

The Implementation of Translanguaging in English Language Learning Video

Firly Nuryogawati

Universitas Singaperbangsa Karawang
1910631060087@unsika.student.ac.id

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ABSTRACT

In this study, the researcher showed translanguaging implementation in the instructor's explanation in the English learning video on one YouTube channel and classified them according to Iversen's theory (2019). The researcher used content analysis to observe the three English learning videos on the GIA Academy. According to the report, the application of translanguaging in the three English learning videos evaluated is that the teacher utilizes translanguaging approaches that vary according to demands. Translanguaging is utilized in three English learning videos to explain each brief visual of the information in the form of PowerPoint to explain the subchapter, which is highly complicated learning content. The researcher also provided feedback on why the instructor applied translanguaging as one of the English learning strategies.

Keywords: Translanguaging practice, English language, learning video



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A. INTRODUCTION

English is one of the kinds of foreign or second repertoire which, this time, had been a priority of almost all our national peoples in the technology existent that have beyond development. This language has been essential in international communication, business, diplomatic efforts, education, and entertainment. English can be one of the communication tools that can benefit entire people worldwide, strictly Indonesians who are genuinely bilingual or multilingual. According to Saville and Troike (2006), bilingual and multilingual is the individual ability to use more than one language. The young Indonesian people in this century have been educating themselves with various valuable languages to increase their attachment, especially English. The English language skills can be extra valuable to their academic achievements until they can be used for direct communication with everyone in different citizenships (Berdiana, 2023). Therefore, this foreign language has been taught by all age

groups in every grade, from primary to tertiary degree and for employer level. Undoubtedly, English learning programs have been suitable for the needs and each individual's offerings in the public sphere. It cannot be avoided that many English learning media sources exist in our learning development following centuries in every platform and form.

Learning media is defined as content in words, pictures, or videos formed to convey learning material and perform activities in addition to stimulating the learners' thoughts, feelings, attention, and readiness to get knowledge (Wahyuni & Tantri, 2020). English learning media in Indonesia has recently been found in various forms, both mass and electronic. These several learning media is helpful for students and even instructors at different level. Within the available media that they can access every day, which can make their insight increasable, growing creativity, even they can share that media for entire people as additional learning for those who want to understand better the learning concepts taught at school, which can be sufficient or insufficient according to students (MKS, 2022). Commonly, the instructor, as the creative creator who made English learning videos on every global platform, has used several expressions that can comfortably be looked for study or may be used for helpful explanations to the students and lecturers, such as putting on various colors, chants, and animation characters correctly. Moreover, Indonesian creators as instructors who made some English learning videos have other arrangement strategies to detail explainers to share with their viewers as the audience to explain the focused chapter, the example by using the daily language for learning L2 deeply. Such linguistic uses, in this case, can be called translanguaging.

Review of Literature

Translanguaging is one of the English learning strategies as an individual explainer role that the teacher dominantly uses in their teaching and learning process to clarify the recent material in more detail, which uses core language (L1) and even daily language (local) for the audience, which is students. Besides, the students also bring their bilingual or multilingual utterances merely active in the English learning activity in the same situation (Devlin, 2022). According to Garcia and Wei (2018), translanguaging encompasses speakers' ability to add and choose diverse linguistic and semiotic aspects to their communication repertoire, so the possibilities of translanguaging make it simpler to increase our learning ability (Layn, 2022). The translanguaging approach in foreign language pedagogical strategy was unrealized have been used by many English teachers, which has positive effects on them and their audiences. Based on every local online statement, translanguaging has been a pedagogical approach

applied in English language education in Indonesia to empower learning and support students' bilingual and multilingual development.

The various research reports have done analyses that resulted in different resolves showing these sociolinguistic uses in education documents, such as books and videos. The researcher has inspired these research reports, such as *Indonesia-English Code Mixing in Raditya Dika's Manusia Setengah Salmon*, which discussed sociolinguistic uses in the book as entertainment media reported by (Wulandari, 2016) She has researched the dominant use of code-mixing and why the author, Raditya Dika, used Code Mixing in his entertainment literature and used content qualitative research by the triangulation method. In the final result, its dominantly used code-mixing in uncountable nouns.

The subsequent research is titled *Translanguaging in virtual class*, observed by Arief in 2023. This research has searched the benefits of applied translanguaging in online classroom interaction. The qualitative approach involved in this research is within the descriptive method. He found that has been beneficial for lecturers and the students in the university grade, which helped them simplify complex materials explanations and bridge the communication with the students.

Furthermore, pedagogical translanguaging has been pointed out as the research focus by (Cenoz & Gorter, 2022) in their article *Pedagogical Translanguaging and Its Application to Language*. They have looked at the translanguaging pedagogical application in the English classroom that focused on the concept and challenges of instruction uses, specifically for teachers. The notion of translanguaging has been examined; that is, it might lead to a deeper comprehension of academic language, increased access to information, metalinguistic awareness, and multilingual competence development for the teacher and students.

