TRANSLANGUAGING PRACTICES ON NADIA SHAFIANA'S TIKTOK PRIVATE COURSE

THESIS

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TRANSLANGUAGING PRACTICES ON NADIA SHAFIANA'S TIKTOK PRIVATE COURSE

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2025

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I state that the thesis entitled **"Translanguaging Practices on Nadia Shafiana's TikTok Private Course"** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the references. I also do not use any Artificial Intelligence (AI) tools in completing my work. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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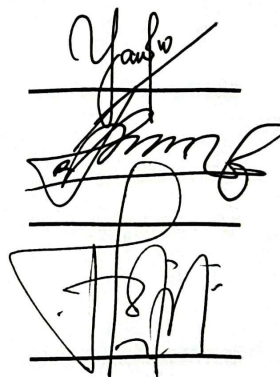iii

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This is to certify that Amytasya Wahyu Oemardi's thesis entitled "**Translanguaging Practices on Nadia Shafiana's TikTok Private Course**" has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra (S.S)* in Department of English Literature.

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MOTTO

"Do not be sad, indeed Allah is with us."

(Q.S. At-Taubah: 40)

"Allah does not burden a soul beyond that it can bear…"

(Q.S. Al-Baqarah: 286)

DEDICATION

I dedicate this thesis to my beloved mother, Sri Winarni, and my father, Sumardi,

who never tired of supporting all decisions and choices in my life and never

stopped praying for me; my brother, Zidan Ramadhan Syah Oemardi, my sister,

Amalia Sarah Syah Oemardi, and all my extended family, thank you for your

support and prayers.

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Blessings and greetings are always offered to our master, Prophet Muhammad SAW, who is a role model and bearer of the message of truth, whose intercession we are eagerly awaiting on Yaumul Qiyamah. With all humility, I realize that the completion of this thesis cannot be separated from the help, support, and guidance of various parties who have provided inspiration and motivation during the writing process.

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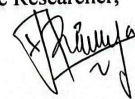
The greatest and deepest gratitude goes to my parents, Ayah and Mama, who have given me their full trust in every decision and activity I choose. I have received unconditional love and endless prayers from them. They always remind me to never give up in fulfilling my responsibilities and completing everything. My mother never stops giving advice, motivation, and spiritual strength so that I stay strong in facing anything. My father always believes in my steps, never worries, and constantly supports me financially throughout my life. To my younger siblings, thank you for the love, encouragement, and understanding you have given me.

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I realize that this thesis is far from perfect. There are still many things to learn and improve. Therefore, I welcome constructive suggestions and criticisms for the betterment of this work. Hopefully, this thesis can provide inspiration for readers and future researchers.

Malang, 27 May 2025

The Researcher,

ABSTRACT

Oemardi, Amytasya Wahyu (2025) *Translanguaging Practices on Nadia Shafiana's TikTok Private Course*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ribut Wahyudi, S.S., M.Ed., Ph.D.

Keywords: *Translanguaging, English Language Learning, Discursive Functions, Online Learning*

The growing use of social media platforms in language learning has led educators to explore new ways of fostering student engagement. TikTok has emerged as a popular medium for delivering English instruction to younger and diverse audiences. This study aims to examine translanguaging practices in a TikTok English course conducted by Nadia Shafiana, an online educator who teaches beginner to intermediate level students. Translanguaging, as conceptualized by García and Wei (2014), is understood as a dynamic discursive practice that strategically involves shifting between languages to support learning, emotional engagement, and the development of learner identity. TikTok was chosen as the platform due to its popularity among younger generations and its capacity as a digital space that fosters multimodal and informal interaction. This research employs a descriptive qualitative approach by analyzing 26 video transcripts categorized according to five discursive functions of translanguaging by: (1) to involve and give voice, (2) to clarify, (3) to reinforce, (4) to manage the classroom, and (5) to extend and ask questions. The findings reveal that translanguaging in this TikTok private course functions not only as a pedagogical tool but also as an affective mechanism that enhances students' confidence, fosters teacher-student rapport, and contextualizes English language learning within local realities. This study contributes to the discourse on translanguaging by highlighting the role of social media as an alternative learning space that is inclusive and responsive to the needs of bilingual/multilingual learners. However, the study is limited to one educator's practice on a single platform. Future research is suggested to explore translanguaging across different platforms and contexts.

ABSTRAK

Oemardi, Amytasya Wahyu (2025) *Translanguaging Practices on Nadia Shafiana's TikTok Private Course.* Skripsi Sarjana, Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ribut Wahyudi, S.S., M.Ed., Ph.D

Kata kunci: *Translanguaging, Pembelajaran Bahasa Inggris, Fungsi Diskursif, Pembelajaran Daring*

Meningkatnya penggunaan platform media sosial dalam pembelajaran bahasa telah mendorong para pendidik untuk mengeksplorasi cara-cara baru untuk menumbuhkan keterlibatan siswa. TikTok telah muncul sebagai media yang populer untuk memberikan pengajaran bahasa Inggris kepada audiens yang lebih muda dan beragam. Penelitian ini bertujuan untuk meneliti praktik translanguaging dalam kursus bahasa Inggris di TikTok yang dilakukan oleh Nadia Shafiana, seorang pendidik online yang mengajar siswa tingkat pemula hingga menengah. Translanguaging, seperti yang dikonseptualisasikan oleh García dan Wei (2014), dipahami sebagai praktik diskursif yang dinamis yang secara strategis melibatkan pergeseran antar bahasa untuk mendukung pembelajaran, keterlibatan emosional, dan pengembangan identitas pelajar. TikTok dipilih sebagai platform karena popularitasnya di kalangan generasi muda dan kapasitasnya sebagai ruang digital yang mendorong interaksi multimodal dan informal. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan menganalisis 26 transkrip video yang dikategorikan berdasarkan lima fungsi diskursif translanguaging yaitu: (1) melibatkan dan memberikan suara, (2) mengklarifikasi, (3) memberi penguatan, (4) mengelola ruang kelas, dan (5) memperluas dan mengajukan pertanyaan. Temuan penelitian ini mengungkapkan bahwa penerjemahan dalam kursus privat TikTok ini tidak hanya berfungsi sebagai alat pedagogis, tetapi juga sebagai mekanisme afektif yang meningkatkan kepercayaan diri siswa, membina hubungan antara guru dan siswa, dan mengkontekstualisasikan pembelajaran bahasa Inggris dalam realitas lokal. Penelitian ini berkontribusi pada wacana tentang translanguaging dengan menyoroti peran media sosial sebagai ruang belajar alternatif yang inklusif dan responsif terhadap kebutuhan pelajar bilingual/multilingual. Namun, penelitian ini terbatas pada praktik satu pendidik di satu platform. Penelitian di masa depan disarankan untuk mengeksplorasi penerjemahan di berbagai platform dan konteks.

خلاصة

أوماردي، أميتاسيا واهيو (٢٠٢٥) ممارسات الترجمة التناوبية في دورة ناديا شافيانا الخصوصية الافتراضية على تيك توك. رسالة بكالوريوس. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المشرف: ريبت وهيو دي، ح.س، ماجستير في التربية، دكتوراه.

الكلمات المفتاحية: الترجمة التناوبية، تعلم اللغة الإنجليزية، الوظائف الخطابية، التعلم عبر الإنترنت

شهد استخدام منصات التواصل الاجتماعي في تعليم اللغات توسعاً ملحوظاً، مما دفع المربين إلى استكشاف أساليب مبتكرة لتعزيز تفاعل المتعلمين. وفي هذا السياق، برز تطبيق تيك توك كوسيلة رائجة لتعليم اللغة الإنجليزية لجمهور شبابي متنوع. تهدف هذه الدراسة إلى تحليل ممارسات الترانسلاينغوينغ (التداخل اللغوي) في دورة تعليم اللغة الإنجليزية عبر تيك توك التي تقدمها ناديا شفيانا، وهي معلمة رقمية تُدرّس طلاباً من المستوى المبتدئ إلى المتوسط. يُعد الترانسلاينغوينغ، كما نظّره غارسيا ووي (٢٠١٤)، ممارسة خطابية ديناميكية توظف التنقل الاستراتيجي بين اللغات بهدف تعزيز التعلم، ودعم الانخراط الوجداني، وتطوير الهوية اللغوية للمتعلمين. تم اختيار تيك توك كمنصة للدراسة نظراً لشعبيته الواسعة بين فئة الشباب ولما يوفره من فضاء رقمي يدعم التفاعل المتعدد الوسائط وغير الرسمي. اعتمدت الدراسة منهجاً وصفياً نوعياً، من خلال تحليل ٢٦ نصاً مفرغاً لمقاطع فيديو مصنّفة وفق خمسة وظائف خطابية للترانسلاينغوينغ: (١) إشراك المتعلمين ومنحهم صوتاً، (٢) التوضيح، (٣) التعزيز، (٤) إدارة الصف، و(٥) التوسيع وطرح الأسئلة. أظهرت النتائج أنّ الترانسلاينغوينغ في هذه الدورة الخاصة عبر تيك توك لا يقتصر على كونه أداة بيداغوجية، بل يتجاوز ذلك ليشكّل آلية وجدانية تعزز من ثقة المتعلمين بأنفسهم، وتوطد العلاقة بين المعلّم والمتعلّمين، وتضع تعلم اللغة الإنجليزية في سياق الحياة المحلية. ترفد هذه الدراسة النقاش الأكاديمي حول الترانسلاينغوينغ من خلال إبراز دور وسائل التواصل الاجتماعي كفضاءات تعليمية بديلة تتسم بالشمولية والاستجابة لاحتياجات المتعلمين ثنائي ومتعددي اللغات. ومع ذلك، تقتصر نتائج هذه الدراسة على ممارسات معلمة واحدة ضمن منصة واحدة؛ مما يقتضي توسيع نطاق البحوث المستقبلية لتشمل منصات وسياقات متعددة.

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CHAPTER I
INTRODUCTION

This chapter provides a general overview of the background of the study, research questions, significance of the study, scope and limitation, and definition of key terms. This chapter is designed to offer readers a clear understanding of the research's context.

A. Background of the Study

During this period of translanguaging on TikTok private course, the global use of digital media attracts the interest of linguists and researchers to study the phenomenon of multilingualism and digital multiliteracy practices among young people. Due to the influence of globalization, translanguaging practices that involve the shifting between languages in online communication become a natural phenomenon among multilinguals. In recent years, several studies are conducted to investigate the increasing frequency of multilingual practices among young people in their daily lives. In view of the fact that translanguaging becomes a norm among multilinguals, many linguists, researchers, and teachers devote their efforts to understanding translanguaging practices and how they function in digital contexts.

Indonesia is renowned for its multicultural identity, characterized by a rich diversity of regional languages. Despite the presence of Bahasa Indonesia as the national language, numerous regional languages also exist, resulting in Indonesians being inherently bilingual. However, in order to keep place with the

rapid global developments, Indonesians recognize the importance of learning foreign languages, particularly English, given its status as the most widely spoken international language.

Translanguaging refers to the language practices of bilingual or multilingual individuals who flexibly draw on their entire linguistic repertoire to communicate, make meaning, and navigate complex interactions (García, 2014). Rather than strictly separating languages, translanguaging allows for the simultaneous use of two or more languages within a conversation, regardless of whether all participants are fully proficient in each language. This practice highlights the dynamic and fluid nature of bilingual communication, where individuals adaptively use all available linguistic and semiotic resources to convey ideas and shape their experiences.

The concept of translanguaging is rooted in multilingual contexts. It was first introduced by the Welsh educator Cen Williams in the late 20th century through the term trawsieithu, which was later translated into "translanguaging" (Conteh, 2018). Initially developed as a pedagogical approach in Welsh-English bilingual classrooms, translanguaging has since evolved into a broader theoretical framework.

According to Baker (2011), translanguaging involves using two or more languages to create meaning, acquire information, and deepen understanding. It is not merely a technique of switching between languages but represents a holistic communication process that empowers speakers to access their full linguistic potential. García and Wei (2014) further emphasize that translanguaging

challenges traditional notions of fixed language boundaries. Unlike code-switching, which maintains the separation of language systems, translanguaging embraces hybrid and integrated practices, reflecting the lived realities of multilingual speakers.

Beyond its cognitive and communicative functions, translanguaging also allows speakers to express personal meanings more effectively. García and Wei (2014) note that translanguaging enables individuals to draw on their full linguistic resources, including emotional and cultural dimensions, to make communication more meaningful. In multilingual and digital learning environments such as TikTok, this flexible language practice becomes especially valuable. It allows educators like Nadia Shafiana to connect with diverse learners through a combination of languages, making content more accessible and engaging. This highlights translanguaging not only as a teaching strategy, but also as a reflection of real world multilingual communication.

With the expansion of social media, communication is no longer limited by geographical boundaries but extends to global connections. Social media platforms facilitate internet based communication, enabling users to engage in conversations, share information, and create digital content. In the current digital landscape, translanguaging emerges as a prominent trend, with many individuals incorporating it into their daily communication practices. Even influencers on social media platforms use translanguaging to narrate their activities and engage with their audiences.

Several previous studies have discussed about translanguaging practices in various educational, social, and digital contexts, demonstrating the complexity and diverse functions of translanguaging itself. Several studies have highlighted translanguaging as a powerful means of expressing identity, emotion, agency, and social justice in multilingual contexts. Wahyudi (2023) examines translanguaging practices in Indonesia and found that language mixing was a tool for expressing personal emotion, constructing identities, asserting agency, and advocating for social justice in educational settings.

