TRANSLANGUAGING IN ORAL FEEDBACK PRACTICES:
A STUDY OF LONDO KAMPUNG'S FAMILY TALK

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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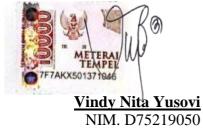Saya yang bertanda tangan di bawah ini:

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ABSTRACT

Yusovi, Vindy Nita. (2023). *Translanguaging in Oral Feedback Practices: A Study of Londo Kampung's Family Talk.* A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Surabaya, Advisor 1: Afida Safriani, M.A., Ph.D. Advisor 2: Drs. Muhtarom, M. Ed. Grad Dip TESOL.

Key Words: *Translanguaging Practice, Oral Feedback Strategies, Londo Kampung, Family Talk*

Translanguaging pedagogy in oral feedback practices is an important element in language teaching as a theory or instructional approach that relies on the mixing or switching of multiple languages as a form of response from the speaker to the language learner's performance. However, due to the lack of attention to the potential influence of translanguaging in oral feedback practices, led this study with the aimed to explore the strategies of a multilingual and multicultural person like Cak Dave who implements translanguaging in giving oral feedback, particularly in the context of family talk through his platform, namely the Londo Kampung YouTube channel. This research used the document analysis method by analyzing the transcripts of 5 videos on the Londo Kampung YouTube channel about family conversations that include Cak Dave, the YouTube team and Cak Dave's children, Jago and Bree. This study found that in switching the language, Cak Dave used Indonesian, Javanese and English. The types of translanguaging used by Cak Dave are intersentential, intrasentential, tag switching and translation. In addition, the oral feedback used is all types of OCF; those are clarification request, metalinguistic, recast, repetition, elicitation and explicit feedback. Furthermore, the most dominant translanguaging practice implemented in giving an oral feedback used by Cak Dave is intrasentential translanguaging on explicit feedback which is mostly used to clarify the content of the conversation, explain abstract vocabulary and also quite effective in correcting pronunciation errors by language learner in learning English. These findings imply that in teaching and learning language, multilingual and multicultural person also use pedagogical aspect like an oral feedback combined with translanguaging, and the implementation can be imitated in the context of Indonesian ELT to create meaningful learning.

ABSTRAK

Yusovi, Vindy Nita. (2023). *Translanguaging in Oral Feedback Practices: A Study of Londo Kampung's Family Talk.* A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Surabaya, Advisor 1: Afida Safriani, M.A., Ph.D. Advisor 2: Drs. Muhtarom, M. Ed. Grad Dip TESOL.

Key Words: *Penerapan Translanguaging, Strategi Umpan Balik Lisan, Londo Kampung, Percakapan Keluarga*

Translanguaging pedagogi dalam praktik umpan balik lisan merupakan elemen penting dalam pengajaran bahasa sebagai sebuah teori atau pendekatan instruksional yang mengandalkan pencampuran atau peralihan beberapa bahasa sebagai bentuk respon dari pembicara terhadap performa pembelajar bahasa. Namun, karena kurangnya perhatian terhadap potensi pengaruh translanguaging dalam praktik umpan balik lisan, mendorong penelitian ini untuk mengeksplorasi strategi seorang multibahasa dan multikultural seperti Cak Dave yang mengimplementasikan translanguaging dalam memberikan umpan balik lisan, khususnya dalam konteks percakapan keluarga melalui platformnya, yaitu kanal YouTube Londo Kampung. Penelitian ini menggunakan metode dokumen analisis dengan menganalisa transkrip dari 5 video yang ada di kanal YouTube Londo Kampung seputar perbincangan keluarga yang memuat Cak Dave, Team YouTube dan anak-anak Cak Dave yakni Jago dan Bree. Penelitian ini menemukan bahwa ada beberapa bahasa yang digunakan Cak Dave yaitu Indonesia, Jawa dan Inggris. Adapun beberapa jenis translanguaging yang digunakan Cak Dave yakni intersentential, intrasentential, tag switching dan translation. Disamping itu oral feedback yang digunakan adalah semua jenis OCF yakni clarification request, metalinguistic recast, repetition, elicitation dan explicit feedback. Adapun praktik translanguaging pada pemberian oral feedback yang paling dominan digunakan Cak Dave adalah intrasentential translanguaging pada explicit feedback yang mana sebagian besar digunakan untuk mengklarifikasi content pembicaraan, menjelaskan kosakata yang bersifat abstrak dan juga cukup efektif dalam memperbaiki kesalahan pelafalan dalam berbahasa Inggris. Temuan ini mengindikasikan bahwa dalam mengajar dan belajar bahasa, seorang multilingual dan multicultural juga menggunakan aspek pedagogi seperti oral feedback yang dikombinasikan dengan translanguaging dan implementasinya bisa ditiru dalam konteks pembelajaran bahasa Inggris di Indonesia untuk membuat pembelajaran yang lebih bermakna.

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LIST OF ABBREVIATION

EFL : English as a Foreign Language
OCF : Oral Corrective Feedback
ELT : English Language Teaching
L1   : First Language
L2   : Second Language
T   : Teacher
S   : Student

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CHAPTER I

INTRODUCTION

This chapter explains the justification for conducting the study in the area of Translanguaging in Oral Feedback Practices: A Study of Londo Kampung's Family Talk that will be investigated into some subheadings: Research background, Research question, the objectives of the study, significance of the study, scope and limitation and definition of key terms.

A. Research Background

Oral feedback is one of the important elements in learning language because by giving oral feedback, the language learner can have a better understanding of the meaning and language structures.[1] Moreover, oral feedback can improve language learning and also can build the language learners confidence.[2] In communication, oral feedback also plays an important role as a response from the listener or receiver to the speaker's message. In other words, oral feedback is a kind of reaction to a speaker's ideas with questions or comments by saying them directly. Oral feedback enables the listener to evaluate the effectiveness of the message by the speaker. If the receiver or the listener does not catch the

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[1]Jeremy Harmer, "*The Practice of English Language Teaching, 3rd ed*". (England: Pearson, 2007) pg 104

[2] I Calsiyao, "Corrective Feedback in Classroom Oral Errors among Kalinga-Apayao State College Students," *International Journal of Social Science and Humanities Research* 3, no. 1 (2015): 394–400.

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speaker's message, the listener can tell by the response and refine the message accordingly. Therefore, it can assist in developing the speaker's skills and build the awareness of the listener as well as developing better ability in speaking for the speaker.

Oral feedback is not only used for formal situations but consciously or unconsciously it is also carried out in daily life, whether it is at home, in public places or in the community. A small example of the application of oral feedback at home can be done by parents to their children who are learning to speak another language.

Oral feedback does not always have to be given in accordance with the target language. It can also be given in multiple languages which are adapted to the language learner's needs. The multiple languages used are called translanguaging. Translanguaging is defined as referring to the educational process of using multiple languages in language learning to describe how multilingual people use linguistic resources to understand and interact with their environment.[3] This means that translation has become an essential part of the language-learning process. Translanguaging serves to give instructions and make sure a deeper understanding of the subject. In addition, it can also increase the weaker language from the language learner by scaffolding

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[3]Li, Wei. "Translanguaging as a practical theory of language". *Journal of Applied Linguistics vol. 39 , no (1) February 1, 2018): 9–30*

with the dominant.[4] Translanguaging is also used in reviewing languaging, which means identifying and correcting certain areas that lead to confusion for the language learner.

Furthermore, it is also used to elicit language, namely to ask language learners to come up with vocabulary, language forms, rules and to brainstorm the topics at the beginning of the lesson. Then, the last function of translanguaging is to set up the dialogue. The importance of translanguaging in giving oral feedback is to engage and provide a voice and support to language learners. In this case, the language learner is invited and involved to participate in the language learning process by using their language understanding. Translanguaging also allows teachers or anyone who teaches language learners to provide clarification and to ask questions.[5] In short, oral feedback in translanguaging practice is related and it is important in language learning.

Practicing translanguaging in oral feedback is not only important for the listener and speaker in language teaching in the classroom context, but it is also important for multicultural and multilingual people who have the ability to understand more than one culture, both in terms of language, norms, tradition and behaviour. What makes it

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[4]Fatma Y. "Translanguaging in EFL classrooms: Teachers' perceptions and practices". *Journal of Language and Linguistic Studies vol* 15, no. 2, (2019):678–694. Https://doi:10.17263/jlls.586811

[5]Ofelia, G & Li Wei. "Translanguaging: Language, Bilingualism and Education," *Translanguaging: Language, Bilingualism and Education* (January 1, 2013): 1–165.

important for multicultural and multilingual people is that they use multiple languages for communicating in daily life. However, the way multicultural and multilingual people learn or teach a new language, it is possible to cause errors in pronunciation, context, meaning and sentence construction of the message conveyed. That is why combinations between oral feedback and translanguaging practice are needed in these situations. By the capability of multicultural and multilingual people in acquiring multiple languages or knowledge of possible differences, it can make multicultural and multilingual people easier in practicing oral feedback using multiple languages in translanguaging strategies. Therefore, it can be used as a reference by the language learner to connect with the target language.

One of the multicultural and multilingual people who are well known among millennials recently is a content creator of Londo Kampung YouTube channel who is often called Cak Dave. As a figure of multicultural and multilingual people from Australia who grew up in Indonesia, Cak Dave is fluent in speaking some languages such as Indonesian, Javanese and English.[6] Cak Dave in his YouTube channel Londo Kampung has various concepts for each content. Some of the content of Londo Kampung has the theme of collaboration between Cak Dave and other YouTubers who are also multiculturalism and

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[6]Dave, J. (2021, March 10). *19 Tahun Gak Di Indonesia! Apa Kakakku Masih Jago Ngomong Jawa???*. YouTube https://youtu.be/7vs-nUBbFos

multilingualism from various countries that are also equally able to communicate using several languages.[7] Moreover, Cak Dave also often creates Family Talk, holidays and other content with his family.[8] In the content, Cak Dave often used multiple languages in translanguaging practice, when talking to his family. While for language learners like Cak Dave's family who have limitations in acquiring a new language or target language, it is possible for them to meet various issues such as confusion, trial and error in understanding the meaning of words, mispronunciation words, phrases or sentences from the target language. Thus, Cak Dave often provides oral feedback as a response to the mistakes by using multiple languages in translanguaging practice.

It is important to have research about the phenomenon of translanguaging in oral feedback practice, particularly given by Cak Dave on the Londo Kampung YouTube channel when doing a family talk. As by looking at the translanguaging in oral feedback practiced by Londo Kampung channel, it will show the oral feedback from other elements that come from out of school context with focusing on family ways. In addition, what makes it connected with the EFL context is the way Cak Dave as a multicultural and multilingual person when

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[7]Dave, J. (2021, December 21st). *Tes Bahasa Jawa YouTuber Asing Sedunia! (Korea Reomit, Yuki Jade, Cak Natan, dll*. YouTube. https://youtu.be/bDytngOrK2c ,
[8]Dave, J. (2021, April 13th). *Keluarga Londokampung Nginep Bareng Hewan Liar Di Baobab Safari Resort?*. YouTube. https://youtu.be/Hl5gE7t9deI

practicing translanguaging in giving oral feedback in a conversation can be used as a model by the teacher in the classroom. Therefore, it can make ELT teachers enthusiastic and inspired in contributing to improving the language learners' abilities in learning languages. As this will also have an impact on student performance and student learning outcomes.

