semiotic features to their communicative repertoire (Garcia & Wei, 2018). As Rasman (2018) found that translanguaging practice has achieved the goal of expanding learners' repertoires, as well as the strategy that teachers can use to implement translanguaging in their classroom.

Translanguaging has been proposed as a way of acknowledging the students' flexible and dynamic language practices, whether they appear at the surface and are visible or not, and as a means to leverage the meaning-making communicative system of all students from the beginning of schooling (Garcia & Wei, 2018). Translanguaging aims to assist scaffolding and simply students during a transition phase as they add and appropriate the necessary features. Since

then, efforts to use translanguaging to transform the education of linguistically minoritized students have grown.

Acknowledged the importance of translanguaging for practical reasons, it is hoped that it will add more languages to the repertoire in the classroom context. Regarding this, when implementing translanguaging, it needs to be careful, because it is more than just using linguistic repertoires. It's about receiving a repertoire of languages to establish a positive identity, enhance the language learning experience, and increase student engagement (García & Wei, 2014). As noted above, translanguaging can increase student participation in the classroom (García et al., 2017; García & Wei, 2014).

Iversen (2019) categorised five translanguaging practices: within one named language (Norwegian), with visual support, through translation, through peer support, and through several named languages. Translanguaging within one named language can be defined as the strategic use of the speaker's available linguistic resources as an expression of agency (Lu and Horner 2013). According to Garca and Wei (2014, 28-29), translanguaging encompasses all modes of meaning-making, including gestures, objects, and visual cues. Furthermore, García, Ibarra Johnson, and Seltzer (2017, p.15) said that translation can help students make meaning, develop multilingual voices, and deepen their understanding of how all linguistic repertoires can be constructed. Many researchers define peer support as the practice of allowing students to support one another in common languages as a useful translanguaging practice in classrooms (Iversen, 2017). In Addition, it is good practice several named languages for

teachers to use their entire linguistic repertoire to promote student learning (Duarte, 2019; Garcia & Sylvan, 2011).

2.2 Translanguaging in English Language Learning

Communication connection and interaction between teachers and students will be more effective if they are using their home language in learning English. In the other words, translanguaging has been applied by many educators as pedagogic strategies in the process of English teaching in EFL classrooms. The work of translanguaging, especially translanguaging in educational context, was deepened by many in a very short time (Garcia & Kelyn, 2016). It makes translanguaging grow fast, becoming possible ways that have been tried especially in Higher education, lecturers and students using this new term to be able to implement their English concurrently helped by their home language (mother tongue). Translanguaging refers to the actual language behaviors of bilingual children and adults that support learning (Swanwick, 2016). The term "translanguaging practice" in this present study is currently used to reflect the fluidity of today's language practice. Hence, translanguaging used by educators a transformative for teaching English in the classroom. When applied in classroom contexts, translanguaging is considered a pedagogical approach which serves as a scaffolding strategy of multilinguals and offers a new point of view in this era (Lin & He, 2017). It means that the educator looks at the language from the learner's point of view.

2.3 Previous Study

Several previous studies on translanguaging has been run by some of the researchers. An early example of research into translanguaging includes a study in Asia conducted by Rabbidge (2019) about the effect of translanguaging on participation in EFL classrooms. Then, Yuan and Yang (2020) also did investigation in towards an understanding of translanguaging in EMI teacher education classrooms, and it was found that the translanguaging practice of educator is both planned and generative (some have been planned since the lesson planning, and some have happened impromptu in the classroom), depending on their teaching environment, giving them various teaching opportunities and challenges. From one of those studies, it is known that by paying attention to the function of multilingual repertoire in general education for negotiation and knowledge acquisition for current sociolinguistic work. (Duarte, 2016)

In Indonesia applied the use of translanguaging by Saputra (2018) found that translanguaging was accepted well by the students. It even helped the students to understand more and increase their English knowledge. The student stated that translanguaging could be a faster way to learn English while learning the other subject will not be eliminated. Then, another study also conducted by Prasetya (2021) entitled Translanguaging in International Student Teaching: Narratives of Filipino teachers in an Indonesian Setting. Thus, Translanguaging plays an important role for both students and teachers in applying it to the classroom context.

From previous study it should be noted that if students actively participate in learning activities in the classroom, then this will affect the learning process,

facilitate communication and increase student engagement in class. Some researchers also mention that high student motivation will guarantee an increase in learning outcomes. However, to the best of the researcher's knowledge, it is still rarely studied regarding whether lecturers translanguage affects higher education student participation in Indonesia. Therefore, research on translanguage used by lecturers related to students' participation is considered important.

2.4 Theoretical Framework

The present study, in investigating translanguage practices by an Indonesian EFL lecturer, researcher complete this study with a theoretical framework use construct from García and Wei (2014) because the applicability in exploring translanguage practices increases student engagement. Its components represent the practice of translanguage and its similar to the statement of Iversen (2019) which is the parameter in this study. Therefore, the current research that explores EFL lecturer's translanguage practices will present the theoretical framework of this research display below.

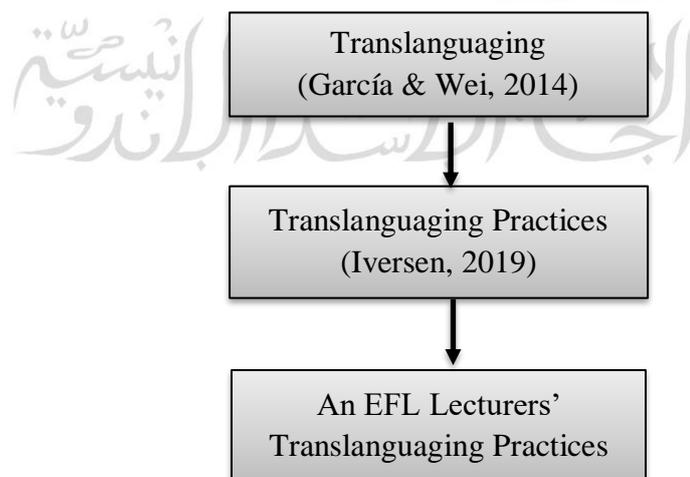


Figure 1. Theoretical Framework of Translanguage

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Since this research is designed to explore translanguaging practice implemented in higher education. Thus, classroom observational study was chosen as the design of this research. An observational study is emphasized by Cochran (1965) as an empirical comparison of treated and control groups with the aim of elucidating cause-and-effect relationships. The current study of translanguaging practices used observation method (Iversen, 2019). This research utilizes observation methods to collect the data. Non participatory classroom observational study applied to capture the complexity and dynamics of the lecturer's translanguaging practices.

3.2 Data Preparation

3.2.1 Consent Form

Before observing the participant's class, the researcher provided the consent form for the participant to fill in. The consent form is actually a letter to ask permission from the participants to ask their willingness to be observed as a confirmation process.

3.3 Setting and Participant

In line with translanguaging, some of the early research in the general education classroom involved training observers to use a category system to record the behavior and speech of students and the lecturer in the classroom.

Therefore, the kind of observation conducted by a non-participant observation will take place after the agreement from the lecturer concerned. The setting of this research is a private university in Yogyakarta. The target participant of this study is a lecturer of the English Education Department at a private university in Yogyakarta, who implemented translanguaging practices while teaching English (Speaking Class).

To maintain participant confidentiality, the name of the participant is a pseudonym (Female, Mrs Riri (biographical information of participants also provided)). Mrs. Riri is a lecturer in the English Education Department at a private university in Yogyakarta. She used Javanese as her first language, Indonesian as second language, then English nonetheless, based on her TOEFL score, she was an advanced English speaker. Mrs. Riri took her bachelor's and master's degree in English literature at two different public universities in Yogyakarta. During her studies, she has attended several conferences at one of the public universities in Yogyakarta. Mrs. Riri has also visited several countries abroad. One of these countries is Australia, for the purpose of writing her thesis. On the other hand, she has also been a BIPA tutor. She teaches Indonesian for foreign speakers i.e Europe, America, Philippines, Thailand, etc. Though her educational background is English Literature, teaching English appears to be her most dominant passion. She has also been teaching English as a language instructor for 9 years (from 2012 until now). She is currently teaching English education students batch 2020 in the Public Speaking course which is the setting of participants in this research.

3.4 Data Collection

By applying qualitative methods, the data collection of this study is conducted through classroom observation at a private university in Yogyakarta, especially for the lecturer who did translanguaging practice in the teaching-learning process. The study used qualitative research methods, including classroom observations. Classroom observation means that each participant is observed about their lessons at the classroom level, and each observation is video recorded. The researcher conducted the data through observation of an EFL lecturer in Yogyakarta who did translanguaging practice in the teaching-learning process. The observation process uses note-taking to take notes on important things to ensure that the data taken are in actual conditions. The recording is also needed for re-watching to find information that may still be missed during observations. Data were obtained through a video recorded by asking the participants for permission in advance. The researcher transcribed interactions between the lecturer and students verbatim. Then the transcribed data was re-confirmed to the participant to ensure that all data were valid. The transcription of video recording will be put in the appendix.

Table 3.1. Observation checklist

Components	Tally	Total (N)
1. Two named languages focused on how the lecturer made movement using linguistic sources		41 times
2. Translation focused on translation from bahasa Indonesia to English vise versa		21 times
3. One named language focused on translanguaging practices for giving instruction		10 times
4. Visual support focused on all media used by the lecturer to support translanguaging		10 times

3.5 Data Analysis

The recorded video watched by the researcher over and over again to find and find the types of translanguaging practices used. After that, the grouping process was analyzed according to the several types of translanguaging practices that has been categorized by Iversen (2019). The method of analyzing the data in this research follows the method that has been carried out by Iversen (2019) in previous research. The data analyzed was taken in form of utterances and words produced by the lecturer

3.6 Trustworthiness

This research method is published, validated and reviewed in journals as trustworthiness. Researchers seem to have suggested several techniques to address credibility, including activities such as long-term participation, continuous

observation, data collection triangulation, and research triangulation by Lincoln and Guba (1985). At the discretion of the expert, we consider using one of these reliability lecture methods. They recommend watching the video again and re-reading the data while observing the checklist.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The data obtained by the researcher from observing a lecturer who applied translanguaging practices when teaching English as a necessity for maximizing student repertoire and triggering higher responses from students. The researcher took the data by contacting the lecturer and asking for permission to attend the class and recording a teaching video during the speaking class. After the teaching video is recorded, the researcher transcribes and analyzes the data based on several types of translanguaging practices that has been conducted by Iversen (2019) previously. During, the researcher did transcribe the data, the researcher also re-listened and re-watched the video. For the analysis process, the researcher re-read and re-checked the data with concepts and components from the theoretical framework. The researcher did check repeatedly when doing transcripts and analyzing data.

