

## **Translanguaging Practice in Esa Unggul University: Student's perspective in Learning General English**

**Alfiana Rifka Fadillah<sup>1</sup>, Fillah Pertiwi Imansari<sup>2</sup>, Rika Maisyah<sup>3</sup>, Alfian<sup>4</sup>**

<sup>1</sup>English Education Department, Faculty of Teacher Training and Education, Esa Unggul University, West Jakarta, Indonesia

<sup>2</sup>English Education Department, Faculty of Teacher Training and Education, Esa Unggul University, West Jakarta, Indonesia

<sup>3</sup>English Education Department, Faculty of Teacher Training and Education, Esa Unggul University, West Jakarta, Indonesia

<sup>4</sup>English Education Department, Faculty of Teacher Training and Education, Esa Unggul University, West Jakarta, Indonesia

Email: [\\*alfianarifkaf@gmail.com](mailto:*alfianarifkaf@gmail.com)

[\\*filla.pertiwi32@gmail.com](mailto:*filla.pertiwi32@gmail.com)

[\\*rikamaiisyah85@gmail.com](mailto:*rikamaiisyah85@gmail.com)

[\\*alfian@esaunggul.ac.id](mailto:*alfian@esaunggul.ac.id)

### ***Abstract***

*Low level of English skills hinders students from understanding important English teaching which affects their mastery of subject knowledge content. This study aims to determine the perspective of non-English education department university students on translanguaging learning in General English 1. In this qualitative narrative inquiry, the participants were non-English education department students in General English 1. The data was collected by organizing and planning interviews. The results of the interviews paying attention to the data consistency of students' perceptions about the benefits and effectiveness of using translanguaging learning in English class 1. Most students think that translanguaging learning is positive and acknowledge the benefits of translanguaging learning. All students view the Translanguaging learning in English course 1 positively. However, their positivity cannot free them from facing challenges. Thus, improvements are needed to improve the program.*

*Keywords: translanguaging, English education, student's perspective, learning.*

## INTRODUCTION

Mastering more than one language has become a trend nowadays. In this globalization era, people are required to master more than one language be able to communicate with other people from various countries. Therefore, mastering a foreign language or an international language such as English is important. English is one of the widely spoken international languages spoken by people all over the world. English plays an important role in international communication. English holds an exclusive position because it is the most commonly spoken language. (Rao ,2019 cited in Fauziah et.al 2021) Language is a tool for conveying information. The notion of translanguaging proposes that an individual's linguistic resources (i.e., knowledge of many languages and dialects) are part of a single language system that he or she employs to produce meaning and achieve goals (O Garca's 2009 cited in Daniel and Pacheco, 2015). Students can develop their proficiency in multiple languages, deepen their metalinguistic awareness (Martin- Beltrán, 2014 cited in Daniel and Pacheco, 2015), and strengthen important components of their reading comprehension toolkits, such as summarizing and understanding vocabulary (Jiménez et al., 2015 Daniel and Pacheco,2015), as students and educators translanguage or flexibly move across languages and registers of speech.

Translanguaging has been described as both the ability of multilinguals to shuttle very easily between languages, without regard for socially and politically defined

boundaries, and as a pedagogy through which teachers, by using scaffolding methods, enable children to see and use all of their languages for learning (García & Kleyn, 2016; García & Wei, 2014; Lewis, Jones, & Baker, 2012a; but see: MacSwan, 2017 cited in Ticheloven et.al,2019). According to Cenoz and Gorter (2017, p. 910) cite in Ticheloven et.al (2019). Translanguaging is a recent and extremely successful concept in the area of Translanguaging learning that has gained wide acceptance in the literature in a short period of time. 'Yet achieving meaningful translanguaging practices in the classroom is challenging and risks being romanticized or labelled as simplistic (Canagarajah, 2011a; García & Kleyn, 2016 cited in Ticheloven et.al,2019). Language in Communication has an important role to help improve students' understanding so that they can play an active role in the learning environment, especially in terms of student academic improvement. The selection and use of multilingualism in teaching and learning foreign languages greatly affects the interests, moods, motivations, reactions, ideas/insights of students to be actively involved in the class. The choice of language according to Fasold (1984: 180) is not as simple as we imagine, namely choosing "a language as a whole" (whole language).

