

TRANSLANGUAGING PRACTICES IN EFL
CLASSROOM : STUDENTS' PERSPECTIVE
THESIS

Submitted in Partial Fulfillment of the Requirement for
Bachelor Degree of English Education Department



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ABSTRACT

Title : TRANSLANGUAGING
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This study aims to explore students' perspectives on translanguaging practices in English as a Foreign Language (EFL) classrooms. Translanguaging the flexible use of students' full linguistic resources is considered an inclusive and supportive pedagogical approach in multilingual learning contexts. Employing a qualitative phenomenological method, this research involved seven final-semester students from the English Education Program at UIN Walisongo Semarang. Data were collected through in-depth interviews and focus group discussions (FGDs), then analyzed using thematic analysis. The findings reveal that most students perceive translanguaging as a strategy that aids in comprehending complex concepts, reduces language anxiety, and enhances confidence in using English. However, some concerns were raised regarding over-reliance on the mother tongue, which might hinder the

development of English proficiency. The study highlights the need for a balanced and purposeful implementation of translanguaging to maximize its educational benefits. These insights contribute to the advancement of more inclusive, student-centered approaches in language education.

Keywords: EFL learning, language anxiety, mother tongue, student perception, translanguaging.

Motto

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا^{١٣}
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ^{١٤} إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

“O mankind! Indeed, We have created you from a male and a female, and made you into nations and tribes so that you may know one another...”

(Qur'an, Surah Al-Hujurat (49:13))

“Language is the symbol of intellect and culture.
Whoever masters a language, masters a civilization.”

(Ibn Khaldun, Al-Muqaddimah)

"Even if the odds are zero, a hero fights until the
very end!"

(Touchme.Overlord:Light novel, Volume7)

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Table Of Contents

THESIS STATEMENT	I
RATIFICATION.....	II
ADVISOR NOTE	III
THESIS GUIDANCE SCORE.....	IV
ABSTRACT.....	V
Motto.....	VII
ACKNOWLEDGMENTS.....	VIII
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Question.....	14
1.3 Research Objectives and Benefits	14
CHAPTER II REVIEW OF RELATE LITERATURE	25
2.1 Previous Research	25
2.2 Literature Review.....	28
2.3 Conseptual Framework	48
2.4 Theoretical Review	55
CHAPTER III RESEARCH METHOD.....	75
3.1 Research Design.....	75
3.2 Data Sources.....	77
3.3 Method of Collecting Data.....	79

3.4	Research Instruments	83
	Table 3.1:.....	84
	Table 3.2:.....	84
3.5	Methods of Analysing Data.....	84
3.6	Validity of Data.....	87
CHAPTER IV		89
Finding and Discussion		89
4.1	Findings.....	89
4.2	Discussions.....	129
Chapter V		150
Conclusion and Suggestion		150
5.1	Conclusion.....	150
5.2	Suggestion	154
REFERENCE.....		156
APPENDIX		166
A.	Figure 1	166
B.	Figure 2	166

CHAPTER I

INTRODUCTION

This chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, research questions, research objectives, research significance, and research scope.

1.1 Background

In the era of globalization, mastery of English as an international language is increasingly important. English not only functions as a means of communication between nations, but also becomes the key to accessing science, technology, and global economic opportunities. Therefore, learning English as a Foreign Language (EFL) is a major focus in the education system in many countries, including Indonesia (Kirkpatrick, 2010; McKay, 2018).

However, the EFL learning process is often faced with various challenges, especially in multilingual contexts where students hParticipant 3 diverse mother tongue backgrounds. These challenges include difficulties in understanding English language structures that are different

from their mother tongue, as well as lack of exposure to English-speaking environments outside the classroom (Crystal, 2003). In addition, factors such as student motivation, availability of learning resources, and teacher competence also affect the effectiveness of EFL learning (Richards & Rodgers, 2014).

These challenges encourage educators and researchers to seek more effective and inclusive approaches to teaching English. For example, the use of context-based learning methods and the integration of technology in learning hParticipant 3 been proposed as solutions to increase student engagement and facilitate deeper understanding(Warschauer, 2000).These approaches are expected to help overcome the barriers faced by students in multilingual contexts, while ensuring that EFL learning can be more inclusive and sustainable. One approach that is gaining popularity in language education is translanguaging.

Translanguaging is the practice of using the learner's multiple language resources to understand, interact, and construct knowledge (Canagarajah, 2011; Mateus, 2014). This concept offers a new perspective that challenges

traditional teaching methods that often focus exclusively on the use of the target language. Translanguaging acknowledges and leverages students' linguistic diversity, thereby creating a more inclusive and supportive learning environment. In the EFL context, translanguaging is considered a relevant approach because it allows students to draw on their existing language knowledge to facilitate English language learning (Creese & Blackledge, 2015; Lewis et al., 2012)

Although translanguaging offers a lot of potential, its implementation in EFL classrooms is not always easy. Many teachers and educational institutions are still tied to a monolingual approach that emphasizes the use of English exclusively (Bozorgian et al., 2022; Turnbull & Dailey-O'Cain, 2009). This often causes difficulties for students, especially those with limited English skills.

In addition, a lack of understanding of the benefits of translanguaging is also a barrier to its implementation. In fact, research shows that translanguaging can improve students' understanding of learning materials, reduce language anxiety, and increase active participation in class (Baker & Wright, 2017;

García & Sylvan, 2011). By utilizing their mother tongue or another language they master, students can more easily access concepts that are difficult to understand only through English.

However, challenges in implementing translanguaging are not limited to policies or pedagogical preferences. Factors such as lack of teacher training on multilingual approaches, unavailability of supportive learning resources, and pressure to meet English-focused curriculum standards also act as barriers (Lin, 2018). A study by Poza (Poza, 2017) showed that teachers often hesitate to implement translanguaging because they are worried about being seen as unprofessional or not meeting the demands of the curriculum.

In fact, the strategic use of translanguaging can actually improve student learning outcomes, especially in contexts where students hParticipant 3 diverse linguistic backgrounds (Gort & Sembiante, 2015). In addition, research by Menken and Sánchez (Menken & Sánchez, 2019) revealed that the implementation of translanguaging requires a paradigm shift in the education system, including the development of a more flexible curriculum

and teacher training that focuses on multilingual pedagogy.

Without adequate structural and policy support, efforts to implement translanguaging in EFL classrooms may be hampered. For example, in some countries, educational policies still tend to prioritize monolingualism in English, which is contrary to the principles of translanguaging (Shohamy, 2011).

Nevertheless, several case studies hParticipant 3 shown that the implementation of translanguaging can be successful if supported by an inclusive and collaborative school environment. For example, a study by (Palmer et al., 2014) in multilingual schools in the United States found that translanguaging not only improved students' academic understanding but also strengthened their cultural and linguistic identities. This is in line with the view that translanguaging is not only a pedagogical tool but also a means to empower multilingual students (Flores & Schissel, 2014).

Thus, although the challenges in implementing translanguaging in EFL classrooms are quite large, its potential benefits for students

and the learning process cannot be ignored. To overcome these obstacles, collaborative efforts are needed between teachers, researchers, policy makers, and other educational stakeholders to create an environment that supports effective and sustainable translanguaging practices.

Students' perspectives on translanguaging are an important aspect that needs to be studied. Students as direct recipients of teaching practices hParticipant 3 unique views on how translanguaging affects their learning process (Creese & Blackledge, 2015; Mateus, 2014).. Understanding students' perspectives can provide valuable insights into the effectiveness of translanguaging as well as the challenges they face in EFL learning contexts. Motivation to learn is a key factor in successful language learning, and translanguaging can influence students' motivation by making learning more relevant and meaningful (Dörnyei, 2005; Ushioda, 2011). When students feel that their native language is valued and used as a tool to understand English, they tend to be more motivated to engage in the learning process.

Research by caruso (Caruso, 2018) shows that students who learn in an environment that implements translanguaging feel more confident and motivated because they can rely on the linguistic knowledge they already

Participant 3. This is in line with the finding that the use of mother tongue in foreign language learning can reduce linguistic anxiety and increase students' sense of belonging in the classroom (Levine, 2011). In addition, students also reported that translanguaging helped them understand complex concepts better, because they could use their mother tongue as a tool to clarify and contextualize learning materials (Sayer, 2013)

However, students' perspectives on translanguaging are not always homogeneous. Some students may feel that the use of their mother tongue in EFL classes may reduce their opportunities for intensive English practice (Macaro et al., 2017). Therefore, it is important for teachers to balance the use of translanguaging with opportunities for students to develop their English language competence. A study by Tian et al. (Tian & Lau, 2022) found that students were more likely to accept translanguaging when they understood the pedagogical purpose behind the

practice and when teachers provided clear explanations of how translanguaging could support their learning.

In addition, students' perspectives are also influenced by the social and cultural contexts in which they learn. For example, in contexts where English is considered a symbol of social status, students may be more reluctant to use their mother tongue in class (Kirkpatrick, 2012). On the other hand, in multicultural and multilingual contexts, students tend to be more open to translanguaging because they see it as a way to appreciate linguistic and cultural diversity (Wei, 2017).

Thus, understanding students' perspectives on translanguaging not only helps teachers optimize their teaching practices but also ensures that these approaches truly meet students' needs and expectations. However, while numerous studies hParticipant 3 explored the effectiveness of translanguaging in language education, most of these studies focus on teachers' perspectives or students' learning outcomes.

For example, (García & Sylvan, 2011) investigated how teachers implement translanguaging in multilingual classrooms, while

Lewis, Jones, and Baker (Lewis et al., 2012) examined the impact of translanguaging on students' academic performance. Similarly, (Creese & Blackledge, 2015) focused on teachers' strategies for integrating translanguaging into their pedagogy. In contrast, students' perspectives on translanguaging hParticipant 3 received significantly less attention. This gap in the literature is noteworthy because students, as the primary beneficiaries of translanguaging practices, hParticipant 3 unique insights into how these practices affect their learning experiences. By neglecting students' voices, previous studies may hParticipant 3 overlooked critical aspects of how translanguaging is perceived and experienced in real classroom settings.

Further research on students' perspectives, especially in different contexts, would provide valuable contributions to the development of more inclusive and effective translanguaging pedagogies. Translanguaging is not just a linguistic practice, but also reflects students' social and cultural contexts. In EFL classrooms, students often bring their diverse linguistic and cultural identities (Cummins, 2018; Norton, 2013).

Translanguaging allows students to express their identities more fully, thus creating a learning environment that is more respectful of diversity. This is in line with an inclusive and student-centered approach to education. Teachers play a key role in implementing translanguaging in EFL classrooms. They need to hParticipant 3 a deep understanding of the concept as well as the skills to integrate it into the curriculum and teaching methods (García & Sylvan, 2011; Hornberger & Link, 2012). In addition, teachers must also be able to create a balance between the use of English and other languages that students master.

Despite the growing body of research on translanguaging, there is a notable lack of studies that prioritize students' perspectives. For instance, studies by Canagarajah (2011) and García and Wei (2014) primarily focused on teachers' strategies and the theoretical foundations of translanguaging, while research by Palmer et al. (2014) and Menken and Sánchez (2019) emphasized the impact of translanguaging on learning outcomes.

In contrast, students' own experiences and perceptions of translanguaging remain

underexplored. This study aims to fill this gap by exploring students' perspectives on translanguaging practices in EFL classrooms. By understanding students' views, this study is expected to provide useful recommendations for teachers and educational institutions in optimizing the use of translanguaging (Canagarajah, 2011; Mateus, 2014). In addition, the findings of this study can also contribute to the development of more inclusive and student-centered language education theories and practices.

Translanguaging also has the potential to increase students' engagement in the learning process. By utilizing their native language or other languages they master, students can more actively participate in class discussions and other learning activities (García & Sylvan, 2011; Lewis et al., 2012).

This is especially important in the EFL context, where students often feel insecure about speaking in English. Translanguaging provides a space for students to express their thoughts without fear of making mistakes, thus encouraging greater participation. In addition, this practice can also help students develop critical

and creative thinking skills, as they can draw on their entire linguistic repertoire to solve problems and construct knowledge.

However, the implementation of translanguaging in EFL classrooms also faces challenges related to educational policies and public perceptions. In many countries, including Indonesia, educational policies often support a monolingual approach that emphasizes the use of English exclusively (Kirkpatrick, 2012; Macaro et al., 2017).

This can lead to resistance from schools, parents, or even students themselves who may consider the use of their mother tongue as a barrier to English learning. Therefore, efforts are needed to educate all stakeholders about the benefits of translanguaging and how this practice can support English learning more effectively. Research on translanguaging in the EFL context is still relatively limited, especially studies that focus on students' perspectives.

For example, while studies by García and Li (2014) and Hornberger and Link (2012) explored translanguaging in multilingual education, they primarily focused on

teachers' practices and institutional policies. In fact, students' perspectives are crucial for understanding how translanguaging is received and experienced in everyday learning contexts.

By understanding students' perspectives, educators can design learning strategies that are more in line with students' needs and preferences, thereby increasing the overall effectiveness of learning.

Therefore, this study aims to explore students' perspectives on translanguaging practices in EFL classrooms. By understanding students' views, this study is expected to provide useful recommendations for teachers and educational institutions in optimizing the use of translanguaging. In addition, the findings of this study can also contribute to the development of more inclusive and student-centered language education theories and practice (García & Wei, 2019; Canagarajah, 2018).

Thus, this study is expected to provide significant contributions to the development of English language education in Indonesia and other countries with similar contexts.

1.2 Research Question

2. How do multilingual graduate students perceive the practice of translanguaging?
3. What are the challenges and benefits of implementing translanguaging in EFL classrooms from the students' perspective?

1.3 Research Objectives and Benefits

1. Research Objectives

- a) To explore how multilingual graduate students perceive the practice of translanguaging in their academic and social interactions.
- b) To investigate the challenges and benefits of implementing translanguaging in EFL classrooms from the students' perspective.

A. Research Benefits

a. Theoretical:

Theoretically, this research is expected to contribute to the growing

body of knowledge on translanguaging by exploring its application in two distinct yet interconnected contexts: multilingual graduate students and EFL (English as a Foreign Language) students.

By comparing these two groups, the study aims to uncover similarities and differences in how translanguaging strategies are employed, perceived, and adapted across varying levels of language proficiency and academic demands.

It will provide valuable insights into how translanguaging is perceived and utilized by students at different educational levels, focusing particularly on its role in enhancing speaking skills in EFL contexts and its broader application in multilingual academic settings, where code-switching and flexible language use are often key to comprehension and expression.

Furthermore, this research can serve as a foundational reference for future studies on translanguaging,

especially in bridging the gap between theoretical frameworks and practical classroom applications, as well as between structured language learning and real-world communication needs. The findings may also inform pedagogical approaches, encouraging educators to adopt more inclusive and adaptive strategies that validate students' linguistic repertoires rather than restricting them to monolingual norms. Additionally, by highlighting the sociocultural and cognitive benefits of translanguaging, this study could advocate for policy changes in language education, promoting more flexible and equitable learning environments for both multilingual and EFL learners.

b. Practical:

For Students:

Theoretically, this research is expected to contribute to the growing body of knowledge on translanguaging by exploring its application in two

distinct yet interconnected contexts: multilingual graduate students and EFL (English as a Foreign Language) students. For multilingual graduate students, the study could illuminate how translanguaging serves as a vital tool for navigating complex academic discourse, facilitating interdisciplinary learning, and fostering a sense of inclusivity and belonging in linguistically diverse environments. By leveraging their full linguistic repertoire, these students may not only enhance their comprehension and critical thinking but also build stronger social and professional networks, where linguistic flexibility acts as a bridge rather than a barrier.

Similarly, for EFL students, the research may demonstrate how strategic translanguaging practices can lower affective filters, reduce speaking anxiety, and scaffold confidence in oral communication. By validating their native languages as resources rather than obstacles, translanguaging can create a more supportive language-learning

environment, enabling students to take risks, experiment with English, and gradually develop fluency without the pressure of rigid monolingual norms.

By comparing these two groups, the study aims to uncover how translanguaging operates at different proficiency levels and educational stages, providing insights into its role in enhancing speaking skills in EFL contexts while also highlighting its broader utility in multilingual academic settings. The findings could challenge traditional monolingual biases in language pedagogy, advocating instead for approaches that recognize the dynamic, fluid nature of real-world communication.

Furthermore, this research can serve as a foundational reference for future studies on translanguaging, particularly in bridging the gap between language acquisition theories and classroom practices.

It may also inform institutional policies, encouraging universities and language programs to adopt more flexible, equity-driven frameworks that empower both multilingual and EFL learners to thrive academically and socially. Ultimately, by validating translanguaging as a legitimate and effective communicative strategy, this study could contribute to more inclusive, adaptive, and psychologically supportive educational environments worldwide.

For Teachers:

Teachers working with multilingual graduate students can gain valuable insights into how translanguaging facilitates complex academic discussions and enhances collaboration in diverse linguistic settings.

By observing how students strategically shift between languages to clarify concepts, negotiate meaning, and build shared understanding, educators can better appreciate the cognitive and communicative benefits of this approach. Translanguaging allows graduate students

to access and express higher-order thinking, especially when grappling with abstract or discipline-specific content that may be difficult to articulate in a second language alone. Through this lens, teachers can recognize translanguaging not as a sign of linguistic deficiency, but as a sophisticated resource for academic engagement and intercultural dialogue.

Similarly, EFL (English as a Foreign Language) teachers can learn and apply practical strategies for integrating translanguaging into their classrooms to enhance students' speaking skills. By allowing judicious use of the students' first language during planning, brainstorming, or peer discussions, teachers can reduce anxiety, foster confidence, and create a more inclusive learning environment. This approach enables students to express their ideas more fully before transitioning into English, thus improving the fluency and depth of their spoken responses.

Furthermore, translanguaging supports scaffolded learning, where students gradually build the skills needed to communicate independently in English. For EFL teachers, embracing translanguaging can lead to more effective, student-centered instruction that recognizes the linguistic and cultural assets learners bring to the classroom.

For Policymakers:

The findings of this research can play a crucial role in informing the development of educational policies that actively support translanguaging practices across different learning contexts, particularly in higher education settings for multilingual graduate students and in EFL (English as a Foreign Language) classrooms for language learners. By demonstrating the cognitive, social, and academic benefits of translanguaging, the research offers a strong evidence base for rethinking traditional monolingual approaches to language instruction and assessment.

Policymakers can draw on these insights to advocate for more flexible, inclusive, and context-sensitive language policies that acknowledge and legitimize the use of students' full linguistic repertoires. Such policies can help create learning environments where linguistic diversity is seen as a resource rather than a barrier, encouraging institutions to develop curricula, teaching practices, and assessment methods that reflect the realities of multilingual learners. For example, policies might include guidelines for bilingual instructional strategies, support for teacher training in translanguaging pedagogy, or revisions to language proficiency standards that allow for more equitable evaluation of students' abilities. Ultimately, this research underscores the need for systemic change that moves beyond rigid language boundaries and embraces a more holistic view of language learning and use in today's globalized educational landscape.

For Researchers:

This research will make a meaningful contribution to the existing body of literature on translanguaging by examining its implementation and effects in two distinct educational contexts: multilingual graduate students in higher education and EFL (English as a Foreign Language) students in more general language learning environments. By analyzing how translanguaging functions within these settings, the study provides a nuanced understanding of its pedagogical value, challenges, and potential for supporting diverse learners.