Dovchin's (2021), in her study on Mongolian immigrant women in Australia found that translanguaging is a coping method for navigating emotional experiences, adapting to new social environments, and reconstructing oneself in an English dominant society. These studies emphasize the emotional and identity related aspects of translanguaging, in addition to its functional significance in communication.

In the context of higher education, particularly in Indonesia, translanguaging has emerged as a natural and strategic activity for university students. Agustin and Wahyudi (2024) investigates Indonesian university students' translanguaging practices and perspectives, discovering that they utilized translanguaging not just to improve comprehension, but also to form social connections and navigate their dual linguistic identities as local and global citizens. To support this, Emilia and Hamied (2022) research translanguaging techniques in a tertiary EFL classroom in Indonesia and discovered that translanguaging fostered inclusive and effective learning, particularly for students

with varied levels of English ability. These findings highlight the versatility and educational potential of translanguaging in multilingual academic settings.

Other researchers have looked into translanguaging in formal language instruction and its pedagogical issues. Galante (2020) investigated pedagogical translanguaging in a multilingual English program in Canada, focusing on both the benefits and implementation issues encountered by students and teachers. Similarly, Karakas (2021) investigated translanguaging practices in English medium instruction (EMI) classes in Turkey, discovering that students strategically used their entire linguistic repertoires to make sense of academic content while displaying a variety of orientations toward English and their mother tongue. These studies underline the need of teacher knowledge, institutional support, and adaptable pedagogical practices for increasing the success of translanguaging in the classroom.

Translanguaging is especially important in digitally mediated and international learning contexts to facilitate communication and shape learner identities. Ou et al. (2024) investigates translanguaging competency in online international higher education in Hong Kong, discovering that digital technologies facilitate not just cross linguistic communication but also the formation of virtual trans-local identities. In a related context, Chan and Chou (2022) investigated the translanguaging habits of junior secondary students in a remedial class in Macau, finding that translanguaging improved students' access to academic information and confidence. These studies demonstrate the importance of translanguaging as

a language and emotionalism scaffold in challenging and technologically enhanced learning situations.

Translanguaging has also been studied as a way to promote social justice and cultural expression. In the Finnish context, Ennser-Kananen et al. (2021) stated that translanguaging promotes socially equitable English language teaching by validating students' multilingual identities and opposing monolingual educational ideas. Meanwhile, Li Wei et al. (2020) investigated the *"Kongish Daily"* initiative, a prominent digital platform that cleverly combines Cantonese and English. Their findings indicates that translanguaging in this context serves as a subversive act, allowing users to question linguistic conventions and express mixed cultural identities. These studies expand our understanding of translanguaging beyond the classroom, acknowledging its importance in digital culture and sociopolitical discourse.

In this context, the current study focuses on the translanguaging practices of Nadia Shafiana, a well known Indonesian digital educator who offers an English private course through her TikTok platform. Understanding her linguistic and educational background is critical for determining the type of her language use in this study. Nadia is a bilingual digital content developer and educator who frequently posts English language learning resources on TikTok. She was born on January 9, 2004, in Jakarta, and is currently a student at Yogyakarta State University's Faculty of Languages and Arts, where she studies English Language Education. In 2025, she will be in his final year (class of 2023), and she has achieved academic and extracurricular recognition.

Nadia, an Javanese ethnic, grew up in a multilingual setting and is fluent in Indonesian (the national language), Javanese (her native language), and English. Her extensive linguistic vocabulary enables her to move seamlessly between various languages and connect meaningfully with a wide range of audiences, making her a perfect subject for translanguaging studies.

Nadia is proficient in at least three languages: Indonesian, English, and Javanese. Her English competence has been developed by academic study and autonomous literacy practice, while her fluency in Indonesian and Javanese helps her communicate in accordance with local linguistic and cultural standards. This wide linguistic background adds to her ability to seamlessly move between languages while presenting information on social media, particularly in her TikTok private course.

Outside academia, Nadia is a published author of over 30 works, including novels, poetry, and comics. Her work has appeared both locally through major publishers like Dar Mizan and Indiva Solo, and internationally in countries such as Germany, England, and Malaysia. She has received several recognitions, including the 2021 Santri Award and was the youngest Indonesian speaker at the Frankfurt Book Fair. In 2024, she was named Runner-Up Language Ambassador for Yogyakarta for her role in promoting the national Trigatra Bangun Bahasa program.

With a strong background in English pedagogy and multilingual competence, Nadia actively uses digital platforms to teach English. Her TikTok based course targets beginners and university students. She adapts her instruction

based on students' proficiency levels: using more Indonesian to build confidence among beginners, and gradually increasing English exposure for advanced learners. Through translanguaging, she explains vocabulary, grammar, and real-life expressions in ways that are accessible and engaging.

In addition to being a medium for entertainment, TikTok also develops into an educational platform that various groups, including language teachers, actively use. TikTok becomes one of the most popular platforms used by Generation Z to showcase their language skills through translanguaging. According to Oktaviana et al. (2024), translanguaging most often appears when creators discuss specific topics, with code-switching as the dominant form. The use of translanguaging also demonstrates language proficiency and builds a bilingual identity in digital spaces.

Many teachers and educational content creators use features such as short videos, comments, and live streaming to deliver learning materials effectively and engagingly. In this context, translanguaging serves as a key strategy to bridge understanding among participants from diverse linguistic backgrounds, especially in English language teaching for beginners.

TikTok's significance as a digital learning environment continues to grow due to its ability to combine entertainment, communication, and education in a single platform. While TikTok initially starts as a tool for entertainment through short form videos, it now evolves into a dynamic space where knowledge is delivered in compact, entertaining, and accessible ways (Guo et al., 2022). As a result, TikTok provides an innovative platform for language educators and

learners to interact, engage, and experiment with multilingual practices in real time. It supports translanguaging pedagogy by enabling flexible movement between languages, cultures, and semiotic resources. Educators like Nadia Shafiana use TikTok's adapt structure to combine instructional content with humor, cultural references, and self expression, making language learning more relevant and accessible. TikTok, therefore, becomes more than just a supplement to formal education; it becomes a transformative space where linguistic diversity is not only acknowledged but also celebrated (Darvin, 2024; Li Wei, 2018).

In conclusion, translanguaging does not only happen in formal classrooms. It also takes place in informal and digital learning environments. The case of Nadia Shafiana shows how translanguaging works as a teaching strategy and a creative way to teach English on social media. This study aims to describe how Nadia uses translanguaging in her TikTok English course and to identify the functions of her language use. The result of this study is expected to give a better understanding of how language is used in today's digital education.

B. Research Questions

This research aims to answer the following research questions:

1. What are the discursive functions of translanguaging employed by Nadia Shafiana in her TikTok private course?

2. How does Nadia employ translanguaging in her TikTok private course?

C. Significance of the Study

The significance of this study is both theoretical and practical. Theoretically, this study helps improve the understanding of translanguaging practices in digital learning environments, especially in the context of Nadia Shafiana's private course on TikTok. By examining the discursive functions and translanguaging strategies that she uses, this study provides insights into how language is used and adapted in online communication. This is important in the current era of globalization, where digital platforms connect people from different language and cultural backgrounds. Practically, the results of this study can benefit English Literature students, teachers, and digital content creators. It helps them to better understand how translanguaging supports learning, communication, and identity building in online spaces. In addition, this study offers useful ideas for improving language teaching methods in digital contexts.

D. Scope and Limitation

This study focuses on applied linguistics, with a particular focus on translanguaging. The scope of this research is limited to analyzing translanguaging practices in Nadia Shafiana's TikTok private course, especially in the content created and delivered by Nadia herself. This focus allows the researcher to examine in detail how translanguaging is used as a teaching strategy in this specific digital learning context. However, this study does not aim to represent all translanguaging practices on TikTok or across other digital platforms. The research may also be limited by the availability and accessibility of data, as well as by potential language barriers when interpreting and analyzing the content.

In addition, time and resource limitations may affect the depth and breadth of the analysis. Despite these limitations, this study seeks to provide useful insights into how translanguaging is practiced in digital media and to contribute to the growing body of research on language use and communication in online environments.

E. **Definition of Key Term**

To prevent misunderstandings, the terms used in this study are defined as follows:

1. **Translanguaging:** In this study, translanguaging refers to the way Nadia Shafiana, as a content creator in her TikTok private course, uses both Bahasa Indonesia and English interchangeably in her instructional videos. This practice involves fluidly shifting between the two languages within a single utterance, sentence, or conversation to support teaching, engage students, and convey meaning effectively.

2. **Discursive Functions:** According to Garcia & Wei (2014), discursive functions are the communicative purposes served by language use, including clarifying meaning, involving the audience, reinforcing ideas, managing conversations, and extending discussions. This research identifies and analyzes these functions in the context of bilingual digital content.

3. **Nadia Shafiana:** Nadia Shafiana Rahma is an English Education student at Yohyakarta State University and a young Indonesian writer and digital educator. As of April 2025, her TikTok account has more than 74.000 followers. She is the creator and instructor of a TikTok private English course, which combines bilingual content and creative instructional strategies.

In this study, she is observed as the primary subject for analyzing translanguaging practices in an informal, digital learning environments.

4. **TikTok Virtual Private Course:** A TikTok virtual private course refers to a form of digital language instruction conducted through TikTok, where an individual educator delivers language lessons via short video content. In this study, it specifically refers to the English learning content created by Nadia Shafiana that targets students in an informal, interactive, and accessible format.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will conduct a literature study on translanguaging theory. This theory provides a thorough view of the theory and practice of translanguaging.

A. Translanguaging

Translanguaging is a concept developed from the study of bilingual and multilingual language practices that are not bound by rigid boundaries between languages. García and Wei (2014) define translanguaging as "the process by which multilingual speakers utilize their languages as an integrated communication system." This concept does not simply view languages as separate entities, but rather as parts of a single linguistic system that is dynamically used by speakers in everyday social practices.

Translanguaging, as conceptualized by García and Wei (2014), challenges conventional definitions of language that are purely structuralist, mentalist, or social. Instead, it is understood as a trans-semiotic system composed of diverse meaning-making signs, particularly linguistic elements, which together form a speaker's semiotic repertoire. In this view, language is not a closed, autonomous system, but rather a flexible resource that bilingual and multilingual individuals use to select and combine features freely to enhance meaning-making, cognitive engagement, creativity, and critical thinking. García and Wei (2014) emphasize that translanguaging is not simply switching between languages it is an act that

occurs beyond and between linguistic systems, transforming cognitive and social structures in the process.

Moreover, translanguaging offers a transdisciplinary lens that integrates both sociolinguistic and psycholinguistic perspectives to explore the dynamic and multimodal practices of multilingual communication. These practices are capable of reshaping not only semiotic systems and individual subjectivities, but also broader sociopolitical structures (García & Wei, 2014). In this sense, translanguaging serves not only as a linguistic phenomenon but also as a means of social transformation.

Importantly, translanguaging extends beyond verbal language. It includes multimodal resources such as intonation, gestures, visual elements, images, and sound all of which function together in meaning-making processes. This broader view is particularly relevant in the context of digital platforms like TikTok, where users engage with language and other semiotic modes simultaneously. As such, TikTok provides an ideal environment for translanguaging to emerge organically. This framework is especially pertinent to the present study, which explores the English teaching practices of Nadia Shafiana through her short, multimodal instructional videos on TikTok.

Nadia does not simply switch between Indonesian and English; instead, she blends both languages into a unified discursive whole that aims to improve learners' comprehension and engagement. For example, when describing an English expression, she might start with an introduction in Indonesian, then provide an example in English, then end with a reflective explanation in

Indonesian. Such activities are more than just repeats in two languages; they are intricate meaning-making processes that draw on Nadia's entire repertoire as a multilingual speaker and educator.

This type of translanguaging has also been documented in formal classroom settings in Indonesia. Emilia and Hamied (2015) investigated how English teachers employed translanguaging to deliver curriculum content, manage classroom interactions, and foster social relationships with students. Their findings suggest that translanguaging functions as a legitimate and effective pedagogical approach, rather than merely an informal communicative practice.

In this context, Nadia's TikTok content can be understood as a modern, technology driven extension of translanguaging strategies that have emerged within Indonesia's bilingual education landscape. In the present study, translanguaging is thus viewed not only as a linguistic phenomenon but also as a pedagogical strategy that contributes to the development of flexible, adaptive, and inclusive learning environments particularly within digital platforms that accommodate learners' linguistic, cultural, and experiential diversity.

B. Translanguaging in Educational Context

Translanguaging in education is understood as a pedagogical approach that not only permits the use of multiple languages during the learning process, but also challenges the dominant monolingual ideology in formal education systems. According to García and Li Wei (2014), translanguaging is "a pedagogical practice that builds on students' entire linguistic repertoire" (p. 66). This approach

encourages students to integrate the languages they know rather than separate them when thinking, understanding academic material, and expressing themselves.

García and Li Wei (2014, pp. 66–70) further emphasize that translanguaging fosters an inclusive classroom environment, where the linguistic resources of all students are acknowledged and valued. This practice not only supports comprehension of complex subject matter, but also contributes to the development of a positive linguistic identity. In a translanguaging classroom, teachers take on the role of facilitators who support students in using their mother tongue or everyday language to construct meaning, access academic content, and engage in classroom interactions. This creates a broader cognitive and affective space in which students feel included, empowered, and encouraged to think critically.