In communicating, someone who has two or more languages must choose which language he will use. Because, in reality there are three types of choices and the use of language. First, by choosing a variation of the same language (intra-

language-variation). Second, with code switching, it means using one language at a time and using another language for other purposes. Third, code-mixing, which means using one particular language by interfering with parts of other languages. In fact, the main goal of translanguaging learning is not achieved. Because it also seems limited English proficiency is an important challenge found in encouraging student achievement. Low level of English skills hinders students from understanding important English teaching which affects their mastery of subject knowledge content. because it prevents the teacher from explaining well, so teaching and learning objectives cannot be met. (Fernandez-Costales, 2017; Fitriati, 2015; Jurado & Garcia, 2018; Lee, 2006; Li, 2018; Li & Wang, 2010; Ozfidan, Burlbaw & Kuo, 2016; Putri, 2010; Taheri & Heidar, 2014; Tina, Zaim & Syafei, 2013; Tong & Shi, 2012; Suryanto, 2016 cited in Fauziah et.al 2021). Translanguaging is transformative in nature because it gives an area for the multilingual customers to convey their non-public belief, history, revel in or ideology (Wei, 2011 cited in rasman 2018). This translanguaging area might be constructed both through authentic translanguaging (instructor intentionally creates it) or herbal translanguaging (the inexperienced persons obviously talk with their peers) (Wei & García, 2014 cited in Rasman 2018). The instructor-learner translanguaging exercise is possibly to offer much less area than the learner translanguaging for the reason that limitations of the distance could be strictly constructed. Thus, it's miles essential to awareness extra on the

scholars' creation of the translanguaging area whilst on the equal time, deliberating the sociopolitical situations that could impact the limits of the translanguaging area the scholars created (Afriadi, 2018).

To fill the gap, the authors investigated the effectiveness of translanguaging learning in General English 1 and students' perspectives on translanguaging learning. This article only focused on students' perspectives and their opinions about understanding the translanguaging learning in General English 1. Because, it is very important get to know students and perspectives of General English 1 they follow. Lotherington (2004) cite in Fauziah et.al (2021) states that students' perspectives about translanguaging learning they are involved in and the language they learn affect the progress and success of students in becoming bilingual (Lotherington 2004 cite in Fauziah et.al (2021). Therefore, students' perspectives about the program they participate in play an important role in supporting their success in joining this program. The framework used in this study is described on translanguaging learning proposed by mainstream education with foreign language teaching education and defines mainstream education with foreign language teaching as involving lessons in foreign languages as a curriculum subject (Baker, 2001 cited in Fauziah et.al 2021). This is the process of teaching foreign language lessons to non-languages. In this study, the author focuses on the perspective of the program students. Specifically,

the purpose of this research is to find out: students' perspectives on the implementation of translanguaging learning in General English courses 1 at Esa Unggul University.

## RESEARCH QUESTIONS

1. What are Students' perspectives on the use of L1 (first language) and L2 (second language) in their classroom?
2. How are L1 (first language) and L2 (second language) used by students in Bahasa Inggris 1 course in the classroom?

## METHODOLOGY

This study uses a qualitative method used semi-interviews. This is categorized as Narrative inquiry. Narrative inquiry is the process of gathering information for the purpose of research through storytelling. The researcher then wrote a narrative of the experience. (Connelly and Clandinin 1990, cite in Fauziah 2021). The qualitative narrative inquiry design used in this study is used to investigate emerging. It focuses more on students' perspectives and opinions about the implementation of translanguaging learning in General English 1 at Esa Unggul university. Semi interviews via online chat through WhatsApp which were conducted for about 10 -20 minutes each participant. There were 6 students majoring in the non-English department, who were taken as respondents, interviewed using Indonesian by giving 6 questions to respondent. In analyzing the data, an

overview of data analysis process was used (Creswell & Creswell, 2018 cite in Fauziah et.al 2021). First, the raw data was prepared (transcription the interviews, typing the results of the interviews, and sorting the interview grids). Second, more attention was paid to the details of the data interview understand the concepts and intentions of what the participants said and did. Third is a describes the results of the interview.

