

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Translanguaging

Translanguaging is not something new. The term ‘translanguaging’ has been around since twenty years ago but it has undergone a change in terms several years earlier by several experts. According to Erdin and Pinar (2020, p.2) who states “It first appeared in the mid-1990s in Wales. The term takes its root from the Welsh word ‘trawsieith’ which was coined by Williams (1994). It was first called ‘translinguifying’ in English, and then translated and made popular by Baker (2001) as ‘translanguaging’”.

The definition of translanguaging itself has been proposed by many experts. The first is Baker (2011, p.288) which assumes translanguaging as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages”. The two languages mean the local language and the target language.

Besides, Al-Hadal (2020, p.28) confirmed that translanguagism is a theoretical framework that takes a new and more relaxed view of two approaches to second or foreign language teaching that have been radically discounted over the past several decades: Bilingualism and Multilingualism.

Next, Garcia (as cited in Sahib, 2019, p.25) explains translanguaging as “the discourse practices of the bilinguals, as well as pedagogical strategies that use th

entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use”. It means that translanguaging is a concept of practice spontaneously. Therefore, in bilingual classroom, translanguaging occur as a natural meaning-making process. It can be used as a pedagogical equipment for effective communication, teaching, and exact of the content. So, translanguaging pedagogy can be relearned in the classroom setting in order to help language-minoritized students.

In addition, the process of translanguaging mostly found in learners’ productive and receptive skills (Garcia, 2014, p.12). Productive and receptive language skills are used to get or give communication and information with someone else or something else. Productive skills means skill which make people do or produce something, such speaking and writing. In contrast, receptive skills means skill where people get or receive something, such reading and listening.

Based on the definitions about translanguaging by the experts above, researcher takes conclusion that translanguaging is a process of changing the first language to the target language (second or foreign language) in communication bilingually or multilingually. Usually, the quantity of word is not too much. In the conversation, translanguaging only happen when there are one or some words that is difficult to understand the meaning in foreign language. So, to prohibit misunderstanding, people change it with local or first language.

2.1.2 Translanguaging and Code-Switching

Until today, many people are still confused to distinguish whether translanguaging from code-switching or not. It can be happen because the concept

of both is almost same but actually not at all. Gracia and Wei (2014, p.22) assumes “Translanguaging is different from code-switching because bilingual speakers construct complex discursive practices by using their complete language repertoire, and these practices cannot be easily assigned to one language or another”.

Translanguaging and code-switching have similarities and differences. In action, translanguaging and code-switching are the similar. Translanguaging and code-switching refers to the way of using the first language to help students learning about second or foreign language in the classroom. It is same in activities by changing one language to another language in process of communication. Furture more, in the practice, the use of another language only consist of one or a few words which are needed. So, not as a whole.

But in fuction, translanguaging and code-switching are different. It can discribed when the teacher use translaguaging in classroom, it means that as pedagogical reason. Teacher use translanguaging to explain and to make the students easier to understand the material. Those are the only function of translaguaging. As the explanatory reason of translaguaging is also means of code-switching. But, code-switching has other fuction such to exclude and to include someone in the process of communication (Sahib, 2019, p.26). To exclude means someone or something deliberately not include in the communication and in include is vice versa. For example, when Ani want to convey something secretly to Rina but the situation there are many people. Ani can switch her language to exclude the others. This phenomenon called code-switching.

From all of explanation about the similarities and differences between translanguaging and code-switching above, it can be summarized that translanguaging and code-switching have similarities in action by changing one language to another language in process of communication. But in function, they are different. Translanguaging only as explanatory reason. Besides, Code-switching not only as explanatory but also use to exclude and include someone in the process of communication.

2.1.3 Types of Translanguaging Used by English Lecturer

The use of translanguaging is not only occur in environment settings but also in classroom settings. In classroom settings, interlocutors or in this case is lecturer has his or her own types or characteristic when teach the students. Saputra (2014, p.5) claimed that there are five types of translanguaging that used by English lecturer such as intra-sentential translanguaging, inter-sentential translanguaging, insertion translanguaging, entire translanguaging and congruent lexicalization translanguaging.

1. Intra-Sentential Translanguaging

The first type is called inter-sentential translanguaging. This theory is the theory that is adapted from the code-switching (Saputra, 2014, p.5). Poplack (as cited in Wiradisatsra, 2006), this kind of code-switching which involves a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language.

