

**TEACHERS' AND STUDENTS' PERSPECTIVES  
OF TRANSLANGUAGING  
AS A PEDAGOGICAL TOOL  
TO FACILITATE ELT IN INDONESIA**

**THESIS**

Submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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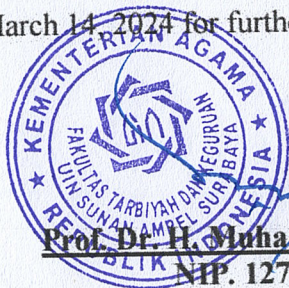
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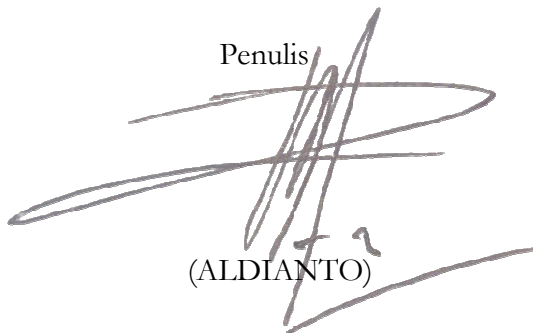
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## ABSTRACT

Aldianto (2024). *Teachers' and Students' Perspective of Translanguaging as a Pedagogical Tool to Facilitate ELT in Indonesia*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Supervisor I: Afida Safriani, M.A., Ph.D. Supervisor II: Sigit Pramono Jati, M.Pd., Ph.D.

The popularity of translanguaging has contributed in recent decades to the rise of English Language Teaching (ELT) in the classroom. Thus, translanguaging could help the teacher as a pedagogical tool to facilitate ELT. However, the concept of translanguaging could be seen negatively in an English as Foreign Language (EFL) context. Hence, this research aims to investigate the teachers' and students' perspective of translanguaging as a pedagogical tool to facilitate ELT in Indonesia. Case study was chosen in this study to obtain in-depth information about the use of translanguaging in ELT through Forum Group Discussion (FGD) and interviews with ten students and six teachers from SMPN 1 Buduran and MTsN 2 Sidoarjo. The findings revealed that from the teachers' perspectives, translanguaging serves as a pedagogical scaffold for concept explanation, enhances student participation and communication, aids in classroom management and instruction, supports low English proficiency students, and fosters class rapport and comfort. Moreover, students see translanguaging as a means to better comprehend lesson content, facilitate communication among peers, and increase their confidence in expressing their thought.

## ABSTRAK

Aldianto (2024). *Teachers' and Students' Perspective of Translanguaging as a Pedagogical Tool to Facilitate ELT in Indonesia*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Supervisor I: Afida Safriani, M.A., Ph.D. Supervisor II: Sigit Pramono Jati, M.Pd., Ph.D.

Popularitas translanguaging telah berkontribusi dalam beberapa dekade terakhir terhadap meningkatnya Pengajaran Bahasa Inggris (ELT) di dalam kelas. Dengan demikian, translanguaging dapat membantu guru sebagai alat pedagogis untuk memfasilitasi ELT. Namun, konsep translanguaging dapat dilihat secara negatif dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL). Oleh karena itu, penelitian ini bertujuan untuk menyelidiki perspektif guru dan siswa tentang translanguaging sebagai alat pedagogis untuk memfasilitasi ELT di Indonesia. Metode studi kasus dipilih dalam studi ini untuk mendapatkan informasi mendalam tentang penggunaan translanguaging dalam ELT melalui Diskusi Kelompok Forum (FGD) dan wawancara dengan sepuluh siswa dan enam guru dari SMPN 1 Buduran dan MTsN 2 Sidoarjo. Temuan menunjukkan bahwa dari perspektif guru, translanguaging berfungsi sebagai landasan pedagogis untuk penjelasan konsep, meningkatkan partisipasi dan komunikasi siswa, membantu dalam manajemen kelas dan instruksi, mendukung siswa dengan kemampuan Bahasa Inggris rendah, dan memupuk hubungan dan kenyamanan kelas. Selain itu, siswa melihat translanguaging sebagai cara untuk lebih memahami konten pelajaran, memfasilitasi komunikasi antar teman sebaya, dan meningkatkan kepercayaan diri mereka dalam mengungkapkan pikiran mereka.

**MOTTO**

“There is nothing important than accepting who you are”

- Zachary Skeleton



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## **DEDICATION SHEET**

1. To Allah SWT to give the writer strengths and convenience so he can complete his thesis.
2. Ayah and Ibu, who always by my side. No words can describe the meaning of both of them for the writer. With all of the love, both of these people deserve the world. Thank you for everything. Personally, the writer dedicates this thesis to Ayah and Ibu.
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## TABLE OF CONTENT

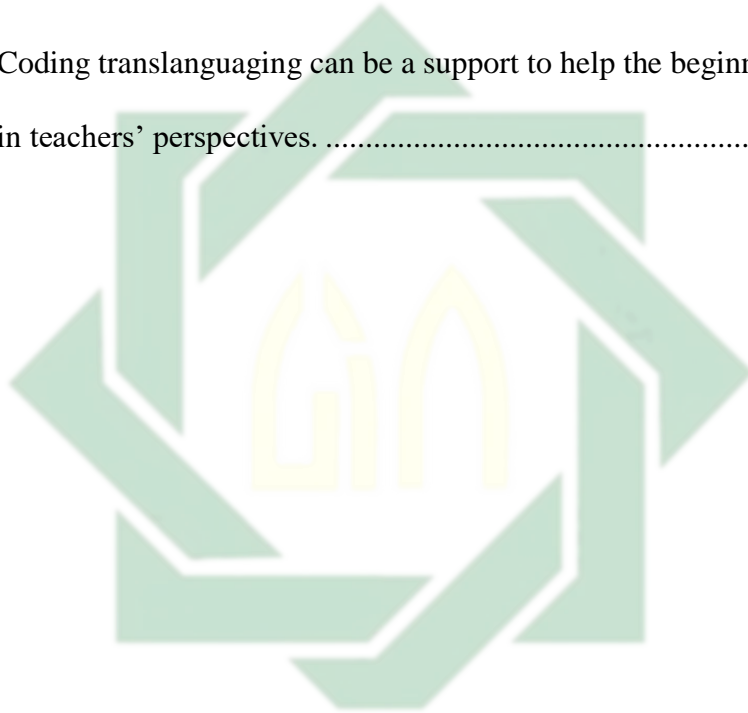
PERNYATAAN KEASLIAN TULISAN .....	ii
ADVISOR APPROVAL SHEET .....	iii
MOTTO .....	v
DEDICATION SHEET .....	vi
ACKNOWLEDGEMENT .....	viii
ABSTRACT .....	ix
ABSTRAK .....	x
TABLE OF CONTENT .....	xi
LIST OF TABLE .....	xiv
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background of the study .....	1
B. Research Questions .....	11
C. Objectives of the Study .....	12
D. Significance of the Study .....	12
a. Teachers .....	12
b. Future researcher .....	12
E. Scope and Limit of the Study .....	13
F. Definition of Key Terms .....	13
a. Translanguaging .....	13

b. Pedagogical tool.....	14
c. Perspective.....	14
CHAPTER II.....	16
LITERATURE REVIEW .....	16
A. Theoretical Review.....	16
a. Translanguaging: Multilingualism’s and Code Switching’s view .....	16
b. Translanguaging in ELT: Theory and Pedagogy .....	18
c. Translanguaging in Foreign Language Teaching: Benefits and Challenges	21
B. Review of Previous Study .....	27
CHAPTER III .....	32
RESEARCH METHOD.....	32
A. Research Approach and Design.....	32
B. Research Subject and Setting .....	34
C. Data and Source of Data.....	35
D. Research Instruments.....	36
E. Data Collection Technique.....	37
F. Data Analysis Technique .....	38
G. Trustworthiness .....	40
CHAPTER IV .....	42
RESULTS AND DISCUSSION .....	42
A. Findings .....	42
a. Teachers’ Perspectives of Translanguaging .....	42
b. Students’ Perspectives of Translanguaging .....	48

B.	Discussion.....	51
a.	Teachers' Perspectives of Translanguaging.....	51
b.	Students' Perspectives of Translanguaging .....	58
CHAPTER V.....		62
CONCLUSION AND SUGGESTION .....		62
A.	Conclusion.....	62
B.	Suggestion .....	64
REFERENCES.....		66
APPENDICES .....		71
A.	Appendix 1: Research Instrument .....	71
B.	Appendix 2: Result of Data Collection .....	73
C.	Appendix 3: Surat Validasi Research Instrument .....	91
.....		91
D.	Appendix 4: Surat Tugas Dosen Pembimbing .....	92
E.	Appendix 5: Approval Sheet of Thesis Proposal .....	93
F.	Appendix 6: Approval Sheet of Thesis .....	94

## LIST OF TABLE

Table 1. Table Code Respondent .....	35
Table 2. Coding translanguaging can be a support to help the beginner level of the students in teachers' perspectives. ....	47



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF APPENDICES

A. Appendix 1: Research Instrument .....	71
B. Appendix 2: Result of Data Collection .....	73
C. Appendix 3: Surat Validasi Research Instrument .....	91
D. Appendix 4: Surat Tugas Dosen Pembimbing .....	92
E. Appendix 5: Approval Sheet of Thesis Proposal .....	93
F. Appendix 6: Approval Sheet of Thesis .....	94



UIN SUNAN AMPEL  
S U R A B A Y A



# CHAPTER I

## INTRODUCTION

The research setting and research question, which make up the study's fundamental components, will be presented in this chapter. Additionally, the purpose, significance, limitations, and scope of the study are discussed, along with some key terms and the structure of the research paper.

### A. Background of the study

Starting with translanguaging, the capacity of multilingual speakers to switch between languages while maintaining an integrated systemic approach to the several languages that make up their repertoire. The concept was first used by Cen Williams in 1994.<sup>1</sup> Bilingual speakers are known to switch between languages fluidly while doing communication and comprehension tasks. This organic process has at last entered the classroom. The use of English, Bahasa Indonesia, and other languages by students is encouraged by translanguaging instructors, who actively include all of their linguistic and cultural resources into the classroom.

According to Garcia & Kleyn (2016), translanguaging is a pedagogy that allows teachers to help students see and use all of their languages for learning while also being able to move between languages with relative ease and without

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<sup>1</sup> Williams, C. (1994). [An evaluation of teaching and learning methods in the context of bilingual secondary education]. (Unpublished doctoral thesis). Bangor: University of Wales.

regard for socially or politically defined boundaries.<sup>2</sup> The concept of translanguaging focuses on language speakers who use one language to make it understandable to others. Another main aim is to apply educationally to develop students' activities in two languages. On the other hand, several scholars have conducted related research on educational language translation practices. Carstens (2016) found that participants whose second language was improved by supporting their first language development gained a better understanding of specific concepts between dominant and weak language.<sup>3</sup> In the other word, translanguaging can be used as one of communication strategies in the classroom.

The popularity of this teaching method has contributed in recent decades to the rise of English Language Teaching (ELT) in the classroom, where all language skills other than those related to the target language are hampered.<sup>4</sup> However, Canagarajah (2011) argues that teaching translanguaging poses a lot of difficulties in educational settings, yet this subject hasn't gotten much attention in the literature.<sup>5</sup>

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<sup>2</sup> García, O., & Kleyn, T. (Eds.) (2016). *Translanguaging with Multilingual Students: Learning from Classroom Moments*. New York, NY: Routledge, 236 pp.

<sup>3</sup> Carstens, M. (2016). *The Effect of Using DVD Subtitles in English Second-Language Vocabulary Recognition and Recall Development*. Doctoral dissertation, University of South Africa.

<sup>4</sup> Hall, G., & Cook, G. (2012, July). Own-language use in language teaching and learning. *Language Teaching*, 45(3), 271 - 308. Cambridge University Press 2012.

<sup>5</sup> Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied linguistics review*, 2(2011).

Translanguaging teachers are prepared to intentionally employ a variety of languages to improve their instruction by combining the linguistic and cultural resources of their students, according to Lubliner and Grisham (2017).<sup>6</sup> The deliberate usage of languages is the key idea that needs to be emphasized in this case. In order to facilitate cross-cultural communication, EFL teachers should embrace this method. Moreover, translanguaging is still one of the techniques that can be used to teach English in the classroom, in accordance with those notions.

When teaching English in the classroom, some English teachers taught the full target language or English (L2) and sometimes switched to Indonesian as the national language or first language (L1). However, one of the cases teachers face in the classroom is an unsupported situation. Instead of forcing students to master the target language, some teachers and lecturers may force the use of English to teach English. This kind of teaching can confuse students. Because it does not speak the language they use in their daily lives. Some students had trouble communicating in English. In the course of learning and teaching, they decide not to speak up in favor of being silent. Therefore, a teacher's primary responsibility is to know how to stimulate students' interest in the subject matter and help them do well in the learning process, particularly for English teachers who must teach in foreign language classrooms.

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<sup>6</sup> Lubliner, S., & Grisham, D. L. (2017). *Translanguaging: The key to comprehension for Spanish-speaking students and their peers*. Rowman & Littlefield.

English is positioned as a foreign language in Indonesia. In other words, English in Indonesia ELT context is positioned as EFL or English as Foreign Language. In Indonesia, it is still not common to use English in everyday situations. One of Indonesia's provinces with a diverse local language population is East Java. For instance, the Banyuwangi regency in East Java features the languages of Osing and Java as well as Indonesian and English as foreign languages. Because Indonesia has local, national, and foreign languages, the majority of Indonesians become bilingual and multilingual. The teaching of English in an ESL setting has traditionally hovered around two extremes. Conventional methods of instruction, like the Grammar Translation approach, view learners' mother tongues as tools to assist them learn the target language. On the other hand, other teaching methods (such the audio-lingual approach) recommended against using L1 in an ESL classroom, claiming that doing so would cause students to form bad habits that would hinder their ability to learn the target language (Harmer, 2001).<sup>7</sup> There are a variety of ESL teaching techniques that fall between the two extremes, with varying degrees of tolerance for using native language during target language learning.

According to Williams (2002, cited by Lewis et al. 2012), translanguaging in education refers to "using one language to reinforce the other, to increase

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<sup>7</sup> Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.

understanding, and to augment the student's activity in both languages."<sup>8</sup> The effectiveness of translanguaging as a teaching strategy is still being recognized, according to Lewis et al. (2012), and it needs more investigation, evaluation, and criticism.<sup>9</sup> According to Poza (2017), between 2011 and 2017, the expanding body of literature on translanguaging primarily focused on K–12 education, with minimal consideration given to adult education.<sup>10</sup> Thus, Mazak and Carroll (2017) urged colleges and universities to adopt the Translanguaging strategy.<sup>11</sup> Kleyn and Garcia (2019) outline many ways Translanguaging might be used in ESL courses to help students learn the material while simultaneously improving their English.

In fact, many Indonesians are proficient in translating between their native tongues. In these situations, teachers are urged to provide their students with the appropriate strategies. The incorporation of native language in EFL classroom and the use of English-only instruction remain controversial topics. Academics increasingly concentrate on teaching students the target language in their original tongues in addition to this. Students are free to use their native language repertoire in order to create linkages between the language they are

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<sup>8</sup> Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational research and evaluation*, 18(7), 641-654.

<sup>9</sup> Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655-670.

