Translanguaging Practices Among Students: A Case Study at a Public Vocational School

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ARTICLE INFO	ABSTRACT
	Multilingualism is defined as having the ability to use and understand many languages, including situations where individuals or communities show proficiency in several languages. This study investigates the types, influencing factors, and advantages of translanguaging practices among vocational school students. The method employed in this research is a qualitative research method, case study design, conducted at a public vocational school in Yogyakarta. The research subject in this study consists of four students. The instruments used to gather data include an observation checklist, documentation, and interview guidelines. The researcher collected the data through observation and voice recording for the interview. It uses data reduction, data display, and conclusion drawing for data analysis. The findings of this research indicate that vocational school students engage in three forms of translanguaging in the classroom: intra-sentential, inter-sentential, and tag translanguaging. Moreover, three main factors are identified as encouraging students to apply translanguaging: first, the spontaneous act in which language is used; second, the class is enjoyable and engaging for the experience when using translanguaging; and third, the students' ability to adapt to a learning environment that accommodates such language practices. This research emphasizes the significance of translanguaging within multilingual educational settings, particularly in Indonesian vocational schools. It demonstrates that permitting students to alternate between their first language (L1), second language (L2), and English (L3) enhances both their comprehension of vocational material and English language skills.

Introduction

Multilingualism is a highly common social reality in language classes. Multilingualism, defined as having the ability to use and understand many languages, includes situations where individuals or communities show proficiency in several languages (Zainuddin, Masruddin, and Thayyib 2024). So, refer to Zainuddin, people who are able to speak many

languages; it is called multilingual. The study of multilingualism is becoming increasingly important in this age of globalization, when communication is able to cross national boundaries and cultural boundaries (Botes, Dewaele, and Greiff 2020). This is because it is necessary to comprehend the complex dynamics of language interaction. Indonesia's diverse cultural heritage and variety of languages contribute to the prevalence of multilingualism, allowing students to communicate in various languages while at school and in the classroom.

In Indonesia, when people speak English, they often combine it with another language, such as the local language or Indonesian, to clarify their meaning. This is because English is only utilized by a small group of individuals or communities that require it, such as those in business and tourism (Liando et al. 2023). Based on the linguistically diverse history of Indonesia, Liando et al., (2023) Believe that the translanguaging idea in English language learning is appropriate for the country in order to preserve its multilingual language. The Indonesian students face challenges in speaking due to their mother tongue, vocabularies, confidence, and motivation (Geria, 2022). It would be beneficial to apply translanguaging during English learning to improve the students' English ability.

The vocational program combines English language proficiency with vocational training, giving students a competitive advantage in their areas. For the most part, students will get more practice in their own majors during their English classes at vocational schools. This is done to prepare them for real-world experiences in the corporate sector and to introduce them to those experiences. Hasanah and Mahfud (2021) also stated that only on the secondary level at vocational school, conversation, discussion, dialogues, and role playing barely appeared in the classroom, while the first language appeared many times during conversations between teachers and students. It is concluded that during lessons, students engage in translanguaging practices within a multilingual framework.

In addition, the researcher is interested in the vocational setting because there has been limited number of research addressing this type of school in multilingual practice. The selection of this school is based on its diverse student language backgrounds and its relevance to the vocational education context in Indonesia, which inherently requires the use of more than one language in both classroom instruction and real-world application. Moreover, this research differs from other studies in that it was conducted in a vocational school and involved participants from a specific major.

Method

The article uses case study which belongs to the qualitative research as the method. The case study, primarily a qualitative research design, is also common in quantitative research (Kumar 2011). He added on his book that a case may refer to an individual, a group, a community, an instance, an episode, an event, a segment of a population, a town, or a city. The Qualitative Method is a research approach that emphasizes the examination and comprehension of social and cultural phenomena from the perspective of participants (Susanto et al. 2024).

Moreover, the research setting involves the subject of investigation, the aims and methods of the activities, and the identification of the study location (Samsu 2021). The setting here located at one of favorite state vocational school in Jogjakarta. This selection relies on the school's strategic urban location and its diverse student body from several Indonesian cities, influencing their vocabulary usage and selection, particularly in EFL classrooms. In addition, the 4 students grade XI will be the research subject, and also will be interviewed in order to get the answer of research question.

