

An analysis of translanguaging practices in an Indonesian EFL classroom: teacher perception

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Abstract

This study aimed to find out a teacher's perceptions about translanguaging. This study used a qualitative descriptive method, and data was collected through interviews. The interview process was conducted with a teacher from class IX.2 SMPN 4 Bulukumba. The findings showed that the teacher argued that translanguaging makes students understand the material more quickly, students are more active, and it creates a supportive learning environment. The teacher thought that translanguaging has a drawback, namely it limits the development of students' vocabulary. To ensure that the use of translanguaging did not interfere with the development of students' English skills, the teacher tried to use English more often than Indonesian. The teacher also thought that translanguaging was one of the best ways to teach English. Based on the results of the research, it can be concluded that the implementation of translanguaging has a positive impact on the process of teaching and learning English in EFL classrooms.

Key words: translanguaging, perception, EFL classroom

Introduction

English is an international language and has become the primary language in several countries. According to The Ethnologue, English is spoken by more than one billion people globally and is one of the most widely spoken languages in the world besides Mandarin Chinese and Hindi. The large number of English users is based on the history of British colonialism, which colonized many areas in the past. As an international language, English has an important place in various fields, one of which is education. It has become the main language used in books, newspapers, international conferences, science, technology, medicine, etc. The need to master English is increasing so people can participate in globalization.

In Indonesia, English is positioned as a foreign language (EFL). EFL refers to teaching and learning English in a non-English-speaking country where English is not widely used as a primary language of communication. Indonesia has recognized the significance of the English language for many years and consequently, students must learn English at every stage of education, starting from elementary school to university. Even the ability to speak and write in English is often a requirement for someone to get a job. Since English is positioned as a foreign language and not a second language, the use of English in everyday situations is still uncommon in Indonesia, and the chance for the students to practice their English language skills is limited only to the classroom and to certain places such as in English-speaking communities or English lessons. EFL learners typically have limited exposure to English outside the classroom and may need opportunities to practice using English in authentic, real-world contexts. Due to the lack of exposure to English outside the classroom, teachers are required to adopt suitable approaches and strategies to enable effective English language learning in the classroom.

An essential component of teaching and learning is the use of strategies. The best approach to teaching content to students may maximize their learning, reduce costs and waste, boost their motivation, and foster their creativity. Translanguaging is one

of the pedagogical techniques that teachers might employ while teaching English to foreigners to improve language acquisition in bilingual or multilingual classrooms like those in Indonesia.

Permitting students to use their native language skills to support language acquisition in a classroom that emphasizes the target language is the overarching concept guiding translanguaging. “Translanguaging was originally coined in Welsh (Williams, 1994), and referred to a pedagogical practice in bilingual education that deliberately changed the language of input and the language of output” (Garcia & Lin, 2017, p. 119). Another definition of translanguaging is the practice of first presenting a lesson or content in one language but then having students do worksheets, write in another language, or have discussions in that language. This is according to Baker (2001), who said that translanguaging involves purposefully using distinct languages for the input and output, with a deliberate variation in the language employed. Usually, one language is used for input (either reading or listening), and a different language is used for output (either spoken or written).

As a country that has more than 700 languages, the use of Indonesian and local languages in learning and teaching English is usually unavoidable. The use of Indonesian and the local language usually occurs frequently in the English learning process. During classroom instruction, some English teachers would switch between speaking entirely in English and incorporating Indonesian or the local language into their teaching. However, some teachers insist on using full English to teach English subjects, which makes some students confused (Saputra & Atmowardoyo, 2015).

Some students in EFL classes, like those in Indonesia, are fluent enough in the language, but most struggle because English is not their first language. According to Sahib (2019), students who struggle with the English language sometimes prefer to remain silent while they are learning. Consequently, translanguaging may be the ideal answer. Allowing L1 use in the classroom can motivate students to study the language. He goes on to say that good communication between teachers and students can be established through translanguaging, creating a positive learning environment. Translanguaging can offer many advantages for language learners, from helping students develop strategies to direct conversation to helping them bridge their identities as speakers of their mother tongue and as learners and speakers of English. It enables students to use their mother tongue as a positive linguistic resource, will be an asset to them, and will assist them in developing helpful ways to communicate in English.