There are many previous studies from other researchers who have already conducted the study in the context of oral feedback, translanguaging or both. Research that focuses on oral feedback such as research by Siska, Mukhaiyar & Ratmanida that examines the English teacher strategies in giving OCF on students' speaking performance. The researcher conducted the study at a school by using an interview and video recorder to collect the data. It is found that the teacher used all of the categories of OCF. The teacher used all of them by considering the level of the student's need, understanding, motivation, and level of capability in understanding what the teacher gave.[9]

Apriyani, Siregar & Anggia Apriyani investigate the varieties and the causes of teachers' oral feedback to response of students in speaking skills. From that research, it is revealed that the teacher only knows general feedback. Then, by using Ellis theory, praise is the most

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[9] Widia Siska, Mukhaiyar, and Ratmanida, "English Teachers' Strategies in Giving Oral Corrective Feedback on Students' Speaking Performance," *xth International Cnference on English Language and Teaching* (2018): 158–168.

dominant type of feedback because teachers only focus on the positive feedback. Therefore, by giving praise feedback, the teacher believes that it can encourage students to be more enthusiastic in giving responses to the teacher.[10]

Another research focusing on translanguaging or the implementation of translanguaging in giving oral feedback was conducted by Wang & Li. The research found the translanguaging pedagogy effects on teachers' OCF to argumentative writing by Chinese EFL learners'. It is shown that translanguaging in OCF gives a positive effect since the monolingual medium of English teachers can be changed to facilitate students' necessities, paying more attention to students' performance, and creates a language education ecological situation by using translanguaging pedagogy.[11] Some studies have been done investigating the implementation of translanguaging in providing feedback, one of them is the research carried out by Kim & Chang on the implementation of translanguaging in giving written feedback, especially in Japanese college students. The study found that L1, L2 and both used by Japanese L2 learners aims to make language selection more flexible as an outcome of the interaction between the intrapersonal and interpersonal factors found in the majority of

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[10] Suci. A, Masitowarni. S & Citra. A. "Teacher's Oral Feedback Towards Students Response In Speaking Skill In SMAS 2 Muhammadiyah Medan". *Proceedings of the Sixth International Conference on English Language and Teaching.* (2020):1–15.

[11] Yibei Wang and Danli Li, "Translanguaging Pedagogy in Tutor's Oral Corrective Feedback on Chinese EFL Learners' Argumentative Writing," *Asian-Pacific Journal of Second and Foreign Language Education* 7, no. 1 (2022): 1–18.

collaborative learning tasks in L2 classes.[12]

In addition, there is also other research on the practice of translanguaging in bilingual homes revealed that bilingual children and their relatives frequently use both languages adaptably and purposefully to negotiate and generate meaning. The research also stated that using both languages can clarify communication implications and expand children's linguistic repertoire in both heritage languages and English. The research focuses on the language background of bilingual children, specifically how families use their two languages to support children's inherited language development.[13] This shows that translanguaging is used by multilingual people both in the classroom and out of classroom context to improve language learners' adaptive ability to catch the meaning of the target language when doing interpersonal and intrapersonal communication.

Out of the previous research above, there is also another research about oral feedback and translanguaging that only limited to the practice (see, Liu & Fang[14], and Csillik & Golubeva[15]), the types (see

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[12] Sugene Kim and Chih Hao Chang, "Japanese L2 Learners' Translanguaging Practice in Written Peer Feedback," *International Journal of Bilingual Education and Bilingualism* 25, no. 4 (2022): 1363–1376, https://doi.org/10.1080/13670050.2020.1760201.

[13] Kwangok Song, "'Okay, I Will Say in Korean and Then in American': Translanguaging Practices in Bilingual Homes," *Journal of Early Childhood Literacy* 16, no. 1 (2016): 84–106.

[14] Yang Liu and Fan Fang, "Translanguaging Theory and Practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language," *RELC Journal*, no. August (2020).

[15] Éva Csillik and Irina Golubeva, "Translanguaging Practices in Early Childhood Classrooms From an Intercultural Perspective," no. December 2020 (2020): 15–39.

Irawan & Salija[16] and Astia[17]), the function of using oral feedback (see Saleha[18] and Sundari[19]) and the benefits of translanguaging used in the classroom (see Putrawan[20] and Afriadi & Hamzah[21]). It is shown that there is a limited study that discusses translanguaging in oral feedback practices particularly implemented in family settings such as between parents and their children.

On the other hand, there are many aspects that can be explored from the way Cak Dave uses his language ability both for himself and others in terms of language features, language culture or even language teaching strategies. However, this study focused more on translanguaging in oral feedback practices by Cak Dave as a multilingual and multicultural person. As in reality in English language learning in a classroom context, many teachers still encounter challenges in implementing oral feedback because of miscommunication, unspecific feedback, less motivation and inappropriate timing. Though without proper feedback,

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[16] Erfiani Irawan and Kisman Salija, "Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)," *ELT Worldwide: Journal of English Language Teaching, Vol 4, Iss 2, Pp 138-152 (2017)* (2017),

[17] Meirina Astia, "Corrective Feedback in English Class," *IJOLTL: Indonesian Journal of Language Teaching and Linguistics* 3, no. 3 (2018): 111–122.

[18] Siti Saleha, "Teachers' Oral Feedback in EFL Classroom Interaction", SKRIPSI, IAIN Bengkulu, 2019, page 4

[19] Hanna, Sundari . "Pengaruh Input Bahasa Orang Tua Terhadap Kompleksitas Bahasa Anak : Studi Kasus Pada Anak Usia 5 Tahun Melalui Interactive Shared Reading". *Jurnal pendidikan bahasa dan sastra, vol 16*. no 1, (2016):110-121

[20] Gede Putrawan, "Translanguaging Practices in EFL Classrooms: Evidence From Indonesia". *Journal of Culture ArtsLiteratureand Linguistics, vol 8,* no. 1. (2022): 69-86

[21] Rendi Afriadi and Hamzah, "Exploring Translanguaging Practice in EFL Classroom Talk," *4rd English Language and Literature International Conference (ELLiC)* 4 (2021): 99–107.

communication is nothing more than information.

This makes feedback as the primary component in the communication process as it gives the language learner the opportunity to analyze the effects or errors of the message and to ensure that they have interpreted the message correctly. Therefore, the role of oral feedback practices using translanguaging in language learning is quite important. For this reason, the present study aims to explore the translanguaging practice in oral feedback in the context of family talk particularly by Cak Dave as a multicultural and multilingual person on Londo Kampung YouTube channel while doing a family talk with his children and his YouTube team. This study's findings are extremely valuable for parents, teachers, practitioners and experts in ELT as a model for providing feedback to language learners.

B. Research Questions

The question of this study is: How does Cak Dave practice translanguaging in giving oral feedback within a family setting?

C. Objectives of the study

The current study analyse how Cak Dave practices translanguaging in giving oral feedback within a family setting.

D. Significance of the Study

The researcher hopes that this study has some significances.

1. English Teachers

   The results of this study can be used by English language teachers to compare their beliefs with multilinguals and multicultural people perspective in giving oral feedback using translaguaging. As it can be used as modeling in giving oral feedback to facilitate language learner activities in ELT classroom. Therefore, students can be motivated to continue their work by encouraged them to do the best they can.

2. Language Teacher Educational Program

   The result can be used by language teacher educational programs as a pedagogical strategy to teach the target language, providing powerful, varied and creative feedback by bringing together different elements of rich and complex communicative resources. In addition, the result of this study can be used as a model to promote self-assessment and critical reflection for students in language education programs.

3. English Speakers

   The results of this study can be used as a reference for English speakers or other multilingual and multicultural people when they want to improve their pedagogical knowledge related to teaching

other languages. In particular, they can create a healthy communication flow with fellow language learners. Therefore, in terms of the application of translanguaging in giving oral feedback, it can also be used to facilitate language learners in language learning.

4. Future researchers

The result can be used as a reference for other researchers with identical topics or interests. Particularly, other researchers may use it as the sources for their own research in order to fill the gaps that the previous researcher has not yet addressed. Alternatively, they can use it also as a foundation to investigate and confirm the findings of previous study which related to translanguaging in oral feedback practice.

E. Scope and Limitation of the Research

The scope of this study will be obtained data taken only from the utterance found in five videos of Cak Dave on Londo Kampung's YouTube channel when having a dialogue with his family consisting of Cak Dave's children Jago and his YouTube team by using Poplack, Musyken, Hoffman and Saputra theory for translanguaging. While, the oral feedback using the theory of corrective feedback by Lyster and Ranta. Therefore, the results of this study will provide information regarding translanguaging in oral feedback practices applied by a multicultural and multilingual person only in a family context. Thus, it

will be different from the existing in a classroom context.

F. Definition of Key term

To avoid misperceptions on the substance of some points mentioned in this study. This study lays out several points and terms to present the same interpretation and understanding between reader and researcher.

1. Translanguaging

Translanguaging is an action taken by bilinguals or people who speak multiple languages in accessing different linguistic features such as word, phoneme, grammatical features and other features.[22] In addition, translanguaging is the act of using different languages interchangeably, in order to deliver oral utterances, address language constraints, or written statements efficiently to eventually achieve effective communication.[23] In short, the term translanguaging is a process of language shifting which means that is the process of realizing more than one language in a communication. In this research, translanguaging is defined as a mixture of languages that Cak Dave did in the practice giving oral feedbackusing multiple languages when conducting dialogue with his family.

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[22] Ofelia García. Bilingual Education in the 21st Century: Global Perspectives. (Chichester: Wiley- Blackwell, 2009)

[23] Éva Csillik and Irina Golubeva, "Translanguaging Practices in Early Childhood Classrooms From an Intercultural Perspective," no. December 2020 (2020): 15–39.

2. Oral Feedback

Oral feedback is a kind of information delivered orally by someone as a listener referring to other people's performance as a speaker.[24] Some cases of oral feedback action are mentioned: teacher's correcting a students' errors, a peer assisting a partner, parents' stimulating their children, a reader explaining an idea from a book, and a student's corrective and assessment answer.[25] In short, feedback is the kind of information provided by the person who identifies another person's performance. Oral feedback is a very powerful and effective tool because it can be given easily at 'teachable moments' and in the right situation. Oral feedback in this research is defined as Cak Dave's response toward Jago, Bree and the YouTube team's performance in speaking English while having a conversation.

3. Family Talk

Family talk or family conversation is a written or spoken exchange of conversation between two or more people. It can be said that family talk has meaning as the way people use language. Family Talk is useful for encouraging members of a family to interact and communicate (talk) about a variety of topics.

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[24] Avraham N. Kluger and Angelo DeNisi, "Effects of Feedback Intervention on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory.," *Psychological Bulletin* 119, no. 2 (1996): 254–284.

[25] John. H & Helen. T. "The Power of Feedback: The Meaning of Feedback". 77, (2007):81-112.

However, Family here is not always related to blood because familial relationships are very wide and vast. People who truly accept, support, connect, around us and often communicate with us can also be said to be family.[26] Furthermore, conversational orientation in Family Talk is free and often about activities, thoughts, and feelings.[27] In this context, family talk is defined as a program on the Londo Kampung YouTube channel that contains family conversations using multiple languages.

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[26] Mohan, Manasa (2021, December 6). *Blood-related family is only part of the story*. https://coppellstudenmedia.com/108959/opinions/blood-related-family-is-only-part-of-the-story/
[27] University of Delaware: "Communication Skills for Your Family" https://www.udel.edu/canr/cooperative-extension/fact-sheets/comunications-skills-your-family/ accessed on December 14th 2022

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter describes the theoretical framework and the previous study on the area of Translanguaging in Oral Feedback Practices: A Study of Londo Kampung's Family Talk.

A. Review of Literature

1. Translanguaging Concept

There are many definitions of translanguaging and one of them is from Al-Ahdal in his study which focused on the preference for switching to English prevalent and the primary motivation behind code mixing adopted by Saudi college goers. This study used empirical study and it is revealed that translanguagism is a theoretical framework that takes a new and more relaxed perspective on two approaches to second or foreign language teaching that have been fundamentally rejected in recent decades: Bilingualism and Multilingualism.[28] Another definition of translanguaging from Garcia in Vallejo noted that translanguaging is the bilingual discourse practices, as well as pedagogical strategies that use bilingual students' entire linguistic repertoire to teach both rigorous

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[28] Arif Ahmed Mohammed Hassan Al-Ahdal, "Code Mixing in Arabic Conversations of College Students: A Sociolinguistic Study of Attitudes to Switching to English," *Asian ESP Journal* 16, no. 11 (2020): 6–19.

