

**INDONESIAN TEACHERS' TRANSLANGUAGING PRACTICES IN A
UNIVERSITY EFL CLASSROOM**

A Thesis

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



Submitted By:

Respati Handito Kartiko Aji

18322018

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA**

2022

APPROVAL SHEET

**INDONESIAN TEACHERS' TRANSLANGUAGING PRACTICES IN A
UNIVERSITY EFL CLASSROOM**

By:

Respati Handito Kartiko Aji

18322018



Approved on

By

Supervisor:

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

NIP. 173220502

RATIFICATION SHEET

**INDONESIAN TEACHERS' TRANSLANGUAGING PRACTICES IN A
UNIVERSITY EFL CLASSROOM**

By :

Respati Handito Kartiko Aji

18322018

Defended before the Board of Examiner on 26th of August 2022 and Declared
Acceptable

Board of Examiners

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

First Examiner : Anandayu Suri Ardini, S.S., M.A.

Second Examiner : Adam Anshori, S.S., M.Hum.

Yogyakarta, 26th of August 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,

Irma Wendy Astuti, S.S., M.Hum.



STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis that I have written is really my work and there is nothing in this thesis that contains work of others, except what I have mentioned in the quotations and references. This thesis has never been submitted either for any purposes or another degree.

I pledge that this thesis is my own work and my hard work to obtain a degree, no one who takes over my thesis to accomplish this thesis.

Yogyakarta, 26 August 2022



Respati Handito Kartiko Aji

MOTTO

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

“Educating the mind without educating the heart is no education at all.” - Aristotle



DEDICATION

I dedicate my thesis:

1. My family, especially my parents, have supported me and sometimes when I get under pressure while doing my assignments, they certainly give me some advice to boost my spirit, and of course they always send me prayers all the time.
2. My older brother has supported me financially. I am so thankful to him who always cares for me, he always opens his hand if I need something but I do not have enough money.
3. All of my lecturers in the English Education Department, Islamic University of Indonesia, thank you very much for your guidance and your knowledge that you have transferred to me with patience while I was a student.
4. My closest friends, Zaky, Rizky, and Norman who have been best friends so far in college. They also have given me new insights that I probably have not known.
5. All of my friends in PBI UII 2018, thank you so much for being my friend for four years and you have created new memories in my mind.
6. Lastly, I would like to thank you for being strong, being able to go through all of the obstacles, and being a person who never gives up in dealing with something worse

ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah, the researcher expresses the highest gratitude to Allah SWT for blessing, love, opportunity and mercy to complete this undergraduate thesis, so that the writer can complete the thesis entitled “AN OBSERVATIONAL STUDY OF INDONESIAN STUDENT’ TRANSLANGUAGING PRACTICES IN A UNIVERSITY EFL CLASSROOM”. This undergraduate thesis is submitted as the final requirement in completing an undergraduate degree at the English Education Department, Faculty of Psychology and Socio-Cultural Sciences, Islamic University of Indonesia Yogyakarta.

In arranging this thesis, a lot of people have provided motivation and support for the researcher. The researcher intended to express appreciation to all of them. The researcher also expresses deepest appreciation to his beloved parents, Isti Hanah for the support, pray, love and his father Sapto Budiarmo for taking the time to always remind me to keep going on and never giving up in spite of dealing with the tough condition.

On the other hand, the researcher’s appreciation also goes to my thesis supervisor Mr. Willy Prasetya S.Pd., M.A, who helped and guided me a lot in arranging my thesis. All of his advice is priceless. The researcher also thanks all the lecturers of the English Education Department, Islamic University of Indonesia for being patient in serving me in learning, knowledge, and the useful insights for my future.

The researcher is fully aware that this thesis is far from perfect, therefore, critics and suggestions are welcomed. However, it is expected that it will be useful not only for the researcher, but also for the readers.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Yogyakarta, 26 Agustus 2022

The Researcher



Respati Handito Kartiko Aji



TABLE OF CONTENTS

Table of Contents

INDONESIAN TEACHERS' TRANSLANGUAGING PRACTICES IN A UNIVERSITY EFL CLASSROOM	1
APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF WORK'S ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
ABSTRACT	x
CHAPTER I INTRODUCTION	1
1. Background of the Study	1
2. Formulation of the Problem	4
3. Objectives of the Study	4
4. Significances of the Study	4
CHAPTER II LITERATURE REVIEW	5
1. Translanguaging Practices	5
2. Translanguaging Practices in EFL Higher Education	7
3. Framework	10
CHAPTER III METHODOLOGY	11
1. Research Design	11
2. Setting and Participant	11
3. Data Collection	12
4. Data Analysis	14
5. Trustworthiness	14
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	15
1. Research Findings	15
1.1 English text prompted translanguaging	15
1.2 Translanguaging activated all meaning-making resources	18

1.3 Translanguaging apprenticed students into scientific discourse community	21
2. Discussion	24
CHAPTER V CONCLUSION AND RECOMMENDATIONS	27
1. Conclusion	27
2. Recommendations	28
APPENDIX	29
REFERENCES	29



ABSTRACT

Translanguaging is a tool for meaning-making which involves several languages in one condition. The numerous studies of translanguaging in Indonesian Higher Education context is still rarely found. Thus, to fill this gap, this article aims to observe the implementation of translanguaging in one of the Universities in Indonesia, the particular place is in Yogyakarta. This research is intended to answer how helpful translanguaging practices are in the classroom. By using observation study, the data was collected by recording a whole classroom interaction. The study involves a lecturer as a main participant. The data was analysed by using observational analysis. The findings of this study revealed that translanguaging practice was helpful for the students in order to resolve students' comprehension in learning English, in which using repertoire.

Keywords: Translanguaging, the use of repertoire, learning English.

CHAPTER I

INTRODUCTION

1. Background of the Study

English in Indonesia is rarely used by Indonesian people especially in learning English context, because the mother tongue of Indonesian people is Indonesian. To be able to obtain English skills, we should commonly join an English course to enhance the skills. However, this does not apply to Indonesians who already have privileges such as having parents who place great emphasis on their children being able to use and understand English. However, the existence of English in Indonesia is still attributed to native speakerism, which will influence Indonesians who want to really learn or improve their English skill so that their strong determination will decrease to learn English. There will appear a stereotype of using English and also there is a stigma if the implementation of English must be look like a native-speaker, these all are formed due to the existence of cultural identity that has existed (Lie, 2017)

Native speakerism has become one of the common issues that exist in various EFL countries in the world but one of it is such as in Indonesia. Holliday (2005) and Wu & Ke (2009) stated that the phenomenon of native speakerism that was found in learning English was present due to the implementation of English language and the methodology were more inclined to where the language came from, and also the existence of native speakerism would create other issues too like there is a comparison between NNESTs and NESTs abilities in teaching. Meanwhile, EFL learners will also experience difficulty if they are required to have

proficiency like native-speaker, while that is impossible to do and also to be implemented by EFL learners, because their capability is limited. Negative stigma will always be there if there is no action to be eliminated, students must be taught if they do not need to think about whether their English looks like native speakers or not. Thus, appreciation and respect for the use of mother tongue (MT) in learning English must be lifted and also eliminate the emergence of negative stigma, if not it will become a stereotype in Indonesia. The emergence of native speakerism in Indonesia will make an impact for Indonesians, for instance, in terms of self-confidence and bravery that are experienced by every Indonesian. Therefore, that is one principle that must be implemented in learning English especially for giving a space to use MT.

The use of mother tongue in learning English actually cannot be separated like English or even other languages, otherwise, MT is also included into repertoire which contains various languages in it. Translanguaging is a term that describes people who have a repertoire which contains various languages that are mastered by them. According to Garcia & Lin (2016) translanguaging is used as a practice to maximize student's repertoire and also allow them to apply linguistic resources, and also using translanguaging that is aimed to engage students to be more concerned with the learning. Lewis, Jones & Baker (2012) said that repertoire is used to organize processing in understanding and those can create effectiveness of communication between teacher and students in teaching and learning activities. In general, EFL learners will maximize their repertoire by using mostly Indonesian while learning English, because that is their way in order to achieve their

comprehension when they are learning English. In teaching English there are several methods that can be implemented to support a teacher to deliver materials so that it can make them effortless to understand the materials; for instance, the teacher can reduce confusion on each student in learning English, that is by using languages that mostly can be understood by the students. Zentz (2014) said that 'communicative repertoire' was someone who learned or added a new language which was intended to extend his or her languages. Communicative repertoire also can be used by teachers to support them to deliver materials of the lesson in the classroom, in Indonesia context it is usually used for bridging English Language Teaching; there are several positive things in implementing repertoire such as that can give an opportunity for students to be more active in the classroom (Garcia & Lin, 2016), students are able to understand the meaning of materials that teacher give (Budiman & Krisfani, 2020), the teacher can translanguange the materials to maximize student's comprehension and also the students are able to get the point of the materials itself (Yuvayapan, 2019), etc.

Researcher has found several studies that discuss about the implementation of translanguaging in Indonesia which is used as a method to bridge the student to understand English materials (Rasman, 2018; Rahmawansyah, 2019; Budiman & Krisfani, 2020; Khairunnisa & Lukmana, 2020; Prasetya, 2021). Such as in one of the articles reveals that the importance of translanguaging for the students are quite influential in the learning English process, it can be proven in Rasman (2018) article, the data said in his article that the role of translanguaging

was so helpful in learning English process, in which the students felt the affect of maximazing translanguaging in gaining the meaning of the content of the materials.

This study will be conducted in higher education, even though there are several studies that have been conducted in Indonesian higher education but it is still rare. This study will also offer the descriptions more clearly about the implementation of translanguaging in the classroom, this study can also contribute to enrich the literature about translanguaging in higher education context. Therefore, to fill this gap, the writer intends to describe translanguaging practice used by higher education students through observation.

2. Formulation of the Problem

A research question that had been formed to guide this study as follow:

What translanguaging strategies are used by the lecturer in the classroom?

3. Objectives of the Study

The objective of this study is intended for exploring the translanguaging practices by a lecturer in one of the Universities in Yogyakarta. On the other hand, it also observes the implementation of translanguaging that is used by the lecturer while delivering the materials in learning English activities in the classroom.

4. Significances of the Study

This research may be useful for giving contributions and an overview in implementing of translanguaging practices that are conducted by the lecturer in the classroom. Meanwhile, this research also may be able to give a beneficial

contribution for lecturers through the information that is available in this research. On the other hand, it also aims to see the extent of implementing translanguaging in the learning process which is applied by the lecturer.



CHAPTER II

LITERATURE REVIEW.