Moreover, García and Li Wei (2014, p. 69) describe translanguaging as an "act of social justice," as it empowers students from minority language backgrounds who are often marginalized by monolingual pedagogical models. By allowing students to bring their full linguistic repertoire into the classroom, translanguaging becomes a form of resistance against language hierarchies and promotes the recognition of diverse student identities and lived experiences.

These conceptual insights are supported by various empirical studies. For example, Emilia and Hamied (2022), in their research on translanguaging in Indonesian higher education, found that it enables students with varying levels of English proficiency to better understand instructional content, engage more

actively in class, and feel more confident in using both Indonesian and English. Similarly, Agustin and Wahyudi (2024) show that translanguaging helps students navigate their local and global identities, thus fostering a more democratic and collaborative learning atmosphere.

Beyond the Indonesian context, Galante's (2020) study in Canada demonstrates that translanguaging enhances learner engagement and promotes intercultural understanding in bilingual education programs, despite existing institutional constraints. Ou et al. (2024) also highlight the value of translanguaging in virtual international learning environments, noting its role in facilitating cross-cultural communication and shaping learners' translocal identities.

Thus, translanguaging in educational settings should not be seen merely as a linguistic strategy, but as a transformative pedagogical practice. It supports inclusive and equitable learning environments that are responsive to students' diverse linguistic and sociocultural backgrounds. García and Li Wei (2014) define translanguaging not only as a technique, but also as an ideological stance and a social practice that drives educational reform in today's multilingual societies.

This perspective is particularly relevant to the present study, which focuses on Nadia Shafiana's application of translanguaging strategies in a TikTok based private English course. Although the learning occurs outside a formal classroom, Nadia's instructional methods reflect core principles of translanguaging pedagogy namely, the use of learners' full linguistic repertoires,

responsiveness to linguistic diversity, and the creation of inclusive, identity affirming learning environments. By alternating between Indonesian and English to deliver material and interact with students, Nadia demonstrates how translanguaging can function as an effective teaching strategy in informal digital learning spaces.

C. Translanguaging in Digital Environments

In the digital context, translanguaging practices occur not only through spoken language, but also in written texts, captions, emojis and interactions in comment sections. Garcia and Wei (2014) emphasize that translanguaging allows learners to access their full linguistic repertoire, giving them greater flexibility in understanding, processing and conveying information in the target language. A study by Galante (2020) showed that translanguaging can increase students' confidence in learning English, especially when instruction is delivered in a familiar digital environment. This is in line with the principles of translanguaging pedagogy, which positions the first language (L1) not as a barrier, but as a valuable resource in the learning process.

As Li Wei (2018) explains, translanguaging in digital environments is not only about language mixing, but also a form of creative linguistic practice that reflects hybrid identities, resistance to dominant language norms, and active engagement in online communities. This is reinforced in Dovchin's (2021) research looking at translanguaging among Mongolian immigrant women in Australia, where social media becomes a safe space to express emotional

experiences and multilingual identities freely, even as a form of coping with social and linguistic pressures.

Another example is shown by the Kongish Daily project (Li Wei et al., 2020), a Hong Kong based Instagram platform that creatively and subversively blends English and Cantonese. This practice demonstrates how translation in the digital space serves as a tool for expressing social solidarity, cultural critique, and the formation of autonomous linguistic identities. The study by Ou et al. (2024) also highlights that in international online education, translanguaging facilitates virtual trans-local identity formation, where learners use technology to bridge linguistic and geographical distances through fluid language practices.

Translanguaging in digital environments not only reflects contemporary linguistic realities, but also plays an important role in shaping alternative learning spaces, identity empowerment and global social connections. Digital media not only extends the reach of translanguaging, but also strengthens its position as a transformative social practice.

TikTok is a short form video based social media platform that allows users to create, edit, and share content in various formats. In recent years, TikTok has undergone a transformation from a mere entertainment app to a digital space increasingly used for educational purposes. Key features such as ease of access, use of captions, comment sections, video duets, and live streaming have positioned TikTok as a potential medium for delivering educational content, including language learning (Guo et al., 2022).

In the context of English language learning, TikTok facilitates multimodal interaction that integrates text, audio, visual elements, and body language. This supports a communicative and participatory approach to language acquisition. Furthermore, TikTok provides a more flexible space for educators to implement translanguaging based methods in explaining complex linguistic concepts to beginner level learners.

Thus, the relevance to this study lies in the way Nadia Shafiana uses the TikTok platform as a medium to teach English informally to a heterogeneous Indonesian audience. Although done online, the linguistic approach she uses is in line with the translanguaging practices described by García and Li Wei (2014) and supported by recent studies. He integrates Indonesian and English not only to deliver the material effectively, but also to create intimate relationships, encourage audience participation, and create a learning space that is flexible, personal, and responsive to the linguistic needs of participants.

D. Discursive Functions

In Garcia and Wei (2014) theory, translanguaging fulfills several discursive functions that facilitate interaction, comprehension, and classroom dynamics. These functions not only aid in linguistic and conceptual understanding but also promote an inclusive and respectful environment. Below is a detailed explanation of each function, supported by examples from Garcia and Wei (2014) study:

1) **To involve and give voice**

Translanguaging encourages active participation by allowing students to express themselves in a language they are comfortable with, thus giving voice to each individual. For examples, in one conversation, Camila asks classmate Ramón to share his opinions in Spanish, saying, *'Ramón, cuéntanos en español'.* This invitation not only recognizes Ramón's linguistic choice, but also directly engages him in the discussion, building a sense of inclusion and respect for his language identity. A good example is when a teacher urges a pupil in their chosen language, such *'Ramón, cuéntanos en español'* (tell us in Spanish).

This not only acknowledges the student's language, but also fosters a dialogic space in which their identity is validated. In such cases, translanguaging serves as a tool for democratizing participation, particularly among students who might otherwise be sidelined in monolingual classroom discourse (Garcia & Kleyn, 2016). Translanguaging removes bilingual learners' deficit perspectives and encourages them to use their entire linguistic repertoire as a respectable mode of expression and academic contribution. This is especially important in digital environments, where learners from various language origins can be encouraged to engage in multimodal and multilingual expression without fear of being linguistically incorrect (Li Wei 2018).

2) **To clarify**

Translanguaging explains things more clearly by employing many languages, ensuring that students thoroughly comprehend the material. Camila demonstrates

this by moving between English and Spanish to highlight crucial terms, as evidenced when she states, *'the four keywords/las palabras importantes/las palabras claves'* (Garcia & Wei, 2014, p. 103). This repetition in both languages ensures that all studentss, regardless of language level, understand the subject.

This method is especially useful in content and language integrated learning (CLIL) and EFL settings, where students frequently struggle to access academic content just in the target language. Translanguaging enables children to use their entire linguistic repertoire to scaffold comprehension and improve conceptual clarity (Cenoz & Gorter, 2013; Garcia & Wei 2014). Clarification through translanguaging also promotes language awareness, as learners begin to detect patterns, cognates, and structural similarities or differences between languages, which improves long term retention and cognitive flexibility (Garcia, Johnson, and Seltzer, 2017).

This explanation function is directly relevant to the current study, which investigates how Nadia Shafiana uses translanguaging to teach English to an Indonesian audience using short, easy to understand TikTok videos. Nadia regularly changes between English and Bahasa Indonesia to clarify grammar rules, idiomatic expressions, and contextual usage, using the pedagogical strategies indicated in translanguaging literature. By leveraging both languages, she ensures that complex concepts become comprehensible to her EFL learners, many of whommay not have formal language instruction. This strategic use of translanguaging not only enhances comprehension but also supports learner

confidence and autonomy, reinforcing its essential role in informal, digitally mediated language learning environments.

3) **To reinforce**

By confirming a student's point in a different language, translanguaging strengthens understanding and validates contributions. In one instance, after students express a concern about families being separated, Camila reinforces their point by stating in English, *'It's a very worrying situation (interaction 4)* (Garcia & Wei, 2014, p. 104). This reinforcement in a second language emphasizes the importance of their perspective and aids in conceptual retention.

Reinforcing student contributions through translanguaging is a powerful way to affirm learners' ideas while supporting comprehension. When an instructor reformulates a learner's response in another language, it signals that their contribution is valued and worthy of being shared with the broader group. This validation serves both emotional and cognitive functions, it builds students' confidence and strengthens the conceptual retention of the content being discussed. Garcia and Wei (2014) emphasize that this type of repetition is not redundant, but is pedagogically intentional. It helps learners consolidate meaning across linguistic codes, especially when one language serves as a scaffold for accessing the academic register of another.

This function is particularly important in multilingual classrooms and EFL environments where learners may express important ideas in their native language due to limited vocabulary in the target language. By repeating the same idea in the

target language, educators bridge language gaps and support the development of bilingual skills. As Garcia, Johnson, and Seltzer (2017) point out, such moments contribute to a translanguaging pedagogy that affirms bilingual identities while expanding learners' ability to work in multiple languages.

This reinforcing function is also reflected in the teaching practices of Nadia Shafiana, the subject of this study. In her TikTok English course, Nadia often responds to learners' correct or incorrect language use by repeating their expressions in English after discussing them in Bahasa Indonesia. This practice serves not only to correct or clarify them, but also to validate the learners' attempts and encourage their language development through confirmation. Nadia's translanguaging approach is closely related to this discursive function and shows that validation and conceptual clarity can coexist in informal, digital learning contexts.

4) **To manage the classroom**

Translanguaging can also be used for classroom management, helping maintain order or direct attention. Camila uses Spanish for this purpose when she tells students to "*hurry up,*" saying "*avancen a la segunda parte*" (García & Wei, 2014, p. 104). This shift from English to Spanish the students' more familiar language enables quicker processing and ensures that all learners understand what is expected of them, particularly in moments where time and attention are critical. The use of translanguaging here is not pedagogical in the content sense, but strategic in managing the flow and discipline of classroom routines.

This function aligns with the idea that translanguaging is not limited to content delivery, but extends into the social and relational dimensions of teaching. As García and Wei (2014) emphasize, allowing students to hear and respond to classroom directions in their home language contributes to a sense of inclusion and belonging while reducing the cognitive load of processing instructions in the second language. Such practices acknowledge students' entire linguistic repertoire as an asset, and promote a more responsive and empathetic learning environment.

Similar findings appear in research by Emilia and Hamied (2022), who observed that Indonesian EFL instructors often used Bahasa Indonesia to manage group work, shift classroom focus, and provide encouragement, particularly when students displayed signs of disengagement or confusion. Rather than being seen as a regression into the first language, this kind of translanguaging was shown to maintain instructional momentum and restore student attention. In another study, Karakas (2021) found that Turkish university students in EMI (English-medium instruction) classes responded more quickly and confidently to classroom directives when instructors alternated between Turkish and English, especially during task activities.

In informal or virtual learning spaces such as TikTok-based education as explored in this study the use of translanguaging to manage "classroom-like" engagement remains evident. Although the digital space lacks traditional discipline structures, educators often switch between languages to give instructions (e.g., *"repeat after me," "write this down," or "focus on this part"*) to maintain audience attention and guide the structure of the lesson. Thus,

translanguaging as classroom management not only ensures operational clarity but also strengthens the relational connection between educator and learners, affirming the role of language in sustaining both academic and behavioral engagement.

5) **To extend and ask question**

Translanguaging can expand the conversation by encouraging students to think deeper and ask questions. In one interaction, Camila uses Spanish to pose a question, "*A causa ¿de qué?*" (What is the cause?) (García & Wei, 2014, p. 104). Camila employs a flexible use of language to support students in acquiring knowledge, building both academic content and linguistic skills, engaging in critical thinking, and participating meaningfully in the world around them.

Translanguaging not only supports these specific discursive functions but also fosters an inclusive learning environment. Garcia and Wei (2014) argue that translanguaging opens up a "third space" where students' diverse voices and perspective coexist and are respected. For instance, when a student is interrupted by classmates, Camila steps in, saying, "*Don't shoot her down. We're respecting each other's opinions.*" This shows how translanguaging promotes a classroom culture that values tolerance, respect and openness to different points of view and transcends traditional language boundaries.

Several previous studies have adapted this framework based on their specific contexts. For example. Emilia and Hamied (2022) identified three core functions of students' translanguaging: engaging, elaborating ideas, and asking questions.

These studies show that the application of discursive functions may vary depending on context, data type, or pedagogical focus. However, in the present study, the full framework of five functions is used to capture a broader and more nuanced range of translanguaging practices in a digital, informal learning environment.

E. Translanguaging in Nadia Shafiana's TikTok Private Course

This study focuses on the translanguaging practices used in Nadia Shafiana's TikTok private course. Nadia Shafiana is a well known Indonesian digital educator who teaches English through short and engaging videos on TikTok. She is a bilingual content creator who speaks Bahasa Indonesia, English, and Javanese. Her background as an English Education student and a writer enriches the way she delivers content to her audience. Nadia often explains English learning materials by combining languages to suit the needs of her learners.