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content and language for academic use.[29] From both perspectives, it can be concluded that translanguaging is the process of changing the local language with the target language in bilingual and multilingual communication which most of them are practiced spontaneously. However, the number of words in translanguaging is not dominant. Therefore, translanguaging only appears when there are some points that are difficult to understand using the target language

The concept of translanguaging is concerned with the language construction of two speakers and the difficulty of their discursive speaking practices. Translanguaging is defined as a visible practice of bilingual people that is a way of approaching bilingualism without focusing on the language itself.[30] Translanguaging practice consists of 3 components, those are: translating, code-switching and language brokering or interpreting between culturally and linguistically diverse individuals.[31] In short, there several types of translanguaging practice that can be applied in the classroom to the language educator activate language learner linguistic development and complete language reportoire.

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[29] Claudia Vallejo, "Translanguaging: Language, Bilingualism and Education, by Ofelia García and Li Wei," *Bellaterra Journal of Teaching & Learning Language & Literature* 11, no. 1 (2018): 85.

[30] García and Wei, "Translanguaging: Language, Bilingualism and Education" (Blasingstoke, UK: Palgrave Macmillan. 2014)

[31] Lucy Tse, "Language Brokering in Linguistic Minority Communities: The Case of Chinese- and Vietnamese-American Students," *Bilingual Research Journal* 20, no. 3–4 (1996): 485–498.

There are five types of translanguaging in teaching and learning process based on Saputra which adapted from Poplack and Musyken theory.[32] These types include intersentential, intrasentential, tag switching, translating or translation and language brokering.

The first type is Inter-sentential Translanguaging which is adapted from code-switching theory. According to Poplack, such language switching contains a shift at the clause/sentence boundary. Meaning that one clause used one language and the other clause used another. Intersentential translanguaging switches before the auxiliary and participle. In short, intersentential translanguaging usually occurs in the beginning of a sentence or end of a sentence. The second type is Intra-sentential Translanguaging adapted from the theory of code-switching when the language switches between words, sentences, or phrases from one linguistic variation to another. According to Poplack, this type of code-switching contains switches of different types happening within the clause and the word boundary, or translations of words or phrase substitution within a sentence. Intrasentential translanguaging is switches between the auxiliary and participle. In short, the language shifting appears in the middle of a sentence with no interruption, hesitation or pause. That is why the speaker is usually unaware of the shifting.

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[32] Poplack, S. Sometimes I'll start a Sentence in Spanish by Termino en Espanol: Toward a Typology of Code-Switching1. (Linguistics: 1980) 18(7-8), page 581- 618.

Another type of translanguaging is Tag Switching that is also adapted from the theory of code-switching. Muysken noted that this type of code-switching occurs when the language switch in which a speaker indented tag or word appears in a language and in a sentence with another language. Tag switching moreover implies when a bilingual speaker finishes a speech in one language whereas including a brief comment (tag) within the other[33]. As unveiled Holmes in Martini noted that the tag is one of the components having a place elements belonging to the interjections. Some examples of interjections that fit into the category of tag switching are Ey!, Wow!, D'oh!, hello! Hi!, bye!, Ouch! Oh!, Okay! and another example of tag switching as a void fier such as Perhaps, I mean, you know, basically, literally, by the way, okay and others[34]. Hence, tag switching is used to give instructions to switch from first language to second language without purpose and it is usually a single content word.

Furthermore, there is a Translation or Translating. For people who are living in a multilingual world, Translation or translating has

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[33] Nur Annisa Hafid, "Code Switching Used In Vlogs By Indonesian Youtuber 'Gen Halilintar '" 2, no. 3 (2022): 1–14.

[34] Martini Martini, "International Journal of Multicultural and Multireligious Understanding Broadcast Er ' s Code Switching in Musik Aktifitas Program at Radio Suara Kancanta 100 , 3 Fm Labuhan Haji , Lombok Timur , Ntb-Indonesia" (2019): 200–208.

become the primary means of communication. With the transfer of information from one language to another, individuals from different nations and languages become interconnected. Translating is forwarding it **i**mportance of source language in receptors language[35]. In addition, translation is the transformation of text in a first language into a target language. This means that when translators carry out the translation process, they must ensure that the surface meanings of the source and target languages match roughly similar[36]. Also, structures are preserved as much as possible. When translating, a translator can not simply translate one language into another.

Linguistic and non-linguistic aspects of language influence translators in the translation process. It creates problems that prevent translators from translating the meaning of the source language into the target language. There are a few point in doing interpretation: understanding lexicon of the first source-language content, understanding the message from source dialect content, reformulating the message into target language, and evaluating the ampleness of the target language text[37]. In short, translating can only be implemented through specific criteria in order that it can perfectly

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[35] Mildred L. Larson, "Meaning-Based Translation," *Paper Knowledge. Toward a Media History of Documents* (1984): 1–157.

[36] Bassnett, S., & Mc Guire. (1998). Translation Studies. Methuen & Co. Ltd.

[37] Marguerite Malakoff and Kenji Hakuta, "Translation Skill and Metalinguistic Awareness in Bilinguals," *Language Processing in Bilingual Children* (2010): 141–166.

function properly.

The last type of translanguaging is Language brokering. In which language brokering can serve as a means of preserving mother tongue in a home language as a competence among children.[38] Language brokering can be briefly described as a form of interpretation and translation by bilingual children in daily situations despite having no specialized training.[39] Brokering must also be placed in context of physical setting, relational factors, and participants' cultural beliefs and norms influence the brokering experience, as do the feelings and performance of the   brokers.[40] Succinctly, language brokering refers more to the act of informal translation performed by children and adolescents to family members and dominant language users, in which children can understand what is being said and how it is being portrayed. This is because the language between their families is different from the dominant language in society. Thus, in this case children have to perform tasks beyond the normal expectations for bilingual children, for example by helping adults understand new and different cultures

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[38] Tse, "Language Brokering in Linguistic Minority Communities: The Case of Chinese- and Vietnamese-American Students." *The Bilingual Research Journal* 20. No 3 & 4 (1996): 485-498

[39] Alejandro Morales and William E. Hanson, "Language Brokering: An Integrative Review of the Literature," *Hispanic Journal of Behavioral Sciences* 27, no. 4 (2005): 471–503.

[40] Jennifer AKam and Vanja Lazarevic, "Communicating for One's Family: An Interdisciplinary Review of Language and Cultural Brokering in Immigrant Families," *Annals of the International Communication Association* 38, no. 1 (2014): 3–37.

There are several reasons to show the functions of translanguaging based on Saputra in his research.[41] The first reason is checking language comprehension in language teaching. It is important to assess language learner comprehension to determine how far the language learner understands the explanation. Since the language educator highlights and emphasizes certain points to check language learner comprehension.

The second reason is elaborating grammar rules, in which the explanation of grammar can sometimes lead to ambiguity in comprehension due to bias caused by the unclear message that the language learner catches from language educator description. The third one is describing pronunciation and spelling, where pronunciation and spelling are two aspects of language that language learners must master in order to acquire the target language. Nonetheless, language learners sometimes make mistakes when attempting to make utterances in a target language. Therefore, the language educator must explain more on how to pronounce and spell the words correctly in English. However, the correction is not only described in a target language but also in a local or national language through translanguaging.

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[41] Wongso Adi Saputra and Erwin Akib. "Translanguaging in Indonesian university classroom context: discourse analysis at one university in South Sulawesi at Muhammadiyah university in Sulawesi". *ELT WORLDWIDE*, 2(1).(2014). 42-62

Furthermore, the next reason is describing book excercises. Language learners usually learn the target language using a book as a reference. However, it can be difficult for language learners to understand the content and the instructions of the book used. As a result, the translanguaging by the language educator is required to fix the problem. Another reason is Co-construct meaning, when the language educator utters the target language, in this case English, they sometimes use both the target and the local language. This is known as co-construct meaning in translanguaging. It appears that the second language is comparable to the language learner and language educator mother tongue.

Moreover, explaining the meaning of abstract vocabulary is also the reason for the use of translanguaging as not all words in a language can be explained by that language alone. For example, explaining the word meaning of a target language. It will be simpler and concrete vocabularies, but time consuming for abstract vocabularies. As a result, the language educator sometimes maximizes the time to explain abstract vocabularies using translanguaging

Lastly, praise and jokes/anecdotal explanation and telling jokes or anecdotes are also the reason for an implementation of translanguaging since there are times when the educator gives a compliment to the language learning during the language learning

interaction. In translanguaging, the educator is occasionally praised to motivate the language learning. In addition, the situation in language learning sometimes fluctuated between normal, good, and frozen. If the lecturer does nothing it may have an impact on the language learner input. One method for breaking the frozen situation is by telling jokes or anecdotes to warm-up before diving into the material.

According to Hoffman as cited in Sinaga & Hutahaean there are several causes for multiculturalists mixing their languages with another language.[42] This theory is adapted from code-switching. The first reason is for discussing a spesific topic, in which people sometimes feel liberated and confident in expressing their emotional feelings when using language that is not his/her first language to talk about a particular topic.

Secondly, quoting someone else, when people sometimes have an interest and enjoy quoting words, sentences and expressions in English or another language from well-known people. They use it to express and highlight something in order to appear better. Thirdly, Interjection (Inserting sentence fillers or connector). Interjection is like an expression that is often used by other people such as "By the

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[42] Celli Raes Sinaga & David Togi Hutahean. "An analysis of code-switching used by Reza Arap on Deddy Corbuzier's YouTube channel". *Journal of English Teaching as a Foreign Language, vol* 6, I 3. (2020):31 - 47

way" and "Anyway". It can be in the form of an exclamation such as: "dam!", "Hey" and "Look!". As an interjection which includes exclamation or sentence fillers such as "*anu*" indicating hesitation, "*Ya kan*" asking for indicating beliefs, "*Lho*" an exclamation surprise.

Another reason is repitition for clarification, when a bilingual or multilingual person often clarifies their speech to make sure someone understands what they are saying. Its purpose is to clarify, strengthen and highlight a message. In addition, intention to clarify the content of the speech for the interlocutor is also the reason when a multilingual person often mixes their language to create the contents of his/her speech more efficiently and easy to understand. A message in one language is slightly modified and repeated in another language.

The last reason is for manifesting group identity, which means to express the way of a certain group communicating with academics in groupings that is obviously distinct from the other groups. Each group or community has different types and cultures.

2. Oral Feedback Concept

Feedback or oral Feedback is information delivered by the person who identifies another's performance. In this research,

theoral feedback used is corrective feedback by Lyster and Ranta.[43]
Lyster & Ranta explored corrective feedback in 6 strategies.

The first is elicitation refers to directly eliciting the correct
form from a language learner without providing the correct answer
(e.g: *Okay, I felt…? But why … there is S here?* Or *No, it is a
raa….? Yes, Rabbit).*

The second is explicit correction refers to the teacher
providing a clear indication of the correct form (e.g: *You should
say **went**, okay? Because we talk about past events* or *No, bukan
…. It's …..).*

The third is recasting which is generally implicit in that they
are not introduced by phrases such as "You mean," "Use this
word," and "You should say". Recast tries to give a correct answer
without disturbing the flow of conversation. The first type of
recast is conversational recast and classified into input providing
feedback (e.g: [T]*Okay, how can we say sleep in the afternoon?
[S]**Take a bed.** [T]Yes, **take a nap.*** The second type of recast is
didactic recast by emphasizing the erroneous item, e.g [S] *I want
to eat lunch /eat lun/.* [T] *Eat lunch / iːt lʌntʃ /).*

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[43] Roy Lyster and Leila Ranta, "Corrective Feedback and Learner Uptake," *Studies in Second Language Acquisition* 19, no. 1 (1997): 37–66.

