**TRANSLANGUAGING IN INDONESIAN UNIVERSITY CLASSROOM CONTEXT:** **A DISCOURSE ANALYSIS AT MUHAMMADIYAH UNIVERSITY IN SOUTH** **SULAWESI**

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**ABSTRACT**

In teaching and learning process of the L2, the use of L1 in mediating the learning is needed to be considered. Therefore, this article aimed at finding out the support of the translanguaging on TEFL since translanguaging is the way of functioning L1 in teaching L2. The qualitative method was done in this research. The subjects were two English lecturers of Muhammadiyah University of Makassar in English Teaching and Training Department. The data were collected through interviewing and observing those two lecturers in the classroom teaching and learning process. Then, in addition to the data, those lecturers’ students were interviewed in order to dig their perception of the used of translanguaging in the L2 acquiring process. Furthermore, the data were analyzed using descriptive qualitative analysis. In the research findings there were five types of translanguaging as the way of the L1 and the L2 interacted each other in the classroom that used by the lecturers in teaching and learning process. Besides, there were ten functions of translanguaging as the action toward the L1 and the L2 in the classroom. Furthermore, translanguaging gives the support on TEFL in the classroom context.

**Key words:** *Translanguaging, First Language (L1), Second Language (L2)*.

**INTRODUCTION**

One of the popular way of teaching L2 in the classroom is teaching L2 trough L2. As Cook (2001:409) explained the exposure to L2, which said that while using only L2 makes the language real, and develops the learners’ own in-built language system. In some decades the use of the theory of teaching English through English is the way which is frequently utilized. Besides, the monolingual L2 used most intuitive mode of communicative in the classroom is commonly held belief. Nonetheless, Garcia (2009:89) argues that when the students’ language is not utilized, the failure in education is sure to appear. In relation to what happen in the reality of the use of L1 in this case in teaching L2 nowadays, there are some teachers or lecturers who force the use of L2 to teach L2 that instead of making the students master the L2, it just makes the students confuse. In particular Levine (2011:70) says that in any class of language, the appearance of the L1 is unavoidable. It could not be denied that the L1 of the students will inevitably occur in L2 class. For instance when the researcher taught his students when the students joined the program which forbids them to talk in L1, they still sometimes produced the L1 whether when talking to their friends or to the lecturer. Beside that, sometimes the lecturers need to explain the language, such as the meaning, the rule or function in L1 since the students get difficult to understand the explanation in L2. Hence, the L1 does not need to be banned since it will keep appearing in the L2 classroom. Otherwise, it is better utilize as the tool in the classroom interaction as well as translanguaging.

Garcia (2009:140) states that translanguaging is the act performed by bilinguals of accessing different linguistic features or various models of what are described as autonomous languages, in order to maximize communicative potential. Translanguaging is the way of using the first language of the students to help the students learning the second language in the classroom. Translanguaging will optimize the students mastery in L2 because of the involved of the students’ L1. Due to the background, the intention of this research were to find out how L1 and L2 interact each other in the classroom context, to find out how the lecturers act toward the L1 and the L2 in the classroom, and to find out the implication of translanguaging on TEFL.

**LITERATURE REVIEW**

Garcia (2009:140) states that translanguaging is the act performed by bilinguals of accessing different linguistic features or various models of what are described as autonomous languages, in order to maximize communicative potential. Translanguaging is the way of using the first language of the students to help the students learning the second language in the classroom. Then, translanguaging is the use of the L1 in mediating the L2 learning interchangebly.

Beside that, translanguaging does not use to refer to the two separate languages or the shift of one language or code to the other one. Translanguaging is rooted in the principle that bilingual speakers select language features from a repertoire and “soft assemble” their language practices in ways that fit their communicative situations (García, 2009a, 2013, forthcoming); that is, bilinguals call upon different social *features* in a seamless and complex network of multiple semiotic signs, as they adapt their language practices to suit the immediate task. Translanguaging, as a soft-assembled mechanism, emerges with enaction; each action is locally situated and unique to satisfy contextual constraints, and creates an interdependence among all components (Kloss & Van Orden, 2009; Turvey & Carello, 1981). Thus, translanguaging in education process is able to be defined as a process of students and teachers engaging in complex discursive practices where *all* the language involve in the practices of students in order to develop new language practices and sustain old ones, communication and appropriate of knowledge, and giving voice to new sociopolitical realities by interrogating linguistic inequality. Garcia (2014:4) states what is needed in today’s globalized world is the ability to engage in fluid language practices and to soft-assemble features that can “travel” across geographic spaces to enable us to participate fully as global citizens.