In her TikTok course, Nadia switches between English and Bahasa Indonesia to bridge language gaps and make the content more accessible. For beginners, she explains basic vocabulary and expressions in Bahasa Indonesia while introducing key English terms. For more advanced learners, she uses more English but still provides clarification in Bahasa Indonesia when needed. Through this approach, she creates an interactive learning environment that maintains learners' interest and fosters a sense of community.

Nadia's content demonstrates that translanguaging is not a sign of linguistic deficiency, but a purposeful strategy to enhance understanding and engagement. This aligns with García and Wei's (2014) concept of translanguaging as a dynamic process where bilinguals use their entire linguistic repertoire to create meaning and support communication. By using her full bilingual resources, Nadia supports learners from diverse backgrounds and varying levels of English proficiency. This practice reflects an understanding of the linguistic needs of her audience and shows how flexible language use can enrich the learning experience. Moreover, it highlights how translanguaging in digital media helps learners construct identities and participate more actively in learning communities (Li Wei, 2018).

By analyzing the translanguaging practices within this virtual private course, this study provides insights into the pedagogical implications of translanguaging in digital spaces. It highlights the evolving role of translanguaging in modern language learning and contributes to the growing research on multilingual practices in online education (Ou et al., 2024; Chan & Chou, 2022). In summary, this chapter presents the theoretical background for analyzing Nadia Shafiana's content. The next chapter will describe the research methodology used to explore these practices in depth.

CHAPTER III
RESEARCH METHOD

This chapter describes the research methods employed in the analysis of translanguaging practices on Nadia Shafiana's TikTok Private Course. Several aspects are presented, including research design, research insrument, data and data source, data collection, and data analysis.

A. Research Design

This study adopts a qualitative research approach with a case study design. According to Creswell (2014), qualitative research aims to explore and understand the meaning individuals or groups ascribe to a social or human problem. A case study design is particularly suitable when the researcher seeks to investigate a contemporary phenomenon within a bounded system (a specific case) over time and through detailed, in depth data collection involving multiple sources of information.

In this research, the bounded case is the TikTok private course conducted by Nadia Shafiana. The emphasis is on investigating how translanguaging strategies are used and how their discursive functions work in the setting of this digital learning environment. This design enables a thorough and contextual investigation of the communicative strategies employed by the content provider to enhance language learning.

B. Research Instrument

The research instrument used in this study is the researcher. In qualitative research, the researcher serves as the primary instrument for data collection and analysis by engaging directly with the data to interpret meaning in its context (Creswell, 2014). In this study, the researcher was responsible for selecting

appropriate TikTok video sessions from Nadia Shafiana's virtual private course, observing and transcribing the conversations, verifying the accuracy of the transcripts, identifying translanguaging instances, and categorizing them according to Garcia and Wei's (2014) discursive functions framework. In addition, the researcher developed a data sheet to systematically record and organize the identified instances of translanguaging. This data sheet helped to maintain consistency and ensured that each example was accurately analyzed according to the given function categories.

C. Data and Data Source

The data for this study taken by the transcription of videos on Nadia's TikTok account which contain English speaking courses. The data for this study are in the form of utterances containing translanguaging in Indonesian and English. Nadia's TikTok account has 74.6 thousand subscribers and a total of 65 videos. The researcher selected 26 videos based on certain criteria, such as the frequent use of Indonesian and English which indicates the practice of translanguaging in the videos. The videos are English speaking courses. The videos were selected based on the translanguaging practices spoken by Nadia, and there is no duration provision for the videos. The data respondent selected purposively technique in taking the participants of the research. According to Stake (2010), sampling in qualitative research should be iterative and flexible so that researcher can adapt to field conditions and new insights.

In addition, the translanguaging practices carried out by Nadia Shafiana's are only a source of research, the researcher does not discuss in depth all the meanings of translanguaging, only looking for the discursive functions and how Nadia employed these functions. The researcher tries to contact the owner of the TikTok account *@nadia_shafiana* to ask for confirmation and more information about the

translanguaging practices in her courses. However, no response is received up to the time this thesis was written. Therefore, the data in this study were collected indirectly by observing the learning videos uploaded on her TikTok account and by gathering additional information from websites or other relevant online sources.

D. Data Collection

The researcher focused on analyzing 26 selected videos from Nadia Shafiana's TikTok private course, specifically those that showed clear examples of translanguaging practices between English and Indonesian. The analysis aimed to answer the research questions about the discursive functions of translanguaging based on Garcia and Wei's (2014) framework. First, the researcher watched each videos one by one and identified parts where Nadia used translanguaging in *involve and give voices, clarify, reinforce, manage the classroom, and extend and ask questions*. Then, the researcher transcribed the relevant utterances word for word, including any pauses and language shifts, to preserve the natural flow of multilingual interaction. After transcription, the videos were rewatched to verify the accuracy and completeness of the data. Finally, each translanguaging practices instances was categorized according to its discursive function and arranged systematically to support further analysis and interpretation.

E. Data Analysis

This study employs a pattern based thematic analysis to examine translanguaging practices in Nadia Shafiana's TikTok private course. The analysis is guided by the discursive functions of translanguaging as proposed by García and Wei (2014), which include: (1) to involve and give voice, (2) to clarify, (3) to reinforce, (4) to manage the classroom, and (5) to extend and ask questions. To answer the first research question, the researcher transcribes the utterances from 26 selected TikTok

videos. Each instance of translanguaging is identified and categorized based on the five discursive functions mentioned above. This categorization helps to understand the purpose and role of each utterance within the context of bilingual instruction.

To answer the second research question, the researcher conducts a deeper analysis to identify recurring patterns and strategies in Nadia's use of translanguaging. This includes examining how she combines multiple functions in a single video, how she adapts her language switching based on content difficulty, and how she responds to the constraints of the TikTok platform. Although the analysis is informed by García and Wei's (2014) framework, the researcher also applies a data responsive approach, remaining open to emergent themes and patterns that do not fit neatly into the predefined categories (Nowell et al., 2017). By using this method, the study aims to provide both a theoretical and practical understanding of how translanguaging is applied in informal digital language instruction. The analysis results are presented in Chapter IV.

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the key findings on Nadia Shafiana's translanguaging activities on her TikTok private English course. The analysis focuses on how she employs translanguaging as a communicative and educational tool in a bilingual/multilingual setting, using the theoretical framework offered by Garcia and Wei (2014). Each discovery is classified based on translanguaging's discursive roles, which include *to involve and give voice, to clarify, to reinforce, to manage the classroom, and to extend and ask questions*. The findings show that translanguaging not only connects Bahasa Indonesia and English, but also functions as an effective instructional approach for increasing student engagement, understanding, and bilingual competency.

A. Findings

This study analyzes the use of translanguaging in Nadia Shafiana's TikTok virtual private course by classifying the data based on the five discursive functions proposed by García and Wei (2014). These functions are: (1) to involve and give voice, (2) to clarify, (3) to reinforce, (4) to manage the classroom, and (5) to extend and ask questions.

The findings show that all five functions of translanguaging appear in Nadia's content. The most frequently observed function is to clarify, where Nadia uses Bahasa Indonesia to explain English terms and concepts, helping learners understand the material more easily. The function to reinforce is also common, especially when she repeats or supports important information in both languages to strengthen

understanding. In several videos, Nadia uses translanguaging to involve and give voice, such as by encouraging students to participate or reflect on their learning experiences using familiar language. The function to manage the classroom is observed in the way she sets instructions or organizes learning activities using mixed languages. Lastly, the function to extend and ask questions appears when Nadia invites learners to think further or respond to questions using both English and Bahasa Indonesia.

Overall, the use of translanguaging in Nadia Shafiana's TikTok course is purposeful and adaptive. It supports learners' comprehension, promotes interaction, and creates an inclusive digital learning environment. These findings highlight how translanguaging functions as an effective teaching strategy in informal digital education, especially for learners with diverse language backgrounds.

1. Discursive Functions of Translanguaging

The researcher identified and classified the utterances into five categories of discursive functions. Each function will be presented with examples from the data show how translanguaging served specific communicative purposes.

1) To Involve and Give Voice

This function was identified when Nadia encouraged her students to actively participate by expressing their opinions or engaging in dialogues. The examples below illustrate how translanguaging was used to involve learners and give them opportunities to speak.

Datum 14

Utterance:

Alifa: Like her, I I want to say **kagum tu apa?**

Nadia: **Adore**

Alifa: Yeahh. I adore her.

Nadia: You know dyah said on the chat, Alifa has ability to sing every word that we say she's like Saipul Jamil ha ha ha.. Why is Saipul Jamil?

Alifa: Uhh.. if some people say something I always continue and respond with uh as a song.

Nadia: Oh that's why ha ha..

Alifa: The example is like if we call Puja Alifa just puja puji tanpa kata.

(Video source: TikTok, 05-01-2024)

This excerpt illustrates how Nadia uses translanguaging to give learners a voice and support their self expression. When Alifa says, *"kagum tu apa?"*, she actively engages in meaning negotiation, momentarily switching to Indonesian to fill a lexical gap. Nadia's prompt translation, *"adore"*, allows Alifa to continue expressing her admiration in English, thereby scaffolding her language production.

The cultural background is evident in the reference to Sherina, a well known Indonesian musical artist, which connects the discussion to Alifa's childhood memories. Meanwhile, the mention of Saipul Jamil and the playful remark *"puja puji tanpa kata"* reflect Alifa's personal identity as someone who enjoys singing spontaneously, blending language with performance. These expressions show how translanguaging is not just linguistic, but deeply rooted in the students' cultural and personal contexts.

As García and Wei (2014) suggest, translanguaging not only facilitates communication but also affirms students' multilingual identities by recognizing their entire linguistic and cultural repertoires. In this example, Nadia's supportive and humorous responses further encourage Alifa's participation, fostering a classroom

dynamic where translanguaging is validated and students are empowered to speak freely. The use of both languages in this context reflects a safe and inclusive space where learners are involved and given voice through meaningful and culturally relevant interaction. This emotional safety, as seen in Nadia's responses, allows students to make mistakes, experiment, and gradually build confidence in using both English and Bahasa Indonesia. Such a learning environment aligns with the affective dimension of translanguaging, where student agency and comfort are as crucial as cognitive gains.

Datum 15

Utterance:

Nadia: **Do you know huruf tsa di hijaiyah?**

Student: Yes

Nadia: **Yeah, like that exactly like that**

Student: **Tsa titik tiga**

Nadia: **Yeah, correct**.

(Video source: TikTok, 18-10-2023)

In this segment, Nadia encourages student participation by linking English pronunciation to the student's cultural and religious background. When the student struggles with pronouncing *"three,"* Nadia connects the /θ/ sound to the Arabic letter tsa, asking: *"Do you know huruf tsa di hijaiyah?"* This question invites the student to draw from prior linguistic and cultural knowledge, which helps them actively engage in the learning process.

The utterance *"tsa titik tiga"* illustrates the student's cultural background, particularly their familiarity with Hijaiyah (Arabic script), which is typically learned in Islamic schooling. By bringing this into the lesson, Nadia validates the student's linguistic identity and builds a bridge between English phonology and their existing

knowledge. This connection empowers the student to participate using terms from their religious education, making the lesson more relatable and meaningful.

Additionally, this moment also reflects personal identity, as the student voluntarily recalls the form of tsa (titik tiga) with confidence. This shows that translanguaging not only helps clarify pronunciation, but also provides space for students to speak from their own lived experiences. Through affirmations like *"Yeah, correct"*, Nadia supports the student's voice and reinforces their contribution. This interaction aligns with García and Wei's (2014) view that translanguaging affirms learners' multilingual identities and encourages participation through flexible language practices rooted in their own realities.

Datum 25

Utterance:

Student 1: **Hello apa kabar?** (practice in the front of the class)

Nadia: Yes

Student 2: Baik

Student 1: **Siapa namamu?**

Student 2: Nama saya Aidan

Student 1: **Terima kasih is that how you pronounce it.**

Nadia: **Terima kasih**

Student: **TerMiRa kAsHyl (Terima Kasih)**

Nadia: **Sama-sama**

(Video source: TikTok, 02-10-2023)

This interaction exemplifies how Nadia creates space for students to speak using both English and Indonesian, especially in beginner level interactions. The students actively participate in a role play exercise using Indonesian greetings such as *"Apa kabar?"*, *"Siapa namamu?"*, *"Terima kasih"*, while simultaneously checking pronunciation with English: *"is that how you pronounce it?"* Nadia supports these

efforts by modeling the correct form *("Terima kasih")* and encouraging responses through nonverbal reinforcement (clapping) and verbal validation *("Sama-sama")*. These acts affirm the students' contributions and promote a positive, inclusive atmosphere.

The cultural background is clearly present in the greetings used, which are drawn from Indonesian daily social norms. By engaging with phrases rooted in the national language, students demonstrate their connection to Indonesian culture while practicing pronunciation and conversation flow. Additionally, the humorous mispronunciation *"TerMiRa kAsHyl"* shows the student's personal identity as a beginner learner who is experimenting with language playfully and creatively.

Rather than correcting the mistake strictly, Nadia accepts the effort and responds supportively. This response reflects García and Wei's (2014) idea of translanguaging as a practice that fosters a "third space," where learners can explore multiple identities without fear of judgment. Through these interactions, students feel empowered to participate, even when their language use is imperfect. Nadia's approach embraces these emergent voices, encouraging expression, building confidence, and normalizing translanguaging as a tool for inclusion and learner agency (García & Wei, 2014; Gumperz, 1982).