Based on five types of translanguaging practices that has been categorized by Iversen (2019) in previous findings and employed in the theoretical framework. In previous findings, Iversen identified five types of translanguaging practices that resulted in translanguaging within one named language (Norwegian), translanguaging with visual support, translanguaging through translation, translanguaging through peer support, and translanguaging through several named languages. In the research carried out by Iversen regarding translanguaging practices on observations of pre-service teachers, he found that

there was translanguaging through peer support because the teacher encouraged more proficient students to help other students. Meanwhile, in the class that the researcher observed and analyzed, the lecturer did not do the same thing. The lecturer prefers to explain to all students about the learning material and not encourage more proficient students to help other students. Therefore, there is no translanguaging practices through peer support. In this case, there were four types of translanguaging practices that the researcher conducted by the observation namely translanguaging within one named language (Indonesian), translanguaging with visual support, translanguaging through translation, and translanguaging through two named languages. The data analyzed was taken in form of utterances and words produced by the lecturer. Of these four types, the most prominent findings from classroom observation were that the lecturer frequently used is translanguaging through two named languages 41 times, followed by translanguaging through translation 21 times. In the other words, translanguaging within one named language and with visual support is balanced 10 times. For more detail findings of translanguaging practices described below.

Table 4.1 The result of Observation's Transcript

Components	Summary	Frequently
Translanguaging through two named languages	The lecturer mostly used this type for movement using linguistic sources	41 times
Translanguaging through translation	The lecturer frequently used this type to manage the	21 times

	classroom interactions and clarify students' misconception about the learning material	
Translanguaging within one named language	The lecturer used this type for giving instructions to the students	10 times
Translanguaging with visual support	The lecturer used this type to support translanguaging practices during teaching learning process	10 times

4.1.1 Translanguaging through two named languages

The results of the transcription analysis revealed that the lecturer using linguistic resources from Bahasa Indonesia and English within her repertoire. It was found that the lecturer mostly used translanguaging through two named languages during the teaching learning process. When the lecturer uses translanguaging through two named languages in class, that is, Bahasa Indonesia, it is used to repeat instructions slowly and use simple vocabulary. When teaching learning process, the lecturer had tried to speak in English. However, she optimized linguistic resources from Bahasa Indonesia. Sometimes, the lecturer needs a national language (Bahasa Indonesia) to maximizing student repertoire. In addition, referring to the situation in the classroom, the use of translanguaging practices for the lecturer when teaching English can also trigger higher responses from students. The sample of transcription which is illustrated in [Extract 1-2](#):

Extract 1. sample of transcript data

L : Quotes, yes.. And what else?

S : “no response”

L : Problem yesss... okay, so this kids is implementing that method in the opening. Ya, so his trying to catch the audience’s attention by telling the story. **But actually, story yang dia ceritakan itu dia tu sebenarnya nyoba ngapain? Apakah benar-bener pengen kasih tau audience tentang story itu atau apa? ayo... ada peluit ya “pritt time to line up”** [But actually the story he told was what he was actually trying to do? Did he really want to tell the audience about the story or something? come on... there is a whistle, right, “pritt time to line up”] [translated by the author]

S : *Itu kayaknya dia lagi kayak imajinasi itu terus kayak waktunya, waktu istirahatnya udah habis, gitu gak sih miss??* [It's like he's imagining. Then it's like the time, the break time is over. Isn't it, miss??] [translated by the author]

L : *Iyasss... benar...* [yass... right...] [translated by the author]

The sample in [Extract 1](#), showed that translanguaging through two named languages is used by the lecturer intersententially by using linguistic resources from Bahasa Indonesia and English within her repertoire in between sentences when providing material explanations to students in order to maximizing student repertoire. The data above ([Extract 1](#)) also shows that the lecturer translanguaging using linguistic resources and Bahasa Indonesian to make the classroom atmosphere safer for students who are more comfortable maximizing the linguistic resources of the same language. It has been clearly demonstrated that after the lecturer explains in two languages (Bahasa Indonesian and English), students can respond and answer questions posed by the lecturer. Seeing the responses from students who prefer to use Indonesian when answering or asking questions, the lecturer also maximizing student repertoire by giving feedback using Indonesian. Besides that, the data also found that the lecturer used this type of translanguaging practices to provoke students to actively speak and give their opinions as presented in [Extract 2](#) below :

Extract 2. sample of transcript data

L : *Iya okay betul Alda. Thank you... ada yang mau nambahin?* [Yes, that's right, Alda. Thank you... Does anyone want to add anything?] [translated by the author]

S : *No response*

L : **Opening yang seperti itu, dengan topic yang seperti itu, itu bagaimana? What do you think?** [Opening like that, with a topic like that, how is it? What do you think?] [translated by the author]

S : Relate miss.. Maybe.

L : *Iyaa...* so the opening is very related to the content of the speech. **Opening tadi dalam bentuk apa?** [yes... so the opening is very related to the content of the speech. In what form was the opening?] [translated by the author]

S : Story?

L : *Ya atau lebih tepatnya mungkin dia roleplaying ya* [Yes or rather maybe he is role playing huh] [translated by the author]

In this extract, the lecturer tends to use translanguaging through two named languages to trigger higher responses from students. The sample of transcript data from [Extract 2](#) showed there was only one student who could answer the questions in class. Meanwhile, other students prefer to be silent and do not respond to the question from the lecturer. Seeing the lack of responses from students while discussions, the lecturer tried to accommodate the answers first and asked other students to add their opinions regarding questions given by the lecturer based on the topic being discussed so that communication between the lecturer and students during class runs smoothly. To engage students to speak actively during discussions, the lecturer tried to do the same thing by combining Indonesian and English to explain. Besides that, with the use of translanguaging, students are likely to feel they have a safe space to do the same thing, namely translanguaging through two named languages.

4.1.2 Translanguaging through translation

The second translanguaging practice that the lecturer applied was through translation. The lecturer frequently used this type to manage the classroom interaction. The lecturer tried to adapt to the understanding background of students who do used English as a foreign language and there is a need for maximizing student repertoire so that there are no misconceptions about the learning materials when teaching learning process:

Extract 3. sample of transcript data

L : Okay, *untuk melakukan sesuatu yang sesuai sama teksnya tadi*. [Okay, to do something according to the text earlier] [translated by the author]. **Can you give some example, Nisa?**

S : *oh iya miss?* [oh yes miss?] [translated by the author]

L : *contohnya apa misalnya? yang mengajak melakukan sesuatu itu?* [for example? what prompts it to do something??] [translated by the author]

Extract 3 illustrates how the lecturer manages students' classroom interaction by applying translation while teaching and speaking in class. The data above can be explained that students don't understand the lecturer's questions about the material because the lecturer uses English to ask questions. To prevent situations where class interaction would otherwise break down, the lecturer then repeats the same sentence which is translated into Indonesia. The actions taken by the lecturer can develop student voices during learning as evidenced by the data above which showed students feel more comfortable speaking when the lecturer did the translation

Extract 4. sample of transcript data

L : Not everyone give the conclusion *ya, ga semua ngasih conclusion*. Well, still understandable for informative speech, *masih gapapa*

L : So by having goals more options, *dengan memiliki lebih banyak options itu tadi, mereka akan mampu memutuskan*. They are able to reconsider

L : There is more advance goal. *Ada goal atau ada tujuan yang lebih tinggi, yang lebih susah*

L : They're doubting us.. *mereka meragukan kita, they're questioning our statement.. mereka mempertanyakan statement kita*

As one can observe from [Extract 4](#), students prefer to use Indonesian as before, the lecturer tried to speak in English and then translate it into Indonesian. This type of translanguaging through translation is used by the lecturer to avoid misconceptions when explaining learning materials. In order to deepen understanding of the material given, there are several sentences that the lecturer translated from English to Indonesian and vice versa when teaching. It all can be seen clearly from the data above, in terms of translanguaging through translation, the lecturer did this type with patterns of translating each sentence or verbatim.

4.1.3 Translanguaging within one named language

The third translanguaging practice was the lecturer applied in the class within one named language. Translanguaging within one named language occurs because the research context here is in the EFL class. In the context of EFL, the national language is also used to assist understanding. The lecturer used this type for giving instruction to the students. So, one language is used to repeat

instructions slowly and use simple vocabulary. The language used to give instructions here is second language or the national language (Indonesian). Therefore, the position of the national language (Indonesian) becomes an important role when learning a foreign language (English), as illustrated by [Extract 5-6](#):

[Extract 5](#). sample of transcript data

S : *Untuk meyakinkan pembaca miss? [To convince readers miss?]*

L : *Untuk **meyakinkan pembaca tentang apa**, Nisa? [To convince the reader about what, Nisa?]*

S : *Maybe, melakukan sesuatu yang sesuai sama teksnya tadi. [Maybe, do something that matches the text.]*

L : *Okay, **untuk melakukan sesuatu yang sesuai sama teksnya tadi**. [Okay, to do something that matches the text.] Can you give some example, Nisa?*

[Extract 6](#). sample of transcript data

S: *Supaya audiences itu ga melakukan bullying itu miss kepada orang lain. [So that audiences don't do bullying to other people, miss] [translated by the author]*

L : ***Okay, ga melakukan bullying ya?** [Okay, no bullying, right?] [translated by the author]*

S : *Iya [yes] [translated by the author]*

L : *Okey, **goal utamamu adalah bullying tidak lagi dilakukan**, in that particular community of audiences, **gitu ya? ya betul??** [Okay, your main goal is that bullying is no longer carried out, in that particular community of audiences, right? Yes, is it true??] [translated by the author]*

S : *Iya miss yeah. [yes miss] [translated by the author]*

From [Extract 5-6](#), the results from the observed data show that the involvement of the National language in learning English is very important, especially in classroom talk. In line with multilingualism in the classroom, the lecturer considers her students' linguistic backgrounds to support and promote learning. It can be said that when students answer and discuss in class, the lecturer tried to restate the student's responses and provide instructions using Indonesian based on what students said. This made the student more active and will be able to discuss and answer the lecturer's questions