Researchers can build on these findings to investigate new and underexplored dimensions of translanguaging. For instance, in higher education, future studies might examine how translanguaging influences academic performance, critical thinking, and scholarly identity among multilingual graduate students. In EFL contexts, researchers could further explore how translanguaging supports the development of speaking skills, including

fluency, confidence, and the ability to engage in meaningful interaction.

Moreover, this research opens the door to interdisciplinary inquiries, such as the relationship between translanguaging and metacognitive awareness, language anxiety, or learner autonomy. Ultimately, it lays the groundwork for more context-sensitive and learner-centered approaches to language education, enriching both theoretical perspectives and practical applications within the field.

CHAPTER II

REVIEW OF RELATE LITERATURE

This chapter presents a comprehensive overview of previous research relevant to the topic, an in-depth theoretical review of key concepts and frameworks, as well as a clearly articulated conceptual framework. Together, these elements provide a solid foundation to enhance the reader's understanding of the research context, rationale, and methodology.

2.1 Previous Research

Previous studies hParticipant 3 extensively examined the role of translanguaging in EFL classrooms, with many findings supporting the present research. García and Wei (2019), in their study titled "Translanguaging: Language, Bilingualism and Education", demonstrated that translanguaging effectively enhances students' comprehension and participation by allowing them to utilize their full linguistic repertoire.

This aligns with the current research, which highlights translanguaging as a tool to

create inclusive and supportive learning environments for EFL students.

Similarly, Canagarajah (2018), in their study "Translingual Practice as Spatial Repertoires: Expanding the Paradigm Beyond Structuralist Orientations", confirmed that translanguaging helps students bridge the gap between their native languages and the target language, fostering deeper understanding and engagement. This is particularly relevant in multilingual classrooms, where students often struggle with the exclusive use of English.

Lewis, Jones, and Baker (2020), in their study titled "Translanguaging: Origins and Development from School to Street and Beyond", found that translanguaging significantly improves students' confidence and reduces language-related anxiety.

This is corroborated by Creese and Blackledge (2018), whose research, "Translanguaging and Identity in Educational Settings", revealed that translanguaging validates students' linguistic and cultural identities, creating a more equitable learning environment. These findings are highly relevant to the present study,

which focuses on students' perspectives on translanguaging in EFL classrooms.

Further, García and Sylvan (2018), in their research "Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities", emphasized the importance of translanguaging in fostering critical thinking and problem-solving skills by allowing students to approach tasks from multiple linguistic perspectives. Similarly, Hornberger and Link (2018), in their study titled "Translanguaging and Transnational Literacies in Multilingual Classrooms: A Biliteracy Lens", highlighted the effectiveness of translanguaging in addressing the diverse needs of multilingual learners.

Additional support is provided by Norton (2019) in their study "Identity and Language Learning: Extending the Conversation", which found that translanguaging is relevant for promoting students' self-confidence and sense of belonging in the classroom. Finally, Cummins (2018), in their study titled "Urban Multilingualism and Educational Achievement: Identifying and Implementing Evidence-Based Strategies", affirmed that translanguaging is

effective in improving academic outcomes and reducing linguistic barriers.

While their focus was on multilingual education, their findings remain applicable to EFL contexts, particularly in fostering students' linguistic and academic development.

Overall, although there are variations in the approaches and contexts used, all of these studies show that translanguaging has the potential to enhance student engagement, both in terms of material comprehension, linguistic skill development, and confidence in learning. This research contributes to the study by providing local and practical insights into the application of translanguaging to improve the learning experience in EFL classrooms, as well as adding new perspectives on the integration of translanguaging into modern learning strategies.

2.2 Literature Review

1. History and Definition of Translanguaging

Translanguaging, as a concept, originated in the 1990s as a result of the efforts of Welsh scholar and educator Cen Williams, who aimed to create successful teaching methods for Welsh

bilingual children. The term "trawsieithu" (translanguaging) was first used by Williams (1994) to refer to a purposeful teaching approach in which students interacted with material in one language and generated output in another. For instance, students may read a Welsh piece, hParticipant 3 an English discussion about it, and then compose another Welsh answer.

By promoting the flexible and purposeful use of both Welsh and English in educational contexts, this strategy aims to improve bilingual competency. Williams' approach was revolutionary because it acknowledged that bilingualism included dynamically combining two languages to improve communication and understanding rather than just balancing them.

Ofelia García and Li Wei contributed to the concept's theoretical depth and international prominence, especially in their seminal 2014 book "Translanguaging: Language, Bilingualism and Education." By characterizing translanguaging as a natural language process that is intrinsic to multilingual people, García and Wei broadened the scope of the term beyond a classroom tactic.

They maintained that rather than seeing languages as a part of an integrated repertoire, traditional bilingual education methods frequently impose strict boundaries between them. The flexible and adaptable ways that multilingual speakers use all of their linguistic resources to communicate, think, and learn, on the other hand, are reflected in translanguaging.

Furthermore, translanguaging questions the idea that "language" is a stable, distinct thing. Instead, it views communication as a dynamic process in which speakers use whichever linguistic features words, gestures, or cultural references best suit their communicative goals (García, 2009). This viewpoint is consistent with postmodern and poststructuralist criticisms of language, which emphasize the fluidity and hybridity of human communication rather than rigid classifications.

Furthermore, translanguaging has been associated with more general theories of sociolinguistics and cognition, including multicompetence (Cook, 1991), which holds that bilinguals have a single linguistic system instead of two distinct monolingual systems. Translanguaging is further validated as

a natural cognitive process by Dynamic Systems Theory (de Bot, Lowie, & Verspoor, 2007), which further supports the notion that language development is nonlinear and adaptable.

Translanguaging has gained acceptance in educational settings as a way to empower multilingual students by promoting the use of their entire linguistic repertoire to access challenging academic material and validating their native tongues. According to research, translanguaging helps pupils with identity affirmation, cognitive flexibility, and metalinguistic awareness (Creese & Blackledge, 2010). Translanguaging pedagogy views non-dominant languages as useful resources that promote greater comprehension and participation rather than as barriers to learning.

Nonetheless, there has been some debate over the use of translanguaging. Critics contend that it could impede the growth of a target language's ability, especially in situations where monolingual norms are given priority in standardized testing. Additionally, institutional regulations that promote strict language separation (e.g., dual-language immersion models that mandate designated language periods) make

it difficult for some educators to apply translanguaging.

Translanguaging, which promotes more inclusive and fair language usage, is still becoming more and more popular in multilingual education in spite of these obstacles.

In conclusion, translanguaging has developed from a Welsh bilingual education classroom technique to a thorough theoretical framework that reinterprets multilingualism. Translanguaging provides a more comprehensive and equitable method of teaching and learning languages by acknowledging the fluidity of language practices and appreciating students' whole linguistic repertoires.

a) Development of Translanguaging in EFL Classrooms

The development of translanguaging in EFL classrooms reflects a significant shift in language teaching paradigms over recent decades. Initially, EFL instruction was heavily influenced by monolingual approaches that strictly enforced English-only policies, based on the assumption that maximum exposure to the target language

would lead to better acquisition. However, as classrooms became increasingly linguistically diverse, educators began recognizing the limitations of these restrictive methods, particularly for students with limited English proficiency. This realization prompted a gradual acceptance of more flexible approaches that acknowledge learners' existing linguistic resources.

The theoretical foundations for this shift were laid by scholars like Canagarajah (2011) and García and Sylvan (2011), who demonstrated how translanguaging could serve as an effective bridge between students' home languages and English, facilitating deeper comprehension and more meaningful participation. Their work highlighted how multilingual learners naturally blend and alternate between languages as part of their communicative repertoire, challenging traditional notions of strict language separation in education.

In contemporary EFL practice, translanguaging has evolved from being viewed as a compensatory strategy to being recognized as a legitimate pedagogical approach that enhances

cognitive and affective aspects of language learning. Classrooms now increasingly incorporate strategic use of students' first languages for tasks like vocabulary explanation, brainstorming, and metalinguistic reflection, while still maintaining English as the primary target language.

This balanced approach has been shown to reduce learner anxiety, improve comprehension of complex material, and validate students' linguistic identities. Particularly in multilingual contexts where students speak various home languages, translanguaging provides an inclusive framework that acknowledges the reality of how language is actually used in global communication. Teachers report that allowing controlled use of L1 resources helps students transition more smoothly to English proficiency, as it builds on their existing knowledge rather than treating their linguistic background as an obstacle to overcome.

Despite these advances, the implementation of translanguaging in EFL contexts continues to face several challenges. Many educational institutions remain bound to traditional assessment systems that prioritize

monolingual English output, creating tension with translanguaging pedagogies.

Some teachers, trained in conventional methods, struggle with finding the appropriate balance between English immersion and strategic L1 use. There are also ongoing debates about how much L1 use is optimal at different proficiency levels, with concerns that excessive reliance on translation might slow the development of English fluency.

However, current research suggests these concerns may be overstated, as translanguaging, when implemented thoughtfully, actually accelerates language acquisition by making input more comprehensible and lowering affective barriers. The approach is particularly valuable for teaching abstract concepts or complex academic content, where initial understanding in a familiar language can scaffold later production in English.

Looking ahead, translanguaging in EFL education is likely to continue expanding as digital technologies and globalized communication further blur traditional language boundaries. Emerging trends include the

integration of digital translation tools in language learning, the development of translanguaging-based assessment frameworks, and increased attention to how these practices can be adapted for different cultural and institutional contexts.

As the field moves forward, there is growing recognition that preparing students for real-world communication requires acknowledging the fluid nature of language use rather than enforcing artificial separation.

This evolving perspective positions translanguaging not just as a teaching strategy but as a fundamental rethinking of how we conceptualize language learning in multilingual societies. The ongoing challenge for EFL educators will be to implement these principles in ways that are both pedagogically effective and institutionally sustainable, while continuing to gather empirical evidence of their impact on long-term language development

b) Benefits of Translanguaging

Translanguaging offers numerous benefits that significantly enhance the English language learning experience for students.

Research indicates that learners generally respond positively to translanguaging practices, as these approaches make acquiring English feel more accessible and less intimidating.

By allowing students to strategically use their native language as a cognitive resource, translanguaging reduces the anxiety often associated with foreign language learning and creates a more comfortable classroom atmosphere where students feel empowered to participate actively. Studies by Ningrum et al. (2023) and Sakkir et al. (2024) demonstrate how this linguistic flexibility facilitates better teacher-student communication, as learners can express complex ideas or seek clarification in their stronger language before transitioning to English.

This dual-language engagement not only lowers affective barriers but also increases students' overall interest and motivation in language learning, as they perceive the process as more relevant to their lived experiences rather than an imposed set of foreign language rules.

The pedagogical advantages of translanguaging extend to concrete learning

outcomes, particularly in vocabulary development and content comprehension. Titania and Ashadi's (2024) research highlights how the strategic use of L1 aids in vocabulary acquisition by creating meaningful connections between new English terms and existing linguistic knowledge, resulting in deeper retention and more natural usage. When students encounter challenging English concepts, the ability to process them through their native language serves as a cognitive bridge, allowing for more thorough understanding before attempting to use the target language independently.

Sutrisno's (2023) work further emphasizes how translanguaging transforms classrooms into more interactive spaces by validating students' complete linguistic repertoires, which in turn fosters greater engagement with lesson material. This approach proves particularly valuable in culturally diverse classrooms, where translanguaging acts as an inclusive mechanism that honors students' linguistic backgrounds while gradually building English proficiency.

By acknowledging and utilizing the full range of students' communication skills, teachers

create learning environments that feel more democratic and supportive, ultimately leading to improved academic performance and more positive attitudes toward language learning overall. The cumulative effect of these benefits suggests that translanguaging not only facilitates immediate learning objectives but also contributes to the development of more confident, competent, and motivated English language learners

1 .Challenges and Constraints

While translanguaging has demonstrated considerable benefits in EFL classrooms, its implementation presents several challenges that require careful consideration. Research by Sakkir et al. (2024) and Titania and Ashadi (2024) highlights how maintaining the appropriate balance between students' native language use and English exposure remains a persistent challenge, as excessive reliance on L1 may inadvertently hinder the development of target language fluency. This delicate equilibrium demands thoughtful lesson planning where the native language serves as a temporary scaffold that is gradually reduced as students' English

proficiency grows, a concern similarly noted by Macaro (2009) in his work on optimal language use in bilingual classrooms.

Student perceptions present another significant hurdle, as revealed in Raja et al.'s (2022) study which found that while teacher-directed translanguaging activities are generally well-accepted, student-initiated language mixing often faces resistance from peers. This perception gap aligns with findings from Turnbull and Dailey-O'Cain (2009) regarding the social dynamics of classroom language use, suggesting the need for explicit instruction about the cognitive benefits of translanguaging and the establishment of clear classroom norms.

The contextual nature of these challenges is further emphasized by Creese and Blackledge (2010), who note that implementation difficulties vary significantly based on factors like students' proficiency levels and classroom language diversity.

Institutional constraints also pose substantial barriers, as noted by Menken and Sánchez (2019) in their examination of how standardized testing regimes often conflict with translanguaging pedagogies. This is particularly

problematic in contexts where administrators or parents hold traditional views about language separation, creating tension between research-based practices and community expectations (Palmer et al., 2014). The complexity of these challenges underscores García and Lin's (2017) assertion that successful translanguaging implementation requires not just pedagogical skill but also advocacy work to shift entrenched monolingual ideologies in educational systems.

2 Teaching Strategies

Translanguaging has emerged as a significant pedagogical strategy in English as a Foreign Language (EFL) instruction, particularly in enhancing reading and writing skills. Research by Huang and Chalmers (2023) and Pham and Nguyen (2024) demonstrates that translanguaging facilitates comprehension and composition by allowing students to draw on their full linguistic repertoires when engaging with texts.

For instance, teachers may encourage students to annotate readings in their first language (L1) before discussing or writing about them in English, thereby deepening their understanding of complex material. However, the effectiveness of translanguaging in other

language domains, such as speaking and listening, remains less documented, suggesting a need for further empirical investigation into its broader applications across all language skills.

Effective implementation of translanguaging requires careful planning and strategic use. Nurhayati (2023) and Putrawan (2022) emphasize that translanguaging should be employed judiciously—not as a replacement for English immersion, but as a scaffold to clarify difficult concepts and promote active engagement. For example, teachers might introduce new vocabulary by providing L1 equivalents or explanations before transitioning to English-only practice.

Similarly, during collaborative tasks, students could brainstorm ideas in their native language before formulating responses in English, ensuring that cognitive efforts focus on content rather than linguistic barriers. Such strategies align with Vygotsky's (1978) sociocultural theory, which highlights the importance of leveraging students' existing knowledge to bridge new learning.

Despite its benefits, the successful integration of translanguaging into EFL instruction depends on teacher training and

institutional support. Many educators, particularly those trained in traditional monolingual approaches, may require professional development to confidently incorporate translanguaging techniques (García & Kleyn, 2016). Additionally, institutional policies must adapt to validate translanguaging as a legitimate pedagogical tool rather than viewing it as a deviation from "pure" English instruction. Future research should explore optimal balance points between L1 and L2 use, as well as context-specific strategies for diverse classroom settings.

3 The Role of Students and Teachers in Translanguaging

a) Students' Role

Teachers play a pivotal role in implementing translanguaging effectively within EFL classrooms. As facilitators of multilingual learning, they must create a supportive environment that strategically incorporates students' linguistic repertoires while maintaining focus on English acquisition. This involves carefully designing activities that use native languages as scaffolding tools, such as allowing L1 for initial concept explanations or peer

discussions before transitioning to English production.

Research by Degollado (2018) emphasizes that teachers need to establish clear guidelines about appropriate language use to ensure translanguaging enhances rather than hinders target language development. Furthermore, Pham and Nguyen (2024) highlight how teachers must continuously assess when L1 support should be gradually reduced as students' proficiency grows, requiring professional training to balance these dynamics effectively.

The teacher's role extends to challenging monolingual norms in curriculum design and assessment, advocating for policies that recognize translanguaging as a legitimate pedagogical approach.

b) Teachers' Role

Students, as active Participants in the translanguaging process, engage dynamically with their full linguistic resources to facilitate learning. García and Li (2014) demonstrate how learners employ their native languages strategically to comprehend difficult material,

brainstorm ideas, and clarify misunderstandings before expressing themselves in English.

This practice not only builds confidence but also develops metalinguistic awareness as students consciously compare linguistic structures across languages. However, as Ningrum et al. (2023) note, students' ability to benefit from translanguaging varies with proficiency levels, with more advanced learners typically making more effective use of code-switching strategies.

The student's role also involves negotiating social perceptions of language mixing, particularly in contexts where peer attitudes may view L1 use as undesirable. When implemented effectively, translanguaging empowers students to become autonomous learners who can strategically deploy their multilingual resources to overcome communication barriers and achieve deeper understanding.

4 Future Directions and Research

The growing body of research on translanguaging in EFL contexts highlights several critical areas requiring further

investigation to strengthen both theoretical foundations and practical applications. Current scholarship, including work by Huang and Chalmers (2023) and Nurhayati (2023), emphasizes the need for more rigorous, experimental research designs to establish clearer causal relationships between translanguaging practices and measurable language learning outcomes.

Such studies could employ longitudinal methods and control groups to determine how specific translanguaging strategies impact various aspects of language acquisition, from vocabulary retention to grammatical accuracy and communicative competence. This experimental approach would address current methodological limitations in translanguaging research, which often relies on qualitative case studies or small-scale classroom observations.

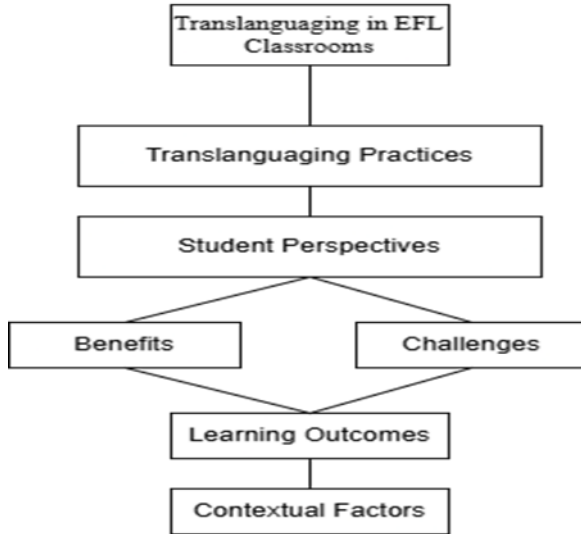
Another crucial research direction involves examining translanguaging across diverse linguistic and educational settings. As noted by Nurhayati (2023) and Sutrisno (2023), the pedagogical potential of translanguaging may vary significantly depending on factors such as

students' linguistic backgrounds, proficiency levels, and institutional language policies.

Comparative studies across different EFL contexts - ranging from monolingual classrooms where students share a common L1 to highly multilingual environments - could yield valuable insights into how translanguaging strategies might be adapted for optimal effectiveness.

Additionally, research is needed to explore how translanguaging interacts with other pedagogical approaches, such as task-based learning or content-based instruction, and how it might be integrated with emerging educational technologies. Future investigations should also address the long-term impacts of translanguaging on language development, including whether early translanguaging practices facilitate or hinder ultimate attainment in English proficiency. These research directions would not only advance theoretical understanding but also provide concrete guidance for educators seeking to implement translanguaging in their classrooms.

2.3 Conceptual Framework



This study is grounded in the theory of translanguaging as introduced by García and Wei (2014), who conceptualize translanguaging as both a pedagogical and cognitive process that enables learners to flexibly utilize their full linguistic repertoire—including their first language and additional languages—for learning and meaning-making. In the context of English as a Foreign Language (EFL) classrooms, translanguaging is believed to enhance students’

access to learning materials, increase classroom participation, and reinforce their linguistic and cultural identities.