This study involved observation checklist and interview guidelines as research instruments. Observation is a deliberate, methodical, and selective approach of monitoring and listening to an interaction or phenomenon as it occurs (Swe, 2024). Moreover, Swe (2024), defines an interview as a verbal exchange, typically conducted in person but perhaps over telephone, where an interviewer seeks to gather information, beliefs, or opinions from an interviewee. An interview is defined as any conversation between two or more individuals, whether in person or otherwise, conducted with a specific objective in mind.

In order to get to know more about the phenomenon of translanguaging practices, the researcher in this study collected the data through observation and semi-structured interviews. The researcher first observed the classroom where the students were using translanguaging and had different language backgrounds, especially in the EFL class. The researcher, after entering the class, observed the practice that students use in the class throughout the learning process. The researcher focused on the sentences, phrases, or words that students change while in an EFL class. In addition, the researcher used a mobile phone recorder to record all of the conversations (audio) that happened in the classroom, took notes on everything that came up while collecting data, and wrote them down in the observation notes.

Furthermore, besides recording an audio in the classroom, the researcher also conducted semi-structured interviews to get more information from the participants. The semi-structured interview form has been effective in establishing openness between the interviewer and the participant (Kallio et al. 2016). Furthermore, a semi-structured interview is a qualitative research technique that integrates a fixed set of questions with the adaptability to investigate subjects more thoroughly, depending upon the interviewee's replies (Mashuri et al. 2022). Semi-structured interviews mostly include open-ended questions that encourage participants to express their thoughts and ideas comprehensively, sharing their viewpoints on the topic based on personal experiences and in their own language (Karatsareas 2022). Yes/no inquiries may be posed; however, they should typically succeed by open-ended questions aimed at eliciting additional information through clarifications, reasons, elaborations, exemplifications, or illustrations. The participants who will be interviewed in this study are only four students and were chosen by random sampling. The quantity of participants in a semi-structured interview may fluctuate based on the research design and aims. Semi-structured interviews are typically done with a limited number of participants to facilitate a thorough examination of their experiences and viewpoints (Mashuri et al. 2022). Additionally, the adaptability of semi-structured interviews enables researchers to modify the participant count according to the depth of information needed and the particular context of the study. The media for the interview was a mobile phone recorder.

The data reduction, data display, and conclusion drawing and verification are analyses that took by the researcher in this study. This study utilizes the data analysis technique based on the analytical flow model established by Miles and Huberman. In addition, trustworthiness evolves into an issue of persuasion, in that the scientist is perceived as having rendered such techniques transparent and hence verified (Naz et al., 2022). The validity of this research used member checking in order to get another look for the participants, so that the participants or correspondents for the interview did not make a significant mistake before the researcher wrote down the findings and discussion in this study.

Findings and Discussion

A. Types of Translanguaging Practice by The Students

Through classroom observation and interviews with the students, this study reveals how the multilingual practice is implemented at a public vocational school. The findings from this study answered the research question and be discussed. According to Vera and

Liando (2021), there are three types of translanguaging practice: Intra-Sentential Translanguaging, Inter-Sentential Translanguaging, and Tag Translanguaging. Moreover, this also reveals the types of translanguaging that students use, there are

1. Intra-Sentential Translanguaging,
2. Inter-Sentential Translanguaging,
3. Tag Translanguaging.

B. Intra-Sentential Translanguaging

Intra-Sentential Translanguaging, according to Vera and Liando (2021), is characterized by the interchange of linguistic elements, namely the integration of English into Indonesian or local language sentences, and vice versa. The researcher found that the languages that the students used for this type of learning are Javanese (L1), Bahasa Indonesia (L2), and English (L3). The finding showed that intra-sentential translanguaging appeared in the learning process as follows.

1. *Yang bagian <u>about me</u>, itu harus ada tentang <u>company</u>?*

The proof above shows that the Student used intra-sentential translanguaging to ask the teacher about a topic. The sequencing of the sentence in the excerpt above is "Yang bagian", which is in L2. The following phrase, "about me," and "company" are in L3 and shows the use of another language besides L2.

2. *Miss, aku udah bisa <u>study abroad to Manchester</u> belum?*

In the first sentence, "Miss, Aku udah bisa study abroad to Manchester belum?" the student uses English in order to explain that she can study abroad instead of using Bahasa Indonesia. So, the mixing of languages here happened in the middle of the sentence, which is to convey that the student asked about studying abroad in Manchester.