The fourth is repetition refers to the teacher's repetition, in isolation, of the student's erroneous utterance (e.g: [T] *Okay Rani, How old are you?* [S] *I am fifty years old* [T] *What?* **Fifty?** [S] *Fifteen years old).*

The fifth is metalinguistic feedback. Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form (e.g: [T] *What is that?* [S] *Chair* [T] *Tapi itu ada dua* [S] *Chairs).*

The last clarification request refers to the teacher indicating that certain utterances were either not understood or were ill-formed so a repetition or reformulation was needed,it is introduced by *iya* [Yes], *Ha?, Apa ?* [What], Pardon (e.g [T] *What's the English of mendengar*? [S] *Listening /listening/* [T] yes? [S] *Listening /ˈlɪsnɪŋ/*).

3. **English Learning**

English learning is what someone does when they want to use English for a specific purpose. English as the dominant language used in this world gives a direct impact on every field of work. The English language has four main skills: speaking, writing, reading, and listening. Moreover, there are language structures or components in English learning including vocabulary, grammar,

pronunciation, and discourse.

Rajathurai in his research noted that learning English requires consistent practice and patience. Furthermore, learning English is also beneficial for several reasons such as enabling the English language learner to communicate easily with fellow global citizens, as a bridge in understanding an English literature as vast and rich reference in education and to have a greater cultural understanding. When learning English, EFL students often experience a sense of impossibility in achieving fluency or perfect mastery of English. This type of tendency prevents EFL students from mastering English.[44] In short, by learning English it can help someone to connect in a global world, personal and professional life. However, some of the language learners learn a certain language only for certain purposes and not to appear in real life. As it is found in the previous research by (Kottairaj, Revathi, Udhaya & Babu[45]; Rajathurai[46]) almost entirely discusses the importance and the problem in English learning.

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[44] Rajathurai Nishanthi. "The importance of learning English in today's world". *International Journal of Trend in Scientific Research and Development. Vol-3*, no. Issue-1, (2018):871–874.

[45] A Kottairaj et al., "Shanlax International Journal of Education s h a n l a x A Study on Problems in Learning English among the Secondary School Students in Devakottai Educational District" (n.d.), accessed June 24, 2022, http://www.shanlaxjournals.comhttps//orcid.org/0000-0001-5275-569X.

[46] Rajathurai Nishanthi, "The Importance of Learning English in Today World," *International Journal of Trend in Scientific Research and Development* Volume-3, no. Issue-1 (2018): 871–874.

In short, learning English brings many benefits for language learners. However, in learning English, both language learners and language educators are bound to face many problems. Even native speakers often make mistakes due to the differences and complexities that can be found in the language. Therefore, it is necessary to have an effort to encounter the problem in English learning.

B. Review of Previous Studies

Many previous studies discuss oral feedback between teachers and students in English classroom settings. The first example is a previous study from Saleha in her thesis with the topic about oral feedback by teachers in EFL classroom interaction. This qualitative study discusses the types, the reasons and students' opinions toward the oral feedback used by the teacher. This study revealed that evaluative, corrective, descriptive and interactional feedback is the kind of oral feedback used by teachers. Those types of oral feedback used to build interactive communication between teacher and students. Moreover, both teacher and students agree that oral feedback used to have a positive effect on language learning.[47]

The second previous study came from a research article by Astia. While focusing on English teacher oral feedback in teaching and

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[47]Siti Saleha, "Teachers' Oral Feedback in EFL Classroom Interaction", SKRIPSI, IAIN Bengkulu, 2019, page 4

learning process, this study used descriptive research and analyzed inductively. From this study, it was found that the most dominant type of corrective feedback is recast and consistent in treating the errors, giving the feedback without breaking the flow of communication, and did not ridicule the student in giving corrections are some of the criteria in giving corrective feedback.[48]

The third previous study from a research article by Irawan and Salija focuses on identifying the types and ways teachers provide oral feedback in EFL classroom interaction based on the theory of Tunstall & Gipps, Lyster & Ranta, Cullen and Mackiewicz & Thompson. This study also discusses the motives why teachers use oral feedback and students' perspective of the way teachers provide feedback. This study used descriptive qualitative research and it shows that evaluative, corrective, descriptive, interactional, and motivational feedback is the type of feedback mostly used by the teacher. The teacher used oral feedback to fill their responsibility and obligation as an educator. While, students perceived positively to oral feedback.[49]

From several examples of previous studies related to the research topic, it can be seen that most of the research that discusses oral feedback is only limited to the scope of the type of oral feedback used

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[48] Meirina Astia, "Corrective Feedback in English Class," *IJOLTL: Indonesian Journal of Language Teaching and Linguistics* 3, no. 3 (2018): 111–122.

[49]Erfiani Irawan and Kisman Salija. "Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)". *ELT Worldwide: Journal of English Language Teaching 4*, no. 2, (2017): 138–152 https://ojs.unm.ac.id/ELT/article/view/4496.

and the implementation of oral feedback in a classroom context. Other research about giving feedback in a family setting was conducted by Sundari which discusses the influence of language input used by parents in influencing language development and children's behaviour, primarily through interactive shared learning. In this study, it is found that parents read a story using their mother tongue and then the child retells the story. When the child finds a word or story that she or he doesn't understand, the child will say an irregular sentence structure, although in general it can still be understood. In this phase, parents provide feedback which is dominated by questions using the mother tongue to make it easier to understand. It is aimed to encourage children to think and produce the target language. From this study, it shows that the role of feedback by parents is very essential. However, this study was only limited to feedback in general and there is no relation with translanguaging.[50]

Furthermore, the researcher also found several previous studies that discussed the practice of translanguaging. This research took place less than the last 5 years, both research from within the country and abroad, the first of which was research from Liu & Fang with the theme of theory and practice of translanguaging about what stakeholders think about translanguaging as a theory in language practice. In this

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[50]Hanna, Sundari . "Pengaruh input bahasa orang tua terhadap kompleksitas bahasa anak : Studi kasus pada anak usia 5 tahun melalui interactive shared reading". *Jurnal pendidikan bahasa dan sastra, vol 16*. no 1, (2016):110-121

study, it was found that language stakeholders gave a positive attitude towards the practice of translanguaging, also emphasizing that it was very open to re-examining the significance of translanguaging in ELT context.[51]

There is a research conducted by Csillik & Golubeva about translanguaging practice in early childhood, viewed from an intercultural perception and it is focused on the implementation of translanguaging at playtime. This was conducted to find out how the existence of linguistic and cultural diversity was presented to minors with the aim to shape the mindset of children who can understand socio-cultural diversity without bias. This study used classroom observation, as part of questionnaire, observation, interview as the triangulation method. The study found that translanguaging does have a strong pedagogical aspect. Furthermore, translanguaging also can foster positive attitudes to linguistic and cultural diversity, which can be beneficial when constructing cultural and social identities. In addition, the research found that teachers must be positive in responding to language differences, cultural backgrounds and student needs, thereby making children at an early age, they are able to understand social and cultural diversity.[52]

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[51] Yang Liu and Fan Fang, "Translanguaging Theory and Practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language," *RELC Journal*, no. August (2020).
[52] Csillik and Golubeva, "Translanguaging Practices in Early Childhood Classrooms From an Intercultural Perspective."

The third is a previous study from Putrawan by reviewing several Journal articles and which discusses the practice of translanguaging in EFL classes in Indonesia. This study aims to explain a complete perspective on the practices of translanguaging in Indonesian EFL classrooms by examining various empirical literatures published in scientific journals and proceedings on four major topics. In the study, it was found that translanguaging can provide benefits for teachers and students if done wisely. Teachers and students use regional, English, Indonesian and other foreign languages. Both students and teachers agree that the application of translanguaging has a positive effect in the learning process.[53]

The fourth previous study came from Rasman which focused on exploring the application of translanguaging in Indonesian EFL classrooms in which students use their full repertoire (English, Indonesian, and Javanese) to exchange messages in learner-student communications. In particular, the study tries to determine the efficacy and trials of implementing translanguaging to encourage language learning. Furthermore, the study use qualitative case study and it is revealed translanguaging can support language learners to improve their multilingual competence including English.[54] Nevertheless, among students, there are still differences in social and political

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[53] Gede Putrawan, "Translanguaging Practices in EFL Classrooms: Evidence From Indonesia". *Journal of Culture ArtsLiteratureand Linguistics, vol 8,* no. 1. (2022): 69-86
[54] Rasman. "To Translanguage or Not to Translanguage? The Multilingual Practice in an Indonesian EFL Classroom". *Indonesian Journal of Applied Linguistics* 7, no. 3. (2018):687–694.

construction of English, Indonesian, and Javanese status. As a result, they are unable to fully utilize their repertoire when learning English.

The fifth previous study came from Afriadi, R., & Hamzah which focuses on exploring how the exploitation of students' and teachers' language repertoires throughout translanguaging mainly in a classroom context and the purposes it conveys to the language learning process. This research used a descriptive qualitative method and the writer revealed teachers' and students' language repertoires used in EFL classroom talk which include three kinds of languages: national, target and local language. Local language mostly used for non-instructional aims, for instance creating jokes. However, the language mostly used for instructional purposes such as elaborating the material, providing clarification, and managing the classroom is the target and national language.[55]

Furthermore, there is also a study on the Londo Kampung YouTube channel owned by Fitria with the topic about an analysis of code-mixing implemented in an Instagram account by Dave Jephcott as an Australian YouTuber. The study discusses the variety of code-mixing expressed by Cak Dave in his Instagram account "Londo Kampung" by using a descriptive qualitative method. From this study, it was discovered that the most prevalent category of insertion of code-

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[55] Rendi Afriadi and Hamzah, "Exploring Translanguaging Practice in EFL Classroom Talk," *4rd English Language and Literature International Conference (ELLiC)* 4 (2021): 99–107.

mixing code-mixing is in the component of words. When Dave Jephcott as a speaker, input a component of a foreign language (English) in an utterance in which mostly communicates wittingly in his first languages, Javanese and Indonesian, the code mixing occurs in it.[56]

In short, by some numerous previous studies mentioned, the research on the implementation of translanguaging and oral feedback was only few examined and investigated, particularly in terms of translanguaging in oral feedback practice by multicultural people. Moreover, the previous study on Cak Dave or Londo Kampung is also only limited to code-mixing practices. Hence, As a result, the researchers regard this as an important gap that must be filled in order to approve and confirm the novelty of this study, also its validity and significance to current issues.

UIN SUNAN AMPEL
S U R A B A Y A

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[56] Tira Nur Fitria, "An Analysis of Code Mixing of an Australian Youtuber 'Dave Jephcott' in His Instagram 'Londo Kampung,'" *Rainbow : Journal of Literature, Linguistics and Culture Studies* 10, no. 1 (2021): 57–68.

CHAPTER III

RESEARCH METHOD

This chapter focuses on elaborating the way the researcher conducted the study in investigating the Translanguaging in Oral Feedback Practices: A Study of Londo Kampung's Family Talk that involved research design, research instrument, data and source of data, data collection technique and data analysis techniques.

A. Research Design

In conducting the study, the researcher used qualitative research using document analysis design. The document to be analyzed can contain pre-recorded text (words) or audio-visual without intervention from the researcher. In this study, the researcher also does not necessarily interact with participants. In document analysis, there are various forms in the document that are used to systematically evaluate. Those are newspapers, program shows, radio, television program scripts, various public records, photo albums and documentary materials for research purposes.[57] In this case, the data can be simply analyzed by using Cak Dave's utterances which contain translanguaging in oral feedback practiced in the programs of Londo Kampung YouTube channel video. The document analysis method used in this study because it can provide valid and reliable data which can be analyzed and interpreted to elicit meaning and gain

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[57] Glenn A. Bowen, "Document Analysis as a Qualitative Research Method". *Qualitative Research Journal, Vol. 9* Issue: 2, (2021):27-40, https://doi.org/10.3316/QRJ0902027

understanding.[58] Particularly, in exploring translanguaging in oral feedback practice by Cak Dave in Londo Kampung YouTube channel.