The gap that the researcher has determined for the research process of fulfilling this report is by pointing it to problem formulation: What is the dominant translanguaging practice type that the instructor uses in the English Learning Video? The researcher has analyzed three English learning videos on the Indonesian YouTube channel GIA Academy. Moreover, the researcher gave her responses to why the instructor in these videos needed to apply translanguaging in her learning video. In this article, the researcher has presented translanguaging implementation in the instructor's explanation in the English learning video on one YouTube channel and grouped them into the types of Translanguaging practice according to Iversen's theory (Layn, 2022).

B. METHOD

Despite the qualitative research approach, content analysis is the chosen method by the researcher to observe and assess the existence, meaning, and connection of specific phrases, topics, and ideas within English learning videos published on the GIA Academy YouTube channel that the researcher has already transcribed. The purpose is to identify key themes or categories inside a transcript body and offer a detailed account of the social reality formed by those themes or categories that play out in a specific environment (Zhang & Wildemuth, n.d.). Some researchers also use qualitative research as a research approach that can make them able to answer the formulation of the problem they get. These researchers are Iversen (2019), who explores the concept of the use of translanguaging used by students in Norway, Gabrys Baker (2020), who analyzes the use of translanguaging by students who have low levels of English proficiency, and Hubscher and Schmid (2020), who analyze transcripts in biology lessons in Switzerland that use German and English.

The instrument the researcher has used for analyzing the translanguaging implementation by the instructor in the English learning videos is an observation field note. Field-note observation had a manual recorder to capture translanguaging practices that implementation by the instructor (Dougherty, n.d.). The researcher has to transcribe three English learning videos first manually. Next, the researcher has to organize the data collection for to be next has to analyze the translanguaging practice implemented by the instructor in the English learning video.

The section of analysis used is thematic analysis yang which is structural of the data collection part, such as being: making and reading repeatedly the transcript of the videos that arranged, coding several paragraph-mode transcripts, which per as the translanguaging approach which guided to Iversen statement (2019), grouping them into observation settings note-making tables that already available, returned to analyze data that has input, and defined them as the right group, and also written them into the report, which is this article-form (Braun & Clarke, 2022).

C. FINDINGS AND DISCUSSION

The GIA Academy YouTube channel has been one of Indonesia's Education channels since 2020, sourced from their YouTube profiles. This Indonesian YouTube platform provides several subject-learning videos for primary to secondary-high levels in every field of study—specifically, chemistry, biology, physics, and also English, of course. The chosen videos are the English learning video explained for the twelve-grade Senior High School level learning video playlist. In addition, three videos analyzed by research discussed are Caption, If Clauses and If Conditional, and Application Letter. The playlist link of the videos is currently below.

<https://www.youtube.com/watch?v=DS7fZ5c6JTM&list=PLHRdFxbVurO784K48grwL71zKPtcAbiNp&index=2>

The type of translanguaging practice has been divided into five classes, according to Iversen's statement (2019), which include: translanguaging within one named language (Indonesia), translanguaging with visual support, translanguaging through translation, translanguaging through peer support, and translanguaging through several named languages. In the three learning videos analyzed within the data analyses process, there were many translanguaging implementations when the instructor in the English learning videos, which is within explained sub-chapters on that learning material with Bahasa Indonesia.

Translanguaging within one named language (Indonesia)

In this translanguaging type, the researcher summarized that some crucial explanations of focus material only used L1 (Indonesia) for the instructor's implementation. Lu and Horner (2013) state that most instructors' strategies entail adjusting how they can speak L1 in the English classroom learning progress. This may be regarded as translanguaging due to the speakers' strategic use of their available linguistic resources—even the statement of agency in a single named language.

The material explanations captured in the learning videos examined translanguaging uses while the instructor thoroughly retrieved them. At the same time, she has added the detail repertoire until explained while discussing question exercises. That is captured dominantly in the middle and last learning video session when the instructor explicitly explains. The first learning video, titled "Caption," captured:

"Selain dalam koran dan majalah, caption juga terdapat dalam siaran berita di televisi."

In the instructor's repertoire, the researcher reviewed that the instructor in the learning video has been given the additional explanation that "caption" around us can be found on television, apparently at news events.

Moreover, the translanguaging implementation by the instructor in the second learning video that explains the "If conditional and If clauses" term while analyzed has included this type, it has captured:

"First. If conditional type one. Digunakan untuk mengandaikan sesuatu yang belum terjadi pada waktu sekarang dan sangat mungkin terjadi di masa depan. Kalimat ini menyatakan pola sebab atau tidak."