## RESULTS AND DISCUSSION

The concept of translanguaging in classroom learning of English as a foreign language in research involving students in class it is known that translating is an option in explaining material or transferring information and/or providing feedback related to the topic of discussion. The results of interviews conducted with students admitted that translanguaging has been approved in its use and involvement in the classroom in General English 1. This is evidenced by the exposure positive impact or good influence from what they feel in their learning and teaching activities abroad language class. Students consider that language translation is an approach that can help them in foreign language activities that use languages from monolingualism to multilingualism to build effective communication between teachers and students and increase students' motivation and understanding of teaching materials in which is translated as "the process of formation". Feel, express experience, understanding, and knowledge

through the use of more than one language.

Thus, the concept of translanguaging has evolved further over the last few decades in line with changing. Student perspectives on translanguaging learning in General English 1 from the interview data shows that most of the students in this study have a positive perspective towards implementing translanguaging learning for several reasons. First, they have a good opportunity to learn to practice English which is very important. Translanguaging learning is easier to understand in learning English. The following are excerpts from interviews with students that show how students are motivated to learn and participate in class with translanguaging learning.

#### 1. Interviewer:

- Menurut Anda, apakah penggunaan multibahasa (Bahasa Indonesia dan bahasa Inggris) lebih dapat dipahami saat kegiatan pembelajaran Bahasa Inggris 1?
- Menurut anda, apa saja tantangan pembelajaran dalam penggunaan multibahasa (Bahasa Indonesia dan Bahasa Inggris) saat ini?
- Apa yang membuat Anda terdorong dalam berbicara multibahasa (Bahasa Indonesia dan Bahasa Inggris) selama pembelajaran?

First Respondent, came from the faculty of communication

science, majoring in journalism.

#### • Answer 1:

She said “Kalau menurut saya penggunaan multibahasa dapat dipahami saja sih, walaupun sering ada yang miss di setiap kata karena lupa atau tidak tahu artinya”.

She stated that learning using this method was easy to understand, but it was just that the students had a lack of vocabulary. It is also a challenge for her in following the lesson. Because to get ease in communicating with lecturers, it is necessary to have expertise in vocabulary.

#### • Answer 2:

She said that “untuk mengasah public speaking saya dan untuk memperbaiki vocabulary saya yang sering atau terkadang salah”.

Motivated her to speak in class. She agrees that the lecturer applies translanguaging learning because students understand the explanation in Indonesian and can learn new vocabulary with the explanation in English. From the results of the first respondent interview, we conclude that the respondents' responses are positive regarding the use of translanguaging learning in the General English 1 in the interview process.

Interviewer:

- Apakah pembelajaran menggunakan multibahasa dapat membuat anda tidak lancar dalam berbicara bahasa inggris dan tidak memahami materi pembelajaran? Jelaskan alasannya.
- Berdasarkan pengamatanmu, bagaimana pendapat mu tentang pembelajaran selama kamu belajar Bahasa Inggris 1 di kelas kamu? apakah dosen menggunakan Bahasa Inggris , atau di campur dengan Bahasa Indonesia?
- Menurut Anda, apakah saat pembelajaran berlangsung, guru harus menggunakan bahasa Inggris saja atau menggunakan dua bahasa, seperti Bahasa Inggris dan Bahasa Indonesia

Second respondent, who came from the psychology faculty.

- Answer 1:  
“Pembelajaran menggunakan multi Bahasa tidak menjadi hambatan untuk lancar berbahasa inggris dan memahami materi”.
- Answer 2:  
She said “saya merasa saat dosen berdiskusi dengan pembawaan yang menyenangkan dapat membuat saya terdorong untuk berkomunikasi dalam dua bahasa”  
She agrees with the lecturers who teach using English and Indonesian because according to her students can know every activity or action taken by the

teacher through gestures and the language used.

- Answer 3:  
“Saya setuju karena dengan menggunakan Bahasa Inggris dan bahasa indonesia di dalam kelas dapat membuat mahasiswa mengetahui setiap aktivitas atau tindakan yang dilakukan guru melalui gerak tubuh dan bahasa yang digunakan.”  
She said experiences during the General English 1 lectures with positive results. She felt very helped by learning the General English 1 using translanguaging learning, the challenge she faced in this learning was the need to understand vocabulary she had never known.