2) To Clarify

Clarification appeared to be the most dominant discursive function used by Nadia in the course. She frequently employed translanguaging to explain English vocabulary, grammar structures, and cultural references that were potentially confusing or unfamiliar to her students. In the example below, Nadia explicitly

engages in contrastive analysis between Indonesian and English, which exemplifies the translanguaging function of clarification.

Datum 1

Utterance:

Nadia: Okay this is interesting because many people use it sometimes when they wanna say **Terima kasih sebelumnya**. Sometimes people say **thanks before**. And actually it does make sense if the think with the Indonesian structure **Terima kasih sebelumnya - thanks** or **thank you before**. But it's not how we say it in english actually. If you wanna say **Terima kasih sebelumnya** we say **thank you in advance** or **thanks in advance** that works as well.

(video source: TikTok, 26-02-2025)

This excerpt demonstrates the translanguaging function of clarification, where Nadia helps learners understand the difference between a literal translation from Indonesian and the appropriate English expression. She begins by acknowledging a common mistake among Indonesian learners: the phrase *"thanks before"*, which directly mirrors the Indonesian structure *"terima kasih sebelumnya."* Nadia first validates the logic behind the error: *"It does make sense if we think in Indonesian structure,"* signaling an empathetic stance. She then clarifies the standard English alternatives: *"thank you in advance"* and *"thanks in advance."* By doing so, she offers not just a correction, but also a language comparison that enhances the students' understanding of differences in syntactic structure between the two languages.

This example illustrates how Nadia uses translanguaging as a bridge between students' L1 (Indonesian) and L2 (English). By referencing the Indonesian form, she creates a familiar entry point for learners and then guides them toward more idiomatic English usage. Her use of both languages enables students to see where their native language logic overlaps or deviates from English norms. Through this bilingual explanation, Nadia raises students' language awareness, which aligns with García and Wei's (2014) view of translanguaging as a tool for deeper comprehension, not just

linguistic correctness. The comparison between *"thanks before"* and *"thank you in advance"* helps learners move beyond direct translation and toward more natural and context appropriate English usage.

Datum 2

Utterance:

Nadia: Okay the next one is when you said **nyuci piring**. Yes if we translate from Indonesian to English **nyuci = wash, piring = plate, wash the plate.** I cannot say that's wrong but normally native speaker they don't say **wash the plate**, instead they say **do the dishes.** For example **"Oh sure I'll do the dishes today"** it also happens to **nyuci baju**. They don't say **wash the clothes** but they say **do the laundry**. **I didn't do my laundry last week**. **Itu ya pakenya Do the dishes. Kalo cuci baju Do the laundry.**

(Video source: TikTok, 21-02-2025)

This utterance illustrates how Nadia employs translanguaging to clarify common translation challenges between Indonesian and English, especially in household vocabulary. She begins by analyzing the phrase *"nyuci piring"*, providing its literal English translation *("wash the plate")* and noting that while it is not grammatically wrong, it is not the expression typically used by native English speakers. She then introduces the authentic expression *"do the dishes"*, followed by an example sentence to contextualize its use: *"Oh sure I'll do the dishes today."* Nadia applies the same strategy to another phrase, *"nyuci baju"*, and contrasts *"wash the clothes"* with *"do the laundry."* This comparative approach allows learners to understand not just word meaning, but also appropriate collocation and idiomatic usage in English.

Throughout the explanation, Nadia alternates between English and Indonesian, particularly in the final lines: *"Itu ya pakenya do the dishes. Kalo cuci baju do the laundry."* This translanguaging move leverages the learners' L1 to reinforce the accurate usage of the L2, creating a clearer mental association between expressions across both languages. Her strategy aligns with García and Wei's (2014) framework,

where translanguaging is not merely about switching languages, but about using all available linguistic resources to support comprehension. By validating the logic of the literal translation and then gently guiding learners toward more natural expressions, Nadia fosters both understanding and confidence. This segment is a strong example of how translanguaging can be used as a pedagogical tool to explain pragmatic conventions, correct "acceptable but unnatural" language, and help students internalize real world English usage through contrastive analysis.

Datum 3

Utterance:

Nadia: "Mentang-mentang dia kaya" Right, there is "Mentang-mentang" here so in that sentence, "mentang-mentang," we can translate that to, **just because, just because she is rich, just because blah, blah, blah, blah.** So "mentang-mentang" here we translate to **just because.**

(Video 03-12-2024)

In this utterance, Nadia clarifies the Indonesian expression *"mentang-mentang"* by providing its equivalent in English: "just because." She begins by repeating the original phrase *"Mentang-mentang dia kaya"*, then breaks it down by introducing the English counterpart "just because she is rich." Her repetition of the structure "just because blah, blah, blah, blah" helps to generalize the usage of the phrase in other contexts.

This explanation is a clear example of the translanguaging function of clarification, where the teacher uses both languages to map meaning and structure. Nadia does not simply translate word for word; instead, she draws attention to how the expression works pragmatically in both languages. Her use of repetition and examples supports learners' understanding of how *"mentang-mentang"* is used to express a specific tone of criticism or implication something that might not be obvious through literal translation alone.

By explaining this culturally embedded phrase in English while maintaining the Indonesian context, Nadia helps students build a bilingual conceptual understanding. This aligns with García and Wei's (2014) idea that translanguaging enhances language awareness and supports meaning-making across languages. Nadia's approach also prevents misunderstanding and helps learners feel more confident using nuanced expressions appropriately in both languages.

Datum 4

Utterance:

Nadia: **How do we say "jadi nggak?" ngapain gitu ya. We cannot say, sometimes people use the broken English, they say jadi = so, jadi nggak? so or no? Sometimes people say that, but that's broken English jadi nggak. We can say, are we still on for (bla bla bla). For example, your sentence "Jadi nggak nontonnya?" So, we can say "Are we still on for the movie this weekend?", that's the way we ask "jadi atau nggak" So, remember that "are we still on for something?" Are we still on for (bla bla bla).**

(Video source: TikTok, 14-11-2024)

In this utterance, Nadia clarifies the proper way to express the Indonesian phrase *"jadi nggak?"* in English. She starts by identifying a common mistake among learners: translating *"jadi"* directly to *"so"*, resulting in ungrammatical or awkward phrases like *"so or no?"* She openly states that such usage is *"broken English,"* which reflects her effort to correct language misuse without discouraging students. Nadia then introduces the idiomatic English equivalent: *"Are we still on for...?"*, and provides a contextualized example: *"Are we still on for the movie this weekend?"* This clear comparison helps learners see how pragmatic intent differs across languages, even if the literal meaning seems similar.

Her bilingual explanation continues with another reminder: *"that's the way we ask jadi atau nggak,"* anchoring the new structure within the learner's first language framework. This is a classic example of translanguaging used to clarify, as she bridges the gap between L1 and L2 by showing not just what is correct in English, but

why the commonly assumed translation is inappropriate. By explicitly contrasting the incorrect and correct forms, and anchoring them in relavant examples, Nadia increases her students' language awareness their ability to understand how language functions in real interaction, not just grammar. This aligns with García and Wei's (2014) theory that translanguaging helps learners access their full linguistic repertoire to make sense of unfamiliar structures and cultural usage in a second language.

Datum 5

Utterance:

Nadia: **Kalo setelah subject dia langsung like. Itu artinya suka. I like meat ball. Aku suka bakso**, that's correct. But let's see the second sentence here. I'm like there is am. There is to be here. I'm like **kalo setelah I nya setelah subjectnya ada to be kemudian diikuti like, itu jadinya bukan suka lagi, tapi seperti** If I say, I'm like meat ball, that means Aku seperti bakso, that's correct. That's really different, right? So pay attention about the word like. Another the example. **I like him = aku suka dia**, betul. That's correct, because there is no to be. **What about I'm like him?** Good. **Aku seperti dia**. You got it now? Great.

(Video source: TikTok, 03-10-2024)

This utterance clearly demonstrates the function of clarification in translanguaging, where Nadia explains the difference in meaning between *"I like…"* and *"I'm like…"*. She begins by highlighting that the word "like" has two meanings in English: *"suka"* and *"seperti"* in Indonesian. This initial comparison makes the topic relavant and clear for her learners. She then presents examples: *"I like meat ball"* meaning *"aku suka bakso"*, and contrasts it with *"I'm like meat ball"* meaning *"aku seperti bakso."* Nadia supports this contrast with a grammatical explanation in Indonesian: *"kalo setelah subjectnya ada to be kemudian diikuti like, itu jadinya bukan suka lagi, tapi seperti."* This bilingual scaffolding helps students understand that the position of *"like"* in a sentence affects its meaning.

Her explanation is highly contextual and repetitive, making it easier for beginner learners to follow. She draws students' attention to sentence structure, using

Indonesian to explain English grammar in ways that are familiar to them. The repetition of similar examples *"I like him" vs. "I'm like him"* also reinforces pattern recognition. This translanguaging strategy helps learners develop a practical understanding of grammar and improves their ability to recognize how small differences in sentence structure can lead to different meanings.

It aligns with García and Wei's (2014) concept of translanguaging as a teaching tool that connects new knowledge with what learners already know. By using both languages, Nadia ensures that the explanation is both clear and impressive. These instances show that clarification through translanguaging is more than linguistic it is meta cognitive. Nadia does not merely translate, she guides students to reflect on how language works and why certain forms are used in English instead of relying on literal translation from Indonesian.

Datum 6

Utterance:

Nadia: We use **on** if we can stand and walk in the vehicle, like **"I'm on the bus."**

Nadia: If you cannot stand and walk, we use **in**, like **"I'm in the car."**

Nadia: It's not "I will go there with car," but **"I'll go there by car."**

Nadia: **"Aku mau ke sana naik mobil."** It's not *"I will go there with car,"* but **"I'll go there by car."**
(Video source: TikTok, 30-07-2024)

In this excerpt, Nadia explains the difference between prepositions on and in in relation to transportation. She uses a simple and relevant rule of thumb: *"if you can stand and walk in the vehicle, use on; if not, use in."* For example, she says: *"I'm on the bus"* because one can walk inside a bus, and *"I'm in the car"* because space is limited and one can only sit.

She also addresses a common direct translation error among Indonesian learners. When translating *"Aku mau ke sana naik mobil,"* many students might say *"I will go there with car."* Nadia corrects this and clarifies that the appropriate English construction is: *"I'll go there by car."* This clear bilingual comparison helps students internalize the correct English structure and avoid literal translation mistakes.

These utterances function to clarify the appropriate use of prepositions and expressions of transport. By explaining the rule and comparing examples directly in both languages, Nadia enables students to make meaningful connections between Indonesian logic and standard English usage. This type of explanation aligns with García and Wei's (2014) concept of translanguaging as a pedagogical strategy to scaffold understanding through the learner's full linguistic repertoire.

3) To Reinforce

Nadia employed translanguaging to reinforce correct language usage by providing corrective feedback and affirmations after errors were made by students.

Datum 19

Utterance:

Nadia: You said my friends nice to me what's wrong with that sentence.

Student: are nice to me

Nadia: Yeah **kurang to be**. Kalo **nice** kan *kata sifat ya*. *Kalo ada kata sifat **harus ada to be*** I am nice you are nice

Student : my friends are nice to me

Nadia: Yeah, **my friends are nice to me**

(Video source: TikTok, 11-11-2023)

This excerpt illustrates the function of reinforcement in translanguaging, where Nadia confirms and strengthens the student's understanding of sentence structure. She first identifies the student's error *"my friends nice to me"* and prompts

correction by asking *"what's wrong with that sentence?"* When the student correctly adds the missing verb *"are nice to me"* Nadia follows up by reinforcing the grammar rule using both Indonesian and English: *"Yeah, kurang to be. Kalo nice kan kata sifat ya. Kalo ada kata sifat harus ada to be."*

She continues by modeling correct English examples: *"I am nice, you are nice"*, and has the student repeat the corrected sentence: *"My friends are nice to me."* This exchange exemplifies To Reinforce because Nadia does not only correct the error but also emphasizes the grammatical rule behind it and repeats the correct form multiple times. She uses Indonesian to explain the rule *("kata sifat harus ada to be")* and English to provide confirmation and repetition, allowing the student to internalize both the form and the reason behind it.

In line with García and Wei's (2014) framework, this use of translanguaging supports learner confidence and reinforces correct language usage by making the learning process explicit and bilingual. By providing repetition in both languages, Nadia reinforces the input and ensures it enters students' long term memory. Repetition also strengthens the connections between L1 and L2 concepts, which is especially useful for lower and intermediate learners.

4) To Manage the Classroom

Based on the analysis of all transcript data, no examples of translanguaging were found that specifically function to manage the classroom or regulate student behavior, such as giving technical instructions, dividing groups, or calming the class. This is most likely due to the learning format used by Nadia, which is a virtual private course based on TikTok, where interaction takes place in a one of way manner and on a small scale, so the need for direct classroom management rarely emerges.

Nevertheless, this function is still noted as part of García and Wei's (2014) theoretical framework, and is mentioned here to show that this category has been thoroughly examined in this research.

5) To Extend and Ask Question

By utilizing translanguaging, Nadia expanded discussions and elicited deeper responses from her students through prompting and questioning strategies.