Next, the instructor dominantly uses this type to narrate the illustrational condition when Agi has to help his sister make the application letter, and she has to close her implementation in this chapter learning video within Bahasa Indonesia. That captured:

“Temen-temen, kita bantu Agi, Yuk! Kakak Agi baru saja di bebas tugaskan dari pekerjaan karena pandemi. Agi sedih denga apa yang dialami kakaknya sehingga Agi mencoba membuka situs lowongan kerja. Dan Agi menemukan lowongan pekerjaan yang tepat untuk kakaknya. Tapi... Agi tidak tahu cara menulis surat lamaran pekerjaan. Jadi, misi kita kali ini adalah membantu Agi menulis surat lamaran pekerjaan.”

“Nah temen-temen, kita sekarang dapat membantu Agi dalam menulis surat lamaran pekerjaan untuk kakaknya. Berarti, misi kita kali ini sudah selesai.”

Translanguaging with visual support

The use of visual aids in the English learning videos has to achieve and strengthen the critical of material description from the instructor. Furthermore, the study considered the images on the learning video as an alternative or additional strategy that aids audiences' (students) understanding.

The material that GIA Academy served had been used examples of correct word usage and discussing question exercises which, per as learning focus, that already retrieved inside each learning video. In this translanguaging implementation, the instructor often used one while discussing the questions, explaining the principal definition, and concluding the suitable situation within the discussed chapter learning session. That captured into this instructor's repertoire.

“There are two generic structures of caption text. First, the lead. Second, description. Look at this picture.”

“Agar lebih paham, kita bahas soal yuk! Sebelumnya, kita perhatikan caption berikut.”

Aside from the instructor's attention-getting phrases in these English learning videos, the various visual aids as props are well-placed and appropriate to provide clear illustrations, mark option objectives according to the phrases and also provide additional captions so that the viewing audience can respond and understand every explanation that the instructor shares in the English learning videos.

Translanguaging through translation

Regarding function, translanguaging uses translation instruments, such as digital and printed dictionaries, as part of the instructor's repertory. Many instructors employ translation

mode to minimize misunderstanding while explaining learning material. The instructor's behavior while requiring students to interpret sentences. English learning video presentation used texts suitable within the target language and the material learned directly. The uses for the instructor for can to translate at least a word or two so that the audience can better understand what the discussion is focused on while watching the video.

"The function is helping the reader or viewer to understand information that may not be in a photo or a video. Caption membantu kita lebih mudah untuk memahami gambar."

"First, observe the picture or video that you will give the caption. Pertama, teman-teman harus mengamati foto atau video yang akan diberi caption."

"Second, find out the message from the picture before you write the caption. Kedua, temukan pesan yang di sampaikan gambar."

"The last, write the sentence or phrase under the picture. Terakhir, tulislah kalimat atau frasa di bawah gambar."

Why is the giant panda recorded as an endangered mammal? A. The animal is too large, B. Their habitat is destroyed, C. There isn't dense forest in China, D. They can't breed at specific times, E. The species is difficult to find in China. What is the correct answer? A, B, C, D, or E? kita dapat menemukan jawaban dengan melihat script. Soal ini menanyakan mengapa Panda raksasa tercatat sebagai mamalia yang terancam punah? A. hewan itu terlalu besar, B. habitatnya sudah hancur, C. tidak ada hutan lebat di Cina, D. mereka tidak bisa berkembang biak di waktu tertentu, E. Spesies tersebut sulit ditemukan di Cina.

Translanguaging through several named languages

The researcher can observe the translanguaging implementation in other examples that practice in this type is when the teacher can use several languages in current utterances. To the researcher's argument, this translanguaging type has more dominant spontaneous than planned. They switched between different identified languages to obtain or ensure comprehension when interacting with students. A teacher's capacity to draw on one whole linguistic repertoire to enhance pupils' development as a useful; language has been extensively researched. The final result of the translanguaging-type analysis in these contents, that below:

"Ternyata, Agi hanya membaca bagian Caption saja. Kita bisa mendapatkan informasi secara lebih cepat dengan membaca Caption."

"Pola yang digunakan adalah if plus simple present plus why do not plus subject plus verb one, atau if plus simple present plus subject plus should or ought to or had better plus verb one."

“Di dalam opening paragraph, temen-temen bisa menuliskan informasi diri dan posisi yang dilamar.”

In these several English learning videos analyzed by the researcher repeatedly, the detailed result of translanguaging implementation by the instructor has been counted as captured in these tables.

Table 1. Chapter 1: Caption

Translanguaging contexts	Appearance
Within one named language (Indonesia)	7 times
With visual support	18 times
Through translation	8 times
Through several named languages	10 times

Table 2. Chapter 2: If Clauses and If Conditional

Translanguaging contexts	Appearance
Within one named language (Indonesia)	30 times
With visual support	21 times
Through translation	9 times
Through several named languages	50 times

Table 3. Chapter 3: Application Letter

Translanguaging contexts	Appearance
Within one named language (Indonesia)	23 times
With visual support	11 times
Through translation	22 times
Through several named languages	10 times