There have been many studies done about translanguaging globally. For instance, Sahib, Ukka, Nawing, & Sari (2020) examined teachers’ perceptions of translanguaging practices in West Papua, Indonesia. This study revealed that teachers in West Papua employed translanguaging for various purposes, including showing appreciation to students for their questions and responses, facilitating the transfer of knowledge to students, helping students apply the target language, respecting students’ questions posed in the local language, and as a means for teachers to take on the challenge of learning the local language spoken by their students.

Sherlin (2020) explored what English language learners think about translanguaging practices in India. He argues that the use of translanguaging can promote the acknowledgment of multilingualism and adaptable bilingualism, which have historically had less social clout than the majority of languages in the classroom. Positive consequences like intellectuality, greater comprehension, and improved multilingualism are also associated with it. Translanguaging education, he continued, can provide students with a chance to improve their second language and become adaptable bilingual learners.

From China, Fang & Liu (2020) investigated both teachers’ and students’ use of and attitudes toward translanguaging. According to the study, whether in EMI or EFL classes, Chinese EFL students have a neutral to positive opinion of translanguaging

pedagogy. According to some teachers, the three significant benefits of translanguaging strategies are enhanced subject comprehension, clear classroom management, and a welcoming environment. Although a few teachers in this study were still hesitant to use the translanguaging strategy, most of them concurred that it was effective for teaching content. The language policy of their institution, the philosophy of immersion learning, worries about student overuse, and the availability of other tactics are the main obstacles keeping the teachers from completely embracing the translanguaging approach.

Further research about translanguaging comes from Pakistan. Khan, Nazir, & Khalid (2021) examined and assessed how EFL teachers view and utilize translanguaging as a teaching approach in their multilingual classrooms. The most prominent finding to emerge from this study is that EFL teachers have a basic understanding of translanguaging but are unaware of this pedagogical technique. They hold the view that the use of translanguaging in the classroom can make students understand concepts more clearly. They also use it to save time, deliver the concept more effectively, and help students to comprehend the idea.

On the other hand, translanguaging research in Indonesia is very limited. According to Putrawan (2022), translanguaging has only been the topic of 13 studies in Indonesia. Furthermore, only three of the 13 studies used junior high schools as the site of their research. The three studies were carried out in Manokwari by Sahib, Ukka, Nawing, & Sari (2020), Yogyakarta by Rasman (2018), and Singaraja by Sapitri, Gede, & Myartawan (2018). There has yet to be any research on translanguaging conducted in junior high schools in South Sulawesi. Departing from this, in this study, researchers are interested in researching the implementation of translanguaging in a junior high school in Bulukumba, South Sulawesi. This study investigated how the teacher perceives translanguaging in an EFL classroom.

Perception

Perception, according to Walgito (2004), is the process of receiving a stimulus from the senses, and then the stimulus is sent to the brain to be organized and interpreted. Perception can be influenced by experience or cultural beliefs, which have a significant impact on behavior. In another interpretation, Sakkir, Safitri, & Muhayyang (2022) explain perception as the process through which individuals evaluate sensory inputs that have been preceded by attention, enabling individuals to recognize and make sense of previously encountered stimuli. Moreover, perception can be viewed as a set of procedures individuals utilize to interpret information acquired from diverse sources of stimuli.

Bilingualism and Multilingualism

Bilingualism refers to the ability of an individual to use two languages proficiently. According to Grosjean (2010), bilingualism denotes a degree of proficiency in two or more languages, encompassing the ability to comprehend, articulate, compose, and read in each language. People grow up speaking and utilizing two languages on a daily basis in almost every nation in the globe, across all social strata, and throughout all age groups. Bilingualism can be acquired in two ways: either by learning a second language later in life or by being raised in a multilingual environment. In another explanation, Rodriguez, Carrasquillo, & Lee (2014, p. 4), "The term bilingualism is generally used to describe the ability of an individual to use two languages in a variety of situations and conditions."