1. Translanguaging Practices

Translanguaging is a concept to make meaning and to overcome a particular communication context, it is applied as a teaching approach in language pedagogy to resolve language practices in teaching and learning (Vogel & Garcia, 2017). Translanguaging in teaching English is a tool used by teachers to make students effortless in understanding the materials. Translanguaging is able to optimize various languages that are owned by each individual like English, Indonesian or even local languages, so Indonesian acts as a bridge to facilitate students' understanding. The use of translanguaging can develop students' understanding in gaining meaning, therefore, that helps a lot for students to know the actual meaning of the materials vividly. As already said by Garcia & Wei (2014, p. 79) in one of their articles, to evolve a new language was not an easy issue for learners. That is the same as the cases that have existed, when students were being taught by their Non-Native English Teacher, sometimes students would feel uncomfort with the lesson in case of the teacher did not use translanguaging in explaining the materials, by maximizing repertoire that was expected to be able to establish students' comprehension in learning. As in Garcia & Wei (2014, p. 79) article revealed that to be able to reach students' understanding, teachers must be able to engage the students to be involved in the learning process and there is an act of learning from every student. Thus, teachers must be proactive and involve every student in teaching learning activities in the classroom. Translanguaging can get a

positive impact if it applies in the right way, such as a teacher pays attention to the students who need helps in understanding the meaning of English materials, then teacher can take the role in there, that is to explain what makes students feel confused of the material that they are dealing with.

Translanguaging is not just translating from one language into another language, but it also needs deeper understanding to be able to know the meaning of the language itself (Garcia & Wei, 2014). Lack of English comprehension is most often experienced by EFL students, so in that situation the teacher has a role to facilitate the students to be able to make them understand about the materials that have been uttered or conveyed by their teacher, the alternative way is by implementing a translanguaging practice.

Concept which is able to overcome the interaction between students and teacher is called translanguaging, which is usually used in teaching and learning target language for EFL learners. It is quite helpful in delivering the materials for teachers to ensure students' understanding and it also becomes one of the teaching approaches that can be applied by teachers to embrace students to get students' interest (Vogel & Garcia, 2017). By applying translanguaging for EFL students that is quite useful for them, translanguaging has become one of practices in order to resolve communication problems experienced by students and teachers, so the materials can be given clearly and can be understood by all of the students who still need a guidance of the teacher so that the students' comprehension can be achieved.

Thus, based on the explanations above, it can be concluded that translanguaging is implemented as a practice in learning English to make a

connection between students' comprehension and teacher's explanations. It showed that in the several studies if there was a positive impact for gaining students' understanding through translanguaging (Garcia & Lin, 2016; Lewis, Jones & Baker, 2012; Moody, Chowdhury & Eslami, 2019), from those evidences have shown that the positive impact of translanguaging, but on the other hand sometimes students also need much explanation by utilizing linguistic resources to be more able to make sense the meaning of English itself.

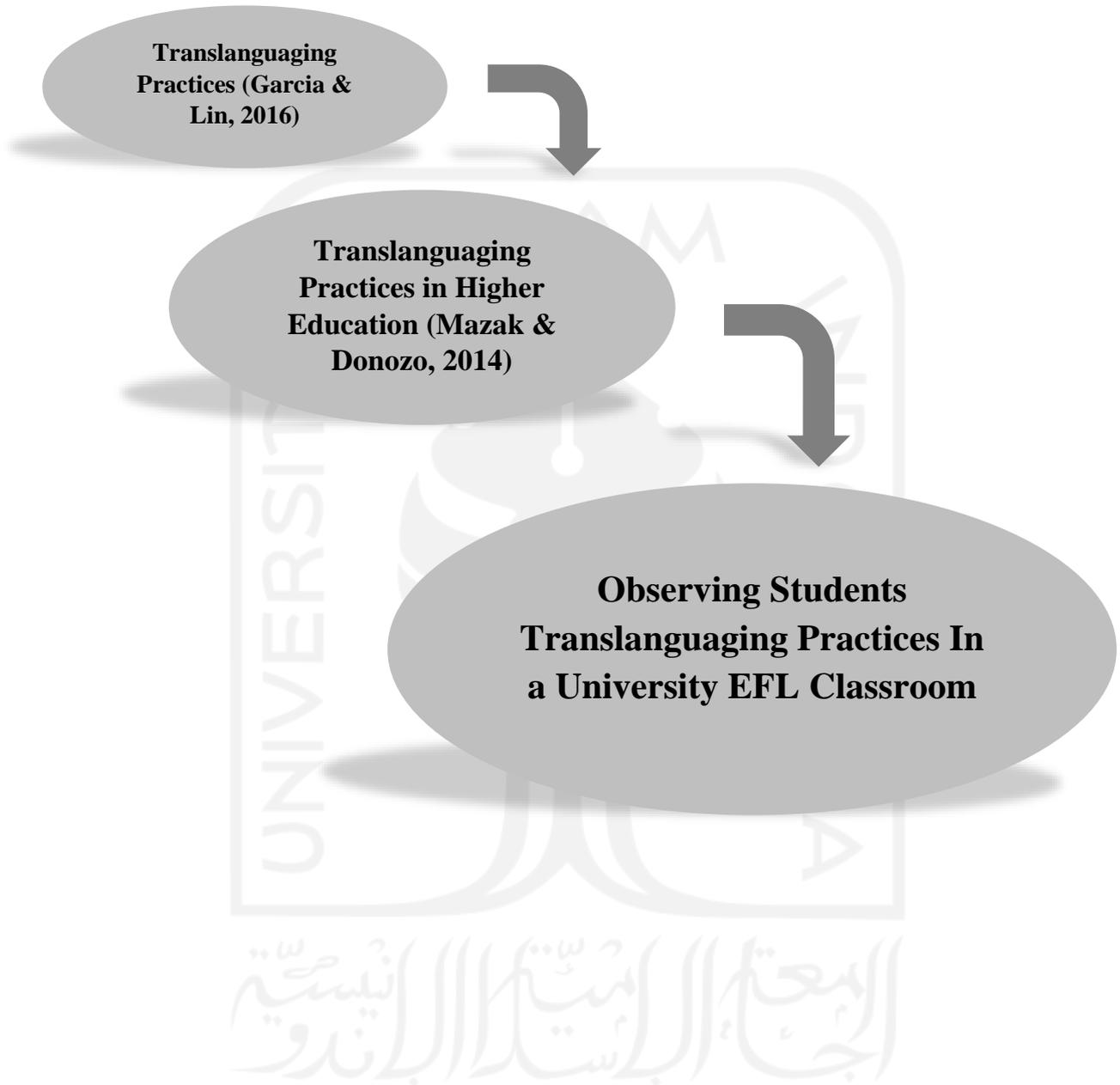
2. Translanguaging Practices in EFL Higher Education

The importance of translanguaging practice is obvious, especially for EFL learners in any country in the world. EFL learners will not be able to understand foreign languages without support from their native language, that is why translanguaging is really important for guiding EFL learners in the learning process of gaining meaning. Those are supported in Fang's & Liu's (2020) article, which pointed out that there was a good response from student college attitudes in China toward the implementation of translanguaging practices. From other study which is conducted at Saudi Arabia showed that the implementation of translanguaging also got a positive response, it was able to engage students' interest in following the lesson, and of course it could make students more be able to understand the target language which being learned by the learner (Elashhab, 2020). These all show that the existence of translanguaging is really helpful for EFL learners who are learning language targets, and also make teachers easy to engage the student to enhance students' interest in learning activity.

Indonesia is one of the EFL countries that implements translanguaging as a supporting tool to make it easier for the students to understand a foreign language being taught by their teacher. The existence of translanguaging in Indonesia has positive side for student college, such as in Adi's (2020) article pointed out that there were five students and four of them showed the agreement and support the implementation of translanguaging in the classroom that conducted by their lecturer, but also there was a student who disagreed with the implementation of translanguaging that conducted by lecturer. Furthermore, in other article said that the implementation of translanguaging could be used in formative assessment, which it was to ensure students' understanding toward the materials that had been delivered by their lecturer, so the understanding of the student could be identified in the final section of the lesson by giving several questions for students (Adi & Akib, 2018). However, there is a weakness of translanguaging if it is used for formative assessment, it means teacher does not pay attention to the students whether they really understand with teachers' explanations or not, if not teacher will be overwhelmed with him/herself that is to re-explain the materials from the begin till the end to ensure students' understanding. In the Santoso's (2020) article revealed that the involvement of translanguaging in the learning process was indispensable because it was able to increase students' creativity and critical thinking in using the language. It can be proven in Pradita & Berlianti (2021) article, it revealed that the importance of using translanguaging during learning activities was to help students in understanding the instruction.

From several perspectives above that can be concluded, the most prominent of translanguaging is about the positive perspective toward the implementation of translanguaging especially in EFL learner context. Translanguaging has a special place for teachers to be implemented in learning English activities, in general there is a reason why translanguaging has a positive impact for EFL learners. According to Moody, Chowdhury & Eslami (2019) in their article showed that they believed if translanguaging had a highly positive impact to enhance learners' comprehension in English, in the other perception they said if that could reduce students' cognitive load. Those are also interrelated to several definitions that show if translanguaging is not just translating the meaning from one language into another language, but it is the concept to help students to make the meaning of English become clear (Vogel & Garcia, 2017). Besides, there have been several studies that have been examined such as in Garcia & Wei (2014, p. 79) and Prasetya (2021). Of several studies that have been found, most of them only examine the development of translanguaging in outer Indonesian such as several EFL countries like Saudi Arabia, China, and many more. Meanwhile, for the contexts of several studies that have been conducted, most of them only focus on Primary and Secondary School, while the studies in the Higher Education context are still rare to be found. Thus, to fill the gap, this study will be more focused on Indonesian EFL learners, especially in the Higher Education context.

3. Framework



CHAPTER III

METHODOLOGY

1. Research Design

The aim of this research is to observe student's translanguaging practices which are able to be seen during teaching learning in the classroom, thus observational study is used as the design of this research. Hoffman's & Lim's (2007) explained that observational study was one of the methods to observe several different conditions and also the relationship of several things that existed in observational studies. Furthermore, Gorman & Clayton (2005) revealed the setting of observation was a natural environment, so a researcher could see the participant's behaviours (p. 40). On the other hand, an observation method has also an advantage, such as to gain the valid data it needs to observe the real situation that actually happens, for instance in learning English, a researcher cannot make a conclusion only by interviewing one student/participant whether they really understand about the materials that teacher delivers, so to obtain the data as it is that is by conducting an observation. Thus, this study will use observation as a research method.

2. Setting and Participant

The researcher for this research will involve one of the lecturers in one of Private Universities in Yogyakarta which is to teach in the English Education Department, in which the researcher would observe any activities in the classroom where the lecturer is teaching. The lecturer is a real Indonesian in which he is also fluent in using Indonesian and English, which English is usually used as a

communication tool to teach the students in the classroom. The setting will be taken in Intensive Reading class, where the use of English that is conducted by the lecturer is more intensive than Indonesian, so that can be observed about students' understanding when the classroom is running. Now he is still active as a lecturer in one of the Universities in Yogyakarta. Probably he has been teaching as a lecturer for more than 3 or 4 years, other than that he also teaches not only in one subject but several subjects that he takes. Before he became a lecturer in the private university, he also taught in one of the Secondary Schools in Central Java as an English teacher. The background of his education is that he graduated from one of Public Universities in Semarang where he took English Education as his major to get his bachelor and master, then for the background of his economics is in the middle-up.