From the recent finding, the researcher looked at the translanguaging implementation the instructor applied in three learning videos as a pedagogical approach to explaining each sub-chapter in learning videos. The researcher knows that the translanguaging types that English learning videos instructor dominantly uses had different results from each other. In chapter one, the instructor dominantly uses translanguaging within visual support, and it can be strengthened when some props in the videos are shown to illustrate to many audiences when they have to know what they would learn in the chapter. Whereas, in another chapter, if clauses and if conditional terms, the instructor dominantly applied translanguaging through several named languages, which can the researcher know that she applicated bilingual. Because in the term, the instructor could explain various features that genuinely existed in the chapter. In the last chapter, application letter terms instructor translanguaging practice used often is

translanguaging within one named language, which used Bahasa Indonesia. The researcher argues that implementation has been used cause the context of this chapter for explanation has been complicated. So far, the instructor has to use translanguaging in the English learning video summarized by the researcher giving the viewers a reexplanation of the subchapter discussed, explaining a definition or the language structure of the chapter, and also time efficiency so that the duration of the video made is not overtime duration.

D. CONCLUSION

In summary, it can be concluded by the researcher in the report that the implementation of translanguaging in the three English learning videos that have been painstakingly analyzed is that the instructor uses translanguaging practices that predominantly vary according to needs. The researcher saw the implementation of translanguaging by the instructor in the English learning video when explaining, translating back, and giving opening and closing greetings. In three different videos, translanguaging is needed by the instructor to employ in the English learning video summarized by the researcher to give the views a reexplanation of the subchapter discussed, explain a definition or the language structure of the chapter, and also time efficiency so that the video is not overdue which it can support students to understand the complex context in the English Learning video and make space for bilingual or multilingual students to explore some to develop their knowledge in the outside school (Pacific, 2021). The suggestion that the researcher can make for further research is the explanation of the purpose of the content creators on social media using translanguaging practice as their learning approach.

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APPENDIX

Translanguaging Within one named language

Translanguaging through two named languages

Translanguaging Through translation

Translanguaging With visual support

BAHASA INGGRIS Kelas 12 – Caption | GIA Academy

Hello Friends, welcome back to GIA Academy YouTube Channel.

How's life? I hope everything is going well for you.

(Dialogues)

Father: Hi, Agi. Do you want to read newspaper?

Agi: Sure, Dad. I have read this newspaper.

Father: Why do you read so fast?

Agi: I just read the cutline of this image.

Father: You are so lazy to read.

Agi: I'm only interested with the caption, dad.

Do you know what Agi do? Yeah, he read newspaper. What is part that he read? All right. He read the caption. Do you want to know more explanation about caption? So, let's watch this video.

Do you know what is the caption? Caption or cutline is an explanation for the picture or an illustration, especially in magazine or newspaper.

Caption adalah sebuah penjelasan terhadap sebuah gambar atau ilustrasi, khususnya dalam majalah atau koran.

Selain dalam koran dan majalah, caption juga terdapat dalam siaran berita di televisi.

There are two generic structure of caption text. First, the lead. Second, description. Look at this picture.

The lead on this caption is what is dangerous animal. And description that formed Mosquito bites can cause more serious consequences until west Nile Virus.

There are four language features in caption.

First, exclamation. Exclamation dapat di artikan sebagai kalimat seru yang digunakan untuk mengungkapkan suatu perasaan yang kuat seperti rasa terkejut, gembira, kagum, sedih, marah, malu, dan sebagainya. Exclamation biasanya diakhiri dengan tanda seru, example: "what a tough sport!" (in the text)

Second, adjective phrase. Adjective phrase sendiri adalah kelompok kata yang intinya ada pada adjective dan diikuti oleh modifier serta determiner. Sama dengan adjective yang menjelaskan noun atau kata benda. For example: "Exhilarating and challenging sport"

Third, question. Di dalam sebuah caption terdapat jawaban dari pertanyaan lima w satu h. Example: who, when, how.

The Last, Prepositional phrase. Yaitu gabungan antara kata depan atau preposition, dan objeknya disebut object preposition yang dapat berupa noun atau berupa phrase, pronoun, atau gerund. For example: in, with.

Do you know what is the function of caption text? The function is helping the reader or viewer to understand information that may not be in a photo or a video. Caption membantu kita lebih mudah untuk memahami gambar.

There are five rules of writing a caption. First rule, supply specific information answering five wh-question. Second rule, use present sentence on the first sentence. The third rule, caption is written in a complete sentences. Fourth rule, clearly identify the people and location in the photo. The last rule, identify the person from left to right.

Teman-teman, sekarang kita bahas cara menulis caption. First, observe the picture or video that you will give the caption. **Pertama, temen-temen harus mengamati foto atau video yang akan diberi caption.** Second, find out the message from the picture before you write the caption. **Kedua, temukan pesan yang di sampaikan gambar.** The last, write the sentence or phrase under the picture. **Terakhir, tulislah kalimat atau frasa di bawah gambar.**

Agar lebih paham, kita bahas soal yuk! Sebelumnya, kita perhatikan caption berikut.