Interviewer:

- Berdasarkan pengalamanmu, apa pendapatmu saat pembelajaran Bahasa Inggris 1 di kelas berlangsung? apakah dosen menggunakan Bahasa Inggris , atau di campur dengan Bahasa Indonesia?
- Menurut Anda, apakah penggunaan multibahasa lebih dapat dipahami saat kegiatan pembelajaran Bahasa Inggris 1 ?
- Menurut Anda, apakah saat pembelajaran berlangsung, dosen harus menggunakan Bahasa Inggris saja atau menggunakan dua bahasa, seperti Bahasa Inggris dan Bahasa Indonesia atau Bahasa Inggris saja?

Third respondent, who comes from the faculty of health sciences, majoring in nursing

- Answer 1:  
She thinks that “adanya pembelajaran bahasa Inggris di kelas pamu sangat bagus dan baik, karena dapat meningkatkan skill Bahasa Inggris saya lebih baik lagi.” She also said the learning was easier to understand if the lecturer mixed English with Indonesian because she was still not fluent in English. she does not feel there are obstacles in learning when using a bilingual language.
- Answer 2 :  
She said “Menurut saya, ketika pembelajaran lebih baik menggunakan Bahasa Inggris saja, namun ketika ada mahasiswa yang tidak paham bisa menggunakan dua bahasa.” In her statement, she also agrees that the General English 1 learning uses bilingual language because there are still many students who are not fluent in English.
- Answer 3:  
“ Menurut saya, ketika pembelajaran lebih baik menggunakan Bahasa Inggris saja, namun ketika ada mahasiswa yang tidak paham bisa menggunakan dua bahasa. Bahasa Indonesia dan Bahasa Inggris “

Interviewer:

- Pembelajaran selama kamu belajar Bahasa Inggris 1 di kelas pamu? apakah dosen menggunakan Bahasa Inggris, atau di campur dengan Bahasa Indonesia?
- Apa yang dapat membuat Anda terdorong dalam berbicara multibahasa selama pembelajaran?

Fourth respondent came from the faculty of economics and business, majoring in management.

- Answer 1:  
"Pembelajaran Bahasa Inggris 1 selama di kelas belajar cukup baik, Dalam sistem belajar mengajar di kelas saya, dosen menggunakan Bahasa Indonesia, namun terkadang ada Bahasa Inggris dalam penggunaan nama dan bahasanya. Sehingga peserta didik dalam belajarpun nyaman, menyenangkan, kondusif meski ada beberapa peserta didik yang kurang paham akan Bahasa Inggris." in her statements she feels very comfortable when learning the General English 1 using two languages. She also had no difficulties during the study. According to her, what makes her compelled to speak two languages is spontaneously.
- Answer 2:  
"Hal yg mendorong saya akan berbicara multibahasa itu spontan, disaat saya berbicara

dengan teman contohnya. Dan secara spontan saya berbicara multibahasa menyesuaikan disaat kita membicarakan hal tersebut. Saat pembelajaran guru diharuskan menggunakan Bahasa Indonesia yg baik dan benar, agar peserta didik dapat mengerti dgn apa yg sedang diajarkannya. Kecuali ada beberapa materi yg menggunakan Bahasa Inggris, tetapi guru tersebut harus menerjemahkan atau mengartikan kedalam Bahasa Indonesia yang dapat dipahami oleh peserta didik."In this interview we got positive results also related to learning the General English 1 .

Interviewer:

- Berdasarkan pengalamannya, bagaimana pendapat mu tentang pembelajaran selama kamu belajar Bahasa Inggris 1 di kelas kamu? apakah dosen menggunakan Bahasa Inggris , atau di campur dengan Bahasa Indonesia?
- Menurut Anda, apakah saat pembelajaran berlangsung, guru harus menggunakan Bahasa Inggris saja atau menggunakan dua Bahasa, (Bahasa Inggris dan Bahasa Indonesia)?
- Menurut anda, apa saja tantangan pembelajaran multibahasa dalam saat ini?  
Fifth respondent, came from the faculty of economics and

business, majoring in management.

- Answer 1 :  
"Dosen kita ngajarnya campur Indonesia dan Inggris mungkin klo Inggris ada kata kata yang ga aku pahami, kalau dosennya cuma ngajar kaya inggris doang aku ga paham".

