

Students' perceptions of teachers' translanguaging practices in Indonesian EFL classrooms

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ABSTRACT

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In Indonesia, where more than 700 languages exist, EFL teachers make use of students' linguistic repertoire (e.g., utilize the Indonesian language [hereafter 'Indonesian'] which functions as the national and official language) during the English instruction. While previous studies have focused on various aspects of EFL teachers' cognition, little has been known concerning students' perceptions of teachers' utilization of languages other than English during the EFL instruction. Therefore, the present study aims to further understand this issue by investigating students' perceptions of translanguaging practices performed by their teachers during English lessons at a junior high school in Yogyakarta. A qualitative study with case study design was conducted to address the objectives. Three teachers' classroom practices were observed and five students were purposively invited for interviews. Results showed that translanguaging practices performed by the teachers functioned as explanatory and rapport-building strategies. While students demonstrated positive attitudes towards such practices and stated that the teachers' translanguaging practices supported their learning goals and helped to boost their motivation in language learning, they seemed to be concerned that uses of languages other than English during English lessons would not only reduce their exposure to the target language but also decrease their opportunities to improve their English-speaking skills.



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1. Introduction

With over 700 existing languages, Indonesia is the world's second most linguistically diverse country (Zein, 2019). Collins (2019) accounts that the number of languages spoken in Indonesia constitutes over 10% of the world's total languages. The existing diverse languages in Indonesia are categorized into national language, indigenous languages, regional *lingua franca*, heritage languages, sign languages and foreign languages (Zein, 2020).

Among the mentioned categories of languages, there are three main categories that are primarily used by Indonesians, namely Indonesian (*Bahasa Indonesia*), the regional languages, and foreign languages (Collins, 2019). Indonesian was adopted as the national language and has become the *lingua franca* used by the diverse population for everyday communication and as the official medium of instructions in schools (Abduh & Rosmaladewi, 2019). In addition to Indonesian, there are several major regional languages spoken throughout the country. Some of the major regional languages include Javanese, Sundanese, Madurese, and Balinese. Several foreign languages such as English, Arabic, Mandarin, Japanese, Korean, German, and French are taught in schools. However, English,

among other foreign languages, holds a unique position as it is selected as the sole foreign language that students are expected to study in schools. As per Regulation of the Minister of Education, Culture, Research, and Technology No. 12/2024 concerning the Curriculum in Preschool, Elementary, and Secondary Education, the English subject is offered as optional. However, it is expected to be mandatory by the academic year of 2027/2028, by which students starting from grade 3 are required to study English.

The wide range of languages spoken in Indonesia has been influenced by the interactions among diverse ethnic groups and communities. Among the numerous ethnic groups are the Javanese, Sundanese, Malay, Batak, Madurese, and Betawi. Javanese is especially notable for making up Indonesia's largest ethnic group, with approximately 98 million people or about 41% of the Indonesian population (Wolters et al., 2023). This ethnic group is widely populating the central to eastern regions of the Java Island.

Yogyakarta, as the center of Javanese culture and arts in Indonesia, has predominant Javanese ethnic population (Fleming, 2021). Yogyakarta, while deeply connected to traditional Javanese culture, "still ensures a dynamic interaction between diverse cultures, religions, and ethnicities" (p.5). Fleming (2021) further mentioned that it is reflected in how Yogyakarta people are interacting in different languages. Indonesian is used as official language, and Javanese is predominantly used for everyday conversations. English is commonly employed for interactions with international travellers and tourists, and is being taught in schools as a foreign language.

The use of multiple languages can manifest in different aspects of everyday lives, including in the teachings of English. Yogyakarta English teachers' multilingualism is reflected in how they incorporate other languages they are familiar with, including their mother tongue or local language and national language. Several studies have shown how teachers would use Javanese and Indonesian in their EFL teaching (Idana, 2021; Rasman, 2018). The additional languages are used as scaffolding tool, helping students connect concepts in L1 and L2 (Rasman, 2018).

While several studies have shown that the practice helps students understand the materials better (Liando et al., 2022; Putrawan, 2022; Raja, 2022), others have also pointed out how the practice could potentially hinder students' production in the target language (Norman & Dafouz-Milne, 2012). Some students claimed that alternating between languages can cause confusion and did not exactly help them in 'developing their competence and confidence in English' (Carstens, 2016; Ticheloven et al., 2019). Several policy makers also believed that English must be consistently used as it supports the effectiveness in learning the target language (Witari & Sukamto, 2023). In EFL contexts, students might have limited chances to utilize English beyond the classroom. Hence, it is crucial to maximize the use of English within the classroom setting.