<sup>10</sup> Poza, L. (2017). Translanguaging: Definitions, implications, and further needs in burgeoning inquiry. *Berkeley Review of Education*, 6(2), 101-128.

<sup>11</sup> Carroll, K. S., & Mazak, C. M. (2017). Language policy in Puerto Rico's higher education: Opening the door for translanguaging practices. *Anthropology & Education Quarterly*, 48(1), 4-22.

studying in target language classes and the dominant language.<sup>12</sup> This helps them develop their linguistic expertise and become proficient English speakers. Therefore, some Indonesians' students and English teachers have their perspective about translanguaging.

Perspective is a point of view or how to describe an object in three dimensions (length, width, and height) on a flat surface. According to Sarwono as quoted by Soraya (2018) perspective is one's skills in organizing something observation, these skills include discriminating ability, ability grouping, and focusing abilities.<sup>13</sup> In the field are often encountered students who tend not to comply with the translanguaging. Translanguaging was almost subconsciously adopted by students. Students are therefore ignorant of the purposes and effects of the translanguaging process. As a result, it may occasionally be seen as an automatic and unconscious behavior. According to Tang (2002), the use of translanguaging in the classroom is not viewed as a sign of student or teacher shortcomings. Instead, it is an intentional method employed by both teachers and students, and it is permitted when necessary given the unique circumstances of some learners.<sup>14</sup> For the teacher, their perspectives on effective pedagogical approaches, such as communicative language teaching like translanguaging, task-based learning, or

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<sup>12</sup> Cook, V. (2001, March). Using the First Language in the Classroom. *The Canadian Modern Language Review*, 57(3), 402 - 423.

<sup>13</sup> Soraya, N. (2018). Analisis Persepsi Mahasiswa Terhadap Kompetensi Dosen Dalam Mengajar pada Program Studi PAI Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. *Tadrib*, 4(1), 183 - 204.

<sup>14</sup> Tang, J. (2002, January). Using the L1 in the English Classroom. *ERIC*, 40(1), 36-43.

immersive methods, can influence the overall language learning experience. Meanwhile, from students' perspectives, different students have different learning styles. Some may thrive in interactive, communicative environments, while others may prefer more structured, traditional approaches. Understanding and accommodating various learning styles can enhance language learning effectiveness. In conclusion, it's critical to understand teachers' and students' perspectives. Knowing both perspectives will help translanguaging in EFL context be more effective.

Translanguaging research in EFL has been conducted in some areas. First, studies examined how students perceived the teacher's motivation for adopting translanguaging and the advantages it provided to students in EFL classes (see Rahmawansyah, 2019). This study's findings are likely to imply that translanguaging was regarded as beneficial and useful. In addition to fostering effective communication, the EFL classroom should also be made safe. To promote student participation, the teaching and learning process needs to be engaging (see Rahmawansyah, 2019). Second, a study titled "Translanguaging in EFL classrooms: Teachers' perceptions and practices" was carried out by Yuvayapan (2019). The findings demonstrated that EFL teachers' practices and views were not in line with one another. Peer pressure, parent pressure, and organization pressure kept them from routinely using this strategy, even if they supported translanguaging in specific contexts. 2020 saw Saputra publish the third study. The main concern in the field of HeIs classrooms was how the students felt

about the usage of translanguaging in the classroom, and that was the goal of the research. Out of the five students who took part in the study, four supported the use of translanguaging by the lecturers in the classroom, while the one against it opposed the process itself. Furthermore, it's possible that students will actively participate in class when lecturers use translanguaging to teach EFL. The fourth article was completed by McMonagle, Blom, Leseman, and Ticheloven (2021). The researchers sought to investigate the pedagogical and practical issues surrounding translanguaging in the classroom by conducting interviews with three different stakeholder groups: multilingual students, teachers, and language education specialists. Seven key educational challenges that are related to a translanguaging pedagogy were revealed by the analysis of the interview data: The following are mentioned in order of importance: side effects, confusion, effort, learning the school language, Affective functions, English and other semiotic resources, and everything mentioned previously. Tranie Balderrama Gatil (2021) conducted the research for the fifth article. The researcher's goal was to examine teachers' translanguaging techniques for teaching English, particularly in the Philippines. The results of this study demonstrated that both informal and formal translanguaging are used in ELT, and that translanguaging is frequently used in linguistically varied nations like the Philippines to bridge the linguistic gap between learners' first and second languages and the target language. Yang Liu and Fan Fang conducted the sixth article in 2022. This article examines translanguaging's recent growth from a multilingual standpoint. For both language



practitioners and policy officials, the article offers some practical pedagogical implications as a conclusion. Prasetya (2021) conducted the following article. The researcher was interested in hearing from three pre-service teachers from the Philippines about their experiences using ELF to instruct primary school children in Indonesia. The results showed that the teachers had communication issues since their students had poor English skills. Lastly, in a recent study, 50 English language teachers' perspectives on translanguaging in EFL classrooms were examined (Khairunnisa & Lukmana, 2020). The results showed that teachers had a favorable attitude toward the usage of translanguaging in their classes. The majority of them believed that using local and Indonesian languages in EFL classes was advantageous. Translanguaging is also found to be a flexible tool used by Indonesian EFL teachers to aid in students' learning.

The researcher found significant variations between this research and prior findings based on previous studies. The previous research centered on the teacher's motivation for employing translanguaging and the advantages of this practice for students in EFL classes (see, Rahmawannsyah 2019) and translanguaging in multilingual English Language Teaching (see, Gatil 2021). Furthermore, several studies focused on teachers' attitudes (see, Khairunnisa & Lukmana, 2020), stakeholders' attitudes (see, Liu & Fang, 2021), Higher Education Institution students' perspective (see, Saputra, 2020), scholar perspectives (see, Ticheloven et al, 2019), students' perspectives (see, Ticheloven et al, 2019) and teachers' perceptions and practice (see, Yuvayapan, 2019) and

(see, Ticheloven et al, 2019). In contrast, this research focused on the use of translanguaging as hindrance or facilitator in ELT from students' and teachers' perspectives.

According to the locus, translanguaging is frequently employed in primary school English classes (see Khairunnisa & Lukmana, 2020; and Prasetya, 2021). However, there is just one study on translanguaging taught in senior high school (see Rahmawansyah, 2019). Additionally, one study was carried out in two Indonesian institutions (see Saputra, 2020). Additionally, additional study has also been carried out at foreign private schools (see Yuvayapan, 2019). It is clear from the aforementioned remark that translanguaging is rarely used in junior high school.

Translanguaging might be viewed as a problem. This is in line with Seals et al.'s (2020) recommendation that L2 be used exclusively in EFL courses because L1 usage could impair L2 student comprehension.<sup>15</sup> This is due to the possibility that the teacher may serve as the only source of input for language learning and the possibility that the teacher will feel conflicted when translanguaging. These results support earlier research (Yuvayapan, 2019) that reveals teachers' varied opinions regarding translanguaging instructional approaches.<sup>16</sup> However, using only English in class could lead to issues like students not understanding what is

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<sup>15</sup> Seals, C., Olsen-Reader, V., Pine, V., Ash, M., & Wallace, C. (2020). Creating translingual teaching resources based on translanguaging grammar rules and pedagogical practices. *Australian Journal of Applied Linguistics*, 3(1), 115-132.

<sup>16</sup> Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678 - 694.

being taught. In this situation, the use of translanguaging might even make learning easier. In order to improve communication between students and professors, translanguaging is used to display knowledge (social interaction between languages), convey understanding, construct meaning, prevent ambiguity, and make the classroom more entertaining and relaxing (Rahmawansyah, 2019).<sup>17</sup> In order to better understand the views of teachers and students, this study will examine how translanguaging is used in ELT classes in Indonesia. The study at SMPN 1 Buduran and MTsN 2 Sidoarjo was conducted using the most important approaches. Because they are two of the junior high schools in Indonesia that uses translanguaging in the classroom, SMPN 1 Buduran and MTsN 2 Sidoarjo was chosen. Also, to get more perspectives from students and teachers in different institutions.

According to the justification given, the researcher is drawn to investigating translanguaging in the setting of an EFL classroom. Therefore, the researcher will be interested in examining translanguaging as a strategy by teachers in ELT that can be a facilitator or hindrance in ELT. It emphasizes the application of translanguaging in ELT from the perspectives of both students and teachers.

## **B. Research Questions**

The background of the study informed how this research's question was created.

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<sup>17</sup> Rahmawansyah. (2019, August 21). Translanguaging as a Pedagogical Strategy in EFL Classroom. *ELT-Lectura*, 6(2), 139-146.

1. What are the teachers' perspectives of translanguaging practices in their English class as a pedagogical tool?
2. What are the students' perspectives of translanguaging practices in their English class as a pedagogical tool?

#### **C. Objectives of the Study**

To answer two research questions above, this study has objectives as follows.

1. To investigate the teachers' perspectives of translanguaging practices in their English class as a pedagogical tool.
2. To investigate the students' perspectives of translanguaging practices in their English class as a pedagogical tool.

#### **D. Significance of the Study**

The researcher hopes that future investigators, teachers in various schools, and students will all be made aware of the importance of this study.

##### **a. Teachers**

When teachers encounter challenges and get an experience of the benefits when utilizing translanguaging in the EFL classroom, this research will be of assistance. Additionally, this study might provide teachers with more information about translanguaging in EFL classes.

##### **b. Future researcher**

The researcher expects that this study will be useful in supplying references on the usage of translanguaging in EFL classrooms for other researchers who are interested in doing the comparable topic.

## **E. Scope and Limit of the Study**

The target audience for this study was both five students and three English teachers at SMPN 1 Buduran and MTsN 2 Sidoarjo who use the translanguaging approach in the English learning process. This study used five students and three English teachers to get more perspective in qualitative methods. This study concentrated on the perspectives of translanguaging use in ELT. The researcher limited the perspective on the use of translanguaging as pedagogical tools for facilitating ELT. So, the focus of the study is investigating translanguaging as a pedagogical tool by teachers in ELT that can be a facilitator in ELT. The study's scope is constrained by its focus on student and teacher perspectives.

## **F. Definition of Key Terms**

For readers to better comprehend the research-related content, the researcher is explaining the key terms in this study. The key terms are translanguaging, pedagogical tools, ELT, teachers, students, and perspectives.

### **a. Translanguaging**

In accordance with Garcia and Kleyn (2016), translanguaging is an educational approach that empowers teachers to assist students in recognizing and utilizing all their languages for the purpose of learning. This approach enables students to fluidly switch between languages without being constrained by social or political boundaries.<sup>18</sup> Moreover, translanguaging

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<sup>18</sup> García, O., & Kleyn, T. (Eds.) (2016). *Translanguaging with Multilingual Students: Learning from Classroom Moments*. New York, NY: Routledge, 236 pp.

encompasses a variety of activities, such as codeswitching (Garcia, 2009a; Lewis, Jones, & Baker, 2012; Mazak, 2017; Sayer, 2013). In this research, translanguaging is defined as the use of two or more languages to switching between them including English, Indonesian, and Local language used by the teachers and students in EFL classrooms.

#### **b. Pedagogical tool**

A pedagogical tool is an instrument, method, or strategy used by educators to facilitate teaching and enhance learning experiences. These tools are designed to support instructional objectives, engage students, and promote effective learning outcomes.<sup>19</sup> Pedagogical tool in this study refers to the way of translanguaging as a medium and tool for teachers to transfer their knowledge to the students in EFL classrooms.

#### **c. Perspective**

According to Sarwono as quoted by Soraya (2018) perspective is one's skills in organizing something observation, these skills include discriminating ability, ability grouping, and focusing abilities.<sup>20</sup> Perspective in this study refers to the responses, views and beliefs provided by teachers and students to interviews and FGD conducted while employing the translanguaging approach in ELT.

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<sup>19</sup> Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing Effective Instruction*. John Wiley & Sons.

<sup>20</sup> Soraya, N. (2018). Analisis Persepsi Mahasiswa Terhadap Kompetensi Dosen Dalam Mengajar pada Program Studi PAI Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. *Tadrib*, 4(1), 183 - 204.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER II

### LITERATURE REVIEW

The following section discusses a few theories and previous studies. A review of the literature aiming at understanding theories derived from many sources is offered as the study's foundation. In order to provide the foundation of the study and enable a comparison, previous studies are also reviewed.

#### **A. Theoretical Review**

##### **a. Translanguaging: Multilingualism's and Code Switching's view**

The roots of the English word "multilingualism" are the Latin words "multi," which means multiple, and "lingua," which means language. Accordingly, multilingualism is the capacity of a speaker to communicate in a number of languages with equal and native-like skill (Bussmann, 1996).<sup>21</sup> However, it has been noted that in a multilingual group, speaking and writing tend to be dominated by proficiency in one language. Another meaning of multilingualism is the coexistence of different languages within a community (Lyon, 1981).<sup>22</sup> Therefore, a multilingual person is one who is able to speak two or more languages.

Meanwhile, codeswitching may or may not adhere to the designated languages' grammatical rules. The social construction of language as many codes

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<sup>21</sup> Bussmann, H. (1996). *Routledge Dictionary of Language and Linguistics*, Routledge, London, 1996

<sup>22</sup> Lyons, J. (1981). *Language and Linguistics: An Introduction*, Cambridge University Press, Cambridge, 1981.



is the foundation for this notion of codeswitching. All named languages, as noted by Makoni (2012), are made up of codes that are employed in meaningful communication. Nonetheless, Makoni (2012, 2014) also raises issues with the language-as-code framework in order to comprehend the complexity of linguistic variation.<sup>23</sup> Code-switching refers to the alternation between languages in a specific communicative episode, like a conversation or an email exchange or indeed signs like the ones above. In contrast, translanguaging is not an object or a thing-in-itself to identify and analyse; it is a process of meaning- and sense-making.

The words codeswitching and translanguaging, which refer to the practice of utilizing more than one language in bilingual and multilingual contexts, particularly contexts where English is the target language, have generated contrasting opinions in recent discussions. On the one hand, translanguaging and codeswitching are not synonymous because they are founded on distinct conceptualizations of the bilingual mind (Otheguy, García, & Reid, 2015, 2019). However, there are numerous arguments suggesting that translanguaging encompasses a variety of activities, such as codeswitching (García, 2009a; Lewis, Jones, & Baker, 2012; Mazak, 2017; Sayer, 2013).

Williams defined translanguaging as including switches in language use between entire modes of teaching and learning, such as presenting information in

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<sup>23</sup> Makoni, S. & Pennycook, A. (2007). *Disinventing and reinventing language*. Bristol: Multilingual Matters.

one language and allowing students to produce related information in another (see also Garcia, 2009a; Lewis et al., 2012). While codeswitching research in classrooms has typically focused on language alternation within and between sentences.

### **b. Translanguaging in ELT: Theory and Pedagogy**

Williams (1994, 1996) first used the term "translanguaging," or *trawsieithu*, to refer to a teaching approach in which students use two languages at once to become proficient in both.<sup>24</sup> The introduction of translanguaging paved the way for a change in the way multilingual people developed their everyday language practices, both inside and outside of the classroom. The phrase was defined more broadly by Garcia (2009), who included the "multiple discursive practices" (p. 45, emphasis in original) that multilingual people use to understand the bilingual environments in which they live. The emphasis is "on discursive practices of bilinguals that are readily observable" (p. 44), as opposed to language itself.<sup>25</sup>

Many English teachers use translanguaging as one of their pedagogical tools when teaching English in the classroom. Juvonen and Källkvist (2021) define pedagogical language transformation as related to language- and content-related educational approaches in which multilingual resources of students are

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<sup>24</sup> Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd edition) Clevedon: Multilingual Matters.