García and Wei emphasize that translanguaging is not merely a teaching strategy but a mindset that positions multilingual competence as a valuable resource in the learning process. This perspective aligns with Cummins' (2008) Common Underlying Proficiency model, which asserts that all languages known by a learner contribute collectively to cognitive development. By creating inclusive and linguistically safe learning environments, translanguaging has also been shown to increase learner motivation and reduce anxiety when using a foreign language.

Furthermore, García and Sylvan (2011) highlight translanguaging as a means of achieving greater educational equity, particularly for students from linguistically minoritized backgrounds, as it allows them to access content in a more meaningful way. This study also draws on several contextual and empirical studies, such as those by Ningrum et al. (2023), Titania and Ashadi (2024), and Raja et al. (2022), which explore translanguaging practices in Indonesian

EFL classrooms and similar multilingual contexts. These studies demonstrate that translanguaging supports conceptual understanding, builds students' confidence, and promotes active participation. Nonetheless, challenges persist, especially in maintaining a balance between using the mother tongue and the target language, so as not to hinder English language acquisition.

Contextual factors also play a crucial role in the successful implementation of translanguaging. Pham and Nguyen (2024) argue that teacher training is essential to ensure appropriate and effective use of translanguaging strategies.

Additionally, Nurhayati (2023) emphasizes the importance of institutional policies that promote and support multilingual learning environments. Learners' language proficiency levels, along with the cultural and linguistic diversity present in the classroom, also influence how translanguaging is practiced and received.

Thus, the translanguaging framework offers not only theoretical insights into language education but also practical implications for

building inclusive and responsive EFL learning environments.

The detailed Conceptual Framework used for Translanguaging Practices In Efl Classroom : Students' Perspective can be seen in Appendix Figure 1.

Conceptual Framework Explanation

1. Core Translanguaging Practices

Teacher-Directed Translanguaging:
Teachers strategically use students' native languages to explain complex concepts, scaffold learning, and provide feedback. This approach ensures that students can connect new information to their existing linguistic and cultural knowledge (García & Wei, 2014).

Student-Directed Translanguaging:
Students actively use their full linguistic repertoires to understand materials, complete tasks, and communicate with peers. This practice empowers students to take ownership of their learning and leverage their multilingual abilities (Ningrum et al., 2023).

Integration of Multilingual Resources:
Teachers and students collaboratively use a mix of languages, texts, and cultural references to create an inclusive and dynamic learning environment. This integration fosters a sense of belonging and validates students' linguistic identities (Titania & Ashadi, 2024).

1 Student Perspectives

a) Benefits of Translanguaging:

Students perceive translanguaging as a tool that enhances comprehension, reduces anxiety, and increases engagement. By using their native language alongside English, they feel more supported and confident in their learning process (Ningrum et al., 2023; Titania & Ashadi, 2024).

b) Challenges of Translanguaging:

Some students face difficulties in balancing the use of their native language and English. Concerns about over-reliance on the native language may arise, as students worry it might hinder their English proficiency development (Raja et al., 2022).

3. Learning Outcomes

Improved Comprehension: Translanguaging allows students to draw on their existing linguistic knowledge to understand complex concepts, making learning more accessible (García & Sylvan, 2011).

Enhanced Engagement: By creating an inclusive and interactive environment, translanguaging increases students' motivation and participation in classroom activities (Cummins, 2008).

Increased Confidence: Students feel more confident using English when they can rely on their native language as a support system, reducing fear of making mistakes (Ningrum et al., 2023).

Cognitive Flexibility: Translanguaging enhances students' ability to switch between languages, improving their problem-solving and critical thinking skills (García & Wei, 2014).

4. Contextual Factors

a) **Teacher Training:**

Effective implementation of translanguaging requires teachers to undergo professional development to understand and apply translanguaging strategies appropriately (Pham & Nguyen,

b) Institutional Policies:

Schools must adopt inclusive policies that value multilingualism and provide a supportive environment for translanguaging practices (Nurhayati, 2023).

c) Student Proficiency Levels:

Students with higher English proficiency tend to benefit more from translanguaging, as they can switch between languages more effectively (Ningrum et al., 2023).

d) Cultural and Linguistic Diversity:

The diversity of students' linguistic backgrounds influences how translanguaging is implemented and received, requiring tailored approaches to meet varying needs (Titania & Ashadi, 2024).

2.4 Theoretical Review

Translanguaging Theory

a. Origins of Translanguaging

Translanguaging, a concept first introduced by Cen Williams in the 1990s, emerged from bilingual education practices in Wales aimed at promoting balanced bilingualism among students. Williams (1994) coined the Welsh term "trawsieithu" to describe a pedagogical strategy in which students deliberately alternate between languages for different modes of communication for example, reading a text in one language and responding to it through writing or discussion in another.

This method was originally implemented to enhance the functional use of both Welsh and English in educational settings, ensuring that neither language was treated as secondary or inferior. Rather than compartmentalizing the two languages, this approach encouraged students to draw on both linguistic systems in an integrated and purposeful way.

Williams' early work laid a critical foundation for the conceptualization of translanguaging as a dynamic, fluid, and learner-centered process, rather than a rigid bilingual model that separates languages into fixed domains. It emphasized the cognitive, cultural, and communicative advantages of allowing students to utilize their full linguistic repertoires, recognizing that meaning-making and knowledge construction often occur across language boundaries.

Over time, this concept has evolved beyond its Welsh origins and gained global relevance, particularly in multilingual educational contexts. It has since been embraced by scholars such as Ofelia García and Li Wei, who expanded the definition to include spontaneous language practices in everyday communication and learning, especially among emergent bilinguals and multilingual students. Today, translanguaging is seen not only as a teaching strategy but also as a reflection of how multilingual individuals naturally navigate language in authentic and meaningful ways.^b

Expansion of
Translanguaging Theory

Ofelia García and Li Wei (2014) expanded the concept of translanguaging beyond its pedagogical origins, redefining it as a natural and holistic practice of using multiple languages to make meaning and communicate. They argued that translanguaging reflects the way multilingual individuals naturally use their languages in fluid and integrated ways, rather than keeping them separate. García's work shifted the focus from viewing languages as discrete systems to understanding them as part of a unified linguistic repertoire. This perspective emphasizes the importance of leveraging students' entire linguistic resources to support learning.

Translanguaging in Education

a. Translanguaging as a Pedagogical Tool

Translanguaging has been widely recognized as an effective and transformative pedagogical tool in multilingual classrooms, especially in contexts where students come from diverse linguistic backgrounds. García and Sylvan (2011) emphasized its powerful role in enhancing students' comprehension and active participation by permitting them to access

complex academic content through their home or native language.

This approach allows learners to make deeper connections with the material, facilitating better understanding and retention, particularly when grappling with abstract or challenging concepts in a new language.

Moreover, translanguaging goes beyond mere language support—it contributes to the creation of a more inclusive, equitable, and culturally responsive learning environment. By validating and incorporating students' native languages into classroom discourse and instruction, educators not only recognize students' linguistic identities but also promote a sense of belonging and empowerment. This inclusive stance helps reduce language-related anxiety and boosts students' confidence, as they are no longer forced to abandon their linguistic resources in order to participate.

Translanguaging thus serves as a bridge between students' existing linguistic knowledge and the target language, enabling a smoother and more meaningful transition into academic English or other languages being learned. It aligns with

asset-based approaches to education, which view multilingualism as a strength rather than a barrier. Ultimately, translanguaging helps dParticipant
Intle traditional language hierarchies and creates a more dynamic, supportive space for all learners to thrive.

b. Translanguaging and Cognitive Benefits

Research by Cummins (2008) and later by García and Kleyn (2016) has provided significant theoretical support for the cognitive benefits of translanguaging, particularly within the context of bilingual and multilingual education. Cummins' interdependence hypothesis asserts that skills, knowledge, and conceptual understanding acquired in one language are not confined to that language alone but can be transferred and applied when learning a second language.

This principle reinforces the idea that allowing students to use their full linguistic repertoire through translanguaging can facilitate more efficient and meaningful learning processes. Rather than viewing languages as isolated systems, Cummins emphasizes their

interconnectedness, suggesting that development in one language reinforces growth in another.

Building upon this foundation, García and Kleyn (2016) advanced the theoretical understanding of translanguaging by highlighting its role in promoting cognitive flexibility, critical thinking, and creative problem-solving. They argue that translanguaging enables learners to move fluidly between linguistic systems, allowing them to access a broader range of cognitive and cultural resources.

This fluid movement supports more sophisticated information processing, as learners are not restricted by artificial language boundaries. Instead, they draw on all their linguistic tools to construct meaning, analyze ideas, and solve problems from multiple perspectives.

This theoretical perspective underscores the powerful cognitive advantages of leveraging multiple languages in educational settings. It shifts the focus from language separation to language integration, suggesting that multilingual students are uniquely positioned to engage in higher-order thinking when their languages are

treated as complementary rather than competing. As a result, translanguaging is not only a pedagogical strategy but also a reflection of how the multilingual mind works—dynamic, interconnected, and highly adaptable.

Translanguaging and Identity

a. Translanguaging as a Tool for Identity Expression

Translanguaging plays a crucial role in shaping students' linguistic and cultural identities. Norton (2013) and García and Li (2014) emphasized that translanguaging enables individuals to express their multilingual and multicultural identities. By allowing students to use their home languages in educational settings, translanguaging validates their linguistic and cultural backgrounds, fostering a sense of belonging and self-confidence. This theoretical lens highlights the importance of translanguaging in promoting social justice and equity in education.

b. Translanguaging and Social Justice

Translanguaging is not merely a pedagogical technique—it is also a powerful tool for advancing social justice in education. Creese and Blackledge (2015) argued that translanguaging actively challenges dominant monolingual ideologies that hParticipant 3 traditionally shaped educational systems, particularly those that prioritize the use of a single 'standard' language while marginalizing others.

By legitimizing and incorporating the full range of students' linguistic resources into the classroom, translanguaging disrupts hierarchical views of language that often place minority or non-standard languages at a disadvantage.

This approach plays a crucial role in empowering linguistically marginalized communities, as it affirms the value of their home languages and cultural identities. Rather than requiring students to leParticipant 3 their linguistic backgrounds at the classroom door, translanguaging encourages them to draw on those backgrounds as assets for learning.

This inclusive stance fosters greater student engagement, confidence, and

participation, especially among learners who may
hParticipant 3 felt silenced or devalued in
traditional monolingual settings.

Furthermore, translanguaging aligns closely with the broader goals of equity, inclusion, and culturally responsive pedagogy. It acknowledges that language is not just a medium of instruction but also a marker of identity and power. By embracing translanguaging, educators take an active stance against linguistic discrimination and help create educational spaces where diversity is not only respected but celebrated.

In this way, translanguaging becomes a means of addressing deeper linguistic and cultural inequalities within education, contributing to a more just and equitable learning environment for all students.

Translanguaging in EFL Contexts

The application of translanguaging in English as a Foreign Language (EFL) classrooms has gained attention in recent years. Canagarajah (2011) and García and Sylvan (2011) argued that translanguaging is particularly relevant in EFL

contexts, where students often struggle with the exclusive use of English. By incorporating students' native languages, translanguaging helps bridge the gap between their existing linguistic knowledge and the target language, making learning more accessible and effective.

For example, in an EFL classroom in Indonesia, students were asked to discuss local traditions in small groups. While the teacher provided initial instructions in English, key terms such as "tradition," "culture," and "celebration" were explained in Indonesian to ensure comprehension. During the discussion, students were allowed to use a mix of English and Indonesian. One student said, "*Di kampung saya, ada tradisi 'panen raya' (harvest festival). Kita biasanya berdoa bersama (pray together) dan makan besar (big feast).*" Another student responded, "*Oh, itu mirip dengan 'sedekah bumi' di daerah saya. Tapi kita juga ada tarian tradisional (traditional dance).*" This approach not only made the discussion more lively but also helped students express complex ideas confidently.

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lively but also helped students express complex ideas confidently.

a) Benefits of Translanguaging in EFL

Translanguaging has been shown to reduce language-related anxiety and increase students' confidence in EFL classrooms. Lewis, Jones, and Baker (2020) found that translanguaging practices significantly improve students' engagement and participation by creating a supportive learning environment. Additionally, translanguaging helps students develop critical thinking and problem-solving skills by allowing them to approach tasks from multiple linguistic perspectives.

For instance, in a writing activity about personal experiences, students in an Indonesian EFL class were allowed to draft their ideas in Javanese or Indonesian before translating them into English. One student wrote in Javanese: "Wingi aku dolan neng Borobudur. Pemane apik banget, aku seneng banget." (Yesterday, I visited Borobudur.

The view was amazing, and I was very happy. With the teacher's guidance, the student

translated this into English: "Yesterday, I visited Borobudur. The view was amazing, and I was very happy." This process not only reduced the student's anxiety but also helped them learn new vocabulary and sentence structures in English.

Another example comes from a reading activity in an Indonesian EFL classroom. Students read a text about environmental issues, but some struggled with terms like "pollution," "recycling," and "sustainability." The teacher explained these terms in Indonesian: "*Pollution artinya pencemaran, recycling artinya daur ulang, dan sustainability artinya keberlanjutan.*" During the group discussion, students used both English and Indonesian to share their thoughts. One student said, "Kita harus mengurangi pollution dengan cara recycling sampah plastik." (We should reduce pollution by recycling more.) This approach not only improved comprehension but also encouraged active participation.

b) Critiques and Challenges of Translanguaging

a. Critiques of Translanguaging

While translanguaging has been widely praised, it has also faced critiques. MacSwan (2017) raised concerns about the potential for translanguaging to undermine the development of proficiency in the target language. In a study conducted in Japan, where English is taught as a foreign language, students who relied heavily on their native language (Japanese) during EFL classes showed limited improvement in their English proficiency. This suggests that excessive use of the native language may reduce opportunities for students to practice and master the target language.

Additionally, Turnbull & Dailey-O'Cain (2009) highlighted the challenges of implementing translanguaging in contexts where monolingual policies are deeply entrenched. For example, in Canada, where educational policies emphasize the use of either English or French, teachers and students often feel uncomfortable using both languages simultaneously. This

resistance stems from the perception that translanguaging violates established monolingual norms. These critiques underscore the need for careful consideration of how translanguaging is applied in different educational settings.

b. Implementational Challenges

The implementation of translanguaging in classrooms often faces resistance from educators, policymakers, and even students. García & Kleyn (2016) emphasized the need for professional development to help teachers integrate translanguaging into their pedagogy. In a study conducted in the United States, many teachers reported feeling unprepared to use translanguaging due to a lack of training and institutional support. For instance, in a school in Mexico, teachers attempted to implement translanguaging by allowing students to use Spanish during English lessons. However, the lack of structured training resulted in inconsistent and ineffective implementation.

Moreover, institutional policies that prioritize monolingual practices can hinder the adoption of translanguaging. (Auerbach, 1993) documented how rigid monolingual policies in

countries like China and South Korea create barriers to translanguaging. In China, where Mandarin is the primary language of instruction, efforts to use translanguaging in EFL classrooms are often viewed as incompatible with national language policies (Lin & Wu, 2015). Similarly, in South Korea, the emphasis on Korean as the sole medium of instruction limits the acceptance of translanguaging practices.

Another significant challenge is the resistance from students themselves. In countries with a dominant national language, such as Japan, students may perceive the use of their native language in EFL classes as unnecessary or even counterproductive. (Butzkamm, 2003) noted that in such contexts, students often view the target language (English) as the only legitimate medium for language learning. For example, in Japanese EFL classrooms, students who were allowed to use Japanese during English lessons reported feeling that it did not help them improve their English skills.

Recent Developments in Translanguaging Theory

a. Translanguaging and Technology

Recent developments in translanguaging theory hParticipant 3 expanded its relevance by exploring its intersection with technology and globalization, reflecting the increasingly interconnected and digital nature of contemporary communication.

García and Li (2019) emphasized how digital tools, social media, and online platforms are reshaping how languages are used and learned, creating new spaces where translanguaging can naturally occur. In virtual environments—such as online classrooms, discussion forums, messaging apps, and collaborative digital projects—multilingual users fluidly shift between languages to communicate effectively, express identity, and build meaning.

These digital contexts not only facilitate translanguaging, but also legitimize it as a norm rather than an exception. Multilingual students, especially in globalized networks, often use their full linguistic repertoires to navigate complex information, interact with diverse audiences, and produce multimodal content. This dynamic use of language across borders exemplifies translanguaging in action—students might research in one language, take notes in another,

and present findings using a hybrid of both, all enabled by the flexible nature of digital tools.

The integration of translanguaging into virtual learning environments opens exciting pedagogical possibilities. Online platforms allow learners to use their home languages alongside the target language in more collaborative, personalized, and culturally relevant ways. For example, students can annotate texts bilingually, engage in multilingual peer discussions, or create content that reflects their linguistic identities. This enhances not only comprehension and expression but also fosters global competence and intercultural awareness.

Ultimately, García and Li's work underscores how translanguaging in the digital age is not just a response to educational needs, but a reflection of how people authentically communicate in a globalized world. It encourages educators to harness the potential of technology to create more inclusive, empowering, and linguistically rich learning experiences.

b. Translanguaging and Global Citizenship

Translanguaging has also been increasingly recognized as a powerful approach for fostering global citizenship and intercultural understanding, especially in educational settings that aim to prepare students for participation in a highly interconnected world. Lewis, Jones, and Baker (2020) argued that translanguaging enables students to engage with multiple linguistic and cultural frameworks, encouraging empathy, openness, and a deeper appreciation for diversity.

By allowing students to access and express ideas through different languages, translanguaging not only validates their own cultural identities but also exposes them to the perspectives and experiences of others. This creates a learning environment where cultural boundaries are more permeable and dialogue across differences becomes normalized. Students learn to navigate and appreciate the complexities of multilingual communication, developing skills that are essential for responsible global citizenship—such as respect for linguistic diversity, critical thinking across cultural contexts, and collaborative problem-solving in multicultural teams.

Moreover, translanguaging practices in the classroom can help dParticipant 1ntle ethnocentric views and challenge the dominance of any single language or worldview. When students are encouraged to draw on their entire linguistic repertoire, they are also invited to bring in the cultural knowledge and lived experiences associated with those languages. This process not only enriches classroom discourse but also nurtures global-minded learners who are more equipped to understand and respond to complex global issues.

In essence, the work of Lewis, Jones, and Baker underscores that translanguaging is not just about language it is about identity, inclusion, and equipping students with the intercultural competencies they need to thrive in a globalized, multilingual society. It aligns education with the broader mission of fostering mutual respect, global awareness, and the ability to act thoughtfully and ethically in an interconnected world.

CHAPTER III

RESEARCH METHOD

This chapter explains the research methodology, including the research design, setting, Participants, data collection techniques, data analysis techniques and data validation.

3.1 Research Design

Qualitative method was used in this study because it enables the researcher to answer questions about the complex nature of phenomena, which are often best described and understood based on participants' points of view (Rudolph, 2018).

According to Leedy and Ormrod (2015), qualitative research is particularly suitable for exploring subjective experiences, perceptions, and meanings that individuals attach to their realities. In the context of this study, the qualitative approach allows the researcher to deeply explore how EFL students perceive and experience translanguageing in their language learning process, as well as how it helps them cope with anxiety.