Knowing the advantages and disadvantages of multilingual practice, consequently, as the key participant in the teaching and learning process, teachers should be aware of their portion of language use. Teachers have the authority to implement language intervention measures, as to not hinder students' English learning. It is important to note that, while the incorporation of other languages in the teaching and learning of Indonesian EFL classroom has its advantages, the practice could influence students learning experience. The prevalent use of languages other than English in the EFL teachings thus needs to be further studied in order to establish its justification.

Therefore, this study intends to further explore the EFL teachers' multilingual practice within the context of Indonesia, particularly in the Yogyakarta Junior High School context. The study will delve into the extent to which the teachers use English and investigate students' perceptions towards teachers' uses of languages other than English during the lessons. Examining students' perceptions is important since it could shed light on their feelings and thoughts about teachers' pedagogic practices based on their learning experiences. Having understanding on student perceptions on the teacher's pedagogic practice can provide valuable insights into their experiences, preferences, and needs. Students' learning needs are important part of teacher's decision making.

Several studies noted that there lacks understanding of students' perceptions in translanguaging classrooms (Raja et al., 2022; Zhou & Mann, 2021). Therefore, in looking through teachers' multilingual practices, this study used the translanguaging concept. It is pointed that, although considered as prominent language practice in EFL class, translanguaging still faces criticism, with

many scholars highlighting the challenges in its implementation. Furthermore, while previous studies (e.g., Emilia & Hamied, 2022; Raja et al., 2022; Romanowski, 2020; Wang, 2020) had highlighted students' attitudes towards teachers' translanguaging in regard to their learning experiences, not much has been said in regards to how the practice could affect their learning motivation in EFL classes. To add more perspectives and provide a more comprehensive picture on the topic, the present study will delve further into how the practice affects students' motivation in their language learning, while also generally continue what previous studies had done.

2. Literature Review

Translanguaging. The term "translanguaging" was initially introduced by Cen Williams in Welsh bilingual education. It was first coined by Williams in 1980s as 'Trawsieithu' (Lewis et al. in MacSwan & Rolstad, 2024), referring to the pedagogical practices involving the use of both English and Welsh for different learning activities in the same lesson. This approach emerged from the belief that it was beneficial for students to grasp both the terminology and communicative aspects in both languages, thus enhancing their learning experience (Vogel & García, 2016). Later on, the 'Trawsieithu' term were translated by Baker (in MacSwan & Rolstad, 2024) as "translanguaging". Baker himself defines translanguaging as the use of two languages to gain understanding and knowledge. It is referred as a natural and integrated use of multiple languages for meaningful communication. Such approach is believed to drive students from diverse linguistic backgrounds to have greater engagement, motivation, and self-esteem. Additionally, García et al. (2017) described translanguaging as the practice of using multiple languages on purpose and without worrying about the traditional language boundaries that separate languages. Instead of seeing languages as separate, it focuses on combining and using them together. It allows bilingual individuals to be flexible in their language use and to communicate in different languages depending on the situation.

Translanguaging practices in the classroom. Cenoz and Gorter (2022) elucidated that pedagogical translanguaging encompasses various teaching practice, all of which involve utilizing the complete linguistic abilities of students. The practices include enhancing metalinguistic awareness, use of whole linguistic repertoire, integrated language curriculum, and translanguaging shifts.

'Enhancing metalinguistic awareness' is a practice in which students employ multiple languages within a single class session and concentrate on analyzing and reflecting on languages in a crosslinguistic manner. This practice aims to foster an understanding of language structure by activating students' prior knowledge and identifying connected growers. For example, students are tasked to do linguistic analysis on bilingual texts; concentrating on particular language aspects, examining both similarities and differences of two languages. Such practice is a strong form of translanguaging and is planned as a means to actively enhance students' multilingual competence.

'Use of whole linguistic repertoire' is also a strong form of pedagogical translanguaging, which involves the use of two or more languages for activities within the same class. However, it is not as strong as 'enhancing metalinguistic awareness' practice, as the intervention does not emphasize on reflective language analysis. Students are encouraged to apply their multilingual skills for educational purposes in various ways. One approach involves using different languages for both input and output. Students might watch a video or read a text in one language, then engage in discussions or produce oral/written output in another language.