The document analysis method used in this study also needs the researcher to thoroughly implement and define the translanguaging in oral feedback practice in a natural situation particularly implemented by Cak Dave as a multicultural person when performing family talk. The findings of this study are described in words.

B. Data and Source of Data

A data source is someone, somewhere, or something that provides information for research purposes. In this study, the data source taken by the transcription from the videos on the Londo Kampung YouTube channel with the following titles.

a. Battle Bahasa Inggris: Anak Bule Jowo (Usia 2 Tahun) vs Tim Londokampung!!, Published on July 26, 2020, https://youtu.be/Fh_c2xhGcrI

b. Battle Bahasa Inggris Ronde 2: Anak Bule Jowo (Usia 2 Tahun) vs Tim Londo Kampung !!, Published on September 9, 2020 https://youtu.be/gvHglw7tF-k

c. Final Battle Bahasa Inggris: Jago vs Tim Londo Kampung !, Published on December 21, 2020. https://youtu.be/3YixXl_v6EY

d. Gagal Atau Berhasil? Jago Ngerjain Soal Bhs Inggris Anak Kelas 1

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[58] Service, R. W. (2008). [Review of the book *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (3rd ed.),* by Corbin, J., & Strauss, A] Thousand Oaks, CA: Sage. *Organizational Research Methods*, 12(3), 614–617. doi:10.1177/1094428108324514

SD, Published on December 28, 2020 https://youtu.be/tHV8matrsUc

e. Bule Jowo Ngajar Anaknya Nama Makanan Dalam Bahasa Jawa!!, Publisher on September 22, 2022 https://youtu.be/W7frFAYx7O8

The researcher chose those videos because the videos contain the translanguaging in oral feedback practice by Londo Kampung or Cak Dave that can support the study's data.

C. Research instrument

The researcher plays an important role as the primary research instrument. The researcher will decide the focus of this study, choose information as the sources of the data, collect the data, analyze the data and draw conclusions based on the data analyzed. Meanwhile, the secondary instrument used in collecting the data is table to record aspects being the focus of the study taken from personal video courtesy of Londo Kampung YouTube channel. As the researcher needs to acquire the information from the utterances transcript in the video as the text and visual materials which contain translanguaging in oral feedback practice.

D. Data collection technique

The researcher concentrated on analyzing the documents that are relevant in order to find the necessary information within the document's content. This technique is used by analyzing five Cak Dave videos, particularly the video that contains translanguaging in oral feedback practice when doing family talk with Jago and his YouTube team. The focus in analyzing the document is to get an answer to the research

question about the different types of translanguaging in giving oral feedback within a family setting practiced by Cak Dave in his YouTube channel video in the context of family setting.

First, the researcher opened a YouTube website. Secondly, look for the video of Cak Dave in the Londo Kampung YouTube channel. The researcher downloaded the five videos and watched the content in those videos. Thirdly, the researcher listened to the utterances to identify Cak Dave and his family in doing a family talk about different particular topics in every scene. Then, the researcher took a note in order to transcribe the utterances that were selected and classify based on the categories of translanguaging in oral feedback practice. Finally, the researcher arranges the data systematically in line with the research questions.

E. Data Analysis Techniques

Document analysis techniques used to analyze the data. Researchers not only collect data but also analyze data to obtain research results. Therefore, for this study, the researcher used document analysis as a systematic and rigorous approach to analyze the documents obtained or generated during the research on translanguaging in oral feedback practice used by multicultural people in videos from the Londo Kampung YouTube channel. The following steps are used to explain this research narratively.

1. First, the researcher reveals the data by transcribing the utterance of the video in Londo Kampung YouTube channel and then

organizes the data. This is a primary step to decide all instances of translanguaging in the oral feedback practice part.

2. The next step is to read the data intensively to categorize the video transcript to the specific translanguaging strategies in oral feedback practice. This part is aimed to reduce the data in order to eliminate unnecessary information and find the main idea from the transcript.

3. Third, in the transcript of the utterances organized from the Londo Kampung's video, the researcher divided the types of translanguaging by Poplack and Musyken theory those are intersentential switching, intrasentential switching, tag switching, translating, language brokering and the oral feedback strategies from the theory by Lyster and Ranta those are elicitation, explicit, recast, repetition, metalinguistic and clarification request

4. The researcher made a table to classify the data. The table of the data includes the code, utterance, minutes, types of translanguaging, language movement, the types of oral feedback strategies and the reasons for giving translanguaging in oral feedback. The code comes from the video title and utterance sequence, code A for the first English battle video, code B for the second round English battle video, code C for the final English battle video, code D for the challenge video of Jago doing elementary level English book and code E for the video of Cak Dave introduce traditional food to Jago and Bree. The researcher

also encoded the utterance with different font styles, underline style
for utterance which shows intersentential and intrasentential in oral
feedback practice, bold style with blue highlight for tag switching
and bold style with black colour for translation. The researcher
made the table to make the data classification easier to understand.

5. After analyzing the code of the data, the researcher delivers clear
and detailed information about the data organized intended to direct
the study in the result.

6. Last, the researcher narratively presents the study's results and
findings.

Table 1

The sample of the data analysis

CO DE	UTTERANCES	MINU TES	TYPES OF TRANSLANGUAGING		ORAL FEEDBACK STRATEGIES (CORRECTIVE FEEDBACK)	
			● Intersentential switching ● Intrasentential switching ● Tag Switching ● Translating ● Language Brokering	Language Movement	● Elicitation ● Explicit ● Recast ● Repetition ● Metalingui stic ● Clarificatio n Request	Reasons for Giving translanguagin g in giving oral feedback
C.1	**YouTube Team**: Sandal **Cak Dave**: **Okay** sandals, two one	3.09	Tag Switching,	English	Recast	Show grammar rules

CHAPTER IV
FINDING AND DISCUSSION

This chapter describes the findings from the data collected and discussions from previous studies related to the strategies on how Cak Dave practice translanguaging in giving oral feedback within a family setting.

A. Findings

This section analyses and describes the translanguaging practices by Cak Dave during the process of giving oral feedback. The data were collected through five videos from Londo Kampung's YouTube channel particularly in the context of family talk. To answer the research question about "How does Cak Dave implement translanguaging in giving oral feedback in a family setting?". The data were analyzed using the steps presented in the data analysis as previously mentioned. In analyzing the data from the video, the researcher found various types of translanguaging in oral feedback practice implemented by Cak Dave. For the types of translanguaging used by Cak Dave were classified based on the theory of Musyken and Poplack.[59] While, the reasons for the benefit in the use of translanguaging practice using Saputra and Hoffman's theory.[60]

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[59] Poplack, S. Sometimes I'll start a Sentence in Spanish by Termino en Espanol: Toward a Typology of Code-Switching1. (Linguistics: 1980) 18(7-8), page 581- 618.

[60] Wongso Adi Saputra and Erwin Akib, "Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesian University," no. July (2018): 12–14,

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Then, for the types of oral feedback, the researcher used the theory of corrective feedback by Lyster and Ranta.[61] Data analysis highlights transcripts from 26 dialogs that contain conversations between Cak Dave, Jago, Bree and The YouTube team. In which, some utterance contains 4 types of translanguaging, those are: intersentential, intrasentential, tag switching and translation that are applied to giving oral corrective feedback consist of explicit, metalinguistic, recast, carrification request, elicitation and repetition feedback. Below are the findings of utterances that contain translanguaging in oral feedback practice.

1. **Intersentential Translanguaging Practices in Giving Oral Feedback**

   This section outlines how Cak Dave practiced translanguaging in the process of giving oral feedback through intersentential type. Intersentential translanguaging is a language switching which occurs when one sentence is spoken in one language and another sentence is spoken in another language. The language switching in intersentential translanguaging consist of phrasal, discourse boundaries or sentence.[62] As for this intersentential practice, Cak Dave used Indonesian, English and

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[61] Lyster and Ranta, "Corrective Feedback and Learner Uptake." *Studies in Second Language Acquisition* 19, no. 1 (1997): 37–66.

[62] Kelly Ann Hill Zirker, "Intrasentential vs . Intersentential Code Switching in Early and Late Bilinguals," *Brigham Young University*, 2007, https://www.proquest.com/openview/520dc6ab0bff52aca6da1cd26360de94/1?pq-origsite=gscholar&cbl=18750&diss=y.

Javanese in one sentence. Cak Dave used several corrective feedback strategies found in this intersentential practice, namely clarification requests, metalinguistic feedback and explicit feedback as explained in the following.

1.1 Clarification Request

The researcher found that Cak Dave switched his language from Javanese to Indonesian to English in giving feedback. The dialogue below illustrates how Cak Dave practiced intersentential translanguaging in giving feedback in the form of clarification requests. Clarification feedback refers to when the language educator like Cak Dave wanted to indicate that the message spoken by the language learner like Jago, Bree and The YouTube team have not been understood or probably their speech contained some kind of error. Therefore, repetition or reformulation is needed.[63]

(Dialogue 1 / Data A.1)

Cak Dave : "*Jadi iki onok 30 gambar, awakmu kudu nebak Bahasa Inggris e opo. Nek umpamane bener, awakmu tambah sak point, nek salah dikurangi sak poin.* Right? But you have to do it really fast! Do you understand?" *(*So here are 30 pictures, you have to guess what the English language is. If you get it right, you get a point, if you get it wrong, you get one point less)

Youtube Team : "Yes".

Cak Dave : "Good, Are you sure you understand?".

Youtube Team : "Yes".

Cak Dave : "*Aku ngomong opo se mau*?". (What do I say?)

[63] Roy Lyster and Leila Ranta, "Corrective Feedback and Negotiation of Form in Communicative Classrooms," *Studies in Second Language Acquisition* 19, no. 01 (1997): 37–66, http://journals.cambridge.org/abstract_S0272263197001034.

<pre>
  Youtube Team   : "Fast".
  Cak Dave   : "Okay".
</pre>

This transcript shows a conversation between Cak Dave and his YouTube team in an English battle video. In the first sentence Cak Dave explained the rules of the game using Javanese, Indonesian then switched to English. Cak Dave said "*Jadi iki onok 30 gambar, awakmu kudu nebak Bahasa Inggris e opo. Nek umpamane bener, awakmu nambah sak point, nek salah dikurangi sak poin*. Right? But you have to do it really fast! Do you understand?". In this part Cak Dave emphasized using English about the rules that must be considered in playing the game "Right? But you have to do it really fast! Do you understand?". Cak Dave gave feedback using English to his YouTube team to check their language comprehension. Then when the YouTube team responded by saying "Yes", Cak Dave asked again using English, he said "Good, Are you sure you understand?" and the YouTube Team said "Yes". Then Cak Dave switched his language to Javanese to provide feedback in the form of a clarification request by saying in Javanese "*Aku ngomong opo se mau*?". Those expression used by Cak Dave to asked the YouTube team to retell what points they had understood from Cak Dave's explanation. Then the YouTube team said "Fast" meaning that the main point captured by the YouTube team is the players in the game have to guess the picture quickly.

In explaining the rules of the game, Cak Dave used mixed languages ``*Jadi iki onok 30 gambar, awakmu kudu nebak Bahasa Inggris e opo. Nek umpamane bener, awakmu nambah sak point, nek salah dikurangi sak poin.* Right? But you have to do it really fast! Do you understand?*".* This can be categorized as intersentential translanguaging, because the data shows the fluid switching from Javanese and Indonesian to English language between clauses. At the end of the clause Cak Dave changes his language using English. Cak Dave said "Right? But you have to do it really fast! Do you understand?". It is a dependent clause that has previously been preceded by the first clause in Javanese mixed with an Indonesian "*Jadi iki onok 30 gambar, awakmu kudu nebak Bahasa Inggris e opo. Nek umpamane bener, awakmu tambah sak point, nek salah dikurangi sak poin"*. Cak Dave used this intersentential translanguaging to ask for intention to clarify the content of the speech by Cak Dave in explaining the rules of the game. The way Cak Dave used English at the end of the sentence is to make sure that the explanation does not contain an ambiguity and it can be understood by the YouTube team.

