

THE IMPLEMENTATION OF TRANSLANGUAGING IN ENGLISH LANGUAGE LEARNING VIDEO

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ABSTRACT

English is one of the foreign languages that can be useful for people who connect to share information beyond the media, including in the education sector. Furthermore, many Indonesians try to educate themselves in this language with some media flexibility, dominantly from domestic media. In several media, translanguaging has existed in the bilingual learning English language, strictly Indonesian. In this study, the researcher captured translanguaging implementation in the instructor's explanation in the English learning video on one YouTube channel and classified them according to Iversen's theory (2019). The researcher used a qualitative approach that used the content analysis method and thematic data analysis to observe and describe certainly translanguaging implementation on the three English learning videos on the GIA Academy YouTube channel. According to the report, the application of translanguaging in the English learning videos evaluated is that the teacher utilises translanguaging approaches that vary according to demands. Translanguaging is utilized in three English learning videos to explain each brief visual of the information in the form of PowerPoint to explain the subchapter, which is highly complicated learning content. The researcher also provided feedback on the English Teaching Language in Indonesia's social platform.

Keywords: *English Language, Learning video, Translanguaging practice*

INTRODUCTION

English is one of the kinds of foreign or second repertoire which, this time, had been a priority of almost all our national peoples in the technology existent that have beyond development. This language has been essential in international communication, business, diplomatic efforts, education, and entertainment. English can be one of the communication tools that can benefit entire people worldwide, strictly Indonesian who is genuinely bilingual or multilingual. According to Saville & Troike (2006),

bilingual and multilingual is the individual ability to use more than one language in their society's actions. The young Indonesian people in this century have been educating themselves with various valuable languages to increase their attachment, especially English. The English language skills can be extra beneficial to their academic achievements until they can be used for direct communication with everyone in different citizenships (Berdiana, 2023). Therefore, this foreign language has been taught by all age groups in every grade, from primary to tertiary degree and for employer

level. Undoubtedly, English learning programs have been suitable for the needs and each individual's offerings in the public sphere. It cannot be avoided that many English learning media sources exist in our learning development following centuries in every platform and form.

Learning media is the content that separates words, pictures, or videos to convey learning material and perform activities in addition to stimulating the learners' thoughts, feelings, attention, and readiness to get knowledge (Wahyuni & Tantri, 2020). English learning media in Indonesia has recently been found in various forms, from mono media to multimedia. These several learning media is also helpful for students and even instructors at a different level, depending on themselves. Within the available learning media that are easily accessed in multimedia, which can make their insight increasable, growing creativity, even they can share that media for entire people as additional learning for those who want to understand better the learning concepts taught at school. This means that English learning videos as multimedia acceptably allow students to engage in the focus content (Xamrakulovna, 2023). Commonly, the instructor, as the creative creator who made English learning videos on every global platform, has used several expressions that can comfortably be looked

for study or may be used for helpful explanations to the students and lecturers, such as putting on various colours, chants, and animation characters correctly. Moreover, Indonesian creators as instructors who made some English learning videos have other arrangement strategies to detail explainers to share with their viewers as the audience to explain the focused chapter, the example by using the daily language for learning L2 deeply. Such linguistic uses, in this case, can be called translanguaging.

Translanguaging is one of the English learning strategies as an individual explainer role that uses more than one language in one socialisation interaction, which uses core language (L1) and even daily language (local) for the audience. Besides, the audience also brings their bilingual or multilingual utterances merely active in the English learning activity. According to Garcia & Wei (2018), translanguaging encompasses speakers' ability to add and choose diverse linguistic and semiotic aspects to their communication repertoire, so the possibilities of translanguaging make it simpler to increase our learning ability (Layn, 2022). The translanguaging approach in foreign language pedagogical strategy was unrealised have been used by many English teachers, which has positive effects on them and their audiences. Based on every local