Translanguaging has the relationship with the other fluid languaging practices which scholars have called using different terms, carrying the various meanings. Jørgensen (2008) refers to the combination of features that are not discrete and complete “languages” in themselves as *polylingualism*. Jacquemet (2005) speaks of *transidiomatic practices* to refer to thecommunicative practices of transnational groups that interact using different communicative codes, existing simultaneously in a range of local and distant communicative channels. Otsuji and Pennycook (2010) refer to fluid practices in urban contexts as *metrolingualism,* rejecting the fact that there are discrete languages or codes.

Canagarajah (2011) uses *codemeshing* to refer to the shuttle between repertoires in writing for rhetorical effectiveness, and speaks about *translingual practices* (Caragarajah, 2013). Yet, the things that can be distinguished between translanguaging and others is the *transformative—*i.e., it efforts to clean the ideology of languaging practices that assume somelanguages are more valuable than others. In addition, Garcia (2013) offers the rules and functions of Translanguaging, such as; to mediate understanding, to co-construct meaning, to construct meaning oneself, to include, to exclude, and to show knowledge.

**METHOD**

**Participants**

This research was done to two English lecturers in one University in a metropolitan city of South Sulawesi which called Makassar city. These two English lecturers teach in the English Teaching and Training Department in Makassar Muhammadiyah University. Both of these lecturers are male lecturers which had been teaching English for a couple of years. They speak Bahasa Indonesia as their L1. The research was done in the lecturers’ teaching process.

**Data Collection and Analysis Procedures**

In this chance of research we administrated the use of observation concurrently with the interview. However, the observation which we used is the non-participant observation and for the interview, we used the semi-structured interview. In the non-participant observation, the researchers just came and recorded the process of learning in the classroom when the teaching and learning process run without joining or interupting the learning process. On the other hand, the interview was taken after the teaching and learning process in the classroom. The researcher not only interviewed the lecturers but interviewed the students also. Before the data was analyzed by using the discourse analysis. The researcher transcribed all observations and interviews.

Indeed, there are some theories in analizing and coding the data such as Atmowardoyo (2008) mentioned open coding, axial coding, and selective coding. Meanwhile Braun and Clarke (2006) step-by-step guidelines. The guidelines are (1) familiarizing yourself with the data, (2) generating initial codes, (3) the researcher read throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

So that, in applying the step guidelines above the researcher firstly, familiarized himself with the data through listen to the data many times. Then secondly, for generating initial codes, the researcher transcribed the data got from the observation and interview. After that, thirdly, the researcher read the data transcribed in order to be immersed to the data. Furthermore, the researcher reviewed the themes by separating to the discourse needed from the transcribe. After that, in the next, the researcher then defined and named themes or discourse needed into types and functions of translanguaging. Then in the long run, the researcher produced the report of the discourse analysis data.

**RESULT**

The lecturer’s presentation or speech during the observation and interview were transcribed by the researcher as source of the data. Furthermore, after transcribing the data in observations and interviews, there are some results had found as the facts in the translanguaging. about the intercation of L1 and L2 in the classroom, the action of the lecturers toward L1 and L2, and the implication of L1 in the TEFL.

**Types of Translanguaging Used by the Lecturers**

***Inter-sentential Translanguaging***

*Lecturer : Anas.. Siapa lagi yang mau ngomong?.. Actually I’m easier to remember your “Who wants to talk again?”* *name when you always take in my* *class. Kenapa nda’ bisa, padahal kan orang ngertiji toh. Kenapa nda’ bisa secara “Why can not, otherwise the people understand, right. Why can not in the grammatical kita bilang begitu? Grammatical way we say like that”*

*Student : Karna mungkin mam toh.*

*“Because maybe mam”*

The conversation shows the inter-sentential type of translanguaging that used by first lecturer. It was because the lecturer switched her presentation by using Indonesia then later she altereto English by saying “*Siapa lagi yang mau ngomong?”* Actually I’m easier to remember youname when you always take in my class. And the students gave response in Indonesian “karna mungkin mam toh”. Then the lecturer continued her question in Bahasa to check the students’ answer.