1.2 Explicit Feedback

The researcher found that Cak Dave switched his language from Indonesian to English and vice versa in giving explicit feedback. Explicit feedback in this research refers to the supply by

language educator or Cak Dave in giving a correct form and indicating clearly that language learner speech is incorrect. The example of an explicit feedback by Cak Dave is in the dialogue below.

(Dialogue 2/ Data A.5)
Jago : "Car barrow".
Cak Dave : "No no no".
Youtube Team : "Cabin?".
Cak Dave :"*Salah berarti* 6:2, you don't know? Bonnet".

Based on the conversation above, Jago said that the picture shown was "Car barrow". However, Cak Dave who realized that the answer was incorrect, directly gave an explicit feedback by saying "no no no" so that the YouTube team can also guess the answer. Then, the youtube team stated that it was "Cabin". Cak Dave gave a response by saying "*Salah…*" to show that the answer by the youtube team was still incorrect. Furthermore, Cak Dave directly gave an explicit feedback again by mentioning that the answer is "Bonnet".

In this part of the conversation "*Salah berarti* 6:2, you don't know? Bonnet". Cak Dave used intersentential translanguaging. It is because Cak Dave switched his language from Indonesian to English in the same sentence. At the beginning of the sentence Cak Dave used Indonesian "*Salah berarti 6:2*". Then, Cak Dave switched the language to English by saying [you] "Don't know? Bonnet". This word switch aimed to clarify the content of the

speech used by Cak Dave. Thus, the mixed language in a sentence can be more efficient and easy to understand.

1.3 Metalinguistic Feedback

The dialogue below shows the use of intersentential translanguaging by using Indonesian to Javanese to English in giving metalinguistic feedback by Cak Dave. Metalinguistic feedback refers to comment, question or information related to incorrect form of learner's utterances without explicitly providing a correct form.[64] The example of metalinguistic feedback used by Cak Dave is in the dialogue below.

(Dialogue 3 / Data A.2.)
Jago   : "Carrot".
Youtube Team   : "Carrot *[karat]*, bareng bareng bareng".
Cak Dave   : "<u>*Tapi kamu ngomonge salah, karat koyok e, karat laan? Karaten*</u>". (But you said it wrong, it is like *karat*? *Karaten* 'means rusty').
Youtube Team   : "Carrot". *[ˈkærət]*
Cak Dave   : "Carrot *[ˈkærət]* ? Okay".

In the dialogue, the YouTube team and Jago said that the picture was "Carrot". However, Cak Dave realized that the YouTube team made a mispronunciation, they said "Carrot *[karat]*". Because of that, Cak Dave gave a metalinguistic feedback to correct their mispronunciation, Cak Dave said "*Tapi kamu ngomonge salah, karat koyok e, karat la'an? Karaten* "which means (But you said it wrong, it is like *karat? Karaten.*). After that, the YouTube team
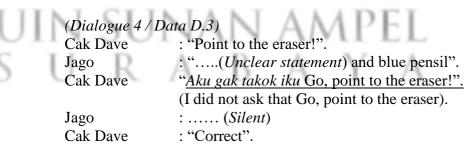
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[64] Risna Saswati, "Oral Corrective Feedback Strategies and Learner Uptake in EFL Setting," *Journal of English Language and Culture* 12, no. 1 (2021): 46–56.

corrected their pronunciation by themselves, they said "Carrot" *[ˈkærət]* and Cak Dave approve it by saying "Okay".

Furthermore, in the dialogue 3 above identified that Cak Dave used intrasentential translanguaging in giving an oral feedback by using multiple languages in giving a metalinguistic feedback. Cak Dave used Indonesian mixed with Javanese "*Tapi kamu ngomonge salah, karat koyok e, karat laan? Karaten*" and English "Carrot". This kind of translanguaging used to describe the pronunciation of an English word.

1.4 Repetition

The dialogue below shows the use of intersentential translanguaging by using Javanese to English in giving repetition feedback by Cak Dave. Repetition is a type of oral corrective feedback that is practiced by repeating the utterance.[65] As proven in the dialogue below.

(Dialogue 4 / Data D.3)
Cak Dave   : "Point to the eraser!".
Jago   : "…..(*Unclear statement*) and blue pensil".
Cak Dave   "<u>*Aku gak takok iku* Go, point to the eraser!</u>".
                      (I did not ask that Go, point to the eraser).
Jago   : …… (*Silent*)
Cak Dave   : "Correct".

The dialogue above shows the conversation between Cak Dave and Jago. Jago was asked to answer the questions in the book for elementary student grade one. Cak Dave gave an instruction to

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[65] Shaofeng Li, "Oral Corrective Feedback," *ELT Journal* 68, no. 2 (2014): 196–198.

Jago based on the book exercises. Cak Dave said "Point to the eraser" then Jago gave an answer by saying something unclear while pointing the blue pencil which is incorrect. Cak Dave who realized that the answer was wrong then directly gave repetition feedback by saying in Javanese "*Aku gak takok iku Go*" and Cak Dave repeated the question by saying "Point to the eraser!". Then Jago can point to the correct answer.

Furthermore, in giving repetition feedback, Cak Dave used intersentential translanguaging by switching his language from the first clause using Javanese *"Aku gak takok iku Go!"* then moved to English "Point to the eraser". This is aimed to clarify the content of the speech by Cak Dave's explanation about the questions of an English book.

2. **Intrasentential Translanguaging Practices in Giving Oral Feedback**

Cak Dave practiced intrasentential translanguaging when having a dialogue with Jago in the YouTube team particularly, in giving corrective feedback. Intrasentential is when the speaker switches his/her sentence in the middle of a sentence or clause.[66]

2.1 Explicit Feedback

The researcher found that Cak Dave switched his language

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[66] Martini Martini, "International Journal of Multicultural and Multireligious Understanding Broadcast Er ' s Code Switching in Musik Aktifitas Program at Radio Suara Kancanta 100 , 3 Fm Labuhan Haji , Lombok Timur , Ntb-Indonesia" (2019): 200–208.

from Indonesian and Javanese to English and vice versa in giving explicit feedback in the middle of the sentence.

(Dialogue 5 / Data C.3)

Cak Dave	: "*Ji ro lu*". (One, two, three)
Jago&	: …. *(Silent)*
YouTube Team	
Cak Dave	: "You don't know?".
YouTube Team	: "*Itu apa cak?*". (What is that sir?)
Cak Dave	"<u>*Bisa dua okay,* faucet *atau* 'tap' *okay.*</u> <u>*biasae orang Australia ngomonge* tap …..</u>". (You can do two okay, faucet or tap okay usually Australians say it is tap)."

The dialogue above is still a conversation between Jago, YouTube team and Cak Dave in the English battle game. In this part, After Cak Dave showed a picture, Jago and the YouTube team did not answer. Then, Cak Dave asked both of them by saying "You don't know?". It was proven that both of them did not answer because they did not know what the English of that thing is, until one of the YouTube team asked Cak Dave using Indonesian "*Apa itu cak*?". Cak Dave responded by giving an answer in the form of explicit feedback by saying the answer directly "*Bisa dua okay*, faucet *atau* tap okay".

In the utterance "*Bisa dua okay*, faucet *atau* tap okay, *biasae orang* Australia *ngomonge* Tap" it was found an intrasentential tranlanguaging where Cak Dave combines English words such as "Tap" and "Faucet" with Indonesian and Javanese language at the same clause. This aimed to manifest group identity,

which means that every English speaking country has its own terminology.

Another example by Cak Dave in implementing intrasentential translanguaging in giving explicit feedback is proven in the dialogue below.

(Dialogue 6 / Data C.4)
Cak Dave   : "Ready set go".
YouTube Team   : "Sand".
Cak Dave   : "Sand what?". *(Gesture*
YouTube Team   : "Temple".
Jago   : "Rocket".
Cak Dave   : "Sand rocket *ambek* sand temple? *Podo salahe sing bener* sand castle, sand castle". *(Sand rocket and sand temple? You are both wrong, the correct one is sand castle, sand castle")*

The dialogue above is also a conversation between Cak Dave, Jago and the YouTube team during an English battle, Cak Dave show a picture, then the YouTube team guess that the picture is a "Sand" but Cak Dave gave a hand gesture as a feedback while saying "Sand what?" in order that the YouTube team can give a more precise answer. Then, the YouTube team gave another answer by saying "Temple". On the other hand, Jago said that the picture was "Rocket". After hearing the answer from Jago and YouTube Team, Cak Dave immediately gave an explicit feedback to justify the answers "Sand rocket *ambek* sand temple? *Podo salahe sing bener* sand castle, sand castle". Which means that the correct answer is "Sand Castle".

In this feedback "Sand rocket *ambek* sand temple? *Podo salahe sing bener* sand castle, sand castle" it appears the application of intrasentential translanguaging by mentioning the English word "Sand rocket", "Sand temple" and "Sand castle" in the middle of Javanese word "*Ambek*" and sentence "*Podo salahe sing bener*...." This translanguaging in giving an explicit feedback aimes to clarify the content of speech.

Furthermore, here is also another examples of intrasentential translanguaging in explicit feedback used by Cak Dave.

(Dialogue 7 / Data C.5)

Cak Dave	: "Go.."
YouTube Team	: "Kamera".
Cak Dave	: "Jago can you say it?".
Jago	: "Shooting".
Cak Dave	: "<u>*Aaa okay tak kei* point *yo tapi sakjane camera duduk kamera* camera *... ayo rek ambek belajar boso Inggris iso* pronunciation *iso menyebutkan dengan cara yang benar* camera</u>". *(aaa okay I give point yes, but it should be "kæmərə" not "kamera" ... come on rek (say to viewers) while learning English can pronunciation can mention in the right way... camera)*
YouTube Team	: "Camera"

The dialogue above shows where the YouTube team guesses the picture by saying the word "Kamera". The YouTube team's answer was correct, but the pronunciation was wrong. Then, Cak Dave asked Jago if he could give the correct pronunciation, but instead Jago mentioned another word by saying "Shooting".

Therefore, Cak Dave immediately give an explicit feedback to Jago and YouTube team by directly saying "Aaa okay *tak kei point yo tapi sakjane* camera *duduk kamera…*camera" in the utterance it appears that Cak Dave immediately mentions how to pronounce the word camera properly and correctly. After knowing the correct pronunciation, The YouTube Team can pronounce the word camera correctly.

In addition, in the utterance "*Aaa okay tak kei poin yo tapi sakjane* camera *duduk kamera*, camera" by Cak Dave, it is categorized as an intrasentential translanguaging, because Cak Dave mention an English word "camera" that reads *"kæmərə"* between the Javanese sentence. Another form of intrasentential translanguaging practice by Cak Dave is in this utterance "*Ayo rek ambek belajar boso Inggris iso* pronunciation *iso menyebutkan dengan cara yang benar*, camera", the English word "Pronunciation" and "Camera" appear between Indonesian and Javanese sentences. In that utterance Cak Dave invites the Londo Kampung YouTube channel viewers to learn English together while watching that video. In order to do that, they can pronounce English words correctly. This kind of translanguaging aims to describe the pronunciation of English words.

2.1 Elicitation

The researcher found that in the dialogue below, it was found that Cak Dave mixed his language from Javanese to English and vice versa in giving an elicit feedback. Elicitation is kind of feedback that is correcting an utterance without providing the correct form of the utterance correctly.[67] It can be by repeating the utterance up to the error.

(Dialogue 8 / Data E.2)
Cak Dave   : "*Oke sebelah iki ono sing ijo. Boso Inggris e cu..?*" (Okay, there is a green one here, the English is Cu…?".
Jago   : "Cucumber".
Cak Dave   : "Cucumber".