Datum 25

Utterance:

Nadia: "There are just two people in other class that can guess correctly where Indonesia is? (pointing to the map) so **does anyone here know?** because I have a gift"

Student: "this" (pointing to the map)

Nadia: "ye ah" (clapping)

(Video source: TikTok, 02-10-2023)

This datum exemplifies the function of To Extend and Ask Questions through Nadia's use of an open ended question that prompts student participation. She asks: "Does anyone here know?" while pointing to a map, followed by a motivational statement: "Because I have a gift." This question not only encourages learners to engage with the task but also introduces a light challenge that triggers curiosity, cultural reflection, and interaction. By mentioning Indonesia in an English based learning context, Nadia initiates a space where learners are invited to connect geography with cultural identity.

The use of both English for instruction and the local context (Indonesia) demonstrates a strategic translanguaging move aimed at extending the communicative content beyond the linguistic level. It opens room for deeper reflection and stimulates participation through inquiry, consistent with García and Wei's (2014) definition of

this discursive function. Moreover, her enthusiastic response "Yeah!" and applause shows how she affirms participation, reinforcing a supportive learning environment. This moment is more than just a Q&A; it is a chance for learners to explore meaning, knowledge, and cultural pride through an active and inclusive approach.

Datum 26

Utterance:

Nadia: "Do you mind if I ask you some questions? What's the meaning of **do you mind?**... Do you mind means **apakah kamu keberatan**... If you say **no I don't mind**, it means **tidak keberatan**... If you say yes, it means **keberatan**... **You got it?**"

(Video source: TikTok, 29-03-2024)

This utterance is a clear example of the to extend and ask questions function. Nadia begins by recalling a previous interaction and then breaks down the phrase *"Do you mind if I ask you some questions?"* into simpler bilingual explanations. She poses a guiding question to students: *"What's the meaning of do you mind?"* then follows up with a bilingual clarification: *"Do you mind means apakah kamu keberatan."* She continues by explaining the implications of different responses *"no I don't mind" (tidak keberatan)* and *"yes" (keberatan)* and contrasts it with a more direct question form: "Can I ask you some questions?"

The key translanguaging function here is to extend understanding by moving beyond literal translation. Nadia uses this phrase as a springboard to discuss pragmatic meaning, response accuracy, and how intention is shaped by phrasing in English. Her final check *"You got it?"* confirms that she is actively encouraging learner reflection and comprehension. This segment illustrates how translanguaging is used to ask thought provoking questions, engage learners cognitively, and deepen their understanding of politeness, grammar, and meaning negotiation in English. As

García and Wei (2014) describe, this function allows learners to explore concepts more fully through their entire linguistic repertoire.

In conclusion, based on the analysis of 26 selected TikTok video transcripts, this study finds that four out of five discursive functions of translanguaging proposed by García and Wei (2014) are present in Nadia Shafiana's virtual private course: to involve and give voice, to clarify, to reinforce, and to extend and ask questions. These functions are reflected in her consistent use of both English and Indonesian to support students' understanding, participation, and confidence in using English. Through translanguaging, Nadia invites learners to express their thoughts even when they mix languages, encourages them to ask and answer questions, and validates their linguistic backgrounds. She also uses Indonesian to explain complex grammar or vocabulary in English, correct student errors gently, and guide pronunciation or sentence structure.

Additionally, she stimulates deeper engagement by asking open ended questions and providing space for cultural expression and identity building. The function to manage the classroom was not found in the data, likely because the videos are prerecorded and not conducted in real time. Overall, translanguaging in Nadia's teaching is not random but serves clear communicative and pedagogical purposes. It helps her bridge languages in a way that makes learning more meaningful and accessible for beginner and intermediate learners. This confirms that translanguaging is not only a practical strategy but also a powerful tool to support inclusive, interactive, and student centered language learning in digital spaces.

2. Nadia's Use of Translanguaging in Her TikTok Private Course

Based on the findings of this study, it was evident that Nadia Shafiana employed translanguaging as a core teaching strategy in her TikTok private English course. The data used to answer the second research question are the same as those analyzed in the first research question, namely the 26 selected videos from Nadia Shafiana's TikTok private course. However, while RQ1 focuses on identifying and classifying the discursive functions of translanguaging based on García and Wei's (2014) framework, RQ2 explores the patterns and strategies Nadia uses in applying translanguaging during her teaching. The same dataset is analyzed from a different perspective: not only what discursive functions are present, but also how these functions are employed intentionally and repeatedly to support student learning.

Translanguaging in this context referred to Nadia's deliberate use of both Bahasa Indonesia and English throughout her instructional content to facilitate student understanding and engagement. Rather than treating English and Indonesian as two separate language systems, Nadia blended them strategically to create a flexible and supportive learning environment for her students, who were primarily beginners or lower and intermediate English learners.

The analysis revealed that Nadia's instructional style followed several recurring patterns that made her use of translanguaging both structured and purposeful. These patterns reflected her usual methods, adapted to the needs of beginner and intermediate learners, and the short form video format of TikTok. The following are the six key patterns identified:

1. Repeated use of L1 (Bahasa Indonesia) to introduce key concepts

In most videos, Nadia began her lesson by introducing vocabulary, expressions, or grammar points in Bahasa Indonesia before shifting to English. This pattern appeared frequently and served as her default method for explaining new concepts. By using L1 at the start, she ensured that students had a clear understanding of the topic before being introduced to English examples. For example, in teaching the phrase "Do you mind if I ask you some questions?", she explained, "Do you mind artinya apakah kamu keberatan", before elaborating in English. This consistent strategy reduced learner anxiety and served as a strong foundation for further explanation.

2. Gradual integration of English with follow up explanation in Bahasa Indonesia

After introducing the concept in Bahasa Indonesia, Nadia routinely presented examples or usage in English. Then, she provided further explanation, reinforcement, or comparison in Bahasa Indonesia. This bilingual layering allowed learners to process meaning step by step. For example, she explained, "Kalau 'nice' itu kata sifat ya, jadi harus ada to be, seperti 'My friends are nice to me.'" This pattern helped students understand grammatical rules while also connecting them to familiar structures in their native language.

3. Simultaneous application of more than one discursive function

Many of Nadia's teaching segments showed more than one function of translanguaging being used at the same time. For instance, while clarifying vocabulary (to clarify), she also encouraged students to respond (to involve and give

voice) and corrected errors gently (to reinforce). One clear example was when she said, "Boleh pakai Bahasa Indonesia dulu ya," allowing students to answer comfortably while still learning the English structure. This combination made her lessons more interactive and student friendly. The overlapping use of functions demonstrated that translanguaging was not limited to a single purpose in each moment, but rather supported multiple learning goals simultaneously.

4. Use of questioning to extend understanding and prompt reflection

Another regular method Nadia used was asking students questions in Bahasa Indonesia and English to check comprehension and promote critical thinking. These questions invited students to compare structures between the two languages. For instance, she asked, "Do you mind artinya apa? Kenapa kita pakai 'do you mind', bukan 'can I'?" This technique allowed her to confirm that students were not only memorizing forms but also thinking about meaning, function, and appropriate usage. These reflective questions showed that translanguaging could also be a tool to extend and ask questions, not just to explain.

5. Adjusting the proportion of Bahasa Indonesia and English based on topic complexity

Nadia showed flexibility in her translanguaging depending on the difficulty of the material. When the topic was basic or familiar, she used more English. For more complex explanations like grammar distinctions or idiomatic expressions she relied more heavily on Bahasa Indonesia. For example, when discussing the difference between "I like him" and "I'm like him," she said: "Kalau setelah subject-nya ada to be, terus like, itu artinya seperti, bukan suka lagi." This adjustment helped students stay engaged without feeling overwhelmed.

6. Use of translanguaging shaped by the TikTok video format

TikTok's short video format influenced how Nadia applied translanguaging. Because each video lasted only 1–3 minutes, she used concise, clear bilingual explanations to save time while maintaining clarity. Her use of humor, informal expressions, and cultural references often delivered in Bahasa Indonesia kept students entertained and connected. Meanwhile, key language points were always emphasized in English. This format encouraged quick understanding through efficient bilingual communication, demonstrating that translanguaging could adapt to platform constraints without losing pedagogical value.

In conclusion, Nadia Shafiana employed translanguaging through structured and consistent patterns. Her usual method began with using Bahasa Indonesia to explain key ideas, followed by English examples and bilingual reinforcement. She often applied more than one discursive function within a single segment, showing that translanguaging in her lessons was not random, but intentional and learner centered. Her use of questioning supported reflection, while her adaptability to student levels and content difficulty showed pedagogical awareness. Finally, the nature of TikTok shaped her translanguaging style into something concise, engaging, and effective. These findings support García and Wei's (2014) concept of translanguaging as a dynamic, flexible, and inclusive teaching strategy especially relevant in digital learning environments like TikTok.

In summary, Nadia Shafiana's use of translanguaging followed identifiable and intentional patterns. She typically started with L1 (Bahasa Indonesia) explanations, gradually integrated English examples, and combined multiple discursive functions within a single teaching moment. She used translanguaging

flexibly to adapt to learner needs and content difficulty and also leveraged the unique features of the TikTok platform to create a dynamic and engaging learning environment. These patterns demonstrated that Nadia employed translanguaging not as a casual practice, but as a deliberate instructional method that supported comprehension, participation, and language development. Her approach aligned with García and Wei's (2014) view of translanguaging as a dynamic and flexible process that enhances multilingual learning in real world contexts, including digital platforms.

B. Discussion

This research explored how translanguaging was used in Nadia Shafiana's TikTok private English course by addressing two research questions. The first question focused on identifying the discursive functions of translanguaging, while the second explored the patterns and strategies Nadia employed when using translanguaging in her teaching. The analysis of 26 selected TikTok videos revealed that Nadia applied translanguaging not as a random or casual habit, but as an intentional pedagogical strategy that consistently followed structured patterns to support student understanding and participation.

The findings showed that four out of five discursive functions of translanguaging, as proposed by García and Wei (2014), were present in Nadia's teaching content. These included the functions to clarify, to involve and give voice, to reinforce, and to extend and ask questions. The fifth function, to manage the classroom, did not appear due to the asynchronous nature of the TikTok platform which does not allow real time interaction. Among these four, the most dominant function was to clarify. Nadia often used Bahasa Indonesia to explain English vocabulary, grammar, or expressions.

Rather than giving direct translations, she guided learners to compare linguistic structures between the two languages, helping them develop metalinguistic awareness. For instance, in explaining the difference between "I like" and "I'm like," she used Indonesian to explain how the presence of "to be" alters the meaning from "suka" to "seperti." Such moments demonstrated that translanguaging served both cognitive and communicative purposes, allowing students to understand abstract language structures through familiar linguistic references.

The function to involve and give voice was evident when Nadia encouraged students to express themselves using either English or Bahasa Indonesia. By saying phrases like "boleh pakai Bahasa Indonesia dulu ya," she invited students to contribute regardless of their English proficiency. This created an inclusive space where learners felt confident to speak. The function to reinforce was shown when she repeated students' responses and confirmed their correctness using both languages, which helped consolidate their understanding. Additionally, the function to extend and ask questions appeared when Nadia posed open-ended questions in bilingual format, prompting students to reflect and engage in deeper analysis of meaning and usage. These functions collectively demonstrated that translanguaging helped bridge students' linguistic gaps while supporting the development of their bilingual identities.

In addressing the second research question, the study revealed consistent and deliberate patterns in Nadia's use of translanguaging across the selected videos. The first pattern was the initial use of Bahasa Indonesia to introduce new concepts or vocabulary. This approach served to lower students' cognitive load and provide a clear foundation before moving to English. The second pattern was the gradual integration of English, often supported with parallel examples or translations. For example, when teaching adjectives, she first explained "nice itu kata sifat ya," followed by the

English sentence "my friends are nice to me." The third pattern involved combining multiple discursive functions in a single teaching segment. In several cases, while clarifying a grammar point, Nadia simultaneously encouraged student participation and reinforced correct usage. For instance, after an explanation, she would ask students to try constructing their own sentences, giving supportive feedback in both languages.

Another recurring pattern was the use of translanguaging to check comprehension and promote critical thinking. Nadia often asked students to compare English structures with their Indonesian equivalents, such as "Kenapa kita pakai 'Do you mind', bukan 'Can I'?" These questions prompted reflection and deeper engagement with the material. The fifth pattern showed her adaptive use of language depending on the difficulty of the content and the proficiency level of learners. She used more Bahasa Indonesia for complex ideas and increased English use when the content was simpler or more familiar. Lastly, the format and features of TikTok itself influenced her translanguaging practice. The short video format required concise, engaging, and bilingual explanations. She often used humor, informal expressions, and local cultural references in Bahasa Indonesia, while key learning points remained in English. This balance made her content relevant, engaging, and pedagogically effective.

These findings aligned with and expanded upon several previous studies reviewed in Chapter II. For instance, Wahyudi (2023) found that Indonesian students use translanguaging to express personal feelings and support social justice in educational contexts. Similarly, Nadia's approach encouraged student voice and emotional expression by allowing the use of both Bahasa Indonesia and English. Dovchin (2021) emphasized the role of translanguaging in helping learners navigate

new environments, particularly in digital spaces, which parallels Nadia's ability to connect with her Gen Z learners through TikTok.

