Translanguaging Practices in Language Classrooms

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ARTICLE INFO	ABSTRACT
	This research aim at examining students' perceptions regarding the use of tranlanguaging in language classroom. There were 29 students in a university level involved in this research. Mix methods was used to gain data in which observation, questionnaire, and interview were implemented. Observations analyzed qualitatively by using descriptive analysis in detail information. The questionnaire was further analyzed by calculating percentages in Likert scale questionnaire. For interview section, researchers developed the question based on students answers from google form and transcribed all information and responses into English language. The findings show that students assess translanguaging from 2 aspects, positive and negative. Although they have a positive view of translating in certain situations, they do not often use this pedagogy because it is considered less efficient. This research emphasized that students can gain the good impact of translanguaging if they have a deep understanding how to practice it correctly in language classroom.

Introduction

Translanguaging is now widely accepted in academic circles as multiple bilinguals engaging in discursive processes to make sense of their bilingual words. Translanguaging is an extension of the concept of language, encompassing not only the discursive activities of language speakers but also the additional function of using multiple languages. It is a dynamic process in which complex social and multilingual speakers navigate complex social and multilingual speakers (Yang & Peng, 2019).

The term translanguaging was coined by Lin (2019). She defined translanguaging as a pedagogical method in which students are asked to alternate language for receptive or effective usage. By using "ing" to indicate continuous acts and to describe instead of a noun, the word language a different conceptualization of language as fluid rather than static entities, practices is to be illustrated. The prefix "trans" emphasizes language activities that cross not only national language boundaries, but also the distinction between meaning-carrying languages or other semiotic media(Canagarajah, 2011; Facciani, 2019).

Swan as mentioned in the journal of EFL perception in English (Sulistiyo et al., 2017) believes that when students are allowed to use more L2 in the classroom, they are more likely to have effective writing and spoken input. As a result, students must use English to improve their English ability. it will make language learners more active in the second language lesson. A study conducted in Western Nigeria backs this up. The purpose of this study is to look into the impact of a student's mother tongue on their English language proficiency (Oluwole, 2008).

Translanguaging can help bilinguals in a variety of ways. By scaffolding the weaker language with the dominant one, it ensures a better understanding of the subject and improves the weaker language (García & Wei, 2013). Recent research on the practice of translanguaging has uncovered several reasons teachers choose to use translanguaging in the classroom, as well as the benefits it provides to students. Teachers use translanguaging for a variety of reasons, one of which is to ensure that students understand what they are saying (Badrul Hisham Ahmad & Kamaruzaman Jusoff, 2009; McMillan & Rivers, 2011). The instructors use translanguaging to the L1 after introducing new material in the target language to ensure that the students grasped the material and understood what was being discussed. This ensures that students do not misunderstand the material and that they have fully grasped the subject before moving on to the next section of the topic. According to the authors, this can benefit students in several ways, including ensuring that they do not fall behind in class and reducing the "lost" feeling that some students may experience when they are overwhelmed by the material being covered (Badrul Hisham Ahmad & Kamaruzaman Jusoff, 2009).

Besides the advantages, the researchers found several challenges of using translanguaging encountered by the students and lecturers. The researchers conducted preliminary research regarding this issue. It found that translanguaging was used in the classroom activities. Undesired side effects were emerged in which some of students were not aware with English language. They further had lack of language learning experience especially in communication practices. Hence, this research investigates university students toward translanguaging practice in the classroom.

Based on the preliminary research stated above, the following research questions was addressed (1) How is the students' perception towards translanguaging used in the classroom?; (2) What are students' purposes in using L1 in language classroom?

Research Methods

Mix methods was employed to fulfil the data of the research. It was used to gain a thorough grasp of a students' translanguaging in the classroom. The use of mix methods combines qualitative and quantitative sources. These sources were gained from the instruments used in this research. Hence, It offers more variety to the findings of the research (Hafsa, 2020). The researchers conducted the research in one of private University, 29 students in English major further participated in this research.

The data collection procedures had gone through three main chronological phases such as observation, questionnaire, and semi-structured interview. Before spreading the questionnaire and conducting the interview, the researchers observed the classrooms by

using note-taking method. This observation was conducted four times in different classroom to gain students' behavior in communication, students' language used, platform used in the learning process, and the way students-lecturers' responses.

The questionnaire was adapted from Moody et al., (2019) and Öztürk and Çubukçu (2022). The questions covered students' language Used in the classroom, students' purposes in using translanguaging which divided into students-oriented purposes and content-oriented purposes. There were 13 questions in the questionnaire that were distributed online for English education students who had different academic years. It was filled with students who had a different level in a foreign language and had already learned English for more than 12 years. In conducting the online interview, the participants were chosen randomly. Researchers carried out this interview to confirm students' answers regarding the given questionnaire. The interview session used Ms. Teams because both researchers and participants were familiar with this application. The interview was conducted 5-10 minutes for each student. The researchers further recorded and transcribed the result of the interview.