online statement, translanguaging has been a pedagogical approach applied in English language education in Indonesia to empower learning and support students' bilingual and multilingual development. The differential of translanguaging beyond code switching and code mixing has the purpose of the language socialisation process, especially in the foreign language learning progress. Based on their definition, Code-switching is the alternation of using more than one language in a different target of social interactions (Harmon, 2022). As confirmed by Wei (2018), code-switching is the alternation of languages used in specific social communication, for example, the conversation of two or more people or an email exchange. Code-mixing is using another language in social interaction that has to 'borrow' the words. According to Kridalaksana (2008), code-mixing is the application of language units from one to another language to increase language styles or diversity of language, such as words, sentences, idioms, and greetings (Salsabila et al., 2021). Moreover, translanguaging has people use more languages in the interaction part to make them understand each other in the complex arrangement. Furthermore, the researcher summarised that the translanguaging term has been more than 'alternation' and 'borrow' the word in socialisation apart.

The various research reports have done analyses that resulted in different resolves showing these multiple languages' uses in educational activities, even in documents, such as books and videos. The researcher has inspired these research reports, such as Indonesia-English Code Mixing in Raditya Dika's *Manusia Setengah Salmon*, which discussed sociolinguistic uses in the book as entertainment media reported by Wulandari (2016). She has researched the dominant use of code-mixing and why the author, Raditya Dika, used Code Mixing in his entertainment literature and used content qualitative research by the triangulation method. In the final result, its dominantly used code-mixing in uncountable nouns.

The subsequent research is titled *Translanguaging in a virtual class*, observed by Arief in 2023. This research has searched the benefits of applied translanguaging in online classroom interaction. The qualitative approach involved in this research is within the descriptive method. He found that has been beneficial for lecturers and the students in the university grade, which helped them simplify complex materials explanations and bridge the communication with the students.

Furthermore, pedagogical translanguaging has been pointed out as the research focus by Cenoz & Gorter (2022) in their article *Pedagogical Translanguaging*

and Its Application to Language. They have looked at the translanguaging pedagogical application in the English classroom that focused on the concept and challenges of instruction uses, specifically for teachers. The notion of translanguaging has been examined; that is, it might lead to a deeper comprehension of academic language, increased access to information, metalinguistic awareness, and multilingual competence development for the teacher and students.

The limitation of this research that has determined the researcher's process of fulfilling this article report is pointing it to problem formulation: *What is the dominant translanguaging practice type that the instructor uses in the English Learning Video?* Therefore, this article paper focuses on translanguaging implementation that has appeared in education online media, especially in domestic areas.

The researcher has analysed three English learning videos on the Indonesian YouTube channel GIA Academy. Moreover, the researcher gave her responses to why the instructor in these videos needed to apply translanguaging in her learning video. In this article, the researcher has presented translanguaging implementation in the instructor's explanation in the English learning video on one YouTube channel and grouped them into the types of

Translanguaging practice according to Iversen's theory (2019).

METHOD

The researcher takes on to qualitative research approach within the content analysis method. Content analysis has been defined by Roller & Lavrakas (2015) as the deliberate reduction of material, with specific care paid to the environment in which it was generated, in order to undercover themes and derive meaningful interpretations of data (Roller, 2019). The researcher chose this method to observe and capture the existence, meaning, and connection of specific phrases, topics, and ideas within English learning videos published on the GIA Academy YouTube channel that the researcher has already transcribed. The researcher picked up this YouTube channel media because the instructor, as the content creator in the videos, has used the language as an explanator rather than the English language. Also, this content platform has been included on domestic academics' YouTube channels in Indonesia.

The purpose is to identify key themes or categories inside a transcript body and offer a detailed account of the social reality formed by those themes or types that play out in a specific environment (Zhang & Wildemuth, 2009). Some researchers also use

qualitative research as a research approach that can make them able to answer the formulation of the problem they get. These researchers are Iversen (2019), who explores the concept of the use of translanguaging used by students in Norway; Gabrys Baker (2020), who analyses the use of translanguaging by students who have low levels of English proficiency; and Hubscher and Schmid (2020), who analyse transcripts in biology lessons in Switzerland that use German and English.