<sup>25</sup> García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name?. *Tesol Quarterly*, 43(2), 322-326.

incorporated, used, and consciously considered in both planning and teaching.<sup>26</sup> Translanguaging has applications outside of the classroom in addition to being used by teachers as a pedagogical tool in the classroom. Wei (2014) states that further develops this theory by emphasizing the multifaceted and multisensory nature of language transformation and introducing the terms "language transformation space" and "language transformation instinct".<sup>27</sup> Furthermore, translanguaging works well for lesson delivery, facilitating class discussions, and directing student behavior.

Translanguaging pedagogies can be categorized into two main types: planned and unintentional (Juvonen & Källkvist, 2021).<sup>28</sup> In the case of the latter, without any prior preparation or deliberate design, educators who are skilled in two or more languages spontaneously incorporate translanguaging strategies to support their students' learning during dynamic interactions. This approach, increasingly recognized by researchers, involves the use of multiple languages in the teaching process, and its significance has been growing in educational contexts, as highlighted by Lin and Lo (2016).<sup>29</sup> Teachers (as well as curriculum designers) must make systematic plans for planned or design translanguaging and have a

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<sup>26</sup> Juvonen, P., & Källkvist, M. (2021). *Pedagogical Translanguaging: Theoretical, Methodological and Empirical Perspectives – An Introduction* (Vol. 132). Multilingual Matters.

<sup>27</sup> García, O., Wei, L., García, O., & Wei, L. (2014). *Language, bilingualism and education* (pp. 46-62). Palgrave Macmillan UK.

<sup>28</sup> Juvonen, P., & Källkvist, M. (Eds.). (2021). *Pedagogical translanguaging: Theoretical, methodological and empirical perspectives* (Vol. 132). Multilingual Matters.

<sup>29</sup> Lin, A. M. Y., and Y. Y. Lo. 2017. "Trans/Languaging and the Triadic Dialogue in Content and Language Integrated Learning (CLIL) Classrooms." *Language and Education* 31 (1): 26–45.

thorough understanding of the students' multilingual language resources. However, rather than being simply binary alternatives, these are better thought of as existing on a continuum.

In the context of planned translanguaging pedagogies, educators and curriculum developers must meticulously craft learning materials that leverage students' existing language skills to enhance their educational progress. The goal of these pedagogies is to provide scaffolding for students by tapping into their pre-existing linguistic resources, ultimately aiding in their comprehension of the subject matter, as emphasized by Lin (2012).<sup>30</sup> On the other hand, when using spontaneous translanguaging as a scaffold for learning, teachers need to put their students' comprehension, curiosity, and application of past information first. To gauge the comprehension levels of their students, teachers need to consistently observe, assess, and address their responses and feedback. It's crucial to recognize that the traditional monologic (grammar) translation approach commonly employed in many East Asian language schools differs from translanguaging pedagogy, as the latter requires an ongoing analysis and response to the students' existing knowledge levels.

Although they may seem similar at first glance, a close inspection would reveal a key distinction: translanguaging pedagogies strongly emphasize assisting students in negotiating meaning by utilizing what they already know to help them

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<sup>30</sup> Lin, A. M. Y. (2012). Multilingual and multimodal resources in L2 English content classrooms. In C. Leung & B. Street (Eds.), 'English'—A changing medium for education (pp. 79–103). Bristol: Multilingual Matters.

understand what they do not (Lin 2012).<sup>31</sup> On the other hand, monologic (grammar) translation places a higher emphasis on presenting the teacher's predetermined (grammatical) perspective rather than actively engaging students in the translation process. Proficient educators excel in employing impromptu translanguaging pedagogies to support their students' learning, drawing on their understanding of their students' strengths and weaknesses.

### **c. Translanguaging in Foreign Language Teaching: Benefits and Challenges**

The heteroglossic approach to teaching that translanguaging in education takes both permits and promotes the use of multiple language practices. According to Wenger (1998), the classroom may be seen as a community of practice that provides the ideal environment for both teachers and students to use and expand all of their language abilities and linguistic repertoire.<sup>32</sup> According to Williams (2002) (as quoted by Lewis et al. 2012: 40). Translanguaging in UIN refers to using one language in order to reinforce the other, in order to increase understanding and in order to augment the student's activity in both languages.<sup>33</sup>

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<sup>31</sup> Lin, A. M. Y. (2012). Multilingual and multimodal resources in L2 English content classrooms. In C. Leung & B. Street (Eds.), 'English'—A changing medium for education (pp. 79–103). Bristol: Multilingual Matters.

<sup>32</sup> Wenger (1998) defines a community of practice as a group of people who share a common interest for something they do and aim at improving their skills by practising regularly.

<sup>33</sup> Lewis, Gwyn–Bryn Jones–Colin Baker. 2012. Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation: An International Journal on Theory and Practice* 18(7): 641–654.

There is evidence of translanguaging practices in many education systems around the world, despite the fact that there is still no widely accepted definition of the term (take into consideration the division between the “strong” and “weak” versions). Paulsrud et al. (2017) report about the existence of translanguaging in Scandinavian institutions<sup>34</sup>; Krause and Prinsloo (2016) analyze translanguaging in the South African educational setting<sup>35</sup>; or Leonet Cenoz and Gorter (2017) discuss translanguaging within the context of trilingual education in the Basque country).<sup>36</sup> These studies highlight the benefits of these linguistic practices in a bilingual or multilingual setting.

There are various approaches to implementing translanguaging methods in a language lesson, contingent upon the students' linguistic background and proficiency. According to Nagy (2018) Translanguaging can act as a connecting factor and a tool to overcome linguistic and cultural differences in a class with mixed linguistic skills and competences, and in some cases, a different linguistic background.<sup>37</sup> The classroom is a community of practice where participants, both students and teachers, work towards a common goal. It can be argued that translanguaging in the classroom acts as a scaffolding tool to support emerging

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<sup>34</sup> Paulsrud, BethAnne–Jenny Rosén–Boglárka Straszer–Åsa Wedin. 2017. *New Perspectives on Translanguaging and Education*. Clevedon: Multilingual Matters.

<sup>35</sup> Krause, Lara-Stephanie–Mastin Prinsloo. 2016. Translanguaging in a township primary school: Policy and practice. *Southern African Linguistics and Applied Language Studies* 34(4): 347–357.

<sup>36</sup> Leonet, Oihna–Jasone Cenoz–Durk Gorter. 2017. Challenging minority language isolation: Translanguaging in a trilingual school in the Basque Country. *Journal of Language, Identity and Education* 16(4): 216–227.

<sup>37</sup> Nagy, T. (2018). On translanguaging and its role in foreign language teaching. *Acta Universitatis Sapientiae, Philologica*, 10(2), 41-53.

bilinguals in keeping up with more advanced students while also acting as a connecting element to bridge the gap between participants with diverse linguistic origins and strengthen their language proficiency.

The objective of translanguaging is to enhance proficiency in both languages, rather than focusing solely on strengthening one, by fostering communication and literacy skills (Lewis, Jones & Baker, 2012b, as referenced from Baker, 2011, p. 290).<sup>38</sup> In addition to English, Pacheco (2016) provides examples of translanguaging in a classroom setting where Spanish is used in a variety of speech acts.<sup>39</sup> He emphasizes how both teachers and students use translanguaging techniques for a variety of goals, including asking for clarification and information, offering or confirming a certain response, showcasing knowledge, and more.

Indonesian schools have selected English as the initial foreign language for instruction, a choice driven by the global popularity of English. From a societal standpoint, bilingualism is not viewed as a hurdle to overcome but rather as an integral aspect of daily life. The classroom environment provides ample opportunities for language practice, particularly the interaction between a native or national language and a foreign or second language, as highlighted by Cenoz

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<sup>38</sup> Gonsalves, N., & Koskiranta, K. (2021). *Translanguaging and its benefits* (Bachelor's thesis, N. Gonsalves; K. Koskiranta).

<sup>39</sup> Pacheco, Mark Barba. 2016. *Translanguaging in the English-Centric Classroom: A Community of Practice Perspective*. Nashville: Vanderbilt University.

and Gorte in 2015 and Levine in 2011.<sup>40</sup> The languages vary based on who speaks them in the nation, although linguistic segregation is often enforced in EFL (English as a Foreign Language) or ESL (English as a Second Language) classrooms (Wei & Garca, 2014, p. 54).<sup>41</sup> Furthermore, Levine (2011) contends that speaking one's mother tongue prevents one from picking up a foreign or second language.<sup>42</sup>

It is difficult to learn a language different from one's native tongue, particularly for EFL students. Students who have used more than two languages, however, are less nervous. According to Cenoz, Gorter, and Santos (2015), multilinguals are less afraid than bilinguals since they have more language learning experience. Language conversion is more likely to happen in EFL classes, since students studying English share the same native tongue.<sup>43</sup> White et al. (2015) discovered in their study on the development of multilingual education that students were able to integrate their language choices when their teachers assisted them in fusing their native language proficiency with a deeper

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<sup>40</sup> Putri, F. I., & Rifai, I. (2021). TRANSLANGUAGING PRACTICES IN EFL CLASSROOMS: TEACHERS'PERSPECTIVE. *English Journal Literacy Utama*, 6(1), 460-470.

<sup>41</sup> García, O., Wei, L., García, O., & Wei, L. (2014). Translanguaging in education: Principles, implications and challenges. *Translanguaging: Language, bilingualism and education*, 119-135.

<sup>42</sup> Putri, F. I., & Rifai, I. (2021). TRANSLANGUAGING PRACTICES IN EFL CLASSROOMS: TEACHERS'PERSPECTIVE. *English Journal Literacy Utama*, 6(1), 460-470.

<sup>43</sup> Santos, A., Gorter, D., & Cenoz, J. (2017). Communicative anxiety in the second and third language. *International Journal of Multilingualism*, 14(1), 23-37.



comprehension of the target language.<sup>44</sup> However, in EFL classrooms, verbal communication in English is rarely dominated by the environment (students and teachers). They teach their students a foreign language using only English—in this case, English. The bulk of EFL users are non-native speakers (Iwai, 2011).<sup>45</sup>

The concept of translanguaging could be seen negatively in an EFL context. This is consistent with Seals et al.'s (2020) suggestion that target language should only be utilized in EFL courses because the usage of native language could hinder target language student comprehension.<sup>46</sup> In other words, by presuming that monolingualism is normal and possibly more advantageous, individuals are more likely to show monolingual prejudice. This is due to the possibility that the teacher may serve as the only source of input for language learning and the possibility that the teacher will feel conflicted when translanguaging. These results support earlier research (Yuvayapan, 2019) that reveals teachers' varied opinions regarding translanguaging instructional approaches.<sup>47</sup>

However, relying solely on English in the classroom may result in comprehension issues for students. In such cases, the incorporation of translanguaging could potentially enhance the learning experience.

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<sup>44</sup> White, P. R.R., Mammone, G., & Caldwell, D. (2015, January 14). Linguistically based inequality, multilingual education and a genre-based literacy development pedagogy: insights from the Australian experience. *Language and Education*, 29(3), 256-271.

<sup>45</sup> Iwai, Y. (2011, April). The Effects of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers. *The Reading Matrix*, 11(2), 150-158.

<sup>46</sup> Seals, C., Olsen-Reader, V., Pine, V., Ash, M., & Wallace, C. (2020). Creating translingual teaching resources based on translanguaging grammar rules and pedagogical practices. *Australian Journal of Applied Linguistics*, 3(1), 115-132.

<sup>47</sup> Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678 - 694.

Translanguaging is also employed to improve communication between teachers and students, as noted by Rahmawansyah in 2019.<sup>48</sup> Additionally, in English as a Foreign Language (EFL) classrooms, jokes are occasionally shared in the students' first language (L1) throughout the teaching and learning process, according to Sapitri et al. in 2018.<sup>49</sup> Both Rahmawansyah (2019) and Sapitri et al. (2018) highlight that translanguaging serves various purposes, such as creating meaning, reducing ambiguity, showcasing knowledge through social interaction between languages, conveying understanding, and making the classroom more enjoyable and engaging. Translanguaging facilitates students in gaining a more comprehensive and profound grasp of the subject matter. (Lewis, Jones & Baker, 2012b, referencing Baker, 2011).<sup>50</sup> While it might be effortless to read and write about a topic without fully comprehending it, engaging in translanguaging requires thorough processing of information. This occurs when individuals read about a topic in one language and then articulate their understanding of it in another language

Teachers of EFL must be able to quickly switch between languages depending on the context of the lesson or when employing translanguaging techniques. In other words, either Indonesian or Javanese should be used meaningfully in the

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<sup>48</sup> Rahmawansyah. (2019, August 21). Translanguaging as a Pedagogical Strategy in EFL Classroom. *ELT-Lectura*, 6(2), 139-146.

<sup>49</sup> Sapitri, N. M., Batan, I. G., & Myartawan, I. P. N. (2018). Functions of teachers' translanguaging in the EFL classroom at two junior high schools in Singaraja. *Lingua Scientia*, 25(1), 29-36.

<sup>50</sup> Gonsalves, N., & Koskiranta, K. (2021). *Translanguaging and its benefits* (Bachelor's thesis, N. Gonsalves; K. Koskiranta).

translation of the first language (L1) (Zein, 2018).<sup>51</sup> Students were questioned about word meanings in Indonesian and/or Javanese (the native tongue) to show that they understood. In this case, the teacher uses her L1 to check the student's comprehension (Saputra, 2020; Wedananta, 2020; Zein, 2018). So, Indonesian students as multilingual learners should be given the right treatment from teachers. The above strongly highlights that there have been contradictions and opposing views about the use of translanguaging in ELT class. Considering the existing contradiction, hence, further studies on the different perspectives whether translanguaging facilitate or hinder language learning is worth doing. This is what the current proposed study is going to conduct. The study's objective is to clarify students' and teachers' perspectives on translanguaging activities in Indonesian EFL classes.

## **B. Review of Previous Study**

Some academics support translanguaging while interacting with EFL students. Research on teacher and students' views toward translanguaging in EFL environments is rare, despite the fact that numerous studies have examined the pedagogical benefits of translanguaging in English language classrooms. Most researchers used translanguaging, and their research focused on the following topics: benefits of translanguaging, pre-service teachers' translanguaging practice, teachers' attitudes toward translanguaging, translanguaging practice, students'

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<sup>51</sup> Zein, S. (2018). Translanguaging in the EYL classroom as a metadiscursive practice: Preparing prospective teachers. In S Zein & R. Stroupe (Eds.). *English language teacher preparation in Asia: Policy, research and practice*, 47-66. Routledge

perspectives toward translanguaging, translanguaging challenges in multilingual classrooms, translanguaging in multilingual English language teaching, and stakeholders' opinions regarding the use of translanguaging in settings where foreign languages are taught.

Written by Khairunnisa and Iwa Lukmana, the first article. This article's goal was to investigate the attitudes toward translanguaging in EFL classrooms. In this inquiry, the quantitative descriptive technique was employed. The findings demonstrated that EFL instructors in Indonesia were generally in favor of using translanguaging in their lessons. The majority of them believed that using local and Indonesian languages in EFL classes was advantageous. Translanguaging is also found to be a flexible tool used by Indonesian EFL teachers to aid in students' learning.