3. Data Collection

The data collection obtained through observation where it was conducted online by using Zoom Meeting. The observation took one course session or it was about one hour more. Furthermore, the observation probably conducted twice, but if it was allowed to do more than one observation by the lecturer so it continued to the second observation, if not it conducted only once. Observation conducted a whole class, which was it will be started from the beginning of the activity until the activity is over. To obtain the data, the researcher made a written script on the results of observations that had been made based on conversations between lecturers and students, to make a written script it was conducted by watching video recordings repeatedly. In this study, observation was chosen as a method because it

was appropriate with the objective of this study, especially to observe the role of translanguaging for the students in EFL University. Additionally, by doing observations it was more effective to see the real situation of students' activity in the classroom and to see the impact of translanguaging itself towards the students' English learning.

Table 3.1.

Components	Tally	Total (N)
English text prompted translanguaging	HHH HHH HHH HHH III	23 times
Translanguaging activated all meaning-making resources	HHH IIII	9 Times
Translanguaging apprenticed students into scientific discourse community	HHH HHH	10 Times

4. Data Analysis

This study will be transcribed, coded, and analysed. The researcher will code the observation manuscript to the specific theme based on the heading of this study and refer to Mazak & Donozo (2014). Data analysis is conducted by using descriptive analysis in which there are three process of gaining the data. Firstly, record the learning activity by using zoom meeting; Secondly, to obtain the data, the video recording was transcribed; Lastly, the data that had transcribed then mached to the three components that were discussed in this research. Thus, it is appropriate to be used as a data analysis in a qualitative method, because observation will present several events and the action of participants in it.

5. Trustworthiness

The credibility of this method has been reviewed by the researcher and also it has gotten an expert examination with one of the lecturers. To prevent loss credibility in the research, there are several techniques that was already mentioned and suggested in a Guba & Lincoln (1982) article, such as prolonged engagement, persistence observation, peer debriefing, triangulation; they also said that documents, videotapes, audio recordings, and other can also be utilized as a evidence to provide the data on the researcher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

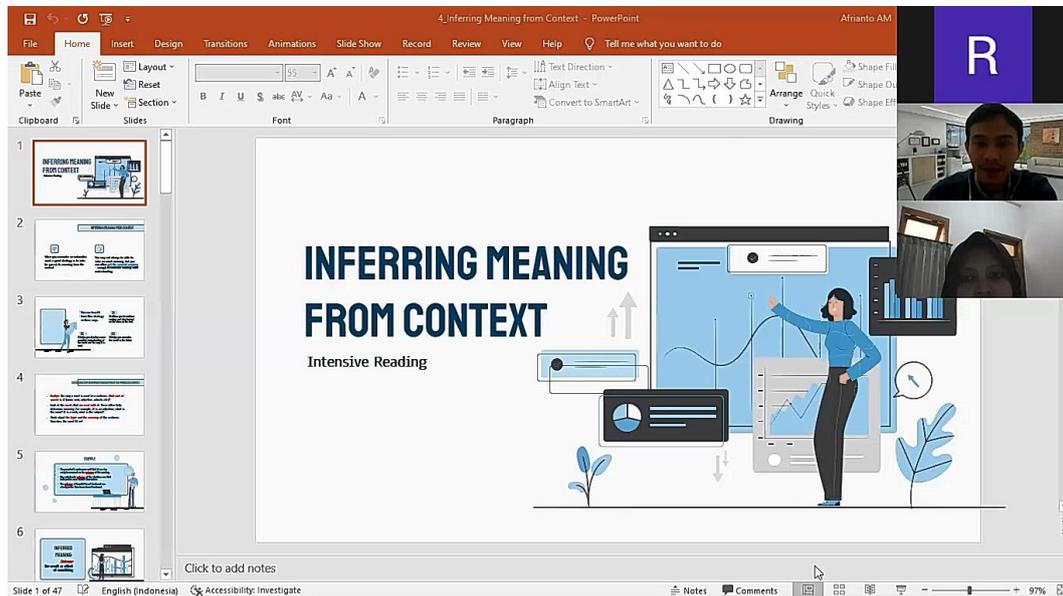
This chapter will discuss the research findings and discussion based on the video recording that was conducted a few times ago in the Intensive Reading class of the English Department, Islamic University of Indonesia. The participant of this study was a lecturer, and the data had been collected and it was already analysed by modifying from video recording into scripted text to be able to gain the exact data. The process of taking the video for the research data was about an hour and a half.

1. Research Findings

1.1 English text prompted translanguaging

This learning activity was conducted in online learning, in which the lecturer will use a powerpoint presentation as a tool to deliver the material that wants to deliver. To make the explanation easier to understand for the student, the material was just made point by point by the lecturer, then he also often translanguaged while explaining the materials. The purpose of he translanguaged while explaining the materials due to the text on the powerpoint was fully English, so he mixed the languages either Indonesian or English, which aims to ensure the students who still needed the guidance in understanding English so that they can understand it too. In the learning activity, the lecturer took his role to explain several words, phrases, and terms that were more considered for the students' understanding.

Example 1



Lecturer : We are going to learn **“Inferring meaning from context”**. What does **“inferring”** mean everyone?, *Inferring artinya itu apa sih?*

Student : *Mengerti??*

Lecturer : *Mengerti*, are you sure?. What about the others?. “Infer” *dari kata* “infer”. (In this part the lecturer was trying to explain to the student to guess the meaning of “inferring”, then the lecturer gave a hint to guess the word by giving the main word of the “inferring” that is “infer”). Anyone? . . .

**(Do you understand, are you sure?. What about the others?.*

“Infer”, from the word of “infer”. Anyone?...

Student : *Menyimpulkan??* (2 students answered) **(conclude?)*

Lecturer : *Apa yang disimpulkan disini? Meaning??* **(What is concluded*

here? Meaning?)

Student : (two students answered) *Arti dari sebuah konteks* *(the meaning of the context)

Lecturer : *Iyaa, arti.* (validate student's answer if the answer was correct)
*(Yes, the meaning)

Lecturer : So, today we are going to try to infer meaning from the context, because sometimes in reading we will meet some words that we do not know what the meaning is, right? *Iya ngga?. Kadang itu ketika kita membaca, kita akan menemukan kata-kata yang kita tidak tahu maknanya apa, betul?.*

*(So, today we are going to try to infer meaning from the context, because sometimes in reading we will encounter some words that we do not know the meaning of, right? isn't it?. Sometimes when we are reading the text, we will find the words that we do not know what does that mean, right?)

Student : *Betul.* *(Right)

In the beginning of the class, the lecturer introduced the topic of what was going to be learned on that day, then to support the learning activity the lecturer used powerpoint as a supporting media to explain the materials. Further, the lecturer showed the topic that was going to be discussed, that is about "inferring meaning from context". Furthermore, the lecturer asked all students in the class to guess

about the meaning of its topic, it is conducted to ensure the students have an overview of the materials that will be discussed.

1.2 Translanguaging activated all meaning-making resources

In the learning process there is an obstacle that will certainly be faced by the EFL student in learning English, that is the students will spend more time to be able to understand English materials. English comprehension is the common issue that is experienced by the EFL students. Therefore, the lecturer tries to provide guidance for the students where they are expected to be able to understand the content of its materials by using meaning-making strategies. Based on the data that was already collected, the lecturer often used the meaning-making strategy while explaining the materials as many as nine times.

The data that has been collected, it is found that the lecturer gave guidance for his students to meaning-making of the exercise that was given in the form of several sentences, then in each sentence the lecturer had given a mark to an unknown word that had to be interpreted by the student. In the process of meaning-making, the lecturer only helped the students to find out the meaning of each unknown word by the student through the sentences, then the students were asked to guess the word based on the explanation that was already given by the lecturer based on their prior knowledge.

The example below is one of the examples of the meaning-making strategy that was conducted by the lecturer to help the students to reach their English comprehension in learning English.

Example 2

Lecturer : (repeated student's answer) *Jadi basah kuyup. Mari kita lihat nih kalimat ke tiga, "Seymour scream and set up suddenly in bed, drenched in a cold sweat", ada kata "sweat", artinya apa itu "sweat"?*

**(Get soaked. let's take a look to the third sentence, "Seymour scream and set up suddenly in bed, drenched in a cold sweat", there is a word "sweat", what does "sweat"?*

Student : *Kringat... *(sweat)*

Lecturer : *Keringat. . iyaa betul. . Ini kita menebak part of speech nya susah yaa, tapi ketika kita melihat kalimat ke dua eee. . . ada kata "was", di depannya ada kata "was" yang mana itu adalah "to be", yaa kan?, eee. . . "to be" itu biasanya diikuti oleh apa sih? it can be Noun (in the middle of explanation, there's a student suddenly interrupted by saying "Adverb") , it can be Adjective yaa kan?, it can be Adverb yaa kan?, tapi disini kita tidak menunjukkan "Adverb", tapi kita tau ada "-ed" yaa kan?, ohh itu berarti adalah "Adjective". . .yaa kan. Kira-kira kalo kita tebak artinya apa itu "drenched"?, kemudian di sini (third sentence) ada "sweat", "sweat" itu apa "sweat"?*

*(Sweat... that is true... we are getting difficulty when we are guessing the part of speech right?, but when we take a look at the second sentence... there is a “was”, in front of that sentence there is “was” which is “to be”, yes right?,... “to be” is usually followed by? it can be Noun, it can be Adjective right?, it can be Adverb right?, but that means it shows “Adverb”, but we have known there is “-ed” right?, ohh apparently that is “Adjective”... right?. Thereabout, if we guess the meaning of “drenched” what is it?, and then in here we find “sweat”, what does “sweat” mean?

Student : (two students) *Kringat. . ./Kringat. . . *(Sweat.../sweat...)*

Lecturer : *Kringat. . . Kalau kita perhatikan semuanya berhubungan dengan air, yaa kan, “sweat” itu menyebabkan ee. . mengeluarkan air, kemudian “swimming pool” itu ada air, “dark clouds” juga kemungkinan dapat mengeluarkan. .? Hu. .jan. . yaitu air.*

*(Sweat... The sentence is related to water if we pay attention carefully, right?, “sweat” causes?... come out the water, then “swimming pool” is related to water, “dark clouds” are also able to come out...? Ra... in.. that is the water)

Lecturer : *Yakk, jadi “drenched” kira-kira artinya adalah? *(Okay, so what does “drenched” mean?)*

Student : (it sounded like two students who answered but most likely more than that, cause they spoke at the same time) *Basah. .Basah. .Basah Kuyup. *(get wet... get wet... sopping*

1.3 Translanguaging apprenticed students into scientific discourse community

In the previous discussion, we discussed the meaning-making of the context of each sentence with the unknown word. Where the students were asked to find out the meaning of each unknown word by the lecturer as an exercise for them. Nevertheless, most of them are still struggling to guess the exact meaning of the unknown words, whereas they already have guidance from their lecturer continuously to find out the meaning of those unknown words.

Indeed, to really understand the meaning of the English materials is the most challenging thing for EFL students. It can be seen from the student's responses in the learning activity while the activity is running, probably only two to three students who are able to respond and answer the questions of their lecturer.

Prior knowledge that is owned by each student is also one of the factors whether they are able to follow the learning process or not, for instance, when a student has prior knowledge like having known the vocabulary well so that he will most likely be able to follow the lesson properly. Otherwise, those with less prior knowledge will probably need more time to comprehend the materials that the lecturer is delivering. Thus, prior knowledge of each student is necessary to support their learning activities.