***Intra-Sentential Translanguaging***

*Lecturer : Jadi, let see untuk kelas C. Ini yang paling pertama menelfon saya.*

*“So, let see for the C class. This is the first one who called me”*

*Student : Me mam.*

*Lecturer : Iya, dia yang paling semangat, mengguncang telinga saya.*

*“Yes, she is the most spirit one, trembling my ears.”*

*Students : @@*

*Lecturer : Kemudian ada lagi ini. Saya tidak usah sebut namanya yah, dia tidak*

*“Then there is also this. I don’t need to mention the name yah, she did not memberikan saya kesempatan untuk bicara.*

*give me chance to speak up.”*

The lecturer began the meeting by talking about the task that the lecturer gave in the week before. The lecturer in that extract said “*let see untuk kelas C”*. That kind of sentence was the kind of intra-sentential translanguaging. Then the student answer the lecturer because that student’s name was called by the lecturer.

***Insertion Translanguaging***

*Lecturer : Yah, excellent! I shouldn’t cry and out from but now I have forgotten what she say to me. Ada kata she lagi, berarti kalo sekarang kita menyebut she,* *“There is the word “she” again, it means if now we mention she,” berarti merujuk ke siapa? Kata she ke mother or sister, kalo yang lain ada?* *“It means it refers to whom? The word she to mother or sister, if others, any?” Kayaknya dosennya di’. Ok. The he says like this, I realize I would go, but are* *“maybe the lecturer right.” you? Apa yang kamu lakukan?* *“what do you do?”*

The use of the insertion translanguaging by the first lecturer in the extract showed that the lecturer discussed the students’ task in the classroom. Hence, in that extract the lecturer applied insertion translanguaging by saying “*Ada kata she lagi*”. In that sentence the lecturer used the insertion translanguaging because she put the word “*she”* between the L1.

***Congruent Lexicalization Translanguaging***

*Lecturer : Well sekarang we move lagi. Pernah dengar kata ini? Kita akan belajar ini.* *“Well now we move again. Have you ever heard this word? We will learn this.”*

*Students : Gerund*

*Lecturer : Gerund.. Tunggu dulu, mana bukuta’? bawa buku tidak? Mana bukunya? “Wait, where is your book? Do you bring book? Where is your book?”*

*Students : Ada mam, tapi nda’ semua bawa. “There is mam, but not all bring.”*

The lecturer applied congruent lexicalization translanguaging. The lecturer in that chance told the students to move to the next topic so that the lecturer said “well *sekarang* we *m*ove *lagi*”. Furthermore, the students responded the lecturer question by saying “gerund”.

***Entire Translanguaging***

*Lecture: Sampai siapa tadi? Sahrianti yaa? Sahrianti hasim and Mentari.* *“Till whom justnow?”*

*Student : Sudah five* *“Done for five”*

*Lecture : Oh sudah five. Five and ten*

*“Oh done five.”*

*Students : Sahrianti sudah mam*

*“Sahrianti has done mam”*

*Lecture : Oh Mentari dan Riska kalo begitu*

*“Oh Mentari and Riska if like that”*

The lecturer’s utterances show that the lecturer used entire translanguaging. And then, the second lecturer stated the language in the L2 entirely because she would like to invite the students to come forward. The lecturer said “*sampai siapa tadi? Sahrianti yaa? Sahrianti* *hasim and Mentari*”. And the students answered “*sudah* five” and in the end of the extract the lecturer still used the entire translanguaging by saying “*oh Mentari dan Riska kalo begitu*”.

**Functions of Translanguaging**

***Checking understanding***

*Student : Jadi disini mam, yang benarnya apa?*

*“So here mam, what is the correct one?”*

*Lecturer : Unusually nice. Jadi adjective itu dia mendeskripsikan*

*noun. Coba tulis, gadis*

*“so adjective described noun. Try to write, smart girl”*

*pintar.*

*Student : Smart girl.*

*Lecturer : Ok, thank you. Student : Yes mam.*

In the extract, the lecturer explained about the use of adjective and adverb. Beside that the lecturer also gave example about how to use the adjective with the adverb “*unusually nice***”** Furthermore, the lecturer would like to check the students understanding through asking the students by using translanguaging “*Coba tulis, gadis pintar.”*

***Explaining rule of grammar***

*Lecturer : I shouldn’t cried, padahal kan sudah ada kata “should”, di structure I kan “otherwise there is the word “should”, in structure I”*

*sudah belajar, apabila sudah ada kata modal maka harus meet, harus ketemu*

*“we have learned, if there is the modal so it must meet, must meet” dengan kata kerja bentuk?* *“the verb form?”*