In comparison to Galante (2020), who explored the formal challenges of pedagogical translanguaging in multilingual classrooms in Canada, Nadia's context showcases fewer institutional constraints. This gives her the freedom to adapt her strategy naturally and creatively, which might explain the smooth integration of humor, pop culture, and personalized feedback in her bilingual content. Although Nadia's teaching is informal, her consistent patterns suggest a high level of instructional awareness. Likewise, Karakas (2021) showed that students in EMI classes benefit from using their full linguistic repertoire a finding echoed in Nadia's classroom as she built linguistic bridges between L1 and L2 to foster comprehension.

These findings are consistent with studies by Wahyudi (2023) and Agustin & Wahyudi (2024), who also note that Indonesian learners use translanguaging not only to improve comprehension, but also to negotiate identity and build confidence. Like Nadia's learners, the students in their research environments felt empowered by the use of their L1, which made English learning more accessible. However, unlike previous studies conducted in formal classrooms, this study highlights how informal platforms like TikTok offer an alternative, flexible medium for language pedagogy, making it more spontaneous and learner driven.

The novelty of this study lies in its focus on translanguaging within an informal, non institutional, digital learning environment. Most previous studies explored translanguaging in schools, higher education, or formal online classrooms. This study, however, captures how translanguaging is practiced by a young digital educator on a short video platform. Nadia's use of bilingual instruction, humor, and

cultural references within time limited videos demonstrates that social media platforms like TikTok can function as effective, inclusive, and learner friendly educational spaces. Her practice reveals that translanguaging is not limited to physical or virtual classrooms, but can thrive in youth centered, public, and informal online settings.

This research contributes theoretically by extending García and Wei's (2014) framework into contemporary, youth driven digital contexts. Practically, it offers language teachers and digital content creators clear insights into how translanguaging can be adapted for short form content while maintaining pedagogical effectiveness. Educators can learn from Nadia's strategy of starting with L1, transitioning gradually to English, and using multimodal content to clarify, engage, and empower learners.

Furthermore, this research highlights a shift in how we understand language learning: from a strictly cognitive activity to a socially and culturally embedded process. The findings suggest that the effectiveness of translanguaging depends not only on the teacher's strategy but also on the responsiveness to learner needs, digital affordances, and cultural relevance. Future research might examine how learners themselves perceive translanguaging on platforms like TikTok and whether these perceptions influence their motivation or identity development.

In conclusion, this study shows that translanguaging in informal, digital educational settings particularly in Nadia Shafiana's TikTok private English course is not a random or passive practice, but a structured and strategic approach. Four of García and Wei's (2014) five discursive functions clarifying, involving and giving voice, reinforcing, and extending/asking questions are actively employed to build understanding, encourage participation, and support identity expression. This research also identifies recurring patterns in how Nadia uses translanguaging, including

beginning with L1, gradually integrating English, and using content relevant to learners' lives and cultures. Compared to previous studies conducted in formal classrooms (e.g., Wahyudi, 2023; Dovchin, 2021), this study adds a new perspective by highlighting translanguaging in short form, youth oriented social media contexts. Nadia's bilingual content, enriched by humor and cultural references, confirms that translanguaging is both a pedagogical stance and a tool for equity and inclusion in digital education. Therefore, this research contributes not only to the theoretical development of translanguaging but also offers practical insights for educators and digital content creators working with multilingual learners in informal, online environments.

Ultimately, the findings affirm that translanguaging is not only a linguistic resource but also a pedagogical stance that empowers learners by acknowledging their full linguistic repertoire. Platforms like TikTok, though informal, hold significant potential as alternative learning spaces when utilized thoughtfully. As the boundaries of education expand beyond classrooms, translanguaging in digital learning environments offers an innovative and culturally responsive approach to support multilingual learners in today's globalized world.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to examine the discursive functions of translanguaging and how Nadia Shafiana employed them in her TikTok private course. Based on García and Wei's (2014) framework, five discursive functions were identified: (1) to involve and give voice, (2) to clarify, (3) to reinforce, (4) to manage the classroom, and (5) to extend and ask questions. The findings show that all five functions were present in Nadia's videos. The most frequently observed function was to clarify, in which Nadia used Bahasa Indonesia to explain English concepts, vocabulary, or grammar. The functions to reinforce and to involve and give voice also appeared frequently, highlighting how Nadia encouraged participation and validated students' efforts through translanguaging. Less frequent but still significant were the functions to manage the classroom and to extend and ask questions, which indicate Nadia's strategic use of translanguaging to guide interaction and stimulate critical thinking. These findings answer the first research question, showing that translanguaging served not only to convey meaning but also to promote inclusive and emotionally supportive learning.

The second research question focused on how Nadia applied translanguaging in her teaching practices. The analysis shows that her bilingual utterances were not random but rather intentional and adaptive to the learners' needs. She moved fluidly between English and Indonesian to make meaning more accessible, reduce anxiety, draw cultural connections, and encourage engagement. Her approach demonstrated an intuitive understanding of when and how to use each language to facilitate

comprehension and build rapport. She also made strategic use of her full linguistic repertoire to scaffold explanations and personalize instruction for her digitally diverse audience. These findings confirm that translanguaging in Nadia's course is a dynamic and responsive practice that contributes meaningfully to informal online language education.

The novelty of this study lies in its focus on translanguaging practices within a TikTok private course, a context that has received limited scholarly attention. While previous research has primarily examined translanguaging in formal classroom settings or traditional media, this study explores how a young Indonesian digital educator implements translanguaging in an informal, virtual learning environment. It also highlights how the discursive functions of translanguaging emerge in asynchronous, short form video content rather than in real time classroom interaction.

The significance of this research lies in both its theoretical and practical implications. Theoretically, it extends García and Wei's (2014) framework into a digital learning context, demonstrating its relevance in contemporary, multimodal education particularly through the analysis of the first research question, which identifies the discursive functions present in Nadia's teaching. Practically, the second research question shows how translanguaging can be utilized by digital educators to enhance content accessibility, relevance, and engagement for bilingual learners in informal platforms such as TikTok. In conclusion, this study affirms that translanguaging is not confined to formal education, but plays a powerful role in digital, student centered spaces. Through strategic bilingual language use, educators like Nadia Shafiana demonstrate how translanguaging can democratize learning, affirm learners' identities, and promote bilingual development beyond traditional classroom boundaries.

B. Suggestion

Based on the results of this study, there are several suggestions that can be made. First, based on the research findings, the function to clarify is the most dominant discursive function used in Nadia Shafiana's TikTok private course. Therefore, it is suggested to educators, especially those who teach in informal contexts or online learning, to utilise translanguaging practices especially in explaining concepts as a learning strategy that can help students' understanding. In addition, the use of translanguaging can also be applied for other communicative purposes, such as reinforcing understanding, building emotional engagement, and creating an inclusive learning atmosphere. This practice can be adapted to video-based learning, short form content and synchronous virtual classrooms.

Secondly, for future researchers, this study is limited to one educator and one platform, and focuses on analysing discursive functions based on video transcripts. Future research is expected to explore learner responses or engagement, for example through analysing comments, feedback or interaction patterns within digital platforms. In addition, researchers could consider other methodological approaches such as interviews, surveys or experimental studies to obtain more in depth data. Future research could also expand the focus to other platforms such as Instagram Reels, YouTube Shorts, or interactive online classes. In addition, research could be directed towards observing translanguaging from the perspective of the learners themselves, specifically how they utilise their entire linguistic repertoire in communication between friends or in content production.

Third, for practitioners and related parties such as English teachers, educational content creators, and online private course providers, the results of this study provide a useful overview of the use of translanguaging as an effective teaching strategy, especially in beginner level English language learning. The flexible use of two languages is proven to improve comprehension, build students' confidence, and create a more welcoming and inclusive learning environment. Therefore, practitioners are expected to make full use of students' language repertoires to make teaching materials more comprehensible and culturally relevant. Educational institutions and informal course centres could also consider providing support for bilingual content creation as well as training for teachers in effectively applying translanguaging pedagogy in digital spaces.

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CURRICULUM VITAE

Amytasya Wahyu Oemardi was born in Sidoarjo on March 2, 2002. She graduated from SMAN 3 Karawang in 2020. During her high school education, she was active in intra-school organizations (OSIS). She started her higher education in 2020 at the English Literature Departement of UIN Maulana Malik Ibrahim Malang. During her studies, she was an active student in her class.

APPENDIX

Discursive Functions Transcript

No.	Title and Date	Data	Discursive Functions				
			To involve and give voice	To clarify	To reinforce	To manage the classroom	To extend and ask question
1.	*Cung yang masih suka bilang thank you before / 26-02*	Nadia : Okay this is interesting because many people use it sometimes when they wanna say *Terima kasih sebelumnya*. Sometimes people say *thanks before*. And actually it does make sense if the think with the Indonesian structure *Terima kasih sebelumnya* thanks or thank you before. But it's not how we say it in english actually. If you wanna say *Terima kasih sebelumnya* we say **thank you in advance** or **thanks in advance** that works as well. (00:33 detik)		√			
2.	*Nyuci piring dan nyuci baju dalam bahasa Inggris apa sih? / 21-02*	Nadia : Okay the next one is when you said *nyuci piring*. Yes if we translate from Indonesian to English nyuci = wash, piring = plate, *wash the plate*. I cannot say that's wrong but normally native speaker they don't say *wash the plate,* instead they say **do the dishes.** For example *"Oh sure I'll do the dishes today"* it also		√			

		happens to *nyuci baju.* They don't say **wash the clothes** but they say **do the laundry**. I didn't do my laundry last week. Itu ya pakenya Do the dishes. Kalo cuci baju Do the laundry. (00:43 minutes)					
3.	*Bahasa Inggrisnya mentang-mentang apa sih? / 03-12-2024*	Nadia : You know what? Before we go to the feedback session, I just want to let you know that. I really appreciate that you always want to explore the vocabulary that you use. When you speak that's really good, keep it up. But maybe, as I said before, one of our challenges as a non-native English speaker is that sometimes we cannot directly translate Indonesian word to the English. Right? For example, as you said earlier, "Mentang-mentang dia kaya" Right, there is "Mentang-mentang" here so in that sentence, "mentang-mentang," we can translate that to, just because, just because she is rich, just because blah, blah, blah, blah. So "mentang-mentang" here we translate to **just because**. (00:43 detik)		√			
4.	*Ada yang masih bingung gimana bilang "jadi nggak" dalam bahasa inggris? / 14-11-2024*	Nadia : When you wanted to say *"jadi nggak?"* right? It's interesting because sometimes, Indonesian sentences, we cannot directly translate that to English sentences, right? What about that sentence? How do we say *"jadi nggak?"* ngapain gitu ya. We cannot say, sometimes people use the broken English, they say *jadi =*		√			

		so, *jadi nggak?* so or no? Sometimes people say that, but that's broken English *jadi nggak.* We can say, are we still on for (bla bla bla). For example, your sentence ***"Jadi nggak nontonnya?"*** So we can say, **"Are we still on for the movie this weekend?"**, that's the way we ask "jadi atau nggak" So remember that are we still on for something? Are we still on for (bla bla bla). (00:49 detik)					
5.	*Yang masih suka kebalik like suka dan seperti nihhh cara bedainnya / 03-10-2024*	Nadia : As we know like has two meanings. It can be suka, yes, it can be seperti. The question is how do we know the like that we use is suka or seperti? Okay, make sense. Pake feeling miss, right. We can sometimes use our feeling, but we cannot always depend on our feeling. There is a rule actually. Let's go with the example. "I like meat ball." What's meaning of that? Good. Aku suka bakso, what if I say, I'm like meat ball. It's not aku suka bakso juga. Let's see the sentence. I like, nah. Kalo setelah subject dia langsung like. Itu artinya suka. I like meat ball. Aku suka bakso, that's correct. But let's see the second sentence here. I'm like there is am. There is to be here. I'm like kalo setelah I nya setelah subjectnya ada to be kemudian diikuti like, itu jadinya bukan suka lagi, tapi seperti If I say, I'm like meat ball, that means Aku seperti		√	√		

		bakso, that's correct. That's correct, because there is no to be. What about I'm like him? Good. Aku seperti dia. You got it now? Great. (01:33 minutes)					
6.	*Buat yang masih bingung penggunaan in dan on untuk transportasi / 30-07-2024*	Nadia: Yes, about that. That's a good question. So, that's actually a simple thing that people sometimes still forget about it. So, when we use **on** or **in** for a transportation. So, we use **on** you can remember if we can stand on the vehicle and walk then you use **on**, for example *"I'm on the bus."* why it's **on** because you can stand and walk. Meanwhile, if you go by let's say car because you cannot stand and walk in the car, so you can say *"I'm in the car."* You can just sit **in** the car instead of walking. So that's the simple way to remember and there is one more thing if you want say **aku** for example as you said before *"Aku mau ke sana naik mobil."* It's not *"I will go there with car,"* but *"I'll go there by car."* (01:00 minute)		√			
7.	*Masih ada yang belum tahu bahasa Inggrisnya skripsi? / 02-07-2024*	Nadia : Yeah, I heard you said, "I was working on my skripsi." What is the English of **skripsi**. So, if you want to say **skripsi** in English, you can say **thesis** even though yes in Indonesia we usually call **thesis** atau **tesis** itu buat S2 or master degree but in English its's still thesis or if you want to be more specific you can also say undergraduate thesis. You so no more skripsi		√			

		you can say it thesis or undergraduate thesis and also sometimes people mispronounce it because kita kebiasaan bilang tesis, right. Thesis tesis but when it comes to **English it's not tesis but it's thesis**, okay. (00:46 detik)					
8.	*Anw let's talk about between and among / 13-03-2024*	Nadia : Okay, that's actually really good. But before we go to the next one, I wanna talk a little bit about the word **between**. So earlier you said, *"I'm the tallest one between all my friends in the class. "* right. So, yes **between artinya di antara**, but if you want to say **di antara** there are actually two ways, **ada 2 cara untuk bilang di antara.** The first one between, yes, and then we can also use the word among. What's the difference is that **between** we can use **between** untuk **di antara 2 benda atau 2 hal atau dua orang,** so basically two things. For example, *"I put the pencil between a ruler and a pen. "* meanwhile **among** it's for **more than two things** for example the sentence that you said before "I'm the tallest one among all my friends in the class. " so it's supposed to be like that. (00:55 detik)		√			
9.	*Perbedaan in, on, at (waktu) buat yang masih bingung / 11-02-2024*	Nadia : Um, I wanna give a little feedback from what you said before. So I heard you said, *"I will start my work in Monday."* if you want to say **hari** we **don't use in** but we use **on.** For example "II have English course on Thursday" remember waktu itu ada **in, on, at**. Apa perbedaannya in, on, at here. So as I said before, **on** itu untuk (spesifik) **hari, tanggal,** on		√			