2. Inter-Sentential Translanguaging

The second type is called intra-sentential translanguaging. This kind of translanguaging is adapted theory of code-switching (Saputra, 2014, p.6). Poplack (as cited in Wiradisastra, 2006) stressed this kind of code-switching which involves switches of different types occurring within the clause boundary, including within the word boundary, or translations of words or phrase substitution within a sentence.

3. Insertion Translanguaging

The third type is called insertion translanguaging. Meanwhile, this translanguaging theory is adapted from the theory of code-mixing (Saputra, 2014, p.7). Muysken (as cited in Saputra, 2014, p.7) proved this kind of code-mixing occurs when lexical items from one language are incorporated into another. All of the lecturers insertion translanguaging in their utterance in the same form.

4. Entire Translanguaging

The fourth type is called entire translanguaging. The lecturer used the L1 entirely in one utterance fully when she or he runs the classroom teaching and learning process in the classroom for the media of multilingual classroom context (Saputra, 2014, p.8). As Garcia (2014) confirmed that the translanguaging is not utilized to differentiate between two languages or the shift of the languages but it is used to mediate each other. As still there is no theory talk about this yet this matter appear in the researcher's observation results, the researcher carries this theory to appear to enrich the theory of the type of translanguaging.

5. Congruent Lexicalization Translanguaging

The fifth type is called congruent lexicalization translanguaging. The congruent lexicalization translanguaging occurs in the lecturers utterances when the lecturer explained about the subject matter in the classroom. This kind of translanguaging is adapted from the kind of code-mixing (Saputra, 2014, p.7). Musyken (as cited in Saputra, 2014, p.7) stated that the third and last category in code mixing is congruent lexicalization, which refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

Referring to all types of translanguaging explained above, there are five types of translanguaging. As long as the researcher observe in seven semesters, the researcher seen that types of translanguaging which are commonly used by English lecturers in English Education Study Program is Intra-Sentential and Inter-Sentential translanguaging.

2.1.4 Reason and Strategy Behind Translanguaging Practice

The use of translanguaging practice commonly occur both in everyday language practice and educational setting. In educational setting, this practice can seen in middle school level, high school level, even in university level especially in EFL classroom. The educators who teach in English subject considered have capability in English but sometimes there are the own reasons why they choose to move their language when explaining material or giving information to the students. This phenomena had been discussed by two previous studies.

Rahmawansyah (2019, p.141) found that there are four the teacher's reasons of the used of translanguaging in EFL classroom at High School Level in Bulukumba. The fourth teacher's reasons are: (1) helping the students take a more active, (2) create the effective communication, (3) the lack of vocabulary, (4) as need to accommodate local language. Meanwhile, another research who had been discussed by Sapitri, N.M., et.al (2018, p.33) which emphasized there are nine teachers' reasons for the use of translanguaging in EFL classroom at two junior highschoools in Singaraja. The nineth reasons are: (1) to fasilitate students' understanding, (2) to provide L1 and TL comparison, (3) to elicite students' response, (4) to attract students' attention, (5) to be able to manage all students, (6) to promote dicipline, (7) to develop deeper personal relationship with the students, (8) to create secure classroom atmosphere, and (9) to make class more interesting.

Besides, the used of translanguaging in educational setting act as the strategy. As a Collins online dictionary, 'strategy' is a general plan or set of plans intended to achieve something, especially over a long period. Regarding to that definition in the process of foreign language learning, a strategy is used to achieve lecturers' goal based on their students' skill. Specifically, speaking skill is one of productive skills that can be a challenging thing in English major for university students. Therefore, it is necessary to lectureres have a strategy that can overcome these challenges.

Translanguaging is a strategy in a bilingual or multilingual context help the language user to view both languages as important and effective rather than favouring the dominant language (Mwinda and Walt,2015,p.102). For this reason,

translanguaging can play the role of giving low status languages a voice in education. In educational institution, translanguaging encourages and liberates learners to learn in a low status language and produce what they have to learnt in the dominant language, or the other way around. On the other hand, translanguaging strategies in language learning can motivate students keep learning the language by combining their first language with the foreign language. In educational institution, translanguaging is also said to be a pedagogical strategy. Gracia (as cited in Sahib,2019,p.25) states translanguaging as “the discourse practices of the bilinguals, as well as pedagogical strategies that use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use”.

In short, the educators have their own reasons to use translanguaging in their classroom. It can be depend on situation and condition of the students in that class. Besides in educational setting, translanguaging act as a pedagogical strategy in teaching and learning activity especially in English as a foreign language classroom which use language bilingually.