*Students : Pertama*

*“first form”*

*Lecturer : Jadi harusnya disitu apa?*

*“So it must be what there?*

*Students : Cry*

In the extract, the lecturer gave the explanation of the rule of grammar through the use of translanguaging too. In the extract shows that the lecturer explained about the rule of modals and verb. The lecturer said “*I shouldn’t cried, padahal kan sudah ada kata “should***”**”. The lecturer said that because the lecturer would like to show the students about the mistake which happen in the sentence of their frien made. After that the lecturer said “*apabila sudah* *ada kata modal maka harus meet, harus ketemu dengan kata kerja bentuk?*”. Furthermore,the students answer the lecturer by saying “*Pertama*”.

***Explaining pronunciation and spelling***

*Lecturer : Nah seperti ini, tuition fee is expensive, isn’t it! “Well like this”*

*Student : Tuition feel is expensive.*

*Lecturer : Bukan fell sayang but fee. Nah coba kalo kalian betul-betul butuh jawaban,*

*“Not fell honey but fee. Well try if you really need answer,”*

*kalian akan bilang tuition fee is expensive, isn’t it! Tapi coba misalnya kalo panas begini yah, kita sudah bayar tidak ada a.c. Tuitition fee is expensive, isn;t it!*

It can be seen in extract that the lecturer try to correct the students’s in pronuncing the words in English. The lecturer here said “*Bukan fell sayang but fee*” after the students occured the sentence or repeated the lecturer words in L2. In that conversation, the lecturer said “*tuition* *fee is expensive, isn’t it!*” and then the next the student followed by saying the wrong word for “*fee*” became “*feel*”. That is why the lecturer corrected the student’s pronunciation.

***Explaining exercise in the book***

*Lecturer: Benar.*

*“Correct”*

*Lecturer: What you call this? Apa sebenarnya itu?* *“What is this exactly?*

*Students : Reflected pronoun.*

*Lecturer : Ok, reflected pronoun. Jadi saya melihat diri saya sendiri. I saw we tidak yah, I* *“So I saw me my self. I saw we not yah”* *saw me in the picture. I saw me in front of the mirror salah yah.I saw myself in front of the mirror. Let’s read. I saw a boy in the mirror.*

*Student : Benar*

*“Correct”*

From the extract above, it indicates that the lecturer would like to make clear her question and statement through using the L2 and folllowed by the L1. The lecturer stated *“what you* *call this?*” after that the lecturer translate her question into the L1 “*Apa sebenarnya itu?*”then the students answered her question. Yet, the lecturer continue her explanation about reflected noun by giving the example of reflected pronoun. She said “*Jadi saya melihat diri saya* *sendiri.”.* Furthermore, the lecturer change the sentence mentioned into wrong translation in the L2 then she changed it again into the correct L2 “*I saw myself in front of the mirror.”*

***Explaining meaning of abstract vocabulary***

*Student : Benar*

*“Correct”*

*Lecturer : Boleh juga a boy is looking at himself. Apa perbedaannya look, see, stare, trus eee glance. Apa perbedaannya ini, berhubungan dengan mata ini , apa hubungannya itu semua? Ini pake mata yah.*

*Student : Iyah*

*Lecturer: Apa bedanya look. See.Mam biasanya bilang look at me, bukan see me. Look at* *“What is the different of look, see. Mam sometimes say look at me not see me” me, apa perbedaanya? Kalo see itu kemampuan anda melihat, kalo look itu tatap saya,* *“what is the difference? If see it is the skill of you to see, if loo it is watching me,” kalo stare you look but you spend one or two minute, jadi menatap dalam-dalam, kalo* *“if stare”* *“so watch deeply, if”* *glance apa? Glance? Glance itu kalo misalnya mam liat kamu kemudian mam berpaling* *“it is if mam see you and then look back again.”lagi.*

*Student : Memandang sekilas.* *“look for a while.”*

It can be seen in the extract that the lecturer explained the materials of the lesson in that day. Further, the lecturer mentioned the word look in the sentence “*a boy is looking at himself”* and after that the lecturer remember some of the similar words of look immediately. Therefore, the lecturer mentioned the words “*see, stare, and glance*”. She asked what the difference of those words is. Nonetheless, there was no students who answered her question. Hence, she expalined the difference ***“***Kalo see itu kemampuan anda melihat, kalo look itu tatap saya”and then “*stare you look but you spend one or two minute, jadi menatap dalam-dalam*” and then “*Glance itu kalo misalnya mam liat kamu kemudian mam berpaling lagi***.**”.