Conversely, multilingualism refers to the capacity to understand and communicate in more than two languages (García & Li Wei, 2014). They go on to explain that multilingualism is a complex and dynamic phenomenon that is influenced by a wide range of factors, such as social, psychological, and cognitive aspects. According to the

Council of Europe (2001), multilingualism refers to the ability of an individual or a community to use two or more languages effectively for communication, work, learning, or other social activities. This definition highlights the importance of proficiency in multiple languages for a range of purposes.

Translanguaging

The concept of translanguaging has recently received a lot of interest in the fields of linguistics and education. It is a process by which bilingual and multilingual people make sense of the world and successfully communicate in a range of contexts by utilizing all of their linguistic and cultural resources, including their first and second languages (L1 and L2) as well as any other language in which they are proficient.

“Translanguaging was originally coined in Welsh (Williams, 1994) and referred to a pedagogical practice in bilingual education that deliberately changed the language of input and the language of output” (Garcia & Lin, 2017: 119). Translanguaging is recommended by Williams (2002) for students who are quite proficient in both languages because it is a strategy for developing bilingualism and is not always beneficial in the early phases of language acquisition.

In another definition, Garcia (2009: 140) explains translanguaging as “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages in order to maximize the communicative potential”. Garcia (2009, p. 140) then adds, “it is an approach to bilingualism that is centered, not on languages as has often been the case, but on the practices of bilinguals that are readily observable in order to make sense of their multilingual worlds.”

Functions of Translanguaging

Translanguaging performs several purposes in an educational setting or classroom, most of which are seen in teaching and learning activities. The implementation of translanguaging in an EFL classroom serves ten purposes, as stated by Saputra & Atmowardoyo (2015). These include understanding checking, understanding pronunciation and spelling, explaining grammar rules, defining book exercises, explaining the meaning of abstract vocabulary, co-constructing meaning, class management, and control, organizing the classroom, telling jokes and anecdotes, and praising.

Advantages and Challenges of Translanguaging

Translanguaging can offer many advantages for language learners. Baker (2001) pointed out four potential educational advantages to translanguaging, which are promoting a deeper and fuller understanding of the subject matter, helping the development of the weaker language, facilitating home-school links and cooperation, and helping the integration of fluent speakers with early learners. He explains that if a student is learning in a language that their parents are unfamiliar with or have not fully mastered, translanguaging can aid communication and cooperation between the home and school. It may allow the child to maximize the knowledge they have learned in one linguistic variety at school by using the other variety at home with their parents.

There may be some disadvantages to translanguaging despite these advantages. One drawback of translanguaging has been the teachers' fluency in the student's mother tongue. Teachers who are unfamiliar with their student's native tongues may fail to implement translanguaging (Khojan & Ambele, 2022). One other criticism of translanguaging is that it could result in misunderstandings and confusion. It can be challenging for speakers and listeners to distinguish between different languages used in the same conversation or piece of writing for different purposes. As Baker (2011) explains, translanguaging can lead to a loss of clarity and precision and can be

particularly troublesome in educational situations where correctness and standards are vital. This might cause misunderstandings or miscommunications. Moreover, translanguaging may cause a learner to rely too much on their first language, which could impede them from completely establishing their L2 proficiency.

Translanguaging and Code-Switching

The concepts of code-switching and translanguaging in English language courses have become more subjective and ambiguous in their definitions. Because the concepts are nearly the same but not quite, this is possible. Cahyani et al. (2016) clarify that the difference between translanguaging and code-switching is that translanguaging involves the integration of two languages as a single unit to achieve effective communication, whereas code-switching involves the switching back and forth between two separate monolingual codes.

One of the critical differences between translanguaging and code-switching is the intentionality behind the language practice. Translanguaging involves the use of all available linguistic resources, while code-switching is a conscious and intentional decision to switch between languages for a specific purpose. In addition, translanguaging emphasizes the fluidity and flexibility of language use, while code-switching involves a more rigid switching between languages or language varieties. Between translanguaging and code-switching, another distinction is the emphasis on language proficiency. Regardless of an individual's level of proficiency in a particular language, translanguaging emphasizes the significance of utilizing all accessible linguistic resources. Conversely, code-switching frequently entails speaking in languages or dialects that one is comfortable with.