2.1.5 Factor Influencing Translanguaging Practice

In the practice of translanguaging, there are some factors that can influence the use of translanguaging. These factors are adopted on the Ng and Lee (2019, p. 110) theory which stated that there are four factors that influence the translanguaging online practice where the factors itself have been gotten by formal and informal data in their research. The fourth factors gotten by formal data as follows (1) formal setting limits the translanguaging practices, (2) attitudes

and emotions of language user in practicing translanguaging, (3) familiarity with the audience encourages language user to language by, (4) purpose of the message is important than language form in translanguaging. Next, there are factors gotten by informal data as follows (1) identity construction through translanguaging practice, (2) organizational norms in building identities in a business setting organizational, (3) expressing emotions and adopting stances in building identities.

In essence, emotions and attitudes of language user, familiarity with interlocutors, and the goal of the content of language can be influencing the practice of translanguaging.

2.1.6 Benefits of Translanguaging

Advances in our understanding of bilingualism have strong academic interest around the teaching methods in bilingual education. It is well-noted that bilinguals have the ability to move flexibly from one language to another, which open the way for the instructor of various methods in classroom. Translanguaging offers the various advantages of bilinguals (Yuvayapan, 2019, p.680). This advantages can make sure a deeper understanding of the subject also increase the weaker language by scaffolding with the dominant one. Barker (2011) confirms four benefits of translanguaging as follows:

1. To promote a deeper and fuller understanding of the subject

By translanguaging, the speaker can improve or promote the interlocutors understanding. In this case between English lecturer and students. It is supported by Sapitri, Batan, and Myartawan (2018, p.33) who confirmed translanguaging

able to facilitate students' understanding. For instance, when an English lecturer explain the material in the classroom, and in the middle of his/ her talks has an English word or phrase that students do not understand, the lecturer change with the first language. This strategy of course make students easy to understand the material deeper and fuller.

2. Help students to develop skills in their weaker language

In foreign language learner, mastering English skills is not easy thing. It occurs because the students not use English in daily. Strauss (2016, p.18) argued that students are prevented from using stronger language to complete the main part of their work when developing oral communication and literacy levels, thus developing academic language skills in both languages. So, By translanguaging, students will practice to speak their weaker language for instance English.

3. To facilitate home-school cooperation

Strauss (2016, p18) emphasized that children receiving education in a second language have to process the content to gain deeper understanding and to place less strain on learning. These mental activities allow for children to discuss what has been learnt in the second language with caregivers at home in the other language.

4. To develop learners second language ability concurrently with content learning

Quite contrast with point b, if the weaker language refers to English as a foreign language whereby the use of English is not in daily, here in second language learners, the use of English is almost equal with the first language. So to

master the language is easier. Translanguaging also can develop second language learners' ability.

In the same way and terms, Williams (2003) in Lewis et al. (2012:644) proved the benefits of translanguaging into four kinds. Those are: (1) Translanguaging promotes a deeper and fuller understanding of the subject matter, (2) Translanguaging improves the development of the weaker language, (3) Translanguaging facilitates home-school links and co-operation, and (4) translanguaging facilitates the integration of fluent L1 speakers and L2 speakers at various levels of attainment. In addition, Li, M., & Exley, B. (2019, p.130) proved that there are four benefits of translanguaging, namely: (1) enhance the specificity of the communication, (2) promote the expertise of the HDR student, (3) provide two-way learning, and (4) feed into new knowledge generating practices.

In summary, translanguaging is the brilliant strategy in teaching and learning activity because of many benefits. It is not only develop the content of the material in the foreign language and second language but also can facilitate home-school cooperation. The potential problems of this pedagogy can be easily coped with if lecturers are aware of the importance of planning.

2.1.7 Functions of Translanguaging

In educational setting or classroom, translanguaging has some functions. The functions usually seen in teaching and learning activity. Saputra (2014, p.9) assumed that there are ten functions of translanguaging that was found in the classroom namely checking understanding, explaining pronunciation and spelling, explaining rule of grammar, explaining exercise in the book, explaining meaning

of abstract vocabulary, to co-construct meaning, class management and control, organization classroom setting, telling jokes/anecdotes, and praising.

1. Checking Understanding

In order to determine how far the students have comprehend the explanations of the lecturer in the teaching and learning activity, the lecturer need to check the students' understanding. However the lecturer sometimes use the translanguaging instead of using the foreign language to the students. For instance as Saputra (2014, p.11) shows, the lecturer used translanguaging in that situation since the lecturer would like to measure the students understanding about gerund.