3. *Weh dewe maju po?*

Researchers identify the word "maju", which comes from L2, as found in the middle of the sentence, while the other words—*"weh"*, *"dewe"*, and *"po"*—are from L1. This shows that the sentence mostly uses L1 as the main language, but includes one word from L2 to express the action clearly. On the other hand, the word *"maju"* is often used in the school context, such as when students are asked to step forward during an oral exam. So, the use of the word "maju" in the middle of the sentence indicates that this excerpt is an Intra-Sentential Translanguaging.

4. *Aku sesuk ae*

This proof indicates that the use of L2 only happened in the first word of the sentence. "*Aku*" here states in English. After using "*Aku*", which is in L2, the student moves to L1 "*sesuk ae*". Those words indicate that the student wants to do it the next day. The word "*ae*" is a

word that indicates the speaker's situation. It is also an auxiliary word that is often used to emphasize or express something in a simpler or more casual way.

5. *Miss, yang maju sesuai urutan gak miss?*

This excerpt shows the use of intra-sentential translanguaging with using L3 and L2. The student use "miss" for calling the teacher, familiar in English term which they are usually use in their daily activities in the classroom. The word "miss" integrated with other words which are in L2. It does not make the sentence confuse when the readers read and also when the people hear for the conversation.

6. *Miss, boleh enggak request pertanyaan, Miss?*

The proof here shows that the student applies L2 and L3. The use of *"Miss"* here (L3) is identified as "Ibu/bu" in L1, located at the beginning and at the end of the sentence. The aim of using *"miss"* twice here indicates that the student wants to look formal when speaking with the teacher. In addition, in the middle of the sentence, the mixing of languages is also found, which is *"request"* (L3). That word is located between "enggak" and "pertanyaan," both of which are in L2.

7. *Yang satunya udah dikasih missnya atau belum?*

The excerpt shows the use of the term "miss" in the middle of the sentence from the transcript of the student's conversation. The term "miss" is spoken in L3, while the others are in L2. The swift code here happens to the word "miss" in the excerpt to address the pronoun of the teacher. The student may be familiar with the term "miss" in order to call the teacher when the EFL lesson is conducted in the classroom. The use of the L3 term in the middle of the conversation/excerpt still makes the student speak smoothly.

8. *Nda usah ya miss.*

The first word, "Nda," is in L1, which means "Do not" in L3. The student keeps mixing it with another language, that is L2 "usah ya". When those words combine in one phrase, that means "Do not need to" in L3. After those words, the student keeps mixing it with L2 and L3, which are "ya miss". The word "ya" is L2, meaning "yes," and "miss" L3, meaning "Ibu or Guru" in L2. The mixing of languages that students use here involves using each word from three different languages.

9. *Yang education itu, eh itu gak ada Miss?*

The overall tone of the sentence shows that L2 is dominant, rather than L3. The use of L3 is only in "education" and "miss". Here, the student wants to make the topic clear.

10. *Sebelumnya gak prepare, Miss.*

This excerpt shows that the student uses L2 and L3 to speak in one sentence. *"Prepare"* and "Miss" here indicate the use of L3 in the sentence. *"Prepare"* replaces *"siap"* in L1, and "Miss" replaces *"Ibu/bu"*. The mixing of words here happened at the end of the sentence.

11. *Okay, terima kasih, Miss.*

The phrase "terima kasih" identify as L2 phrase that has a meaning to say thank you to someone. Besides that, L2 phrase, there are also words in L3, which are "okay", and "miss".

The implementation of Intra-Sentential Translanguaging resembles code-switching. In this study, researchers found several pieces of evidence that showed the use of Intra-Sentential Translanguaging among the students in the classroom. The use of this type was combined with several languages: Javanese (L1), Bahasa Indonesia (L2), and English (L3). Mostly, the students change one or two words into another language in order to get the partner to understand what they said.

The findings from 1 to 10 consistently highlight and strengthen the identification of Intra-Sentential Translanguaging among students, which refers to the blending of elements from two or three languages (L1, L2, L3) within a single sentence or phrase. The main reason behind this practice is to express meaning more effectively, aligning with Sari (2021) view that students tend to insert words or phrases from another language (particularly L3) that they find more familiar, specific, or contextually appropriate for the lesson materials or assignments. Importantly, all observed instances demonstrate that the language shift does not violate the grammatical structure of the main sentence, in accordance with the principles outlined by Koban (2013); Sankoff, Poplack, and Linguistic Research (1981), which state that such switches occur at grammatically acceptable points. This phenomenon is also described as the exchange of linguistic elements in the form of words or phrases Vera and Liando (2021), functioning as a natural and efficient communication strategy that enables students to express their ideas with accuracy and clarity without compromising the readability or comprehensibility of their message.