'Integrated language curriculum' implies that even if there are multiple languages in the school curriculum, they are taught independently in separate classes. It can be considered a less strong form of translanguaging since there are distinct instructional spaces for each language. On the other hand, an integrated language curriculum implies a connection between language subjects due to similar methodological approaches and coordination among teachers. In the classroom, students exclusively employ the target language. The language class syllabi are synchronized to ensure that the languages reinforce each other.

'Translanguaging shifts' is a term used by García et al. (2017) to describe "unplanned decisions that respond to communicative needs in the classroom". This practice is a spontaneous-pedagogical type and a weak form of translanguaging. While reading a text, students can request for a translation of an unfamiliar word. The teacher then provides the translation or offers a brief explanation in a

language other than the one used for class instruction. Such practice is not part of the scheduled lesson plan, making it an instance of spontaneous translanguaging. However, the teacher has the opportunity to seize this moment to provide an explanation about the word and connect it to the planned syllabus, thereby creating a link between spontaneous and pedagogical translanguaging.

García and Wei (2014) further explain several examples of activity that are considered as translanguaging. Sample activity 1 illustrates a teacher who at the start of the lesson, introduces 2-3 key vocabulary words and their definitions, then asks students to translate these definitions into their home languages. Sample activity 2 give example of how teacher plays a Spanish song related to the topic of the lesson for the students. Afterwards, he/she has them answer a series of questions about the song in English. In sample activity 3, a teacher allows for a student who is struggling during a presentation, to ask a classmate to translate what they are trying to say into English. The student is then asked to repeat the translated English phrase. While in sample activity 4, a teacher presents a series of pictures to the students and asks them to discuss in small groups what they can infer from their observation. They can use any language for their discussion but must share their conclusions with the entire class in English.

3. Methodology

This study employed the qualitative approach and case study design. Since the objectives of the study revolved around gaining insights into how students perceive and give meaning to their experience (Merriam & Tisdell, 2016), the qualitative approach was believed to be most appropriate. Moreover, since the study also covered the use of translanguaging in the context of Yogyakarta EFL classroom, the case study design was used as it was able to provide comprehensive investigation on phenomenon within a particular context (Yin, 2014). Case study allows for in-depth look at an organization or institution, in this case Yogyakarta EFL classroom, that can in turn reveal the inner-workings and interaction of teachers and students within it. Participants recruitment, techniques for data collection, and techniques for data analysis, consequently followed the qualitative approach and are as illustrated in the following sections.

3.1. Setting and Participants

Conducted in October to November of 2023, this study was situated in a Junior High School in Yogyakarta, involving five classes of 7th, 8th, and 9th grade. The selection of the research site was based on the researcher's observation on the school's classroom situation, which include the presence of multilingual practice. The practice is possible since the teachers and students in site shared Javanese as mother tongue in addition to Indonesian as the language of instruction in school. Both languages were found later in their EFL teaching and learning. The site was also suitable to address the study since it fitted the criteria elaborated in the following.

Three teachers from each grade of 7th, 8th, 9th, were chosen based on several criteria. Firstly, they should be graduates from the English Language Education Study Program. This is aimed to ensure that they had pedagogical knowledge in their classroom practice. This was important since the study looked into their pedagogic reasoning in using languages. Secondly, they needed to be, in the time of the study, teaching in Yogyakarta Junior High Schools, as the study concerned the practice of translanguaging specifically in Yogyakarta context. The school in which the teachers were teaching should also be school that was applying the national curriculum. This way, the researcher was able to observe the typical lessons in commonplace classroom situations which "reflects the average person, situation, or instance of the phenomenon of interest" (Merriam & Tisdell, 2016, p. 97).

Student participants were chosen through purposive sampling. Those who were the most engaged during teaching and learning processes were chosen. The words 'most engaged' here refers to active participation in class discussions, answering questions, and/or group activities. They raised hands, offered opinions, or asked relevant questions. Since such students were actively engaged in classroom activities, they were considered to be able to provide the most insights about how the teacher conducted the English teaching and learning process, and so, will likely be able to tell their perceptions about their learning experience. Following the criteria above, a student was then chosen from each of the five classrooms where observations were conducted. Five students of 7th, 8th, and 9th grade were

obtained, each of whom was studying English for four hours lesson time in a week, each hour for forty minutes.