Question number one. What does text tell you about? A. Indian Independence Day. B. A Bollywood celebration. C. Diwali celebration. D. Indian Holidays, E. Indian Festival. What is the correct answer? A, B, C, D, or E?

Kita perhatikan Kembali caption tersebut. Kita dapat menemukan jawaban dengan melihat bagian lead. So, the correct answer is C, Diwali celebration. **Apakah jawaban temen-temen bener?**

Question number two. How does people enliven this celebration? A. having some performances and light ceremonies. B. Turning on all lights and walking around the city. C. Going to the Hindu temple with families. D. Bringing many lights to the town, E. Doing nothing at home. What is the correct answer? A, B, C, D, or E?

kita dapat menemukan jawaban dengan melihat bagian decription. So, the correct answer is A. Having some performances and light ceremonies. **Apakah jawaban kita sama?**

Soal selanjutnya, kita perhatikan dulu caption berikut.

Why is the giant panda recorded as an endangered mammal? A. The animal is too large, B. Their habitat is destroyed, C. There isn't dense forest in China, D. They can't breed at specific times, D. The species is difficult to find in China. What is the correct answer? A, B, C, D, or E?

kita dapat menemukan jawaban dengan melihat scription. Soal ini menanyakan mengapa Panda raksasa tercatat sebagai mamalia yang terancam punah? A. hewan itu terlalu besar, B. habitatnya sudah hancur, C. tidak ada hutan lebat di Cina, D. mereka tidak bisa berkembang biak di waktu tertentu, E. Spesies tersebut sulit ditemukan di Cina. So, the correct answer is B. The habitat is destroyed.

The last question, what regulation does the government have to preserve the animal? A. Destroying all forests In China, B. feeding giant pandas with meat and fish, C. Forbiding anyone to use and trade them for money, D. Reporting the activities and health of the giant panda, E. Prohibition on bringng giant pandas into the dense bamboo. What is the correct answer? A, B, C, D, or E?

jawabannya dapat ditemukan di bagian description. Soal ini menanyakan peraturan apa yang dimiliki pemerintah untuk melestarikan hewan. A. Menghancurkan semua hutan di China, B. Memberi makan panda raksasa dengan daging dan ikan, C. Melarang siapapun untuk menggunakan dan menukarnya dengan uang, D. melaporkan aktivitas dan Kesehatan panda raksasa, E. Larangan membawa panda raksasa ke dalam bambu yang lebat. So, the correct answer is C. Forbiding anyone to use and trade them for money.

Sekarang, temen-temen sudah paham ya.

Nah, sekarang teman-teman sudah tahu ya penyebab Agi membaca koran begitu cepat. Ternyata, Agi hanya membaca bagian Caption saja. Kita bisa mendapatkan informasi secara lebih cepat dengan membaca Caption. Namun, untuk informasi lebih detail, sebaiknya kita membaca keseluruhan isi berita. ***

Sampai disini pembahasan kita tentang Caption. Saksikan video lainnya di channel kita ya. See you... Have a nice day!

BAHASA INGGRIS Kelas 12 - If Clause & If Conditional | GIA Academy

Halo Friends. Welcome Back to GIA Academy YouTube channel.

How's Life? I hope everything is going well for you

Sekolah Agi akan mengadakan study tour ke Korea. Agi membawa brosur itu pulang dan memberikan kepada orang tuanya. Orang tuanya berjanji akan mengizinkan Agi mengikuti study tour ke Korea jika Agi bisa mendapatkan juara pertama. Cerita Agi tadi kita ungkapkan dalam If Clauses dan If Conditional. ***

What is If Clauses and If Conditional? If Clauses digunakan sebagai kalimat pengandaian. Apa hubungannya antara Conditional sentence dengan If Clauses? Perlu kita ketahui bahwa If Clauses adalah salah satu klausa yang digunakan untuk membentuk conditional sentence.

If Clauses atau kalimat pengandaian memiliki lima fungsi.

First, If clauses plus an imperative. Digunakan untuk menyuruh atau memberi perintah kepada seseorang. For example: If you are going to explore the country by public transportation, buy a Korea tourist pass.

Second, if clause plus suggestion. Digunakan untuk memberi saran. For example: if you visit Korea, you should not litter.

Third, if clause plus a general truth. Digunakan untuk menyatakan fakta yang umum terjadi. For example: if you don't bring any beverages during your tour, you will be thirsty.

Fourth, if clause plus reminder. Digunakan untuk memberikan peringatan kepada suatu resiko. For example: if you'd like to visit its attraction, you must prepare your stamina.

Fifth, if clause plus dream or wish. Digunakan untuk menyatakan impian atau harapan yang mungkin terjadi. For example: if you have spare money, you can buy delicious chocolate as souvenirs.

