

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Translanguaging

The term *translanguaging* has been in use for approximately two decades, although its terminology underwent modifications several years earlier, as discussed by various scholars. Erdin and Pinar (2020) note that it first emerged in Wales in the mid-1990s. Initially referred to in English as *translinguifying*, the term was later translated and popularized by Baker (2018) as *translanguaging*. Translanguaging refers to the process of shifting from one language to another within communication. Several scholars have proposed definitions of the term. Baker (2018) defines translanguaging as “the process of making meaning, shaping experiences, gaining understanding, and acquiring knowledge through the use of two languages,” referring specifically to the first and second languages. Similarly, Al-Hadal (2020) explains that translanguaging constitutes a theoretical framework that embraces a more flexible approach to second or foreign language teaching, in contrast to the more rigid methods that have largely been set aside in recent decades.

Understanding the concept of translanguaging as described by Baker (2018) provides a foundation for examining its role in multilingual communication, particularly within the context of English as a Foreign Language (EFL) classrooms. However, the term is frequently conflated with *code-switching*, as both involve the use of more than one language in interaction. This similarity can make it challenging to differentiate between the two in practice, especially in spontaneous student discussions. Nevertheless, translanguaging involves a more integrated and strategic utilization of the speaker’s full linguistic repertoire, whereas code-switching generally refers to a temporary shift between distinct linguistic codes. Clarifying this distinction is essential to accurately interpret how students employ translanguaging as part of their learning strategies in discussion activities.

Having established a clear distinction between translanguaging and code-switching, it is important to further examine the pedagogical implications of

translanguaging in EFL classroom contexts. In discussion based learning environments, translanguaging functions not only as a communicative bridge but also as a deliberate pedagogical strategy that facilitates deeper cognitive engagement. García and Wei (2014) emphasize that translanguaging enables learners to “deploy their full linguistic repertoire” to construct meaning, negotiate understanding, and collaboratively develop knowledge. This perspective is reinforced by more recent scholarship, such as Cenoz and Gorter (2021), who highlight that translanguaging fosters cognitive flexibility, enhances comprehension, and promotes active learner participation by validating all linguistic resources. Consequently, translanguaging should not be regarded merely as a remedial approach for addressing language deficiencies, but rather as a purposeful instructional practice that promotes inclusivity and affirms multilingual identities. This interpretation aligns with García and Otheguy’s (2021) assertion that translanguaging pedagogy recognizes bilingual learners as competent individuals capable of mobilizing all their linguistic resources to meet academic demands, without being restricted to a single “target” language at a time.

Within the specific context of the English Education Study Program at Muhammadiyah University of Bengkulu, translanguaging naturally emerges during classroom discussions, as students fluidly navigate between English, Bahasa Indonesia, and local languages. This multilingual interaction reflects what García and Kleyn (2016) describe as *dynamic bilingualism*, where in language boundaries are fluid and adapt according to communicative needs. Observing and analyzing these practices provides valuable insights into how students utilize different types of translanguaging whether intra-sentential, inter-sentential, or tag translanguaging to achieve both communicative and academic objectives. Supporting this view, Sembiente (2019) found that such linguistic practices are strategic rather than arbitrary, serving to scaffold comprehension, mediate meaning, and maintain the flow of discourse. By situating the present study within this institutional and sociolinguistic context, the analysis addresses a significant gap in the literature concerning translanguaging in Indonesian higher education. Furthermore, it offers pedagogical implications for the development of more inclusive and responsive EFL teaching strategies. This argument is supported by Maryansyah's (2024)

research, which states that, “The participants' enthusiastic attitude toward using Bahasa Indonesia, the first language (L1), in English classes highlights the difficult task of fostering an inclusive learning environment while also highlighting the difficulties of managing various classrooms. Students are more likely to participate when they feel their linguistic backgrounds are valued and respected. This inclusive approach not only promotes equity but also enhances peer interaction, as learners can assist each other using shared linguistic resources. In accordance with García and Lin's (2017) conceptualization of translanguaging pedagogy, this approach advocates for the strategic use of learners' complete linguistic repertoires to enhance educational outcomes and promote equity in multilingual classrooms.

In summary, the conceptual clarification and theoretical grounding of translanguaging outlined above underscore its significance as both a linguistic phenomenon and a pedagogical practice in multilingual EFL contexts. Distinguishing translanguaging from code-switching is crucial to understanding its role as an intentional and strategic use of learners' full linguistic repertoires, rather than as a compensatory measure for linguistic gaps. Supported by contemporary scholarship, translanguaging emerges as a dynamic approach that not only facilitates communication and comprehension but also affirms learners' multilingual identities and fosters equitable participation. Within the context of the English Education Study Program at Muhammadiyah University of Bengkulu, these practices hold particular relevance, offering valuable insights for the development of inclusive teaching strategies that respond to the complex linguistic realities of students. This theoretical and contextual foundation provides a basis for further investigation into the forms, functions, and pedagogical relevance of translanguaging in classroom discourse.