Example 3

Lecturer : Using the larger context to infer meaning (sub-topic), *jadi misalnya tadi itu terkesan sempit yaa, karena kita hanya menggunakan kata di depannya, kata belakangnya, nahh. . disini menunjukkan bagaimana sih kita dapat eee. . . menebak makna dengan melihat konteks yang lebih luas. *(Using the larger context to infer meaning, So for example, it seemed narrow, because we only use the word in front of it, the word behind it, nah. . here shows how we can get eee. . . guess the meaning by looking at the wider context.)*

Tiga strategi pertama itu masih sama yaa dengan strategi awal tadi yaitu determine the part of speech/menentukan part of speech nya itu apa, look at the words that are used with it/ melihat kata-kata yang digunakan dengan kata asing tersebut, kemudian think about the meaning of the sentence and the topic of the passage yaa/mencoba me. . ee. . berfikir makna dari kalimat atau topik dari pesan yang disampaikan, kemudian disini ada topik tambahan eee. . strategi tambahan yaitu ee. . notice if the word is repeated elsewhere in the passage or if the writer has used any synonyms/words with the same meaning or antonyms/opposite. “repeated” artinya apa semuanya “repeated”??? what does it mean “repeated”?.

*(The first three strategies are still the same as the initial strategy, namely determine the part of speech/determining what does the part of speech, look at the words that are used with it, then think about the meaning of the sentence and the topic of the passage *yaa, then here is an additional topic eee. . additional strategy that is ee. . notice if the word is repeated elsewhere in the passage or if the writer has used any synonyms/words with the same meaning or antonyms/opposite. “repeated” what does everyone mean “repeated”??? what does it mean “repeated”?.*)

Student : *mengulang. . /mengulangi. . /mengulang. .* (three students responded) **(repeat.../repeat.../repeat...)*

Lecturer : *Kita perhatikan kata itu diulang-ulang atau tidak sihh, nahh gitu. Atau mungkin, bisa jadi ada kata-kata yang sinonim, ada kata-kata yang saling menggantikan satu kata yang lainnya begitu. Misalnya, kita tau sinonim itu dari mana sir? bisa jadi seperti ini, subjek yang digunakan itu sama tetapi **verb** yang mengikuti itu berbeda dan itu kita bisa menebak “ohh ini sedang membicarakan hal yang sama, karena subjek nya itu sama”, mungkin bisa jadi aktivitas yang ditunjukkan mungkin juga sama “ohh. . mungkin artinya sama”.* **(We'll see if the word is repeated or not, Or maybe, there could be words that are synonymous, there are words that replace one another. For example, where do we know the synonym,*

sir? it could be like this, the subject used is the same but the verb that follows is different and that we can guess "ohh this is talking about the same thing, because the subject is the same", maybe it could be that the activity shown might also be the same "ohh. . maybe the meaning is the same".)

Kalian tau sinonim satu kata yang lainnya itu ini, tapi kata yang lainnya itu kalian tidak tau, kemudian kalian menebak karna muncul dengan sinonim dengan subjek yang sama, bisa jadi itu adalah sinonim, nahh seperti itu. Oke semuanya?. *(You are familiar with a word, but you are unfamiliar with another words, then you guess because it comes up with synonyms with the same subject, maybe it is a synonym, well like that. OK everyone?.)

Student : *Oke sir.* *(Okay sir)

2. Discussion

The data was collected by using an observation method which used Zoom Meeting as a medium to support in obtaining the exact data by recording the entire learning activities, the video recording that had been taken then it was modified into scripted text to be able to be analyzed further. It was developed by Mazak & Donozo (2014), consists of three aspects that are described in this study such as: (1) English Text Prompted Translanguaging,(2) Translanguaging Activated All Meaning-Making Resources, and (3) Translanguaging Apprenticed Students Into Scientific Discourse Community. To collect the data, this involves 21 students of an Intensive

Reading class of English Education at one of the Universities in Yogyakarta. In this part, the researcher explains more detail of the data that has been taken and collected.

First aspect that probably has an important role for students is English text prompted translanguaging, because based on the observation that was already conducted showed that the students were able to follow the lesson. The role of implementing translanguaging as a method in English Learning Teaching can be seen when the teacher gives some practices to the students, then after finishing their practices most of them get good scores of the practices that they have worked on. Translanguaging method was still considered due to the versions of the communicative approaches to ELT in accordance with Karimian & Talebinejad (2013), however, they also stated that nowadays the use of translanguaging had been considered in learning English due to the benefit of implementing it as a supportive strategy.

The second aspect is translanguaging activated all meaning-making resources. The students have a new challenge in which they are expected to be able to try to find the meaning of the words or the sentences by themselves based on their prior knowledge or they can guess the meaning based on their self-analysis of the words that they have known as a keyword. In line with Mazak & Donozo (2014) article, they stated that the role of each student in finding meaning of the English materials was so needed, while, for the teacher did not need to explicitly translate the meaning of some words or phrases, instead relying on the student's ability. In the meaning-making process, there are several things that are faced by the students

such as they need more time to think the meaning of those words mean, sometimes students are guessing the meaning randomly without being though it first, and also there are students who are just quiet because they do not really know what that word means.

The third aspect is about translanguaging apprenticed students into the scientific discourse community, in which as a method to trigger students to be able to be independent students in dealing with matters in understanding English materials. This method is not suddenly applied to the students, the teacher also has to observe whether the students are ready or not. Involving students in constructing student's comprehension in learning activities can be applied by the teacher, in which in discussing the materials all students in the class can be involved to create dialogue so that among the students can help each other using any meaning-making strategies that they feel useful (Esquinca, Araujo & Piedra, 2014). If it is related to the data, the method has been implemented by the lecturer and even the lecturer always involves students in learning activities, for instance, at that time the lecturer gave a chance to let a student to read a sentence loudly and then the lecturer asked that student to tell the meaning of a sentence that had been read it.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and suggestion based on the result of the research findings and discussion of the data analysis.

1. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the use of three teaching methods in teaching Intensive Reading is to improve the students' skills to be able to understand such as reading materials, newspaper, or other kinds of it. The methods that was applied by the lecturer as follows: first, the lecturer makes a guidance for his students to let them know the meaning of the certain words or sentences that they probably have not understood; second, the lecturer starts to let the students to meaning-making by themself based on their prior knowledges to infer meaning of the words or the sentences, it is also still under guidance of their lecturer; and the last, the lecturer lets them go to do by themselves to try to find out the meaning of lecturer's explanation.

The implementation of repertoire during learning activity is so often applied by the lecturer, based on the result of the observation that shows why the lecturer often uses repertoire in explaining the materials due to wanting to reach the students' comprehension. By applying the repertoire in learning, it is expected for the students to be able to understand the materials and they can follow the flow of the class activities while the class is running so that they do not miss the materials. There are probabilities of using repertoire in learning English, it can be proved by the data that was already collected previously; firstly, by applying repertoire can

trigger the students' awareness of meaning-making of the words or the sentences; the next one, it helps the students to develop their ability in remembering any new words that probably they have not known.

2. Recommendations

In this part, the researcher wants to give several recommendations to the lecturers in the English Education Department of Islamic University of Indonesia in implementing translanguaging practices to construct students' understanding in learning English. First recommendation, after the lecturer knows about students' ability in constructing the meaning of the English materials by themselves, then the lecturer can assist the students in gaining meaning of its materials by implementing a translanguaging method to make the materials clear. Second recommendation is the researcher wants students to enhance their awareness while learning English, that means the students are not just quiet when they do not understand about the materials that are already explained by the lecturer, while their lecturer has opened questions in case there are several materials that are still questionable. The last recommendation, the researcher would like to suggest for further research of this research to get various research of this topic.

APPENDIX

Lecturer : We are going to learn “Inferring meaning from context”

Lecturer : What does “inferring” means everyone?, Inferring artinya itu apa sih?

Student : Mengerti??

Lecturer : Mengerti, are you sure?. What about the others?. “Infer” dari kata “infer”. (in this part the lecturer trying to explain to the student to guess what the meaning of “inferring”, then the lecturer gave a hint to guess the word by giving the main word of the “inferring” that is “infer”). Anyone? (he called the students because there’s no students who reacted in the zoom meeting)

Student : Menyimpulkan?? (there were 2 students who answered)

Lecturer : Apa yang disimpulkan disini? Meaning??

Student : (two students answered) Arti dari sebuah konteks

Lecturer : Iyaa, arti. (validate student’s answer if the answer was correct)

Lecturer : So, today we are going to try to infer meaning from the context, because sometimes in reading we will meet some words that we do not know what the meaning is, right? Iya ngga?. Kadang itu ketika kita membaca, kita akan menemukan kata-kata yang kita tidak tahu maknanya apa, betul?.

Student : Betul. (1)

(Start delivering the materials)

Lecturer : Today, we are going to run about how we can know the meaning, how we can infer the meaning by using the context there is available context that we read at that moment. Nahh, hari ini kita akan belajar bagaimana kita dapat eee. . . menyimpulkan suatu makna dari kata dengan menggunakan konteks yang disediakan atau yang ada pada teks bacaan yang sedang kita baca. Okay?

Lecturer : (explaining about how to infer the meaning of the word that readers do not know the meaning of the word) When you encounter an unfamiliar word, a good strategy is to infer or guess its meaning from the context.

Lecturer : what “guess” means everyone?, “guess” itu artinya apa?

Student : (several students answered) Menebak. (2)

Lecturer : Menebak. Unfamiliar?

Student : (several students answered) yang tidak familiar

Lecturer : (chuckled while repeating student's answer) yang tidak familiar.
(3) Encounter?

Student : (answered last question about "unfamiliar") yang asing

Lecturer : Yang asing, yaa "yang asing" yaa "unfamiliar" yaa. Encounter?

Student : Menemukan?

Lecturer : Menemukan. Ada lagi?. Any other opinion everyone about encounter means? (call one of students to answer) (4)

(none of them (students) responded)

Lecturer : (give suggestions to students) ketika kita berhadapan yaa dan menemukan kata-kata asing, salah satu stragegi bagus yang bisa kita lakukan adalah "guess" menebak mana dari konteks.

Lecturer : (Explanation) you may be able to infer an exact meaning, but you can often get the general meaning-enough to continue reading with understanding.

Lecturer : (asking) "Exact meaning" what does means Exact Meaning everyone?

Student : Arti yang pasti.

Lecturer : Arti yang pasti, yaa betul. (5)

Lecturer : Jadi, even though we try to guess the meaning, we will not be able to know the exact meaning. Meskipun kita mencoba menebak, namanya saja menebak yaa. .berarti artinya belum pasti. However, we try to get general meaning that can help us to continue reading, therefore we can get understanding. Paling tidak kita itu dapat gambaran secara general yaa. Yang mungkin dekat dengan arti sebenarnya, paling tidak hal tersebut akan membantu kita untuk mendapatkan pemahaman dalam membaca. Nahh. . ., pentingnya itu. (1)

Lecturer : Sampai sini sudah dapat dipahami semuanya?

Student : (several students responded) Bisaa. .bisaa. ./Yess. .

Lecturer : And then, you can get benefit from this strategy in three ways. "Benefit" what does means "benefit" everyone?. Benefit artinya apa?

Student : (students responded) Manfaat. . .Keuntungan. . .