***Organization classroom setting***

*Student : Thirty-six*

*Lecturer : Thirty-six, thirty-six bagi empat berapa?* *“divided by for is?”*

*Students : Sembilan*

*“Nine”*

*Lecturer : Sembilan, nice, so I want you bikin seperti ini nih. Ok. This is group one, this is* *“Nine”* *“make like this”* *group two, and this is group four. This is your desk. Ini mejanya anda, kursinya anda. Jadi* *“this is your desk, your chair. So” satu, three, four. For example, you sit together. Duduk bersama gitu yah, jadi one, kasi* *“one”* *“Sit together yah, so one, give”* *spasi, two, kasi spasi, three. Jadi ikut yang dibelakang yah. Jadi seperti ini jadi, mam* *“space, two, give space, three. So backward follow yah. So like this so”* *gambar dulu yah****.*** *Ok. One, two, three, four. One group. Disini saja. One, two three, four,* *“draw first yah.”“just right here.”* *one group. Well, next, I’ll write down the sentence for you. And then you will decide with your group whether it’s correct or incorrect. Semua kelompoknya, anggota kelompok harus* *“all groups,the groups member must”* *ngerti. .Harus tau gitu yah, jangan sampe mam suruh group sembilan nomer tiga. Correct,* *“understand. Must know yah, don’t till mam ask the nineth group number three.”* *apa alasannya? Nda’ tau apa alasannya, jadi semua harus tau. Harus semua diskusikan “what is the reason? Don’t know what is the reason, so everybody must know.”* *supaya tau kenapa dia correct, kenapa incorrect. Ok. In order to know why it is correct, why it is incorrect.”*

In the extract, the lecturer would like to organize the classroom setting. The lecturer in the extract would like to let the students to sit in group since she wanted to apply the Number Head Together in the classroom. In translanguaging the lecturer said “*I want you bikin seperti* *ini nih*”. The lecturer stated that sentence while showing the picture of the position that the lecturer wanted. Then the lecturer continued to arrange the students *“Ini mejanya anda,* *kursinya anda. Jadi satu, three, four*”. Yet in the direction that the lecturer gave, some students looked like still did not understand the direction so the lecturer said “*Duduk bersama* *gitu yah*”. Then to make her instruction clear the lecturer said “*Jadi ikut yang dibelakang yah.* *Jadi seperti ini jadi, mam gambar dulu yah***.**”

***Class management and control***

*Lecture: Sampai siapa tadi? Sahrianti yaa? Sahrianti hasim and*

*Mentari.*

*“Till whom just now?”*

*Student : Sudah five*

*“Done for five”*

*Lecture : Oh sudah five. Five and ten*

*“Oh done five.”*

*Students : Sahrianti sudah mam* *“Sahrianti has done mam”*

*Lecture : Oh Mentari dan Riska kalo begitu*

*“Oh Mentari and Riska if like that”*

In the extract, the lecturer applied the classroom management and control by using the translanguaging. In the extract the lecturer would like to order the students to answer the question that the lecturer gave to the students. The lecturer first said “: *sampai siapa tadi?* *Sahrianti yaa?*” and then the students answered the questtion. After that,the lecturer let the other students to answer her question by saying *“oh Mentari and Riska kalo begitu*”. The lecturer said that in order to control the students to answer her question.

***Praising***

*Students : They are studying, aren’t they!*

*Lecturer : Ok, perfect, next*

*Students : They are studying, aren’t they! They are studying, aren’t*

*they!*

*Lecturer : Rizky.*

*Student : They are studying, aren’t they!*

*Lecturer : Ok****,*** *bagus sekali****.*** *“Very good.”*

*Student : Yey @@*

It can be seen from the extract that the lecturer gave the compliment to the students. In that situation the student give the example of the question tag to the lecturer because the lecturer before, asked her to make the sentence in question tag “*Rizky*”, by mentioning the student name, the lecturer concurently asked her to mentioned the question tag sentence that the student made. Then the student gave the sentence which was correct based on the question tag rule. That is why the lecturer said “*bagus sekali***.**” As the praising for the student.