In another explanation, Sahib (2019) differentiates translanguaging and code-switching based on the concept of their use in class. When a teacher uses translanguaging in the class, it is usually done for pedagogical purposes. Teachers utilize translanguaging to clarify concepts and help students comprehend the material more easily. Those are the only functions of translanguaging. As an explanatory reason, translanguaging is also a means of code-switching. However, code-switching has another function. It can be used to both include and exclude people from communication. For instance, if someone wants to convey something to their friends but does not want others to hear, he/she can use code-switching to exclude others.

Translanguaging Practice in the EFL Classroom

Implementing translanguaging techniques are a good way to help EFL teachers and students communicate better when they are interacting in the classroom. The implementation of translanguaging in EFL classrooms has shown potential benefits for language acquisition, student engagement, and promoting equity in education. Translanguaging will optimize the student's mastery of L2 since the teaching and learning process is effective (Sahib, 2019).

In EFL classrooms, students typically translanguage unconsciously. Students are not conscious of the purposes and outcomes of translanguaging because of their unconsciousness (Sahib, 2019). Teachers can use translanguaging to give students opportunities to communicate and improve their knowledge, and students can use it as a tool to help them express their thoughts to teachers during class interactions. Translanguaging makes it easier for teachers to communicate with their students in the classroom since they do not have to spend as much time attempting to explain to them or looking for the clearest possible terms to address any misunderstandings that can develop while teaching.

Research Method

Research Design

This research used qualitative research. Furthermore, this study employed a descriptive qualitative research methodology. According to Lodico, Spaulding, & Voegtle (2006), qualitative research is an approach that centers on examining social phenomena and amplifying the viewpoints and impressions of the individuals who are being studied. Creswell (2012) argues that the goal of this type of research is to gain insight that explores the depth, richness, and complexity inherent in the phenomenon. Furthermore, this study employed a descriptive qualitative research methodology. The design of descriptive qualitative research focuses on acquiring a more profound comprehension of the viewpoints, emotions, beliefs, or attitudes of the participants involved in the study (Nassaji, 2015). This kind of research was used to scrutinize the language phenomenon, particularly the utilization of the L1 and the L2 in translanguaging within an EFL classroom. Moreover, descriptive qualitative methodology in this research was used to explain the data obtained in the form of a collection of words to answer the research question about the perceptions of teachers regarding the practice of translanguaging.

Research Variable

This research has a single variable, which is the perception of the teacher. Perception involves selecting, organizing, and interpreting information from our senses. The teacher's perceptions in this research were about how she perceives the implementation of translanguaging in the EFL classroom. Translanguaging is an English teaching strategy that allows the use of students' mother tongue in the classroom to facilitate better understanding and increase student participation during the learning process.

Research Site and Participants

The school where the research was conducted was SMP Negeri 4 Bulukumba. The participant in this research was one English teacher in IX.2 grade SMP Negeri 4 Bulukumba. The researchers used a purposive sampling technique in taking the participants of the research. According to Sukmadinata (2011), the purposive sampling technique proposes that the sample was selected because it is source information of the phenomenon that wants to be researched. The criteria for selecting the English teacher as a participant in this research was a qualified and certified English teacher who has a lot of teaching experience.

Instruments of the Research

Classroom observation and interview were adopted as the two main instruments for data collection in this study. These instruments were chosen for this study to gain a more comprehensive understanding of the implementation of translanguaging in EFL classrooms and also an understanding of the teacher's perception of translanguaging. Observation refers to the method of obtaining unstructured, direct information by observing individuals and their surroundings within a research location (Creswell, 2012). The type of observation utilized was non-participant observation. Fraenkel & Wallen (2011) state that non-participant observation involves the researchers being present at the site of the study and solely observing the teaching and learning process within the classroom without interacting or participating. The researchers prepared an observation checklist to obtain data from the teaching and learning process.

The second method used to collect data for this study was through interviews. The researchers employed a semi-structured interview technique to acquire information from the teacher. As Nunan (2009) explains, a semi-structured interview involves the researchers having a general idea of how they would like the interview to progress

and may also have a set of pre-planned questions. To prevent any confusion and to make it easier for participants to answer the questions, the interview questions were presented in Bahasa Indonesia. The researchers also utilized voice recording and field notes as tools to assist the researchers in collecting the data.