				√			

		Monday, on Tuesday, on Thursday, **in** that's for the **longer time**, like year, month, for example *I was born in 2002*, karena tahun dia pakainya **in**. What about **at**, untuk waktu, we can use at to say like time (jam, waktu dalam sehari) for example I got to campus at 7 am, karena kita mau bilang **jam** kita pakainya **at**. (00:49 detik)
10.	*Siapa yang masih suka kebalik balik antara house dan home? / 07-02-2024*	Nadia : I noticed you mentioned home when you said, My home is not really big. Actually if you wanna say **rumah** we can use **home and house** but there is a difference, so **house** it referse to the building, like the real house as you said before "My home is not really big." Because you talked about the building. So it's supposed to be my house is not really big and home that's also rumah but it referse to like the feeling of home memories. For example "This place is new but it feels like home, when you feel comfortable and you want to say, *"Oh itu rumahku,"* you can say *"That's my home."* and it doesn't have to be a real place, it can be about person too, maybe your best friends, they are my home you can say that too. (00:48 detik)
11.	*Nih bedanya there is sama there are / 02-02-2024*	Nadia : Okay, talking about a lot of, which one actually the correct one, there is a lot of or there are a lot of. I know right because some people they say **there is a lot of** sometimes people say **there are a lot of** but which one actually the correct one. So pay attention about the one after the sentence itself. We use there are a lot of if the noun, after that is plural countable noun atau kata benda

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		jamak yang bisa dihitung . For example "*There are a lot of cars out there* or *there are a lot of people in my house = ada banyak orang di rumahku.*" And then we use there is a lot of when the noun, after that is uncountable. For example sand, water, money, sugar that's also uncountable so you can say *there's a lot of money *in the bank*, there's a lot of sand at the beach* (00:55 detik)					
12.	*Sederhananya, did you know tuh kayak "tau ga sih? " / 30-01-2024*	Nadia : Alright, so you said **do you know**, right. There is a difference between **do you know** and **did you know,** so we use **do you know** if we actually want to ask something that we don't know. For example "Do you know where is my pen?" Or "Do you know where our claclassroom. " jadi kita bener-bener ga tau dan kita mau nanya ke orang, meanwhile did **you know** is when we want to inform something to other people. For example "Did you know that we have a new teacher today." Pakenya **did** karena kita udah tau dan kita mau ngasih tau. So that's the difference (00.32 detik)		√			
13.	*Breath and breathe gang bener yang mana ya? / 20-01-2024*	Nadia : Would you rather have smelly feet or bad breath? Student : Maybe I will choose to have umm smelly feet because if we meet people we absolutely will talk to them. Nadia : Okay Student : I don't want my first impression getting bad. Nadia : Well make sense, okay anyway talking about breath. So which one is the correct spelling the first one or the second one		√			

		Student : The second one Nadia : The second one. How to pronounce that (breath). Well actually both of them are correct. So the difference is **the first one with E** it's pronounced breathe and it's a verb and **the second one yes correct without e** it's pronounced breath but it'sa noun. So **breathe is bernafas as a verb** and **breath itu nafas.** That's why I asked you not bad breathe but bad breath. (01.04 menit)					
14.	*POV sesirkel join kelas speaking privat grup di @speaking.indonesia / 05-01-2024*	Teacher : I know I know Alifa wants to be a singer Nadia : Ha ha ha is that true Alifa you wanna be a singer? Alifa : I think yeah , on my childhood memories I always watched Sherina musical Nadia : Okay Alifa : and it's really good to have the voice Nadia : Uh huh Alifa : like her, I I want to say kagum tu apa? Nadia : adore Alifa : Yeahh I adore her Nadia : You know dyah said on the chat, Alifa has ability to sing every word that we say she's like Saipul Jamil ha ha ha.. Why is Saipul Jamil? Alifa : Uhh if some people say something I always continue and respond with uh as a song Nadia : Oh that's why ha ha.. Alifa : the example is like if we	√				

		call Puja Alifa just puja puji tanpa kata. (00.51 detik)					
15.	*Tree vs three / 18-10-2023*	Nadia : How to pronounce this and this (menunjuk emot gambar diatas) Student : pohon Nadia : yeah Student : tree is pohon Nadia : Okay, tree is pohon, correct. Student : and tree. . Nadia : mhm.. So pohon that's pronounced tree (trii) you're correct Student : tree Nadia : yeah but for number 3 that's pronounced three (thrii) Student : three Nadia : three Student : three Nadia : do you know huruf *tsa* di *hijaiyah* Student : Yes Nadia : Yeah, like that exactly like that Student : tsa titik tiga Nadia : Yeah correct Student : Oh okay Nadia : so it's three Student : three Nadia : Yeah, so how to say "Aku punya 3 pohon"	√				

				√				
		Student : I have.. Nadia : ha ha.. Student : I have Nadia : hmm.. Student : three Nadia : hmm.. Student : three Nadia : Yeah uh pake s ga? Student : trees Nadia : yeah, trees okay Student : I forget about it (00.59 detik)						
16.	*Employee vs employer / 08-12-2023*	Nadia : Okay, what is the meaning of **employee.** Student : Pegawai Nadia : Pegawai. How about **employer**? Studet : Hehe.. Employer.. Someone that give.. give.. Nadia : Yeah yeah yeah keep going Student : is.. Employer is HRD..? Nadia : **Employee** is the one who receives the salary and **employer** is someone or a company basically so it can be someone or a company that gives the salary. Student : Oohh.. Nadia : So, let's say **employee = pegawai, employer = pemberi pekerjaan.** That's **employee** and **employer.** Student : Okay (00.43 detik)		√				

17.	*Ternyata shirt sama t-shirt beda yah? / 06-12-2023*	Nadia : Sometimes people thought that that's the same thing but actually it's difference okay. Student : Hehe.. I also think it's the same thing until now Nadia : So shirt is.. What is the meaning of shirt then Student : Shirt yeah, kemeja Nadia : **Shirt is kemeja,** correct. T-shirt? Student : Kaos Nadia : Yes kaos (00.17 detik)		√			
18.	*Kelas capek belajar ✗ kelas capek ketawa / 26-11-2023*	Student : Sariawan Nadia : Yeah that's sariawan correct and what is the english of **sariawan** Student : I don't know hehe.. **Sari cloud** wkk Nadia : Hahaha.. Oh like I just realized it **Sari awan = Sari cloud** wkkk. So apparently there are **three ways to say sariawan** in english. The first one you can say **sprue** and then the second amd you can say **canker sore** and the last one is **mouth ulcer.** Can you read it. Student : sprue Nadia : Uh huh Student : Canker soar Nafia : Okay Student : and mouth ulcer Nadia : Okay (00.46 detik)		√			
19.	*Jangan lupa to be nya ygyy / 11-11-*	Nadia : You said my friends nice to me what's wrong with that			√		

				√			
	2023	sentence. Student : are nice to me Nadia : Yeah kurang to be. Kalo nice kan kata sifat ya. Kalo ada kata sifat harus ada to be I am nice you are nice Student : my friends are nice to me Nadia : Yeah, my friends are nice to me (00.16 detik)					
20.	*03-11-2023*	Nadia : I also just learned it in my class about could and can so could it's for past. Sesuatu yang past, or juga bisa dipakai untuk present tapi untuk menghaluskan. For example you say something to your teacher the system is like krama well you're a Javanese right. Student : Yeah Nadia : Okay, then you know. Contohnya, kita bilang ke guru "Could you please explain it again." Itu ga past kan berarti dia present timenya sekarang, tapi couldnya ini lebih halus daripada can you please. *Could you please* itu lebih halus. Apakah kita boleh pakai could (present) ke temen? Boleh. Kalo can untuk present dan biasanya untuk temen (seumuran) (00.44 detik)		√			
21.	*Jangan bingung lagi pakai I atau me / 27-10-2023*	Nadia : Which one is the correct one? *Me and my friend work together or my friend and I work together.* What do you think? Student : Oh me and my friends Nadia : me and my friends. You think that's the correct one		√			

		Student : Yeah Nadia : Okay so the correct one is the second one. Do you know why the second one is correct Student : I don't know Nadia : if it's for **subject** we use **I**, right. Bur for **object** we can use **me.** For example this one, "My friends and I work together" **I** nya disini sebagai **subject**, so kita pakai **I**. Kecuali kita mau bilang "My friends work with me" **me** nya di sini sebagai apa? Student : Object Nadia : Object, nah kalo sebagai **object** baru kita pakai **me**. (00.48 detik)					
22.	*That was not me juga bisa yagesya / 25-10-2023*	Nadia : Anyways when we wanna say, *itu bukan aku* (past) you said earlier it didn't me, so it's supposed to be it wasn't me. It was not me. Kecuali kalau mau bilang "Aku nggak melakukan itu" nah baru kita pakai did. For example "*aku nggak melakukan itu,*" **I didn't do that**" misalkan *aku nggak main kemarin* "**I didn't play yesterday**" so walaupun udah pakai did tetep diikuti verb, tapi verb 1. So how to say, *aku tidak bekerja minggu lalu* Student : I didn't work, work.. Nadia : Okay it's pronounced work Student : work Nadia : yeah correct Student : I didn't work last week Nadia : Okay, I didn't work last week (01.00 menit)		√				

23.	*11-10-2023*	Nadia : okay anyways when we say di sana it's not in there Student : there Nadia : ya just there karena there artinya udah di sana. So if you say in there itu artinya jadi di di sana double d nya double Student: double d Nadia : Yeah so it's better to say just **there.** And then disini juga sama here itu dah artinya di sini kalo bilang in here jadinya di di sini. (00.29 detik)		√			
24.	*Selain subject kita bisa pakai course / 06-10-2023*	Student : just two pelajaran how to say pelajaran Nadia : Okay just two Student : matkul Nadia : Okay we can say subject. So matkul matpel in English is subject. So if you wanna a say *dua matkul hari ini* you can say *2 subjects today* (00.21 detik)		√			
25.	*Up video waktu International Education Week biar kontennya ga ople ngajar bahasa Inggris terus hihi anw ngajarin bahasa Indonesia ke temen2 seru bangett / 02-10-2023*	Teaching bahasa Indonesia to my American friends Nadia : There are just two people in other class that can guess correctly where Indonesia is? (sambil tunjuk ke peta) so does anyone here know? because I have a gift Student : this (sambil tunjuk ke peta) Nadia : ye ah (tepuk tangan) Student 1: Hello apa kabar (practice in the front of the class) Nadia : yes	√				√

		Student 2 : baik					
		Student 1 : Siapa namamu?					
		Student 2 : Nama saya Aidan					
		Student 1 : Terima kasih is that how you pronounce it.					
		Nadia : Terima kasih					
		Student 1 : Terima kasih					
		Student 2 : Sama-sama					
		Nadia : Yeahh.. (Tepuk tangan)					
		Student 2 : I know Indonesian					
		Nadia : Yes we are. You can choose					
		Student 1 : Why I didn't choose					
		Nadia : *Elijah got jealous since I didn't offer him to choose the gift earlier lol" Ohh haha.. You wanna choose?					
		Student : TerMiRa kAsHyl (Terima Kasih)					
		Nadia : Sama-sama (00.54 detik)					
26.	*Kak ini open les ga?* (Membalas *a.sptachyaa*. Yes!!! / 29-03-2024*	Nadia : I remember I asked you, do you mind if I ask you some questions right. What's the meaning of do you mind, no you don't know, yeah that's okay. That's fine do you mind means Apakah kamu keberatan, so if I say, do you mind if I ask you some questions, artinya apakah kamu keberatan, kalo keberatan, artinya boleh, you can say, no I don't mind, ga aku ga keberatan. If you say yes, that means keberatan, ya. Artinya aku ga boleh nanya, except the question is can I ask you some questions, bolehkArtinya atau bisakah aku nanya beberapa pertanyaan. For					√

		that question, if you want to say, "oh iya boleh" yes you say yes you can ask me some questions. You got it? (00.41 detik)					