Rahmawansyah conducted the second study. The primary focus of this study is translanguaging as a practice in EFL courses. It focused on analyzing the reasons behind the teacher's usage of translanguaging in EFL lessons and the benefits that the students derived from it. According to Rahmawansyah (2019), translanguaging was thought to be a useful and successful tactic. Not only should the EFL classroom promote efficient communication, but it should also be made safe. in order to motivate students' engagement and make the teaching and learning process pleasurable for them.

Fatma Yuvayapan did a third study. If this research is to be successful in bridging the gap between languages and cultures, EFL teachers need to have a

supportive attitude toward the translanguaging method. The findings demonstrated a mismatch in the attitudes and actions of EFL teachers. Although they were in support of translanguaging under some conditions, they did not frequently employ this strategy due to pressure from their associations, peers, and the parents of their students.

The fourth study was conducted by Paul Leseman, Sarah McMonagle, Anouk Ticheloven, and Elma Blom. Through interviews with three different stakeholder groups—multilingual students, teachers, and language education scholars—this study seeks to identify the pedagogical and practical obstacles related to translanguaging in the classroom. All things considered, the findings indicated that there are seven primary pedagogical problems with translanguaging teaching that require attention. These problems include learning the school language, learning English and other semiotic resources, effort, confusion, affective functions, side effects, and goal-setting.

Gatil, Tranie Balderrama, carried out the fifth study. Examining the translanguaging strategies employed by Filipino English teachers was the aim of this study. The review of the literature's findings showed that translanguaging is used in ELT, both formally and informally, and that it is widely employed in linguistically diverse countries like the Philippines to close the language gap between learners' first and second languages and the target language.

The sixth study, led by Yang Liu and Fan Fang, explores the contemporary surge in translanguaging through a multilingualism lens. The research delves into

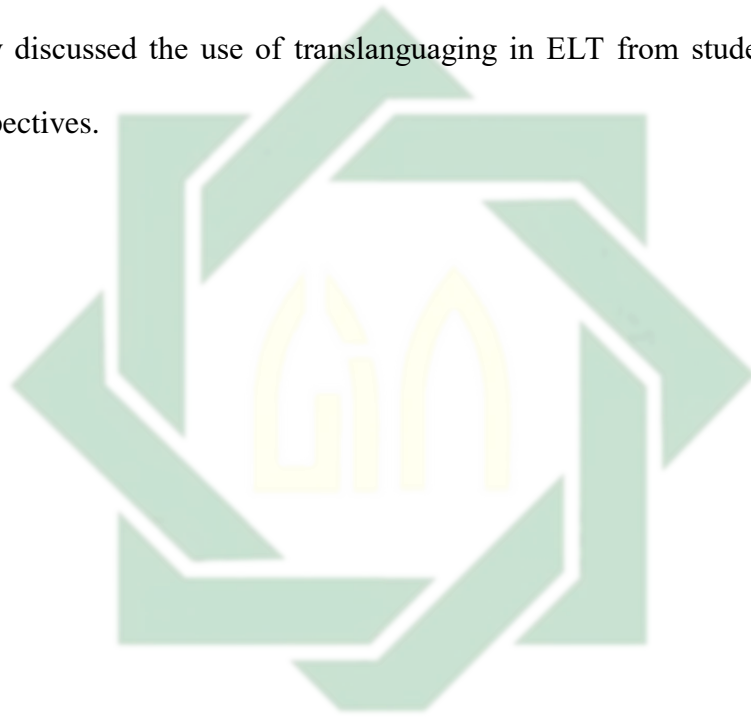
the evolving nature of translanguaging and its relevance to language instruction. The general response from stakeholders has been positive toward the incorporation of translanguaging, prompting further exploration into how this concept can be more effectively implemented to enhance language teaching and learning.

Wongso Adi Saputra initiated additional research projects with the objective of addressing the central inquiry within the field of the Hells classroom, focusing on how students perceive the application of translanguaging in their learning environment. The study's findings indicated that among the five students surveyed, four were in favor of, while one opposed, the utilization of translanguaging by instructors in the classroom. Additionally, it can be inferred that students are likely to engage more actively in class when educators employ translanguaging as a teaching method for English as a Foreign Language (EFL).

Recent research has focused on the translanguaging strategies employed by pre-service teachers during international student teaching within the ASEAN context. Willy Prasetya conducted the research in question. The results showed that the teachers had communication issues since their students had poor English skills. In addition to English and other non-linguistic strategies, the Indonesian language was used to help students understand the courses.

Most researchers used translanguaging based on previous research which focused on teachers' attitudes toward translanguaging, practice of translanguaging, students' perspective toward translanguaging, benefits of

translanguaging, and pre-service teachers' translanguaging practice. In addition, there is research that investigates translanguaging as a teaching strategy by teachers in ELT that can be a facilitator or hindrance in ELT. Therefore, this study discussed the use of translanguaging in ELT from students' and teachers' perspectives.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER III

### RESEARCH METHOD

The design and planning of the study, the research environment and setting, the data and data sources, the data collection instrument, the data gathering procedure, the data analysis method, and the reliability of the data are all covered in this chapter's overview of the research methodology.

#### **A. Research Approach and Design**

This research took a qualitative approach based on its goals. Investigative design looks into actions, occurrences, and procedures. Fraenkel and Wallen (2000) defined qualitative research as a study that examines the nature of relationships with events, conditions, or resources.<sup>52</sup> Furthermore, the approach is inductive due to the exploratory nature of the research issue, allowing for an open analysis without the usage of deductive frameworks and rubrics. As a result, the method design for this research also included a case study. According to Creswell, a case study in qualitative research is one of design and methodology.<sup>53</sup> In a limited system, a case studies an issue that is explored through one or more cases.

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<sup>52</sup> Wallen, N. E., & Fraenkel, J. R. (2013). *Educational research: A guide to the process*. Routledge.

<sup>53</sup> John W. Creswell and John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 3rd ed (Los Angeles: SAGE Publications, 2013).



Thus, according to Gerring, a case study is any type of research that makes use of a particular type of evidence, such as field research, participant observation, ethnographic, non-experimental, or non-survey-based research.<sup>54</sup> In this instance, the researcher focused on translanguaging as a barrier to or mediator of ELT. This study explores the perspectives of the teachers and students in Indonesia regarding the usage of translanguaging in ELT. Due to the fact that this research is concerned with the perspectives of humans, the qualitative technique was chosen.



UIN SUNAN AMPEL  
S U R A B A Y A

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<sup>54</sup> John Gerring, *Case Study Research* (United States: Cambridge University Press, 2007).

## B. Research Subject and Setting

This study was conducted in SMPN 1 Buduran and MTsN 2 Sidoarjo. Both of two schools have a multicultural background of students, the fact that Indonesian public school more appealing to all social classes in order to produce a viewpoint that is representative Indonesian schools. This investigation focused on 10 seventh-grade students in the academic year (2023–2024) and 6 English teachers who taught seventh-grade classes at SMPN 1 Buduran and MTsN 2 Sidoarjo. The reason why the researcher focus on 5 students in each school because it would be made a natural group, conducting a focus group discussion with a natural group may reveal discrepancies and similarities between what people say and how they act, and how other participants react and comment in response.<sup>55</sup> The researcher makes a code for every teacher and student that shows in table below:

School	Respondent Teacher	Respondent Student
MTsN 2 Sidoarjo	Teacher A	Student A
	Teacher B	Student B
	Teacher C	Student C
		Student D
		Student E

<sup>55</sup> Van Eeuwijk, P., & Angehrn, Z. (2017). How to... Conduct a Focus Group Discussion (FGD). Methodological Manual.

SMPN 1 Buduran	Teacher X	Student V
	Teacher Y	Student W
	Teacher Z	Student X
		Student Y
		Student Z

Table 1. Table Code of Respondent

The selection of respondents was based on their level of experience and participation willingness. It was simplest to find students and hardest to find teachers who were willing to participate in the study, as the sample sizes demonstrate. The reason why the researcher chose seventh-grade is because they come from different elementary schools and they did not graduate from their elementary schools too long so the researcher will have a lot of different perspectives. The reason why the researcher chose these two schools is because these two schools are two kinds of different types of public schools in Indonesia. Moreover, public school in Indonesia can be shown as multi diverse because there are many types of society. So, to get a broader perspective, the researcher conducted this research in these two schools.

### C. Data and Source of Data

The study's data is based on the perspectives of both teachers and students at SMPN 1 Buduran and MTsN 2 Sidoarjo regarding the implementation of

translanguaging in English Language Teaching (ELT). The perspectives of the teachers on the application of translanguaging in ELT at SMPN 1 Buduran and MTsN 2 Sidoarjo were. Perspective in this study refers to the responses, views and beliefs provided by teachers and students to interviews and FGD conducted while employing the translanguaging approach in ELT. The perspectives of the students on the translation practice within teaching and learning process come from 5 students that chose randomly to do a FGD in SMPN 1 Buduran and MTsN 2 Sidoarjo. Moreover, the data of this research is in the form of a voice record and transcribe of interviews and field note of FGD.

#### **D. Research Instruments**

To support the findings of the research, the data collected during the study is required. Some of the following instruments can be used to aid in the data collection process as follows

##### **1. Interview Guideline**

The first instrument utilized to address the original study topic is interview guidelines, the perspective of the teacher on translanguaging in ELT. The researcher incorporated semi-structural (open-ended) interviews in the interview instructions with the goal of fully understanding the data. Each English teacher was asked eleven questions concerning general perspectives and beliefs with translanguaging (see Appendix 2), the researcher made the interview guideline start from general questions until specific question to get know more about teachers' perspectives. The researcher is able to determine

whether translanguaging facilitates English language acquisition by using the teacher's teaching resources and interviewing techniques. This instruments also validated by expert.

## 2. Field note for FGD

FGD or Forum Group Discussion are the second tool the researcher uses. So, the research instrument for the second tool is the field note for FGD. This tool provided an answer to secondary research regarding the students' perspectives on translanguaging in ELT. Five random students will be brought together in one room to be asked eleven questions regarding Translanguaging in class whether to be a facilitator or hindrance for them (see Appendix 2). By engaging participants in open discussions and encouraging them to express their thoughts and experiences, FGDs can help researchers uncover hidden patterns, cultural nuances, and specific context factors that may not be captured by quantitative data alone. This instruments also validated by expert.

## **E. Data Collection Technique**

### 1. Interview

Data on teachers' perspectives about the use of translanguaging in ELT at SMPN 1 Buduran and MTsN 2 Sidoarjo was gathered through interviews by the researcher. In those schools, the researcher interviewed three English teachers in each school. On a single day, the researcher performed the interviews. The researcher interview was conducted in the school. The interviewee gained English and Indonesian (mixed-language). The researcher

recorded every detail throughout the interview portion in order to obtain all of the information.

## 2. FGD

The students' perspectives of the use of the translanguaging in ELT at SMPN 1 Buduran and MTsN 2 Sidoarjo were collected via a FGD. The researcher would have a discussion with the five random students in each school from the seventh-grade class. The researcher discussion will be conducted in-person. The discussion gained English and Indonesian (mixed-language). The researcher recorded every detail throughout the discussion portion in order to obtain all of the information.

## F. Data Analysis Technique

The researcher started analyzing after gathering data via questionnaires, FGDs and interviews. Interviews were used to gather the information for the first study issue, which is the teachers' perspectives on translanguaging in ELT. The researcher interviewed with SMPN 1 Buduran and MTsN 2 Sidoarjo teachers. The second research issue concerns the students' perspectives of translanguaging in ELT. The researcher had a discussion with SMPN 1 Buduran and MTsN 2 Sidoarjo students. The researcher used the same treatment for those two data collection techniques to analyze the data. The following are the methods for assessing interview and FGD data. The researcher first organized the data by collecting the information from the teacher that has been recorded by the researcher, followed by the creation of a transcript for the data that was gathered.

Next, the researcher coded all sections of the interviews and FGD using an open coding strategy. Ideas and discussion points were deduced from the data inductively. To put it succinctly, data analysis involves gathering new data while transitioning from code to category to concept—the latter of which our study refers to as the "translanguaging as pedagogical tools to facilitate ELT" (Lichtman, 2012). For the purpose of this article, the researcher has only chosen translanguaging as pedagogical tools to facilitate ELT where multiple diverse points of view are discernible and where the viewpoints of teachers and students are all represented. The section of result was taken from any theories from translanguaging. Five primary benefits in teachers' perspectives and three benefits in students' perspectives surfaced from the analysis of the interviews, including translanguaging as pedagogical scaffolding for concept explanation, translanguaging as pedagogical scaffolding to increase students participation and facilitate communication, translanguaging as a pedagogical tool for classroom management and giving instruction, translanguaging as support for low English proficiency students, translanguaging as a support to built class rapport and comfortable atmosphere. Moreover, from students' perspective, translanguaging as a tool for better understanding, translanguaging as a tool to facilitate communication, and translanguaging as a support to increase students' confidence.

## **G. Trustworthiness**

The instrument utilized for this research has undergone thorough validation by experts in the field. Furthermore, the researcher employed a specific type of triangulation technique, namely data source triangulation, which entails gathering information from diverse groups such as individuals, groups, families, and communities. This procedure basically entails gathering and analyzing data in more than one way (Curtin & Fossey, 2007). Data may be collected from different people or groups, at different times, and from different places. It may also be collected in different ways such as interviews, questionnaires, observations, and archival data (Creswell & Miller, 2000; McMillan, 2004). Data collection involved conducting interviews and facilitating focus group discussions (FGDs) with both students and teachers. Remarkably, despite the varied methods employed, the researcher observed a striking similarity in the responses obtained from both groups. Moreover, in the final stage of analysis, the researcher remained receptive to feedback from both students and teachers. This open-ended approach not only fostered transparency but also facilitated the validation of findings through participant input. Moving forward, the researcher plans to implement member-checking, a technique wherein the same set of questions is reiterated to participants to ensure that their responses accurately reflect their intentions. Member checking is basically what the term implies – an opportunity for members (participants) to check (approve) particular aspects of the interpretation of the data they provided (Doyle, 2007; Merriam, 1998). This



rigorous validation process underscores the commitment to maintaining the integrity and validity of the research findings.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter will be explained about the result and discussion regarding the first and second research question. First research question will be answered in the first section (Teachers' Perspectives in Translanguaging) and the second research question will be answered in the second section (Students' Perspectives in Translanguaging).

#### **A. Findings**

The context of this study is to respond to the research question: (1) What are the teachers' perspectives of translanguaging practices in their English class? (2) What are the students' perspectives of translanguaging practices in their English class? The researcher collected the data through interviews and FGD. The researcher conducted an interview and FGD with six teachers and ten students twice on 26th January 2024 for MTsN 2 Sidoarjo and 27th January 2024 for SMPN 1 Buduran.

##### **a. Teachers' Perspectives of Translanguaging**

The first question is the teachers' perspectives of translanguaging practices in their English class. To answer this question, three English teachers of seventh-grade students in MTsN 2 Sidoarjo and SMPN 1 Buduran answered the interview.