Table 1 Participant in an interview with the teacher

No.	Pseudonym	Gender	Age	Teaching Experience
1	N	Female	46	18 years

Data Analysis Technique

The data of this research was analyzed by using thematic analysis. The data analysis process was founded on the six principles proposed by Braun & Clarke (2006) for thematic analysis activities, namely (1) familiarizing with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, (6) producing the report.

Results

Translanguaging Practice by the Teacher in Class

Table 2 Translanguaging practiced by the teacher in class IX.2 SMPN 4 Bulukumba

No.	Language used by the teacher	1 st Meeting			2 nd Meeting		
		Eng.	Ind	Trans lang.	Eng.	Ind	Trans lang.
1.	Pre-teaching						
a.	Greeting Students			✓			✓
b.	Introducing the lesson			✓			✓
2.	During teaching						
a.	Explaining the material			✓			✓
b.	Drawing students' attention			✓			✓
c.	Explaining difficult terms		✓			✓	
d.	Asking questions			✓			✓
e.	Giving tasks/command			✓		✓	
f.	Giving feedback		✓			✓	
g.	Students seem not to understand		✓			✓	
3.	Post teaching						
a.	Summarizing the lesson			✓			
b.	Closing meeting			✓			✓

From Table 2, it can be seen that the teacher often used two languages or did translanguaging in her English class. In the first and second meetings, the teacher explained material about hopes and wishes. Because the material in the two meetings was the same, the teacher did not summarize the lesson in the second meeting.

Table 2 shows that in the first meeting, the teacher used translanguaging when greeting students, introducing the lesson, explaining the material, drawing students'

attention, asking questions, giving tasks/commands, summarizing the lesson, and closing the meeting. In the second meeting, the teacher used translanguaging when greeting students, introducing the lesson, explaining the material, drawing students' attention, asking questions, and closing the meeting.

Below are examples of translanguaging practices by the teacher in class, which are presented in extract form. In the extract, the researcher gave bold form to sentences where the teacher used Indonesian. In the extract, there were also sentences in brackets, which were sentences translated into English from Indonesian language utterances spoken by the teacher.

The teacher's perceptions of translanguaging

The researchers aimed to explore the teacher's perceptions of translanguaging. The researcher used an interview technique to obtain data in the form of teacher perceptions. The researcher also used an audio recording to record the explanation of the teacher, which was then transcribed by the researcher. The following is an explanation of the teacher's perceptions regarding the use of translanguaging in an EFL class:

Students understand the material more quickly

After interviewing the teacher, the researchers found that the use of translanguaging by the teacher makes students understand the material more quickly. This can be seen in the following extract:

Extract 1 (Teacher, 2/8/2023)

"Mungkin mereka lebih cepat paham. Karena kalau dibahasa Inggris semuanya, otomatis mereka tidak terlalu bisa memahami materi yang kita berikan, yang kita sampaikan, jadi memang harus digabungkan menggunakan dua bahasa." (Maybe they understand more quickly. Because if everything is in English, automatically they can't really understand the material that we provide, what we convey, so it must be combined using two languages.)

In the extract from the interview with the teacher above, the teacher explained the benefit of using translanguaging in the classroom. The teacher said that by using translanguaging in the class, students understand the learning material more quickly. In contrast, the teacher believed that using pure English when delivering material would only make students experience difficulties in understanding the material being taught.

Students are more active

In addition to making students understand the material faster, the teacher explained that using translanguaging in class also makes them more active in the teaching and learning process. It can be seen in the following extract:

Extract 2 (Teacher, 2/8/2023)

"Iya, mereka lebih aktif. Kalau kita menggunakan bahasa Inggris murni, pasti mereka masih bingung, masih belum paham, dan pasti tidak akan mengerti..." (Yes, they are more active. If we use pure English, surely, they will still be confused, still don't understand, and definitely won't understand...)