3.2. Data Collection

Data collection was conducted by doing classroom observation and interviewing students. Classroom observations were needed to find out how the teacher used languages in English teaching and learning; focusing on whether teachers used other languages in teaching and learning interaction, the language(s) used, and the portion of each language.

After having the knowledge and understanding on the extent to which English was used by the teacher in EFL classroom, semi-structured interviews on five 7th, 8th, 9th grade students were then conducted. The interviews were used to obtain information about their perspectives on the use of other languages in EFL teaching and learning, whether or not it influenced their learning experience and motivation. Interviews were needed to gather information about students' perspectives, which could not be obtained through observation. Procedures of classroom observation on teachers and interviews on students are illustrated in the following.

1) Observation

Observations were conducted three times for each teacher to ensure credibility of the data. Audio recording and note-taking were used to retain the data gained from the observations, preserving the data for further analysis. A non-participatory type of observation was chosen so as to minimize the level of intrusiveness on the teaching and learning processes.

2) Interview

Interviews were conducted twice. The average duration for each of the five students was approximately an hour. Interviews were conducted on site as well as online, considering time, location, and availability of the students during the data collection period.

3.3. Data Analysis

The data analysis followed a set of thematic analysis procedure (Naeem et al., 2023). Data obtained in the form of notes and recordings were transcribed and further analyzed through several key steps. Firstly, the transcribed data were read and re-read in order to identify initial ideas about what was in the data and what was interesting about them (familiarizing). Interesting features of the entire data set were then coded (generating initial codes). Next, the codes were analyzed to consider how different codes may combine to form an overarching theme (generating themes). The candidate themes were reviewed (reviewing themes), at level one, by studying the collated extracts of each code and making sure that they were coherent with the theme. At level two, the review was conducted by considering the validity of individual themes in relation to the entire data set. The themes were then defined and named by identifying the essence of what each theme was about (defining and naming themes). Finally, the set of fully worked-out themes was analyzed interpretatively to produce the final report.

3.4. Trustworthiness

In this study, trustworthiness was ensured by means of triangulation and member checking. The demonstration of triangulation is sufficient to establish credibility and confirmability (Ahmed, 2024). In conducting triangulation, the researcher used multiple sources of data. The researcher gathered data collected from observations conducted several times with each teacher in different time. In addition, interview data were obtained from several students to elicit their different perspectives.

Furthermore, the researcher conducted member checking to confirm that the interpretation of data from the interviews was accurate according to the student participants. Summary of the interview was reported back to the participants at the end of each session. Follow-ups were also carried out by verifying information obtained from the initial data analysis, while additional details that might be missing during the session were discussed.

3.5. Ethical Considerations

To ensure ethical considerations, data collection activities were conducted with respect to the school's approval, procedures, and regulations. Research purposes were explained at the beginning. All participants agreed to join by submitting informed consent. All participants' identities and personal data were kept confidential.

4. Findings and Discussion

This part of the study discusses the research findings in two sections, namely the extent to which the teachers use English and students' perceptions of their teachers' translanguaging practices.

4.1. The extent of teachers' use of English

This section encompasses the identification of the use of other languages during the lessons, languages used by teachers, the proportion of each language, and the pedagogical reasons in using those languages.

1) Use of Indonesian

Classroom observations of the three teachers (T1, T2, & T3) who were respectively teaching in the 7th, 8th, 9th grade indicated the use of Indonesian in several activities including when giving instructions, explaining new or unfamiliar materials, and in putting emphasis on lesson materials. This was in line with Kleyn et al. (2019) study, which suggest that teachers can strategically provide instructions or guidance using students' native language. The teachers' purposes in using Indonesian were also in line with Emilia and Hamied (2022) and Danping (2019) studies where teachers used Indonesian to provide clearer instructions and clarify or emphasize the lessons. The following examples show instances in which teachers employed Indonesian.