2. Explaining Pronunciation and Spelling

In mastering the foreign language, students need to complete pronunciation and spelling that are the parts of language. Nevertheless, when students try to make the utterances in foreign language, they still do some mistakes. Henceforth, the lecturer still needs to explain the way of pronouncing and spelling the words in English well. Nonetheless, the explanation of pronunciation and spelling in foreign language not only can be described through foreign language but also in firstlanguage or through translanguaging. For instance as Saputra (2014, p.11) exacts, when the lecturer try to correct the students in pronouncing the words in English after the students occurred the sentence or repeated the lecturer words in English.

3. Explaining Rule of Grammar

The explanation of grammar sometimes canbring the students to the ambiguity of comprehending caused by the bias which is created by the unclear message that the students catch from the lecturer's description. The bias is

apparently possible to happen when the lecturer force to use the foreign language in explaining the rule of grammar of foreign language itself. Hence, in this case to make the students understand of the lecturer explanation of rule of the grammar, they frequently use translanguaging as the effort. For instance as Saputra (2014, p.12) shows, the lecturer gave the explanation of the rule of grammar through translanguaging such applied translanguaging as the result of the students' mistake in making the sentence.

4. Explaining Exercise in The Book

Currently, in language learning, there are so many references. The references are the books which printed for the students in order to ease them in teaching and learning process in the classroom. In addition, the writing of the language used in the book of foreign language lesson must be written in English (Foreign Language) obviously. Sometimes, the students feel difficult to get the meaning of neither the content nor the direction of the books used. Therefore, the translanguaging of the lecturer is needed to overcome the problem explained before. For instance as Saputra (2014, p.13) exacts, when the lecturer would like to tell the students to do the exercise and showing the coloum in the book.

5. Explaining Meaning of Abstract Vocabulary

In language, not all of the word can be explained through that language itself. For instance explaining the meaning of a word in the foreign language through that foreign language. For the ordinary and concrete vocabularies will be easy but for the abstract vocabularies, it will be time consuming. Therefore, the lecturer sometimes use translanguaging. To optimalized their time in the classroom by explaining the abstract vocabularies. For instance as Saputra (2014, p.12) exacts,

when the lecturer inform some of the similar words from the students who find unfamiliar word.

6. To Co-Construct Meaning

In utterancing the foreign language in this case English, the lecturers sometimes occur the foreign language as well as the first/ local language concurrently. In translanguaging, that kind of situation called co-construct meaning. It seems like the similarity of the foreign language with the first language of the lecturers and students. For instance as Saputra (2014, p.13) exacts, when the lecturer would like to make clear her question and statement through using English and followed by Indonesian.

7. Class Management and Control

For the class management and control, the translanguaging has the strong function in teaching and learning process. In order to ask the students to do or not to do something, the lecturers usually use the translanguaging in the classroom. For instance as Saputra (2014, p.12) exacts, when the lecturer used translanguaging to get the students attention and to tell that the lecturer wanted them to do her instruction.

8. Organization Classroom Setting

To manage or to set the class, the lecturers need to describe their wants clearly to the students in order to avoid the vacuity in catching the lecturers expectation for the classroom setting. Hence, the lecturers translanguaging frequently instead of using the whole foreign language in organizing the classroom setting. For instance as Saputra (2014, p.13) exacts when the lecturer tells the direction about the students' sit.

9. Telling Jokes/Anecdotes

The lecturer sometimes find unstable atmosphere in the classroom. The situation in the classroom sometimes good, sometimes normal, and sometimes frozen. The frozen or inactive situation in the classroom can influence the students' learning input if the lecturer did not do anything in order to break the frozen. In breaking the frozen in the classroom, telling jokes/anecdotes to the students is one of the way. Besides, the lecturers also can use the jokes/anecdotes as the warming up before they start the material. For instance as Saputra (2014, p.15) exacts when the lecturer used English in talking but when she would like to tell the joke, she translanguaging into Indonesian.

10. Praising

In the classroom interaction between the lecturer and the students, there sometimes any moment that the lecturer give the accolade to the students. The praising of the lecturer sometimes happen in translanguaging. For instance as Saputra (2014, p.14) exacts when the students success in their subject, the lecturer gives the praising words.