This study specifically adopts a phenomenological approach, which focuses on understanding how individuals make sense of their lived experiences. Phenomenology seeks to uncover the essence of a phenomenon by exploring how it is experienced subjectively by individuals. According to Creswell (2013), phenomenology involves identifying a common meaning or shared experience among participants who hParticipant 3 lived through the same phenomenon—in this case, translanguaging in the EFL classroom.

Furthermore, (Moustakas, 1994) emphasized that phenomenology is concerned with describing participants' experiences as they perceive them, without imposing external interpretations. It involves a process called “epoche”, in which the researcher sets aside personal biases to focus entirely on the participants' perspectives.

In addition, (Manen, 1990) explained that phenomenological research is not only descriptive but also interpretive, as it aims to grasp the meaning of lived experience through reflection and thematic analysis. This approach is highly suitable for this study because it seeks to

illuminate the way students subjectively interpret translanguaging as both a learning strategy and a coping mechanism for anxiety.

By focusing on the voices and perspectives of the students, this method provides rich, detailed insights into the lived experiences of Participants, which cannot be fully captured through quantitative methods.

This approach explores students' reflections and feelings about translanguaging practices. By analyzing students' experiences in EFL classrooms, this study identifies expressions of anxiety, coping mechanisms, and their perspectives on necessary support for improvement.

3.2 Data Sources

The data sources in this study include the research setting, Participants, and the data collection scheme, which has been systematically designed. The study was conducted in an EFL classroom at Islamic University of Walisongo Semarang over a three-week period from April 11 to April 30, 2025. The research activities focused on in-depth interviews and focus group

discussions (FGDs) to explore Participants' perspectives and experiences regarding translanguaging practices in the EFL context. These methods were chosen to gather rich, qualitative data and to facilitate deeper insights into the Participants' views and collaborative reflections.

The Participants in this study were seven EFL students who voluntarily participated as research subjects and expressed their willingness to engage in the learning and reflection process designed by the researcher. These students were selected based on their diverse linguistic backgrounds and experiences with translanguaging. All Participants were final-year students (8th semester) from the English Language Education (PBI) program, as they were considered to have sufficient experience and maturity to reflect on their EFL learning journey.

Qualitative method typically requires a smaller sample size than quantitative methods, as it focuses on depth rather than breadth of data. Therefore, the researcher applied a qualitative case study approach with a limited number of Participants. To be more specific about sample

size in qualitative research, Glaser and Strauss (1967) introduced the concept of saturation, which refers to the point where no new information or themes emerge from the data. Morse (1994) suggested that qualitative studies generally require approximately 30-50 Participants to achieve saturation, depending on the research design and complexity of the phenomenon being studied. However, for phenomenological studies, which aim to explore the essence of Participants' lived experiences, (J. W. Creswell et al., 2006) recommended a smaller sample size, typically less than 10 Participants. This is because phenomenological research focuses on in-depth analysis of individual experiences rather than generalizing findings to a larger population.

Therefore, based on these theoretical guidelines and the nature of this study as a phenomenological inquiry, the researcher involved seven Participants. This number is considered appropriate for achieving data saturation while allowing for a detailed exploration of each Participant's experiences with translanguaging in EFL classrooms.

3.3 Method of Collecting Data

In this study, semi-structured interviews were selected as the primary data collection method to explore students' personal perspectives on translanguaging in depth. This approach allowed Participants to articulate their individual experiences, challenges, and strategies in their own words, providing rich, nuanced data about their subjective language-learning journeys(Kvale & Brinkmann, 1996). Meanwhile, Focus Group Discussions (FGDs) were employed to examine collective dynamics, enabling the researcher to observe how students negotiate meaning, share experiences, and co-construct knowledge about translanguaging in a group setting. FGDs were particularly valuable for uncovering shared cultural or classroom norms, as well as divergent viewpoints that might not emerge in one-on-one interviews(Kitzinger, 1995). To complement these verbal accounts, structured observations during FGDs were conducted to document non-verbal cues, interaction patterns, and behavioral responses, offering an additional layer of insight into how students engage with translanguaging in practice(Angrosino, 2007).

This tripartite approach aligns with Creswell's (2014) recommendation for methodological

triangulation, which strengthens the study's validity by cross-verifying findings across multiple data sources. By integrating individual narratives (interviews), group interactions (FGDs), and observed behaviors, the study captures a holistic understanding of translanguaging's role in mitigating anxiety among EFL learners. Furthermore, this multi-method design addresses potential biases inherent in single-method studies, ensuring that the conclusions are robust and reflective of the Participants' lived realities(Cortina, 2010). The combination of these methods not only enhances the credibility and depth of the data but also aligns with the qualitative paradigm's emphasis on context, meaning, and human experience(Merriam, 2009).

Interviews: Capturing Individual Voices

According to Creswell (2010), interviews are optimal for uncovering Participants' in-depth perspectives and lived experiences. Through one-on-one dialogues, the researcher explored students' subjective interpretations of translanguaging, particularly their strategies to mitigate EFL learning anxiety—a dimension often obscured in observational data alone. For instance, questions like “Can you describe a

moment when switching between languages helped you overcome anxiety?” elicited nuanced reflections on self-perceived competence and emotional barriers.

This method directly addressed the research questions by yielding rich, contextual narratives about translanguaging’s role in enhancing language performance and emotional resilience. The personalized nature of interviews allowed students to articulate sensitive experiences, such as shame or empowerment tied to L1 use, which might remain unspoken in group settings.

Focus Group Discussions: Mapping Shared Perspectives

To complement individual interviews, FGDs were conducted to identify group norms, conflicts, and social influences surrounding translanguaging (Krueger, 1989). Structured discussions probed collective attitudes (e.g., “How do peers react when classmates mix languages during presentations?”), revealing tensions between institutional language policies and students’ pragmatic needs.

Observations During FGDs: Validating Behavioral Realities

Simultaneous observations during FGDs documented nonverbal cues (e.g., hesitation, relief) and interaction patterns (e.g., code-switching frequency) that contextualized verbal claims. For example, while some students verbally endorsed translanguaging, observations exposed avoidance behaviors (e.g., pausing before L1 use), suggesting unresolved anxiety. This layer of data ensured a holistic interpretation by juxtaposing stated beliefs (interviews/FGDs) with enacted practices (observations).

3.4 Research Instruments

The data collection instrument used in this study was semi-structured interviews. The interviews were conducted with seven PBI students at UIN Walisongo Semarang who participated in translanguaging practices during their studies at college. The interviews focused on understanding students' voices on two main aspects there is students perceive the practice of translanguaging and The challenges and benefits of implementing translanguaging in EFL classrooms from the students' perspective.

The data collection instrument used in this study was semi-structured interviews, which are particularly suitable for exploring complex phenomena and capturing Participants' subjective experiences (Cohen et al., 2011). The interviews were conducted with seven EFL students who participated in translanguaging practices during the research period..

Table 3.1:

Instrument for Multilingual Graduate Students' Perceptions of Translanguaging

Table 3.2:

Instrument for Challenges and Benefits of Translanguaging in the EFL Classroom

The detailed instrument used for exploring the challenges and benefits of translanguaging in the EFL classroom can be seen in Appendix Figure 2.

3.5 Methods of Analysing Data

The data collected from in-depth interviews and FGDs were analyzed using thematic analysis, a method that involves identifying, analyzing, and reporting patterns (themes) within the data.

Thematic analysis was chosen because it provides a flexible and systematic approach to analyzing qualitative data, allowing the researcher to explore Participants' perspectives in depth. The process followed the six-step framework proposed by Braun & Clarke (2019):

a) Familiarizing oneself with the data:

The researcher began by thoroughly reading and re-reading the transcripts from the in-depth interviews and FGDs. This step involved immersing oneself in the data to gain a comprehensive understanding of the Participants' responses. For example, the researcher noted recurring phrases such as "saya lebih nyaman menggunakan bahasa Jawa" (I feel more comfortable using Javanese) and "bahasa Inggris itu sulit" (English is difficult).

b) Generating initial codes:

The researcher systematically coded the data by identifying meaningful segments related to the research questions. For instance, segments discussing the use of Javanese or Indonesian in EFL classrooms were coded as "native language use", while segments discussing students' anxiety were coded as "language-related anxiety". This process resulted in a list of initial codes that captured key aspects of the data.

c) Searching for themes:

The initial codes were then grouped into broader themes based on their similarities. For example, codes such as "native language use", "comfort in learning", and "reduced anxiety" were combined to form the theme "Benefits of Translanguaging". Similarly, codes like "limited English practice" and "dependence on native language" were grouped under the theme "Challenges of Translanguaging".

d) Reviewing themes:

The researcher reviewed the themes to ensure they accurately reflected the data. This involved checking whether all relevant data segments were included in the themes and whether the themes were distinct yet comprehensive. For example, the theme "Benefits of Translanguaging" was refined to include sub-themes such as "increased participation" and "improved understanding".

e) Defining and naming themes:

Each theme was clearly defined and given a descriptive name. For instance, the theme "Benefits of Translanguaging" was defined as the positive outcomes of using students' native

languages in EFL classrooms, such as increased comfort and reduced anxiety. The theme "Challenges of Translanguaging" was defined as the potential drawbacks, such as limited opportunities to practice English.

f) Producing the report:

Finally, the researcher organized the findings into a coherent report, presenting the themes with supporting quotes from the Participants. For example, one Participant stated, "Saya lebih percaya diri ketika bisa menggunakan bahasa Jawa untuk menjelaskan konsep yang sulit" (I feel more confident when I can use Javanese to explain difficult concepts). This quote was used to illustrate the theme "Benefits of Translanguaging".

3.6 Validity of Data

According to Creswell (2014), member checking is an important technique in qualitative research to enhance the validity of data. This technique involves returning the preliminary findings to Participants to ensure that the researcher's interpretation of the data is accurate and aligns with the Participants' experiences or perspectives. Member checking allows Participants to provide feedback, confirm, or even correct the findings suggested by the researcher.

In this way, the technique helps reduce researcher bias and enhances the credibility of the research results.

Creswell (2014) explains that member checking gives Participants the opportunity to evaluate and refine the data collected, ensuring that their voices are authentically reflected in the research outcomes. This technique also supports the aspects of openness and transparency in qualitative research, which focuses on accurately and reliably depicting the subjective experiences of Participants (Creswell, 2010).

CHAPTER IV

Finding and Discussion

This chapter discusses the research findings and discussion, including observation results and interviews with student on engagement learning process using social media.

4.1 Findings

Interviews

Finding 1: Translanguaging is effective when implemented in a measured and contextual manner while maintaining balance to prevent dependency.

Interviews conducted with seven Participants from April 10 to May 10 revealed two contrasting views on translanguaging in EFL classrooms. The majority (four Participants) favored translanguaging, citing its advantages in clarifying complex English concepts through the native language, lowering learning stress by offering L1 as a supportive tool, and acting as a mental link between the first and second languages.

Conversely, the remaining three Participants raised concerns, arguing that excessive reliance on the mother tongue might impede English learning, limit necessary exposure to the target language, and complicate accurate assessment of true English skills. These results indicate that while translanguaging can enhance learning, it should be implemented carefully, with a planned approach to gradually decrease L1 usage to foster greater independence in English.

"Translanguaging adalah penggunaan fleksibel dua bahasa (bahasa Inggris dan bahasa ibu) untuk mendukung proses belajar."

"Menjelaskannya dalam bahasa Indonesia membuatnya lebih jelas."

According to her interview responses, she describes her mother tongue as a "translator" that helps clarify abstract English concepts, making complex material more accessible. For instance, comparing English and Indonesian tense structures accelerates understanding.

Participant 1 clarifies that this strategy does not disrupt learning norms but instead serves

as a flexible tool to aid the process. She also highlights how translanguaging reduces language anxiety by providing Indonesian as a "safety net," boosting students' confidence when encountering challenges.

This perspective position translanguaging as an effective cognitive bridge that fosters deeper understanding and encourages learner engagement. However, Participant 1 acknowledges the importance of moderation, ensuring that reliance on the mother tongue does not become a permanent crutch. Her viewpoint aligns with a humanistic approach, treating multilingualism as a valuable resource in foreign language learning.

Participant 2

"Translanguaging itu kayak 'jembatan' antara bahasa Inggris dan bahasa Indonesia."

"Bebas pakai campuran kedua bahasa buat bikin belajar lebih gampang."

Participant 2 views translanguaging as an effective learning strategy by describing it as a 'bridge' between English and Indonesian. She

believes that this practice allows both languages to complement each other, where knowledge in the mother tongue can be the basis for understanding new concepts in English.

According to Participant 2, the freedom to mix and choose languages as needed makes the learning process more natural and effective than a rigid approach that only allows the use of English. She emphasizes that this flexibility helps reduce learning barriers while maintaining student motivation. This view demonstrates her belief that language learning should be dynamic and responsive to individual needs, not bound by rigid rules.

Participant 2 sees translanguaging not as a weakness, but as a strength that makes optimal use of learners' multilingual abilities.

"Translanguaging itu seperti memanfaatkan semua kemampuan bahasa yang kita miliki untuk belajar."

Participant 3 sees translanguaging as utilizing the entire linguistic repertoire (English, Indonesian, even regional) to optimize learning. This reflects an inclusive perception of multilingualism.

"Bebas menggunakan campuran bahasa Inggris, bahasa Indonesia, atau bahkan bahasa daerah."

Participant 3 developed a comprehensive understanding of translanguaging as an inclusive learning approach. For him, this practice is the optimal utilization of all linguistic resources that learners have. Participant 3, including English, Indonesian and local languages. This perspective demonstrates his belief that each language in a person's multilingual repertoire has its own value and function in the learning process.

Participant 3 particularly emphasizes the principle of freedom in translanguaging - the right to choose and mix languages according to the needs of the learning context. He argues that this flexibility enhances learning effectiveness because it allows learners to use the most appropriate language for a given situation.

Participant 3's view reflects the philosophy that language learning should be empowering (not limiting), recognizing the complexity and dynamics of learners' multilingual competence. More than a strategy, translanguaging for Participant 3 is a recognition

of plural linguistic identities and their potential to enrich the learning experience.

Participant 4

"Translanguaging adalah strategi belajar yang sangat manusiawi."

Participant 4 highlighted the humanistic aspect: translanguaging is perceived as respecting learners' limitations and utilizing the advantages of natural multilingualism.

"Seperti memiliki toolbox lengkap dimana kita bisa memilih alat yang paling tepat."

Participant 4 offers a humanist perspective on translanguaging by emphasizing the value of this strategy in respecting the diversity of learners' abilities. She views translanguaging as an approach that naturally accommodates the needs of multilingual learning, while showing empathy for the challenges language learners face.

Her "toolbox" analogy effectively illustrates the philosophy that each language in one's repertoire has a specific function that can be utilized according to the situation. This view

rejects the concept of language hierarchy and rather sees languages as complementary tools.

Participant 4 emphasizes that the power of translanguaging lies in its flexibility - allowing the learner to choose the most appropriate “language tool” for a given context, whether for understanding abstract concepts, having discussions, or expressing ideas.

This approach is not only realistic in recognizing the complexity of language learning, but also empowers learners to make optimal use of their full range of linguistic abilities. Thus, Participant 4 positions translanguaging as not just a learning technique, but an approach that respects the linguistic diversity and individual needs of learners.

Participant 5

"Translanguaging adalah praktik yang berisiko membuat siswa terlalu nyaman dengan bahasa ibu."

Participant 5 sees translanguaging as a crutch that inhibits English independence. He

fears that this practice creates psychological dependency.

"Alih-alih mendorong penguasaan bahasa Inggris, ini justru bisa menjadi penghambat."

Participant 5 delivered a fundamental critique of the practice of translanguaging in language learning. He firmly identifies translanguaging as a "crutch" that undermines the ability to speak English independently. In his analysis, reliance on the mother tongue through this practice creates an instant gratification mentality - a short-term solution at the expense of deep mastery of the target language. Participant 5 argues that translanguaging keeps students in the comfort zone of their mother tongue, rather than encouraging them to be fully immersive in the English language environment.

Participant 5's perspective is based on the principle that authentic foreign language acquisition can only be achieved through full and continuous exposure to the target language. He warns that translanguaging reduces the intensity of this exposure, thus inhibiting the formation of mindsets and the ability to think directly in English.

Furthermore, Participant 5 is concerned about the long-term psychological effects where students develop a "half-assed" mentality in language. His critique reflects the belief that this seemingly convenient approach can actually backfire and slow down the achievement of true language competence.

Participant 6

"Translanguaging itu ibarat cheat code dalam game."

Participant 6 uses a negative metaphor: translanguaging is like an instant "shortcut" that fails to build long-term English skills.

"Malah bikin ketagihan shortcut terus."

Participant 6 delivers a sharp critique of the practice of translanguaging through a controversial yet powerful analogy. By likening translanguaging to a "cheat code in a game", he effectively illustrates his view that this strategy is only a pseudo instant solution. In Participant 6's perspective, translanguaging does provide a momentary ease in understanding the material,

but fails to build deep and sustainable English competence.

Participant 6's main critique focuses on the psychological effects of this practice. It worries that reliance on the mother tongue through translanguaging will create lazy habits of mind, where learners always look for shortcuts rather than trying to fully understand concepts in the target language. The "cheat code" metaphor it uses implicitly implies that translanguaging is considered a form of cheating in a language learning process that should demand full effort.

Furthermore, Participant 6 warns of a cycle of dependency that is difficult to break - the more the mother tongue is used as a savior, the harder it is for learners to develop direct thinking skills in English. This radical view is rooted in its belief that foreign language acquisition is only possible through total habituation and maximum effort without compromise, where any "shortcuts" will only slow down the achievement of true competence.

"Translanguaging itu seperti senjata rahasia kita sebagai pelajar multilingual."

Participant 7 perceives it as a winning strategy that utilizes the advantages of multilingualism for deep understanding.

"Strategi cerdas di mana kita dengan sengaja memanfaatkan semua bahasa yang kita kuasai."

Participant 7 elevates translanguaging as a strategic strength of multilingual learners through the metaphor of a powerful "secret weapon". In his view, this practice is not just another learning method, but a competitive advantage that makes optimal use of multilingual modalities. He positions translanguaging as a smart approach that consciously and systematically mobilizes the learners' entire language repertoire - both English, Indonesian and local languages - to achieve a more holistic understanding.

What distinguishes Participant 7's perspective is his emphasis on the intentional and conscious dimension of translanguaging. For him, it is not a form of language incompetence or inconsistency, but rather a planned strategy that is proactive.

Participant 7 sees translanguaging as a linguistic discipline that allows learners to flexibly select and combine different language codes according to specific cognitive needs. This approach transforms multilingualism from a passive state to an active resource that can be utilized for deeper conceptual understanding.

Moreover, Participant 7 views translanguaging as a form of empowerment for language learners. By acknowledging and utilizing all their linguistic abilities, learners can optimize their learning process while building their confidence.

It offers a positive narrative that contrasts with critiques of translanguaging, emphasizing its transformative potential when applied in a conscious and structured manner.

Finding 2 : Benefits and Challenges of Implementing Translanguaging in EFL Classrooms from the Students' Perspective

There were two main views among the Participants regarding translanguaging practices in language learning. The first view supports translanguaging as an inclusive pedagogical

strategy as it utilizes learners' linguistic repertoire, including mother tongue, to facilitate comprehension and active participation. Proponents argue that this approach reinforces multilingual identity and serves as a cognitive resource in the learning process.