Example 1

- T1 : *Yang Miss panggil*, please stand in front of the class: S1, S2, dan S3. (The ones I called please stand in front of the class) Okay, silahkan maju ke depan kelas. (Okay, please stand in front of the class). [Observation No. 1, Excerpt No. 1]
- T2 : Coba terjemahkan 'Tadi malam aku begadang'. 'Tadi malam aku tidur telat'. Yuk, siapa? Jadi gini ya, barisan one two three four satu orang saja yang menyebutkan contoh past tense. (Please translate. 'Last night, I stayed up late'. Come on, who wants to try? Line one, two, three, four. For each line, I need one person to mention an example of past tense). [Observation No. 3, Excerpt No. 3]
- T3 : Now please write down your identity. Write your full name, your number, and class. *Silakan tulis identitas kalian; nama lengkap, nomor absen, dan juga kelas*. (Now please write down your identity. Write your full name, your number, and class). [Observation No. 4]

Example 1 shows different instances in which teachers use Indonesian when giving instructions. In addition to ensuring that the students fully grasped the requirements of a task, Indonesian was also used when time was limited in order for instructions to be more efficient. Use of Indonesian allowed teachers to convey information more quickly and effectively, enabling students to start the task without the need for further clarification.

Example 2

- T3 : What are on sale? *Yang diobral itu apa? Yang sedang sale itu apa?* (What are on sale?)
S : Regular price.
T3 : Regular price? *Regular price itu harga normal*. (Regular price means the normal price). *Regular itu harga biasa, normal*. (Regular is normal price, normal). [Observation 6, Excerpt No. 6]

Example 2 illustrates how Indonesian also served as a bridge that connected students' existing knowledge with new vocabulary in English, helping them to make sense of unfamiliar terms by relating those terms to concepts that they already understand in their first language. When learning specific subjects, students may find new English terms which they are not too familiar with. Students may have understood the concept in Indonesian, but does not have the same understanding when the concept was expressed in English. In the following excerpt, students were not able to answer the teacher's question regarding what was on sale, mistaking what was on sale with the ones in normal price.

Example 3

- T1 : *Preposition adalah? Sudah Miss ulangi dua kali tadi di awal. Apa tadi pengertian dari preposisi? Preposisi adalah?* (Preposition is? I have explained twice in the beginning. What is the meaning of preposition? What is preposition?)

S : *Posisi.* (Position)

T1 : *Posisi atau?* (Position or?)

S : *Letak.* (Place)

T1 : *Posisi atau letak. Biasa disebut dengan kata depan yang menunjukkan suatu posisi atau letak. Jadi gimana preposisi adalah?* (Position or place. Usually called as preposition, it shows the position of place. So, how is it, what is preposition?)

S : *Kata depan yang menunjukkan suatu letak atau posisi.* (Preposition that shows a place of position) [Observation 1, Excerpt No. 1]

In the example of student-teacher interactions above, teacher employed Indonesian to emphasize a new learning material that students had never learned before. In this case, teacher used Indonesian to bridge a concept in English in order to ensure students' understanding of the concept. Such practice also helped the teacher in clarifying the concept and ensuring clarity and comprehension.

2) Varying proportions of English use

The second finding revealed that the teachers employed English in different portions based on students' proficiency levels. This result was drawn from the classroom discourse analysis, which highlighted three main activities: instructions, explanations, and interactions. The teachers employed English differently in each classroom discourse. The following excerpts provide example of such instances.

Example 1

T1 : *Kalo nggak ada pertanyaan, seperti biasa miss yang akan nanya. Kalian menggunakan barang-barang di sekitar kalian, bebas. Nanti Miss pilihkan preposisinya, nanti kalian praktikkan sambil membuat kalimatnya. Okay?* (If there are no questions you want to ask, as usual I will be the one asking. You can use the stuff around you, it's up to you. I will choose the preposition, then you will practice and make the sentences). Okay? [Observation 1, Excerpt No. 1]

T2 : *Now, buka buku paketnya halaman seventy. Tujuh puluh.* (Now, open the book on page seventy. Seventy.) Okay, complete this verb with verb 2. Okay, next ini *ada verb 1 ada verb 2 lalu* meaning *atau artinya. Kerjakan di buku tulis. Selesai dapat nilai.* (Okay, next there is verb 1 and verb 2, and then the meaning. Do the task on your book. When you finish, you get the score.) [Observation 3, Excerpt No. 3]

T3 : *Please write 10 rules, 10 sentences. You can use should, you can also use should not. It is important to remember that you have to write 10. 1 kelompok 1 yang nulis.* (Only one person is required to write for each group) Don't forget to write your name and number. In a piece of paper. [Observation 5, Excerpt No. 5]

In the context of giving task instructions, T1 exclusively used Indonesian, T2 employed a mix of Indonesian and English, while T3 utilized English exclusively.