The instrument the researcher has used for analysing the translanguaging implementation by the instructor in the English learning videos is an observation field note. Field-note observation had a manual recorder to capture translanguaging practices that implementation by the instructor (Dougherty, 2021). The researcher has to transcribe three English learning videos first manually. Next, the researcher has to organise the data collection for to be next has to analyse the translanguaging practice implemented by the instructor in the English learning video.

The section of analysis used is thematic analysis yang which is structural of the data collection part, such as being: making and reading repeatedly the transcript of the videos that arranged, coding several paragraph-mode transcripts, which per as the translanguaging approach which guided to

Iversen statement (2019), grouping them into observation settings note-making tables that already available, returned to analyse data that has input, and defined them as the right group, and also written them into the report, which is this article-form (Braun & Clarke, 2022).

DISCUSSION

The GIA Academy YouTube channel has been one of Indonesia's Education channels since 2020, sourced from their YouTube profiles. This Indonesian YouTube platform provides several subject-learning videos for primary to secondary-high levels in every field of study—specifically, chemistry, biology, physics, and also English, of course. The chosen videos are the English learning video explained for the twelve-grade Senior High School level learning video playlist. In addition, three videos analysed by research discussed are Caption, If Clauses and If Conditional, and Application Letter. The playlist link of the videos is currently below.

<https://www.youtube.com/watch?v=DS7fZ5c6JTM&list=PLHRdFxbVurO784K48grwL71zKPtcAbiNp&index=2>

The type of translanguaging practice has been divided into five classes, according to Iversen's statement (2019), which include: translanguaging within

one named language (Indonesia), translanguaging with visual support, translanguaging through translation, translanguaging through peer support, and translanguaging through several named languages. In the three learning videos analyzed within the data analyses process, there were many translanguaging implementations when the instructor in the English learning videos, which is within explained sub-chapters on that learning material with Bahasa Indonesia. However, one type of translanguaging practice is absent because the researcher focuses only on analyzing the type of use of two or more languages that the instructor utters in the learning video. As Layn (2022) examined in her research, translanguaging through peer support occurs when the use of two or more in English learning involves students between students.

1. Translanguaging within one named language (Indonesia)

In this translanguaging type, the researcher summarised that some crucial explanations of focus material only used L1 (Indonesia) for the instructor's implementation. Lu and Horner (2013) state that most instructors' strategies entail adjusting how they can speak L1 in the English classroom learning progress.

This may be regarded as translanguaging due to the speakers' strategic use of their available linguistic resources—even the statement of agency in a single named language.

The material explanations captured in the learning videos examined translanguaging uses while the instructor thoroughly retrieved them. At the same time, she has added the detail repertoire until explained while discussing question exercises. That is captured dominantly in the middle and last learning video session when the instructor explicitly explains. The first learning video, titled "Caption," captured:



"Selain dalam koran dan majalah, caption juga terdapat dalam siaran berita di televisi."

In the instructor's repertoire, the researcher reviewed that the instructor in the learning video has been given the additional explanation that "caption" around us can be found on television, apparently at news events.

Moreover, the translanguaging implementation by the instructor in the second learning video that explains the “If conditional and If clauses” term while analyzed has included this type, it has captured:

“First. If conditional type one. Digunakan untuk mengandaikan sesuatu yang belum terjadi pada waktu sekarang dan sangat mungkin terjadi di masa depan. Kalimat ini menyatakan pola sebab atau tidak.”

Next, the instructor dominantly uses this type to narrate the illustrational condition when Agi has to help his sister make the application letter, and she has to close her implementation in this chapter learning video within Bahasa Indonesia. That captured:



“Temen-temen, kita bantu Agi, Yuk! Kakak Agi baru saja di bebas tugaskan dari pekerjaan karena pandemi. Agi sedih denga apa yang dialami kakaknya sehingga Agi mencoba membuka situs

lowongan kerja. Dan Agi menemukan lowongan pekerjaan yang tepat untuk kakaknya. Tapi... Agi tidak tahu cara menulis surat lamaran pekerjaan. Jadi, misi kita kali ini adalah membantu Agi menulis surat lamaran pekerjaan.”