## 1. Translanguaging as pedagogical scaffolding for concept explanation

The first section is about translanguaging as pedagogical scaffolding for concept explanation. MTsN 2 Sidoarjo teachers' perspectives about translanguaging shows that could help the teacher to explain the concept about cultural context. Teacher B said that when the students looked confused, she would start to use Indonesian to explain more. Moreover, teacher C also said that she would use translanguaging to explain details to students, especially in cultural context.

Teachers B: When the students start to look confused, because you can see their faces when they are confused. So when they are confused, I think it's good for teachers to use Indonesian to explain more so they can understand more.

Teacher C: because that can help me to explain in detail to the students...  
...usually it helps to explain the cultural context because now it is based on the *kurikulum merdeka* so all subjects are integrated, one of which is arts and culture, I usually ask them (the students) to make descriptive text such as what wayang is and so on...

Moreover, SMPN 1 Buduran teachers also have a similar perspective that Translanguaging could help the teacher to explain the meaning of the vocabulary so the students could understand better. The three teachers from SMPN 1 Buduran said that using Indonesian or mixed languages to explain more to the students is helpful.

Teacher X: I usually use Indonesian to explain more...

Teacher Y: I often use Indonesian to explain but also use mixed languages so in the middle when I explain in English, I will mix with Indonesian ...

Teacher Z: ... when I explain and they (the students) looks confused, I will explain again the meaning using Indonesian

The data above shows that could help the teacher to explain the concept about cultural context. Moreover, Translanguaging could help the teacher to explain the meaning of the vocabulary so the students could understand better.

## **2. Translanguaging as pedagogical scaffolding to increase students participation and facilitate communication**

The second section would be explaining about translanguaging as pedagogical scaffolding to increase students participation. In the EFL classroom, student participation is important. The more students practice, the better they will become. Five from six teachers interviewed mentioned translanguaging as pedagogical scaffolding to increase students participation. Two of the teachers from MTsN 2 Sidoarjo show their positive perspective about translanguaging as pedagogical scaffolding to increase students participation.

Teacher A: Usually after I persuade them (the students) to speak in English, they will try to answer in English too, however still interspersed with fragments of Indonesian or Javanese.

Teacher B: Most often, when they (the students) ask me questions, they (the students) usually use Javanese and Indonesian

Furthermore, SMPN 1 Buduran teachers showed that translanguaging is also used in several activities. Such as brainstorming that was mentioned by teacher X, group discussion that was mentioned by teacher Y, and having conversation with others that was mentioned by teacher Z.

Teacher X: When they (the students) do not know the meaning, they (the students) will be like “*Bu ini artinya apa sih?* / Ma’am what is the meaning of this?”. However I like it because at least they are

brief to ask... ..for brainstorming, I use English just for persuade and they can answer in bilingual

Teacher Y: When they (the students) are asking or sometimes when I ask them to group discussion, they (the students) still use their mother language or another language beside English.

Teacher Z: When they (the students) are having a conversation with others and then when they (the students) are asking me.

In sum, Translanguaging could be usefull in various activities and that could help to engage the participation of students and made a communication well between teacher and students.

### **3. Translanguaging as a pedagogical tool for classroom management and giving direction**

The teachers also highlight that translanguaging could also be useful as a pedagogical tool for classroom management. Two of the teachers mentioned giving instruction in the class. Teacher C (from MTsN 2 Sidoarjo) and teacher Z (from SMPN 1 Buduran) mentioned that teachers sometimes use Indonesian language when giving directions to the students.

Teacher C: ... when I already told to the students about what I ask but they still did not understand what I say about

Teacher C: when ask the student to keep silent

Teacher Z: For example, when they (the students) are difficult to control or when I ask them (the students) to move during the group

Moreover, when the classroom is chaotic, the teachers also use another language besides English to make it clear for students about the instruction. The teacher uses another language beside English when they ask the student to keep silent and when the teacher has difficulty controlling the students. Otherwise, teachers also use another language beside English when they ask the students moving during the group created.

#### 4. Translanguaging as a support for low English proficiency students

The next benefit of translanguaging, as mentioned by the teacher, is translanguaging could be a support to help the beginner level of the students. Since the researcher conducted the research in Junior High School levels so the students are still in the beginner or basic level of English. Moreover, all teachers from both schools mentioned that using another language can help the students when they feel confused, since the students did not know much about the vocabulary and grammar. Teachers from MTsN 2 Sidoarjo (Teacher C) also mentioned because English is not their first language so the mother tongue is really needed to support their learning. (See Table 2)

School	teacher	Statement
MTsN 2 Sidoarjo	Teacher A	("Because these children are not yet accustomed, as I mentioned earlier, they are still having difficulty with their English.")
	Teacher B	("In this 7th grade class, they are still at a basic level. If we don't use another language, usually the children won't understand.")
	Teacher C	("English is not the mother tongue for Indonesian students, without the mother tongue the goals and learning process cannot be achieved")
SMPN 1 Buduran	Teacher X	("Because not all of who we teach can be in English, so bilingualism is necessary...")
	Teacher Y	(... "They are still beginners, so it's very important to use a mix of languages so that they understand.")

	Teacher Z	("Especially for us who are pursuing middle school, they still have limited vocabulary and knowledge of grammar or good English, so they are still lacking in speaking.")
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Table 2. Coding translanguaging can be a support to help the beginner level of the students in teachers' perspectives.

### **5. Translanguaging as a support to built class rapport and comfortable atmosphere**

The last but not least is translanguaging as support to build class rapport and a comfortable atmosphere. The two teachers from SMPN 1 Buduran mentioned this case. They feel that if the teacher only uses English in class, the class would be kept silent. The teacher also uses Javanese (local language) to build a bond with the students and sometimes to entertain.

Teacher X: I usually use Indonesian to explain it further. I also use the local or Javanese language in informal situations... ..Javanese language is usually just for entertainment purposes... ..So, typically, if I use full English, the class becomes more stiff, like crickets chirping. So, if we use bilingual language, they understand better and are more active

Teacher Y: ... and also to be closer to the students. So, in my opinion, if they like their teacher, they will be more motivated to learn English... ..This is to motivate them to learn English first, then later they will be interested in English and eventually want to learn it

The data above shows that teachers of SMPN 1 Buduran also use mixed languages to entertain the students. Teachers use Javanese or local language for informal purposes. Teacher X also mentioned the atmosphere if

the teacher only used English, that would be more quiet and does not have an active discussion.

### **b. Students' Perspectives of Translanguaging**

Moving to the second research question. The second research question is the students' perspectives of translanguaging practices in their English class. To answer this question, ten seventh-grade students randomly had a FGD with the researcher.

#### **1. Translanguaging as a tool for better comprehension**

In the first section, the researcher found that translanguaging can help the student's understanding, especially the English material. The students' from MTsN 2 Sidoarjo believe that using another language in an EFL classroom could help them to better understand the material. Not only did they ask the teacher, but they also used another language other than English to ask other friends. Therefore, they feel helpful with translanguaging for better understanding.

Student A: ... because I am helped by the Indonesian language, I understand the material better.

Student B: ... we can better understand the meaning when it's mixed with Indonesian.

Student E: Yeah, I do agree.

Student D: ... I understand better when my friend explains using Javanese language.

The researcher: What materials that usually make it difficult when only using English?

Student C: Because we don't know the meaning of the vocabulary so that makes it complicated.



The students from SMPN 1 Buduran have similar statements. They feel that they would get confused if they do not understand the meaning. One of the students also mentioned if they know the meaning so the lessons feel more fun.

Student X: It's very necessary, because not all students understand English, and many students get confused during English classes.

Student Y: I agree too, because when I use Indonesian first, I can think first, but if I use English directly, I will get difficulties.

Students Y: ... So, I feel more engaged because I know what it means.

In sum, both of students from each school shows that translanguaging have a positive impact for their understanding in EFL classroom.

## **2. Translanguaging as a tool to facilitate communication**

The next highlight from the students' perspectives is translanguaging can help them to communicate with others. The students' feels if the lesson should be in English only, it would be more difficult to communicate because they still lack the vocabulary master. Students from MTsN 2 Sidoarjo showed that they are feeling difficulty with English subjects, they also mentioned that the teacher always pursues them to use English first but if they start to feel confused they can use another language.

Student B: Yes, it's important because we can communicate with friends using Indonesian.

Student C: That's right, English is very difficult so we can't communicate when using only English.

Student A: ... Usually the teacher will encourage us to try first, but sometimes we can use Indonesian right away

Moreover, students' from SMPN 1 Buduran believe that English is not their daily language so they felt another language is helpful for them to

communicate and they mentioned if the teacher also approves if they are trying to speak in another language beside English in EFL Classroom.

Student X: That's right. English is very difficult so we can't communicate when using only English

Student Z: ... The teacher also understands if we're having difficulties, but for writing assignments, we have to use English. It's okay to use Indonesian or Javanese when speaking.

As a result, translanguaging could be shown as a facilitator for the students to communicate each others and also helped them on asking to the teacher so they have a good communicate in EFL classroom.

### **3. Translanguaging as a support to increase students' confidence**

The last benefit from students' perspectives is translanguaging to build their confidence. Most of the students said that using another language can help to express their thoughts. Especially for speaking, if they can use mixed languages they are more confident and have a motivation to be more active.

The student from MTsN 2 Sidoarjo also said that the most difficulty in studying English is being confident because English is not their daily language and the pronunciation of English words is difficult for them.

Student B: We're afraid if we're asked to only use English, so we're happy when there's Indonesian and Javanese available to use. It allows us to express our thoughts

Student C: Learning to speak English is difficult, because we're not used to it and pronunciation is challenging, so Indonesian or Javanese is really necessary.

Furthermore, the students from SMPN 1 Buduran also agree if translanguaging can help them to understand more what they want to say, so they can use mixed languages when they share their thoughts.

Student Z: I like using a mix of languages in English class because it helps me express my opinions and answer the teacher's questions.

Student Y: I agree too, using Indonesian first allows me to think first, if it's directly in English, I find it difficult

Because of lack of vocabulary the students felt uncomfortable to uses English only, in this case, translanguaging could help the students to express their thoughts so the learning process could run well.

## **B. Discussion**

This section seeks to describe the previous findings that have been collected. The findings also describe by reflecting on the related theory and previous studies that have existed in chapter two. Particularly, this section explores the perspectives of teachers and students in translanguaging as pedagogical tools for the EFL classroom.

### **a. Teachers' Perspectives of Translanguaging**

The previous findings in this research already shows that translanguaging have several benefits in teachers perspectives, such as translanguaging as pedagogical scaffolding for concept explanation, translanguaging as pedagogical scaffolding to increase students participation and facilitate communication, translanguaging as a pedagogical tool for classroom management and giving direction, translanguaging as a pedagogical tool for low English proficiency students, and translanguaging as a support to built class rapport and comfortable. Based on the findings, the researcher provides the discussion that connects between the findings and supporting theories.

Firstly, translanguaging is a pedagogical scaffolding for concept explanation. Supported by Baker (2011), translanguaging facilitates students in gaining a more comprehensive and profound grasp of the subject matter.<sup>56</sup> This finding also corroborates Khairunnisa and Iwa Lukmana' study ) in that translanguaging is assisted the teachers to explain concepts.<sup>57</sup> Teachers from MTsN 2 Sidoarjo have perspectives about translanguaging that can be helpful for them to explain a cultural concept. Indonesia right now uses a *Kurikulum Merdeka* and they should be integrated from one subject to another, one of them is *Seni Budaya* or art culture so the translanguaging can help the teacher to explain about the things that should be described in local culture, for example is *wayang*. Because *wayang* comes from Javanese culture, so it would have a cross culture context and it would be better if the teacher can explain in mixed languages so the students can understand well. From SMPN 1 Buduran teacher's perspectives, they said that translanguaging also helpful for defining the content and context, so when the students feel confused about the vocabulary the teacher can explain with the meaning and how the vocabulary is used in some context. All of the teachers from these two schools show the functions of translanguaging as a pedagogical scaffolding for concept explanation. In other words, they use another language to explain

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<sup>56</sup> Gonsalves, N., & Koskiranta, K. (2021). *Translanguaging and its benefits* (Bachelor's thesis, N. Gonsalves; K. Koskiranta).

<sup>57</sup> Khairunnisa, K., & Lukmana, I. (2020). Teachers' attitudes towards translanguaging in Indonesian EFL classrooms. *Jurnal Penelitian Pendidikan*, 20(2), 254-266.

more about the concept when the students look confused. Moreover, they can explain in detail when they use another language in an EFL classroom. They also believe that the student would be more understanding if they use another language in the EFL classroom. In addition, translanguaging can help the teacher to explain content in an EFL classroom.

Secondly, translanguaging is a pedagogical scaffolding to increase students participation and facilitate communication. This finding corroborates Rahmawansyah's research in that translanguaging used by the teacher could create effective communication between teacher and students in the classroom.<sup>58</sup> This finding is also in line with the theory from Lewis, Jones & Baker, (2012) that states that translanguaging aims to foster proficiency in both languages, prioritizing the enhancement of communication abilities across both languages rather than solely focusing on the dominant one.<sup>59</sup>

Teachers in MTsN 2 Sidoarjo have stated that when they use English to engage the students, the students will still answer in mixed languages. Moreover, another teacher said that the most activity when the students use another language besides English in the EFL classroom is when they try to ask the teacher. The teacher from SMPN 1 Buduran said that translanguaging can be used in several activities, such as brainstorming, group discussion, and

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<sup>58</sup> Rahmawansyah, R. (2019). Translanguaging as a pedagogical strategy in EFL classroom. *ELT-Lectura*, 5 (2), 139–146.

<sup>59</sup> Gonsalves, N., & Koskiranta, K. (2021). *Translanguaging and its benefits* (Bachelor's thesis, N. Gonsalves; K. Koskiranta).

asking the teacher. The teacher uses mixed languages when brainstorming sessions because the teacher thinks that the use of mixed languages can engage the students in EFL class. Moreover, many of the students still used mixed languages when they did a group discussion, they used mixed languages to discuss with other friends, it would help them to be more active in the group. Then, same as the MTsN 2 Sidoarjo teachers, the teacher SMPN 1 Buduran said that one of the most common activities the students used mixed-language is when they are asking the teacher. In this case, those activities can be more active when the teacher allows the students to uses mixed language. The use of translanguaging can be used at a lot of activities, such as helping the teacher to communicate with the students, so even if the teacher uses English, the students still could ask them using bilingual or another language beside English. Other activities such as brainstorming and group discussion also uses a translanguaging to engage the students. Furthermore, the classroom will be more engaging if they can communicate well, so using translanguaging, students are more brave to ask and they can participate in the learning.

Thirdly, translanguaging is a pedagogical tool for classroom management and giving direction. This finding corroborates Yuvayapan's study that states that translanguaging functions as a means of giving

instruction.<sup>60</sup> Giving instruction is commonly done in first or second language, but it is most commonly done in first language to ensure that all students understand what they are expected to do. Teacher C, one of the teachers from MTsN 2 Sidoarjo, said that the Indonesian can use it to make the students keep silent and give them directions. The vocabulary for Junior High School is not really a lot, some of vocabulary they might not know, so the teacher uses Indonesian to give them directions. She also said that she usually uses Indonesian to make students silent. The typical students in Junior High school are so psychically active, that the teachers should put more effort into making students understand about the instruction. So using their first language or local language is a good choice for a teacher to make the class conducive. While, teacher Z from SMPN 1 Buduran also has a similar perspective about using mixed languages to make students understand the instruction deeper.