Example 2

T1 : *Jadi 'preposition' itu adalah preposisi atau kata depan untuk menunjukkan suatu posisi. Ibu ulangi lagi, 'preposition' atau preposisi adalah kata depan untuk menunjukkan suatu posisi atau tempat.* (So, 'preposition' is words used to show position. I'll repeat again, preposition is words used to show position or place.) [Observation 1, Excerpt No. 1]

T2 : *Do you remember about Past Tense? Tau ciri-ciri tentang Past Tense, bisa disebutkan? Past Tense itu apa? Past Tense definisinya? Kejadian yang terjadi di? di masa lalu. Cerita di masa lalu yang sudah terjadi. Itu satu cirinya.* (Do you know the characteristics of Past Tense, can you mention them? What is Past Tense? What is the definition of Past Tense? Events that occurred in the past. Stories that have happened. That's one of the characteristics.) [Observation 3, Excerpt No. 3]

T3 : *Kita fokusnya ke should dan should not sekarang.* (Let's focus on should and should not now.) For example, who always comes late to your class? Who always comes late from your class? For example, there's one student here always comes late. And you give advice. *Memberikan nasihat dengan kata should dan should not.* (Give advice using should and should not.) *Bagaimana kita*

memakai kata should should? (How shall we use the word should?). For example, you should not come late to school. [Observation 5, Excerpt No. 5]

Similarly, when providing explanations, including clarifying materials and discussing tasks, T1 relies solely on Indonesian, T2 integrated both Indonesian and English, and T3 predominantly employed English.

Example 3

- T1 : Good morning, everyone. I'm great. Thank you for asking. So, like the usual before we go to the material, I will call your name and you will raise your hand and say present. [Observation 1, Excerpt 1]
- T2 : Good morning, everyone. Okay, how are you this morning? Okay class. Before we start the lesson, we say basmallah together. [Observation 3, Transcription No. 3]
- T3 : Okay students, how many students are absent today? I need to call your names one by one. [Observation 5, Transcription No. 5]

When interacting with students such as greetings, responding to student participation, and taking attendance, all teachers predominantly use English. As can be seen in the teachers and students' interaction during the preliminary part of the lesson above, which include greetings, checking attendance, and apperception, T1, T2, and T3 would all use English.

Based on the observation, the varying and flexible use of English in teachers' practice is to adjust to students' English ability. This result is also in line with Kleyn et al. (2019), where teachers decided the extent to which English was used during instruction. Based on the above-mentioned study, it is crucial for teachers, especially in the beginning, to identify and differentiate how students use language in each lesson. In the context of this study, the varying proportions of English use depended on teachers' decision making which included the observation of how their student language in each lesson. In classes where students have better proficiency, teachers need to speak more English. In classes where students have lower English proficiency, teachers can offer instructions or guidance in the students' native language to ensure comprehension of the lesson.

3) Use of translanguaging practice

The findings above have mentioned that the teachers incorporated Indonesian in their EFL teaching practice. Teachers shifted between Indonesian and English at particular instructional moments. The third key finding highlights the phenomenon of language "Shifts" employed by teachers in their instructional practices. This concept aligns with the translanguaging framework described by (Cenoz & Gorter, 2022) wherein teachers dynamically adjust their language use in response to their students' needs and learning contexts. These shifts involve not only planned adjustments to instructional design but also spontaneous changes made on the spot to optimize student learning and comprehension. The practices mostly encompass translating strategies which involve English and Indonesian. The practices can also be classified as sample activities proposed by García and Wei (2014).

Observably, T1 employed an instance of translanguaging practices illustrated by (García & Wei, 2014). In the practice, the teacher presented several key vocabulary words relevant to the topic of preposition and school activities along with their definitions. She then asked the students to translate these definitions into Indonesian. The following are the examples.

Example 1

- T1 : Okay, if there are no questions. *Yang Miss panggil* (The ones I called), please stand in front of the class: S1, S2, dan S3. Okay, please stand in front of the class. Pay attention to your friends. Sekarang kita akan membahas *between*. (Now, we will discuss about *between*.) Repeat after me, *between*.
- S : (Students repeated after the teacher) *Between*.
- T : Okay, *perhatikan posisinya seperti ini*. (Okay, pay attention, the position is as such.) S2 is *between* S1 and S3.
- S : *Di antara*. (Between)
- T : Pay attention. S2 is *between* S2 and S3. *Apa artinya?* (What does it mean?)