“Nah temen-temen, kita sekarang dapat membantu Agi dalam menulis surat lamaran pekerjaan untuk kakaknya. Berarti, misi kita kali ini sudah selesai.”

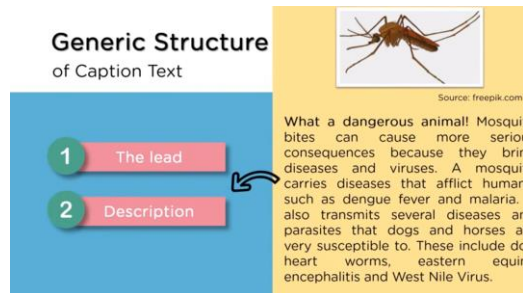
2. Translanguaging with visual support

The use of visual aids in the English learning videos has to achieve and strengthen the critical of material description from the instructor. Furthermore, the study considered the images on the learning video as an alternative or additional strategy that aids audiences’ (students) understanding.

The material that GIA Academy served had been used examples of correct word usage and discussing question exercises which, per as learning focus, that already retrieved inside each learning video. In this translanguaging implementation, the instructor often used one while discussing the questions, explaining the principal definition, and concluding the suitable situation within the discussed chapter learning session.

That captured into this instructor's repertoire.

"There are two generic structures of caption text. First, the lead. Second, description. Look at this picture."



"Agar lebih paham, kita bahas soal yuk! Sebelumnya, kita perhatikan caption berikut."

Aside from the instructor's attention-getting phrases in these English learning videos, the various visual aids as props are well-placed and appropriate to provide clear illustrations, mark option objectives according to the terms, and also provide additional captions so that the viewing audience can respond and understand every explanation that the instructor shares in the English learning videos.

3. Translanguaging through translation

Regarding function, translanguaging uses translation instruments, such as digital and printed dictionaries, as part of the instructor's repertoire. Many

instructors employ translation mode to minimise misunderstanding while explaining learning material. The instructor's behaviour while requiring students to interpret sentences. English learning video presentation used texts suitable within the target language and the material learned directly. The uses for instructor for can to translate at least a word or two so that the audience can better understand what the discussion is focused on while watching the video.

"The function is helping the reader or viewer to understand information that may not be in a photo or a video. Caption membantu kita lebih mudah untuk memahami gambar."

"First, observe the picture or video that you will give the caption. Pertama, temen-temen harus mengamati foto atau video yang akan diberi caption."

"Second, find out the message from the picture before you write the caption. Kedua, temukan pesan yang di sampaikan gambar."

"The last, write the sentence or phrase under the picture. Terakhir, tulislah kalimat atau frasa di bawah gambar."

Soal Latihan

3

Why is the giant panda recorded as an endangered mammal?

- a. The animal is too large.
- b. Their habitat is destroyed.
- c. There isn't dense forest in China.
- d. They can't breed at specific times.
- e. The species is difficult to find in China.

Endangered Giant Panda. Giant pandas are one of the biggest animals, found in the mountains of central China in dense bamboo and coniferous forests at altitudes of 5,000 to 10,000 feet. Now, giant pandas are listed as endangered species under the U.S. Endangered Species Act in 1984 because their habitats have been annihilated in several regions. These international and domestic regulations prohibit the use and international trade of the species for commercial purpose.

“Why is the giant panda recorded as an endangered mammal? A. The animal is too large, B. Their habitat is destroyed, C. There isn’t dense forest in China, D. They can’t breed at specific times, D. The species is difficult to find in China. What is the correct answer? A, B, C, D, or E? *kita dapat menemukan jawaban dengan melihat scription. Soal ini menanyakan mengapa Panda raksasa tercatat sebagai mamalia yang terancam punah? A. hewan itu terlalu besar, B. habitatnya sudah hancur, C. tidak ada hutan lebat di Cina, D. mereka tidak bisa berkembang biak di waktu tertentu, E. Spesies tersebut sulit ditemukan di Cina.*”