4.1.4 Translanguaging with visual support

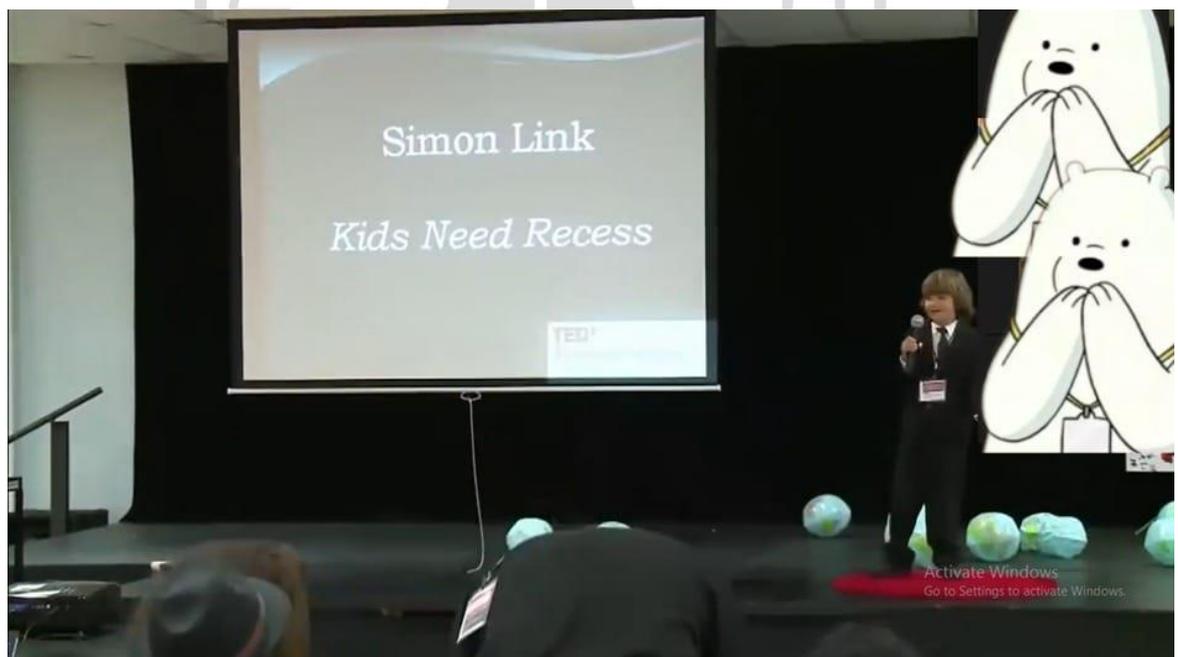
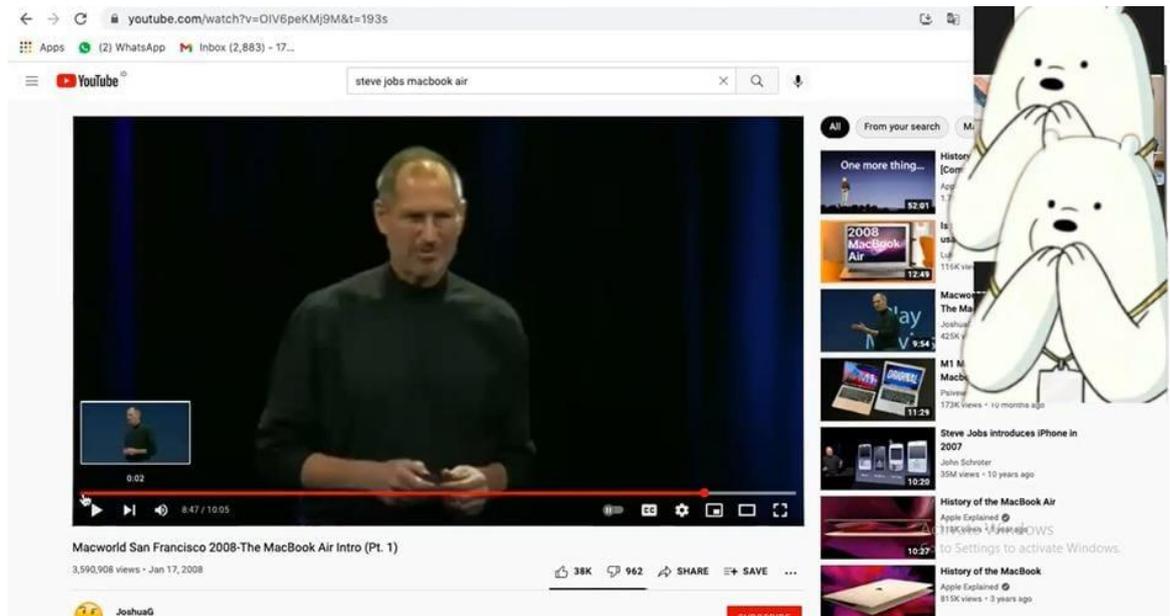
The fourth translanguaging practice in which the lecturer engaged was the use of visual support both as an example and to support learning and discussion in the classroom. Realizing that the subject in the observed class is the speaking class, the lecturer used this type to support translanguaging practices during teaching learning process. In this case, the lecturer use visual support such as learning videos, PPT, and other visual media that are used as examples when explaining the material, as is illustrated in [Extract 7-8](#).

[Extract 7](#). sample of transcript data

L : *yuhuuu..* Okay. Thank you everyone!. Now, if you don't have any more questions, **I would like to share two videos.** Do you like watching videos?

S1 : yes miss

*playing videos & students watching the videos)



L : hehehe.. Okay.. emm, well It's actually 10 minutes long, but its gonna be too long if I emm play the whole video, so let's stop here ya!. Okay.. so, **let me go back to the power point. *search for learning materials on ppt***. Okay I told you previously to pay attention on the detail of the video, of the way, this person delivering the speech about the **new kind of laptop**. it's in 2008 by the way. How old were you at that time? 5 years old?

The sample of transcript data in [Extract 7](#) showed that during the class, the lecturer attempted to show two English learning videos related to the learning material, and students were asked to take notes on everything they heard. The lecturer then discusses the video by asking about the video's topic, opening, content, and closing. When students have difficulty understanding the content of the video, the lecturer explains certain parts that students have asked by utilizing the linguistic repertoire from Bahasa Indonesian so that students can more easily understand the content of the video presented by the lecturer and then give their opinion about the learning video that is shown. The lecturer uses her linguistic repertoire to provide explanations so that the discussion can proceed.

[Extract 8.](#) sample of transcript data

L : *Okay, langsung ya *to the point (typing on PPT). Ada yang mau nambahin lagi tentang openingnya? Okay, "direct" yes. "to the point" (typing on PPT). Does anyone want to add more about the opening?*

L .: *So “there is something in the Air” very good! So, itulah openingnya yang patut kita contoh *typing on PPT (consistent since the very first statement)*. Now let's talk about “typing on PPT (the way he convince us that his product is the best)* okey. how? The way the speaker convinces us that he’s product is the best. How?*

video1456919371.mp4

Home Insert Draw Design Transitions Animations Slide Show Review View Shape Format

Layout Gill Sans MT (Body) 18 A A

Paste Copy Format New Slide Reset Section

4

5

6

6

7

8

THERE IS SOMETHING IN THE AIR

Click to add notes

50:32 / 1:29:02

- Steve Jobs
- Opening: To the point, bikin kepo, consistent since the very first statem
- The way he convinced us that his product is the best:
- - Comparing with other product
- - Give an evidence (show off)

Movies & TV

Home Insert Draw Design Transitions Animations Slide Show Review View Shape Format

Layout Gill Sans MT (Body) 18 A A

Paste Copy Format New Slide Reset Section

5

6

7

8

KIDS NEEDS RECESS

Click to add notes

1:16:58

- Catching sentence: opening
- The opening is very related to the content of the speech
- Listing data from research
- Closing: Expectation, himbauan kepada orang tua

Activate Windows
Go to Settings to activate Windows

2:26 PM
4/25/2022

In Addition, the sample of transcript data in [Extract 8](#) showed during the question and answer session between the lecturer and students, some students responded or answered questions using Indonesian, while others used English. The lecturer try to accommodate all student answers by writing down everything

said by students into PPT slides, such as "to the point, *bikin kepo*, expectations, *himbauan kepada orang tua*, etc." By using a linguistic repertoire of Bahasa Indonesian and English, the lecturer represents all students' answers and establishes good communication in class.

4.2 Discussion

The current research investigates how the lecturer practices translanguaging during classroom teaching, especially in speaking class. Findings from the current research that can be supported by previous research are discussed further in this section.

The classroom observation and transcript extracts are examples of how the lecturer uses their linguistic repertoires to adapt to the contextual needs of classroom teaching. As mentioned previously, translanguaging provides a more inclusive and non-deficit view of language (García & Wei, 2014). It offers a wide range of opportunities and a realistic view of how the lecturer applies and uses translanguaging when carrying out classroom learning. As shown by the analysis, the lecturer used several different types of translanguaging practices in the teaching system in her speaking class. It is intended that access to linguistic repertoires allows the lecturer to control the learning situation and increase student participation. This can be connected with Rasman (2018) said that translanguaging practice has achieved the goal of expanding learners' repertoires, as well as the strategy that teachers can use to implement translanguaging in their classroom.

The findings revealed, that during the teaching-learning process, the lecturer had tried to speak in English. However, she optimized linguistic resources from Bahasa Indonesia. Sometimes, the lecturer needs her national language (Indonesian) to maximize students repertoire. That is related to Yuan and Yang (2020) who state that translanguaging practice of educators is both planned and generative (some have been planned since the lesson planning, and some have happened impromptu in the classroom), depending on their teaching environment, giving them various teaching opportunities and challenges. The teaching context with the situation of maximizing student repertoire becomes a challenge, thus requiring the lecturer to practice translanguaging.

In addition, sometimes translanguaging is done spontaneously, the use of translanguaging practices for the lecturer when teaching English can also trigger higher responses from students. The findings of this study relate to previous study from Rabbidge (2019), teachers' translanguaging practices can improve students' understanding of teacher dialogue and improve students' ability to participate in lessons. Nevertheless, this research indicates that students do not understand the lecturer's questions about the material because the lecturer used English to ask questions. To create a safe space where class interaction would otherwise break down, the lecturer then practices translanguaging through translation by repeating the same questions in sentences that have been translated into Indonesia. The example are showed from the data above that after saying one sentence in English, the lecturer translates the sentence into Indonesia. Translanguaging can be used as a method or strategy to ensure that students understand the question.

Especially for students who rarely use linguistic resources from English actively, when the teacher tries to provide an assessment to ask a question in class, it can encourage the student to speak actively and provide an answer immediately. As noted above, translanguaging can increase student participation in the classroom (García et al., 2017; García & Wei, 2014).

In line with multilingualism in the classroom, the lecturer to considers her students' linguistic backgrounds to support and promote learning. By giving students the flexibility to use communicative repertoire language in their own image, it will provide a space where students will feel involved during classroom learning. This study suggests that one of the methods used by the lecturer in this case is to use the National language (Indonesia) of her and students to communicate in terms of giving instructions. This can be seen that the lecturer get carried away with the atmosphere and participate in using Indonesian for restating and give further instructions in order to invite the students to answer the questions. It means that the lecturer also allows students to perform their meanings.

In implementing translanguaging in the classroom, apart from using translanguaging directly, the lecturer also uses visual support. García & Wei (2014) state that translanguaging includes all modes of making-meaning, including objects, gestures and even visual signs. The use of visuals here is in the form of using videos and PPT as learning materials. This is very helpful in implementing translanguaging practices in learning in the speaking class because

it can be an effective way to support communication between the lecturer and students.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research aims to investigate translanguaging practices by an Indonesian EFL lecturer. Based on the observation, it was found that translanguaging is a strategy used by the lecturer to support the teaching and learning process during class when explaining material or conducting discussions. This also seems to be well received by students so that enthusiasm in learning and discussion in class runs smoothly. Therefore, the lecturer uses the linguistic repertoire of the student to conduct negotiation and knowledge acquisition.

