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PEDAGOGICAL DISCOURSE FUNCTIONS ON TRANSLANGUAGEING PRACTICE IN THE CLASSROOM INTERACTION

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Abstract: This study was aimed at analyzing pedagogical discourse functions on translanguageing practiced by lecturers and students of English Education Department in classroom interaction at private universities in Malang. Further objective included investigating bilingual students’ attitude toward translanguageing practice in classroom interaction. This study applied a combination of qualitative and quantitative research methods. The model used in this descriptive qualitative research was ethnography. Quantitative research method was intended to employ an inferential statistical application. The participants were 4 lecturers and 164 students of Department of English Education in two different private universities in Malang. They were selected by purposive sampling. To know pedagogical discourse functions, questionnaires, interviews, and classroom observation were employed. Classroom observations and interviews were audio-tape for students’ cohort. Post hoc item analysis was employed to meet the requirement of validity and reliability since the instruments were not standard. The gathered data were analyzed qualitatively and quantitatively using the statistical software. The findings revealed that pedagogical discourse function on translanguageing in classroom interaction were (1) to reiterate utterances, (2) to motivate students, (3) to express anger, (4) to mock students, (5) to create humor, (6) to tease students, (7) to give question, and (8) to strengthen command. Also, the findings revealed that translanguageing practice was positively perceived by bilingual students and that significant difference in participant attitudes toward translanguageing practice was found, in terms of gender, age, and the foreignapan (AF) for students’ cohort in the UK degree of English.