Lecturer : Yaa, kita dapat memanfaatkan strategi ini dengan tiga cara. The first one, what does the first one everyone? It allows. . .

Student : (trying to explain English to Indonesia) Memungkinkan untuk . . . dalam teks tersebut (unclear voice)

Lecturer : Dengan mempraktekkan cara ini, it allows you to continue reading yaa and stay focus on the ideas in the text yaa. Dengan menebak kata-kata asing tadi kitapun dapat lancar membaca, kemudian tetap fokus pada ide-ide yang ditampilkan dalam bacaan. Yang kedua adalah, it helps you develop a more complete understanding of the word and the way it is used. Membantu kita develop a more complete understanding, what does it mean everyone?

Student : Mengembangkan. . . (lecturer following) “Mengembangkan, iyaa”.

Lecturer : Complete understanding?

Student : (Answered) Mengerti secara utuh

Lecturer : Yak, understanding “pemahaman utuh” yaa. Ini “word” maksudnya apa ini “word”? Maksudnya disini adalah apa yang disampaikan pada bacaan tersebut yaa. “and the way it is used”. (6)

(Another explanation) It helps you remember the word in the future, maksud artinya mungkin eee. . . you can expect something that will probably happen in the fact yaa. Kalian dapat menerka-nerka yang akan muncul selanjutnya itu apa sih. . ., apa yang akan dijelaskan di teks selanjutnya itu bagaimana sih. . .

Lecturer : (asking) Sampai sini sudah dapat dipahami semuanya?

Student : (answered doubtfully) Bisa. .

Lecturer : Itu kenapa. When you find eee. . unfamiliar words try to understand that words, even though you do not know the exact meaning, however by guessing the general meaning of that word it probably will help you to understand the entire text, the entire context available. . . (unclear). So, you get a better understanding. Jadi, kalau misalkan ada kata asing itu jangan dilewatkan saja gitu lah yaa, but try to understand the meanings by using the context that available in the text, begitu. Okay everyone?. (2)

Student : Okay sir

Lecturer : Jadi, bagaimana sih kita cara memahami kata-kata sulit tadi. Dari tadi kita suruh menebak. .menebak. .menebak. .tebak nya itu tebakan liar atau salah?, atau kita hanya menerka berdasarkan feeling saja?. There are some strategies that we can use yaa, jadi ada beberapa strategi yang bisa kita gunakan.

(another slide of PPT and another explanation) “Guidelines for inferring from the immediate context”, nah ini adalah guidelines yaa. Ada beberapa yang dapat kita praktikkan dalam eee. .berusaha menebak makna dari kata-kata yang kita temukan, kata-kata sulit yang kita temukan.

The first one is Analyse the way a word is used in a sentence. Nah pertama adalah menganalisis eee. .bagaimana kata digunakan dalam satu kalimat yang ada kaitannya dengan What part of speech is it?, nahh is it a Noun, is it a Verb, is it an adjective, is it an Adverb. Nahh. .kita menebak part of speech nya itu apa sih. When we try to guess the part of speech of the word, for example, we can know that the verb is a verb, karena itu adalah kata kerja berarti ini sedang menjelaskan suatu aktivitas/suatu aksi/suatu kegiatan. At least you get the idea “this word about action/this word about an activity” yaa or maybe “I think this word is an adjective” misalnya, so probably this word try to describe certain quality. Nahh sedang mencoba mendeskripsikan suatu kualitas dari suatu benda, karena itulah merupakan adjective. (3)

(Asking) Sampe sini udah pada paham semuanya?

Student : (several students) sudah. .bisa. .

Lecturer : Nahh. .itu dari kata-kata sulit yang kita temukan ya, kita menebak. Itu tuh jenis kata apa sih? Part of speech nya itu apa sih?

Yang kedua adalah, look at the words that are used with it. Artinya apa itu semuanya (everyone) look at the words that are used with it? (the lecturer trying to give guidance to (menuntun) student) “melihat. .”, (one of students said) “kata-kata yang dipakai sebagai. .”. (4)

(the lecturer continued to explain) These often help determine meaning; for example, it is an adjective, what is the noun? It is a verb, what is the subject?. Nahh kita perhatikan kata asing tadi itu, disekitarnya itu digunakan dengan kata apa sihh. .?, gitu. Contohnya tadi adjective misalnya ya, kita tahu adjective itu dari mana sihh? Kita lihat kata sekiranya, “ohh kata sekiranya itu ada noun sir, ohh jadi mungkin ini adalah adjective yang memodifikasi noun tersebut”. Karena kerap kali kita menggunakan adjective to modify noun to give more description to the noun, nahh begitu. Jadi, misalkan kita lihat nihh, “dibelakang kata asing itu ternyata ada noun sir, ohh saya rasa mungkin bisa jadi itu adalah adjective yang memodifikasi noun yang digunakan di kalimat tersebut”, begitu.

Atau mungkin ada. . kata yang digunakan sebelum verb, nahh yang digunakan sebelum verb itu biasanya apa sih? Biasanya tuh merupakan subject kalimat eee. . yang merupakan pelaku dari aktivitas tersebut. Bisa jadi ini adalah kata benda yang menunjukkan aksi tertentu.

Atau mungkin “biasanya itu juga bisa digunakan untuk , menjelaskan bagaimana aktivitas itu dapat digunakan”, nahh. ., untuk memberikan informasi tentang bagaimana aktivitas itu terjadi, “ohh, kemungkinan ini adverb”, nahh. .begitu, kita melihat kata yang ada disamping yang digunakan bersama kata tersebut, yaitu kita melihat kata di depannya atau mungkin kita melihat kata di belakangnya, begitu , untuk menebak jenis kata tersebut. Begitu, dapat dipahami semuanya? Have you understood from this?

Student : (two students) yes sir. ./yes mister. .

PART II (11.30 - 21.45)

Lecturer : Okay. . . (Next explanation, but still the same topic) sekarang yang ketiga yaa, think about the topic and the meaning of the sentence. How does the word fit in?.

Nahh yang pertama adalah kita berfikir tentang topik itu lagi, topiknya itu tentang apa sih? gitu, kemudian makna dari eee. . kalimat tersebut nah. ., misalnya maknanya sedang membahas global warming, mungkin ada beberapa kata yang berkaitan dengan terms in global warming. Kata-kata yang kerap digunakan dalam global warming apa semuanya? Do you have a word that is relate with global warming misalnya? (asking to the students)

Student : (answered) Environment??

Lecturer : Environment. . (repeat student’s answer), and then any other?

(No responses from students for seconds)

Lecturer : (the lecturer tried to give a guidance to the students) Nahh misalnya dalam trapping guesses, anyone does what heat trapping guesses mean? Ada yang tau ngga? What does it mean?. Mungkin kita akan menebak-nebak yaa artinya apa sih? Ketika kita tahu topiknya adalah global warming “ohh, mungkin ini adalah yang berkaitan dengan. . . (asking to his students) global warming artinya apa semuanya (everyone) global warming??

Student : (several students answered) Pemanasan global. (7)

Lecturer : Pemanasan global (repeat student’s answer), ohh mungkin ada kaitannya dengan yang panas-panas “heat trapping guesses”, apalagi disitu ada kata

“heat”, “heat” sendiri artinya adalah?, (student answered) panas. ., (lecturer responded and asked again) panas gitu. ., “trap”??., (one of students answered) terjebak?? Menjebak??., (lecturer responded) terperangkap, terjebak yaa. ., “guess/guesses” dari kata “guess” yaa. Nahh. .gitu. Kita menebak suatu kata berdasarkan topik yang disajikan dalam suatu teks, itu juga bisa. Misalnya, topik teksnya berkaitan dengan “olahraga”, “ohh mungkin ada kaitannya kata-kata yang kalian temukan itu berkaitan dengan peraturan dari olahraga tersebut, mungkin kalian menerka ini terminology yang berkaitan dengan kata olahraga tersebut”, biasanya terminologi tersebut erat kaitannya dengan rules of how to do the sport, nahh bisa jadi seperti itu. (asking to make sure the students can understand) sampai sini dapat dipahami semuanya? (5)

Student : Yes bisa. . (one of students answered but it looked like doubtful)

Lecturer : Later on we have examples everyone of the sentences. (the lecturer gave them practices) Nahh ini sudah practices exercises. Ada tiga kalimat disini yaa, what is the same word that is used in those true sentences everyone?

Student : (several students answered) Outcome. . /Outcome. . (1)

Lecturer : Outcome yaa. . . I believe that you have been familiar with this verb. Sudah tau artinya belum? (asking about the meaning of “outcome” to students) Jangan jawab artinya yaa, sudah atau belum?, have you been familiar with the meaning of the word everyone? Yes or No?, tau nggak maknanya? Do you?

Student : (The students answered doubtful) Yess. . .

Lecturer : Yess. . . Yess. . . Yess. . . (The lecturer felt unsure to student’s understanding). Sekarang kita praktekan, kita tadi sudah tau tiga strategi yaa bagaimana sih cara menebak eee. . . kata dari konteks yang ada di sekitar eee. . . kata sulit tersebut. Disini ada kasus kata adalah “outcome”, let’s say that you are trying to understand the word of “outcome”, as it is suggest yaa indicate lines. We take a look at the words eee. . . surrounds that unfamiliar word yaa, kita melihat kata-kata yang disekitar kata tersebut. Contohnya “outcome” dikalimat pertama, dikalimat didepannya itu ada kata apa semuanya? Ada kata apa di depan kata “outcome” dikalimat pertama?

Student : “On the. . .”

Lecturer : Ada kata “On the. . .” atau ada “the. . .”. “The” itu apa sih semuanya kemarin di kelas Grammar saya hayoo “the” itu apaa? Masih inget ngga? (trying to remind students about the materials that have been learned by them few times ago). What is it?

Student : Article???

Lecturer : “Article” very good, what kinds of article?

Student : (one of students answered) Definiss. . . (difficulty to answer, but the lectur

lecturer gave a guidance to answer it) Definite. . . “definite” article. . . “article”.

Lecturer : Yaa. . . “the” itu biasanya digunakan dengan apa sih? dengan part of speech kata apa sih? umumnya digunakan dengan?? Kata??, yang sudah pas itu kata apa biasanya? Kita membicarakan apa?

Student : Proper Noun???

Lecturer : Noun. . . Noun aja yaa, proper nya gausah yaa. Nahh. . , biasanya itu apa yang kita bicarakan yang bisa kita sandingkan dengan define article itu adalah Noun, yaa kan?? Yaa kita sudah dapet tebakan pertama nihh “ohh jadi ini adalah Noun” gituu. Kemudian, depannya itu ada kata apa? Ada kata?? “comment” memberikan??, what is comment everyone?

Student : Komentar (convinced) (9)

Lecturer : Komentar. . . kemudian dikata belakangnya ada kata meeting, meeting artinya adalah?

Student : Pertemuan. (No hesitation) (10)

Lecturer : Pertemuan. . nahh, meeting itu artinya pertemuan (to make it clear, the lecturer repeated the answer twice). Biasanya di meeting itu ada apa sih??