The findings of this research revealed that translanguaging practices have many functions when applied by the lecturer during the learning process, such as triggering higher responses from students, giving instruction, managing the classroom interaction, and also to avoid misconceptions about the learning materials. In implementing translanguaging practices, the lecturer uses several types according to their needs and functions. The type were grouped based on several types of translanguaging practices that has been identified by Iversen (2019) into four main types; translanguaging within one named language (Bahasa Indonesia), translanguaging with visual support, translanguaging through translation, and translanguaging through two named languages.

This research shows that the most dominant type of translanguaging practices used by the lecturer is translanguaging within two named languages and

translanguaging through translation. In this case, the lecturer has tried to use English while teaching. However, she cannot avoid utilizing a second language or national language (Bahasa Indonesia) when learning a foreign language (English). In the other words, translanguaging within one named language and with visual support is also used by the lecturer to support translanguaging practices during the teaching-learning process to make it easier to manage classroom interactions so that both the lecturer and students do not have misconceptions. Hence, translanguaging makes it easier for the lecturer to transfer her knowledge to students and also helps students understand the material more deeply and actively during class.

5.2 Suggestion

Based on the findings of this research, several suggestions are proposed for the lecturer. Lecturers who apply translanguaging in the classroom are expected to be able to utilize all their linguistic repertoire so that communication between students and lecturers can run well. Then, lecturers who have implemented translanguaging are expected to be able to maximize and utilize translanguaging with visual support so that learning in class can be more fun and students can be more active. Besides that, the limitation of this research is that there is only one participant in this research and the researcher cannot do observation to analyze directly because of distance learning during COVID-19. Thus, further research needs to require more than one participant and make direct observations to be able to observe in more detail the implementation of translanguaging practices by Indonesian EFL lecturers. Due to the limitations of

data retrieval, the researcher suggests for future researchers should explore more about translanguaging practices in the context of higher education, focusing on how lecturers' practice translanguaging in the classroom. The current research only uses observation data transcription to collect the data so that future researchers it is desirable to use the results of this study as a reference in conducting further relevant research with more varied designs.



REFERENCES

- Basturkmen, H., & Shackleford, N. (2015). How content lecturers help students with language: An observational study of language-related episodes in interaction in first year accounting classrooms. *English for Specific Purposes*, 37, 87–97. <https://doi.org/10.1016/j.esp.2014.08.001>
- Cochran, W. G., & Chambers, S. P. (1965). The planning of observational studies of human populations. *Journal of the Royal Statistical Society. Series A (General)*, 128(2), 234. <https://doi.org/10.2307/2344179>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th edition. London: Sage.*
- Duarte, J (2016): Translanguaging in mainstream education: a sociocultural approach, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2016.1231774
- García, O. (2009). *Bilingual education in the 21st century: A global perspective.* Malden, MA and Oxford, UK: Wiley-Blackwell. *Journal of Sociolinguistics*, 13(4), 569–573. <https://doi.org/10.1111/j.1467-9841.2009.00423.7.x>
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education.* Basingstoke, UK: Palgrave Macmillan.

- García, O., & Kleyn, T. (2016). *Translanguaging with multilingual students: Learning from classroom moments*. Abingdon: Routledge.
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon
- García, O., & Wei, L. (2018). Translanguaging. *The Encyclopedia of Applied Linguistics*, 1–7. <https://doi.org/10.1002/9781405198431.wbeal1488>
- Iversen, J. Y. (2019). Pre-service teachers' translanguaging during field placement in multilingual, mainstream classrooms in Norway. *Language and Education*, 34(1), 51-65. doi:10.1080/09500782.2019.1682599
- Lu, M. Z., & Horner, B. (2013). Translingual literacy and matters of agency. *Literacy as Translingual Practice*, 34–46. <https://doi.org/10.4324/9780203120293-8>
- Prasetya, W. (2021). Translanguaging in International Student Teaching: Narratives of Filipino Teachers in an Indonesian Setting. *Journal of Language and Literature*, 15(2). <http://journal.unnes.ac.id>
- Rabbidge, M. (2019). The Effects of Translanguaging on Participation in EFL Classrooms. *The Journal of Asia TEFL*, Vol. 16, No. 4, Winter 2019, 1305-1322. <http://dx.doi.org/10.18823/asiatefl.2019.16.4.15.1305>

- Rasman, R. (2018). To Translanguage or Not To Translanguage? the Multilingual Practice in an Indonesian Efl Classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687. <https://doi.org/10.17509/ijal.v7i3.9819>
- Saputra & Akiba. (2018). Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesia University. *The 65th TEFLIN International Conference*.
- Swanwick, RA (2016) Scaffolding learning through classroom talk: The role of translanguaging. In: Marschark, M and Spencer, PE, (eds.) The Oxford handbook of deaf studies in language. Oxford Library of Psychology . Oxford University Press , Oxford, UK
- Vogel, S., & García, O. (2017). Translanguaging. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.181>
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235. <https://doi.org/10.1016/j.pragma.2010.07.035>
- Yuan, R., & Yang, M. (2020). Towards an understanding of translanguaging in EMI teacher education classrooms. *Language Teaching Research*, 136216882096412. <https://doi.org/10.1177/1362168820964123>

APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Mrs. Riri

Umur : 34th

Jenis Kelamin : Perempuan

Pekerjaan : Dosen

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul “**AN OBSERVATIONAL STUDY OF TRANSLANGUAGING PRACTICES BY AN INDONESIAN EFL LECTURER**” dan bersedia untuk:

1. Diobservasi terkait topik penelitian
2. Memberikan rekaman video mengajar sebagai data observasi
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 23 Mei 2022

Peneliti

Partisipan



Jabida Layn

Mrs. Riri

Appendix 2 Observation Data Transcription

Observer: Jabida Layn

Observee: Mrs. Riri

Time: 17 November 2021

Place: Zoom

Length of observation: 1 hour 29 minutes

L : Lecturer

S : Students

TA : Teacher Assistant

L/S	Line	Observation Transcript	Themes
L	001	<p>Before I go with the material, with the topic of today's discussion, I would like to start with having a general feedback, for your previous uts, for your video that you submitted the repeat uts (the informative speech). Thank you for submitting it on time, even though I'm not sure if it's in this class or in semester one class, actually there were some people who did not submit it to work on time ya, that i unfortunately, emm, what is it? removed her name. Her or his ya? Miss Riri juga lupa hehe. Their name, their name from the attendance list. Okay, so this is only for your information ya, UTS or mid-term exam is actually quite, it supposed to be flexible with lecturers in PBI UII well, for miss Riri is quite flexible, because it just like any other tasks, so it can be compromised if you have problem or obstacles or challenges in doing the midterm exam as long as it's reasonable, you should tell us, the lecturers prior to the submission due date. Okay, so it's not like telling us 5 minutes before the due date, it's supposed to be like a day before or two days before yeah, if you find some difficulties maybe you have problems with your</p>	<p>Translanguaging: Through translation</p>

	<p>laptop or if you're sad or if your family members are sick and need your help at home. You should tell us tried to that, so we can give you extra time to submit. Ya but if you don't submitted on time without telling us tried to that then setiap selesai jadwal itu, lecturers harus submit berita acara. Berita acara bahwa uts dengan judul "A" has been successfully conducted and yang datang siapa-siapa aja. Nah, kalau tidak mengumpulkan pada saat itu without confirmation, berarti teacher akan mengumpulkan the attendance list, the exam attendance list without your name been checked there. And that's a problem for you, not for me, not for the academic staff yeah. So, it's okay, once again especially in my class it's okay if you have a problem and you need extended time as long as you tell us, tell me prior to that due date like at least 24 hours. okay?. Jadi teacher bisa menunda mengumpulkan berita acara dan bisa ngasih tau pihak akademik kalau tunggu ya saya masih nunggu 1 anak nih belum selesai karena ada kendala. Okay? So that's what I'm going to emphasis yeah I think it's not from the class, but In case you guys, in the future jangan sampai sih ya, in the future this kind of problem, you should be aware and you should remember that that's always a way to communicate with your lecturer and to find a solution that can be good for photoclass, okay?. So your informative speech, thank you so much. The prik of having a presentation during the pandemic is that you don't really face the audience, especially in the public speaking assignment ya. You don't really face the audience in front of you, you don't really interact with them synchronously and in a flash to flash meeting ya. Face to face or flash to flash meeting. You are actually just looking at the camera and recording your presentation, and having a chance or opportunity to actually repeat and repeat the video taking or again and again if you are not satisfied with your presentation. Itu benefitnya, itu adalah enak nya presentasi dikala distance learning begini ya hehe ga langsung gitu ya. Sehingga, therefore the result of your videos are mostly great, good ya especially in</p>	
--	---	--

	<p>the way of your delivery. I remind you previously that, boleh baca kok tapi jangan terlalu kelihatan texty banget gitu, jangan kelihatan terlalu baca banget ya as long as your apple to act like the news anchor of television. Kayak pembawa berita di televisi itu kan mereka baca sebenarnya, they can be very interactive ya, eye contact nya, senyumnya, gesturenya itu bisa kelihatan rilex dan ga baca because they used to it, they practice aloud and that's what I want you to do in the presentation gitu. But It will be different if you are doing the presentation in front of a real audience, and it will be a different level of presentation. Nah, hopefully sebelum lulus ada kesempatan itu ya... untuk di kelas untuk bener2 ngomong di depan temen-temen nya because it will be different. So, in terms of your delivery I don't have a problem with your submitted works, submitted videos, but I actually expected that you guys give proper conclusion at the end of your presentation. But, apparently not everyone give the conclusion ya, ga semua ngasih conclusion. Well, still understandable for informative speech, masih gapapa because the purpose of informative speech is to lead the audiences not about something. So, at the end of the speech kalau tidak ada conclusion yah masih bisa dipahami lah speechnya yah walaupun miss Riri expected harusnya ada conclusion. Gitu. so thank you, that's all about the feedback from Miss Riri. Do you guys have something to said about the previous project, about the previous assignment, mungkin miss iya ya aku punya cerita tersendiri nih tentang proses pengambilan videonya. Do you have something to share? About the informative speech presentation?. Ayok! Nida.. Fatin.. Okay, so to be a public speaker as I told you previously, you should be respectful ya to the speaker if you're the audience and you should be respectful and considerate to your audience if you're the speaker. Now I think it's not really respectful if you don't answer anything if the speaker asks you something. At least, you say something! Do you have anything to share about your previous project?</p>	
--	--	--