C. Inter-Sentential Translanguaging

Inter-Sentential Translanguaging is found in the students' activity in the classroom during the EFL class. At least, there are three students who use one of this kind of translanguaging (Inter-Sentential Translanguaging). In addition, Vera and Liando (2021) state that Inter-sentential Translanguaging is the practice of changing clauses or sentences between languages. Moreover, there are a few languages that students use while they are speaking in the classroom: Javanese (L1), Bahasa Indonesia (L2), and English (L3). This inter-sentential translanguaging are discussed in the following paragraphs.

1. *"Keri wae. Ijolan, gak bisa aku."*

It can be seen from the use of different languages in the first part of the sentence that the student used the Javanese language to communicate with a friend in the classroom, "Keri wae." However, the student suddenly changed the language into L2, mixed with L1, "Ijolan, gak bisa aku.". So, the student here uses two languages to speak, the L1, which blends with the L2.

2. *"... that what's wrong with my opinion or our opinion in my team that, uh, cannot his or her take. Then, uh, after I know what's wrong, I will, uh, uh, make some. Keputusan apa miss?"*

Researcher identified that the first sentence that student use is in English, "that what's wrong with my opinion or our opinion in my team that, uh, cannot his or her take. Then, uh, after I know what's wrong, I will, uh, uh, make some.", but, suddenly, change into Bahasa Indonesia. The student fully uses Bahasa Indonesia in the second phrase of the second sentence and also uses the English term at the end of the sentence, "*Keputusan apa miss?*". This shows us that the student uses Inter-Sentential Translanguaging to speak at the moment.

3. *"Okay, terima kasih, Miss. I love you, Miss."*

The student used English, mix with Bahasa Indonesia. The first sentence that student use is in Bahasa Indonesia, "Okay, terima kasih, Miss", then after that, it changes into English, which is, "I love you, Miss". The changing from Bahasa Indonesia into English here with look into the position of the changing words or phrases, it can be identified as Inter sentential Translanguaging.

4. *"Go Salma! Go Salma! Go Salma! Yang lama ya."*

The excerpt shows the changing phrase on "yang lama ya", which indicates the use of different languages besides L3 from the beginning of the excerpt. The changing phrase here happens after the imperative sentence "Go, Salma!". The phrase "Go Salma!" is repeated three times as an imperative sentence in English, showing enthusiasm and encouragement toward a peer.

Inter-sentential translanguaging in this study is consistently shown through several excerpts (1–4), all demonstrating language switching that occurs between separate clauses or sentences rather than within a single sentence. This pattern aligns closely with Arslanbay (2024) definition, which states that such switching happens outside the sentence level, as well as with Vera and Liando (2021) view that this type of translanguaging involves shifting from one language to another across clauses or sentences. The examples reveal students alternating between Javanese (L1), Bahasa Indonesia (L2), and English (L3) to express

meaning more naturally and comfortably, depending on context and communicative needs. Excerpts 1 and 2 clearly show language changes occurring in separate sentences, reinforcing that these shifts fit the criteria of inter-sentential translanguaging rather than intra-sentential mixing. Further evidence from B03 and B04 confirms the same pattern, although B04 shows that translanguaging can serve purposes beyond clarification, such as offering encouragement or facilitating informal social interaction. Overall, the findings highlight students' flexible and purposeful use of multiple languages across sentences to navigate communication in meaningful ways.

D. Tag Translanguaging

Tag Translanguaging is the third type of translanguaging that was found in this study. In addition, related to Sari (2021), Tag Translanguaging is a type that occurs when the speaker includes a brief word for emphasis in their conversation. The use of tag translanguaging here indicates that the students use Javanese (L1), Bahasa Indonesia (L2), and English (L3) for the practice of translanguaging in the classroom activities. Moreover, this study found five pieces of evidence indicating the use of Tag Translanguaging among the students in the classroom. The following are the finding of tag translanguaging in the classroom.