Dari lima fungsi tadi, ada dua fungsi yang sering digunakan. First, If clause plus an imperative. Digunakan untuk menyuruh atau memberi perintah kepada seseorang. Perintah harus dilakukan. Pola yang digunakan adalah if plus simple present plus verb one. For example: if you have time, call me soon. If you have time simple present. Call verb one. Next example: if you want to visit your friend in the hospital, don't bring your little sister along. If you want to visit your friend in hospital simple present. Don't bring verb one bentuk larangan.

Second, if clause plus suggestion. Digunakan untuk memberi saran. Saran bisa dilakukan atau tidak. Pola yang digunakan adalah if plus simple present plus why don't plus subject plus verb one, atau if plus simple present plus subject plus should or ought to or had better plus verb one. For example: if you watching a leather puppet show, why don't you go to town square tonight. If you like watching a leather puppet show simple present, why don't suggestion you subject go verb one. Next example: if you go to Surabaya, you should take a train. If you go to Surabaya simple present, you subject, should suggestion, take verb one.

Agar lebih paham perbedaan if clauses imperative and if clauses suggestion, let's do these exercises.

One. If you meet Lee Min Ho, why don't you take a photo with him. Pada kalimat ini ada why don't, berarti ini termasuk if clauses suggestion.

Two. If you want to get highest score, you ought to study hard. Dalam kalimat ini terdapat ought to berarti ini termasuk if clauses suggestion.

Three, if you have enough time, tour to Kota Tua Jakarta. Kalimat ini menggunakan verb one, maka ini termasuk if clause an imperative.

Four, if you visit Jakarta, see an exciting Monas. Kalimat ini menggunakan verb one maka ini termasuk if clause an imperative.

The last. If you go to Padang, you had better try Padang food. Dalam kalimat ini ada had better berarti ini termasuk if clause suggestion.

Sampai disini pembahasan tentang if clauses. Semoga temen-temen bisa paham ya.

Selanjutnya, kita bahas if conditional. There are three types of if conditional. Type one, type two, type three.

First. If conditional type one. Digunakan untuk mengandaikan sesuatu yang belum terjadi pada waktu sekarang dan sangat mungkin terjadi di masa depan. Kalimat ini menyatakan pola sebab atau akibat. Pola if conditional tipe satu kalimat terdiri atas dua bagian, if clause dan main clause. If clause terdiri dari if plus simple present dan main clause terdiri dari subject plus will plus verb one.

For example: first if it rains, I will stay at home. Jika hujan, saya akan tinggal di rumah.

Second, if he gives me chocolate, I will be happy. Jika dia memberikanku cokelat, aku akan senang.

Last, if it doesn't rain, we will go to library. Jika tidak hujan, kita akan pergi ke perpustakaan. Hal yang perlu diperhatikan, jika setelah "will" tidak diikuti verb satu, maka harus digunakan "be" setelah "will".

Second. If conditional type two. Digunakan untuk mengungkapkan sesuatu yang tidak mungkin terjadi atau yang bertentangan dengan kenyataan pada waktu sekarang. Kalimat ini menyatakan suatu khayalan. Pola if conditional tipe dua, kalimat terdiri atas dua bagian. if clause dan main clause. If clause terdiri atas if plus simple past dan main clause terdiri dari subject plus would plus verb one.

For example: First. If I had time, I would go with you. Jika saya ada waktu, saya akan pergi denganmu. Pada kenyataannya, saya tidak punya waktu denganmu.

Second. If she met her mother, she would be happy. Jika dia bertemu dengan ibunya, dia akan senang. Kenyataannya, dia tidak bertemu dengan ibunya.

The last. If I were twenty-five, I would get married. Jika saya berumur dua puluh lima, saya akan menikah. Kenyataannya, saya tidak berumur dua puluh lima tahun. Hal yang perlu diperhatikan jika setelah "would" tidak diikuti verb one, maka harus digunakan "be" setelah "would".

Third. If conditional type three. Digunakan untuk menggambarkan situasi yang tidak terjadi di masa lalu dan membayangkan hasil dari situasi tersebut. Tipe ini mengungkapkan kebalikan dari fakta yang dihadapi.

Pola if conditional tipe tiga terdiri atas dua bagian, if clause dan main clause. If clause terdiri dari if plus past perfect dan main clause terdiri dari subject plus would plus have plus verb three.

For example: first. If I had known about your problem, I would have offered help. Jika kamu memberitamu masalahmu, saya akan menawarkan bantuan. **Kenyataannya, saya tidak mengetahui masalahmu di masa lalu.**

Second. If my parents had been in Bandung, I would have visited them everyday. Jika orang tua saya berada di Bandung, saya akan mengunjungi mereka setiap hari. **Kenyataannya, orang tua saya tidak berada di Bandung pada masa lalu.**

The last. If she hadn't taken the course, she wouldn't have gotten the scholarship. Jika dia tidak mengikuti les, dia tidak akan mendapatkan beasiswa. **Kenyataannya, dia mengikuti les pada masa lalu.** Hal yang perlu di perhatikan jika setelah "had" tidak diikuti verb tiga maka harus digunakan "been" setelah "had".