S : *Di antara*. [Observation 1, Excerpt No. 1]

In the excerpt above, T1 tried to give definition of prepositions by giving demonstration. The teacher then asked the students to infer the definition of the preposition in Indonesian.

Example 2

T1 : Please repeat after me: art and culture.

S : (Students repeated after the teacher) Art and culture.

T1 : *Mata pelajaran apakah itu?* (Which subject is that?)

S : Seni budaya.

T1 : Two. Guidance and counselling.

S : (Students repeated after the teacher) Guidance and counselling.

T1 : *Pelajaran apa itu?* (Which subject is that?)

S : BK.

T1 : Natural sciences.

S : (Students repeated after the teacher) Natural sciences.

T1 : *Mata pelajaran apa itu?* (Which subject is that?)

S : IPA. [Observation 2, Excerpt No. 2]

Similarly in example 2, T1 asked the students to translate school subjects into Indonesian. This was done to ensure students' understanding by linking their knowledge in English and Indonesian.

Furthermore, T3 were identified to also employed a sample activity of translanguaging. This particular activity was similar to (García & Wei, 2014)'s sample activity of giving students contents in the form of pictures or readings, then asking the students to discuss the given materials. They were allowed to use any language for their discussions but were required to share their conclusions with the entire class in English. T3 in this study, instructed the students to discuss given situations and present their opinion or desire on what they would do. During the discussion, the teacher allowed the students to use languages with which they were feeling comfortable. Students then presented the result of their discussion using English. As can be seen in the following extract, the whole interaction was given in English.

Example 3

T3 : We will discuss for number one. "I don't what to do this weekend. Give your opinion or desire on what will you do." Remember about should plus verb 1. We should go to the movies or we should go to the concert. Which one do you choose? Which one do you like? Which one do you prefer?

S1 : We should go to the movies.

T3 : Ya, we should go to the movies. S1 chooses what? We should go to the movies. S1 chooses to go to the movies. Okay, do you like going to the movies S2?

S2 : Yes.

T3 : Yes? Why?

S2 : The cinema is very interesting. [Observation 5, Excerpt No. 5]

In the activities above, students were able to give feedback and discuss with each other in a language they with which they felt comfortable. Through the use of translanguaging, whether in students' presentations or group discussions, students were encouraged to give peer feedback and peer teaching. Previous study by Witari and Sukamto (2023) also indicated that the translanguaging technique supports collaboration between students. Not only did students get cognitive but also social and psychological benefits since they were able to be more involved in classroom activities.

4) The purposes of translanguaging practice

The fourth key finding showcases that teachers utilized translanguaging not only for explaining but also rapport-building. This finding aligns with the research of (Zhou & Mann, 2021), which identified translanguaging as a tool employed by teachers for various purposes, including explanation, attention-raising, and rapport-building.

In the context of explanation, teachers use translanguaging to clarify complex concepts or instructions by integrating both English and Indonesian. By taking advantage on students' linguistic resources and switching between languages as needed, teachers ensure that all students can comprehend the material effectively, regardless of their proficiency level in English. When given authentic materials taken from real-life context, students might encounter new words or terms that they do not understand. The following is an excerpt in which the teacher used translanguaging as explanatory strategy to explain English phrases. In such case, the teacher explained a foreign phrase in a manner that students can understand better.

T3 : Regular price? Regular price *itu harga normal*. (Regular price means normal price.) Regular *itu harga biasa, normal*. *Ini kebalikan* or the opposite of, *dari* special price, *lawan dari* special price is regular price. *Jadi harga normalnya*. (Regular means normal price, normal. This is the opposite of 'special price', the opposite of 'special price' is 'regular price'. So, the normal price.) [Observation 6, Excerpt No. 6]

T3 : Special price, regular price, first come first served. Do you know what is the meaning of first come first served? *Siapa yang tahu? Tahukah kamu artinya 'first come first served'?* *Antri. Artinya yang pertama datang yang dilayani duluan. Dulu-duluan*. (Do any of you know? Do you know what 'first come first served' mean? Queuing. It means the one who come first will be served first. [Observation 6, Excerpt No. 6]

The teachers' translanguaging practice also served as a rapport-building strategy. When teachers used Indonesian to engage with students on personal or cultural purposes, use of Indonesian creates a welcoming and supportive learning environment where students felt understood. The following excerpt shows how translanguaging was used by the teacher to unnerve students and guide them into fuller use of English. When students have a problem in expressing sentence in English, they resorted to their home language. The following excerpt shows the example of how the teacher joined class discussion to navigate the conversation back to English, without pressuring students.