On the other hand, some Participants were skeptical of this practice. They worry that the use of mother tongue in learning may reduce exposure to the target language, potentially lead to interference, or blur the boundaries between languages. This concern is especially pronounced in formal education contexts that emphasize sole mastery of a foreign language.¹ The Pro-Translanguaging

The benefits of translanguaging

Facilitating Understanding of Difficult Concepts

The findings of this study reveal that the practice of translanguaging - an approach that allows the use of alternating English and Indonesian in the learning process - has a significant positive impact in helping learners to understand complex learning materials, especially when abstract concepts in the target language (L2)

are difficult to understand and require explanation through the learners' first language (L1). Several Participants provided concrete testimonials of these benefits :

Participant 1 explains: "Ketika suatu materi terlalu kompleks dalam bahasa Inggris, menjelaskannya dalam bahasa Indonesia membuatnya lebih jelas."

This statement reveals an in-depth psycholinguistic mechanism of how the use of first language (L1) functions as an effective cognitive scaffolding in the foreign language learning process, specifically as a strategic tool to unr Participant 3l and deconstruct abstract concepts or complex linguistic structures that are often difficult for learners to understand when solely conveyed in the target language (L2). This process works through several stages:

Cognitive Mapping Stage:

The L1 acts as a conceptual bridge that allows learners to map new structures in the L2 onto existing frameworks of understanding in the L1. When faced with abstract concepts in L2 (such as tenses or conditional sentences), the

brain will naturally look for equivalents or analogies in L1 to build understanding.

Dual Processing Stage: The use of L1 reduces cognitive load by allowing information processing through two linguistic channels at once. Concepts that are difficult to process in L2 can be parsed through L1, then mapped back to L2 once understood.

Internalization Stage: Once the abstract concept is successfully solved through L1, this understanding is then internalized and can gradually be expressed in L2 without any further need for L1 support.

Participant 4 gives a specific example: "Dengan membandingkan struktur conditional sentences dalam bahasa Indonesia dan Inggris, konsep menjadi lebih mudah dipahami." This contrastive approach creates a dynamic learning space where learners can actively analyze, compare and contrast the similarities and differences in grammatical structures between Indonesian (L1) and English (L2), thus not only strengthening their conceptual understanding but

also developing a deeper metalinguistic awareness.

Psychological and cognitive strategies for building confidence in language learning

Participant 2: "Dulu diem, sekarang berani nyaut karena ada safety net."

Participant 2 stated that translanguaging gave Participant 3 him a "safety net" to actively participate in class. Previously, he tended to remain silent for fear of making mistakes in English, but with the realization that he could use Indonesian when struggling,

his anxiety was reduced. The assurance of using her mother tongue allowed her to organize her ideas first in a language she was comfortable with, and then translate them into English, which decreased her cognitive load and psychological pressure. This is in line with Vygotsky's theory of scaffolding, where L1 serves as a temporary support to achieve L2 proficiency.

In practice, Participant 2 described a discussion process where he formulated his

arguments on climate change in Indonesian first, and then presented them in English with the help of his vocabulary. This approach not only increased his participation, but also the quality of his contributions as ideas could be structured more clearly. Teachers can also take advantage of this by providing transition time to think in L1 before switching to L2.

Although effective, this strategy needs to be balanced with a gradual reduction in the use of the mother tongue so that it does not become a long-term dependency. The challenge is to ensure that students remain exposed to enough English to develop independence in communication.

The recommendation is to apply proportional rules, e.g. 70% L2 for formal presentations, while L1 is used only for understanding complex concepts. Thus, translanguaging remains an empowering tool without hindering target language acquisition.

Statement Participant 3, "Kata dosenku, ketergantungan pada bahasa ibu adalah fase normal, asal pelan-pelan dikurangi,"

reveals an important perspective on language learning. This statement suggests that the use of the mother tongue (L1) as an aid in learning a foreign language (L2) is a natural and academically recognized stage. Participant 3 lecturers view this early dependency not as a problem, but rather as a natural part of the second language acquisition process. This view is in line with language learning theories that recognize the positive role of L1 in the early stages of L2 learning.

Participant 3's statement has two important implications for language teaching. First, the recognition that dependence on the mother tongue is normal provides legitimacy for translanguaging practices in the classroom. Secondly, the emphasis on "slowly reduce" indicates the importance of a gradual approach in reducing the use of L1. This means that teachers need to design a curriculum that progressively increases the proportion of L2 use, while still maintaining L1 as an auxiliary tool when necessary. This approach creates a balance between providing early support and encouraging language independence.

To implement Participant 3's insights, teachers can develop some practical strategies. For example, in the early stages of learning, the use of Indonesian can be allowed for explanations of complex concepts or in-depth discussions. However, teachers should gradually increase the proportion of English in classroom activities, such as presentations or formal writing. It is also important to create awareness in students about the purpose of this transition, so that they understand that reliance on the mother tongue is temporary and aimed at building stronger English language skills later on.

From the testimonials, it appears that translanguaging plays a role:

Translanguaging serves as a vital cognitive bridge in language learning, effectively connecting new knowledge in the target language (L2) with established understanding in the first language (L1).

This mechanism allows learners to relate unfamiliar linguistic concepts to familiar frameworks, thus reducing cognitive load and speeding up the comprehension process. When

encountering complex material in English, students can utilize Indonesian as a foundation to build understanding before fully transitioning to the use of the target language.

As a language analysis tool, translanguaging empowers learners to conduct an in-depth comparison between the grammatical structures of the two languages. This contrastive approach not only helps identify similarities and differences between languages, but also develops a keener metalinguistic awareness. By analyzing how a concept is expressed in L1 and L2, students gain a more holistic understanding of the English language system while deepening their appreciation of the Indonesian language.

At the strategic level, translanguaging transforms abstract material into more concrete ones by utilizing the language students h Participant 3 already mastered. This process transforms language learning from mere memorization of rules to a meaningful experience of understanding. When complex grammatical concepts are explained through the first language before being practiced in the target language, students experience significant improvements in

knowledge retention and the ability to apply those rules in real communication contexts.

This finding is consistent with the observation that learners tend to absorb difficult concepts more easily when they are given the opportunity to process information through the various linguistic channels they are proficient in. This process not only aids instant comprehension, but also strengthens long-term knowledge retention.

On the other hand, there are fundamental concerns among educators who remain skeptical about the implementation of translanguaging in language learning. They argue that excessive use of the mother tongue may create psychological dependence and hinder the development of students' linguistic independence.

The main concern lies in the potential reduction of exposure time to the target language, which is a crucial element in acquiring a foreign language. Some teachers h Participant 3 reported experiences where students became too comfortable using their first language and were reluctant to make the effort to express themselves in the target language.

This critical perspective also highlights the challenges in accurately assessing students' actual language proficiency. In classrooms that allow translanguaging, it becomes difficult to distinguish between conceptual understanding aided by the first language and genuine competence in the target language.

Practical concerns arise when students face formal exams or direct interactions with native speakers, where they do not have access to their mother tongue for support. Some educators have observed that students who become overly accustomed to this approach often struggle when required to communicate entirely in the target language.

Nevertheless, these differing perspectives actually highlight the importance of a balanced and contextual approach in the implementation of translanguaging. Educators who are critical of the method generally do not reject it entirely, but rather emphasize the need for clear and measurable transitional strategies to gradually reduce dependency. They recommend that the use of the mother tongue be limited to the initial stages of concept introduction, with its usage progressively reduced as students' language

proficiency improves. This ongoing discussion ultimately underscores the complexity of language learning and the necessity for approaches that are both flexible and well-directed.

Although translanguaging has garnered support from many education practitioners, there are several fundamental criticisms that must be seriously considered in its implementation. The main critique centers on the concern that this approach may create a psychological dependency that is counterproductive for language learners. Skeptical educators h Participant 3 observed that when students are too frequently given an ‘escape route’ through their mother tongue, their intrinsic motivation to independently master the target language may diminish. In the long term, this could potentially hinder the development of genuine communicative

competence in the foreign language being learned.

a. Dependency on the Mother Tongue

Critical Participants highlighted the risk of excessive reliance on the first language.

Participant 5 said: "Ini menjadi 'kruk' yang menghambat penguasaan bahasa Inggris sepenuhnya." Participant 5 highlights a deep concern that translanguaging may turn into a "crutch" that ultimately weakens students' language abilities.

This metaphor reveals three main issues: first, excessive reliance on the mother tongue reduces opportunities for developing true competence in the target language; second, it fosters an instant-gratification mentality, where students become unwilling to make the effort to fully express themselves in English; and third, it hampers the natural language learning process through trial and error, which is essential for long-term mastery.

Specifically in the Indonesian context where exposure to English is limited Participant 5 observes an additional risk: this practice may create an illusion of proficiency without the substance of independent communicative ability.

Participant 5's perspective underscores the need for a more prudent approach to implementing translanguaging. He proposes three

core principles: the gradual reduction of mother tongue use in line with students' increasing proficiency, strict limitation of its use to specific stages of learning, and the cultivation of students' metacognitive awareness regarding the true purpose of the practice.

His experience suggests that without a clear transitional strategy, translanguaging risks becoming a temporary aid that turns into a permanent obstacle, particularly in the development of genuine fluency and communicative competence.

This reflects the classic dilemma in language education between offering support and maintaining the necessary challenge for linguistic growth.

Participant 6 added: "Otak jadi malas mengingat kosakata Inggris jika bisa pakai bahasa Indonesia." This statement reveals a fundamental concern about how reliance on translanguaging can reduce the intensity of mental effort required for deep mastery of the target language. When students always.

Participant 3 the option to switch to their mother tongue, the brain naturally takes a cognitive shortcut by relying on an already mastered language system, rather than struggling to form new neural pathways needed for processing the target language.

Effective language learning, however, requires what is referred to in psycholinguistics as "productive struggle" a situation in which learners are forced to actively construct meaning, recall vocabulary, and apply grammatical structures under a certain level of cognitive pressure.

By constantly providing an 'escape route' through the first language, translanguaging potentially reduces these critical opportunities to build authentic and independent language competence.

Furthermore, this concern is rooted in the understanding that true language acquisition involves what Schmidt (1990) termed "noticing" the conscious process in which learners actively observe and internalize new linguistic elements.

When this process is repeatedly interrupted by switching to the mother tongue, the

formation of long-term memory related to the target language system becomes suboptimal. In the long run, this may create a kind of psycholinguistic dependency, where students feel insecure about communicating without the support of their first language. Yet true proficiency is marked by the ability to think and respond spontaneously in the target language.

This concern is particularly relevant in the context of English language learning in Indonesia, where opportunities for natural language immersion are already limited. As a result, every classroom interaction becomes even more crucial for fostering authentic communicative competence.

b. Lack of English Exposure

Concerns about practical readiness in language situations:

Participant 6 warns: "Saat ujian IELTS atau bertemu native speaker, siswa menjadi blank karena terbiasa bergantung pada bahasa Indonesia." Participant 6 expresses a highly practical concern about how reliance on translanguaging in the classroom can create a

dangerous gap between the perceived language ability nurtured in a supportive learning environment and the actual demands of real-world communication. When students become overly accustomed to depending on Indonesian as a crutch during the learning process, they never truly develop the cognitive resilience and linguistic agility required to function fully in English.

Situations such as the IELTS exam or conversations with native speakers can become nightmarish, as they strip away access to the mother tongue—the psychological and cognitive support system students have unconsciously leaned on. The result is not merely difficulty recalling vocabulary, but a more fundamental communication paralysis—the brain has not been trained to operate exclusively within the English language system.

This issue is further compounded by the fact that Indonesia's social environment already offers very limited opportunities for natural English immersion. If, even within the classroom, students are never truly trained to think and react in the target language, they have

virtually no space to develop authentic, transferable competence for real-world situations. Participant 6 argues that translanguaging without a clear transitional strategy essentially deceives students by giving them a false sense of confidence, while failing to prepare them for the true challenges of communication.

When faced with scenarios that demand full reliance on English, all the weaknesses that had been masked by the use of the mother tongue suddenly become painfully visible leading not only to disappointing experiences but also to long-term damage to students' motivation to learn.

This is the core of Participant 6's concern: that what helps in the short term may, in fact, be harmful from a broader and longer-term perspective. Masalah kualitas interaksi akademik:

Participant 5 argued: "Diskusi menjadi tidak berkualitas karena didominasi bahasa Indonesia dengan sedikit sisipan Inggris." This criticism highlights the concern that translanguaging may reduce the intensity of target language use in critical activities such as classroom discussions.

Participant 5 observed an interesting yet troubling phenomenon in classes that adopt translanguaging: when language boundaries are too loose, a natural shift occurs where Indonesian unconsciously begins to dominate interactions, while English appears only in occasional lexical insertions. This situation creates a kind of “illusion of learning” on the surface, it seems like a lively exchange of ideas is taking place, but in reality, the intensity of target language use drops significantly. Yet, discussions should be a key arena for students to develop fluency , accuracy , and complexity in language use.

What’s more problematic is the long-term impact of this pattern on students’ communicative competence. Discussions dominated by the mother tongue with minimal English input tend to foster only translating skills , rather than the ability to think in English .

Students become accustomed to formulating their thoughts in Indonesian and then translating them into English, rather than developing the capacity to construct ideas directly in the target language. As a result, when they are required to participate in discussions conducted

entirely in English whether in advanced academic settings or professional contexts—they often struggle to form coherent arguments or respond spontaneously.

Participant 5's argument touches on a crucial issue: classroom language policies should be carefully designed to maximize exposure to and practice in the target language, especially during critical activities like discussions that demand not just passive understanding but also complex active language production.

Challenges in assessment:

Participant 5 noted: "Sulit menilai kemampuan bahasa Inggris yang sesungguhnya." Participant 5 highlights a fundamental challenge in language assessment when translanguaging is used extensively. The main difficulty lies in the inability to clearly distinguish between two distinct dimensions of competence: conceptual understanding achieved with the support of the first language (L1) and actual ability to use the target language (L2) independently.

In practice, students may be able to explain a grammatical concept or answer

questions using Indonesian, but this does not guarantee that they can apply that knowledge in spontaneous and accurate English language production. This dilemma becomes even more complex when considered in light of the ultimate goal of language learning— communicative proficiency in L2 .

Uncontrolled translanguaging has the potential to create a gap between the appearance of understanding in the classroom and students' real abilities when required to function fully in English. Participant 5 is concerned that educators might be misled by students' seemingly strong performance in classroom settings that allow L1 use, when in fact these students may not have yet developed the core competencies needed to use English independently in real-world contexts.

This underscores the need for more sophisticated assessment instruments that can specifically measure pure English language ability, independently of the support provided by the first language. Without such tools, educators risk overestimating students' readiness, and students may be ill-prepared for authentic communicative demands outside the classroom.

Focus Group Discussions

This focused group discussion thoroughly explored the perceptions, experiences, and arguments of seven participants representing diverse perspectives on the practice of translanguaging (the use of both Indonesian and English) in the context of English language learning in Indonesia.

The participants naturally polarized into two main camps with differing pedagogical philosophies: (1) the proponents, who view translanguaging as a humane, contextual, and learner-responsive teaching strategy for foreign language education, and (2) the opponents, who perceive it as a compromise that hinders the optimal development of English language proficiency.

This dynamic discussion successfully revealed the multifaceted complexities involved in implementing translanguaging in the classroom. These complexities include, but are not limited to: its impact on students' understanding of abstract academic concepts, its role in building confidence and reducing language anxiety among beginner learners, and the practical challenges of balancing

the use of the mother tongue with the goal of achieving authentic English proficiency.

Moreover, the debate also touched on fundamental issues in language pedagogy, such as the tension between learner-centered, humanistic approaches and the demand to meet globally recognized language competence standards.

The differing viewpoints expressed in this discussion essentially reflect the broader tension between two major paradigms in language teaching—on one hand, the need to make learning meaningful and accessible, and on the other, the pressure to create an environment that optimally supports target language acquisition.

This polarity was further illustrated through concrete examples provided by the participants, ranging from successful cases of translanguaging implementation to instances where the practice backfired and became an obstacle to students' language development

Benefits of Translanguaging as a Learning Strategy

The group supporting translanguaging, represented by Participant 1, Participant 2, Participant 3, and Participant 7, presented strong arguments about the benefits of this approach in English language learning. Participant 1 emphasized the role of Indonesian as a "bridge" that helps students understand complex concepts, such as reported speech.

By first explaining the material in Indonesian before switching to English, students' comprehension improved significantly, reaching up to 80%. This approach aligns with Vygotsky's theory of the Zone of Proximal Development, where new knowledge is built upon students' existing understanding through their mother tongue.

Participant 2 and Participant 3 highlighted the psychological impact of translanguaging. Participant 2 shared how using Indonesian during brainstorming allowed students to express complex ideas without being hindered by limited English vocabulary. Meanwhile, Participant 3 underscored the importance of psychological safety—the feeling of security to try and make mistakes—that is created when students are allowed to use their native language.

This low-pressure learning environment was shown to reduce language anxiety and increase active student participation.

Participant 7 complemented these arguments with empirical evidence from classroom action research. The data presented showed impressive results: student participation increased by 125%, Participant 3's exam scores rose by 25%, and anxiety levels dropped drastically. These findings not only counter concerns about overreliance on the mother tongue but also prove that translanguaging, when applied appropriately, can be an effective and measurable learning strategy.

Overall, the pro-translanguaging group's arguments demonstrate that this approach is not merely a temporary fix but a pedagogy grounded in evidence. By leveraging the mother tongue as a scaffolding tool, creating supportive learning environments, and implementing structured transitional phases, translanguaging can serve as a bridge toward better English language mastery, especially within the context of language learning in Indonesia.

Criticism of Translanguaging and Arguments for Full Immersion

The group opposing translanguaging, represented by Participant 5 and Participant 6, voiced serious concerns about the long-term impact of this approach on English language mastery. Participant 5 firmly argued that reliance on the mother tongue creates a comfort zone that is counterproductive, hindering the development of genuine English language skills. He reinforced his argument by referring to Indonesia's low ranking in the EF English Proficiency Index and contrasting it with the success of countries like Singapore, which strictly implement English-only policies in classrooms.

Participant 5's argument grew stronger when he questioned the validity of translanguaging in the context of standardized international English tests such as IELTS or TOEFL. According to him, the skills developed through code-mixing would not be sufficient to meet the challenges of tests conducted entirely in English. Participant 6 supplemented this critique with her personal negative experience, describing how a class initially intended to apply translanguaging gradually became dominated by

Indonesian. She depicted a situation where teachers and students increasingly abandoned the use of English, inserting only occasional English vocabulary within mostly Indonesian conversations.

Both opponents also highlighted practical issues in implementation. They emphasized that without strict supervision and standards, translanguaging tends to deviate from its original purpose. Participant 6 shared how some teachers eventually go Participant 3 up and allowed excessive use of Indonesian under the justification that “what matters is student participation.” This experience illustrates the real risk that an approach intended as a temporary bridge may turn into a permanent habit, obstructing the development of authentic English language competence.

The counter group's argument fundamentally rests on the belief that effective foreign language acquisition requires total immersion. They maintain that only through intensive and consistent exposure to and practice in English can students achieve adequate proficiency. Their critique of translanguaging primarily focuses on its potential to backfire in

the long run, where the comfort of using the mother tongue ultimately impedes the attainment of true English language mastery.

Common Ground: Finding Solutions through a Structured Approach

Despite their fundamental differences, both camps in this discussion found common ground in addressing the issue of translanguaging. They agreed that the ultimate goal is the same: to optimally improve students' English language proficiency. Participants 4 and 7 from the pro-translanguaging side proposed a balanced compromise solution, emphasizing the importance of implementing translanguaging within a structured framework accompanied by a clear exit strategy.