## **2.2 Translanguaging Practice in EFL Discussion Class**

In the context of English as a Foreign Language (EFL) learning, translanguaging functions as a pedagogical strategy that enables students to draw upon their entire linguistic repertoire to facilitate comprehension, communication, and deeper learning. Baker (2018) emphasizes that translanguaging is not merely a process of shifting between languages; rather, it is both a cognitive and pedagogical process that encourages learners to construct meaning, connect new knowledge to

prior knowledge, and develop critical thinking skills. In other words, translanguaging in the EFL classroom creates a space for learners to use their first language (L1) and second or foreign language (L2) in an integrated manner, thereby reinforcing the learning process.

García (2009) and García and Wei (2014) further conceptualize translanguaging as a practice in which learners mobilize all of their linguistic resources without restricting themselves to rigid language boundaries. Within EFL instruction, this means that teachers should not regard the use of L1 as a violation of the target language policy, but rather as an essential resource for building conceptual understanding, elaborating ideas, and overcoming linguistic barriers. Recent studies support this view; for example, Cenoz and Gorter (2021) found that translanguaging in foreign language classrooms enhances cognitive flexibility and strengthens learner engagement, particularly during collaborative activities.

Moreover, García and Otheguy (2021) argue that translanguaging pedagogy positions learners as competent language users, rather than merely as “learners” striving toward a target language. This approach shifts the paradigm from “avoiding” L1 use to “leveraging” all available languages to deepen understanding. Similarly, Lin and He (2019) demonstrated that translanguaging can assist EFL students in internalizing new vocabulary, grasping complex concepts, and expressing ideas more authentically. This view aligns with the notion that language learning is not simply the mastery of isolated linguistic codes, but a holistic process of meaning-making that draws on all linguistic and cultural resources available to the learner.

In the Indonesian context, where English language learning often faces the challenge of limited exposure to the target language outside the classroom, translanguaging serves as a bridge that connects students’ L1 knowledge with the academic demands of L2. This practice not only enriches classroom interaction but also embodies the principles of inclusivity and cultural relevance. As García and Lin (2017) emphasize, translanguaging pedagogy should be both contextualized and responsive to students’ linguistic realities. In multilingual EFL classrooms such as in the English Education Study Program at Muhammadiyah University of

Bengkulu students naturally integrate English, Bahasa Indonesia, and local languages during the learning process. Such multilingual practices reflect not only the linguistic diversity of the learners but also the dynamic and adaptive nature of effective language pedagogy.

Thus, translanguaging in EFL learning can be understood as a strategy that integrates cognitive, affective, and social functions. It enables students to better comprehend instructional content, increases active participation, and affirms their multilingual identities. This approach is particularly relevant in linguistically and culturally diverse classrooms, where it can serve as a powerful means of fostering equity, engagement, and meaningful learning.

### 2.3 Types of Translanguaging

#### a. Intra-sentential Translanguaging

Intra-sentential Translanguaging manifests within a single sentence or clause. The intra-sentential language blending of international students is evident in data.

Nur (2018) provides an example in her research:

*"Examnya akan mulai hari apa?"*  
("When will the exam start?").

In this utterance, only one English word, "exam" (*ujian*), is present but exhibits influence from Indonesian. "Ujian" is an English noun to which an Indonesian suffix has been added by the speaker to indicate a specific object. The function of this suffix is analogous to the English definite article "the." The speaker effectively combines elements of both languages within the word "*ujiannya*."

Intra-sentential translanguaging refers to the practice of alternating between two or more languages within a single sentence or clause. This type of language use showcases a high level of bilingual or multilingual proficiency, as it requires speakers to have control over both grammatical systems and the ability to blend them fluidly. In educational contexts, intra-sentential translanguaging often occurs naturally among students

who are comfortable navigating multiple languages, allowing them to access and express complex ideas more effectively.

The presence of intra-sentential translanguaging among international students is commonly observed in multilingual classrooms, where learners frequently incorporate words, phrases, or expressions from one language into another while constructing a single utterance. This form of language blending may serve several functions, such as filling lexical gaps, enhancing clarity, or emphasizing specific meanings. For example, a student might say, "*Saya belum submit tugasnya karena internet-nya error,*" combining Indonesian and English in a single sentence to convey their message more efficiently.

