

Climate Change for Bilingual Students in Indonesian Language Learning with Translanguaging Learning Model

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Abstract: *The learning model, especially in learning Indonesian for bilingual students, is certainly different from non-bilingual students. The ideology used in Indonesian learning would obviously affect the learning climate in the classroom. In learning Indonesian, educators use an ideology that requires students to use the language itself. This research aims to develop an Indonesian learning design with a translanguaging approach. This approach will accommodate all bilingual students' linguistic repertoire ability in learning Indonesian as a second language and this model is expected to change the Indonesian learning climate for bilingual students. The method used in this study is Research and Development (R&D) with three stages, namely 1) Needs analysis. 2) Product draft development. 3) Expert validation and product user trials. The results of the needs analysis found from the student and teacher questionnaires showed that bilingual students had difficulty in learning Indonesian. The development of the draft was carried out based on the theory of the translanguaging approach that had been carried out in previous research in foreign languages. The components of the model developed include learning stages, social systems, reaction principles, support systems, and instructional and accompanying impacts. The results of the validation test, the development of this model is feasible to use and from the results of the trial in the field, there is a change in the learning climate in the classroom using this translanguaging learning model.*

Key Words: Translanguaging learning model, Indonesian language learning, climate change learning

Introduction

Bahasa Indonesia, as Indonesia's national language, is a mandatory subject in every school throughout the country. Juridically, bilingual education-based schools are contained in Law Number 20 of 2003 concerning the National Education System, namely article 33 paragraph 1 which states that the language of instruction in national education is Indonesian." However, in schools where Indonesian is actually a second language for bilinguals, students encounter hardship in both learning and communicating fully in Bahasa Indonesia. Hence, it is a need for teachers to find and make strategies in order to accommodate this problem.

On December 1st, 2014, all schools with international standards changed their names to Satuan Pendidikan Kerja Sama (SPK) as stated in Permendikbud Number 31 of 2014. Based on data from the Indonesian SPK School Association (2024), as of January 2024, the number of members of The Indonesian SPK School Association (PSSI) is registered at 425 SPK's throughout Indonesia, which are divided into five areas. Java as the second area (area number 2) has the most schools with a total of 340 schools. This means that the number of SPK schools in Indonesia is directly proportional to bilingual learning in education.

Language segregation in the classroom has been practiced for many years in education. Both students and teachers must use the language according to the lesson, and even use a method of differentiating each day by communicating in different languages. The perspective that the mixing of two or more languages in bilingual students can hinder students' success in mastering the language (Beres, 2015). This statement is in line with the teaching of teachers in language learning not to use other languages in learning the language. This will certainly affect the classroom climate. It is not surprising that students will tend to be passive in the classroom if students have obstacles and difficulties in grammar and vocabulary in the second language.

Moreover, it is found on a large scale how a gap of achievement exists between monolingual and multilingual speakers based on minority languages. This triggered the implementation of programs to support minority language learning in multilingual students. In this case, most aim the school language as target, little focus is given on fostering a multilingual repertoire of bilingual speakers from minority languages (Duarte, 2019). Eachers tend to focus on using the language to be taught and ignore the weaknesses of students in the lesson.

This monolingual learning approach believes that any mixing of two languages in a bilingual class can confuse students and hinder Shiva's progress. According to (Jacobson, Rodolfo, 1990), The reason for this thinking is that the strict separation of languages is the only way to avoid cross-contamination in using a language.

Some researchers disagree with the idea that two bilingual speaking languages are united into one communicative system. Even in the study, a number of teachers were concerned with the idea that students should be allowed to incorporate the language they are proficient in a formal teaching situation (García & Kano, 2014; Lewis, Jones, & Baker, 2012; Palmer, Martínez, Mateus, & Henderson, 2014). This kind of thing needs to find a solution to make it easier for students to understand second language learning fairly so that students can actively participate in the language class.

Nonetheless, many studies show that the way to improve bilingual students' abilities in minority languages is through the exploitation of their multilingual repertoire as a resource for learning (Beacco, 2009). One of the things that can be done is through the development of a learning model that is able to accommodate the needs of students in learning the minority language. One of them is by using the translanguaging approach that was first carried out by Cens William on bilingual students in Welsh. This approach is a deliberate practice that is carried out so that students can freely use all linguistic abilities when learning language. For example, reading in English and speaking, and using Welsh when writing, and vice versa (Lewis et al., 2012; Probyn et al., 2019).

This translanguaging has been carried out in various classes in foreign languages. The purpose of this translanguaging approach is to provide opportunities for students to create meaning, form experiences, and gain knowledge and understanding through metalinguistics owned by students (Poza, 2019; Turner & Lin, 2024). In the theory of translanguaging, the entire linguistic system cannot be separated, but all as a linguistic repertoire system that supports and gives meaning. This approach provides pedagogical support by using all

linguistics in the classroom to support language learning (Cenoz & Gorter, 2017, 2021; García & Wei, 2013; Otheguy, García, & Reid, 2015).