Agar lebih paham perbedaan antara masing-masing tipe if conditional, let's do that exercises.

One. If I always study hard, I blablabla the best score. A. get, B. will got, C. Will get, D. would get, E. would have. What is the correct answer? A, B, C, D, or E? **Pertama, kita perhatikan pola if clause. Terdapat kata "study". Ini adalah kelompok verb one. Maka, main clause pada kalimat ini memiliki subject plus will plus verb one. Jadi kalimat ini termasuk if conditional tipe satu. Kemudian, kita perhatikan pilihan jawaban pada soal. Setelah "will" harus verb one ada pada pilihan C. So, the correct answer is C. will get. Apakah jawaban kita sama?**

Two. If I blablabla, I would have worked in abroad. A. study, B. studied, C. have studied, D. has studied, E. had been studied. What is the correct answer? A, B, C, D, or E? **pertama, kita perhatikan pola main clause. Terdapat kata would have worked, polanya would plus have plus verb three. Maka, if clause pada kalimat ini memiliki pola subject plus had plus verb three. Jadi, kalimat ini termasuk if conditional tipe tiga. Kemudian, kita perhatikan pilihan jawaban pada soal. Setelah subject harus had plus verb three. Ada pada pilihan D. so, the correct answer is D. had studied. Nah, apakah jawaban temen-temen benar?**

The last. If I joined English song competition, I blablabla. A. met her, B. will met her, C. Will be met her, D. Would have met her, E. Would meet her. What is the correct answer? A, B, C, D, or E? **pertama, kita perhatikan pola if clause. Terdapat kata "joined." Ini adalah kelompok verb two. Maka, main clause pada kalimat ini memiliki pola subject plus would plus verb one. Jadi, kalimat ini termasuk if conditional tipe dua. Kemudian, kita perhatikan pilihan jawaban pada soal. Setelah subject harus would plus verb one, ada pada pilihan E. So, the correct answer is E. would meet her. Semoga jawaban kita tidak berbeda ya, temen-temen.**

Nah, temen-temen sudah paham kan? Orang tua Agi menggunakan kalimat pengandaian jenis apa? Ya, benar. Orang tua Agi menggunakan kalimat if conditional tipe satu. Karena memungkinkan terjadi di masa depan. Kita doakan Agi ya agar mendapatkan juara pertama, sehingga dia bisa study tour ke Korea. ***

Nah, sampai disini dulu pembahasan kita tentang if clauses and if conditional. Sampai disini pembahasan kita tentang Caption. Saksikan video lainnya di channel kita ya. See you...

BAHASA INGGRIS Kelas 12 - Application Letter | GIA Academy

Halo Friends. Welcome Back to GIA Academy YouTube channel.

How are you today? I hope you are in good condition.

Temen-temen, kita bantu Agi, Yuk! Kakak Agi baru saja di bebas tugaskan dari pekerjaan karena pandemi. Agi sedih denga apa yang dialami kakaknya sehingga Agi mencoba membuka situs lowongan kerja. Dan Agi menemukan lowongan pekerjaan yang tepat untuk kakaknya. Tapi... Agi tidak tahu cara menulis surat lamaran pekerjaan. Jadi, misi kita kali ini adalah membantu Agi menulis surat lamaran pekerjaan. ***

What is an Application Letter? An Application Letter is a formal letter written to apply for a job. An application letter is an important information and includes reasons for applying for the position. Surat lamaran kerja merupakan surat formal untuk melamar pekerjaan. Surat lamaran kerja memiliki informasi yang penting tentang diri kita dan berisi alasan untuk mengambil posisi tersebut.

What is the purpose of the Application Letter? The purpose of the application letter is to apply for a job.

Ada beberapa bagian dari surat lamaran kerja. Kita cek langsung pada suratnya, yuk!

One, applicant address. Two, date. Three. Employer address. Four, salutation. Five, opening paragraph. Six, body of letter. Seven, closing paragraph. Eight, closing. Nine, signature. Nah, kita bahas satu bagiaannya, yuk!

One. applicant's address. Alamat pelamar. Terdiri dari: your name, nama. Your address, alamat tempat tinggal. Your telephone number, nomor telepon. And your email address, alamat email.

Two. date. Pada bagian tanggal, ada berbentuk British style dan American style. Dalam British style, bulan dituliskan terlebih dahulu, kemudian tanggal dan tahunnya. Biasanya, kita menggunakan ordinal number untuk format ini. Dan pada American style menuliskan tanggal terlebih dahulu, kemudian diikuti bulan dan tahunnya. Format ini menggunakan cardinal number.

Three. employer's address. Alamat penerima. Terdiri dari employer's name, nama penerima. Job title, jabatan penerima. Company's name, nama perusahaan. Company's address, alamat perusahaan.