According to Nugroho (2019), intra-sentential translanguaging enables students to utilize their full linguistic repertoire in academic settings, fostering deeper engagement and understanding. It also reflects the dynamic nature of language practices among bilinguals, where language boundaries are fluid rather than fixed. This linguistic flexibility not only supports comprehension but also affirms the identity and cultural background of the speaker, making it a valuable tool in inclusive and responsive language education.

The second example by Anwar (2019) :

"I don't understand this word, *bisa tolong translate?*"

(I don't understand this word, could you please translate it?)

The first clause "*I don't understand this word*" is in English. The phrase "*bisa tolong translate?*" is a mix: "*bisa tolong*" (Indonesian for "can you please") and "*translate*" (English). This blending within a single sentence makes it a clear case of intra-sentential translanguaging. The speaker switches language within the same clause, using Indonesian grammar with an English lexical item.

From Nugroho (2019):

“The assignment *belum saya kerjakan* because I had to attend another class.”

(“*I haven't done the assignment yet because I have to attend another class.*”)

*"The assignment"* and *"because I had to attend another class"* are in English. *"belum saya kerjakan"* is in Indonesian and means “I haven’t done it yet.” The insertion of the Indonesian clause in the middle of an English sentence shows intra-sentential translanguaging, with the speaker weaving between languages to express meaning more precisely.

And last, Also from Nugroho (2019):

“*Tugasnya udah dikumpulin belum?* I need to know.”

(“*Have you submitted the assignment yet? I need to know.*”)

*"Tugasnya udah dikumpulin belum?"* is in Indonesian, meaning “Has the assignment been submitted?” *"I need to know."* is in English. This example can arguably be inter-sentential, but since it's often spoken quickly as a single utterance, it also reflects the intra-sentential tendency in informal communication where the switch happens fluidly and naturally within one spoken breath.

Intra-sentential translanguaging allows multilingual speakers especially students to communicate ideas clearly by integrating vocabulary and structures from multiple languages. Far from being a sign of linguistic confusion, this practice demonstrates strategic linguistic competence, supporting cognitive and social aspects of learning. By recognizing and validating this type of language use, educators can foster more inclusive, student-centered learning environments that respect and build upon students’ diverse linguistic backgrounds

## **b. Inter-sentential Translanguaging**

Inter-sentential Translanguaging describes the act of alternating between languages at the clause or sentence level. This phenomenon frequently emerges in educational settings, where instructors might switch languages to provide further explanation or rephrase what has already been communicated (Sari, 2021). Moreover, this specific category of Inter-Sentential Translanguaging signifies a typical linguistic shift between English and Indonesian (or a frequently utilized language), and its manifestation occurs in spoken language as distinct clauses or sentences. In essence, inter-sentential translanguaging refers to the transfer of an entire clause or sentence from English into Indonesian (or the routinely used language) or its reverse.

examples is from Prasetyo (2020):

*“Let's talk about the differences between formal and informal language. Bahasa formal biasanya digunakan dalam situasi resmi, seperti dalam rapat atau dokumen resmi.”*

This example shows how the teacher switches to Bahasa Indonesia to provide additional explanation after using English, so that students can better understand the difference between formal and informal language in their cultural context.

Last examples is from Ramadhani (2022).

*“To understand the meaning of 'complicated', you need to remember that it describes something that is difficult to understand. Misalnya, jika ada suatu tugas yang sangat sulit, kita bisa bilang itu sangat complicated.”*

Here, the teacher starts with an explanation in English and then gives an example in Bahasa Indonesia to clarify the meaning of the word “complicated”, allowing students to relate the word to their daily experiences.

### **c. Tag Translanguaging**

Tag Translanguaging is a form of translanguaging that involves inserting short words from another language into a sentence, either at the beginning or at the end of the sentence. These short words or "tags" serve as markers to emphasize, manage the flow of conversation, or express certain emotions.

Sari (2021) defines Tag Translanguaging as a practice where speakers insert short words to provide emphasis in their speech. In the context of learning, research indicates that teachers employ this type of translanguaging by interjecting short words either at the beginning or at the end of sentences. These short words or tags serve as markers to emphasize the point being conveyed. These words are typically brief expressions, such as "okay," "ya," "aduh," "anyway," "omg," and others. These words do not play a significant grammatical role in the sentence but are crucial in reinforcing meaning, conveying attitude, or establishing rapport with the interlocutor.

In the context of learning, research indicates that teachers often use Tag Translanguaging as a communication strategy to bridge the use of two languages, particularly when explaining material or giving instructions. Words like "oke," "ya," or "alright" are frequently used at the beginning or end of sentences as a way to:

Similarly, Putranto (2018) explains Tag Translanguaging as an exchange that occurs from one language to another, which is then included within a single sentence during the speaking process. Research findings reveal that teachers practiced several instances of Tag Translanguaging during the learning process.