This translanguaging-based approach has been carried out on bilingual students in Spanish-German (Genesee, 2018). From this study, it was found that the use of syntactic (grammatical) patterns of the first language, German, influenced the second language, English. Moreover, (Probyn, 2009) researching the process of constructing science knowledge in a multilingual classroom in South Africa. In the study, he explained how translanguaging pedagogy challenges monoglossic and post-colonial orthodoxy. Through classroom data analysis, this study suggests that translanguaging is important and necessary to support students' opportunities to learn science.

(Wei & Lin, 2019) explained that there have been many studies that have explained the impact of the implementation of translanguaging in bilingual classrooms. Vinti Vaish explained the difficulties experienced when applying the pedagogy of translanguaging in English reading classes in Singapore. Fallas Escobar's paper presents an analysis of translanguaging activity from a design that has been designed with EFL students at the University of Costa Rica. In this study, multimodal cues are used to stimulate students in using the entire language repertoire. (Daniel, Jiménez, Pray, & Pacheco, 2019) Similar research was carried out by optimizing the pedagogy of translanguaging, in this case it was carried out in elementary schools. Teachers support students in learning by utilizing languages that students know other than English so that students realize that their language other than English (LOTES) can be useful for their students to read and write in school.

Based on these studies, it can be concluded that translanguaging has often been carried out in classroom learning, especially in foreign language learning. However, this approach has not been developed in Indonesian language learning. Thus, research on the development of translanguaging-based learning design in Indonesian learning is something that needs to be done to accommodate the difficulties experienced by bilingual students when learning their second language. This study aims to explain the results of the development of translanguaging design in Indonesian language learning and bilingual classroom climate change in Indonesian language learning.

Method

This research is a Research and Development (R&D) research with the aim of designing a translanguaging learning model in Indonesian learning for bilingual students. The stages in this study include 1) needs analysis, 2) product draft development, and 3) product trials. In the needs analysis stage, the needs of bilingual students in learning Indonesian were analyzed through student and teacher questionnaires, analyzing the curriculum and teacher learning tools. In the development stage, a translanguaging learning model design was developed by paying attention to input from the needs analysis stage. The components developed include stages (syntax), social systems, reaction principles, support systems, and instructional and accompanying impacts. The draft model is equipped with ATP, lesson plans, modules, and assessments. At the product test stage, it is equipped with validation of experts and tests of product users, namely teachers.

The subject of this study is a high school student in class X at one of the SPK schools in North Jakarta. The sampling obtained as an experimental class used simple random sampling with a total of 32 students.

The data from the analysis of expert tests and small group tests of product users were analyzed descriptively. The level of feasibility and criteria for revising the learning model product with guidelines on a scale of 1 to 4, namely 1 strongly disagree, 2 disagree, 3 agree, and 4 strongly agree. Expert validation analysis uses the Aiken method, while practicality data analysis uses a Likert scale. For the analysis of effectiveness data, one group pretest-posttest design was used. The statistical test used to test the effectiveness of the translanguaging model is the t-test.

Results and Discussion

In this section, the results of 1) needs analysis, 2) product draft development, and 3) expert validation tests will be presented.

In the needs analysis stage, it was found that bilingual students had difficulties in learning Indonesian. This was found from the results of a questionnaire of 69 SPK students and 15 SPK teachers in Jakarta. Based on the results of the questionnaire, 15 teachers said that 93.3% of bilingual students experienced difficulties in Indonesian, especially in productive language skills. In line with these results, the results of the questionnaire of 69 SPK students said that 36.3% had difficulty in speaking skills, 30.4% in writing skills, 14.5% in overall language skills, 11.6% in reading skills, and 7.2% in listening skills. The student data was obtained from students whose first languages were English and Chinese.

This data shows that there are problems that occur in Indonesian classes for bilingual students. In fact, when viewed from the social function, language is a means of communication and expressing feelings. If students experience language difficulties in the classroom, both verbally and in writing, it will affect students in interacting in the classroom. The learning climate in the classroom will certainly be different, students will tend to be passive with the limitations of their second language. If the need to communicate is ignored, then this is not the case for the need for expression. Learning will become passive if the language function does not occur in the classroom, especially in Indonesian learning.

According to (Afrom, 2013; Hidayati et al., 2024; Massitoh, Euis., 2021; Nusa & Kii, 2017) There are two main factors that affect language skills. First, internal factors include psychological aspects such as students' interests, motivations, and views on the language. Second, external factors include the environment around students, including family, school, associations, and learning methods applied by educators to support the learning process. Based on the results of the questionnaire, the causes of low language skills of bilingual students in language learning are explained in the following table.

Table 1. Internal and External Factors of Students

Internal Factors	Total	Eksternal factors	Total
Interest	25	School environment	40
Motivation	29	Family language	27
Perspective on the Indonesian language	17	The teacher's introductory language is difficult to understand	17
Limited vocabulary	28	Learning model used	13
Grammatical differences	25	Linguistic ideology	19
Fear of making mistakes	1	Teachers do not master the language of students	10
Total	69		69
	students		students

The results of the questionnaire showed that 81.2% of students felt that it would be more helpful if their linguistic skills in the first language (B1) were also used in learning Indonesian as a second language (B2). However, 65.9% of students stated that Indonesian teachers have not facilitated the use of their first language skills in learning Indonesian. In fact, 72.7% of students mentioned that the use of their first language was not allowed freely during Indonesian language learning.