The research questions addressing the perceptions of EFL students and purposes towards translanguaging was probed through an observation, questionnaire and semi-structured interview. Observations analyzed qualitatively by using descriptive analysis in detail information. The questionnaire was analyzed by calculating percentages in Likert scale questionnaire. For interview section, researchers developed the question based on students answers from google form. Researchers further transcribed all information and responses into English language.

Findings and Discussion

In the observation stage, the researchers got less information because the classroom activity was carried out online due to Covid-19 pandemic. It made researchers difficult to gain data from this observation. The challenges of collecting the data when Covid-19 pandemic were also felt by several researchers (Lubis & Dasopang, 2021; Purwaamijaya et al., 2021; Rahayu et al., 2020). The important point that researchers noted was the students did not participate actively during learning process. the students further did not open the camera. Because of this situation, the lecturers had to extra effort to explain the materials to the students. Some of lecturers had also to give positive and negative reinforcement to the students. This practices successfully controlled students' behaviors and attracted undesired students in learning English (Harcourt, 2020; Ningsih, 2016).

To gain more data regarding these issues, the result of questionnaire was provided in this research. The first is a questionnaire. The following table shows the result of a questionnaire of student's perception in using L1 that had 4 statements in the classroom. It shows from the table below.

Table 1. Students' Language Used in the Classroom

No	Statement	Frequency					Percentage (%) Result
		SA	A	N	SD	D	
1.	I'm preferring to use English language in learning process	6	8	14	0	1	72,4% Agree

No	Statement	Frequency					Percentage
		SA	A	N	SD	D	(%) Result
2.	I'm preferring to use my language in learning process	4	12	12	0	1	72,4% Agree
3.	I have difficulties when lecture explain the material full in English	5	7	12	3	2	66,8% Agree
4.	I can understand the lecture explanation easily in Indonesian Language	9	6	12	2	0	75,1% Agree
5.	I am able to discuss a variety of topics without too much trouble in both language	3	12	10	1	3	67,5% Agree
6.	I have no problem communicating in English language with the lecture on a wide range of topics.	4	8	9	2	6	61,3% Agree
	Result						**69.2 %**

Based on the table above, most of the students had no difficulties in language used when learning English. Although most of the students preferred to use English in learning process and they felt comfort using L1 in language learning process. This statement in line with (Alfaki, 2015) in his study about linguistic problems that linguistic problems not only occur in the writing aspect but also in doing translanguaging. To gain accurate information researchers do an interview about it and the result show that they had difficulties because the material was too hard, and unclear feedback from the lecturers made some trouble. The transcribed can be shown as follows.

Excerpt #1

[...] Saya pakai Bahasa indonesia kalau materi yang diajarkan susah, karna gak mau ribet, dan penjelasan dosenya kurang jelas.

[...] I use Bahasa Indonesia if the material is difficult. I also speak Bahasa Indonesia to make the lecturers easy to understand what I intended to.

Excerpt #2

[...] kadang kan kak, Saya bingung kalau ditanya dosen. Apa lagi missnya ngomong cepet-cepet trus aksennya British gitu jadi itu...

[...] sometimes, I get confused when asked by the lecturer. What's more, the lecturers speak quickly and has a British accent, so that's it...

Both students claim that they switched their language when they encountered difficulties in speaking English. They automatically switched their language if they found unfamiliar and limited vocabularies. It is carried out to make the lecturers and other students understood what they spoke. The problem also encountered by previous studies (Abduholiqovna & Qurbonazarovna, 2021; Nuraeni, 2019; Widayanti & Suarnajaya, 2021). They agreed that vocabulary is one of the most difficult aspects for foreign students to master which make them have low learning attitude in English activity.

Participants were also asked how frequently they use their students' native language in the classroom for a variety of situations for this question. This question was created to

gather information about participants' translanguaging practices in their classrooms, as well as to see which uses were most common. The result shows below.