Student : Pertemuan. (suddenly one of the students interrupted with saying that)

Lecturer : (continuing previous explanation) Biasanya di meeting itu eee. . . (thinking something) (mumbling “saya ingin menunjukkan satu kata tapi kayanya sudah artinya nihh”) biasanya dalam meeting itu menghasilkan apa sih?? nahh. Yaa kan?, kemudian kita lihat dari kata kedua coba, dari kalimat kedua sorry. . . dari kalimat kedua. Kita baca terlebih dahulu yaa “The president’s spokesman said that it was too early to comment on the outcome of the meeting”, to give comment on the outcome, memberikan komen pada “outcome” dari meeting/pertemuan. Sekarang dari kalimat kedua, “One unfortunate outcome of the elections was that both parties were weaker than before”, ada kata “election” di sekitar kata “outcome”, artinya apa itu “election”?

Student : *Pemilihan (confidently) (11)*

Lecturer : *Pemilihan. . . betul. . ., yaa biasanya itu pemilihan itu menghasilkan apa sih?. Kemudian ada kata “unfortunate”, “unfortunate” artinya apa semuanya?, “unfortunate”??*

Student : *Ketidakberuntungan (confidently) (12)*

Lecturer : *Ketidakberuntungan. . . What unfortunate outcome? Muncul di depan kata “outcome” “unfortunate”. Kira- kira part of speech nya apa ini? What do you think? unfortunate??*

Student : *Adjective?? (answering but the tone of the voice like asking) (2)*

Lecturer : *Adjective yaa. . ohh mungkin ini adjective yaa, karena tadi di sini eee. . . kita tahu outcome itu bisa jadi noun, kemudian di sini kita tahu eee. . . kata depannya ada unfortunate, ohh mungkin ini adjective yang sedang mencoba mendeskripsikan kata “outcome”.*

Kemudian kalimat ke tiga, “The outcome of hospital-based treatment was clearly better than home-based treatment”, ada kata “treatment” di situ artinya apa itu “treatment”?.

Student : *(little bit doubt) pengobatan. (13)*

Lecturer : *Pengobatan. . ., pengobatan yang dilakukan pada?? Di?? Hospital?? Rumah?? (there’s a student who suddenly said something when the lecturer was giving a guidance) “based”, Sakit (in this part students were thinking few seconds to understanding). “Treatment” yaa, pengobatan itu kira-kira eee. . . ini sedang membicarakan tentang pengobatan yang dilakukan di dalam Rumah Sakit. (In this session the lecturer made a conclusion of what they had discussed) Konteksnya adalah pengobatan dalam Rumah Sakit, yang kalimat kedua konteksnya adalah pemilihan, yang ketiga konteksnya adalah meeting. Jadi, di sini “outcome” adalah memiliki makna apa semuanya? Bisa kita tebak bahwa “outcome” itu memiliki makna adalah??*

Student & lecturer : *(they all said it together) Hasil. . . (14)*

Lecturer : *Hasil atau keluaran yaa. . ha sil atau keluaran dari aktivitas yang dilakukan tersebut yaitu ada meeting, kemudian ada pemilihan dan pemilihan itu pasti ada hasil, yaa kan??, meeting juga pasti ada hasil. Nahh ketika treatment, pengobatan juga pasti akan menunjukkan suatu hasil, jadi begitu (3). Nahh ini adalah cara kita menebak eee. . . makna dari suatu kata dengan menggunakan kata yang berada disekitarnya, menebak part of speech nya, kemudian juga menebak*

topik dari topik yang disampaikan oleh kalimat tersebut (explanation about previous discussion). Sampai sini dapat dipahami semuanya?

Student : *Bisaa. . bisaa. .* (6)

Lecturer : *Bisa yaa. . . Others everyone?? Are you still with me? (making sure)*

Student : (student' responses) *yess sir. . ./ yess sirr. . ./ yess sir. . ./ yess sir. .*

PART III (21.46 - 33.25)

Translanguaging activated all meaning-making resources

Lecturer : *Okay. . . Now kita lanjut nihh. ., nahh inferred meaning, nahh tadi ya "outcome the result or effect of something", artinya adalah hasil atau dampak dari suatu hal. (The lecturer gave another sentences to try to guess the meaning of the word that was already signed) Kemudian ada kata lagi nihh "drenched", coba diperhatikan dibaca kalimatnya.*

Kalimat pertama, coba dibaca deh. . Nabila Zahra, ada Nabila Zahra??

Student : *Yess sir. .*

Lecturer : *Kalimat pertama please, coba dibaca*

Student : *Kenapa sir?? (she didn't hear clearly what she had to do, so she asked)*

Lecturer : *eee. . . read the first sentence please*

Student : *eee. . . A?? (she meant to the first sentence of three sentences)*

Lecturer : *Yaa. .*

Student : *"Dark clouds appeared and ten minutes later everyone at the football match was completely drenched".* (4)

Lecturer : *Okay thank you, "Dark clouds appeared and ten minutes later everyone at the football match was completely drenched" (The lecturer read again the sentence). Itu kalimat pertama, berarti konteksnya bagaimana itu?? Ada kata "football" yang pasti sudah familiar, artinya adalah?*

Student : *Sepakbola.* (15)

Lecturer : Sepakbola. . . Kemudian ada “dark clouds”, nahh ini pasti udah tahu, artinya adalah?

Student : (several students responded) Mendung. . ./Mendung. . . (16)

Lecturer : Menduuung. . . Ada mendung ketika bermain sepakbola yaa, and then the match was completely drenched. Eee. . . di depan kata “drenched” itu ada kata apa semuanya?

Student : (two students responded) Completetly. . ./completely. . .

Lecturer : Completely. . . Completely itu ada kata “-ly”, nahh kita itu bisa dapat menebak, part of speech nya adalah? Completely?? Part of speech nya adalah? Ad. .??

Student : (A student said) Adjective. . .

Lecturer : Completely, dari kata completely nya. Is completely adjective everyone? Are you sure?, are. .you. .sure. .?? (in this session, students looked like confused). Ada “-ly” nya. . ada “-ly” nya loh. . . kalo “-ly” biasanya contoh dari apa coba? Completely, are you sure adjective?? ad. .??

Student : (one of students said) Adverb. . .

Lecturer : Adveerrb. . . yaa kann. . ., “ohh ini adverb nihh. . .”, tadi adverb itu dapat digunakan untuk mendeskripsikan apa semuanya?, verb yaa. . .

Student : (A student suddenly said) Keterangan. . .

Lecturer : He’eh, suatu aktivitas itu terjadi. Coba tebak kita bener atau tidak yaa. .; kemudian kita lihat ke kalimat kedua, Putri Septiani. . . Putri Septiani. . . are you there Putri Septiani?? (the lecturer asked his student to help him to read the next sentence).

Student : Yess sirr. . .

Lecturer : Okay, would you please to read the B sentence?

Student : Okay. . . “When he pulled her out of the swimming pool, her dress was drenched and hung close to her body”. (5)

Lectuer : (Read the sentence) “When he pulled her out of the swimming pool, her dress was drenched and hung close to her body”. Ohhh ada kata “swimming pool”, nahh apa ini?

Student : Kolam Renang (confidently) (17)

Lecturer : Kolam renang. . . ada kata “pulled her out” artinya. . you know “pulled her out”?, ada kata “out”, artinya apa itu?

Student : (There were two answers that were said by two students at the same time) Mengeluarkan/Menarik. . . (18)

Lecturer : Yaa “mengeluarkan dari. . .? Kolam Renang”, konteksnya ada “Kolam Renang”, kemudian “dikeluarkan dari kolam renang”. Kemudian ada kata “dress”, artinya apa itu “dress”? (19)

Student : (two students answered at the same time) Baju. . .

Lecturer : Baju. . . ohh berarti kira-kira orangnya bagaimana ini?

(students was thinking for few seconds)

Student : Basah. . ./Tenggelam. . .

Lecturer : Tenggelam. . . iya, orangnya tenggelam dulu yaa, karena tenggelam kemudian jadi. . .?

Student : Jadi basah kuyup.

Lecturer : (repeated student’s answer) Jadi basah kuyup. Mari kita lihat nih kalimat ke tiga, “Seymour scream and set up suddenly in bed, drenched in a cold sweat”, ada kata “sweat”, artinya apa itu “sweat”?.

Student : Kringat. . (20)

Lecturer : Keringat. . iya betul. . Ini kita menebak part of speech nya susah yaa, tapi ketika kita melihat kalimat ke dua eee. . . ada kata “was”, di depannya ada kata “was” yang mana itu adalah “to be”, yaa kan?, eee. . . “to be” itu biasanya diikuti oleh apa sih? it can be Noun (in the middle of explanation, there’s a student suddenly interrupted by saying “Adverb”) , it can be Adjective yaa kan?, it can be Adverb yaa kan?, tapi disini kita tidak menunjukkan “Adverb”, tapi kita tau ada “-ed” yaa kan?, ohh itu berarti adalah “Adjective”. . .yaa kan. Kira-kira kalo kita tebak artinya apa itu “drenched”?, kemudian di sini (third sentence) ada “sweat”, “sweat” itu apa “sweat”?

Student : (two students) Kringat. . ./Kringat. . . (6)

Lecturer : Kringat. . . Kalau kita perhatikan semuanya berhubungan dengan air, yaa kan, “sweat” itu menyebabkan ee. . . mengeluarkan air, kemudian “swimming pool” itu ada air, “dark clouds” juga kemungkinan dapat mengeluarkan. . .? Hu. .jan. . yaitu air.

Lecturer : Yakk, jadi “drenched” kira-kira artinya adalah?

Student : (it sounded two students who answered but most likely more than that, cause they spoke at the same time) *Basah. . .Basah. . .Kuyup. . .* (21)

Lecturer : *Basah Kuyup yaa,* (Kinda mumbling) *Basah Kuyup, nahh begitu. Nahh itu adalah cara kita menebak kata-kata “drenched” dengan melihat topik dan konteks yang disajikan dalam kalimat tersebut.*

Kemudian. . ., nahh coba ini dibaca (Go to the next/another exercise) “thrust”, coba dibaca secara mandiri semuanya, dimaknai sendiri, kemudian dipikirkan kira-kira artinya apa sih “thrust”, are you familiar with the word “thrust” everyone? “thrust”?, familiar nggak? Are you familiar with the word?

(All of students looked like they didn't know the meaning of that word)

(The lecturer asked again whether they knew the meaning of the word or not) Are you familiar with the word?

Student : (Student's answers) No. . ./No sirr. . ./Yes. . .

Lecturer : *Ada yang “Yes” juga oke. . . Oke sekarang coba dibaca coba, dibaca. .eee. . . kita aplikasikan strategi-strategi kita tadi* (Give a minute for students to read the text). *Ada yang sudah dapat menebak artinya apa? .* (7)

Student : (One of the students tried to answer) *Yang saya tau “thrust” itu “mendorong/menusuk” sir.*

Lecturer : *Mendorong atau menusuk okay. . .* (repeated student's answer). *Kita lihat yaa, “The stranger never said a word, but thrust a folded piece of paper into Pilar's hand”. (In this part the lecturer mumbled about the word of what he typed in the PPT, he typed “stanger”). (continued the explanation) “Stranger never said a word, but thrust a folded piece of paper into Pilar's hand”, jadi “Pilar's” di sini kemungkinan nama orang yaa, karena ditulis dengan huruf kapital yaa. Ada “a folded piece of paper”, “paper” itu apa?* (First sentence of the three sentences)

Student : *Kertas. . .* (confidently) (22)

Lecturer : *Iyaa. . . kertas pada tangan Pilar's okay, kemudian “He thrust his hands into his pocket and walked slowly away” yaa, ada kata-kata “hands into his pocket”, “hands” itu apa semuanya?* (8)

Student : *Tangan. . .* (there were two or three students who answered)

Lecturer : “Pocket”?