S		I think no miss!	
L	002	You think no? Everything is good with your previous project?	
S		Personally, I have some trouble when editing the project, miss.	
L	003	Okay, so it's only the editing process?	
S		Yaa	
L	004	Okay	
S		My laptop getting lagging	
L	005	Okay, okay but you..	
S		Sama itu ga bisa miss buat screencast	
L	006	Screencast o'matic, what about zoom?	
S		Pakai nya saya pakai screencast miss, tapi karena ngeditnya tu redeem nya lama banget jadi tuh sempet itu, cabutnya terlambat gitu miss	
L	007	Okay, well at least you're not like 24 hours late without telling me. I can still understand like 15 to 20 minutes late that's still okay but if it's sampe different day ya and it will be a problem. It's okay, it's suroya right? Yg sering barusan?	
S		...	
L	008	Yeah, I can understand that there must be many technical problems when doing this kind of presentation. And let's hope again that this distance learning will end soon and you do not need to, you know, do not need to deal with the kind of problem anymore, the technical things	

		and just simply speak in front of the audience in the future. Okay great, Now, you have done the informative speech. You know what it is, you know the difference between the informative speech compact to the other kind of speech. Now, let's talk about the new kind of speech, the persuasive speech. Okay. So this is the persuasive speech. We discussed about it in our last meeting before uts, last week before uts. Does anyone here still remember what is the difference between informative and persuasive speech?	
S		Kalau misalnya informative speech itu kan mengetik informasi ya miss, kalau misal persuasive itu dia lebih mengajak	
L	009	okay mengajak ya?	Translanguaging: Within one named language
S		Mengajak si audiencenya itu.	
L	010	Okay thank you Alda! And is there any other opinion? Or definition about persuasive speech?	
S		...	
L	011	So, mengajak ya? In persuasive speech, we, mengajak.. People, audiences.. untuk apa? to do what?	Translanguaging: Within one named language Translanguaging: Through translation
S		Something...	
L	012	Something? Hehe..	
S		Untuk setuju perspective kita..	
L	013	Untuk setuju perspective kita? Jadi, the last goal of the perspective speech itu apa sebenarnya?	Translanguaging: Within one named language Translanguaging: through two

			named languages
S		Untuk meyakinkan pembaca miss?	
L	014	Untuk meyakinkan pembaca tentang apa, Nisa?	Translanguaging: Within one named language
S		Maybe, melakukan sesuatu yang sesuai sama teksnya tadi.	
L	015	Okay, untuk melakukan sesuatu yang sesuai sama teksnya tadi. Can you give some example, Nisa?	Translanguaging: Within one named language Translanguaging: Through translation
S		Oh.. iya miss?	
L	016	Contohnya apa misalnya? yang mengajak melakukan sesuatu itu?	Translanguaging: Through translation Translanguaging: Within one named language
S		Misal menghindari bullying gitu..	
L	017	Okay. So, Nisa is giving a speech about let's avoid bullying, lets not do bullying gitu ya in front of the audiences. And then, what is your goal? Untuk mengajak apa?	Translanguaging: Through translation
S		Supaya audiences itu ga melakukan bullying itu miss kepada orang lain.	
L	018	Okay, ga melakukan bullying ya?	Translanguaging: Within one named language
S		Iya	
L	019	Okey, goal utamamu adalah bullying tidak lagi dilakukan, in that particular community of audiences, gitu ya? ya betul??	Translanguaging: Within one named language

S		Iya miss yeah.	
L	020	<p>Okay let's say bahwa audiences mu memang bukan orang-orang jahat, ya audiences are not bad people but they're somehow doing unintentional bullying to their friends. So let's say that your audiences are high schoolers. Yeah highschool students. And they don't intentionally do bullying but they actually do this through for example body shaming, or making jokes, making fun about people's physical appearance, and stuff like that. Ya, and then mereka tuh ga tau kalau itu bullying ya. So, sometimes ya, persuasive speech goal utamanya ga yang membuat audience kita untuk benar-benar stop the bullying. Sometimes it's too far as a purpose for a single speech ya, Sometimes it's too difficult, too rich for a single speech, untuk satu pidato aja. Kita kayaknya jauh banget kalau merubah dunia dengan satu speech aja ya.. So sometimes persuasive speech, itu as simple as giving a different angle of perspective to works or for our audiences. So our audiences who usually think this way are able to see your opinion, yaa, from different angles. So they have more options in seeing the world. They have options in looking at something. So by having goals more options, dengan memiliki lebih banyak options itu tadi, mereka akan mampu memutuskan. They are able to reconsider, whether they will still do the thing that they did or they will take your advice and stop doing the bullying. Do you get my point?</p>	<p>Translanguaging: Through translation</p> <p>Translanguaging: through two named languages</p>
S		...	
L	021	<p>What I mean to say is? Satu speech aja yang memang mulia sekali ya kalau tujuan persuasive speech itu untuk membuat seseorang misalnya berhenti merokok. Tapi kadang-kadang tujuan kita itu untuk jangka panjang jadi bisanya tidak satu kali speech membuat orang berhenti merokok tapi at least kita menghadirkan wacana baru dalam perspective audiences kita bahwa merokok itu tidak sehat, merokok itu merugikan, dan lain sebagainya ya. Nah, tugas mereka sendirilah, it's their own job, it's their own</p>	<p>Translanguaging: Through translation</p>

		responsibility as human being to actually decide whether they will change or not. Here as the differences between persuasive and informative speech. Do you get my point?	
S		...	
L	022	<p>So, in a persuasive speech, miss Riri coba jelaskan dulu ya.. in informative speech, uhm the audiences come to listen to my explanation about one particular object for example, about this new product hand sanitizer. This hand sanitizer. You talk about formula apa aja yang ada dalam hand sanitizer ini, kegunaan hand sanitizer itu apa aja, you talk about that. So audiences nya itu datang untuk udah dari yang ga tau menjadi tau, itu di informative speech. But in persuasive speech, there is more advance goal. Ada goal atau ada tujuan yang lebih tinggi, yang lebih susah yaitu itu tadi changing the habit, more changing the perspective speech. Yaa, jadi beda dengan the informative speech, in persuasive speech, the audience are also active to communicate even though ga disuarakan ya. So in persuasive speech, when we're talking trying to confuse them, about some stuff ya about some concept, they're also thinking, they're also having a discussion on their mind, they're doubting us.. mereka meragukan kita, they're questioning our statement.. mereka mempertanyakan statement kita, they're being curious about our statement, they're finally agreeing with our statement. Ada proses juga, sibuk juga itu kepala audiences when they're listening to persuasive speech. Beda dengan informative ya, mereka tinggal oh iya menerima gitu ya. Kalau di persuasive: loh kok gitu?, ah masa sih?, eh tapi ya benar juga ya?, oh iya kayaknya benar tu yang dia omongin. Gitu. . So, ada namanya istilah the psychology of persuasion. No matter what the situation, a persuasive speech will be more effective if the speaker has a clear goal deliver the message sincerely and adapts to the target audience. Okay, jadi dalam menyampaikan persuasive speech, itu ada banyak elemen yang aktif ketika</p>	<p>Translanguaging: through two named languages</p> <p>Translanguaging: Through translation</p>

		speechnya sedang berlangsung. Si speaker yang ngomong juga si audiences yang considering, yang menimbang dan mengamati dan menganalisis dan memutuskan at the end of the day. ya, so persuasinya itu bergantung pada beberapa hal. The first one is the speaker credible enough to speak about that certain topic. For example, who is this person?	
S		Pak Nadiem.. Pak Nadiem Makarim?..	
L	023	Pak Nadim Makarim, so who is Pak Nadiem Makarim?	
S		Menteri Pendidikan	
L	024	Ya, to be specific our minister ya. So, we are students, lectures, and teachers are under his supervision. Yaa? So our minister, miss Riri pilih yang agak context, cup contextual ya. Since he was inaugurated to be the ministry of Education of Indonesia, he proposed one big change to happen in our curriculum. Which is.. Ada yang tau kurikulum apa yang di proposed pak Nadiem?	Translanguaging: through two named languages
S		...	
L	025	Kurikulum apa yang di proposed pak Nadiem?	Translanguaging: through two named languages
S		Merdeka Belajar Miss..	
L	026	Merdeka belajar, Merdeka belajar itu ada yang bilang jokenya gini yang garing, Merdeka belajar, itu merdeka ga usah belajar. ya ga gitu juga bambang..heheh. So, Merdeka belajar, ada yang pernah danger? Paling ga ada yang udah pernah dengar soal Merdeka belajar?	
S		Yaa miss.	
L	027	Iya yaa, okay. So less position, kita lagi roleplay nih. Less position, pak nadiem as the speaker, the one who gives persuasive speech. And then miss Riri as lecturer, and you guys as students are the audience. Pak Nadiem Is trying to convince us that MBKM Merdeka belajar, ini	Translanguaging: through two named languages Translanguaging: Through

		bagus banget loh jika diimplementasikan di Indonesia. Manfaatnya a,b,c,d,e.. Ayo-ayo kita beramai-ramai menyongsong kurikulum baru ini, kita sukseskan bersama-sama. Okay, what is your reaction? Kira-kira reaksi kalian apa mendengar itu?	translation
S1		Oh iyaya?	
S2		Emang bener ya?	
S3		Bingung..	
L	028	Bingung, okay bingung adalah the most natural reaction hahaha...Terus tadi yang bilang emang bener ya itu siapa? Salsa?	Translanguaging: through two named languages
S		Iya..	
L	029	Emang bener ya???	
S		Mempertanyakan heheh keakuratannya..	
L	030	Kita skeptical ya.. Kita skeptical.. Kita udah nyaman-nyaman dengan kurikulum ala-ala Indonesia selama ini, tiba-tiba disuruh MBKM. Kalau Miss Riri reaksinya “aduh bapak, nambah kerjaan apalagi bapak? Kayak kurang aja bapak. Gitu ya hahah.. Ngerubah kurikulum lagi, Masya Allah... gitu. That’s our first reaction. And then, as the speech goes on, he provides evidence, he provides data from the countries that has implemented this curriculum.” He provides personal experience for example and then we goes from “bingung” atau “masa sih” atau “ya ampun tambah kerjaan itu tadi” heheh.. Dari situ, we start to “ohiya juga ya”, “kok seru kayaknya ya” loh manfaatnya banyak ya”.. Misalnya miss Riri ga ngomong manfaat ya karena miss Riri bukan yang merasakan tapi kayak salsa dan teman-teman tadi akan bilang “ih kok seru ya gausah KKN, ikut pertukaran pelajar udah gausah ambil KKN”, “ih kok seru yah bisa cepat lulus sambil merasakan aktivitas dimana-mana” gitu yah. “Wah ini ni, patut didukung ni”. Nah.. jadi seiring dengan	Translanguaging: through two named languages Translanguaging: Through translation

		<p>berjalannya speech ya berjalannya speech yang pak nadiem menjelaskan the benefit of MBKM itu, we change from strongly opposed into strongly in favor. So this actually the degrees of persuasion. Degrees of persuasion is the fight the right side is actually that you are convinced you believe in what the speaker said. Yang kiri adalah kalian menentang. Okay? The problem is when you are about to give a speech, you don't really know where the position of your audience are. Are they in neutral? Siap menerima ide apapun, its okay, aku santai aja gitu. Are they slightly opposed “kok kayaknya ga ya”. Atau strongly opposed “ya ga bisa gitu lah, gilak itu nyaranin begituan tu pak nadiem”.</p> <p>Udah bener2 kurikulum kita ini bagus kok, kenapa harus MBKM”. Atau bahkan your audiences are starting from this slightly in favor . They're actually already interested in the concept of studying freely across majors.. lintas jurusan, but they're not sure about how and whether it's possible or not to be implemented in Indonesia. So, audiens kalian bisa berangkat dari state yang berbeda beda. From strongly opposed to slightly in favor to even morethanly in favor. And your goal can be different too. For example, if your audience are in strongly opposed State, it's too far if you're goal is to make them strongly in favor in only one speech. So at least, dari yang strongly kalian menyampaikan data nanti yang membuat mereka akhirnya jadi neutral. Jadi ga benci lagi sama ide kalian. Itu sudah merupakan suatu keberhasilan persuade loh. Lihat ini 4 level loh. Tapi kalau sudah di slightly in favor atau sudah neutral, than bisa banget diarahkan jadi strongly in favor in one meeting. So semuanya deponce on how you analyse your audience and how you structure your ideas and your evidence to make them believe in you. Okay, do you get any questions up to this point?</p>	
S		Belum miss, belum mis,tidak miss...	
L	031	But do you understand?	