In this statement, it can be concluded that this respondent prefers bilingual learning or translanguaging, which is more understandable and understands the material that the lecturer conveys, if the lecturer uses English, this respondent does not understand.

- Answer 2:  
"Aku lebih milih campur Bahasa Inggris sama Indonesia aku jadi lebih paham apa yang di omongin walaupun aku membuang waktu mentranslate dua bahasa itu lebih dari pada aku ga ngerti sama sekali"

- Answer 3:  
The respondent explained that she choose two languages because it was more understandable but wasted time because he had to translate two languages. "Emang dari kita sendiri kosakatanya terbatas banget , karena kita sendiri ga sadar akan pentingnya Belajar Inggris" This respondent also thinks that she feels the challenge of learning English is that she still doesn't understand English vocabulary.

Interviewer :

- Menurut Anda, apakah penggunaan multibahasa lebih dapat dipahami saat kegiatan pembelajaran Bahasa Inggris 1?
- Menurut Anda, apakah saat pembelajaran berlangsung, guru harus menggunakan Bahasa Inggris saja atau menggunakan dua Bahasa, (Bahasa Inggris dan Bahasa Indonesia)?

The sixth respondent from the faculty of Creative design & industry, majoring in Visual Communication Design.

- Answer 1:  
She argued that "Saya lebih memahami menggunakan dua Bahasa karena lebih paham aja gitu, saya juga masi kurang Bahasa Inggris nya, kebantu banget kalau dosen pake dua bahasa".
- Answer 2:  
The second one she said "saya prefer di campur Bahasa Inggris sama Indonesia, kadang bingung dan ga tau sama yang di omongin dosen, kalo di campur agak lumayan paham aja gitu" We can conclude that this respondent is more understanding when using translanguaging in class and is more familiar with using Indonesian and English. Because, the respondent understands what the lecturer is saying, she also prefers to use two languages in class to make it easier to understand

the material being taught form lecturer.

From the results, it was found that most students had a positive perspective on translanguaging learning. Suwanarak (2014) cited in Fauziah (2021) found that translanguaging learning have positive outcomes. It helps in many areas. proves that translanguaging learning help students practice and improve their English skills. Similarly, Salaberri Ramiron and Sánchez-Pérez (2018) find that students' experiences in General English 1 are inspiring because they anticipate opportunities to develop their English skills for interaction. Translanguaging learning in General English 1 at Esa Unggul University helps students show a positive perspective when being asked about their concerns about translanguaging learning in General English 1. They participate more and understand better. It can be concluded that there are many benefits and strengths of the program for students reason this program lasts longer. Translanguaging most effective for use at a positive stage or for students who're nonetheless withinside the decrease training due to the fact students are nonetheless missing in vocabulary of English language associated with the difficulty being studied as said that translanguaging refers to the extent the speaker's capacity to contain numerous languages and deal with a lot of languages with a view to come to be an incorporated unit of their verbal exchange activities. a broader view of the practice, believing that translanguaging consists of a lot of

linguistic performances for an extensive variety of purposes.

## CONCLUSION

The results of this study indicate the extent to which translanguaging occurs when Esa Unggul University students in the non-English education department in General English 1. Simply how is the interaction process between L1 (first language), L2 (second language). In addition, this study finding the perspective of students translanguaging learning have good influence on the teaching and learning process in General English 1. From the results of the exploration of the effect of translanguaging itself in improving students' understanding of learning foreign languages. Many positive responses and expectations from students about translation in education, especially in teaching and learning foreign languages. Improving students' understanding of foreign language learning is one of the challenges. Therefore, certain skills and approaches are needed to overcome them, so that in this study it was proven that translanguaging had a positive impact on increasing student understanding.

## SUGGESTION

1. Regarding the existence of translanguaging in the General English 1, it really helps students in understanding learning materials and it is advisable for teachers to improve their language skills and to choose this approach or teaching strategy, so that especially the teaching and learning

process can be more effective for critical speaking subjects.

2. Considering that there are still some universities that do not support students to involve other languages besides focusing on language subjects. Therefore, with this study, translanguaging can exist without other people who do not allow existence, because it does not involve other people's language in the teaching and learning process, students will not participate in classroom activities, especially in General English 1 as well as cultural and language heritage values. which is good if preserved.

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