Student : *Saku. ./Kantong. .* (Two students)

Lecturer : *Saku. . . Yaa, jadi disini melakukan aktivitas eee. . . memindahkan tangan ke dalam saku yaa, kemudian kita liat di sini “As she straighted up, she felt*

a sudden pain like a knife being thrust into her lower back”, ada kata-kata “knife”
depan kata “thrust”, artinya apa itu “knife”?, kita pasti familiar. (9)

Student : Pisau. . . (several students spoke at the same time)

Lecturer : Pisau. . . okee. . . Kemudian sebelum kata pisau ada kata ”pain”,
yang artinya adalah?

Student : Sakit (a student)

Lecturer : Sakit yang disebabkan oleh pisau itu, biasanya diapakan sih
pisaunya?, nahh pasti kita berpikir seperti itu, ya kann?. Dari sini kita bisa tau
nihh, eee. . . dari “folded piece” nya yang ditaruh ehh. . . yang di. . . diletakkan di
dalam tangan Pilar’s, kemudian ada tangannya yang dimasukkan ke dalam
kantong, kemudian ada pisau yang eee. . . memberikan rasa sakit nahh. Dari sini
kita tau bahwa maknanya adalah? “thrust” tadi??

Student : Memasukkan. . . / (there’s a student said) Mendorong. . . (23)

Lecturer : Memasukkan. . . Mendorong. . . atau Menusuk. Begitu yaa
semuanya yaa. . . “thrust”.

However, sometimes you cannot infer the meaning of unfamiliar word by using just
the sentence or paragraph in which it appears, you need to read more of those
running texts to look for clues to its meaning. Jadi, eee. . . ini sebenarnya sudah
kita praktekan tadi yaa, kita tuh tidak hanya dapat menggunakan kata-kata yang
ada disekitar kata asing tersebut, but we have to know the context in the entire
paragraph, you need to read more of the surrounding text, nahh. . . kita perlu melihat
eee. . . jauh, kita perlu melihat lebih luas lagi apa yang ada disekitar kata “sulit”
tersebut untuk mendapatkan clue dan juga makna, yaa kan?. (7)

Seperti tadi. . , nahh “dark clouds” itu kan muncul diawal kalimat yaa, jauh. . . (it
means, “dark cloud” was far from the word that wanted to be inferred that was
“drenched”), nahh. . . “drenched” itu muncul diakhir kalimat, tetapi bukan berarti
kita dapat eee. . . menghiraukannya, kita harus memperhatikannya juga “dark
clouds”, kita juga harus memikirkannya, kira-kira kaitannya apa sih?. Kemudian
ada “swimming pool”, “swimming pool” ini lumayan jauh ya kan? tidak. . . tidak
terlalu dekat, tapi kita juga perlu perhatikan agar kita dapat mendapatkan clue,
yaitu kita dapat menggunakan semua yang muncul dalam satu kalimat itu sebagai
clue, yang membuat kita untuk menebak makna tersebut.

PART IV (33.26 – End)

(move to the next discussion)

Using the larger context to infer meaning (sub-topic), jadi misalnya tadi itu terkesan sempit yaa, karena kita hanya menggunakan kata di depannya, kata belakangnya, nahh. . disini menunjukkan bagaimana sih kita dapat eee. . . menebak makna dengan melihat konteks yang lebih luas.

Tiga strategi pertama itu masih sama yaa dengan strategi awal tadi yaitu determine the part of speech/menentukan part of speech nya itu apa, look at the words that are used with it/ melihat kata-kata yang digunakan dengan kata asing tersebut, kemudian think about the meaning of the sentence and the topic of the passage yaa/mencoba me. . ee. . berfikir makna dari kalimat atau topik dari pesan yang disampaikan, kemudian disini ada topik tambahan eee. . strategi tambahan yaitu ee. . notice if the word is repeated elsewhere in the passage or if the writer has used any synonyms/words with the same meaning or antonyms/opposite. “repeated” artinya apa semuanya “repeated”??? what does it mean “repeated”?

Student : mengulang. . /mengulangi. . /mengulang. . . (three students responded) (8)

Lecturer : Kita perhatikan kata itu diulang-ulang atau tidak sih, nahh gitu. Atau mungkin, bisa jadi ada kata-kata yang sinonim, ada kata-kata yang saling menggantikan satu kata yang lainnya begitu. Misalnya, kita tau sinonim itu dari mana sir? bisa jadi seperti ini, subjek yang digunakan itu sama tetapi verb yang mengikuti itu berbeda dan itu kita bisa menebak “ohh ini sedang membicarakan hal yang sama, karena subjek nya itu sama”, mungkin bisa jadi aktivitas yang ditunjukkan mungkin juga sama “ohh. . mungkin artinya sama”.

Kalian tau sinonim satu kata yang lainnya itu ini, tapi kata yang lainnya itu kalian tidak tau, kemudian kalian menebak karna muncul dengan sinonim dengan subjek yang sama, bisa jadi itu adalah sinonim, nahh seperti itu. Oke semuanya? (9)

(in this part, the video had a signal issue so that from 36.09 to 36.31 was blank, and another one from 36.44 to 36.53)

Student : Oke sir

Lecturer : kemudian, look for an explanation or definition of the word somewhere else in the passage (especially in a text book). (unclear voice) . . . siapa tau eee. . . kata tersebut itu sudah didefinisikan/sudah dijelaskan pada teks tersebut, kita tau definisi dari mana sir? misalnya ada kata-kata “means” nahh. . itu menjelaskan. . . (a signal issue from the observer more less 30 seconds) . . . “approximate” apa semuanya “approximate?”, “approximate” what do you mean “approximate”? “approximate”?

Student : Perkiraan? . . (a student)

Lecturer : *Perkiraan yaa. .*

(a signal issue, so the video was stopped for 10 seconds)

Seperti biasa ya, seperti yang sudah saya sampaikan, di kelas Reading ini kita akan banyak practice dan exercises yaa. Nahh. . jadi exercise nya adalah eee. . berkaitan dengan topik kita hari ini semuanya “menerka kata” nahh, so you will be asked to. . . will be asked to. . . guess the meaning of certain words that is available in a sentence or in a text, okay?. You will have twenty questions everyone yaa, ini seperti biasa akan ada dua puluh soal, it will be given in the form of multiple choices, okay, there are two kinds of questions everyone, the first one is that you will have a text. . a full text. . a full passage and in that passage there will be some words that you need to guess the meaning, jadi dari teks satu. . dari teks tersebut itu ada beberapa kata yang yang kalian perlu menerka maknanya itu apa, jadi satu teks itu bisa digunakan untuk beberapa nomor, okay?; and then, the others that will have a sentence only, nahh nanti kalian juga akan ada satu kalimat saja, kemudian kalian perlu menerka satu kata dari kalimat tersebut. .begitu. Dapat dipahami semuanya?? Is it clear? (10)

Student : Yes sir (a student)

Lecturer : Okay. *Ini pukul 09.36, okay jadi sekitar pukul. . . kita ini sampe jam berapa semuanya?*

Student : *Sepuluh sir* (Some students let him know when the class would be over)

Lecturer : *Sepuluh pass?? Berarti kalian selesai mengerjakan* (chuckled). . . *paling nanti setelah selesai kita coba menerka artinya satu atau dua soal yaa,* maybe you can prepare your Google Classroom everyone because I’m going to share the link in the Google Classroom, silakan bisa disiapkan Google Classroom nya. (Lecturer was preparing the link that would be shared in the Google Classroom)

Ini pertemuan ke empat yaa. Okay I have shared the link in Google Classroom everyone, you may reload eee. . . your web page, so it can appear on your stream. Sudah muncul?

Student : *Sudah sir.*

Lecturer : Okay, *Anisa sudah,* what about the others everyone? *Sudah muncul semuanya?*

Student : (Two students) *Sudah sir. .*

Lectuer : *Sudah* okay, others? *Sudah* muncul?, *okay Fathur Razzaq sudah, Anrizal sudah, Mutiara sudah*, okay others? . . . (mention the student's name who had confirmed the link that had been shared by the lecturer was available). Okay, *sudah semuanya yaa?*, if it is already appeared now you may start to do your quiz, *silakan dikerjakan*.

(In this session, the lecturer gave time for students to do the quizzes. From 40.54 - 56.32)

Lecturer : How many numbers have you done everyone?

Student : (two students) *Saya sir. / I'm done sir. .*

Lecturer : Sorry?, *sudah selesai?* How many. . many numb. . .? (unclear) *sudah selesai*, Anrizal?, (Anrizal said) *Selesai sir. . Sudah?*

Student : *Sudah selesai* sir. . (a student)

Lecturer : *Sudah selesai*. Okay, I have received seven responses everyone. *Gampang-gampang yaa?* (while joking). (There's like a student said something but the voice was unclear) *Lancar sekali. . .* (back to the lecturer) is it. . .was it easy or difficult everyone?

Student : it is so much easier than the last. . time. . we did it (a student reacted to the exercise that was given by the lecturer)

Lecturer : So, it is so much easier than the last topic that we have discussed.

Student : *Pilihan jawabannya mudah ditebak sir* (a student)

Lecturer : (While chuckling) *Pilihan jawabannya mudah ditebak*, sorry??

Student : *Yang kaya gini aja sir, jangan kaya kemarin* (a student liked giving a suggestion to her lecturer about the exercise what was just given and the previous exercise)

Lecturer : (chuckled) No. . . I have to give the exercise based on the topic then we discuss at that time, so I cannot just if you discuss our exercise. . . (kinda mumbling, so the voice was unclear). *Sudah sebelas. Ada yang dapet 100 coba, wahh* (the lecturer was impressed to one of the students who got perfect score of the exercise). *Gampang*, next week I will make it more difficult, *minggu depan siap-siap yaa*

Student : *Gausah. . gausah. . .*

Lecturer : (chuckled) . . . eee. . to make it to more your challenge. This one is too easy, *nilainya bagus-bagus, Sembilan puluh, Sembilan lima*, oh my god (he was really impressed of the student's results). Okay, before I end our class everyone, will announce that we will have project to do, okay guys I'm going to take the score from this project as well yaa. *Jadi, ini juga adalah projek lapangan kita yang akan saya gunakan untuk me. .me. . untuukk. . mengambil nilai dari mahasiswa.*

Okay, I'm going to share screen everyone, okay so. . the project is. . the project has been explained in your RPS yaa everyone, it is on the meeting four and five yaa, *pada pertemuan keempat dan kelima*, it is eee. . group project everyone. The group will consist of four persons yaa, eee. . the project is that you need to a text, it is suggested that the text is taken from edutopia.org, so it is a web page which consist of many journal. . eee. . many articles, eee. . the most of articles are in the team of education, *namanya aja edutopia yaa, jadi banya artikel yang memberikan eee. . yang membahas tentang ee. . pendidikan*, especially about learning and teaching.