S1		Yes miss.	
S2		Insya Allah	
L	032	Insya Allah.. Okay, so if miss Riri datang sekarang ya dengan sebuah statement hehe sebuah pertanyaan eh bukan pertanyaan. Dengan sebuah konsep speech atau topik yang bilang bahwa kalian belum siap untuk kuliah luring, kuliah daring kita perpanjang dua semester lagi. Okay ini persuasive speech ya. Ini covid masih dimana-mana, nauzubillahiminzalik ya... ini belum aman, ayo percayalah sama miss Riri. Kita perlu 2 meeting lagi untuk daring. Posisi kalian dimana sekarang dengan statement persuasif seperti itu. Sebagai audience, kalian di strongly opposed, atau mau directly opposed, atau slightly opposed atau neutral?	Translanguaging: through two named languages
S		Strongly opposed..	
L	033	Strongly opposed hehe, so you're strongly opposed karena kamu favornya di apa? Kamu pengennya apa?	Translanguaging: Within two named languages
S		Offline miss..	
L	034	Offline, as soon as possible ya hehehe... masa dua semester lagi miss, kapan ke jogja nya?? Gitu ya hehehhe	Translanguaging: through two named languages
S		Heheh iya miss..	
L	035	Okay, so berarti kalau kalian strongly opposed miss Riri punya kalau ide persuasive nya kayak tadi a miss Riri punya PR yang berat untuk providing evidence yang semaksimal mungkin supaya menggeserkan kalian dari strongly opposed to at least neutral. But I don't wanna do that. I also want to do the offline meeting as soon as possible hehehe. Okay so itu contohnya ya, itu contohnya. Thank you.. Now if you don't have any more questions, let's discuss the type of persuasive speech. So, ini cuma type but its	Translanguaging: through two named languages Translanguaging: Through translation

		<p>not read it. So if you're making the speech, you actually do not really have to make sure that oh speech ku udah masuk A, atau B, atau C. Ini sekedar tau aja. Questions of facts, questions of values, and questions of policy. Contohnya, questions of facts : you're stating questionable facts to the audiences. So for example here, menurut penelitian yah dari geologis, ahli geologis itu 10 tahun lagi di California akan ada gempa 9 skala richter. Itu gila gede banget 9 ya, langsung hancur semuanya. 9 skala richter di 10 tahun yang akan datang. Belum kejadian kan? But it can be a fact in the future. Maka, dia menyampaikan beberapa bukti-bukti prediksi-prediksi yang sains based of course. Bukan yang fortune teller based, bukan yang dukun based ya.. Kalau dukun based ya bukan persuasive speech, I don't know what is that hehehe. Hipnotis based maybe. Okay, California is long overdue for a major or an earthquake. Terus, many geological saints and experts agree in bla bla bla bla... nah okay kayak gitu!. This is question of fact!. Persuasi yang berusaha menanamkan sebuah fakta yang masih questionable. Bisa juga ini, the concept of flat earth. Is there anyone here flat earther? Hehehe. Ada yang flat earther disini? Yang Percaya bahwa bumi itu datar?</p>	
S		Ga, ga miss..	
L	036	<p>Ga? ga, ya... okay tapi banyak yang percaya ya.. Dan mungkin yang percaya itu akan bisa ngasih speech yang persuasive, yang tipenya questions of fact. Bahwa bumi itu datar loh.. Ini fakta bagi kami! Questionable ya.. Buktinya a,b,c,d,e... Nah, questions of facts!. The next is, questions of value. So this is the most, emmm.. the most common persuasive speech ya. The benefit of apa... misalnya, the advantages of apa..., the disadvantages of apa... misalnya. Misalnya ini : bicycle riding is the ideal form of land transportation. Ini kan dengan kata lain ngomongin manfaat bersepeda. Membuat orang-orang percaya, membuat orang-orang kalau bisa switch ke mode transportasi sepeda. Kenapa</p>	<p>Translanguaging: through two named languages</p> <p>Translanguaging: Through translation</p>

		<p>harus begitu? Of course, you cannot just supported with your personal opinion, but you have to make a list of the evidence like this. Nah...faster, does not exploit labor, terus source of air, land, water or noise pollution.. jadi tidak polusi gitu ya. Sehat juga.. Nah hal-hal semacam itu, itu persuasive speech That's why, do you still remember that miss Riri asked you to change your topic, ya previously. Kalau misalnya kamu mulai ngomongin manfaat manfaat.. Or the dangers of gitu karena ga nyambung dengan informative speech. Itu lebih ke persuasive speech. Yang terakhir, question of policy. So disini contohnya : mempertanyakan sebuah peraturan pemerintah baru, yang menggabungkan police and fire departments.. so polisi dan pemadam kebakaran dijadikan satu department. So its questioning that policy. Policy is kebijakan. Is it effective? Is it necessary? aren't this redundant and unnecessary? Hal semacam itu. Nah ini juga bisa digunakan untuk misalnya... permendikbud nomor 30 yang lagi rame ya,, tau permendikbud nomor 30 isuenya? Ada yang tau???</p>	
S		Belum miss, belum tau...	
L	037	hemm.. Makanya jangan koleksi BTS meme terus lah	
S		Nggak.. Hehehe..	
L	038	hehe.. Koleksi meme trus jadinya ketinggalan. Eh ini juga banyak meme nya kok... So lagi rame, now permendikbud nomor 30 tentang apa ada yang bisa bantu kalau ada yang tahu?	
S		Kekerasan seksual...	
L	039	Di ranah?	
S		Perguruan tinggi.	
L	040	Di ranah perguruan tinggi, thank you... ya di ranah pendidikan sebenarnya. Jadi untuk	Translanguaging: through two

		<p>mencegah predator seksual di ranah pendidikan. Nah sedang pro dan kontra kan sekarang... Itu bisa dibikin speechnya. Whether, kalau persuasive speech of course you have to be clear.. Whether you're supporting being a formative or you're against the topic.. atau kalian negative, jadi kaya orang debat gitu ya. You're being clear whether you're supporting or against the topic gitu. kalau kamu supporting ya kamu rincih apa aja benefitnya kalau kita mengesahkan permendikbud nomor 30, misalnya : mahasiswa jadi semakin merasa aman secara psikologis gitu ya, tidak ada lagi kekerasan seksual misalnya.. Kalau kontra, tidak sesuai dengan hukum-hukum syariah misalnya begitu, dan lain sebagainya.. Okay.. any questions up to this point? So tipe persuasive speech ada 3 apa aja?</p>	named languages
S		Questions of facts..	
L	041	Heem	
S		Questions of value, sama questions of policy..	
L	042	<p>Yuhuuu.. Okay. Thank you everyone!. Now, if you don't have any more questions, I would like to share two videos. Do you like watching videos?</p>	<p>Translanguaging: With visual support</p>
S		Yes miss	
L	043	<p>Me too.. Okay so let's watch a video. Ini kenapa booking.com dah... okay, so I have two examples of persuasive speech ya. Please watch it! Each of them more just like 3 or 4 minutes, emm please watch and make notes about the opening, and then the way the speaker is trying to convince the audience. Itu gimana caranya dia. Gitu ya? Okay, ready?? starting from this. Yaa... sambil take notes ya, sambil diperhatiin benar-benar! 1,2,3...</p>	
L		*playing videos & students watching the videos)	

& S			
L	044	<p>Hehehe.. Okay.. emm, well It's actually 10 minutes long, but its gonna be too long if I emm play the whole video, so let's stop here ya!. Okay.. so, let me go back to the power point. *cari materi ppt*. Okay I told you previously to pay attention on the detail of the video, of the way, this person delivering the speech about the new kind of laptop, it's in 2008 by the way. How old were you at that time? 5 years old?</p>	Translanguaging: With visual support
S		7 years old miss..	
L	045	7 years old? Okay, heheh. You're still 7 years old, maybe still too far from owning your own laptop. hehe.. Now, some of you are still using it. Ya, still very popular among us. Who is this person, do you know?	
S		Steve Jobs	
L	046	Steve Jobs, very good! So this person is Steve Jobs, ya. As we know, but it was 2008 so he was still pretty much em fed for the presentation, and he's one of the founders of Apple ya and known as one of the best public speakers all over the world. Now, let's talk about the delivery and the content of that speech. What do you think about the opening?.. The opening?..	
S		The opening is to the point.	
L	047	The opening is to the point. Say back, sorry I didn't see your name..	
S		Saya miss, khairunnisa	
L	048	Okay khairunisa, the opening is to the point. Can you elaborate more about what do you mean by own to the point?	
S		Maksudnya tadi Steve Jobs nya waktu opening langsung bilang "apple make the best.." apa tadi saya lupa, satu kata tadi lupa gitu miss..	