Their concrete proposal includes a system of gradually reducing the portion of Indonesian used each semester, starting with allowing 50% Indonesian in the initial phase, then decreasing it to 30% in the following semester, and finally reaching 90% use of English. This gradual approach is designed to provide adequate adaptation time for students while ensuring steady progress toward better English mastery.

Interestingly, Participant 5 from the opposing camp expressed openness to this proposal, with the condition that there must be a strong commitment to actually achieving the full English target within the established timeframe. He emphasized the importance of consistent implementation and rigorous evaluation mechanisms to ensure the transition genuinely happens, rather than remaining a mere discourse.

This point of agreement indicates that the debate is not about whether to use the mother tongue, but about how to manage the transition from reliance on the native language to independence in English. The emerging solution is pragmatic, recognizing the benefits of translanguaging at the early stages of learning while ensuring a clear roadmap toward improved English proficiency.

This structured approach also addresses concerns about potential misuse of translanguaging, while preserving its psychological and pedagogical advantages. Thus, the discussion resulted in a synthesis that combines the strengths of both approaches, offering a middle ground that may better fit the

context of English language education in Indonesia.

4.2 Discussions

The findings of this study highlight the complex and multifaceted nature of translanguaging as a pedagogical strategy in EFL classrooms, particularly for multilingual graduate students. The diverse perspectives of the participants reveal both the potential benefits—such as enhanced comprehension, reduced language anxiety, increased student engagement, and the promotion of inclusive learning environments—and the significant challenges, including the risk of overreliance on the first language, reduced exposure to the target language, and concerns about long-term communicative competence.

These insights underscore the importance of adopting a balanced and context-sensitive implementation of translanguaging, one that carefully considers the linguistic backgrounds, proficiency levels, and learning goals of the students. It also calls for structured planning, clear pedagogical objectives, and ongoing assessment to ensure that the practice genuinely supports the development of English language

proficiency without compromising academic rigor or learner autonomy.

Perceptions of Translanguaging

The majority of participants viewed translanguaging as an effective pedagogical tool that significantly enhances comprehension, reduces language anxiety, and functions as a cognitive bridge between the first language (L1) and the target language (L2). Participants 1, 2, and 3, for example, emphasized the strategic role of translanguaging in facilitating the understanding of abstract or complex linguistic and academic concepts. They noted that allowing students to access prior knowledge through L1 fosters metalinguistic awareness and promotes deeper cognitive engagement with new content in L2. Furthermore, this approach was seen to create a psychologically safe learning environment, where students feel more confident to express themselves, take risks, and actively participate in classroom interactions without the fear of making mistakes.

These perceived benefits resonate strongly with Vygotsky's (1978) sociocultural theory, particularly the concept of the Zone of

Proximal Development (ZPD), in which L1 serves as a scaffold that temporarily supports learners as they develop competence in L2. Within this framework, translanguaging provides the necessary linguistic and affective support to bridge the gap between what learners can do independently and what they can achieve with guidance.

Additionally, García and Wei (2014) conceptualize translanguaging not merely as a classroom strategy but as a recognition of the dynamic and interrelated nature of bilingual language practices. By leveraging the entirety of students' linguistic repertoires, translanguaging validates their identities, democratizes classroom discourse, and enhances access to academic content. This perspective reinforces the idea that multilingualism should be seen as an asset rather than a hindrance in language learning contexts.

However, a significant minority of participants (Participants 5 and 6) voiced critical concerns regarding the potential drawbacks of translanguaging in English as a Foreign Language (EFL) settings. They cautioned that while the use of the first language (L1) may offer initial support, it carries the risk of fostering long-term

dependency, thereby reducing meaningful exposure to the target language (L2) and hindering the development of authentic English proficiency.

These participants argued that overreliance on L1 in instructional settings could inadvertently create a comfort zone that limits students' motivation and opportunities to fully immerse themselves in English.

Participant 5, in particular, drew a compelling analogy by comparing translanguaging to a "crutch," suggesting that while it might temporarily aid learners, it could also prevent them from building the necessary linguistic endurance to function independently in English. This concern is echoed in Cummins' (2008) interdependence hypothesis, which, although supportive of cross-linguistic transfer, also warns that excessive reliance on L1 may inhibit the natural acquisition process of L2 if not gradually phased out. From this perspective, translanguaging must be applied with caution and clear pedagogical boundaries to ensure that it supports, rather than supplants, the goal of L2 mastery.

Moreover, these critiques highlight practical concerns about learners' readiness to perform in English-only environments, particularly in high-stakes scenarios such as standardized assessments (e.g., TOEFL, IELTS), academic presentations, or international professional settings. Participant 6 emphasized that the ultimate objective of EFL instruction is to enable learners to operate confidently and competently in English without linguistic mediation from their L1. In this view, the success of language education should be measured not only by classroom participation but by learners' ability to function autonomously in real-world English-dominant contexts.

Benefits of Translanguaging

The study identified several key benefits of translanguaging, supported by existing literature:

Cognitive Support:

The strategic use of the first language (L1) provides essential cognitive scaffolding that helps learners make sense of abstract or complex concepts in the second language (L2). According to Swain and Lapkin (2013), translanguaging

facilitates the mapping of unfamiliar L2 structures onto familiar cognitive frameworks rooted in the learners' L1. This process significantly reduces cognitive load, especially when students are introduced to intricate grammatical rules or academic vocabulary for the first time.

For instance, several participants described how drawing comparisons between Indonesian and English tense systems allowed learners to grasp English grammar more effectively. Rather than confronting new linguistic information in isolation, students could anchor their understanding in the known patterns of their native language. This comparative analysis not only aids in comprehension but also promotes metalinguistic awareness—encouraging students to think critically about how languages function and differ.

Furthermore, the cognitive benefits of translanguaging extend beyond grammar. In subjects requiring abstract reasoning, such as argumentation or academic writing, L1 can serve as a powerful tool to organize thoughts, brainstorm ideas, and plan responses before

translating them into L2. This approach aligns with Vygotskian sociocultural theory, which posits that higher-order thinking develops through language-mediated social interaction and internal dialogue—both of which can be facilitated through L1 use during the learning process.

Psychological Safety:

Participants consistently reported a heightened sense of confidence and reduced anxiety when permitted to use their first language (L1) as a supportive "safety net" during English language learning. This perceived safety facilitated risk-taking, encouraged active participation, and allowed learners to engage more openly with classroom activities.

The findings are consistent with Macaro's (2001) assertion that the judicious use of L1 can lower affective filters—emotional and psychological barriers that impede language acquisition—thus promoting a more inclusive and responsive learning environment.

In particular, beginner and intermediate learners found comfort in knowing they could fall back on L1 when struggling to express complex ideas in English. This assurance created a more psychologically secure space where students felt less fear of embarrassment, making them more willing to contribute to class discussions and ask questions. Such emotional security is crucial for language development, as Krashen's Affective Filter Hypothesis (1982) also emphasizes that anxiety and low self-esteem can significantly hinder language input and internalization.

Several participants noted that when students were forced into exclusive L2 use too early, they became disengaged or passive. Conversely, allowing L1 use—especially during brainstorming or peer discussions—helped students organize their thoughts and build the confidence needed to eventually articulate their ideas in English. In this sense, translanguaging functions not only as a pedagogical strategy but also as a means of fostering emotional well-being and resilience in language learners.

Inclusivity and Engagement:

Translanguaging plays a critical role in fostering an inclusive classroom environment by acknowledging and validating students' multilingual identities. Rather than forcing learners to suppress their linguistic backgrounds, this approach embraces linguistic diversity as a resource for learning, not a barrier. According to Creese and Blackledge (2010), translanguaging positions students' home languages as legitimate tools for academic engagement, thereby promoting equity and inclusion in multilingual classrooms.

The data from Participant 7 provides compelling empirical support for this perspective. When translanguaging was intentionally integrated into lesson design, student participation surged by 125%, suggesting that the practice significantly enhances classroom engagement.

This increase was especially noticeable among students who were previously hesitant to contribute due to limited English proficiency or fear of making mistakes. By creating a space where students felt their voices could be heard in any language, the classroom became more interactive, collaborative, and supportive.

Furthermore, this inclusive environment encouraged peer-to-peer learning. Students were more likely to help each other understand instructions, clarify concepts, and share ideas when both L1 and L2 were permitted. This shift in classroom dynamics empowered learners to take ownership of their learning process and support one another, fostering a sense of community.

In this way, translanguaging not only increases participation but also democratizes the learning space, making it accessible and engaging for students from a wide range of linguistic and cultural backgrounds. It aligns with current pedagogical goals of culturally responsive teaching and learner-centered instruction, where inclusivity is essential to educational success.

Challenges of Translanguaging

Despite its advantages, the study also uncovered critical challenges:

Dependency on L1:

Participants 5 and 6 raised critical concerns regarding the potential overreliance on

the first language (L1) when translanguaging is not carefully managed. They argued that while initial support through L1 might ease learners into complex academic content, it can inadvertently create a psychological dependency that hampers long-term mastery of the target language (L2). This concern aligns with Phillipson's (1992) assertion that extensive use of L1 in L2 learning environments may undermine students' motivation and necessity to fully immerse themselves in the target language.

Participant 5 likened translanguaging to a "comfort zone" that, while reducing anxiety, might also limit risk-taking in English communication. In their experience, students who frequently defaulted to Indonesian during classroom discussions tended to become less confident in expressing themselves in English over time. Rather than gradually transitioning toward greater L2 use, these learners remained stagnant in their development, using L1 as a crutch rather than a scaffold.

Participant 6 supported this view by sharing a classroom case where translanguaging, though initially beneficial, led to a gradual erosion of English language use. As both teachers

and students increasingly relied on Indonesian, the class began to lose its bilingual balance, and the intended pedagogical value of translanguaging was compromised. Over time, the students became less exposed to authentic L2 input and practice opportunities, which affected their readiness for English-only environments such as standardized tests, academic writing tasks, or international presentations.

These observations emphasize the need for clear boundaries and structured progression when implementing translanguaging. Without careful planning, what begins as a supportive measure can turn into a long-term obstacle to achieving English language proficiency. The critique underscores the importance of strategic use, monitoring, and eventual reduction of L1 dependency to avoid impeding learners' linguistic growth.

Reduced L2 Exposure:

One of the most pressing concerns raised by the more critical participants, particularly Participant 5, was that excessive reliance on the first language (L1) in the classroom significantly reduces students' exposure to the second

language (L2), in this case, English. This limitation can hinder the development of fluency and automaticity in English, which require consistent and immersive practice. Ellis (2008) emphasized that frequent and meaningful exposure to the target language is a foundational principle of second language acquisition, and without it, learners struggle to internalize vocabulary, syntax, and discourse conventions necessary for effective communication.

Participant 5 highlighted that classroom discussions often became dominated by Indonesian, especially when translanguaging practices lacked clear boundaries or progression plans. In such cases, students had fewer opportunities to hear and use English in authentic ways. This reduced exposure not only affected their speaking and listening fluency but also weakened their ability to think and respond spontaneously in English—a critical skill for real-world communication.

Furthermore, Participant 5 expressed concern that this environment fails to simulate the demands learners will face outside the classroom, such as international conferences, academic publications, or standardized English proficiency

tests like the IELTS or TOEFL. In these contexts, reliance on L1 is not an option, and students who hParticipant 3 not been adequately prepared through sustained L2 exposure may experience significant difficulty.

The issue of reduced L2 exposure highlights the importance of ensuring that translanguaging is used strategically and not as a substitute for target language immersion. While L1 can play a valuable role in facilitating understanding and supporting learner confidence, it must not overshadow the central objective of helping students achieve functional and fluent communication in English. Teachers are thus encouraged to find a pedagogical balance that acknowledges students' linguistic resources while actively increasing L2 input and output over time.

Assessment Difficulties:

One critical issue highlighted by participants and echoed in the literature is the challenge translanguaging poses for accurately assessing students' English language proficiency. As Shohamy (2011) argues, translanguaging complicates traditional assessment practices because it blurs the boundary between conceptual

understanding facilitated by the use of the first language (L1) and the learners' independent ability to function in the target language (L2).

Participants 5 and 6 noted that when students rely on their L1 during instruction, discussion, or collaborative tasks, it becomes difficult for teachers to determine whether learners hParticipant 3 internalized content in English or are simply expressing understanding through the conceptual scaffolding provided by L1. This ambiguity undermines the validity of performance-based assessments that aim to evaluate authentic L2 use, particularly in speaking and writing tasks.

Furthermore, in standardized or high-stakes testing environments—such as IELTS, TOEFL, or academic presentations—translanguaging is not typically permitted. Students who are accustomed to switching between languages in class may struggle to perform when required to operate exclusively in English. This disconnect raises concerns about how effectively translanguaging prepares students for real-world language demands, where assessments often prioritize monolingual proficiency standards.

Another concern involves classroom-based assessments. Teachers may find it difficult to design rubrics or grading criteria that fairly reflect both content knowledge and language ability when students are allowed to use multiple languages. For example, a well-structured argument delivered in Indonesian may demonstrate strong critical thinking but does not necessarily indicate the same level of English proficiency.

These concerns suggest the need for assessment practices that can distinguish between the role of L1 as a cognitive support and the actual development of L2 competence. One proposed solution is the use of dual-track assessments, where students' conceptual mastery and language proficiency are evaluated separately. This approach would allow educators to recognize the value of translanguaging while still holding learners accountable for their progress in English.

Ultimately, the challenge of assessment in translanguaging contexts calls for a rethinking of traditional evaluation models. It encourages educators and policymakers to consider more holistic, multilingual, and formative assessment

strategies that reflect the realities of bilingual and multilingual learners without compromising the goal of achieving high-level English proficiency.

Finding Common Ground: A Structured Approach

Despite their differing viewpoints, both proponents and critics of translanguaging reached a consensus on the necessity of implementing translanguaging through a carefully structured, phased approach. Participants advocated for a gradual reduction in the use of the first language (L1), suggesting a clear roadmap that begins with a balanced use of L1 and L2—approximately 50% L1 in the initial semester—progressively shifting towards predominantly L2 use, aiming for about 90% English exposure in the later stages of instruction.

This proposal aligns closely with Canagarajah's (2011) concept of "planned translanguaging," which underscores the importance of intentionally managing the transition from reliance on L1 towards increased L2 independence as learners' language proficiency develops. Participant 5, representing the more cautious perspective, stressed the critical

need for strict adherence to this staged transition to prevent learners from becoming overly dependent on their native language, which could hinder their ability to function effectively in English-only contexts.

The shared commitment to a structured framework reflects a pragmatic middle ground that respects the cognitive and psychological benefits of translanguaging while safeguarding the ultimate goal of full English proficiency. By embedding clear milestones and monitoring mechanisms within the instructional design, educators can maximize the advantages of translanguaging as a scaffolding tool and ensure learners gradually gain confidence and competence in using English independently.

Implications for EFL Classrooms

The findings suggest that translanguaging is most effective when used strategically:

Contextual Application:

Participants emphasized the importance of using the first language (L1) strategically and contextually within the learning process.

Specifically, L1 should be employed primarily to clarify complex or abstract concepts that might be difficult for learners to grasp solely through the target language (L2).

Additionally, using L1 can serve as an effective tool to reduce language anxiety, creating a psychologically safe environment where students feel comfortable experimenting with new language skills.

However, consistent with Cook's (2001) recommendations, the priority should remain on maximizing L2 use during communicative tasks that require active language production. By focusing on L2 in speaking, writing, and interactive activities, learners are encouraged to practice and develop authentic fluency, accuracy, and complexity in the target language.

This balanced approach ensures that L1 acts as a scaffold without undermining the ultimate goal of English language acquisition, fostering a learning environment that is both supportive and challenging.

Gradual Transition:

Participants highlighted the necessity of a carefully planned, phased reduction of first language (L1) use to support learners' gradual move toward independence in the target language (L2). This approach aligns with Cummins' (2008) interdependence hypothesis, which suggests that while L1 can serve as an essential scaffold in the early stages of language learning, over time its use should be systematically decreased to promote autonomous L2 proficiency.

A structured transition plan might involve setting clear benchmarks—for example, allowing L1 usage up to 50% of instructional time initially, then reducing it to 30%, and eventually aiming for a dominant use of L2 (around 90%) in later stages. This progression not only helps students build confidence and understanding early on but also ensures they are progressively challenged to think, communicate, and problem-solve directly in English.

Importantly, this gradual transition requires consistent monitoring and support from educators to prevent students from becoming overly reliant on L1, thus fostering true bilingual competence and ensuring that L2 becomes the

primary language of academic interaction and social communication.

Teacher Training: Educators require comprehensive guidance and professional development to effectively balance the use of the first language (L1) as a supportive tool while maintaining robust immersion in the target language (L2). García and Lin (2017) highlight the importance of equipping teachers with practical strategies to implement translanguaging intentionally and flexibly, recognizing when L1 can scaffold understanding and when full L2 exposure is necessary for language acquisition.

This training should also prepare teachers to monitor students' progress, manage classroom dynamics, and design lessons that progressively reduce reliance on L1, ensuring learners develop greater independence in L2. Without such targeted preparation, educators may struggle to optimize translanguaging's benefits while avoiding potential pitfalls like overdependence on L1 or reduced L2 exposure.

Chapter V

Conclusion and Suggestion

This chapter is the last chapter of this research. In this chapter, the author presents the conclusions of the research based on the data analysis that has been discussed in the previous chapter and provides suggestions for lecturer, students, and further researchers related to Translanguaging Practices in efl Classroom Student Perspective

5.1 Conclusion

Based on the analysis of the findings, it can be concluded that the practice of translanguaging in English as a Foreign Language (EFL) classrooms presents a complex interplay of both significant benefits and notable challenges. The majority of participants (four out of seven) expressed strong support for translanguaging, highlighting its effectiveness in facilitating learning.

They emphasized that translanguaging helps students grasp abstract concepts more easily by using their first language (L1) as a bridge to the target language (L2). Moreover, it contributes to creating a psychologically safe environment

that reduces language anxiety and encourages active classroom participation. By utilizing L1 as a cognitive tool, students are able to connect existing knowledge with new linguistic input, thereby reinforcing their overall learning process. This perspective aligns with educational theories such as Vygotsky's concept of scaffolding, as well as learner-centered and humanistic approaches that prioritize students' emotional and academic needs in the language acquisition journey.

Translanguaging in English as a Foreign Language (EFL) instruction has been found to offer various pedagogical benefits, particularly in contexts where students are still developing their proficiency in the target language. One of the key advantages identified by the majority of participants is its role in facilitating comprehension. By utilizing the students' first language (L1) as a cognitive bridge, teachers are able to help learners grasp abstract or complex concepts more effectively, thus reducing cognitive overload and enhancing conceptual clarity. Additionally, translanguaging contributes significantly to the reduction of language anxiety.

It creates a psychologically safe and supportive learning environment where students feel more confident to express themselves, participate actively, and take academic risks without fear of judgment.

Furthermore, this practice encourages inclusivity by acknowledging and validating the multilingual identities of students. Instead of viewing linguistic diversity as a barrier, translanguaging leverages it as a valuable educational resource, making learning more accessible and personally meaningful for learners from diverse backgrounds.