***Telling jokes/anecdotes***

*Students : hypotheses*

*Lecturer : hypotheses, ok. Diagnosis, diagnoses****,*** *jadi nanti kalo ada siswanya bertanya,* *“so later if your students ask” mam apa bedanya analysis sama analyses mam atau thesis, theses, hypothesis,* *“mam what is the difference of analysis from analyses mam” hypotheses.oo.*

*Student: dari sononya.* *“@from the origin@*

*Lecturer : dari sananya itu memang .. Ternyata “-is” itu singular form jadi dia itu “that’s really from the*  [*origin.. actually”-i*](mailto:origin@..actuallyâ-is)*s” is singular form so it is”* *singular klo dia jadi “-es” dia jadi plural, any question? No question yah. “U” menjadi “singular if it becomes “-es” it is plural” “become” “A”. Bacterium, bacteria. Curriculum menjadi?* *“become?”*

Throught the extract, it can be seen that the lecturer gave the jokes/ anecdote in the classroom by applying translanguaging. In that situation the students were in the middle of the teaching and learning process in the classroom. Hence, the lecturer would like to brake the frozen in the class and to make the students more relax in the classroom by giving anecdote “*jadi nanti* *kalo ada siswanya bertanya, mam apa bedanya analysis sama analyses*” and *” atau thesis,* *theses, hypothesis, hypotheses.oo***.**” The as her joke the lecturer said “*dari sananya itu* *memang”.*

**DISCUSSION**

From the data gained through the interview with two participants, it could be concluded that the implication of translanguaging on TEFL in Makassar Muhammadiyah University is substantial. It could be noticed that both of the participants agreed that the use of translanguaging in teaching and learning process was very useful because it could be used as a method or strategy in explaining English material, motivated the students to speak specially for the low level students, analyzed problem and encouraged them to pay attention when the teacher explained material, this is similar with statement of Cook (2001) referred that translanguaging in the classroom as a natural response in a bilingual situation. beside that the use of translanguaging was based on the functions and the teachers needed such as, when the teacher would translate difficult words, lack of vocabulary, and to gave instructions as Cook in Sert (2005) handles the subject matter considering multilingual classrooms in saying that the application of code switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected. So, at this point it may be suggested that the students should share the same native language, if translanguaging will be applied in instruction.

**CONCLUSION**

Based on the findings and discussion in the previous chapter, the researcher concluded that based on the observation in the Teaching English as Foreign Language classroom in Muhammadiyah University of Makassar the researcher discovered the types of translanguaging used by the English lecturer of one University in South Sulawesi was five types’ of translanguaging which were found by the researcher during the observation from the first until the second meeting of the two lecturers.

The types of the traslanguaging which found were inter-sentential translanguaging, intra-sentential translanguaging, insertion translanguaging, congruent-lexicalization translanguaging, and entire translanguaging. Five of that translanguaging types were applied by the lecturers in their classroom context as the media in communicating with the students in order to ease them to deliver their point to the students efficiently. The types of the translanguaging which were done by the lecturers were spontaneously applied by them. The lecturers used the translanguaging types without any planning but only to make the students understand their mean well.

Meanwhile, from the observation done in Muhammadiyah University of Makassar, the researcher found ten functions of translanguaging which functionalized by the lecturers in their teaching and learning process. The functions of translanguaging used by the lecturers of one university in South Sulawesi which is Muhammadiyah University of Makassar was checking understanding, explaining rule of grammar, explaining pronunciation and spelling, explaining exercise in the book, to co-construct meaning, explaining meaning of abstract vocabulary, organization classroom setting, class management and control, praising, and telling jokes and anecdotes. Similar to the utilility of types of translanguaging, the use of the functions of translanguaging were not planned by the lecturers too. Based on the interview result, the lecturers stated that they just used the functions of translanguaging in order to help the students to comprehend the topic given in the classroom. Beside that, the lecturers wanted the students to get involve to the classroom activity so the lecturers applied translanguaging in their classroom. Especially for the functions of joking/anecdotes both of the lecturers’ preference were using translanguaging as the mean of their communication because of the feeling matter. However, unfortunately there were two kinds of the functions of translanguaging that were not effective based on the meeting observed by the researcher if it was correlated to the discourse analyzed by the researcher, they were explaining the exercise in the book and praising.

In addition, The implication of translanguaging was very useful because it can be used as a method or strategy in explained English material, motivate the students to speak specially for low level students, analyze problem, encourage them to pay attention when the teacher explained material, beside that the use of translanguaging was based on the functions and the teachers needed such as, when the teacher would translate difficult words, lack of vocabulary, to gave instructions and to give jokes/ anecdotes.

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