1. *"Go Salma! Go Salma! Go Salma! Yang lama ya."*

This excerpt above identified the use of Tag Translanguaging that involved L2, and L3. In the first word of the piece of excerpt above, the student uses the term "Go" as a tag spoken in L3. The tag on this excerpt is used to convince and support their friend to move forward with the activity. In other words, the student wants to cheer up their friend while participating in classroom activities. After that, the student changes the sentence language into L2, which is "yang lama ya". It shows that the use of two languages happened in this sentence, while "Go" is a L3 word, and "yang lama ya" is a phrase in L2.

2. *"Yang education itu, eh itu gak ada Miss."*

The piece of transcript indicates that there is a translanguaging practice on the student's line (conversation). Moreover, the languages that the student combined here are in L2 and L3. The "eh" from the excerpt above indicates a tag in translanguaging. The use of tag here in L2, the word "eh" is frequently used to indicate hesitancy, attract attention, or indicate a pause for explanation or contemplation. In the context of translanguaging, such tags are significant because they demonstrate how students use every language, they know to organize discourse and express themselves more naturally. The overall tone of the sentence shows that L2 is dominant, rather than L3.

The findings on Tag Translanguaging in this study showed that vocational school students also engaged in brief word-level language switching to emphasize meaning during

EFL classroom interactions. Supported by [Irawan (2022; Sari (2021)](#), this type of translanguaging occurs when a speaker has inserted a short word from another language—often L3—within an otherwise L2 utterance to add emphasis, express emotion, or maintain conversational flow. Excerpts 1 and 2 clearly demonstrated this practice, as students combined L2 and L3 within a single sentence, using brief word insertions to encourage peers or manage hesitation while speaking. These examples confirmed that Tag Translanguaging functions as a subtle yet purposeful linguistic strategy, allowing students to blend languages naturally and support communication in context.

E. The Factors of Translanguaging Practice Among the Students

As a result of this study, the researcher reveals the factors influencing the students to apply translanguaging in the EFL classroom. The findings here are based on the questions from the interview guideline that are based on several theories, from [Aoyama (2020); Kwihangana (2021)](#) Additionally, here are some factors that influenced the students:

1. Act of Spontaneous Nature,

The act of spontaneous here means that the students will use other vocabulary from one language to another language that they master. It can be from the local language to their national language, or their national language to a foreign language. The spontaneous act is defined here as the students being able to mix the languages in one statement, such as mixing them in one phrase or between the vocabularies. This happened because the students reported that they are not fluent in speaking only English. The background of the country will be a reason. Indonesia is a country that has a lot of languages for Indonesian people to use. Local languages (mother tongue), Indonesian nationality language (Bahasa Indonesia), and foreign languages (English, Mandarin, etc.). From that case, when the students are willing to try speaking fully in English, they sometimes forget the vocabulary. Apart from that, the students still have a lot of language choices to use to complete the sentence or statement they created in order to get their partner to understand what they said.

The researcher identified several pieces of evidence indicating the student's spontaneous use of translanguaging practices, which were proven by the following excerpts.

"Because, if I speak all English, I'm still a bit confused, so if I'm spontaneous, it's also mixed up." (SY13)

Based on the statement, the student indicated that she was unable to fully comprehend English. To address this issue, the students compensated by employing a strategy of mixing

multiple languages in their speech. Moreover, the mixing strategy also emerges spontaneously when the student is unable to recall a specific vocabulary item during speech. The rapid thinking process is what leads to the spontaneous use of multilingual language by the student.

"Because I'm used to it, sometimes I forget the vocabulary from Indonesian or Javanese or English, so I spontaneously use other languages." (VA9)

The forgotten vocabulary becomes a reason for the student to mix up the vocabulary, terms, or sentences with another language. In this case, the student can combine several languages, including Bahasa Indonesia, Javanese, and English. The use of translanguaging here becomes a solution for the student to complete the phrase in a language. This is also a rapid thinking process that a student has when she faces the problem of a lack of vocabulary while speaking in a certain language. The spontaneous action, the students trying to recall the memory of vocabulary in several languages, can be defined as similar to another term that she will use, but in a different language.