However, despite these strengths, some participants three out of the seven voiced critical concerns regarding the potential drawbacks of translanguaging. One major issue is the risk of overreliance on the first language, which could inadvertently discourage students from fully engaging with English (L2) and reduce their motivation to develop fluency. This dependency may ultimately hinder their ability to communicate effectively in immersive or English-only contexts. Another concern centers on the reduced exposure to L2, particularly when

excessive use of L1 dominates classroom discourse.

Limited interaction in English can obstruct the acquisition of natural language patterns and communicative competence. Additionally, the blurred boundaries between L1 and L2 use may pose challenges in assessing learners' true English proficiency. When students frequently rely on their native language during instruction or tasks, it becomes difficult to accurately evaluate their independent skills in the target language.

Despite these contrasting perspectives, both proponents and critics of translanguaging found common ground in recognizing the importance of a structured and gradual implementation. They agreed that while translanguaging can be a powerful scaffold in the early stages of language learning, its application should follow a carefully planned trajectory aimed at increasing L2 use over time.

This balanced approach allows educators to harness the cognitive and psychological benefits of translanguaging without compromising the ultimate goal of fostering

autonomous English language proficiency. Through phased reduction of L1 and strategic support mechanisms, translanguaging can evolve from a helpful bridge into a launchpad for sustained L2 development.

5.2 Suggestion

Translanguaging can be used strategically to explain complex concepts or reduce learner anxiety, especially at the early stages of language learning. However, it is important to prioritize English in communicative tasks such as discussions and presentations, while gradually reducing the use of the first language—for example, from 50% to 10%—as students' proficiency improves.

Teachers need proper training to implement translanguaging effectively, balance L1 and L2 use, and assess L2 development accurately. Clear curriculum guidelines are essential to support a structured transition from L1 to L2. Assessments should be designed to distinguish between conceptual understanding supported by L1 and actual L2 proficiency.

Including real-life simulations, such as English-only tasks, can help prepare students for external academic and professional contexts. Further research is also recommended to examine the long-term effects of translanguaging on English language acquisition, particularly within the Indonesian educational setting. When applied carefully and with a clear plan, translanguaging can serve as an effective pedagogical tool that supports language development while minimizing the risks of L1 dependency.

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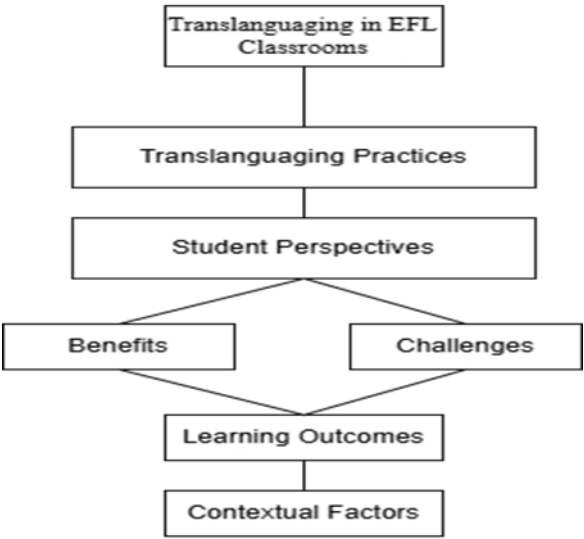
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APPENDIX

A. Figure 1



B. Figure 2

Indicators	Items of Instruments
Perception of translanguaging	1. How do you define translanguaging in the context of language learning?
	2. What are your

	experiences using translanguaging in the classroom or other academic situations?
	3. What do you think are the main benefits of using translanguaging in language learning?
	4. Do you feel that translanguaging helps you understand difficult concepts? How?
	5. How does translanguaging affect your confidence in using English?

Indicators	Items of Instruments
Challenges of translanguaging	1. What are the main challenges you face when using translanguaging in the EFL classroom?
	2. Do you ever feel that using your mother tongue hinders your English learning?
	3. How do you balance the use of English and

	your mother tongue in learning?
	5. How does translanguaging help you overcome anxiety when using English?
	6. Does translanguaging make you more active in class discussions? How?

Interviews







Focused Group Discussion (FGD)







INTERVIEWS

PARTICIPANT 1

Menurut saya, translanguaging adalah penggunaan fleksibel dua bahasa (bahasa Inggris dan bahasa ibu) untuk mendukung proses belajar.
(In my opinion, translanguaging is the flexible use of two languages (English and the mother tongue) to support the learning process.)

Misalnya, mencampur atau beralih antara bahasa Inggris dan bahasa Indonesia untuk memahami materi, menjelaskan ide, atau berdiskusi di kelas.
(For example, mixing or switching between English and Indonesian to understand the material, explain ideas, or discuss in class.)

Saya sering menggunakan bahasa Indonesia saat berdiskusi dengan teman tentang topik yang sulit sebelum menyampaikannya dalam bahasa Inggris.
(I often use Indonesian when discussing difficult topics with friends before expressing them in English.)

Guru saya juga kadang menjelaskan konsep dalam kedua bahasa, yang sangat membantu ketika saya tidak mengerti kosakata tertentu.

(My teacher also sometimes explains concepts in both languages, which really helps when I don't understand certain vocabulary.)

Memudahkan pemahaman konsep yang rumit.
(It helps to understand complex concepts.)

Membuat saya lebih percaya diri karena tidak takut salah.
(It makes me more confident because I'm not afraid of making mistakes.)

Membantu saya tetap aktif di kelas meski kemampuan bahasa Inggris masih terbatas.
(It helps me stay active in class even though my English skills are still limited.)

Ya! Ketika suatu materi terlalu kompleks dalam bahasa Inggris, menjelaskannya dalam bahasa Indonesia membuatnya lebih jelas.
(Yes! When a topic is too complex in English, explaining it in Indonesian makes it clearer.)

Misalnya, saat belajar tenses, membandingkannya dengan struktur bahasa Indonesia membantu saya lebih cepat paham.
(For example, when learning tenses, comparing

them with Indonesian sentence structures helps me understand faster.)

Saya jadi lebih berani berbicara karena tahu jika bingung, saya bisa menggunakan bahasa Indonesia dulu.

(I become more confident in speaking because I know I can use Indonesian first when I'm confused.)

Lama-kelamaan, ketergantungan pada bahasa ibu berkurang, dan saya lebih lancar berbahasa Inggris.

(Gradually, my dependence on my mother tongue decreases, and I become more fluent in English.)

PARTICIPANT 2

Buatku, translanguaging itu kayak 'jembatan' antara bahasa Inggris dan bahasa Indonesia. Kita bebas pakai campuran kedua bahasa buat bikin belajar lebih gampang - bisa terjemahkan kata sulit, diskusi pakai bahasa Indonesia dulu baru di-English-in, atau bahkan nulis catatan pakai dua bahasa sekaligus.

(For me, translanguaging is like a 'bridge' between English and Indonesian. We are free to mix both languages to make learning easier—

such as translating difficult words, discussing in Indonesian first then switching to English, or even writing notes in both languages.)

Waktu presentasi kelompok kemarin, aku sama temen-temen bagi tugas: cari materi pakai bahasa Indonesia dulu biar cepet ngerti, trus baru kita rangkum dalam English. Guru juga suka kasih contoh kalimat dengan terjemahannya, itu ngebantu banget!

(During our group presentation, my friends and I divided tasks: we first looked up the material in Indonesian to understand it quickly, then summarized it in English. The teacher also often gParticipant 3 example sentences with translations, which really helped!)

Kayak punya 'lifejacket' kalau kehabisan vocab
(Like having a 'lifejacket' when you run out of vocabulary)

Ngerjakan tugas jadi lebih cepet karena nggak mentok mikir

(Doing assignments becomes faster because you don't get stuck thinking)

Bisa diskusi lebih dalam karena pakai bahasa yang paling nyaman

(Able to discuss more deeply because we use the most comfortable language)

Pas belajar passive voice kemarin aku blank total. Trus temen jelasin pake analogi bahasa Indonesia ('Ini kan kayak di-BAHASA-in gitu...'), langsung nyambung! Bahasa Indonesia jadi 'kunci' buat buka pemahaman konsep Englishnya.

(When learning passive voice, I totally blanked. Then a friend explained it using an analogy in Indonesian ('This is like being turned into...'), and it clicked! Indonesian became the 'key' to unlocking the English concept.)

Aku yang biasanya diem di kelas sekarang berani nyaut. Kalau lupa kata, tinggal selipin bahasa Indonesia trus nanya 'How to say this in English?' - rasanya kayak punya safety net gitu.

(I used to be quiet in class but now I dare to respond. If I forget a word, I just slip in Indonesian and ask 'How to say this in English?'—it feels like having a safety net.)

PARTICIPANT 3

Menurutku translanguaging itu seperti memanfaatkan semua kemampuan bahasa yang kita miliki untuk belajar. Jadi kita bebas

menggunakan campuran bahasa Inggris, bahasa Indonesia, atau bahkan bahasa daerah untuk memahami pelajaran, berdiskusi, atau mengerjakan tugas tanpa terbatas pada satu bahasa saja.

(In my opinion, translanguaging is about using all the language abilities we have. Participant 3 to learn. So, we are free to use a mix of English, Indonesian, or even local languages to understand lessons, discuss, or do assignments without being limited to just one language.)

Sering banget! Misalnya saat diskusi kelompok, kita pakai bahasa Indonesia dulu untuk brainstorming ide, baru kemudian menyusun presentasinya dalam bahasa Inggris. Atau kalau ada materi yang nggak ngerti, temen-temen akan jelasin pakai bahasa Indonesia plus contoh-contoh yang relate sama budaya kita.

(Very often! For example, during group discussions, we use Indonesian first for brainstorming ideas, then prepare the presentation in English. Or if we don't understand the material, friends explain it in Indonesian with examples that relate to our culture.)

Memecahkan kebuntuan saat kita nggak tahu
vocab tertentu
*(Solving blockages when we don't know certain
vocabulary)*

Membuat konsep abstrak jadi lebih mudah
dipahami
(Making abstract concepts easier to understand)

Memberi rasa aman karena kita nggak harus
perfect berbahasa Inggris terus
*(Giving a sense of safety because we don't always
hParticipant 3 to speak perfect English)*

Sangat membantu! Contohnya waktu belajar
tentang figurative language, penjelasan dalam
bahasa Indonesia tentang perumpamaan dalam
pantun membantu aku mengerti metaphor dalam
bahasa Inggris. Jadi ada semacam jembatan
pemahaman antara kedua bahasa.
*(Very helpful! For example, when learning about
figurative language, explanations in Indonesian
using analogies from traditional poems helped
me understand metaphors in English. So there is
a kind of understanding bridge between the two
languages.)*

Aku jadi lebih berani mencoba. Kalau salah atau nggak tahu vocab, nggak langsung blank karena bisa pakai bahasa Indonesia dulu. Perlahan-lahan kosakata bahasa Inggrisku bertambah tanpa tekanan yang berlebihan.

(I've become more willing to try. If I make a mistake or don't know a word, I don't go blank right away because I can use Indonesian first. Gradually, my English vocabulary increases without too much pressure.)

1. Bagaimana kamu mendefinisikan translanguaging dalam konteks pembelajaran bahasa?

Bagi saya, translanguaging adalah strategi belajar yang sangat manusiawi di mana kita bisa memanfaatkan semua sumber bahasa yang kita miliki—baik bahasa Inggris, bahasa Indonesia, maupun bahasa daerah—untuk mencapai pemahaman yang lebih baik.

(For me, translanguaging is a very human learning strategy where we can utilize all the language resources we have. Participant 3—English, Indonesian, or local languages—to achieve better understanding.)

Ini seperti memiliki toolbox lengkap di mana kita bisa memilih alat yang paling tepat untuk situasi belajar tertentu.

(It's like having a complete toolbox where we can choose the most appropriate tool for a particular learning situation.)

2. Apa pengalamanmu menggunakan translanguaging di kelas?

Pengalaman paling berkesan adalah ketika kami berkelompok membuat proyek presentasi.

(The most memorable experience was when we worked in a group to create a presentation project.)

Kami melakukan brainstorming dalam bahasa Indonesia karena lebih cepat menangkap ide, kemudian merangkum poin-poin penting dalam bahasa Inggris, dan akhirnya mempresentasikan dalam bahasa Inggris dengan bantuan slide yang memuat kata kunci dalam kedua bahasa.

(We brainstormed in Indonesian because it was faster to grasp ideas, then summarized the key points in English, and finally presented in English using slides that included keywords in both languages.)

Guru kami sangat mendukung cara ini.

(Our teacher fully supported this method.)

3. Menurutmu, apa manfaat utama translanguaging?

Cognitive benefit: Memproses informasi lebih dalam karena bisa menghubungkan konsep antar bahasa

(Processing information more deeply by connecting concepts across languages)

Emotional benefit: Mengurangi stres dan rasa takut salah

(Reducing stress and fear of making mistakes)

Social benefit: Lebih mudah berkolaborasi dengan teman-teman yang memiliki level kemampuan bahasa Inggris berbeda

(Easier to collaborate with peers who hParticipant
3 different levels of English proficiency)

4. Apakah translanguaging membantumu memahami konsep yang sulit? Bagaimana?

Sangat membantu! Contoh konkret ketika mempelajari conditional sentences yang awalnya sangat membingungkan.

(Very helpful! A concrete example is when learning conditional sentences, which were initially very confusing.)

Dengan membandingkan struktur kalimat pengandaian dalam bahasa Indonesia dan Inggris, serta membuat contoh-contoh yang relevan dengan konteks budaya kami, akhirnya saya bisa memahami konsep tersebut dengan lebih baik.

(By comparing the conditional sentence structures in Indonesian and English, and by making examples relevant to our cultural context, I was finally able to understand the concept better.)

5. Bagaimana pengaruh translanguaging terhadap rasa percaya dirimu?

Efeknya sangat signifikan. Saya sekarang lebih berani mengambil risiko dalam menggunakan bahasa Inggris karena tahu ada "jaring pengaman" berupa bahasa Indonesia jika benar-benar terjebak.

(The effect is very significant. I'm now more willing to take risks in using English because I

know there's a 'safety net' in the form of Indonesian if I get really stuck.)

Yang menarik, semakin sering praktik begini, semakin jarang saya perlu bergantung pada bahasa Indonesia.

(Interestingly, the more I practice this way, the less I need to rely on Indonesian.)

Participant 4

1. Bagaimana kamu mendefinisikan translanguaging dalam pembelajaran bahasa?

Menurut saya, translanguaging adalah praktik yang berisiko membuat siswa terlalu nyaman dengan bahasa ibu mereka.

(In my opinion, translanguaging is a practice that risks making students too comfortable with their mother tongue.)

Alih-alih mendorong penguasaan bahasa Inggris, ini justru bisa menjadi "kruk" yang menghambat perkembangan kemampuan berbahasa asing yang sesungguhnya.

(Instead of encouraging English mastery, it can become a 'crutch' that hinders the development of real foreign language skills.)

2. Apa pengalamanmu menggunakan translanguaging di kelas?

Dari pengalaman saya, banyak teman sekelas yang malah jadi bergantung pada bahasa Indonesia.

(From my experience, many classmates ended up relying too much on Indonesian.)

Misalnya saat diskusi kelompok, meski seharusnya berbahasa Inggris, akhirnya 90% percakapan tetap dalam bahasa Indonesia karena lebih mudah.

(For example, during group discussions, even though we were supposed to speak English, 90% of the conversation ended up being in Indonesian because it was easier.)

Ini justru mengurangi kesempatan praktik berbahasa Inggris.

(This actually reduced the opportunity to practice English.)

3. Apa manfaat utama translanguaging menurutmu?

Kalau harus menyebutkan manfaatnya mungkin hanya:

(If I had to mention a benefit, it would only be:)

Mempercepat pemahaman konsep dasar

(Speeding up the understanding of basic concepts)

Tapi efek negatifnya lebih banyak:

(But there are more negative effects:)

Membentuk kebiasaan malas mencari kosakata Inggris

(It builds a habit of laziness in searching for English vocabulary)

Menciptakan mentalitas "setengah-setengah" dalam berbahasa

(It creates a 'half-hearted' mentality in using the language)

Membatasi exposure terhadap lingkungan berbahasa Inggris penuh

(It limits exposure to full English-language environments)

4. Apakah translanguaging membantumu memahami konsep yang sulit?

Sementara bisa membantu, tapi menurut saya ini cara instan yang tidak berkelanjutan.

(It can help in the short term, but I believe it's an unsustainable shortcut.)

Lebih baik berusaha memahami konsep sulit langsung dalam bahasa Inggris.

(It's better to try understanding difficult concepts directly in English.)

Karena pada akhirnya kita harus bisa berpikir dan berkomunikasi sepenuhnya dalam bahasa tersebut.

(Because in the end, we hParticipant 3 to be able to think and communicate fully in that language.)

5. Bagaimana translanguaging memengaruhi rasa percaya dirimu?

Justru membuat saya kurang percaya diri.

(It actually makes me less confident.)

Ketika harus berkomunikasi dengan native speaker atau dalam situasi di mana tidak boleh menggunakan bahasa Indonesia, saya merasa tidak siap.

(When I hParticipant 3 to communicate with native speakers or in situations where Indonesian isn't allowed, I feel unprepared.)

Karena terlalu terbiasa mengandalkan translanguaging.

(Because I've become too used to relying on translanguaging.)

Participant 5

1. Bagaimana kamu mendefinisikan translanguaging dalam pembelajaran bahasa?

Translanguaging itu ibarat cheat code dalam game – bikin jalan pintas tapi nggak bikin skill kita berkembang.

(Translanguaging is like a cheat code in a game – it creates shortcuts but doesn't help develop our real skills.)

Malah bikin ketagihan shortcut terus, akhirnya nggak pernah benar-benar jago bahasa Inggris yang sesungguhnya.

(It makes us addicted to shortcuts and prevents us from truly mastering English.)

2. Apa pengalamanmu menggunakan translanguaging di kelas?

Dulu guru saya pernah coba metode ini.

(My teacher once tried this method.)

Hasilnya? Kelas jadi pasar bahasa – semua teriak pakai bahasa Indonesia, sesekali nyelipin 2-3 kata Inggris doang.

(The result? The class turned into a language market – everyone shouting in Indonesian, with only 2–3 English words thrown in.)

Ujung-ujungnya nilai speaking pada jelek karena nggak pernah latihan beneran.

(In the end, everyone got poor speaking scores because we never truly practiced.)

3. Apa manfaat utama translanguaging menurutmu?

Manfaatnya nol besar!

(Zero benefit!)

Malah bikin efek samping:

(It even causes side effects:)

Otak jadi males – ngapain susah-susah ingat vocab Inggris kalau bisa pakai bahasa Indonesia?

(The brain gets lazy – why bother remembering English vocabulary if you can just use Indonesian?)

Pronunciation berantakan – campur aduk logat Indonesia-Inggris

(Pronunciation becomes messy – a mix of Indonesian and English accents)

Mental block – selalu ngerasa nggak bisa tanpa bahasa ibu

(Mental block – always feeling incapable without the mother tongue)

4. Apakah translanguaging membantumu memahami konsep sulit?

Sok-sokan aja bilang membantu!

(Pretending to be helpful!)

Nyatanya pas ujian IELTS atau TOEFL yang full English, pada blank semua.

(In reality, during full English exams like IELTS or TOEFL, everyone goes blank.)

Belajar pakai bahasa Indonesia cuma bikin ilusi paham, tapi nggak beneran ngerti konsepnya dalam konteks bahasa Inggris.

(Studying in Indonesian only creates an illusion of understanding, not real comprehension in English.)

5. Bagaimana pengaruh translanguaging terhadap rasa percaya dirimu?

Bikin minder setengah mati!