Previous research has identified several examples of Tag Translanguaging in bilingual classrooms, especially in English language learning (EFL) classrooms in Indonesia. Teachers often insert these tags spontaneously, adjusting based on the context, the needs of the interaction, and the comfort of language in the teaching process.

An example provided by Setiawati (2011).

“*Saat itu kamu ada dirumah, that’s right?*”

*(At that time you were at home, that's right?)*

an example is from Salmawati (2020).

“it’s okay, no problem, *yah kan?*”

*(it’s okay, no problem, right?)*

Another example is from Poplack and Westwood (1987) between Finnish and English.

“*Mutta en mava vittinyt, no way!*”

*(But I’m not bothered, no way!)*

Last example is from Librata (2024)

"He should've apologized, *loh.*"

“He should apologize, you know.”

## 2.4 Previous Studies

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

The second study is from Nursanti (2021) with research title "Classroom Strategies through Translanguaging for Multilingualism Students" This research

aims to discover translanguaging strategy in the process of teaching English material to multilingualism students. Due to the Indonesian country is a multicultural, the children got their mother tongue is a local language, not Bahasa Indonesia as the national ones. The Indonesian students acquire two languages in their daily life; local language and Bahasa Indonesia. Therefore, the role of English teacher is to explain English materials using English as the target language, local language and Bahasa Indonesia to increase students' comprehension.

This research used qualitative research with grounded theory design. In collecting the data, the researcher used interview technique to discover further information. In this research, the use of L1 was mostly used in the classroom rather than L2. The students could understand the material because the teachers' effort to translate the language from Bahasa Indonesia to English and vice versa. This phenomenon was challenging because of the lack of students' confidence to practice English. However, translanguaging decreased students' anxiety in the class because they could understand English well by using two languages; Bahasa Indonesia and English. the findings are easy to be implemented by the following teachers in teaching multilingualism students for nonEnglish speaking country, because translanguaging facilitates students and teachers to learn English using affordable way.

The third study is from Liando(2023) with title Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom, Teaching English as a foreign language (EFL) in Indonesia has its own complexity due to the multilingual situation and the broadly different levels of English proficiency. To cope with this particular challenge, some Indonesian teachers tend to implement a translanguaging approach in teaching their students. This would create more interactive and engaging classes. In this case, translanguaging is a form of multilingual practice in the context of multilingual education where students are given equal rights to develop their language potential. Realizing the complexity of the learning process in a multilingual context, we aimed to reveal the types and purposes of translanguaging in the learning process.

This study used a qualitative method and data were collected through observations, interviews, and document analysis. This study found that there were three types of translanguaging used by teachers during their teaching. The types of translanguaging are intra-sentential translanguaging, intersentential translanguaging, and tag translanguaging, with four purposes that are related to each other in the process of teaching. It was also found that translanguaging is useful in the EFL learning processes since it can be used as an approach to explain learning materials in a more convenient way to enhance students' understanding.

The last previous study is from Aldianto (2024) with research title Teachers' and Students' Perspective of Translanguaging as a Pedagogical Tool to Facilitate ELT in Indonesia. The popularity of translanguaging has contributed in recent decades to the rise of English Language Teaching (ELT) in the classroom. Thus, translanguaging could help the teacher as a pedagogical tool to facilitate ELT. However, the concept of translanguaging could be seen negatively in an English as Foreign Language (EFL) context. Hence, this research aims to investigate the teachers' and students' perspective of translanguaging as a pedagogical tool to facilitate ELT in Indonesia.

Case study was chosen in this study to obtain in-depth information about the use of translanguaging in ELT through Forum Group Discussion (FGD) and interviews with ten students and six teachers from SMPN 1 Buduran and MTsN 2 Sidoarjo. The findings revealed that from the teachers' perspectives, translanguaging serves as a pedagogical scaffold for concept explanation, enhances student participation and communication, aids in classroom management and instruction, supports low English proficiency students, and fosters class rapport and comfort. Moreover, students see translanguaging as a means to better comprehend lesson content, facilitate communication among peers, and increase their confidence in expressing their thought.

There are some similarities and differences between this study and previous studies, the similarities between the previous studies above and this study are both discussing translanguaging between English and Indonesian, and some of the research subjects above come from an educational environment. However, this

study is different from previous studies in terms of subjects, namely students of English education at Muhammadiyah University as the subject of this study, and researchers have examined the types of translanguaging based on Cen Williams' core theory (and García, Li Wei who and Poplack developed it further).