Moreover, the teacher can use mixed languages to give the students instruction to make a group so the students can be more understanding about the instruction. The data in the finding section shows that not many teachers mention this function of translanguaging but the researcher still highlights this kind of function because the researcher believes that this is important for EFL Classroom. Furthermore, translanguaging helps the teacher for classroom

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<sup>60</sup> Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678-694.

management and gives direction. Therefore, by using a translanguaging the classroom could be more conducive and the students can understand more about the direction that the teacher asks.

Next, translanguaging is a pedagogical tool for low English proficiency students. This finding corroborated Rahmawansyah (2020) that states translanguaging used by the teacher could help the low English proficiency students in English vocabulary.<sup>61</sup> All of the teachers in MTsN 2 Sidoarjo believe that using mixed languages can support the low English proficiency students. Teacher C said that because English is not the mother tongue of Indonesian students, the learning process would not be achieved if the lessons only used English due to students' lack of English proficiency. This makes the students not apply their English lessons to their daily life, so they do not practice a lot. Then, teacher A and B said that most of the students in MTsN 2 Sidoarjo are still at the basic level so using a mixed-language is important to their understanding. The teachers from SMPN 1 Buduran also have similar perspectives about this topic. In Indonesia, elementary school only focuses on vocabulary and just talks about simple grammar.

Therefore, the students in Junior High school especially for seventh-graders still have difficulty in speaking. This is in line with the statement from teacher Z “they still have limited vocabulary and knowledge of grammar or

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<sup>61</sup> Rahmawansyah, R. (2019). Translanguaging as a pedagogical strategy in EFL classroom. *ELT-Lectura*, 5 (2), 139–146.



good English, so they are still lacking in speaking". The two schools show that translanguaging is important especially for low English proficiency students. They still have a lack of vocabulary and grammar to speak, so using a mixed-language can make the low English proficiency students helpful. Their daily languages can help the students be more motivated to learn English. The teachers also believe that the goals and learning process cannot be achieved without using translanguaging. Moreover, the level of students has an impact in the use of translanguaging in the EFL classroom.

Lastly, translanguaging is a support to build class rapport and comfort. This finding corroborates Schweers' (1999) study that using L1 to joke around with students was favorable among teachers, which can be considered as a means of building bonds with students.<sup>62</sup> The use of L1 is effective for rapport building (making jokes, showing concern, sharing experiences, and sharing opinions). These findings just come from one school which is SMPN 1 Buduran because the teachers of the MTsN 2 Sidoarjo did not mention the use of translanguaging in building a class comfort and class rapport. The teachers in SMPN 1 Buduran use Javanese and Indonesian to create a bond to become close to students. The teachers believe that if they use their daily language, they will enjoy learning more. Teacher Y also said that if students like the teacher's way of learning, the students will have the motivation to learn. Furthermore, the use of daily language also helps build class

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<sup>62</sup> Schweers, C. (1999) Using L1 in the L2 classroom. *English Teaching Forum*, 37, 6-13

atmosphere. Students tend to be silent if the teacher only uses English, which causes the classroom atmosphere to become tense and learning is not effective. Hence, the translanguaging can help the teacher to make the classroom more comfortable atmosphere and build the bond between the teacher and students.

#### **b. Students' Perspectives of Translanguaging**

The previous findings in this research already shows that translanguaging has several benefits in students' perspectives, such as translanguaging as a tool for better comprehension, translanguaging as a tool to facilitate communication, and translanguaging as a support to increase students' confidence. Based on the data findings, the researcher did the abroad discussion that was supported by several theories.

Firstly, translanguaging is a tool for better comprehension. This emerging theme from the findings was supported by Cenoz and Gorter (2021), confirming the advantage of using the translanguaging method in classes including understanding lecture content.<sup>63</sup> Students in MTsN 2 Sidoarjo showed their positive statements about using mixed languages in English lessons. They feel helpful because they still lack vocabulary so they still need more explanation about the material. Student D also mentioned that when they are learning together, usually they use Javanese because they feel more understanding if their friend explains it in Javanese. Moreover, students from

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<sup>63</sup> Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.

SMPN 1 Buduran have similar statements with MTsN 2 Sidoarjo but they add some reasons. They feel if they use English directly they will get difficulties because they can not think first. They also believed that English is a hard subject so they still need their daily language to better understand. Student Y also mentioned that mixed languages can engage them because they can understand the meaning of the vocabulary. The students from both schools strongly agree about translanguaging as a tool to help them better understand. Most of the students still have a lack of vocabulary so they still need an explanation more. Furthermore, they feel more engaged if they know the meaning.

Secondly, translanguaging is a tool to facilitate communication. As mentioned in the first section, communication is one of the keys to lessons. This statement was corroborated by Rahmawansyah (2019, that translanguaging could create effective communication between teachers and students in the classroom.<sup>64</sup> If the lesson must be in English only, the students from MTsN 2 Sidoarjo find it more difficult, especially to communicate with each other. They mentioned that they still need mixed languages to communicate with their friends. Even though their teacher always asks them to try in English first. Student X from SMPN 1 Buduran also has a similar perspective with students from MTsN 2 Sidoarjo, the student believes that

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<sup>64</sup> Rahmawansyah, R. (2019). Translanguaging as a pedagogical strategy in EFL classroom. *ELT-Lectura*, 5 (2), 139–146.

English is so difficult so they still need mixed languages to communicate with each other. Moreover, their teacher also allows them to speak in mixed languages but not for the writing task. The findings show that translanguaging can be a tool for facilitating the students. Not only to ask the teacher but also to communicate with others. The main reason is that English is still difficult for them, especially for beginner levels (junior high school) and also English is not their daily language. However, the teachers still try to ask the students to try to use English for practice.

Thirdly, translanguaging is support to increase students' confidence. This statement was corroborated by Rahmawansyah (2019), who said that translanguaging makes the students more enjoyable and prefer to speak up in the teaching-learning process.<sup>65</sup> The finding from MTsN 2 Sidoarjo students' perspective shows that they are afraid if they should use English, the factor why they are afraid is because they are not confident with their English comprehension. This makes sense since they are still in Junior High school and lack vocabulary. They also mention the hard pronunciation of English, so they are less confident to express their thoughts. However, they feel more confident because they can express their thoughts using mixed languages. Students from SMPN 1 Buduran also have the same response, they would have felt more comfortable to ask if the teacher had allowed them to use

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<sup>65</sup> Rahmawansyah, R. (2019). Translanguaging as a pedagogical strategy in EFL classroom. *ELT-Lectura*, 5 (2), 139–146.

mixed languages. Furthermore, they could share their opinion with the class if they are allowed to use mixed languages. Another student mentioned that if they should use English directly, they would be anxious and confused. It means that using mixed languages can make them brave and comfortable to express their thoughts and opinions. Translanguaging students' views can be very helpful. They feel more comfortable and less anxious if they can express their thoughts using mixed languages in the EFL Classroom. Since English is not their daily language it makes it difficult to pronounce some words in English. Therefore, if the teacher allows them to use translanguaging when they express their opinions and thoughts, that would be more comfortable for them and the lessons would be more active and engaging.

UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter summarizes the researcher's recommendation to the parties involved regarding teachers' and students' perspectives about translanguaging as a pedagogical tool in ELT especially in Indonesia based on the previous findings and discussion that have been described.

#### A. Conclusion

From the previous findings and discussion, several things were reflected by the researcher. The researcher concluded by two sections based on the research question. First is from the teachers' perspectives and the second one is from students' perspectives.

First, to answer the first research question, what are the teachers' perspectives of translanguaging practices in their English class?, the researcher concluded that teachers from both schools, SMPN 1 Sidoarjo & MTsN 2 Sidoarjo perceive translanguaging as a valuable tool with numerous benefits in the English as a Foreign Language (EFL) classroom setting. From the teachers' perspectives, translanguaging serves as a pedagogical scaffold for concept explanation, enhances student participation and communication, aids in classroom management and instruction, supports low English proficiency students, and fosters class rapport and comfort. Translanguaging proves instrumental in bridging language barriers, especially in environments where English proficiency levels vary. It allows for more effective

communication and comprehension, thereby creating a conducive learning atmosphere. Teachers utilize translanguaging to cater to diverse learning needs, ensure clarity in instruction, and foster a supportive classroom environment where students feel comfortable expressing themselves.

Then, to answer the second research question, “what are the students' perspectives of translanguaging practices in their English class?”, the researcher concluded that students also perceive translanguaging as a valuable tool with numerous benefits in the English as a Foreign Language (EFL) classroom setting. Students see translanguaging as a means to better comprehend lesson content, facilitate communication among peers, and increase their confidence in expressing themselves. Moreover, students appreciate the opportunity to use their native languages alongside English, as it boosts their confidence and facilitates their engagement in classroom activities. Translanguaging empowers students to participate actively in discussions, seek clarification when needed, and ultimately, enhance their learning experience.

Both teachers and students perceive translanguaging as a valuable tool with numerous benefits in the English as a Foreign Language (EFL) classroom setting. In essence, the findings highlight the importance of embracing translanguaging as a pedagogical approach in EFL classrooms. By recognizing and leveraging students' linguistic resources, educators can promote inclusive learning environments, cater to diverse learning needs, and

ultimately, enhance students' overall language proficiency and academic success. Thus, integrating translanguaging into EFL instruction not only enriches the learning experience but also promotes cultural understanding and appreciation in the classroom.

## **B. Suggestion**

Based on the study's findings and limitations, the researcher made the following recommendation.

### **1. Indonesian EFL teachers**

For Indonesian EFL teachers who will conduct translanguaging as a pedagogical tool in their classroom, the findings of the research can be used in order to prepare before conducting translanguaging as a pedagogical tool in the EFL classroom. The next Indonesian EFL teachers who will conduct translanguaging as a pedagogical tool in the EFL classroom need to know that translanguaging has several benefits if translanguaging is used effectively with the right target in the EFL classroom. From the findings of the research, the next Indonesian EFL teachers who will conduct translanguaging as a pedagogical tool in the EFL classroom are also expected will be able to overcome the confusion in clear guidelines, communicate to students when it is appropriate to use their native language and when English should be prioritized, ensuring a balance between language learning goals and linguistic support.



## 2. Future researchers

The findings of this research are provided to be a reflection by the next researchers who wish to carry out research focusing on translanguaging as a pedagogical tool in the EFL classroom especially in Indonesia. Therefore, it will be good if future research conducts more detail about translanguaging as a pedagogical tool in the EFL classroom, such as making a correlation between two public schools in Indonesia. Moreover, future researchers can also explore more about translanguaging that occurs in EFL classrooms, especially in several language proficiency levels of students. Furthermore, the researcher found obstacles when doing a FGD with the seventh-grade student. The researcher suggested that the next researcher used a questionnaire rather than FGD because the students can give more perspectives without feeling nervous. In addition, the next researcher can also develop research based on translanguaging as a hindrance in ELT.

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UIN SUNAN AMPEL  
S U R A B A Y A

## APPENDICES

### A. Appendix 1: Research Instrument

#### Interview : Teachers' Perspectives

##### General Perspectives of Translanguaging

1. What do you believe about using another language other than English in EFL Classroom?

##### How frequently another language other than English was used by EFL students

1. How often do you notice the use of another language other than English was used by EFL students in the classroom?
2. What is the most common activity that encourages students to use another language other than English?

##### How frequently another language other than English was used by EFL teachers

3. How often do you use another language other than English in the classroom?
4. What is the language that you used besides English?
5. When do you use another language other than English in the classroom?
6. Why do you use another language other than English in the classroom?

##### Teachers' beliefs about the prominence of the use of another language other than English in English classes

7. How important is it for teachers to use another language other than English in EFL classrooms?
8. How's the learning atmosphere when using another language besides English?
9. In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms? And why?

##### EFL teachers' beliefs about the prominence of students' use of another language other than English in English classes

10. How important do you believe it is for students to use another language other

than English in the classroom?

### FGD Instrument: Students' Perspectives

#### General Perspectives of Translanguaging

1. What are your daily languages?
2. What language are you proficient in?
3. Do you feel the need to use your first language(s) during your English lessons? Why?
4. What do you think about using another language other than English in an English classroom?

The allowance and encouragement of teachers' use of another language other than English in English classes

5. Does your teacher allow you to use another language other than English in class? When?
6. Does your teacher always speak English during English lessons?

How frequently another language other than English was used by EFL students

7. Do you use another language than English during your English lessons? When? And why?
8. Which languages do you speak during your English lessons?

Students' beliefs about the prominence of the use of another language other than English in English classes

9. How's the learning atmosphere when using another language besides English?
10. Do you feel that it is bad to speak another language other than English during English lessons?
11. Do you feel that your teacher negatively judges your competence in English if you use another language than English during English lessons?



12. Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?

## **B. Appendix 2: Result of Data Collection**

### **Transcribe Interview & FGD FGD Transcribe FGD Students MTsN 2 Sidoarjo**

#### General Perspectives of Translanguaging

What are your daily languages?

- A: Biasanya saya menggunakan bahasa Indonesia dan Bahasa Jawa
- B: Lebih sering bahasa jawa
- C: sama, bahasa jawa
- D: bahasa jawa juga
- E: Terkadang bahasa jawa dan terkadang bahasa indonesia

What language are you proficient in?

- A: bahasa Indonesia dan Bahasa Jawa
- B: bahasa jawa karena saya sering menggunakannya, tetapi bahasa indonesia dan sedikit bahasa inggris, lalu saya belajar sedikit bahasa arab juga
- C: sama, bahasa jawa
- D: bahasa jawa dan bahasa indonesia juga
- E: bahasa indonesia mungkin

Do you feel the need to use your first language(s) during your English lessons? Why?

- B: Iya, penting. Karena kita dapat berkomunikasi dengan teman menggunakan bahasa Indonesia, juga kita dapat lebih mengerti artinya kalau dicampur menggunakan bahasa Indonesia
- E: Setuju kak
- C: Kita juga sering tidak tau bahasa inggrisnya jadi kita menggunakan bahasa indonesia

What do you think about using another language other than English in an English classroom?

A: Penting, karena saya terbantu dengan bahasa Indonesia jadi lebih faham materinya

B: Jadi ndak bosan juga kak, karena biasanya menggunakan bahasa inggris saja kita jadi bingung dan bosan

Biasanya materi apa yang kesusahan saat menggunakan english full?

C: Karena ndak tau artinya sih kak jadi bingung kalau english full

The allowance and encouragement of teachers' use of another language other than English in English classes

Does your teacher allow you to use another language other than English in class? When?

B: Iya, diperbolehkan. Saat kita bertanya dan tidak tau bahasa inggrisnya.

C: Saat kita tidak tau artinya juga.

-Apakah saat izin diperbolehkan menggunakan bahasa selain bahasa inggris?

B: Tidak boleh

E: Tidak boleh, kak. Kita harus menggunakan bahasa inggris

Does your teacher always speak English during English lessons?

C: Iya, tetapi selalu diperjelas dengan bahasa Indonesia

How frequently another language other than English was used by EFL students

Do you use another language than English during your English lessons? When? And why?

B: Iya, kita menggunakan bahasa Indonesia dan bahasa jawa di kelas, tetapi saat guru menyuruh menggunakan bahasa inggris kita mencoba meski sulit.