Obstacles in the process of learning Indonesian like this have not been properly accommodated by teachers. Therefore, it is important for teachers to transform the perspectives that separate language mastery into separate entities, as well as help students integrate their linguistic abilities into a single, mutually supportive entity (Cenoz & Gorter, 2017; de Oliveira & Westerlund, 2022; Huang, 2018; Maraden Parlindungan Silalahi & Nan, 2023).

Based on the initial analysis of student scores, especially on the speaking skills of class X students in the speech material, the mean value is 60.34 with a standard error of mean 0.698, the standard deviation is 3.947 with a minimum score of 50 and a maximum of 68. Based on the analysis, around 84.4% of students did not achieve KKM, which is 70.

Based on the results of the document study conducted on the curriculum at one of the SPK schools in Jakarta, the curriculum used is Merdeka Curriculum. The document study is carried out specifically in phase E, namely class X. Learning Outcomes are in accordance with government regulations so that teachers only need to design a syllabus in the form of a learning objective flow (ATP). The ATP is designed so that students can understand, analyze, create, and communicate in the correct Indonesian.

Handbooks used by students and teachers in learning use books from publishers. This makes teachers formulate teaching materials with the reference of the book. The disadvantage is that the teaching module used has not been able to accommodate the needs of bilingual students because the language used in the student handbook is the standard language of Indonesian speakers. The use of teaching modules used in bilingual classes has a different language concept than usual (Maisaroh et al., 2022). Bilingual teaching modules with

the first language will be very helpful in the learning process in the classroom, especially for the context of second language learning.

Based on the needs analysis, a design of a translanguaging learning model for Indonesian learning was designed. The learning model includes a) learning stages, social systems, reciprocity principles, support systems, and instructional and accompanying impacts. The stages of the syntax are divided into five stages, namely Prior knowledge, Assembling the scaffold, Connected growers, Evaluate, and Reflection. All of these stages are formulated into the term PACER. The emphasis in this model is the freedom of students to activate all linguistic skills during Indonesian language learning. In the learning process, students will be more active because there is no longer a gap between languages, both majority and minority languages.

Based on the validity results of the expert test, both the teacher's guide e-book, the student's guide e-book, and the text speaking skill test instrument of the observation and speech report are categorized in a very high validity criterion. Therefore, in prototype 2 the translanguaging model is feasible and can be applied to Indonesian language learning.

The results of practicality in small group evaluation, for the ease of application of e-books, the average student assessment was 87.9 and the teacher's assessment was 90.2, while the usefulness of e-books as a model support, the average student assessment was 89.7 and the teacher's assessment was 92. The availability of e-books to support the model in Indonesian learning, the average student assessment is 93.3 and the average teacher assessment is 89.9. Based on the results of the small group evaluation, the e-book application supporting the translanguaging model is easy to use and has many benefits for students and teachers, especially in activating students in learning in the classroom.

Before the hypothesis test is carried out, a prerequisite test is first carried out, namely a normality and homogeneity test. The normality test was carried out using the Kolmogorov-Smirnov normality test, with the significant level used as the basis for rejecting or accepting the decision whether the data was normal or not was 0.05. The pretest and posttest data obtained a significance value greater than 0.05. The results obtained from this test are as shown in the following table.

Tabel 2 Normality Test

Data	Statistics	df	Sig.
Pre-test Class	0.088	32	0.200*
Post-test Class	0.080	214	0.200*

The homogeneity test was carried out using the Levene homogeneity test, with the significant level used as the basis for rejecting or accepting the decision of homogeneity or not the data was 0.05. The results obtained from this test obtained a significance greater than 0.05 with an F value of 3.06 which shows that this data group is homogeneous. The homogeneity results are shown in the following table.

Tabel 3 Homogeneity Test

F	df1	df2	Sig.
3.061	1	62	0.085*

Based on the results of the t-test, the significance value of 0.018 is less than 0.05 so it can be concluded that the hypothesis is accepted. The mean value in the pre-test was 60.3125 with a standard deviation of 69769 and the mean value of the post test was 77.7813 with a standard deviation of 5.72338. The correlation of the pre test and post test was 0.417 with a significance of 0.018.

This shows that the translanguaging learning model has effectiveness in language learning. This model is also able to change the learning climate of students, so that they are more active, creative, and critical in learning Indonesian.

Conclusion

Based on the presentation in the research results, it can be concluded that the hypothesis is accepted. The translanguaging learning model can affect students' language skills, especially speaking, and it also affects the learning climate in the classroom. Students also become more active and confident in communicating and exporting the language they know. Language learning has also become more fun, the teaching modules used also help students in learning Indonesian. In this case, the use of the translanguaging learning model in bilingual students requires language proficiency from the teacher. Teachers must have the language skills that bilingual students have so that learning is more interactive and students can be facilitated properly.

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