The findings indicated that students' spontaneous language shifts were driven by rapid thinking and the need to maintain communication when facing linguistic limitations. This spontaneous switching, which occurred between Indonesian, English, and sometimes other languages, aligned with Kwihangana (2021) view that translanguaging enables learners to bridge gaps in understanding by flexibly moving across languages. Such behavior showed that students used multiple languages strategically when they struggled to communicate fully in English, allowing them to continue expressing meaning without interruption. This spontaneous shifting also reflected broader multilingual practices, consistent with Hafid & Margana (2022) explanation that code-switching naturally occurs in multilingual environments and forms part of translanguaging practices. This supported Sahan and Rose (2021) argument that translanguaging provides a more comprehensive framework for understanding flexible language use in academic settings. Overall, the students' spontaneous translanguaging was not merely a sign of limited vocabulary but a functional strategy to negotiate meaning, avoid communication breakdowns, and sustain interaction effectively.

2. The Class is Enjoyable and Engaging,

When learning a foreign language, students often face difficulties in remembering and retaining new words, which can make it hard for them to access the right vocabulary while speaking. This leads many to fall back on their mother tongue or a language they are more

comfortable with, whether due to forgotten terms, uncertainty in pronunciation, or simply because expressing themselves in a known language feels more natural and effortless. The following excerpt serves as evidence.

"Because it's fun and sometimes I forget the vocabulary, so I use, for example, English if I forget Indonesian." (VN 22)

The excerpt explained that from a specific situation (fun), as the student mentioned, becomes one of the reasons for them to use translanguaging practice. Moreover, the statement above also mentioned that if the student is stuck in a situation of forgetting vocabulary, like from Bahasa Indonesia, the student will use English vocabulary instead. So, in conclusion, it depends on the situation that happens to the students, so that the student will use the translanguaging practice to combine two languages in their conversation. It means they feel fun and enjoy combining two languages.

The findings showed that students' enjoyment was a key factor driving their use of translanguaging in the EFL classroom. Evidence from the excerpts indicated that students described the activity as "seru," reflecting that switching between Indonesian and English created a fun and engaging learning experience. This supported Kwihangana (2021) argument that translanguaging in multicultural EFL settings helps create a friendly, low-anxiety environment that strengthens peer relationships and encourages collaboration. The spontaneous mixing of languages occurred not only when students encountered lexical gaps but also because they genuinely enjoyed the flexibility and reduced pressure associated with translanguaging. As students felt more comfortable switching between Indonesian (L2) and English (L3), their fear of making mistakes decreased and peer support increased, resulting in greater participation and confidence. Overall, the findings suggested that translanguaging contributed to a more cohesive, interactive, and enjoyable classroom atmosphere, reinforcing its value in multilingual learning contexts.

3. The Students Have Adapted to Use Translanguaging Practice.

Students frequently encounter challenges in memorizing and retaining new vocabulary when acquiring a foreign language, which hinders their ability to retrieve appropriate words during speech. As a result, many tend to revert to their native language or another language in which they feel more proficient—often due to forgotten vocabulary, uncertainty about pronunciation, or the greater ease and familiarity of self-expression in a well-known language. The excerpt below show it all.

"Because I'm used to it at home and at school, sometimes I forget the vocabulary from Indonesian, Javanese, or English, so I use other languages. At home, there are usually foreign guests, so sometimes it's a mix if you forget English."

The excerpt highlights how the student has grown familiar with using translanguaging in everyday life. Switching between Bahasa Indonesia, Javanese, and English has become a regular part of their communication. Their experience interacting with foreign guests, especially at home, seems to have encouraged them to mix languages when they forget certain words. This habit of blending languages reflects the multilingual environment they live in and their ability to adapt and keep conversations going, even when specific vocabulary is missing. Regular contact with foreign visitors likely helped the student feel more comfortable and confident when shifting between languages. Additionally, being exposed to multiple languages both at home and at school has helped them develop a kind of linguistic flexibility.

The excerpt can be identified as the student already having practice with translanguaging. The languages that they usually use are Bahasa Indonesia, Javanese, or English. The experience of meeting foreign guests motivates the student to use translanguaging when they face the problem of a lack of vocabulary. That can be recognized from Aoyama (2020), students adjust their language use based on classmates' behaviors and expectations. So, using this translanguaging practice also based on the languages behavior in the classroom that can be an effect for the chosen language of the student.