Table 2. Students' Purposes in Using Translanguaging

No	Statement	Frequency					Percentage (%) Result
		SA	A	N	SD	D	
Students-oriented Purposes							
1.	I often use it to help the other friend who have low proficiency	8	8	10	0	3	72,4% Agree
2.	I often use it to clarify during activities	6	11	11	0	1	74,4% Agree
Content-oriented Purposes							
3.	I often use it to give explanation	4	8	14	0	3	66,8% Agree
4.	I often use it when low in vocabulary	4	9	10	2	4	64,8% Agree
5.	I often use it to communicate in learning process	4	8	14	0	3	66,8% Agree
6.	I often use it to ask permission	3	8	13	2	3	64,1% Agree
	Result						**67,8%**

After calculating the data, researchers found that most of the students used translanguaging to engage with other students who had difficulties in understanding English during language learning. In communicative practices, more than 50% of the students claimed that use translanguaging to ease them in communication process. It means the students use translanguaging not only for students'-oriented purposes but also for content-oriented purposes. It allows students demonstrate their knowledge, skills, and idea in language areas(Lopez et al., 2017; Madkur et al., 2022). Furthermore, the use of translanguaging with good awareness achieve a successful interaction (Putrawan, 2022).

Positive and negative impacts were also stated by several students. The result can be shown below.

#Student 2

[…] *"itu menolong saya untuk menyampaikan apa yang saya pikirkan dan yang lain juga mengerti."*

[…] "it helps me to deliver what's in my mind. It also makes others understand what I said

#Student 3

[…] *"itu sangat bermanfaat bagi saya untuk memahami keseluruhan proses belajar dalam kondisi dimana dosen selalu menggunakan Bahasa inggris di kelas."*

[…] It's really helpful to understand the language learning process in which lecturers always use English in classroom activity

#Student 4

[...] alternatif untuk mempermudah siswa memahami apa yang disampaikan. Penggunaan Bahasa Inggris secara aktif di dalam kelas merupakan momok yang menakutkan untuk siswa yang kurang aktif pemahamannya dan memutuskan untuk diam dan gak berbuat apa-apa."

[...] the use of translanguaging is one of effective ways to ease students in understanding the materials. In other words, the use of English in language learning will make the demotivated students confused and it makes them passive in the classroom.

#Students 5

[...] "untuk merangkai dan membangun komunikasi sederhana antara dosen dan siswa"

[...] the use of translanguaging will help the students and lecturers in communication practice.

#Student 6

[...] "lebih ngengontrol Bahasa inggris dan Indonesia kapan harus digunakan"

[...] Translanguaging helps us in controlling English and Bahasa Indonesia. We more understand when switching be used

#Student 7

[...] "membantu siswa-siswa yang kurang dalam menyampaikan Bahasa. Terkadag kurang efektif yah karna harus bolak-balik 2 bahasa"

[...] It helps students who have difficulties in communication practices. Using translanguaging sometimes is not effective for the students because they have to use two languages in the same situation.

#Student 8

[...] "bahasanya kuang berkembang..."

[...] The students will be hard to develop their language skills.

#Student 9

[...] "lebih condong ke Bahasa sendiri jadi lupa dengan Bahasa yang dipelajari"

[...] translanguaging makes us demotivated in learning English because we always use our mother tongue.

In interview section, it shows that some of the students agreed with translanguaging. The result is similar with questionnaire's result. Students' statement regarding the positive side of translanguaging was declared by other researchers (Kucukali, E & Kocbas, 2021; Seals, 2021; Wlosowicz, 2020). They agree that the use of translanguaging empower and encourage students to use target linguistic varieties. Researchers can infer that the students are more aware of language and interested in employing simple words in their first or second language. From the interview section, the researchers found participants argue about

translanguaging facilitates them in building communication. Researchers conclude that the students are aware with translanguaging in classroom activity. In other words, translanguaging is a bridge between students-lecture to building communication in the learning process (Fang et al., 2022; Ha et al., 2022; Putrawan, 2022).

Conclusion

The research investigated students' perspective use L1 towards translanguaging and the purposes of it, was implemented in university level. Most students perceive that translanguaging can anticipate their English language in understanding material so that they can readily comprehend the topic. Students are realizing that they still less in a foreign language, but through the translanguaging method, the other students are helped for those who have weaknesses in the English language as well as other languages. Although this action takes time too much if students understand the material why not.

Translanguaging can be seen as a positive or negative aspect, depending on where students view the practice of using translanguaging. One thing is for sure, whatever it is learning is not something that has a bad impact if it is properly proportioned. so, look. Students may benefit from translanguaging as a means of communication. Textual functions are concerned with the use of L1 to signify shifts in different topics, teaching stages, or focus; and interpersonal functions are concerned with teachers and students using L1 to negotiate their identities and create a less distanced and warm classroom environment.

Furthermore, this research only took participants from one university which means the participants and site can be categorized as a small sample. Further researchers hopefully can conduct the research in depth and focus on a different aspect of translanguaging in the classroom with a larger sample size to gain more precise and valid data.

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