In brief, the reseacher gets the point of the function of translanguaging. Translanguaging is the strategy whereby not only used to help students understanding about the material, but also as the way to control the classroom management, change the frozen situation in the classroom, and give the praise of the students.

2.1.8 Translanguaging as Characteristics of Bilinguals

The role of translanguaging is useful to bilinguals. The use of translanguaging has become a characteristic of bilinguals. This is because bilinguals people move their language to another language in their daily communication. According to Grosjean (2010, p.4) “bilinguals are those who use two or more languages (or dialects) in their everyday lives”. This phenomena usually occurs not only in everyday language practice for instance in the office where it usually occurs among employees and their CEO or in the market where usually occurs between sellers and buyers, but also in educational settings such in the school where usually occurs between teachers and the students in English language learning. This practice of translanguaging, moving from one language to another, has often characterized bilinguals.

2.1.8.1 Definition of Bilinguals

In our existence, we are of course familiar with the term of bilinguals. Bilinguals is someone who can use two different languages to communicate. It is supported by Gracia (as cited in Yuvayapan, 2019, p.679) who defines bilinguals as a person who utilize two languages with diverse and uneven experiences within each language. Where one language as a first or local language and other can be a second even foreign language or we can mention it with target language. A bit contrast with Garcia, Grosjean (2010, p.4) viewed that bilinguals is people who use two or more languages. He states “Bilinguals are those who use two or more languages (or dialects) in their everyday lives”. In this definition, He draw attention to three points: the regular use of language rather than fluency,

dialects of language, and the use of two or more languages. It means, for Grosjean bilingual is not only in two language use but also more language use.

Based on the explanation above, it can be summarized that bilinguals is people who use two languages or between first and second language in this research, bilingual occur between Indonesia as the first language and English as a Foreign language or second language.

2.1.8.2 Types of Bilingualism

Bilingualism is different with bilinguals. Bilingualism is the use of two languages in communication that is conducted by person as his or her ability. It is supported by Rodriguez, Carrasquillo, and Lee (2014, p.4) who assumed that bilingualism is the use of two languages as an individual ability in a various situations and conditions. In bilingualism field, there are disparate types. Lambert (as cited in Champlin, 2016, p.18) evolved the concept of two models of bilingualism such as additive bilingualism and subtractive bilingualism. Whereby terms model means for bilingual students.

1. Additive Bilingualism

Additive bilingualism is the process of improving second language without losing their proficiency in first language occurred by bilinguals (Lambert, 1974 as cited in Moradi, 2014, p.109). In other words, when students in English language learning who are use first language and continues to developed while they are learning their second language. This type usually met for instance in English Education Study Program especially in Indonesia where the students learn English

as a foreign or second language, they still using their first language which in Indonesian to communicate.

2. Subtractive Bilingualism

Subtractive bilingualism is the process of improving second language with losing their proficiency in first language occurred by bilinguals (Lambert, 1974 as cited in Moradi, 2014, p.109). In other words, second language user comes to replace the functions of the first language. For instance when the students learn English and they expand their Indonesian.

In a nutshell there are two types of bilingualism namely additive bilingualism and subtractive bilingualism. Additive bilingualism is the improvement of the second language without losing the first language. For example in English Education Study Program especially in Indonesia where the English learners still using first language to communicate. While Subtractive bilingualism is bilinguals improvement of the second language with replace their first language. For instance when the students learn English and they expand their Indonesian.

2.1.8.3 Dimensions of Bilingualism

As we know that to produce or use something of course we need a concept for instance in bilingualism. Barker (2011, p.3) state that there are seven dimensions of bilingualism such as ability, culture, context, age, use, elective bilingualism, and balance of two languages. Those are the concepts of bilingualism.

1. Ability

Barker (2011, p.3) argues that there are two aspects of bilinguals ability namely active bilinguals and passive bilinguals. Active bilinguals is person who

actively produce the language in productive competence. The productive competence are speaking skill and writing skill. Then, passive bilinguals is person who rarely or passively use the language in receive competence. The receive competence are reading skill and listening skill. From the explanations above, it can be sum up that the active bilinguals should be good in speaking and writing.

2. Culture

There turns out to be a relationship between culture and bilinguals. Baker (2011, p.4) argues that bicultural or multicultural can occur to bilinguals. Bicultural means people who have two cultures. Then, Multicultural means people who have more than two cultures. He adds that there is a possibility that someone is able to have high proficiency in mastering two languages but she or he tends to be monocultural. By learning the language people will also automatically learn the culture itself. For instance, Indonesian students who master in English automatically learn English culture.