F. Benefits of Translanguaging Implementation Among Students

The translanguaging practice not only involves the use of, but also has several benefits for the students, especially in vocational schools. The advantages of using translanguaging practice are known. From it goes to the individual, to the major of the vocational school student. Those benefits are:

1. Improving Student's Knowledge,

The students stated that they will definitely increase their vocabulary in some languages from this practice. When they hear someone talk or when they are speaking two languages, that situation helps them gain new vocabulary that they may have never heard before. In addition, when students learning a new language, it begins with natural curiosity. When people desire to understand, they gradually start learning and exploring the language. Realizing that it is a new language creates intrinsic motivation, making the learning process more meaningful and progressive. The excerpts below are the proofs of the translanguaging improve students' knowledge.

"Maybe I understand better, I learn a little, if I want to know, oh, this is a new language." (SY32)

The evidence indicated that engaging in translanguaging could enhance comprehension, particularly when the conversation involves a language that the participants only partially understand. In such cases, translanguaging serves as a practical solution to overcome limitations in language proficiency. This often occurs when either the speaker or the listener lacks full command of the language being used. By incorporating translanguaging, mutual understanding can be achieved, as it allows the message conveyed by the speaker to be more effectively received and interpreted by the listener. Additionally, the respondent noted that this practice offers the opportunity to acquire new vocabulary by listening to someone who alternates between two languages during communication. This approach is especially beneficial for individuals with limited proficiency in a specific language. For instance, when a speaker communicates primarily in English but switches to Bahasa Indonesia for complex vocabulary, the listener is more likely to grasp the overall meaning of the message, even if they are unfamiliar with some English terms. By doing so, the students' abilities and knowledge will gradually improve.

"Uh, like sometimes I listen to other people talking with mixed languages, so it is like adding vocabulary for myself." (FL 31)

The excerpt presented provides further evidence that the student perceives an improvement in their linguistic knowledge. It suggests that the student occasionally engages with or listens to individuals who communicate using two different languages, indicating an experience closely aligned with translanguaging practices. The act of blending two or more languages during communication is referred to as translanguaging. In this context, the student's exposure to such interactions contributes to the expansion of their vocabulary in a particular language. Most commonly, this occurs through the combination of English and Bahasa Indonesia.

"There are really, usually, for example, sometimes I think that it will be better if I use all English, but sometimes there might be some words that I don't know in English, so I have to know them first, and it's very, very useful. So, I increase my vocab." (VA24)

The excerpt above shows that the student improves their vocabulary through translanguaging. By trying to speak fully in English, the student becomes aware of words they don't yet know. This encourages them to find the correct vocabulary, which helps them learn new words. As a result, the student not only adds to their vocabulary but also learns how to build better sentences in English. This process shows that translanguaging helps students become more active in their learning. It supports their understanding of both languages and helps them improve their language skills over time. Therefore, translanguaging is not just useful for communication, but also helps students develop their English abilities in a meaningful way.

The findings showed that translanguaging played a significant role in expanding students' knowledge, particularly by enhancing their vocabulary across multiple languages. This practice exposed learners to new lexical items in both L2 and L3, supporting Rabbidge (2019) assertion that translanguaging positively impacts English learning in multilingual educational settings. By engaging with more than one language, students developed stronger multilingual skills, which are increasingly essential in contemporary professional fields such as the culinary major. The study indicated that students gained deeper comprehension of the languages they used, driven by natural curiosity and increased motivation to learn. Regular exposure to multilingual interactions allowed them to acquire unfamiliar words and apply them in everyday communication, making the learning process more dynamic and effective. Overall, translanguaging provided students with broader access to information and contributed significantly to improving their English proficiency, reinforcing Rabbidge (2019) argument that this approach supports both teaching and learning by facilitating clearer delivery and understanding of instructional content.

2. The Implementation of Translanguaging Practices Aligns with The Students' Filed of Study,

The practice of the translanguaging makes the students more understand about their own major, because when it comes to use two languages, it will be useful for them to recognize in their nationality language rather than foreign language. Below is the proof of excerpt from the interview.

"It can be because it helps, like sometimes the teacher gives recipes so how to make it, and the ingredients are in English, and the equipment is also in English, so it's very helpful."(FL37)

The excerpt serves as evidence that the use of translanguaging is closely connected to the student's area of study. In this case, the respondent is majoring in culinary arts. As part of their vocational training, students frequently engage with materials related to food preparation. From the interview, the respondent noted that during English lessons, culinary content often includes ingredient names and cooking tools presented in English. Translanguaging becomes particularly useful in this context, as it helps students understand unfamiliar or complex terms. When students encounter ingredients or equipment names they do not recognize in English, teachers or peers typically provide equivalent terms in Bahasa Indonesia to ensure clarity and comprehension.