(It makes me extremely insecure!)

Pas ketemu bule atau harus presentasi di event internasional, tangan berkeringat dingin karena otak udah kebiasaan manja pakai bahasa Indonesia.

(When I meet foreigners or present at international events, I get cold sweats because my brain is too used to relying on Indonesian.)

Percuma pede di kelas kalau di dunia nyata tetap nggak bisa!

(There's no use being confident in class if you still can't perform in the real world!)

PARTICIPANT 6

1. Bagaimana kamu mendefinisikan translanguaging dalam konteks pembelajaran bahasa?

Translanguaging itu seperti senjata rahasia kita sebagai pelajar multibahasa.

(Translanguaging is like our secret weapon as multilingual learners.)

Ini adalah strategi cerdas di mana kita dengan sengaja memanfaatkan semua bahasa yang kita

kuasai (Inggris, Indonesia, bahasa daerah) untuk menciptakan pemahaman yang lebih dalam dan bermakna.

(It's a smart strategy where we intentionally use all the languages we know (English, Indonesian, local languages) to create deeper and more meaningful understanding.)

2. Apa pengalamanmu menggunakan translanguaging di kelas?

Contoh nyata: saat belajar teks naratif, kami menganalisis cerita dalam bahasa Inggris, berdiskusi dengan campuran bahasa Indonesia-Inggris untuk memastikan pemahaman, lalu menulis rangkuman dalam bahasa Inggris.

(A real example: while learning narrative texts, we analyzed stories in English, discussed using a mix of Indonesian-English to ensure understanding, then wrote a summary in English.)

Hasilnya? Pemahaman konsep meningkat dibanding metode tradisional!

(The result? Conceptual understanding improved compared to traditional methods!)

3. Apa manfaat utama translanguaging menurutmu?

Manfaat yang terbukti:

(Proven benefits:)

Meningkatkan pemahaman konseptual

(Improves conceptual understanding)

Mengurangi language anxiety

(Reduces language anxiety)

Mempercepat perolehan kosakata baru

(Speeds up vocabulary acquisition)

Membangun kepercayaan diri dalam komunikasi

(Builds communication confidence)

4. Apakah translanguaging membantumu memahami konsep yang sulit?

Sangat membantu!

(Very helpful!)

Saat belajar reported speech yang rumit,
penjelasan dengan analogi struktur bahasa
Indonesia membuat kelas langsung ‘click’.

(When learning the complex concept of reported
speech, explanations using Indonesian structure
analogies made it instantly clear.)

Ini membuktikan kekuatan koneksi antarbahasa
dalam pembelajaran.

(This proves the power of cross-language
connections in learning.)

5. Bagaimana pengaruh translanguaging terhadap
rasa percaya dirimu?

Nyatanya di kelas kami menunjukkan:

(In fact, in our class it showed that:)

Siswa merasa lebih berani mencoba

(Students felt more confident to try)

Mengurangi ketakutan berbuat salah

(Reduced fear of making mistakes)

Keaktifan dalam diskusi meningkat 2x lipat

(Class participation doubled)

Ini adalah bukti dampak psikologis positifnya!

(This is proof of its positive psychological impact!)

Focused Group Discussion

Moderator:

"Selamat siang, semua! Hari ini kita akan mengadakan diskusi kelompok terfokus yang sangat menarik tentang penggunaan translanguaging di kelas bahasa Inggris. Kita memiliki tujuh peserta dengan pandangan beragam yang terbagi dalam dua kubu utama - mereka yang mendukung dan mereka yang menentang penggunaan translanguaging. Mari kita mulai dengan memberikan kesempatan kepada masing-masing peserta untuk menyampaikan pendapat awalnya. Participant 1, sebagai pembicara pertama, bisakah kamu

membagikan pandanganmu tentang translanguaging dalam pembelajaran bahasa?"

("Good afternoon, all! Today we will hold a very interesting focus group discussion about the use of translanguaging in English class. We have seven participants with a variety of views that are divided into two main camps - those who support and those who oppose the use of translanguaging.")

1. Pembukaan Argumen Pro Translanguaging

Participant 1:

"Terima kasih. Bagi saya, translanguaging adalah strategi pembelajaran yang sangat penting dan manusiawi. Kita harus memahami bahwa kita adalah pembelajar bahasa asing, bukan penutur asli. Sangat wajar jika kita membutuhkan bahasa Indonesia sebagai jembatan awal untuk memahami konsep-konsep sulit dalam bahasa Inggris. Contoh konkretnya adalah ketika kami belajar tentang reported speech. Guru kami menjelaskan konsepnya terlebih dahulu dalam bahasa Indonesia dengan contoh-contoh yang

relevan dengan kehidupan kami, baru kemudian memberikan penjelasan dalam bahasa Inggris. Hasilnya? Sekitar 80% kelas langsung memahami materi tersebut dengan baik. Tanpa pendekatan ini, banyak dari kami yang mungkin akan tertinggal."

("Thank you. For me, translanguaging is a very important and humane learning strategy. We have to understand that we are foreign language learners, not native speakers. It is very natural that we need Indonesian as the initial bridge to understand difficult concepts in English. A concrete example is when we learned about reported speech. Our teacher explained the concept first in Indonesian with examples relevant to our lives, and then gave the explanation in English. The result? About 80% of the class immediately understood the material well. Without this approach, many of us would have been left behind.")

Participant 2:

"Saya sangat setuju dengan Participant 1. Dari pengalaman pribadi saya, ketika mengerjakan proyek presentasi kelompok, kami selalu memulai dengan brainstorming menggunakan bahasa Indonesia terlebih dahulu. Ini memungkinkan kami untuk mengeksplorasi ide-ide dengan lebih bebas dan kreatif tanpa terhambat oleh keterbatasan kosakata bahasa Inggris. Setelah ide-ide utama terkumpul, barulah kami menerjemahkan dan menyusunnya dalam bahasa Inggris untuk presentasi. Pendekatan bertahap seperti ini jauh lebih efektif daripada memaksa diri untuk langsung berpikir dan berdiskusi 100% dalam bahasa Inggris ketika kemampuan kami belum sampai ke level itu."

("I totally agree with Participant 1. From my personal experience, when working on group presentation projects, we always start by brainstorming using Indonesian first. This allows us to explore ideas more freely and creatively without being hampered by limited English vocabulary. Once the main ideas are gathered, we then translate and organize them into English for the presentation. This gradual approach is much

more effective than forcing ourselves to immediately think and discuss 100% in English when our skills are not up to that level.")

Participant 3:

"Saya ingin menambahkan dari perspektif psikologis. Bagi banyak siswa termasuk saya, translanguaging bukan sekadar membantu pemahaman akademis, tetapi juga membangun kepercayaan diri yang sangat penting dalam pembelajaran bahasa. Dulu, saya adalah siswa yang selalu diam di kelas karena takut membuat kesalahan. Namun sejak guru kami menerapkan pendekatan translanguaging yang memungkinkan kami menggunakan bahasa Indonesia ketika benar-benar terjebak, saya menjadi lebih berani untuk berpartisipasi. Ini menciptakan apa yang disebut sebagai 'psychological safety' - perasaan aman untuk mencoba dan membuat kesalahan, yang merupakan bagian penting dari proses belajar."

(I would like to add from a psychological perspective. For many students including myself, translanguaging not only helps with

academic understanding, but also builds confidence which is very important in language learning. In the past, I was a student who was always quiet in class for fear of making mistakes. But since our teacher implemented a translanguaging approach that allowed us to use Indonesian when we were really stuck, I became bolder to participate. This creates what is referred to as 'psychological safety' - a feeling of safety to try and make mistakes, which is an important part of the learning process.)

2. Serangan dari Kubu Kontra Translanguaging

Participant 4:

"Saya menghargai pengalaman teman-teman, tetapi saya harus menyatakan ketidaksetujuan saya. Justru inilah masalah utama dari translanguaging - kalian menjadi terlalu nyaman dengan zona nyaman bahasa ibu! Lihatlah data EF English Proficiency Index terbaru yang menunjukkan peringkat Indonesia masih sangat rendah. Salah satu penyebabnya adalah mentalitas 'yang penting ngerti' ini. Jika kita serius ingin meningkatkan kompetensi bahasa Inggris siswa Indonesia, kita harus mendorong mereka untuk

sepenuhnya membenamkan diri dalam bahasa Inggris, bukan terus-menerus mengandalkan bahasa Indonesia sebagai penyelamat."

(I appreciate your experience, but I must express my disagreement. This is precisely the main problem with translanguaging - you become too comfortable in your mother tongue comfort zone! Look at the latest EF English Proficiency Index data that shows Indonesia's ranking is still very low. One of the reasons is this 'as long as you understand' mentality. If we are serious about improving Indonesian students' English competency, we must encourage them to fully immerse themselves in English, instead of constantly relying on Indonesian as a savior.)

Participant 5:

"Saya sepenuhnya mendukung pendapat Participant 4. Kita tidak perlu melihat jauh-jauh untuk membuktikan kebenaran ini. Lihatlah negara-negara seperti Singapura atau India yang menerapkan kebijakan ketat penggunaan bahasa Inggris di kelas. Hasilnya? Tingkat kemahiran bahasa Inggris mereka jauh melampaui kita. Translanguaging hanya akan membuat kita terjebak dalam level kemahiran yang medioker.

Kita harus berani keluar dari zona nyaman ini jika ingin benar-benar menguasai bahasa Inggris."

(I fully support Participant 4's opinion. We don't have to look far to prove this truth. Look at countries like Singapore or India that implement strict policies on the use of English in the classroom. The result? Their level of English proficiency far surpasses ours. Translanguaging will only keep us stuck in a mediocre level of proficiency. We need to get out of our comfort zone if we want to truly master English.)

3. Bantahan Kubu Pro dengan Bukti Empiris

Participant 3

"Saya memahami kekhawatiran teman-teman, tetapi saya pikir pandangan itu terlalu menyederhanakan masalah. Kita harus melihat konteks sosio-kultural yang lebih luas. Indonesia adalah negara multibahasa dengan kompleksitas linguistik yang unik. Translanguaging sebenarnya adalah alat scaffolding yang sangat sesuai dengan konteks ini. Saya ingin mengutip penelitian Profesor Ofelia García dari City University of New York yang secara khusus mempelajari fenomena ini. Dalam bukunya, dia menunjukkan

bahwa translanguaging adalah strategi yang valid dan efektif untuk pembelajar multilingual, terutama dalam tahap-tahap awal pembelajaran."

(I understand your concerns, but I think that view oversimplifies the problem. We have to look at the broader socio-cultural context. Indonesia is a multilingual country with unique linguistic complexities. Translanguaging is actually a scaffolding tool that fits perfectly into this context. I would like to cite the research of Professor Ofelia García from the City University of New York who specifically studied this phenomenon. In her book, she shows that translanguaging is a valid and effective strategy for multilingual learners, especially in the early stages of learning.)

Participant 6

"Saya ingin menambahkan dengan data konkret dari pengalaman sekolah kami. Kami melakukan penelitian tindakan kelas selama satu semester penuh dengan menerapkan translanguaging secara terstruktur. Hasilnya sangat menggembirakan: partisipasi aktif siswa meningkat hingga 125%, nilai ujian sumatif menunjukkan peningkatan rata-rata 25%, dan yang paling penting, tingkat kecemasan siswa

dalam menggunakan bahasa Inggris menurun drastis. Ini bukan sekadar teori, tetapi bukti empiris dari lapangan. Saya justru berpendapat bahwa total immersion tanpa mempertimbangkan latar belakang dan kesiapan siswa bisa menjadi kontra-produktif dan menciptakan trauma belajar."

(I would like to add with concrete data from our school experience. We conducted a classroom action research for a whole semester by implementing translanguaging in a structured way. The results were very encouraging: students' active participation increased by 125%, summative exam scores showed an average increase of 25%, and most importantly, students' level of anxiety in using English decreased dramatically. This is not just theory, but empirical evidence from the field. I would argue that total immersion without considering students' backgrounds and readiness can be counter-productive and create learning trauma.)

4. Kubu Kontra Menyoroti Risiko dan Kekurangan

Participant 4:

"Data empiris katamu? Baiklah, mari kita bicara fakta. Coba tes siswa-siswa yang terbiasa dengan translanguaging dalam situasi yang sebenarnya seperti tes IELTS atau TOEFL yang sepenuhnya menggunakan bahasa Inggris. Saya yakin banyak dari mereka yang akan blank atau kesulitan. Apa yang kalian sebut sebagai kemajuan itu mungkin hanya ilusi kompetensi semata. Mereka mungkin tampak lancar di kelas dengan campuran bahasa Indonesia-Inggris, tetapi apakah mereka benar-benar menguasai bahasa Inggris?"

(Empirical data you say? Well, let's talk facts. Try testing students who are accustomed to translanguaging in real situations like the IELTS or TOEFL tests that are entirely in English. I'm sure many of them will blank or struggle. What you call progress may just be an illusion of competence. They may seem fluent in a class with mixed Indonesian-English, but are they really mastering English?)

Participant 5:

"Saya punya pengalaman langsung yang mendukung apa yang dikatakan Participant 4. Dulu saya pernah mengikuti kelas yang menerapkan translanguaging. Pada awalnya

terlihat menyenangkan, tetapi pada akhirnya diskusi kelas malah berubah menjadi semacam 'pasar bahasa' yang kacau. Siswa-siswa lebih banyak berbicara dalam bahasa Indonesia, hanya menyelipkan satu dua kata bahasa Inggris sesekali. Yang lebih parah, guru pun akhirnya menyerah dan membiarkan situasi ini karena merasa 'yang penting siswa aktif'. Bagaimana mungkin kita bisa menguasai bahasa Inggris dengan cara seperti ini?"

(I have direct experience that supports what Participant 4 said. I once attended a class that implemented translanguaging. At first it looked fun, but in the end the class discussion turned into a kind of chaotic 'language market'. Students spoke more in Indonesian, only slipping in an English word or two every now and then. To make matters worse, the teacher eventually gave up and let the situation go because she thought 'the important thing is that the students are active'. How can we possibly master English this way?)

5. Solusi dan Penyesuaian dari Kubu Pro

Participant 3:

"Saya ingin menekankan bahwa kami tidak pernah menganggap translanguaging sebagai solusi permanen. Dalam praktiknya, ini hanyalah sebuah jembatan sementara sampai siswa memperoleh kepercayaan diri dan kemampuan dasar yang cukup. Di kelas kami, kami menerapkan sistem proporsional yang jelas. Di awal semester, penggunaan bahasa Indonesia mungkin mencapai 50%, tetapi perlahan-lahan kami meningkatkan porsi bahasa Inggris menjadi 70%, kemudian 90% dalam kurun waktu tiga bulan. Perkembangan ini benar-benar terukur dan transparan."

(I would like to emphasize that we have never considered translanguaging as a permanent solution. In practice, it is just a temporary bridge until students gain enough confidence and basic skills. In our class, we apply a clear proportional system. At the beginning of the semester, the use of Indonesian might be 50%, but we slowly increase the share of English to 70%, then 90% within three months. This progression is completely measurable and transparent.)

Participant 6:

"Dan ini didukung oleh banyak penelitian lain. Sebuah studi longitudinal di 10 sekolah menengah menunjukkan bahwa siswa yang melalui pendekatan translanguaging yang terstruktur justru pada akhirnya mencapai kemahiran yang lebih baik dibandingkan dengan siswa yang langsung dipaksa full immersion. Kenapa? Karena proses belajarnya menjadi lebih meaningful dan kontekstual, bukan sekadar dipaksa 'sink or swim' yang seringkali malah menciptakan ketakutan dan kebencian terhadap bahasa Inggris." "

(And this is supported by many other studies. A longitudinal study in 10 secondary schools showed that students who went through a structured translanguaging approach actually ended up achieving better proficiency compared to students who were immediately forced into full immersion. Why? Because the learning process becomes more meaningful and contextualized, not just forced to 'sink or swim' which often creates fear and hatred of English.)

6. Tanggapan dan Alternatif dari Kubu Kontra

Participant 4:

"Teori bertahap itu bagus, tetapi dalam praktiknya seringkali tidak berjalan seperti yang direncanakan. Banyak guru yang akhirnya terjebak dalam fase transisi ini dan tidak pernah benar-benar mendorong siswa untuk mencapai tahap full English. Alih-alih menjadi jembatan, translanguaging malah menjadi tempat bergantung yang permanen. Kita perlu keberanian untuk membuat lompatan, bukan terus-menerus bermain aman."

(The theory of phasing is good, but in practice it often doesn't go as planned. Many teachers end up getting stuck in this transitional phase and never really push students to reach the full English stage. Instead of being a bridge, translanguaging becomes a permanent dependency. We need the courage to make the leap, not keep playing it safe.)

Participant 5:

"Di sekolah saya dulu, kami menerapkan kebijakan ketat: English only! Jika ketahuan

menggunakan bahasa Indonesia, konsekuensinya adalah 10 push-up atau menyanyikan lagu dalam bahasa Inggris di depan kelas. Awalnya memang sulit dan membuat kami 'ngos-ngosan', tetapi hasilnya? Dalam waktu enam bulan, hampir semua siswa sudah bisa berkomunikasi dengan cukup lancar dalam bahasa Inggris. Kadang-kadang kita memang perlu didorong keluar dari zona nyaman untuk bisa benar-benar berkembang."

(In my school, we had a strict policy: English only! If you were caught using Indonesian, the consequence was 10 push-ups or singing a song in English in front of the class. It was difficult at first and made us 'gasp', but the result? Within six months, almost all students were able to communicate quite fluently in English. Sometimes we need to be pushed out of our comfort zone to really improve.)

7. Diskusi Mendalam dan Upaya Mencari Titik Temu

Moderator:

"Sebelum kita menutup diskusi ini, mari kita coba mencari titik temu dari kedua pandangan yang

tampaknya berseberangan ini. Apakah ada kesamaan pandangan atau solusi kompromi yang bisa kita temukan?"

(Before we close this discussion, let's try to find common ground between these two seemingly opposing views. Is there any common ground or compromise solution that we can find?)

Participant 3

"Jika kita melihat dengan jernih, sebenarnya kedua kubu memiliki tujuan yang sama: meningkatkan kompetensi bahasa Inggris siswa. Perbedaannya hanya pada metodologi. Saya setuju bahwa penggunaan translanguaging harus memiliki exit strategy yang jelas. Mungkin kita bisa merancang semacam roadmap yang eksplisit, di mana proporsi bahasa Inggris meningkat secara bertahap dan terukur, dengan assessment yang jelas di setiap tahapannya."

(If we look clearly, both camps actually have the same goal: improving students' English competence. The difference is only in the methodology. I agree that the use of translanguaging should have a clear exit strategy. Maybe we can design an explicit roadmap, where

the proportion of English increases gradually and measurably, with clear assessments at each stage.)

Participant 4:

"Saya bisa menerima pendekatan seperti itu asalkan benar-benar konsisten dalam implementasinya. Misalnya, di semester 1 boleh menggunakan 50% bahasa Indonesia, semester 2 maksimal 30%, dan semester 3 harus sudah 90% bahasa Inggris. Yang penting ada komitmen nyata untuk mencapai target full English dalam jangka waktu tertentu, bukan hanya teori belaka."

(I can accept such an approach as long as it is really consistent in its implementation. For example, in semester 1 you can use 50% Indonesian, semester 2 a maximum of 30%, and semester 3 must be 90% English. The important thing is that there is a real commitment to achieve the full English target within a certain period of time, not just theory.)

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