Extract 2 shows that the use of translanguaging has a positive impact on student participation in the teaching and learning process. The teacher explained that students are more active in following the lesson when using translanguaging in class. The teacher compared the use of full English, which makes students confused and difficult for them to understand the learning material.

Create a supportive learning environment

In this interview, the teacher also explained that using translanguaging in class helps create a supportive learning environment for all students. This can be seen in the extract below:

Extract 3 (Teacher, 2/8/2023)

"Iya, betul menciptakan itu. Karena tentu mereka kalau ada translate-nya, tentu mereka akan lebih memahami apa yang dibahas, apa yang didiskusikan, apa yang diajarkan, seperti itu." (Yes, it creates that. Because of course if there were a translation, of course they would understand better what is being talked about, what is being discussed, what is being taught, like that.)

From extract 3, it can be seen that translanguaging practices by the teacher play an essential role in creating a supportive learning environment for all students in the class. The teacher emphasized that having available translations helps increase students' understanding of the topics being taught.

Drawback in using translanguaging

In this interview, besides asking about the positive impact of using translanguaging, as explained above, the researcher also asked the teacher about the drawbacks of using translanguaging in class. The teacher's explanation can be seen in the extract below:

Extract 4 (Teacher, 2/8/2023)

"kekurangannya, barang kali cuma, mereka pasti kurang di vocabulary-nya, pembangunan vocabulari-nya, pengembangan vocabulari-nya mungkin akan terbatas dalam bahasa Inggris karena masih dalam translate dalam bahasa mereka. Otomatis dalam bahasa Inggris akan terbatas jumlah penambahan vocabulari-nya dalam bahasa Inggris." (The drawback, perhaps only, they must be lacking in vocabulary, the development of the vocabulary, the development of the vocabulary might be limited in English because it is still being translated into their language. Automatically in English, there will be a limited number of additional vocabulary in English.)

Based on extract 4 above, the teacher admitted that there is a drawback in using translanguaging in the process of teaching and learning English. The teacher explained that the drawback of translanguaging lies in the limited development of students' vocabulary. The teacher added that translation in Indonesian limits the development and addition of students' English vocabulary.

Translanguaging and the development of students' English skills

In this part, the researcher asked the teacher about how she ensured the use of translanguaging did not interfere with the development of students' English skills. The teacher's explanation about this can be seen in the following extract:

Extract 5 (Teacher, 2/8/2023)

"Tentu lebih banyak kita menggunakan bahasa Inggris. Artinya sebisa mungkin, bahasa Inggrisnya itu lebih banyak dibanding bahasa Indonesianya. Hanya kita mentranslate itu yang memang mereka masih asing dengan kata itu. Kalau kata yang sudah umum, yang agak mudah mereka pahami, ya tidak perlu kita translate, cukup yang mereka belum paham..." (Of course, we use English more. This means that as much as possible, the use of English is more than the Indonesian language. We only translate the word that they are still unfamiliar with. If it's a word that is common, which is rather easy for them to understand, then we don't need to translate it, just the word they don't understand...)

Extract 5 above shows the way the teacher made sure that translanguaging did not interfere with or reduce the development of students' English skills. The teacher said that when using translanguaging, she tries to use more English as the medium of instruction. The teacher also said she only translates words that are unfamiliar to students. When the words are common and easily understood by students, the teacher does not translate them and continues to use English.

One of the best ways of teaching English

In the last question, the teacher said that translanguaging is one of the best ways to teach English. The teacher's perception can be seen in the following extract:

Extract 6 (Teacher, 2/8/2023)

"Salah satunya iya. Tapi mungkin seandainya siswa itu sudah punya background bahasa Inggris yang mungkin sudah kursus, ada kursus diluar, mungkin kita tidak perlu menggunakan dua bahasa." (One of them, yes. But maybe if the students already have an English background, they might have taken courses, there are courses outside, maybe we don't need to use two languages.)

In the extract from the interview results above, the teacher revealed that translanguaging is one of the best ways to teach English, but with certain notes. According to the teacher, this method is beneficial for students who do not have a good background or ability in English. The teacher assumed that if students already have an adequate English background, for example through English courses outside of school, the use of two languages or translanguaging may no longer be necessary.