The transcript above illustrates a conversation between Cak Dave, Jago and Bree in a video of Cak Dave teaching his children the name of Javanese cakes. Before showing the Javanese cakes, Cak Dave shows some fruit and vegetables to his children. One of the vegetables is cucumber, but Cak Dave asked his children to guess what is the name of the vegetable pointed by Cak Dave. However, in guessing the name, Cak Dave already gave a clue in the form of elicit feedback to Jago and Bree using the first syllable of cucumber by saying "Cu…..?". Fortunately, by listening to Cak Dave clue, Jago and Bree can answer the question correctly, they said "Cucumber".

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[67] Samane Naderi, "The Effect of Explicit and Recast Feedback on the Intermediate EFL Learners ' Listening Self-Efficacy" 6, no. 1 (2014): 30–43.

In the first sentence Cak Dave used an intrasentential translanguaging, it is because he mixes Javanese and English language in the same sentence "*Oke sebelah iki ono sing ijo. Boso Inggris e* cu..?." Cak Dave mixes the language with the aim to give a clue of an answer without disturbing the flow**.**

3. **Tag Switching Practices in Giving Oral Feedback**

The researcher found that Cak Dave also used tag switching in giving feedback. Tag switching is kind of interjection such as Okay, Hi, Hello, By, or sentence filler like by the way and as you know.[68] Some of the corrective feedback used by Cak Dave by combining it with tag switching are repetition, explicit, recast and clarification requests. The dialogues below illustrate how Cak Dave performs tag switching in giving oral corrective feedback:

3.1 Repetition

It is found that Cak Dave used tag switching in his sentence from Indonesian to English language in giving repetition feedback at the beginning of a sentence.

> *(Dialogue 9 / Data A.4)*
> Jago   : "Bear. Grizzly bear"
> Cak Dave   : "**Woah** *betul sekali teman-teman gak mek beruang dee ngomong, tapi tipe beruang e pisan*, what's that again?". (That's right friends, he did not just say a bear, but also the type of a bear, what's that again?).
> Jago   : "Grizzly bear".

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[68] Shana Poplack, "Sometimes I'll Start a Sentence in Spanish y Termino En Español: Toward a Typology of Codeswitching," *Linguistics* 18, no. 7–8 (1980): 581–618.

In the conversation above, it was shown that Jago guessed in English that the picture shown by Cak Dave was "Bear", then Jago completed his answer by saying "Grizzly bear". Cak Dave who heard Jago's answer was happy by giving appreciation spontaneously using Indonesian interjection "Woah". Then, to ensure that the jago's answer was correct, Cak Dave gave feedback in the form of repetition by using English "What's that again?" to ask Jago to mention the answer that had previously been spoken.

3.2 Explicit Feedback

In the dialogue below, Cak Dave used tag switching in his sentence from English to Indonesian mixed with English language in giving an explicit feedback at the beginning of a sentence.

(Dialogue 10 / Data A.8)

Cak Dave	:	"**Okay**, ready set go!".
YouTube Team & Jago	:	"Trunk! Trunk!".
Cak Dave	:	"**Okay**.. *gapapa gapapa gapapa. Aku mau mikire* boot *soale nang* Australie *ngomonge* boot *tapi orang Amerika ngomong belakange mobil iku* trunk *duduk* trump *yo tapi* trunk, *dan di* Inggris *ngomonge* boot". (Okay… it's okay it's okay, I was thinking about boot,because in Australia they say boot,but Americans say the back of the car is a trunk, not a trump but a trunk and in England they say boot).

In the dialogue, it appears that Jago and the YouTube Team call the picture shown by Cak Dave "Trunk". However, Cak

Dave gave a response in the form of explicit feedback to Jago and YouTube Team's answers using English and then further explanation using Indonesian mixed with English by saying "Okay.. *Gapapa gapapa gapapa. Aku mau mikire* boot *soale nang* Australi *ngomonge* boot *tapi orang* Amerika *ngomong belakange mobil iku* trunk *duduk* trump *yo tapi* trunk, *dan di* Inggris *ngomonge* boot". Explicit feedback is given because the answer of Jago and YouTube team is actually correct but still inaccurate because it does not match what is meant by Cak Dave. Therefore, the purpose of the explanation in this explicit feedback is to clarify the context of the conversation.

In giving explicit feedback, Cak Dave inserted tag switching spontaneously at the beginning of the sentence by using the word "Okay". The word "Okay" stands for an English phrase "All correct".[69] Other theory of an "OK" word also comes from the Greek phrase "Ola kala" which means "All is well" or "All good".[70] After saying the word "Okay" Cak Dave also emphasizes using Indonesian by saying "*Gapapa gapapa gapapa*" which also means that everything is okay.

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[69] Adams, Cecil (1985, January 11). "What does "OK" stand for?". *The Straight Dope.*

[70] CBS News (2014, March, 16). "Time for a little word history, OK".

3.2 Recast

Cak Dave used tag switching in his sentence using English language in giving an oral feedback in the form of recasting at the beginning of a sentence. Recast is an implicit feedback by giving a correct form directly without disturbing the flow of the conversation.[71] The example of recast feedback by Cak Dave shows in the dialogue below.

(Dialogue 11 / Data C.1)
YouTube Team : "Sandal".
Cak Dave : "**Okay** sandals, two one".

In the dialogue above, it appears that in the game battle guess the picture, the YouTube team answered that the picture was "Sandals", but because sandals are countable nouns, they should be given an apostrophe "s". Then Cak Dave immediately gave feedback in the form of a recast by directly saying "sandals". In addition, in providing feedback, Cak Dave also practiced tag switching using English by saying the word "Okay". The word "Okay" here as an interjection that was spoken spontaneously.

3.3 Clarification Request

Tag switching in Clarification request as shown in the dialogue below.

(Dialogue 12 / Data D.2)
Cak Dave : "**Okay**, *go iki* classroom object *ji ro lu …..*
            onok sepuluh. **Okay** *berarti aku ngomong*

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[71] Roy Lyster and Leila Ranta, "Corrective Feedback and Learner Uptake," *Studies in Second Language Acquisition* 19, no. 1 (1997): 37–66.

	<u>I'm gonna say the object and you have to point to the correct one, **okay**?".</u>
Jago	: "Okay".

From the dialogues above, it was shown that Cak Dave used tag switching in every sentence when giving a clarification request at the beginning and at the end of a sentence. Cak dave gave clarification request as a feedback using Javanese mix with English "Okay, Go *iki* classroom object *ji ro lu*" and Indonesian to english "Okay *berarti aku ngomong* I'm gonna say the object and you have to point to the correct one, okay?". The word "Okay" in every sentence was an interjection used by Cak Dave as an expression of tag switching as the sentence filler, which means that it serves only to deliver the subject that will be addressed without any meaning or significance.

4. **Translation Practices in Giving Oral Feedback**

The researcher found that Cak Dave also used translation in giving feedback. Translation is the transformation of an utterance or text in which the first sentence uses the first language and other sentences use the target language.[72] Some of the corrective feedback used by Cak Dave by combining it with translation are metalinguistic, explicit and clarification requests. In applying translation, Cak Dave translated the sentence by himself. The

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[72] Bassnett Susan, *Translation Studies*, *Paper Knowledge . Toward a Media History of Documents*, vol. 3rd editio (Taylor & Francis e-Library, 2002).

dialogues below illustrate how Cak Dave performs translation in giving oral corrective feedback.

4.1 Metalinguistic

The researcher found that Cak Dave translated his language from English to Indonesia to English to English in giving feedback. Metalinguistic feedback is the type of oral corrective feedback which contains informations, questions or comments related to the correct form of the utterance without directly give the correct form.[73] The dialogue below illustrates how Cak Dave applied translation in giving corrective feedback in the form of metalinguistic feedback.

(Dialogue 13 / Data B.5)

Cak Dave   : "Ready set go!!".
YouTube Team   : "Web".
Cak Dave   : "Aa <u>I need a different word harus kata lain,</u> *ada kata lain untuk ini yang udah ditinggal, ini wes gak dipake lagi.* <u>Must the other word Jago,</u> you don't know?... okay the answer is cobwebs".

In the dialogue above, it was shown that the YouTube team and Jago guessed that the picture shown by Cak Dave was a picture of "Web". However, Cak Dave provides metalinguistic feedback by not directly mentioning the correct answer in order that The YouTube team and Jago can guess the right answer. The metalinguistic strategy used by Cak Dave applies the practice of

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[73] Siti Saleha, "Teachers' Oral Feedback In Efl Classroom Interaction (A Descriptive Qualitative Study at Eighth Grade Students of SMP IT Khairunnas Kota" (IAIN Bengkulu, 2019).

translation by translating English "I need a different word" into Indonesian "*Harus kata lain*" then at the end of the sentence, Cak Dave emphasized again using English with a slightly different arrangement than before "Must the other word Jago" this translation was used to clarify the content of the speech made by Cak Dave.

4.2 Explicit Feedback

Cak Dave also used translation from English to Javanesse in giving an explicit feedback.

(Dialogue 14 / Data B.3)

Cak Dave	: "Jago I think <u>you get one hand on the prize..</u> wohoo <u>*basa Inggris e* one hand on the prize</u> *meh menang* ".
YouTube Team	: "Ohh".
Cak Dave	: "<u>*Maksute wes nyekel tangan siji nek bener-bener kan tangan 2*</u>".

The dialogue above contains Cak Dave praising Jago by saying an idiom in English "You get one hand on the prize" then Cak Dave translates it into Javanese that "one hand on the prize" means "Meh menang" or it was almost a win. Cak Dave also explained again using Javanese by saying that "*Maksute wes nyekel tangan siji nek bener-bener kan tangan 2*", this is because Jago has gotten more points than the YouTube team. In addition, this feedback is also used to provide communicative feedback for both Jago and YouTube Team. Communicative feedback is very valuable for YouTube team and Jago as a language learner

as it can develop linguistic knowledge by using conversation by utilizing explicit or implicit signals from success or failure communication.[74]

4.3 Clarification Request

Cak Dave also used translation when giving clarification requests. Cak Dave translates from Indonesian to English as shown in the dialogue below.

(Dialogue 15 / Data D.2)
Cak Dave   : "Okay, go *iki* classroom object *ji ro lu* …..
                  onok sepuluh. <u>Okay *berarti aku ngomong*</u>
                  <u>I'm gonna say </u>the object and you have to
                  point to the correct one, okay?".
Jago   : "Okay

In the dialogue above, Cak Dave gave oral feedback in the form of a clarification request to clarify the content of speech using Indonesian "Okay *berarti aku ngomong…*". Then translated to English "I'm gonna say…". In this translation practice, English is more dominant, the role of English here plays more central considering that the dialogue also comes from a video which contains a challenge about how much the Jago understands English by doing the challenge of the Jago working on elementary level English questions.

Of all the transcripts, the majority type of translanguaging is the intrasentential type 36% followed by 27,7% intersentential, 22.2% tag switching and 13,8% translation or

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[74] Abdellah Fourtassi, Nikolaus Mitja, "Communicative Feedback in Language Acquisition," *New Ideas in Psychology* 68 (2023): 1–43.

translating. Based on the intrasentential type of translanguaging used by Cak Dave in providing oral corrective feedback, it is given spontaneously using multilingual language Javanese, Indonesian and English without any hesitation and pause. Intrasentential is the type of translanguaging that is quite dominant used by Cak Dave. Furthermore, the dominant strategies of oral corrective feedback used by Cak Dave is explicit feedback proven by the percentage of 80%, metalinguistic feedback 13,3%, followed by recasting feedback 6,6%.

B. Discussions

In this section, the researcher reviews the main findings by interpreting the findings using the theoretical framework. The findings show the various ways of translanguaging in giving an oral feedback by Cak Dave in his YouTube Channel Londo Kampung in the context of family talk interaction. There are crucial aspects that this section discusses based on research questions about how Cak Dave practices translanguaging in giving oral feedback within a Family setting.