L	049	Okay, langsung ya *to the point (typing on PPT). Ada yang mau nambahin lagi tentang openingnya?	Translanguaging: With visual support
S		Interesting miss??	
L	050	Interesting? To what extent is it interesting?	
S		Because for me bikin kepo gitu miss..	
L	051	Okay bikin kepo, apanya yang bikin kepo?	Translanguaging: Within one named language
S		Pro yang sedang dibicarakan itu.	
L	052	Heem, lah emang ada apa di openingnya? Kok bikin kamu kepo?	Translanguaging: Within one named language
S		Ada questions gitu miss..	
L	053	What questions mel?	
S1		Tadi apa ya? Lupa hehehe	
S2		Ohh miss...	
L	054	Yah...	
S2		Awal itu dia itu ngomong "there is something in the apple", ngomong lagi "the tien is in the world". Itu jadi kita itu wondering apa sih yang itu terus apa sih benda yang tinies in the world gitu.. Kayak bikin kita wondering gitu miss..	
L	055	Exactly! Exactly.. Very good! Okay so point to the point itu benar sekali, bikin kepo itu benar sekali and emm very consistent since the very first sentence. so he's introducing a product yang namanya "macbook Air". Kenapa dinamakan air? sifat air itu seperti apa sih? Air, udara. Ringan. Tidak terasa gitu ya?. But it's very important.. so, pake kata kunci itu since the very first sentence. "There is something in the Air". Air nya pake A nya besar tadi. So dia sudah nyebutin loh produk yang akan dia promokan itu	Translanguaging: through two named languages Translanguaging: With visual support

		dari awal. Jadi persuasi nya sudah dimulai from the very first sentence. Bukan “assalamualaikum wr. wb. Pertama-tama saya akan, saya berterima kasih atas kesempatan yang diberikan kepada saya untuk bla bla bla..” Enggak!.. Ya it's too time consuming to said that product presentation. Keburu pulang nanti audience mu, ga jadi beli, gajadi teriak kalo produkmu itu keren gitu.. So “there is something in the Air” very good! So, itulah openingnya yang patut kita contoh *typing on PPT (consistent since the very first statement)*. Now let's talk about “typing on PPT (the way he convince us that he’s product is the best)* okey. how? The way the speaker convinces us that he’s product is the best. How?	
S		Membandingkan dengan produk lain miss?	
L	056	Okay.. Very good! Comparing with other products. What would the first thing that he compared? Antara macbook air dengan sony tadi, apanya yang di compare?	Translanguaging: With visual support Translanguaging: Through translation
S1		The pictures miss	
S2		The signal, ketebalannya teruss juga fitur-fiturnya	
L	057	Ya fitur-fiturnya.. He’ee. Tapi yang pertama dibahas ketebalannya, ya?	
S		Ya..	
L	058	So comparing the product. The audience is being convinced. The speaker convinces the audience by comparing the products. . with the previous product. Okayy? Because without comparing, tidak akan terlalu kelihatan bahwa itu tu baru, dan lebih bagus. So comparing membuat tampak bedanya, membuat kelebihan si product baru ni menjadi terhighlight lebih lagi. So it's a smart way to persuade the audience that this is actually good. Now, after comparing, what did he do to	Translanguaging: through two named languages

		make us believe even more to him? That this is actually the best.	
S		Show to the audience how real the tinies product is...	
L	059	Exactly! Show off ya.. Pamer.. Gitu ya! Okay, so after just comparing with data and numbers ya tadi cm pake cm pake inchies. Your audience would just be able imagine in their head, without actually know what is reality. So he came with the product, the real product in the very smart way but yet simple sekali lagi, ciri khasnya selalu simple but outstanding. So, out of many things in the world, he choose envelope. Yaa.. kenapa kok memilih envelope? Bisakah dia membandingkan dengan talenan di dapur gitu misalnya? Atau bisa dia membandingkan dengan apa namanya Al-Qur'an gitu misalnya heheh. Astaghfirullah ga dengan Al Qur'an ya, dengan buku diktat gitu..	Translanguaging: Through translation Translanguaging: through two named languages
S		Kalau menurut saya sih itu di compare sama envelope kan kalau laptop biasanya yang pakai orang kantoran ya miss jadi kaya lebih kaya lebih apa ya.. kaya lebih terbiasa gitu sama lingkungan yang biasa pakai laptopnya gitu miss.	
L	060	Exactly! So he analyse his audience, right? Dia menganalisis audiences nya itu siapa. Dia tau yang datang, nyimak presentasinya itu siapa. Bukan ibu-ibu rumah tangga yang megangnya talenan. Tapi orang akan beli ini adalah orang kantoran yang akan mobile, yang akan banyak bergerak. Thats why, mereka butuh sesuatu ringan. Dan cari analoginya dengan sesuatu yang sangat sering dijumpai. So envelope it is. And kenapa envelope? bukan buku nota misalnya. Kenapa envelope, bukan ee apa misalnya, hal yang lain di kantor : tipe x? misalnya, atau pulpen? gitu ya. karena ukurannya mendekati dan envelope itu sangat familiar untuk siapa saja. Jadi gampang untuk memproyeksikan dalam pikiran, oh envelope itu	Translanguaging: Through translation Translanguaging: through two named languages

		<p>segini, berarti macbooknya segini dong.. Giitu. Kalau kita ambil analogi lain misalnya mesin foto copy gitu. Seberapa ya mesin fotocopy? Mesin fotocopy kan jenisnya banyak, aku ga pernah pegang mesin fotocopy. I cannot imagine how tin that it. Gitu.. so pilih satu objek yang super simple, relatable to everyone who attends the presentation to make them believe that actually the product is really as good as what he said!. Gitu.. do you get the point? Right here?</p>	
S		Yes miss!	
L	061	<p>Okay, so reflecting to Steve Jobs's presentation about Macbook air, there are several things that we need to remember in delivering a persuasive speech, yaitu? test.. apa? Ayo tektektekkk... Yang pertama apa?</p>	Translanguaging: through two named languages
S		To the point?	
L	062	Ya.. the opening has to bright the audience's attention, and then?	
S		...	
L	063	<p>You have to find the best way to convince the audiences yaa.. Comparing bisa berhasil di produk ini, but not always to any other kind of a persuasion. Yaa, disini pake comparing, bukan metode baru ya, metode lama ini, tapi berhasil dengan sukses. And then given evidence. Di persuasif yang lain, maybe you are not going to bring laptop and then put them an envelope yaa untuk membuktikan sesuatu but you can do that with statistics, or pictures ya, as an evidence, bisa. Yang penting sedekat mungkin dengan pengetahuan audiences mu, dengan apa yang sudah audiences mu tahu supaya mereka bisa relate. Gitu... Get it? Okay now let's go to the next video!. Ini bisa ya miss Riri teruskan videonya? Yang kedua?.</p>	<p>Translanguaging: through two named languages</p> <p>Translanguaging: With visual support</p>
TA		Better kok	

S		Yes miss	
L	064	Okay.. So this one is a very cute video! Very cute speech. Emm it's different from previous presentation, it is fast	
TA		Bocil	
L	065	Heem, jadi temen-temen harus sambil baca subtitlednya! Karena ini dede emesh... *The lecturer showing the video...	Translanguaging: With visual support
L	066	Okay... let's go back to the slide! *open ppt* okayy.. Are you with me now?	Translanguaging: With visual support
S		Yes miss..	
L	067	Yaa, let's analyse the second speech just like how we analyse Steve Jobs's speech. "Kids mattress". Can we've told? Can we've told? Any thing to share?	
S		Personally I thing, I notice the first one is catching sentence miss..	
L	068	Catching sentence?... yaa	
S		Yess..	
L	069	Okey, in which part of the catching sentence?	
S		Eee bagian awalnya itu miss, yang kayak ngejelasin imajinasi dia, yang tentang bringswal and the horse.	
L	070	Okay, itu ngapain sih sebenarnya dia tu? Ngapain sih dia tu sebenarnya di awal tadi?..	
S		Menghayal miss..	
L	071	imagingnya? Okay. his imagining. Okey, kalau masih bingung miss Riri share ulang ya bagian awalnya..... *share the video*	Translanguaging: With visual support

L	072	Okay, you still remember the kind of introduction that I told you in the previous weeks? That I told you incan grab your audience's attention?	
S		Yes miss..	
L	073	He'e yaa, itu dulu miss Riri ngasih taunya apa aja sih yang bisa, jenis-jenis intro yang bisa kita pakai untuk grabbing audience's attention?	Translanguaging: through two named languages
S		Stories?	
L	074	Stories, bisa..terus?	
S		Lazing facts?	
L	075	Lazing facts, very good!	
S		Quotes...	
L	076	Quotes, yes.. And what else?	
S		..	
L	077	Problem yesss... okay, so this kids is implementing that method in the opening. Ya, so his trying to catch the audience's attention by telling the story. But actually story yang dia ceritakan itu dia tu sebenarnya nyoba ngapain? Apakah benar-bener pengen kasih tau audience tentang story itu atau apa? .. ayo... ada peluit ya "pritt time to line up"	Translanguaging: through two named languages
S		Itu kayaknya dia lagi kayak imajinasi itu terus kayak waktunya, waktu istirahatnya udah habis, gitu gak sih miss??	
L	078	Iyasss... benar... Nah tema nya apa? tema keseluruhan speechnya apa? tema keseluruhan speechnya apa? topic speech nya apa ini?	
S		Our wrong recess?	

L	079	Ho'o, lengkap nya apa?	
S		...	
L	080	Heem, lengkapnya apa?..	
S		...	
L	081	Ayo, masa udah dengerin sampai terakhir gatau ini speechnya tentang apa...	
S		Recess	
L	082	Heem..	
S		Why children should have an hour recess?...	
L	083	Recess okay.. Em apasih restes itu? What is recess?	Translanguaging: Through translation
S		...	
L	084	Hello...	
S1		Kayak play time ga miss...	
S2		Istirahat...	
L	085	Istirahat... heem bener play time ini waktu istirahat. Khususnya waktu sekolah itulah... yang kamu kalau sekolah itu istirahatnya jam berapa? 9 yaa., terus nanti yang kedua setengah 12 siang, atau jam 1. Yaaa,, bener ga sih? Heheh .. itu jaman miss Riri sekolah dulu. Atau kalau udah kerja, nanti pas seminar coffee break gitu ya.. Hehe, kalau sekolah kan recess. So what is the main topic of the speech? Once again! Ayo ayo ayo... be quick! Ckckck... what i the main topic of the speech, once again, diulang lagi apa?..	Translanguaging: Through translation Translanguaging: through two named languages
S		...	
L	086	Helloo... helloo... are you kidding me?	