Discussions

Based on the results of the interview, the teacher argued that translanguaging makes students understand the material more quickly, students are more active and it creates a supportive learning environment. Also, in this interview, the researchers asked teacher's perceptions about the drawbacks of translanguaging, whether translanguaging interfered with the development of students' English skills, and also whether translanguaging was the best way of teaching English.

Students understand the material more quickly

Based on the results of the interview, the teacher said that using translanguaging in class can make students understand the material more quickly. In the interview, the teacher explained that when all material is delivered only in English, students will have difficulty understanding the concepts and material being taught. Using Indonesian, a language familiar to students, can help students overcome barriers to understanding the material that may arise due to limitations in English. This finding is in line with the conclusions found by Mwambula (2021), which state that students learn concepts faster when taught in their native language compared to using an unfamiliar linguistic medium.

Students are more active

In the next finding, it was found that translanguaging makes students more active during the learning process. The use of Indonesian, which is the students' first language, can improve students' understanding and allow them to participate in the learning process. It is different when using English as a whole, where the teacher believed that using full English in class only makes it difficult for students to understand the material. A similar explanation was also put forward by Saputra & Atmowardoyo (2015), who state that translanguaging can motivate students to speak, particularly among those with lower proficiency, and it also facilitates problem analysis and promotes students to pay attention during the explanation process.

Create a supportive learning environment

In the results of the interview with the teacher, it was found that the use of translanguaging in the classroom can create a supportive learning environment for all students. The teacher explained that by providing translations into students' language, all students in the class who have different English abilities can better understand the topics and lessons presented. Raja, Suparno, and Ngadiso (2022), state that not all students in the early stages of language learning can fully understand teaching materials and classroom instruction when presented solely in the target language. Therefore, teachers can use languages such as Indonesian and the local language to provide additional resources. This helps students better understand important information, receive detailed explanations, and clarify concepts during class.

Drawback in using translanguaging

In the results of the interview conducted with the teacher, the researchers found that the drawback of using translanguaging in the classroom, according to the teacher, is that it limits students' vocabulary development. The teacher's explanation indicates that although translanguaging can enhance students' understanding, incorporating Indonesian in class also hampers the vocabulary growth of students. Using Indonesian in an English learning and teaching process restricts students' exposure to English vocabulary, which makes the number of additions to students' vocabulary not optimal.

Translanguaging and the development of students' English skills

In the next finding, the researchers found that the teacher's way to ensure that translanguaging did not interfere with or reduce the development of students' English skills was to try as much as possible to use English more. The teacher stated she would only translate unfamiliar words to the students. The teacher's answer reflects that using English in class should not make students confused and not understand. But the use of Indonesian also needs to be considered in order not to replace the role of English as a whole. Saputra & Atmowardoyo (2015) suggest that translanguaging should only be used for a certain function, which is to facilitate students in the teaching and learning process in class.

One of the best ways of teaching English

In the last finding about the teacher's perceptions of translanguaging, the teacher thought that translanguaging is one of the best ways to teach English. However, the use of translanguaging is not always necessary in certain situations. The teacher stated that students who already have good English skills may be capable enough to communicate in English, so there is no need for the involvement of their mother tongue. This statement shows that translanguaging is more relevant for students with low English skills or who still need additional assistance to understand concepts and learning materials. A similar statement was also put forward by Anwar. According to Anwar (2019), if students are beginners or at a lower level, needing straightforward and basic explanations of foreign language words, it makes sense to have translanguaging. On the other hand, if students are more advanced and have a solid understanding of foreign language vocabulary, translanguaging might not be necessary.

Conclusions

Based on the findings and discussions, it can be concluded that teachers' perception of the use of translanguaging indicates that translanguaging can provide significant benefits in the process of learning English. The teacher argued that translanguaging makes students understand the material more quickly, students are more active, and it creates a supportive learning environment. Even so, the teacher thought that

translanguaging has a drawback, namely, it limits the development of students' vocabulary. However, to ensure that the use of translanguaging does not interfere with the development of students' English skills, the teacher tries to use English more often than Indonesian. The teacher also thought that translanguaging was one of the best ways to teach English.

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