C: Betul, kak. Bahasa inggris sangat sulit sehingga kita tidak bisa berkomunikasi ketika menggunakan bahasa inggris saja.

E: Saat saya bertanya ke guru saya biasanya menggunakan bahasa indonesia, karena bingung bahasa inggrisnya.

Which languages do you speak during your English lessons?

A: Indonesia kalau ke guru kak

B: Biasanya juga berbicara bahasa jawa kalau sama teman kak

- Apakah itu membantu kalian?

D: Iya kak, saya lebih faham ketika teman saya menjelaskan menggunakan bahasa jawa

Students' beliefs about the prominence of the use of another language other than English in English classes

How's the learning atmosphere when using another language besides English?

B: Takut kak kalau disuruh pakai bahasa inggris saja, jadi kami senang kalau ada bahasa indonesia dan jawa, kita jadi bisa mengungkapkan pikiran kita.

Do you feel that it is bad to speak another language other than English during English lessons?

C: Tidak kak, belajar untuk berbicara bahasa Inggris kak yang susah karena tidak terbiasa dan juga pengucapannya susah jadi perlu sekali bahasa Indonesia atau bahasa Jawa.

D: Tidak kak, karena malah membantu

Do you feel that your teacher negatively judges your competence in English if you use another language than English during English lessons?

A: Tidak pernah kak, biasanya guru akan menyuruh mencoba dulu tapi terkadang boleh langsung memakai bahasa indonesia

B: Betul kak, guru juga menggunakan bahasa campur saat menjelaskan jadi kita juga tanya menggunakan bahasa campur campur

Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?

B: Iya kak, jadi merasa lebih asik karena tau artinya

E: Betul kak, karena kalau full bahasa inggris, saya jadi bingung dan kesulitan mungkin karena belum terbiasa

#### **FGD Students SMPN 1 Buduran**

## General Perspectives of Translanguaging

What are your daily languages?

V: Kalau di rumah dengan orang tua menggunakan bahasa Indonesia kak, kalau dengan teman bahasa Jawa

W: Bahasa Jawa kak

X: Bahasa Jawa juga kak

Y: Kalau bersama guru bahasa Indonesia kak, saya sering pakai bahasa Indonesia sih

Z: Ya saya dua-duanya kak, Jawa dan Indonesia

What language are you proficient in?

V: Indonesia kak

W: Bahasa Jawa sih kak

X: Mungkin bahasa Jawa kak, karena saya pakai terus

Y: Indonesia juga kak

Z: Lebih sering pakai Jawa kak, jadi bahasa Jawa

Do you feel the need to use your first language(s) during your English lessons? Why?

X: Sangat perlu kak, karena tidak semua siswa paham bahasa Inggris dan banyak siswa yang kebingungan kalau kelas bahasa Inggris

Y: Betul kak. Karena bahasa Inggris juga susah kak, jadi menurut saya penting menggunakan bahasa Indonesia

Z: Saya suka menggunakan bahasa campur-campur saat di kelas bahasa Inggris karena saya jadi bisa berpendapat dan menjawab apa soal dari guru.

Y: Saya juga setuju kak, karena kalau pakai bahasa Indonesia dulu saya jadi bisa berfikir dulu kak, kalau langsung bahasa Inggris saya kesulitan.

What do you think about using another language other than English in an English classroom?

X: Sama kaya tadi kak, saya setuju saja, karena perlu dan bahasa inggris juga susah kak

Z: Betul kak, saya sering kebingungan juga kalau menggunakan bahasa inggris jadi masih menggunakan bahasa indonesia

The allowance and encouragement of teachers' use of another language other than English in English classes

Does your teacher allow you to use another language other than English in class? When?

W: Kita disuruh belajar bahasa inggris kak tetapi masih menggunakan bahasa indonesia juga di kelas, biasanya sih waktu kita bingung artinya

X: Betul kak, saat bingung kita menggunakan bahasa indonesia tetapi kadang lebih banyak diam kita kak.

- Jadi ketika guru menerangkan in English dan kalian kebingungan kalian memilih diam?

X: Iya kak

W: Kita juga disuruh hafalan kak, kita disuruh tulis kata bahasa inggris yang kita tau

Y: Iya kak, kita juga ditanyai artinya oleh bu guru

Does your teacher always speak English during English lessons?

Y: Campur campur sih kak

X: Kadang Indonesia, kadang inggris juga kak tetapi jarang

How frequently another language other than English was used by EFL students

Do you use another language than English during your English lessons? When? And why?

Z: Iya kak, bahasa Indonesia ketika kita kesulitan dan bertanya ke guru

X: Saat izin juga menggunakan bahasa indonesia karena kadang lupa bahasa inggrisnya kak

Z: Betul kak, kadang lupa. Jadi saat tanya ke guru kita pakai bahasa indonesia

Which languages do you speak during your English lessons?

V: Bahasa Indonesia, kadang bahasa jawa juga kalau ngobrol sama teman kak

Z: Kadang bahasa inggris kalau disuruh praktek kak

Students' beliefs about the prominence of the use of another language other than English in English classes

How's the learning atmosphere when using another language besides English?

Z: Kelasnya jadi diam kak, karena semua mendengarkan

V: Kadang juga karena tidak tau artinya kak

W: Betul kak

Do you feel that it is bad to speak another language other than English during English lessons?

X: Kalau saya malah terbantu kak, karena kan bahasa inggris bukan bahasa yang kita pakai terus menerus

Y: Setuju kak, juga bahasa jawa jadi lebih seru kak

Do you feel that your teacher negatively judges your competence in English if you use another language than English during English lessons?

Z: Ndak kak, gurunya juga faham kalau kita kesulitan kak, tapi kalau tugas menulis harus menggunakan bahasa inggris. Kalau ngomong aja gapapa pakai bahasa indonesia atau bahasa jawa

Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?

Y: Iya si kak, jadi lebih seru karena faham artinya

Z: Iya kak betul, meski tetap sulit berbicara bahasa inggris karena ucapannya susah

### **Interview Transcribe**

#### **First teacher from MTsN 2 Sidoarjo**

General Perspectives of Translanguaging

What do you believe about using another language other than English in EFL Classroom?

Menurut saya It's okay karena bahasa Inggris kan Bahasa kedua bahkan bahasa ketiga bagi kita orang Indonesia Jadi ya it's oke ya Mas. Saya ulangi lagi karena memang untuk mencapai pembelajaran di dalam bahasa Inggris itu Baik cara untuk komunikasi baik secara lisan maupun tulisan itu memang harus menggunakan bahasa lain. Tidak masalah menggunakan bahasa itu dengan catatan karena kita itu memang pembelajaran bahasa Inggris untuk memberikan contoh kepada anak-anak ya kita memang lebih sering sebagai guru menggunakan bahasa Inggris meskipun nanti toh juga harus apa yang kita omongkan itu harus mengulangi lagi ke anak-anak karena guru kan juga masih belajar jadi kadang kita juga lupa kosakata dan menggunakan bahasa Indonesia dan ketika anak-anak ingin mengucapkan sepatah dua patah kata atau ingin mengucapkan kalimat tapi memang tidak mendapatkan kesempurnaan memberikan penggalan-penggalan bahasa Indonesia ke dalam kalimat-kalimat yang ingin dia sampaikan.

How frequently another language other than English was used by EFL students

How often do you notice the use of another language other than English was used by EFL students in the classroom?

Sering sih mas karena memang anak-anak ini masih kesulitan Terkadang untuk berbicara bahasa Inggris penuh.

What is the most common activity that encourages students to use another language other than English?

Biasanya setelah saya pancing untuk berbicara bahasa Inggris mereka akan menjawab akan berusaha menjawab dengan bahasa Inggris tetapi diselingi dengan penggalan-penggalan bahasa Indonesia maupun bahasa Jawa.

How frequently another language other than English was used by EFL teachers

How often do you use another language other than English in the classroom?

Lumayan sering ya mas karena memang anak-anak ini belum terbiasa dan seperti yang saya katakan tadi memang masih kesulitan untuk bahasa Inggrisnya.

What is the language that you used besides English?

Indonesia Biasanya sih Mas.

When do you use another language other than English in the classroom?

Ya itu mah saat pembelajaran biasanya saat saya menerangkan itu Saya biasanya memakai bahasa Inggris terlebih dahulu dan ketika mereka terlihat tidak paham saya akan menerangkan lagi menggunakan bahasa Indonesia.

Why do you use another language other than English in the classroom?

Karena memang membantu bahasa membantu saya untuk memperjelas materi seperti itu.

Teachers' beliefs about the prominence of the use of another language other than English in English classes

How important is it for teachers to use another language other than English in EFL classrooms?

Sangat penting ya mas karena memang alasan-alasannya sudah saya Sebutkan sebelumnya

How's the learning atmosphere when using another language besides English?

Untuk atmosfernya sih berbeda ya Mas, tergantung dengan kelasnya kalau di kelas A dan B itu mereka rata-rata memang sudah menguasai bahasa Inggris jadi memang mereka lebih tertarik untuk saat saya menggunakan full bahasa Inggris kalau kelas-kelas yang belum memang mereka kesulitan biasanya

In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms?

ya ketika anak anak mulai curious atau mulai kebingungan Jadi biasanya saya langsung menggunakan bahasa Inggris seperti itu mas.

And why?

Karena memang biasanya mereka ini bertanya nya juga menggunakan bahasa Indonesia campur gitu jadinya memang Saya biasanya jawab juga menggunakan bahasa Indonesia



EFL teachers' beliefs about the prominence of students' use of another language other than English in English classes

How important do you believe it is for students to use another language other than English in the classroom?

Sangat penting bagi mas karena memang penggunaan bahasa selain bahasa Inggris ini membantu saya sekali lagi dan juga membuat anak-anak lebih paham seperti itu

### **Second teacher from MTsN 2 Sidoarjo**

General Perspectives of Translanguaging

What do you believe about using another language other than English in EFL Classroom?

Untuk bahasa daerah dan bahasa Indonesia itu juga cukup membantu juga. Memang untuk kelas 7 ini mereka masih basic. Karena kalau nggak menggunakan bahasa lain tuh biasanya anak itu nggak paham.

How frequently another language other than English was used by EFL students

How often do you notice the use of another language other than English was used by EFL students in the classroom?

Untuk siswanya mereka ya cukup sering ya masih banyak menggunakan bahasa Jawa dan bahasa Indonesia

What is the most common activity that encourages students to use another language other than English?

Kalau paling sering itu mereka saat bertanya ke saya itu mas biasanya mereka menggunakan bahasa Jawa bahasa Indonesia tapi untuk pembiasaan biasanya saya saya wajibkan mereka ketika izin ke saya seperti izin ke kamar mandi itu menggunakan bahasa Inggris

How frequently another language other than English was used by EFL teachers

How often do you use another language other than English in the classroom?

Ya Jadi biasanya itu saya dua kali Mas untuk menerangkannya itu pertama menggunakan bahasa Inggris dulu full lalu kedua menggunakan bahasa

Indonesia tapi kalau memang dirasa siswanya sudah mengerti saat saya menggunakan full bahasa Inggris yaitu Oke saya lanjut menggunakan bahasa Inggris tapi biasanya sih mereka banyak yang bingung Jadi saya sering menggunakan bahasa Indonesia

What is the language that you used besides English?

Itu sih Mas Bahasa Indonesia sih

When do you use another language other than English in the classroom?

Lebih sering ketika menerangkan dan menjawab pertanyaan dari mereka Mas

Why do you use another language other than English in the classroom?

Ya karena siswa jadi lebih paham

Teachers' beliefs about the prominence of the use of another language other than English in English classes

How important is it for teachers to use another language other than English in EFL classrooms?

Penting Mas menurut saya Karena memang bahasa Inggris itu memang jadi salah satu pelajaran yang sulit untuk siswa dan juga mereka sudah punya banyak sekali mata pelajaran lain ya kan untuk di MTS ini ada banyak tambahan mata pelajaran agama jadinya mereka sudah banyak gitu Mas yang dipelajari Nah untuk belajar bahasa Inggris ini memang jadinya kita sebagai guru juga menggunakan bahasa Indonesia untuk membantu menjelaskan kepada siswa seperti itu

How's the learning atmosphere when using another language besides English?

Tergantung kelasnya juga Jadi ada yang kelasnya Ketika saya menggunakan full bahasa Inggris langsung paham dan juga ada yang kelasnya itu butuh bahasa Indonesia jadi paham gitu

In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms?

Ketika siswa mulai terlihat bingung gitu Mas karena kelihatan kan mukanya biasanya itu kalau mereka itu bingung gitu jadinya ketika mereka

kebingungan itu menurut saya bagus untuk guru menggunakan bahasa Indonesia untuk menjelaskan agar mereka lebih paham

And why?

Agar mereka lebih paham seperti itu

EFL teachers' beliefs about the prominence of students' use of another language other than English in English classes

How important do you believe it is for students to use another language other than English in the classroom?

karena memang untuk membantu pemahaman anak-anak itu karena kalau kita bahasa Inggris penuh nanti mereka bingung gitu biasanya Mas

### **Third teacher from MTsN 2 Sidoarjo**

General Perspectives of Translanguaging

What do you believe about using another language other than English in EFL Classroom?

English is not the mother tongue for Indonesian students, without the mother tongue the goals and learning process cannot be achieved

How frequently another language other than English was used by EFL students

How often do you notice the use of another language other than English was used by EFL students in the classroom?

Sangat sering bahkan cenderung menggunakan bahasa Indonesia ataupun bahasa Jawa di kelas

What is the most common activity that encourages students to use another language other than English?

Saat mereka berbincang dengan teman Lalu saat mereka bertanya

How frequently another language other than English was used by EFL teachers

How often do you use another language other than English in the classroom?

Sering sekali mas

What is the language that you used besides English?

Kalau ibu biasanya itu menggunakan bahasa Indonesia

When do you use another language other than English in the classroom?

Saat menyuruh anak-anak diam atau saat menyuruh saat sudah bilang ke anak-anak kalau saya suruh mengerjakan tetapi mereka belum paham maksud dari apa yang saya bilang

Why do you use another language other than English in the classroom?

Karena itu membantu saya menjelaskan lebih Detail kepada anak-anak  
Kalau boleh tau materi seperti apa ya bu?

*biasanya membantu untuk penjelasan context cultural karena kan sekarang berbasis kurikulum merdeka jadi semua mata pelajaran terintegrasi nah salah satunya dengan seni budaya, saya biasanya menyuruh mereka untuk membuat descriptive text seperti wayang itu apa dan sebagainya*

Teachers' beliefs about the prominence of the use of another language other than English in English classes

How important is it for teachers to use another language other than English in EFL classrooms?

Menurut saya fifty-fifty Ya karena memang terkadang hal itu membantu saya untuk menjelaskan Lebih Detail kepada anak-anak

How's the learning atmosphere when using another language besides English?

Kalau menggunakan bahasa selain bahasa Indonesia selain bahasa Inggris itu mereka lebih senang gitu lebih bahagia lebih suka

In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms? And why?

Kalau menurut saya memang yang paling tepat itu memang saat menjelaskan dan dirasa mereka kurang paham itu bagus nya memang menggunakan bahasa Indonesia yaitu mas karena memang anak-anak kan masih belum Mahir masih levelnya juga basic jadi memang butuh bahasa tambahan

EFL teachers' beliefs about the prominence of students' use of another language other than English in English classes

How important do you believe it is for students to use another language other than

English in the classroom?