3. Context

Baker (2011, p.4) assumed that there are endogenous and exogenous communities existing, whereby in both communities can lived by bilinguals and multilinguals. Endogenous communities is the use of bilinguals and multilinguals where more than two languages used by the group context in daily live. Usually it occurs by phone, email, vocations, etc. Meanwhile, exogenous community is the group context that there is no second language community existed.

4. Age

As we know that children have more opportunity to master bilingual or multilingual, because they only imitate what they hear from their parents. Similar

to Baker (2011, p.124) who stated that children or younger learners have high opportunity to master L2 in their childhood age proficiency and effectively because their length of exposure to the language than the older learners. Since she learned the language directly or being exposed to that language in which it was used widely even though she was not a child anymore. According to Baker (2011), bilinguals children or adults, who acquire their L1, L2, and the next other languages not in the same time but in the stages, whether acquired in the formal or informal settings, are involved in sequential acquisition of bilingualism.

5. Use

An individual who has bilingual or multilingual often use it in different situation. For example in the school they use formal language, but in their environment they use slang language depend on context. Also Baker (2011) asserted that there are various domains where L2 is practiced, such as home, street, school, email, and phone, and that language used in different purposes and places like L1 is used at home while L2 is used at school. Both participants had different domains in using their L2.

6. Elective Bilingualism

Most experts have categorized bilinguals into two categories, elective and circumstantial bilinguals. Valdes et al. (2006) assert that elective bilinguals are referred to additive bilinguals and circumstantial bilinguals are referred to subtractive bilinguals. They indicate that elective bilinguals are defined as individuals who elect to learn another language, for example, in the workplaces or in the school settings. It is implied that the bilinguals only elect to learn another language or foreign language for the purpose of not intending to live and work

permanently in the foreign language country, so it is not required to use foreign or additional language in order to be survived.

7. Balance of Two Languages

People who have bilingual or multilingual are rarely to use it equal. It cause one of the languages must be dominant, whether it L1 or L2. It is supported by Baker (2011, p.3) who stated that is rare either bilingual or multilingual persons use or have equivalent ability to use their two or more languages. For instance, in a family father is Javanese and mother is Lampungnese automatically their children have ability to master two languages. However, from those two languages their children will tend mastering one of the languages. Hence, the most dominant language is often use in daily communication.

In a nutshell, the seven dimentions explained above are the concept or characteristic of bilingualism itself. Wherby, people who use language bilingually generally contain of ability which is actively and passively, culture which is adhere with the languages used, context which is endogenous and exogenous, age, use, elective bilingualism which is elective and circumstantial bilinguals, and balance of two languages.

2.1.9 Translanguaging in English as a Foreign Language Classroom

In language learning especially in foreign language classroom use the best strategy to easier the students' understanding namely translanguaging. It is supported by Sayer (as cited in Rivera and Catherine, 2017, p.124) who prove that translanguaging is better for bilingual or foreign language practices of discourse that the lecturers and students use for both non-academic and academic purposes.

In line with Sayer, Gracia (as cited in Sahib, 2019, p.25) believes translanguaging as “the discourse practices of the bilinguals, as well as pedagogical strategies that use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use”. In academic, the lecturers can use translanguaging in the classroom.

In teaching and learning process, classroom is a usual place when teacher or lecturer and his or her students do translanguaging. It can be bilingually or multilingually. Translanguaging is the way of using the first or local language of the teacher to help the students learning the foreign language in the classroom.

English as a foreign language is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. Harmer (2007) proved that English as a Foreign Language as the condition when English is not learners’ mother tongue because the learners normally have their own mother tongue or native language before studying English in English as a Foreign Language classroom. In classroom context, the use of translanguaging by integrating the first language and target language seems to be important especially in English as a Foreign Language Classroom.

Garcia and Sylvan (2011) applied that the integration of translanguaging practices has been suggested as being a way to provide a scaffolding approach to instruction. Sayer (2013, as cited in Rivera & Catherine, 2017, p.124—125) recommended that lecturers as the educators implement translanguaging by recognizing and utilizing the students’ first language as teaching tools by the various opportunities which translanguaging approaches afford.

Bringing up rear, translanguaging in English as a foreign language classroom especially in English Education Study Program of Muhammadiyah University of Kotabumi as a pedagogical strategy. The lecturer use it bilingually which is Indonesia as a first language and English as a second language.