S		Eee kaya kenapa anak-anak itu butuh waktu rehat gitu miss dari pembelajaran...	
L	087	iya, so miss Riri tuh cuman suruh kalian ngulangi. It's not hard, right? Tadi udah bener, cuman miss Riri suruh ulangi, jadi apa? Kids, butuh?	Translanguaging: through two named languages
S		Jam istirahat yang lebih panjang..	
L	088	Heem kids butuh jam istirahat yang lebih panjang. Okay now let's look back on the opening, dengan opening yang kayak gitu, itu menurut kamu itu gimana?	Translanguaging: through two named languages
S		Menarik, soalnya kan kita imajinasi dulu, terus tiba-tiba ada fluit gitu. Hah kenapa tiba-tiba ada fluit? Gitu.	
L	089	Heem terus?	
S		Terus baru dia itu jelasin tentang topiknya itu miss, kayak kenapa sih anak-anak itu butuh istirahat, apa manfaatnya, gitu ya miss...	
L	090	Iya okay betul Alda. Thank you... ada yang mau nambahin?	
S		...	
L	091	Opening yang seperti itu, dengan topic yang seperti itu, itu bagaimana? What do you think?	Translanguaging: Through two named languages
S		Relate miss.. Maybe.	
L	092	Iyaa... so the opening is very related to the content of the speech. Opening tadi dalam bentuk apa?	Translanguaging: through two named languages
S		Story?	
L	093	Ya atau lebih tepatnya mungkin dia roleplaying ya. Dia ngasih ilustrasi, gimana serinya orang yang, anak kecil yang lagi main polisi-polisi an	Translanguaging: through two named languages

		atau monster-monster an baru mau menang gitu istirahatnya udah habis. Baru mau mencapai klimaks istirahatnya udah habis. Itu kan, dari situ he is trying to convince, he's trying to tell the audiences the urgensi of why the recess time needs to be longer. Paham maksud miss Riri?	
S		Iya miss	
L	094	Iya.. jadi antara opening dan konten itu nyambung dan sangat mendukung. Now, how about the content?. Pertama tama kita mencari hubungannya dengan steve jobs ya. We talk about the opening, and then the content. What about the content?	Translanguaging: through two named languages
S		..	
L	095	Hello...	
TA		Hmmm...	
L	096	Kak norman kita aja yang kuliah deh ka norman yukk...	
TA		Heheh cuman 3 orang doang tadi yang jawab soalnya..	
L	097	Ntar kita ke umpama terus kita kuliah berdua aja..	
TA & L		Hehehe...	
TA		Ayo yang lain selain 3 orang itu!	
L	098	Yokk...	
TA		Ada berliana	
L	099	Altisya, Anisa, Ariani, Dimas, Nadia, Nurul, Rifaldi, Risa, Sabda, Salsa, Shela, Khanza, yokkk! Call your opinion, come on!. It's a speaking class, dude!. It's not a meditation class!	
TA		Any other? Yang lain?	

L	100	Sabda you're opening your microphone, and you are trying to say something?.	
S		Hemm iya miss, tadi ditanya tentang opininya ya miss ya?	
L	101	He'ee	
S		Opini dari apa, si video anak ini kan miss ya?	
L	102	He'em content nya, tentang isinya. Gimana menurut kamu?	
S		Kalau menurut saya pribadi sih, eee yang pertama tadi ada disebutin, yang relate itu miss. Soalnya kan karna memang anak2 ee gimana ya, dia ga bisa belajar di yang namanya terlalu fokus di pelajaran, jadi butuh playing time gitu2. Terus juga butuh banyak yang diawal sudah dijelaskan, sama ilustrasi dia tadi, bilang apa, niup fluit itu tadi miss.	
L	103	Okay, thank you. So, openingnya dikasih yang menarik terus dikasih alasan2 ya di sepanjang speech nya. Thank you!.. so, how is it difference the persuasion. Cara mempersuasi antara steve jobs dari sisi kontennya. Teknik ya, ini bukan masalah kualitas pidatonya ya. Teknik persuadingnya itu gimana, anak ini gimana?. Kalau steve jobs kan dengan comparison, terus setelah compare dikasih buktinya, mamerin produknya. Nah kalo anak kecil ini gimana?	Translanguaging: through two named languages
S		Eee, his trying ini miss, ngasih kaya data by researcher gitu..	
L	104	He'em, very good!. Nah gitu, jadi dia, kalimat per kalimat per kalimat isinya data yang berbeda tapi semuanya tujuannya untuk apa?	
S		To convince the audience.	
L	105	Yaa, kids need recess. Okay. We also have to appreciate his way to try to involve the audience	

		to do the physical activity. Inget ga bagian itu?	
S		Iya miss inget..	
L	106	He'e ini anak kecil loh yang disuruh bapak ibu guru loh. It's really brief! Hehe, okay?. And then the closing. Tadi steve jobs kita tidak sampai bahas closingnya karna kan miss Riri cut di tengah ya. What about the closing?	Translanguaging: through two named languages
S		
L	107	Let me share you once again, the closing... *share the video again	Translanguaging: With visual support
L	108	Okay, what do you think here about the closing?	
S		Eee.. menurut saya interesting sih miss karna kan itu ada harapan dia buat seluruh anak di dunia ini gitu	
L	109	He'em, yash. Very good! Nah ini, wrap up dari persuasi nya disini. Restating ajakan nya disini. "ayo kalau kamu punya anak, kasih anakmu waktu bermain yang lebih banyak". Gitu ya.. jadi setelah ngasih ilustrasi di awal, ya bahwa "oh inilah problemnya, anak kecil yang recess nya kurang, itu mereka lagi enak-enak main, ke cut di tengah". Terus abis itu ditambah dengan data, data, data dan data.. and the end, dia menjelaskan dengan gamblang, dengan eksplisit harapan dia itu apa di persuasive speech itu. Di wrap up, ya. Istilahnya kalau kamu ngasih kado itu dikasih pita buat finalize. To finalize your persuasion, to to finalize your speech to convince the audience. Kamu ngasih tau ekspektasimu apa, kamu ngasih tau himbauanmu apa kepada audience. In this case, di forum itu, audience nya mostly adult. Yaa.. jadi himbauan dia ya untuk si audience nya ini, bukan untuk anak-anak. Yaa... bukan untuk anak-anak karna argument nya dia, persuasi nya dia itu ditujukan ke orang dewasa, the once who control the play time of the children. Gitu. Do you get the point? Until here?	Translanguaging: through two named languages

S		Yes miss...	
L	110	Okay, yuk kita ulang lagi. When delivering persuasive speech, kira-kira apa saja yang harus kita perhatikan?	Translanguaging: through two named languages
S		Audience...	
L	111	Audience nya, okay. Audience nya ngapain? Apa yang diperhatikan dari audience nya. Apakah mereka udah ma'em belum, gitu? Heheh..	Translanguaging: through two named languages
S1		Bukan miss, ee tentang ketertarikan topic nya. Apakah mereka akan ke negative, apakah posisi mereka itu negative, neutral, atau mungkin sedikit positive.	
S2		Analyse the audience..	
L	112	Analyse the audience, background knowledge nya ya.. eeem, tingkat kepercayaan mereka terhadap issue yang kamu bawa itu ya. Okay next, apa lagi? Yang perlu kita perhatikan	Translanguaging: through two named languages Translanguaging: Through translation
S		Type-type speech nya?	
L	113	Type speech? Ga harus sih..	Translanguaging: through two named languages
S1		Content	
S2		The opening?...	
L	114	The opening dulu, betul sekali. More than informative speech, persuasive speech ini sangat krusial opening nya. Pertama tujuannya sama dengan informative, sama2 bikin audience nya itu nyantol ke kalian, tapi more than that, membuat ee audience juga mau. Taking your proposition. Mau mengambil ide dari kalian. Mau mempertimbangkan untuk percaya dengan ide dari kalian. Itu harus dari awal banget. So, let's do something like steve jobs, or this kids in	Translanguaging: through two named languages Translanguaging: Through translation

		these speeches. Apalagi abis itu??? Content nya harus gimana, content nya?..	
S		...	
L	115	Content nya harus gimana?	
S		Menarik...	
L	116	Ya iya dong kalau menarik, hehehe. Menarik in what way??	Translanguaging: through two named languages
S1		Include evidence..	
S2		Yaa, ada buktinya.	
L	117	Betul, menarik dalam hal ada buktinya. Dan runut buktinya ya, harus runut. Harus well organize. Okay... and then the last one??	Translanguaging: Through translation
S		Closing...	
L	118	Closing harus dengan bagaimana?	
S		Apa yaa...?	
L	119	He'e, closing nya sebaiknya dengan bagaimana?	
S1		Eem.. Kayak ada...	
S2		Engaging people.	
L	120	Engaging people, betul.. terus? Stating your expectation ya.. kalau tujuan speechmu itu mengajak mereka berhenti merokok, ya itu disampaikan di akhir secara eksplisit. Jadi saya harap bapak dan ibu disini mau mempertimbangkan untuk berhenti merokok. Gitu... kalau tujuan kalian adalah ini minta orang tua bikin buat ngasih waktu main lebih ke anak-anak ya kasih tau "aku harap kalau kalian punya anak, kalian akan ngasih waktu yang banyak untuk main" gitu.. understand?	Translanguaging: through two named languages
S		Yes miss..	

L	121	<p>Okay, so next week or next two week, you are going to have a speech. Yaa, your own persuasive speech ya.. but it's gonna be different from the previous one. It's going to be synchronous. Eem langsung, and you will give peer feedback to each other. Peer feedback nya isinya apa? Kayak gini misalnya. Opening kamu sudah bagus dan relevan dengan isinya karena mengandung bla bla bla.., Content kamu harusnya kurang ini, kalau kamu tambahin ini pasti lebih bagus. Terus tadi closing nya agak kurang di bagian ini, misalnya. Gitu ya... kalian akan melakukan itu, next week atau next two week. Let's see the progress. But, before that, you should arrange an outline first. So, some of you bisa lanjutin. Bukan some of you, all of you, bisa lanjutin topic informative speech tapi di switch menjadi persuasive. Jadi nanti akan beda di purpose, topic besarnya boleh sama tapi beda di purpose, di central idea nya beda, dan main pointnya of course akan beda. Harus ada ee tendency untuk kalian tuh berusaha ngerubah perspektif audience kalian. Gitu... nah, emm apa namanya..? outline ini dikumpulkan maximum on saturday, maximum on saturday this week okay, to google classroom. So, you basically just need to make outline kayak yang kemarin-kemarin sudah pernah dibikin cuman yang ini persuasive speech. Okay, paham?</p>	<p>Translanguaging: Through translation</p> <p>Translanguaging: through two named languages</p>
S		Paham miss..	
L	122	Okay, any questions up to this point?	
S		I think nothing.	
L	123	Okay, so if you don't have any more questions, we end the class.	
S		Ee miss.	
L	124	Silahkan	
S		Eem iya..	
L	125	He'em apa?	

S		Eee.. jadi nanti kumpulannya di video miss? atau nanti presentasi?	
L	126	Outline dulu...	
S		Oh iya, okay miss..	
L	127	He'em outline dulu..	
S		Okay miss, thank you..	
L	128	Thank you.. okay. Wait tak kirim ke grup sekalian ya.. *kirim outline ke grup	
L	129	Okay, then if you don't have any more questions, I think that's all for today. Em, let's close our meeting by deciding hamdallah together... yokk	
L & S		Alhamdulillahirobbilalamin..	
L	130	Selamat melanjutkan aktivitas, have a great day! I'm waiting for your submission, maximum on saturday. Okay?	Translanguaging: through two named languages
S		Okay miss..	
L	131	Okay, thank you .. Assalamualaikum	
S		Walaikumsalam thank you miss..	
L	132	Bye...	
S		Bye miss..	