Four. salutation. Salam pembuka. **Temen-temen bisa menuliskan dear sir or madam atau dear mr or mrs.**

Five. Opening paragraph. Paragraf pembuka. Di dalam opening paragraph, temen-temen bisa menuliskan informasi diri dan posisi yang dilamar. Paragraf ini juga menuntun pada paragraf selanjutnya dengan menyebutkan kualifikasi secara singkat dan alasan kita tertarik terhadap posisi yang di lamar.

Six. Body of letter. Di dalam body of letter, berisi tentang kualifikasi atau keterampilan yang kita miliki. Kita juga dapat menyebutkan prestasi yang pernah diraih untuk menunjukkan bahwa kita memang cocok untuk posisi yang dilamar. Jadi, pada bagian ini, kita mempromosikan diri kita sebaik mungkin.

Seven. Closing paragraph. Paragraf terakhir merupakan paragraf penutup. Kita dapat menyampaikan bahwa kita memiliki kualifikasi yang sesuai untuk posisi yang dilamar. Kita juga dapat menyertakan kontak pribadi sekaligus menunjukkan bahwa kita mengharapkan sebuah panggilan wawancara, dan menutupnya dengan ucapan terima kasih.

Eight. Closing. Pada bagian closing, kita bisa menuliskan your sincerely or yours faithfully.

Nine. Signature. Kita menuliskan nama lengkap disertai tanda tangan.

Nah, terkadang ada sebagian pelamar yang menambahkan enclosurement pada akhir surat. Enclosurement terdiri dari resume, identity card, dan recent photo.

Ada beberapa kata yang sering muncul di surat lamaran kerja.

Attach or enclose, attachment, resume, driving license, education, proficient, requirements, identity card, fresh graduate, salary, under pressure, vacant, recent photograph, skill, and the last apply.

Agar lebih paham, kita bahas soal berikut, yuk!

Why did Nagita write the letter? A. to apply for a job, B. to ask for some information, C. to introduce herself to Ms Lala, D. to explain her educational background, E. to offer a job. What is the best answer? A, B, C, D, or E? coba temen-temen pikirkan jawaban yang benar ya!

Pada soal ini menanyakan mengapa Nagita menulis surat. Nah, pastinya ini berhubungan dengan tujuan membuat surat. Apakah teman-teman masih ingat tujuan surat pada soal ini? Surat pada soal ini merupakan surat lamaran pekerjaan. Maka, kita lihat dulu pilihan jawabannya ya! A. untuk mendapatkan pekerjaan, B. untuk menanyakan beberapa informasi, C. untuk mengenalkan dirinya kepada Ibu Lala, D. untuk menjelaskan latar belakang pendidikannya, E. untuk menawarkan pekerjaan. So, the correct answer is A. to apply for a job. Apakah jawaban kita sama?

The next question, what position is needed? A. receptionist, B. interviewer, C. chief accountant, D. administration assistant, E. production manager. Menurut temen-temen apa ya jawaban yang benar? So, the best answer is A, B, C, D, or E? Soal ini menanyakan posisi apa yang dibutuhkan. Untuk menjawab soal ini, temen-temen bisa melihat opening di paragraph. Maka, kita lihat option jawabannya. A. resepsionis, B. pewawancara, C. kepala akutan, D. asisten administrative, E. manajer produksi. So, the correct answer is D. Administrative assistant.

The third question, what does the applicant hope after sending the letter? A. she will be a manager, B. she will start training, C. she will receive the salary, D. she will be interviewed, E. she will be patient. So, the best answer is A, B, C, D, or E? soal nomor tiga menanyakan apa harapan pelamar setelah mengirim surat. Teman-teman masih ingat pada bagian closing letter dituliskan harapan penulis. Nah, bisa kita lihat "I would appreciate an interview with you" maksudnya, dia akan senang jika diberikan kesempatan untuk mengikuti wawancara. Kita sesuaikan dengan pilihan jawabannya, ya! A. dia akan menjadi manajer, B. dia ingin mulai berlatih, C. dia akan mendapatkan gaji, D. dia akan di wawancarai, E. dia akan sabar. So, the correct answer is D. she will be interviewed. Jadi, jika soal menanyakan apa harapan pelamar setelah mengirim surat kita bisa melihat di paragraf terakhir, ya!

Last question, how does Nagita know the vacancy? A. from the radio, B. from a colleague, C. from a newspaper, D. from the television, E. from the internet. So, the best answer is A, B, C, D, or E? soal nomor empat menanyakan bagaimana Nagita bisa mengetahui iklan lowongan ini. Hal ini bisa kita lihat di paragraf satu. Maka kita lihat pilihan jawabannya, ya! A. dari radio, B. dari kolega, C. dari koran, D. dari televisi, E. dari internet. So, the correct answer is C. from a newspaper.

Nah temen-temen, kita sekarang dapat membantu Agi dalam menulis surat lamaran pekerjaan untuk kakaknya. Berarti, misi kita kali ini sudah selesai.

Jangan lupa saksikan video di channel kita ya! Sampai jumpa.