Based on the results of this study, the researcher found that Cak Dave who is multilingual can use several languages such as Javanese, Indonesian, and English well. As a multilingual, Cak Dave used these languages to adapt when he speaks with his children Jago, Bree, and also with his YouTube team who do not use English as their mother tongue. As a multilingual, Cak Dave used various types of translanguaging in giving

oral feedback practice. All types of translanguaging in oral feedback practice are used by Cak Dave as shown in the video when Cak Dave conducted family talk in the context of a battle game between Jago and The YouTube Team. Another video is when Cak Dave explained traditional food to Jago and Bree. This finding represents the theory of Nababan as cited in Malabar that multilingual people or bilingual people often switch their language or various types of language depending on the situation or the necessity of the language itself.[75] As the terminology of language switching in a language teaching and learning is called translanguaging which not only appeared in literature but also happened in an interaction between language learner and language educator. In the context of this research, Cak Dave applied translanguaging using multiple languages to educate his children Jago, Bree and YouTube team about English language as Cak Dave is the only native language in his Family.

Cak Dave switches his language into several types, from Indonesian to English, English to Indonesian, and in some cases he even mixes Javanese, Indonesian, and English in the same sentence. Some of the purposes of these language switches are to clarify previous explanations or to enhance the English-speaking of YouTube team, Jago and Bree. However, Cak Dave does not plan the use of the language switches in speaking, it just happens spontaneously based on the situation and who Cak Dave is talking to. From the five videos that have been analyzed, there

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[75] Sayama Malabar, *Sosiolingustik*, ed. Mira Mirnawati (Gorontalo: Ideas Publishing, 2015).

are 26 pieces of transcripts or dialogue that contain oral feedback by Cak Dave which were implemented using translanguaging practice. The types of translanguaging identified are intersentential, intrasentential, tag switching and translating. In addition, the types of oral feedback implemented which is identified in this research is oral corrective feedback. From the results presented in the findings, it can be seen that the type of oral corrective feedback that is most often used is explicit feedback, this is because through explicit feedback, Cak Dave can provide restatements to respond to language errors made by the YouTube team and his children Jago and Bree.

Explicit feedback is used by Cak Dave to point out mistakes and immediately formulate the correct answer. In this context, explicit feedback seems to have a positive impact on language learners, Sahyoni noted that corrective feedback can minimize the mistake and lead the learner to be a better language learner.[76] In other words, this finding corroborates the previous study by Tesnim taken from Tunisian EFL students which noted that explicit in OCF was able to positively affect EFL learners' grammatical development but had no impact on the other three components of speaking skills which are vocabulary, fluency and pronunciation.[77]

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[76] Sahyoni Sahyoni, "Corrective Feedback and Classroom Interaction At Sma 1 Payakumbuh Sumatera Barat," *Ta'dib* 21, no. 1 (2018): 9.

[77] Ounis Tesnim, "Oral Corrective Feedback and Its Impact on Learners' Speaking Skills: Tunisian EFL Students as a Case Study," *International Journal of Language and Linguistics* 7, no. 3 (2019): 138.

Furthermore, previous research by Maolida that was conducted in a young learner EFL Classroom in Indonesia noted that output prompting feedback strategies such as elicitation, repetition, metalinguistic feedback, clarification request, and paralinguistic signal are shown to lead to more uptake than input providing feedback strategies such as recast and explicit correction.[78] However, the previous research by Tesnim and Maolida was based on the implementation of OCF by teachers in EFL classrooms, while this research is taken from the perspective of Cak Dave as a multilingual and multicultural person particularly in daily conversation in a family context. Therefore, there is a possibility of the differences between Cak Dave and an English teacher in providing oral corrective feedback.

Moreover, the result of study by Tesnim and Maolida were contradicts with the use of oral corrective feedback by Cak Dave, the intrasentential translanguaging that appears in the utterance in data B.1 when the YouTube team and Jago incorrectly answer the question by saying "Bicycle", Cak Dave immediately gave explicit feedback by applying intrasentential translanguaging by using Javanese and English language in a sentence "*Okay podo salahe! Iki jenenge* tricycle". After giving this feedback, Jago was able to repeat what Cak Dave said by pronouncing "Tricycle" correctly.

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[78] Elis Homsini Maolida, "Relating Teachers Oral Corrective Feedback To Young Learners Uptake: A Case Study in a Young Learner Efl Classroom," *Indonesian EFL Journal* 3, no. 2 (2017): 181–192.

Another example is taken from dialogue code E .1 where this is a conversation between Cak Dave, Jago and Bree when introducing the name of traditional food. Cak Dave applied intrasentential translanguaging using Javanese and English in the same sentence "S*ing paling mudah, awadewe mangan bendino, boso Inggris e? Opo iki boso Inggris e* (showing banana)" then Jago and Bree responded by saying "Banana */bə'næn.ə/*" with an American accent and then Cak Dave gave explicit feedback by saying "Banana right?, banana banana... banana */bə'næn.ə/* iku wong Amerika, awakmu iku wong Australi, ayo ngomong! Banana */bəˈnaːnə/*!"". Cak Dave asked Jago and Bree to repeat the word "Banana" in English using an Australian accent according to the pronunciation taught by Cak Dave before. It shows that Jago and Bree can pronounce the word "Banana" using an Australian accent very well. This proves that explicit feedback particularly applied with translanguaging also has a positive impact on fluency or correctness in pronouncing words or phrases from the target language.

From the explanation above it can be shown that the way Cak Dave used translanguaging is in accordance with the structure described in Poplack and Musyken theory. Furthermore, the use of all types of oral corrective feedback, particularly explicit feedback delivered by Cak Dave by using translanguaging is also in line with the oral corrective feedback by Lyster & Ranta. The point in the context of this research is that the application of oral corrective feedback will be more effective if it is applied

with the right language switch by using the right translanguaging concept and according to the context and situation. As in giving oral corrective feedback combined with translanguaging, the fluency in applying translanguaging and language switching is needed as it requires the speaker to switch the syntactic rules of another language mid-thought or sentence and the consequences may be avoided by everyone, except by speakers who are fluent in two or more languages.[79]

Furthermore, it is not only Cak Dave as a multilingual and multicultural person who use intrasentential translanguaging, there is also evidence from other studies by Fought in Zirker which also noted that intrasentential translanguaging is the most common phenomenon in Spanish-English bilinguals and has become the identity character of Hispanic Americans.[80] Moreover, Lipski noted that many linguists believe that the study of intrasentential in language switching will[81].

> *"Yield the greatest fruit in the way of characterizing the linguistic organization of the bilingual cognitive apparatus"*

In addition, the age of the language learner who will receive the primary feedback applied using translanguaging also has a major influence. Where not only adults and children perform language switching

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[79] John M. Lipski, "Spanish-English Code-Switching among Low-Fluency Bilinguals: Towards an Expanded Typology," *Sociolinguistic Studies* 8, no. 1 (2014): 23–55.

[80] Kelly Ann Hill Zirker, "Intrasentential vs . Intersentential Code Switching in Early and Late Bilinguals," *Brigham Young University* (2007): pg 103

[81] Lipski, "Spanish-English Code-Switching among Low-Fluency Bilinguals: Towards an Expanded Typology."

in different ways, but the age at which they acquire the L2 affects the type and frequency of language switching. In addition, Poplack found that late (i.e., those who learned the L2 in adulthood), less fluent bilinguals have different language switching tendencies than early (i.e., those who learned the L2 in childhood), more fluent bilinguals. Moreover, Poplack also noted that less fluent bilinguals tend to switch intersententially, while fluent bilinguals or multilinguals tend to switch intrasententially[82]. Therefore, from this concept comes the reason why Cak Dave as a native speaker is more likely to implement intrasentential translanguaging than other types of translanguaging.

In a nutshell, from the explanation above it is shown that the implementation of translanguaging in oral feedback practice conducted by Cak Dave and teacher in a classroom context may have different learning outcomes. However, both of them are still related since classroom context is the miniature of a real society and Cak Dave with his family is one of the figures of real society. Thus, by knowing the way Cak Dave uses translanguaging in oral feedback practice, the teacher can imitate it in the EFL classroom so that students can bring the knowledge and skill from classroom to society.

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[82] Shana Poplack, "Sometimes I'll Start a Sentence in Spanish y Termino En Español: Toward a Typology of Codeswitching," *Linguistics* 18, no. 7–8 (1980): 581–618.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter expresses the conclusion from the findings and discussion in the previous chapter. Additionally, suggestions from the researcher regarding the strategies of translanguaging in oral feedback practice within a family setting.

A. Conclusions

There are several points that the researcher can conclude regarding translanguaging in oral feedback practices by Londo Kampung in the context of family talk based on the findings and the discussions in the previous chapter. The brief explanation is as follows.

1. Cak Dave in Londo Kampung YouTube Channel, practiced translanguaging in giving oral feedback when talking to his children, Jago and Bree, and his YouTube Team in doing a family talk. Cak Dave used several types of translanguaging such as intrasentential, intersentential, translation and tag switching. The translanguaging used also combined with oral corrective feedback such as clarification request, explicit feedback, repetition, metalinguistic, recast and elicit feedback. The most frequently used of translanguaging practices in giving an oral corrective feedback strategy is intrasentential translanguaging in oral corrective feedback with explicit feedback as the most dominant. Cak Dave does translanguaging in giving spontaneous oral feedback by focusing on the easiest expressions that

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are explained using several languages: Indonesian, Javanese and English in order that Jago, Bree and the YouTube team can more easily understand the explanation, even the viewers of the Londo Kampung YouTube channel can catch the context of the conversation.

2. Based on the findings of this study, it appears that the implementation of translanguaging in oral feedback applied in English classrooms and in the context of speaking in everyday life, particularly in the context of family talk, can provide different results. The interesting thing in this case is that, in multilingual people, different languages can be represented in different areas. As the age of language educator in learning L2 for the first time, can influence how the language educator itself can provide oral feedback which practices by using translanguaging. In addition, the proficiency and fluency of language educators in implementing translanguaging can also have a big impact on the learning outcomes of language learners towards the target language.

B. Suggestions

Based on the results of the research and by considering the conclusions and limitations of this study, the researcher suggested the following points.

1. For English Teachers

By analyzing five videos, this study found that YouTube videos can provide benefits to those who are engaged particulary in language education. In addition, the YouTube video made by Cak Dave

contains a 6 types of oral corrective feedback and 4 types of translanguaging in giving oral feedback strategies. However, in apply it in EFL classroom, teachers must consider several things such as the learner's knowledge, needs, character and also the fluency of the teacher in acquaring the L2 in a classroom. That way, it can create a successful learning.

2. Language Teacher Educational Program

There are several courses that are integrated to the theory or concept of translanguaging and oral feedback practice such as methods in ELT and language testing and assessment. Therefore, in teaching that courses, the language teacher educational program have to highlight that the implementation of translanguaging in oral feedback practices in a classroom and real life from out of class context may have different result but they are related since classaroom is part of real life context. Therefore, by giving this perspective, it can contribute to develop more and truly professional perspective of students in language educational programs.

3. English Speakers

From the results of this study, researchers can provide advice to English speakers who want to increase or apply their understanding of language education, especially on the implementation of translanguaging in providing oral feedback, English speakers can consider several things, one of which is the age of language learners

and language educator at the beginning of learning a second language can affect every learning strategy. Thus, translanguaging or oral feedback cannot be applied carelessly.

4. Future Researchers

This research can be used as a reference and reflection for future researchers who are also interested in the field of translanguaging, especially translanguaging applied in oral feedback. The researcher also wants future researchers to be able to explore other videos from Londo Kampung YouTube channel or other multilingual and multiculturalist which focused in pedagogical aspect to give a new insight for language educator in ELT classroom particulary in designing media or developing material in teaching learning. That way, it can help learner language development in acquiring the target language. In addition, future researchers can also conduct research in the same field but more focused in different areas, it can be in the context of providing written feedback.

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