The findings showed that translanguaging significantly supported students' understanding of their vocational major by allowing them to process complex academic content through both English and their native language. By shifting between languages, students were better able to grasp technical terms, relate concepts to their local context, and reduce cognitive overload, which in turn increased their confidence and participation in major-related tasks. This aligns with Kwihangana (2021) argument that translanguaging enhances comprehension and helps learners achieve academic goals more effectively in multilingual classrooms. The practice also contributed to a more positive and supportive learning environment, as students felt more relaxed and less anxious when allowed to use multiple languages, thereby strengthening teacher–student relationships and encouraging collaborative learning. Consistent with Rabbidge (2019), the study further demonstrated that translanguaging removed linguistic barriers and enabled deeper access to knowledge, making it particularly beneficial for students in the culinary program as they worked toward mastering English-related content in their field.

3. Improving Students' Ability in Speaking Skills.

The students feel from the translanguaging, they can be able to speak better. From this, the students can be more enjoy while they speaking in one language, because when they forget about the vocabulary from a language that they use at that time, they will be easier to use another vocabulary from another language. It would make them to be more creative when delivered a message to someone. Below is the proof of the excerpt from this part of the benefits from using translanguaging.

"Because it's fun to listen to and it's also good for practicing, so I don't feel stiff when I speak English." (VN24)

The piece of proof from the interview transcript indicates that the students feel

enjoyment and express positive emotions when listening to someone who mixes two languages within a single sentence. This occurs to help the speaker sound more natural and fluent when communicating in English and helps the listener understand what they speak about in their own language. Such language mixing often happens when the speaker forgets certain vocabulary, prompting them to use an alternative term from another language to clarify their message. As a result of this process, students' speaking abilities are likely to improve progressively over time.

"There is, so it's like I know more vocabulary, so I'm more fluent in other languages." *(VN30)*

The citation illustrates that the use of translanguaging practices enables students to acquire and comprehend a greater number of new vocabulary items. Possessing a wide range of vocabulary is particularly beneficial, as it enhances one's ability to appear fluent in both languages.

The other benefit of using translanguaging is that it can improve speaking skills. Through the practice of translanguaging, the students feel that they are able to speak more effectively and confidently. This approach allows them to enjoy the process of communication more, especially when speaking in a single language. When students momentarily forget vocabulary in one language, translanguaging enables them to substitute words from another language, ensuring the flow of communication is maintained. This flexibility not only reduces communication anxiety but also encourages linguistic creativity. As a result, students become more resourceful and expressive when delivering messages, demonstrating improved speaking skills and a more dynamic approach to language use. It is the same case with the statement of Kwihanga that states the use of translanguaging boosts students' confidence, particularly when they struggle with fully English-based instruction (Kwihangana 2021). So, with the boost in motivation and confidence, the students were more motivated to keep learn and not afraid of making mistakes when speaking in English. In addition, to make it easier to do the teaching-learning process, the teacher and the students can use other languages instead of English to make it clear when giving instructions or asking a question. It is identified as the same as Rabbidge's statement that said translanguaging helps both teachers and students by making it easier to deliver and receive learning materials effectively (Rabbidge 2019).

Conclusion

This study found the three types of translanguaging that the students use: Intra-Sentential Translanguaging, Inter-Sentential Translanguaging, and Tag Translanguaging. Additionally, the most commonly used in this study was Intra-Sentential Translanguaging. This suggests that students are more comfortable mixing languages within a single sentence to clarify meaning, reduce hesitation, or make their message more effective.

Furthermore, the act of spontaneous is the main factor of the reason why the students use translanguaging, following with the class is feel enjoy and engaging, and the students already adapted to use translanguaging. This implies that the students' language choices are often unplanned and instinctive, driven by their immediate communication needs and their familiarity with multiple languages, which makes the classroom feel more relaxed and interactive.

Moreover, the researcher found three benefits of using translanguaging in the students: it can improve their knowledge of vocabulary, translanguaging in line with their major, which can help them understand their major, and speaking skills. These findings highlight the practical advantages of translanguaging in vocational education settings, where language is not only a tool for communication but also a medium to deepen subject-matter understanding and enhance language fluency.

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