I want you to make a review of the text that you have gotten yaa, in the form of PPT, okay??. eee. . what should be consistence in your review is that eee. . main idea of each paragraph, guessing vocabulary in each paragraph, make some questions that scanning technique, and keyword in each paragraph, okay. So, you need to deliver the points, of the paragraph that you have chosen everyone, so as you know that in one article there will many paragraph right?, *jadi dalam satu artikel itu pasti ada satu paragraf yaa, nahh* I want you to mention the main idea of each paragraph, what is it a form? Okay??. and then I want you also to find eee. . . some difficult word. . . some unfamiliar words. *Okay, jadi dalam satu artikel itu kalian cari. . ada gak sihh kata-kata yang unfamiliar begitu, okay?*. After that, after youu. . ee. . guess the vocabulary yaa, I want you to make some question that will apply scanning technique and also skimming technique, *ini kurang yaa scanning technique, jadi nanti silakan juga buat soal eee. . yang dapat mengaplikasikan teknik membaca scanning dan juga teknik membaca skimming, dan juga menyediakan soal eee. . yang menebak keywords ee. . atau menebak/guess meaning, begitu.*

Sampai sini dapat dipahami semuanya?

Student : *Paham sir. . (a student)*

Lecturer : *Jadi, eee. . pertama adalah mencari teks yaa dari edutopia, edutopia itu banyak sekali artikel, ketika sudah memilih satu teks kemudian make a review, kalian menyajikan topik-topik itu tentang apa sih yang disajikan dalam setiap paragraf, mungkin kalian dapat memulai dengan topik besar yaa, tell about what is the text about?, teksnya itu tentang apa?*

kemudian setelah menyampaikan topik dari teks secara general/ secara keseluruhan, kalian menjelaskan atau memberikan main topik dari setiap paragraf itu tentang apa, di paragraf pertama itu menyajikan tentang apa, paragraf kedua itu menyajikan tentang apa, yang ketiga menyajikan tentang apa.

Kemudian setelah itu, kalian mencari kata-kata unfamiliar words ya, kemudian dari unfamiliar itu kalian bisa membuat soal seperti yang saya tunjukkan di. . . kuis hari ini yaa, nahh. . bisa buat soal seperti itu, okee??, kemudian kalian juga membuat soal yang dapat mengaplikasikan soal scanning dan juga skimming technique, okee??, eee. . . mungkin setiap jenis soal bisa dua puluh, kebanyakan atau ngga yaa?

(He said while giggling) *Jangann dehh. . .*

Sepuluh saja mungkin yaa, sepuluh, silakan komponennya dibagi sendiri yaa, sepuluh itu scanning berapa, skimming berapa, keywords berapa, okee??, is it clear everyone?,

Student : Yes mister. . . (a student)

Lecturer : *Yang lainnya? Others? . . . Others??, “yes” Bagus “yes”, others?, it’s okay if you still have any question everyone, kalo masih ada yang perlu ditanyakan silakan ditanyakan terlebih dahulu.*

Student : (a student) *Mungkin nanti kalo ada pertanyaan bisa didiskusikan di WhatsApp sir*

(This session, the lecturer made some groups)

Lecturer : *Oke, jadi ini yaa. . saya bagi kelompoknya berdasarkan breakout rooms yaa, okee?. Tiga sampai empat orang atau sampai lima orang?, ini ada berapa mahasiswa ini? Sembilan belas, empat mungkin, empat saja yaa.*

Student : *Sir, ini kita ngga bikin kelompok sendiri sir?*

Lecturer : *Berdasarkan breakout rooms saja yaa*

Student : *Okee. . (a student)*

Lecturer : *berdasarkan breakout room nanti eee. .silakan di ingat-ingat teman kelompoknya siapa, okee saya sudah membuka, silakan bisa join semuanya.*

Putri Septiani, are you there Putri Septiani? *Silakan join dengan breakout room*

(01.05.30 - 01.12.28 was the discussion session about the project that would be conducted and then the lecturer entered in to each group if there were still any questions from the student about the project)

Lecturer : Okay welcome back everyone. *Anrizal apa Anrizal?*

Student : Yes mister?

Lecturer : *Nanti dikelompoknya Anrizal ini yaa ketambahan sama Syafina yaa*

Student : Oke mister

Lecturer : *Oke, diinget-inget yaa, satu kelompok dengan Anrizal nanti ada ketambahan Syafina, okee. Jadi, yang perlu kalian perhatikan sekarang adalah membuat Power Point nya dulu saja yaa, silakan buat Power Point nya, eee. . . waktunya satu minggu, minggu depan diusahakan bisa dikumpulkan, eee. . . kemudian akan saya review, saya beri feedback yang perlu di improve, kemudian meeting selanjutnya dapat diperbaiki dan dikumpulkan kembali, begitu. Okee?? Okay everyone?*

Student : Oke sir. . ./Baik sir. . . (Probably there were four students)

Lecturer : So. . . what you need to do is that you make the Power Point first yaa, and then submitted, and then in the next meeting I will give you feedback . . . (unclear) to your task, and remember that next week the class will start at 4PM, okee?, *minggu depan kelasnya mulai jam 4 yaa.*

Student : Oke sir. . (a student)

Lecturer : I think that's all, sorry. . . sorry. . . *belum presensi* (who attended the meeting). *Minggu depan* don't forget to start to do assignment next week and you should submit the Power Point, okay?, is there any question?, you can take a look at the RPS yaa for the explanation of the project, however I will try to provide instruction in the Google Classroom as well. I think that's all, Wassalamualaikum Warahmatullahi Wabarakatu

Student : (all students) Waalaikumsalam Warahmatullahi Wabarakatu.

REFERENCES

- Adi, W. (2020). Exploring the Implementation of Translanguaging in EFL Classrooms: Perspectives from Higher Education Institutions (HeIs) Students in Indonesia. *English Language Teaching International Conference (ELTIC)*.
<https://www.researchgate.net/publication/339398653>
- Adi, W., & Akib, E. (2018). Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesian University. *TEFLIN International Conference*.
- Budiman, Y., & Krisfani, B. (2020). Students' and teachers' perspective of English language in multilingual EFL classroom. *Journal of English education Literature and linguistic*, Vol. 3, No 1.
- Elashhab, S. (2020). The Impact of Translanguaging on the EFL Competence Development of Arabic Speaking Learners. *Asian EFL Journal Research Articles*, Vol. 27 Issue No. 3.
<https://www.researchgate.net/publication/343935455>.
- Esquinca, A., Araujo, B., & Piedra, M. T. (2014). Meaning Making and Translanguaging in a Two-Way Dual-Language Program on the U.S.-Mexico Border. *Bilingual Research Journal*, 37:2, 164-181, DOI: [10.1080/15235882.2014.934970](https://doi.org/10.1080/15235882.2014.934970).
- Fang, F., & Liu, Y. (2020). 'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards

translanguaging at a Chinese university. *Department of Foreign Languages and Literature*. doi: <https://doi.org/10.1016/j.lingua.2020.102959> .

Garcia, O., & Lin, A. (2016). Translanguaging in Bilingual Education. *Bilingual and Multilingual Education, Encyclopedia of Language and Education*. doi: 10.1007/978-3-319-02324-3_9-1.

Garcia, O., & Wei, L. (2014). Translanguaging to Learn. *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan. doi: 10.1057/9781137385765.

Gorman, G. E., & Clayton, P. (2005). *Qualitative research for the information professional* (2nd ed.). London: Facet.

Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and Methodological Bases of Naturalistic Inquiry. *ECTJ* 30, 233–252. doi: <https://doi.org/10.1007/BF02765185>.

Hoffmann, R., & Lim, H. (2007). Observational study design. *Methods Mol Biol*, 2007;404:19-31. doi: 10.1007/978-1-59745-530-5_2.

Holliday. (2005). *The Struggle to Teach English as an International Language*. Oxford University Press. doi: 10.1093/elt/ccl049.

Kariman, Z., & Talebinejad, R. (2013). Students' use of translation as a learning strategy in EFL classroom. *Journal of language teaching and research*. doi: [10.4304/jltr.4.3.605-610](https://doi.org/10.4304/jltr.4.3.605-610).

- Khairunnisa & Lukmana, I. (2020). Teachers' attitudes towards translanguaging in Indonesian EFL classrooms. *Jurnal Penelitian Pendidikan*, Vol. 20, No. 2, 254 – 266.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Sosial Humaniora*, Vol. 12, No. 1, 9-20.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: origins and development from school to street and beyond. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 18:7, 641-654. doi: 10.1080/13803611.2012.718488.
- Lie, A. (2017). English and identity in multicultural context: Issues, challenges, and opportunities. *TEFLIN Journal*, Vol. 28, No. 1. doi: <http://dx.doi.org/10.15639/teflinjournal.v28i1/71-92>.
- Mazak, C., & Donoso, C. (2014). Translanguaging practices at a bilingual university: a case study of a science classroom. *International Journal of Bilingual Education and Bilingualism*, 2014. doi: <http://dx.doi.org/10.1080/13670050.2014.939138>.
- Moody, S., Chowdhury, M., & Eslami, Z. (2019). Graduate students' perceptions of translanguaging. *English Teaching & Learning*. doi: <https://doi.org/10.1007/s42321-018-0019-z>.
- Polkinghorne, D. (1995). Narrative configuration in qualitative analysis. *International journal of qualitative studies in education*, 8:1, 5-23. doi: 10.1080/0951839950080103.

- Pradita, I., & Berlianti, D. (2021). Translanguaging in an EFL classroom discourse: To what extent it is helpful for the students?. *Communication in Humanities and Social Science*, 1(1) (2021) 42-46. doi: <https://doi.org/10.21924/chss.1.1.2021.14> .
- Prasetya, W. (2021). Translanguaging in international student teaching: Narratives of Filipino Teachers in an Indonesian Setting. *Journal of Language and Literature*.
- Rahmawansyah. (2019). The use of translanguaging as a pedagogical strategy in EFL. *LET: Linguistics, Literature and Language Teaching Journal*, Vol. 9 No. 2.
- Rasman. (2018). To translanguaging or not to translanguaging? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, Vol. 7 No. 3, January 2018, pp. 687-694. doi: 10.17509/ijal.v7i3.9819.
- Santoso, W. (2020). Translanguaging through the lens of sociocultural approach: Students' attitudes and practices. *Jurnal Pendidikan Bahasa*, Vol. 9, No. 1. doi: 10.31571/bahasa.v9i1.
- Vogel, S., & Garcia, O. (2017). Languages and Literacies. *Oxford Research Encyclopedia of Education*. doi: 10.1093/acrefore/9780190264093.013.181.
- Wu, K., & Ke, C. (2009). Haunting native speakerism? Students' perceptions towards Native Speaking English Teachers in Taiwan. *English Language Teaching*, Vol. 2, No. 3.

Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678-694. doi: 10.17263/jlls.586811.

Zentz, L. (2014). 'Is English also the place where I belong?': linguistic biographies and expanding communicative repertoires in Central Java. *International Journal of Multilingualism*, 12:1, 68-92. doi: 10.1080/14790718.2014.943233.