Sekali lagi sangat penting menurut saya mas karena memang ya itu tadi yang sudah saya jelaskan kalau membuat saya semakin detail menerangkan kepada anak-anak dan juga karena anak-anak juga masih belum Mahir itu biasanya saya menggunakan bahasa Indonesia

### **First teacher from SMPN 1 Buduran**

General Perspectives of Translanguaging

What do you believe about using another language other than English in EFL Classroom?

Karena yang kita ajar itu ndak semuanya bisa bahasa Inggris gitu jadi perlu bilingual memang jadi setelah Guru menyampaikan materi pakai bahasa Inggris pasti kalau saya saya translate kan saya bantu karena kalau nggak begitu anak-anak nggak ngerti Bu belum paham gitu jadi harus disampaikan Memang secara bilingual

How frequently another language other than English was used by EFL students

How often do you notice the use of another language other than English was used by EFL students in the classroom?

jadinya hampir 80% untuk kelas yang saya ajar itu memang wujudnya belum bisa atau belum lancar untuk speakingnya dan banyak kosakata yang mereka belum tahu

What is the most common activity that encourages students to use another language other than English?

Sering sih katanya waktu ndak tahu artinya itu masih kayak Bu ini artinya apa sih seperti itu. Tapi saya suka karena mereka jadi berani.

How frequently another language other than English was used by EFL teachers

How often do you use another language other than English in the classroom?

Fifty Fifty mas jadi ketika saya mengajar biasanya saya bilingual seperti itu jadi setelah bahasa Inggris itu biasanya saya juga bahasa Indonesia seperti itu

What is the language that you used besides English?

Bahasa Indonesia dan Bahasa Jawa

When do you use another language other than English in the classroom?

saya sih pakai bahasa Indonesia ya untuk menjelaskan lagi itu biasanya. Juga menggunakan bahasa daerah atau bahasa Jawa itu di situasi yang tidak formal

Why do you use another language other than English in the classroom?

bahasa Indonesia untuk memperjelas materi dan bahasa jawa biasanya untuk hiburan aja

Teachers' beliefs about the prominence of the use of another language other than English in English classes

How important is it for teachers to use another language other than English in EFL classrooms?

Penting mas karena mungkin untuk brainstorming saya menggunakan bahasa Inggris biasanya itu untuk memancing aja dan mereka jawabnya bisa bilingual juga gitu

How's the learning atmosphere when using another language besides English?

Jadi kalau biasanya kalau misal saya pakai full bahasa Inggris itu kelasnya tuh lebih krik krik krik gitu Jadi kalau misalnya menggunakan bahasa bailingual itu mereka lebih paham seperti itu lebih Aktif

In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms?

Menurut saya sih saat yang tepat itu ketika pembukaan ya Mas jadi ketika mereka sudah dijelaskan materinya ataupun sebelumnya itu setelah greeting menggunakan bahasa Inggris itu Saya biasanya menggunakan bahasa Indonesia seperti jadi materi hari ini kita apa saja dan juga ini sih Mas apa kayak tujuannya apa seperti itu

And why?

Jadi mereka lebih paham seperti itu jadi tujuannya Seperti apa nanti dan juga materinya apa itu biasanya sih Mas

EFL teachers' beliefs about the prominence of students' use of another language

other than English in English classes

How important do you believe it is for students to use another language other than English in the classroom?

Penting ya penting karena memang yang digunakan kan bahasa Ibu mereka  
Jadi mereka lebih paham dan juga lebih Oh jadi Maksudnya seperti itu

### **Second teacher from SMPN 1 Buduran**

General Perspectives of Translanguaging

What do you believe about using another language other than English in EFL Classroom?

Jadi untuk mix Bahasa memang saya sih biasanya masih menggunakannya ya Mas, jadi kadang menggunakan bahasa jawa agar mereka juga masih mengenal bahasa daerah seperti itu, juga karena kan kurikulum merdeka ini diwajibkan untuk saling berhubungan antara mata pelajaran yang lain, salah satunya dengan seni budaya atau bahasa jawa.

How frequently another language other than English was used by EFL students

How often do you notice the use of another language other than English was used by EFL students in the classroom?

Kalau untuk siswanya memang sering sih mas karena mereka belum lancar berbicaranya

What is the most common activity that encourages students to use another language other than English?

Kalau mereka bertanya atau terkadang saat saya suruh mereka diskusi bersama kelompok itu juga mereka masih menggunakan bahasa Ibu mereka atau bahasa selain bahasa Inggris itu

How frequently another language other than English was used by EFL teachers

How often do you use another language other than English in the classroom?

Hampir setiap mengajar menggunakan bahasa Indonesia atau mix language

What is the language that you used besides English?

Bahasa Indonesia dan Bahasa Jawa

When do you use another language other than English in the classroom?

Kalau penggunaannya itu bahasa Indonesia biasanya memang saya seringnya memang hampir menggunakan bahasa Indonesia untuk menjelaskan tetapi mix language jadi di tengah-tengah saya menerangkan bahasa Inggris juga saya campur bahasa Indonesia lalu untuk bahasa Jawa juga biasanya saya untuk agar lebih dekat gitu dengan siswa

Why do you use another language other than English in the classroom?

Ya itu mas jadi karena untuk membantu pemahaman siswa dan juga agar lebih dekat dengan siswa Jadinya kalau menurut saya Ya kalau misal mereka menyukai gurunya itu mereka akan lebih termotivasi untuk belajar bahasa Inggris

Teachers' beliefs about the prominence of the use of another language other than English in English classes

How important is it for teachers to use another language other than English in EFL classrooms?

Penting Mas Penting Jadi selain untuk pembelajaran juga agar mereka tidak lupa bahasa mereka sendiri begitu dan untuk agar kita jadi lebih dekat dengan siswa

How's the learning atmosphere when using another language besides English?

Jadi perbedaannya cukup signifikan ya mas karena ketika kita menggunakan bahasa full bahasa Inggris mereka biasanya akan banyak diam

In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms?

Ya itu menurut saya lebih untuk motivasi siswanya jadi agar mereka mau belajar bahasa Inggris dulu seperti itu sih untuk kelas kelas 7 tuh

And why?

Itu agar mereka termotivasi belajar bahasa Inggrisnya dulu lalu nanti mereka akan tertarik bahasa Inggris dan akhirnya mau belajar bahasa Inggris

EFL teachers' beliefs about the prominence of students' use of another language



other than English in English classes

How important do you believe it is for students to use another language other than English in the classroom?

Penting sekali Menurut saya mas karena memang ini kan mereka masih belajar mereka masih pemula jadinya penting sekali untuk menggunakan mix language jadinya agar mereka Paham agar mereka termotivasi seperti itu

### **Third Teacher SMPN 1 Buduran**

General Perspectives of Translanguaging

What do you believe about using another language other than English in EFL Classroom?

Saya sering sekali menggunakannya mesti kelas karena di SMP ini mereka juga masih baru jadi mereka masih campur-campur bahasanya lalu juga karena gadget itu Mas Jadi mereka lebih percaya jadi meskipun saya memerintahkan untuk berbicara bahasa Inggris mereka biasanya ya Bu Jangan pakai bahasa Inggris saja pakai bahasa Indonesia juga ataupun mereka akhirnya pakai Google Translate

How frequently another language other than English was used by EFL students

How often do you notice the use of another language other than English was used by EFL students in the classroom?

Amat sering Ya karena ya itu tadi karena mereka belum terbiasa

What is the most common activity that encourages students to use another language other than English?

Saat mereka sedang berbicara satu sama lain lalu saat mereka juga sedang bertanya ke saya

How frequently another language other than English was used by EFL teachers

How often do you use another language other than English in the classroom?

Lumayan sering

What is the language that you used besides English?

Bahasa Indonesia atau bahasa Jawa tapi lebih sering bahasa Indonesia

When do you use another language other than English in the classroom?

Semisal mereka susah diatur atau saat Saya menyuruh mereka untuk berpindah tempat saat kelompokan itu mas lalu juga ketika mereka saya jelaskan terlihat bingung itu akan saya jelaskan lagi artinya menggunakan bahasa Indonesia

Why do you use another language other than English in the classroom?

Ya itu karena mereka kalau menggunakan bahasa perintah menggunakan bahasa Inggris itu mereka masih bingung juga ketika mereka menggunakan dijelaskan menggunakan bahasa Inggris mereka juga bingung Jadi ya gimana lagi gitu menggunakan bahasa Indonesia akhirnya

Teachers' beliefs about the prominence of the use of another language other than English in English classes

How important is it for teachers to use another language other than English in EFL classrooms?

Penting sebenarnya khususnya untuk kita yang mengejar SMP ini mereka masih belum terlalu banyak kosakata dan juga mereka masih belum banyak tahu mengenai grammar ataupun bahasa Inggris yang bagus sehingga mereka masih kurang untuk speaking

How's the learning atmosphere when using another language besides English?

Mereka cenderung lebih tergantung kelasnya juga sih Mas Jadi kalau kelas yang saya ajar itu memang anak-anaknya ada yang sebagian itu kurang bahasa Inggris nya jadi mereka masih perlu banyak berlatih

In your opinion, when is the best time for teachers to use another language other than English in EFL classrooms? And why?

Yaitu untuk saat mereka kebingungan saat mereka saya perintah tetapi tidak tahu artinya saya akan menggunakan bahasa Inggris Indonesia

EFL teachers' beliefs about the prominence of students' use of another language other than English in English classes

How important do you believe it is for students to use another language other than

English in the classroom?

Sangat penting untuk siswa Emang untuk siswa SMP ya

### C. Appendix 3: Surat Validasi Research Instrument

**SURAT VALIDASI**

Setelah membaca dan menelaah lebih lanjut mengenai Instrumen *Teachers' and Students' Perspectives of Translanguaging as Pedagogical Tools to Facilitate ELT in Indonesia* pada bimbingan skripsi mahasiswa oleh:

Nama : Aldianto  
NIM : 06010520004  
Prodi : Pendidikan Bahasa Inggris  
Judul : *Teachers' and Students' Perspectives of Translanguaging as Pedagogical Tools to Facilitate ELT in Indonesia*


Dengan ini saya,  
Nama : Hilda Izzati Madjid, M.A  
Pekerjaan : Dosen

Menyatakan telah melakukan konsultasi dan telah melakukan pengkajian, maka kami memberi saran-saran sebagai berikut:

Bisa tanpa revisi     Bisa dengan revisi     Tidak bisa digunakan

Dan instrumen ini selanjutnya kami nyatakan valid dan bisa digunakan dalam penelitian.

Surabaya, 22 Januari 2024  
Validator,

  
Hilda Izzati Madjid, M.A

Beri tanda cek (√)

## D. Appendix 4: Surat Tugas Dosen Pembimbing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Jend. A. Yani 117 Surabaya - 60237 Telp. (031) 8437893  
Website: <https://uinsa.ac.id/fk> E-mail : [fk@uinsby.ac.id](mailto:fk@uinsby.ac.id)

### SURAT TUGAS

Nomor : B-7717/Un.07/04/D/PP.00.9/09/2023

- Menimbang : a. bahwa untuk meningkatkan kelancaran pelaksanaan ujian/munaqosah skripsi mahasiswa maka perlu memberikan tugas kepada dosen untuk membimbing skripsi pada mahasiswa.  
b. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, maka perlu menugaskan nama-nama dosen pembimbing.
- Dasar : Keputusan Rektor UIN Sunan Ampel Surabaya nomor 1018 Tahun 2022 tentang Pedoman Akademik Program Sarjana, Magister, dan Doktor Tahun 2022 UIN Sunan Ampel Surabaya

#### MEMBERI TUGAS

- Kepada : 1. Nama : Afida Safriani, M.A., PhD  
NIP : 197509162009122003  
Pangkat/Gol.Ruang : Pembina (IV/a)  
Jabatan : Lektor
2. Nama : Sigit Pramono Jati  
NIP : 198605182011011005  
Pangkat/Gol.Ruang : Penata Tk.I (III/d)  
Jabatan : Lektor
- Untuk : Membimbing skripsi Mahasiswa :  
Nama : Aldianto  
NIM : 06010520004  
Judul Skripsi : Ranslanguaging As Facilitator Or Hindrance In Eit: Teachers' And Students' Perspectives  
Prodi : PBI

pada semester Gasal 2023/2024 mulai tanggal, 7 September 2023. Harap dilaksanakan dengan sebaik-baiknya.




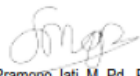
Surabaya, 7 September 2023







- Tembusan :
1. Yang bersangkutan;
  2. Arsip.



## E. Appendix 5: Approval Sheet of Thesis Proposal

 UIN SUNAN AMPEL SURABAYA	<b>FORMULIR PERSETUJUAN PEMBIMBING UNTUK MUNAQOSAH PROPOSAL</b>	No Dokumen	FM/02/GKM/12/FTK-UINSA	 Quality ISO 9001 Certificate No. 000484
		Revisi	0	
		Tanggal Terbit	29-Apr-16	
		Halaman	2 dari 5	
Hari/Tanggal	Selasa, 21 -November 2023			
Nama Mahasiswa	Aldianto			
NIM	.06010520004			
Judul Skripsi	Teachers and Students' Perspectives of Translanguaging as a pedagogical tool to facilitate ELT in Indonesia			
<b>Pembimbing telah menyetujui isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam munaqosah seminar proposal</b>				
Pembimbing I	 Afida Safriani, M.A., Ph.D			
Pembimbing II	 Sigit Pramono Jati, M. Pd., Ph.D			
<b>Formulir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Prodi</b>				
Chek list dokumen	Dokumen proposal Skripsi rangkap 3 (lengkap/tidak lengkap)* coret tidak perlu			
Diterima oleh JFU	Nama			
Waktu	Tanggal.....Bulan.....Tahun.....			
paraf JFU prodi/jurusan				
form 1.2. PPMPs	1 Asli untuk Dosen 2 Copy untuk Fungsional Umum Jurusan/Program Studi/Akademik			

## F. Appendix 6: Approval Sheet of Thesis

 UIN SUNAN AMPEL SURABAYA	<b>FORMULIR PERSETUJUAN PEMBIMBING          UNTUK MUNAQSAH SKRIPSI</b>	No Dokumen	FM/03/GKM/12/FTK-UINSA	 Quality ISO 9001 Certificate No. 885494
		Revisi	0	
		Tanggal Terbit	29-Apr-16	
		Halaman	3 dari 5	
Hari/Tanggal	Jum'at, 01 Maret 2024			
Nama Mahasiswa	Aldianto			
NIM	6010520004			
Judul Skripsi	Teachers' and Students' Perspectives of Translanguaging as a Pedagogical Tool to Facilitate ELT in Indonesia			
<b>Pembimbing telah menyetujui isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam          munaqosah seminar Skripsi</b>				
Pembimbing I	 Afida Safriani, MA, Ph.D			
Pembimbing II	 Sigit Pramono Jati, M.Pd, Ph.D			
<b>Formulir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Prodi</b>				
Cek list dokumen	Dokumen proposal Skripsi rangkap 3 (lengkap/tidak lengkap)* coret tidak perlu			
Diterima oleh JFU	Nama			
Waktu	Tanggal.....Bulan.....Tahun.....			
paraf JFU prodi/jurusan				