4. Translanguaging through several named languages

The researcher can observe the translanguaging implementation in other examples that practice in this type is when the teacher can use several languages in current utterances. To the researcher’s argument, this translanguaging type has more dominant

spontaneous than planned. They switched between different identified languages to obtain or ensure comprehension when interacting with students. A teacher’s capacity to draw on one whole linguistic repertoire to enhance

Translanguaging contexts	Appearance
Within one named language (Indonesia)	Seven times
With visual support	18 times
Through translation	Eight times
Through several named languages	Ten times

pupils’ development as a useful; language has been extensively researched. The final result of the translanguaging-type analysis in these contents, that below:

Translanguaging contexts	Appearance
Within one named language (Indonesia)	30 times
With visual support	21 times
Through translation	Nine times
Through several named languages	50 times

Translanguaging contexts	Appearance
Within one named language (Indonesia)	23 times
With visual support	11 times
Through translation	22 times
Through several named languages	Ten times

“Ternyata, Agi hanya membaca bagian Caption saja. Kita bisa mendapatkan informasi secara lebih cepat dengan membaca Caption.”

“Pola yang digunakan adalah if plus simple present plus why do not plus subject plus verb one, atau if plus simple present plus subject plus should or ought to or had better plus verb one.”

Di dalam opening paragraph, temen-temen bisa menuliskan informasi diri dan posisi yang dilamar.

In these several English learning videos analyzed by the researcher repeatedly, the detailed result of translanguaging implementation by the instructor has been counted as captured in these tables.

Chapter 1: Caption

Chapter 2: If Clauses and If Conditional

Chapter 3: Application Letter

From the recent finding, the researcher looked at the translanguaging implementation the instructor applied in three learning videos as a pedagogical approach to explaining each sub-chapter in learning videos. The researcher knows that the translanguaging types that English learning videos instructor dominantly uses had different results from each other. In chapter one, the instructor dominantly uses translanguaging within visual support, and it can be strengthened when some props in the

videos are shown to illustrate to many audiences when they have to know what they would learn in the chapter. Whereas, in another chapter, if clauses and conditional terms, the instructor dominantly applied translanguaging through several named languages, which can the researcher know that she applicated bilingual. Because in the term, the instructor could explain various features that genuinely existed in the chapter. In the last chapter, application letter terms instructor translanguaging practice used often is translanguaging within one named language, which used Bahasa Indonesia. The researcher argues that implementation has been used cause the context of this chapter for explanation has been complicated. Moreover, the instructor has to use translanguaging in the English learning video summarised by the researcher, giving the viewers a reexplanation of the subchapter discussed, explaining a definition or the language structure of the chapter in more detail, and also time efficient so that the duration of the video made is not overtime duration. As Jessner (2006) cited, translanguaging implementation has been the bilingual or multilingual strategy to improve linguistic and academic development through organized didactic activities. Besides, the ability to think about language material

objects is essential to the instructional translanguaging approach.

It can distinguish that the translanguaging used in the English learning video with previous researchers in a different context that explains the interaction approach can make the learners of the learning video that is the level students can understand and learn more about what the instructor of the content conveys, that eventually it is more expand than just alternation or borrowing the linguistic forms (Hyunh, 2021).

CONCLUSION

The researcher did this to understand why the instructor has to use the translanguaging approach to explain the literature of English context videos. In summary, it can be concluded by the researcher in the report that the implementation of translanguaging in the three English learning videos that have been painstakingly analysed is that the instructor uses translanguaging practices that predominantly vary according to needs. The researcher saw the implementation of translanguaging by the instructor in the English learning video when explaining, translating back, and giving opening and closing greetings. In three different videos, translanguaging is needed by the instructor to employ in the English learning video

summarised by the researcher to give the views a reexplanation of the subchapter discussed, explain a definition or the language structure of the chapter, and also time efficiency so that the video is not overdue which it can support students to understand the complex context in the English Learning video and make space for bilingual or multilingual students to explore some to develop their knowledge in the outside school (Pacific, 2021). The

researcher can suggest further research on the reason and the responses of the content creators on social media, using translanguaging practice as their learning approach to entire audiences. The recommendation methodology uses a study case design to examine the factual answers.

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