Example 1

T3 : Okay, 25.000. How much should you pay if you buy two boxes of instant noodle?

S1 : Fifty thousand.

T3 : Okay, fifty thousand. How come?

S1 : 25 plus 25.

T3 : 25 times 2. So, it is?

S2 : *Seket ewu*. (Javanese for fifty thousand)

T3 : *Seket ewu?* Fifty thousand rupiahs.

S2 : Fifty thousand rupiahs. [Observation 6, Excerpt No. 6]

When students shifted from English to their home language for ease of communication, the teacher guide the conversation back to full use of English, without criticizing the students. This way, the teacher was not actively pressuring the students, but still maintaining English learning. Another example the follows.

Example 2

T3 : Now I will give one situation and then you give advice. Okay? Listen to me for the situation. You saw a boy is driving a car and then what will you give advice? What will you say to the boy? *Kalau ada seorang anak laki-laki mengendarai mobil* (if there is a little boy who drive a car), what will you say?

S : *Pelan-pelan Pak Supir*. (Be careful, Mr. Driver)

T3 : Oh, *pelan-pelan Pak Supir*? What advice will you give to the boy?

S : You shouldn't **driving** the car alone.

T3 : Verb 1. Ini pakainya verb 1 kan? (Use verb 1, right?)

S : You should not drive the car alone.

T3 : Good. You should not drive a car alone. [Observation 5, Excerpt No. 5]

The sample activities above shows that translanguaging not only can facilitate students' comprehension and meaning making, but also foster linguistic diversity. As also been found in Gu et al. (2024) study, supporting students' flexible use of multiple languages in English learning is linked to greater 'intercultural competence'. In the case of Indonesia's diverse social landscapes, the practice benefits the students since it encourages them to be more open, flexible, and aware of intercultural communications.

4.2. Students' perceptions of teachers' use of languages other than English during lessons

Analysis on students' perceptions towards teachers' translanguaging practices revealed several benefits and drawbacks as follows.

1) Supporting motivation in language learning

The incorporation of Indonesian into teachers' translanguaging practices played a role in supporting students' motivation in language learning. Initially, all five students expressed positive attitude towards learning English. They showed desires to master English. The students perceived that English would help them find a good job, speak with native speakers, understand foreign culture and new technology, provide opportunities to study abroad, and converse with people from various backgrounds. However, they mentioned that their comprehension on the language was still lacking.

Regarding the use of Indonesian during the lessons, the students generally reported that it supported learning activities. Given that their English proficiency was still limited, the incorporation of language that the students were familiar with (i.e., Indonesian) was perceived by the students to help them understand English.

S1 : The combined use of English and Indonesian is very helpful and supports my wish in learning English. Explanation in Indonesian ensures deeper understanding, while the consistent use of English also gives opportunity to practice and enhance English skill. [Interview 3, Excerpt No. 3]

S1's claims confirms several studies by scholars which suggest that strategic use of a language that the students are familiar with, in this case Indonesian, not only enhances comprehension, but also promotes supporting and motivating learning environment (Emilia & Hamied, 2022; García & Wei, 2014; Wang, 2020). It is also in line with Radovan and Makovec (2015)'s study, which found that better perceptions of the learning environment boost students' motivation and lesson satisfaction. It was also shown that in a cooperative and communicative learning environment, students are more likely to set intrinsic goals for themselves. It is implied in this study how students elucidate their desires and motivation in learning English and how the use of Indonesian support those. The use of Indonesian in teachers' translanguaging practices creates an inclusive learning environment where students feel supported. This in turn fosters a positive attitude towards language learning and encourages students in understanding lesson materials.

Furthermore, it is also been found in Gu et al. (2024)'s study, that teachers' translanguaging practice have statistically positive link to students' motivation and engagement in language learning. It is reported that students who receive teachers' translanguaging instruction have greater motivation and engagement. Students with greater motivation learn more content, while students with greater engagement learn more English and more content.

2) Using Indonesian for medium of scaffolding

The students claimed that the use of Indonesian served as a scaffolding tool, aiding their comprehension of foreign concepts. They further mentioned that it helped them link knowledge in English and Indonesian. When asked regarding how the use of Indonesian helped English learning, some mentioned the following.

- S1 : If we are given a task to translate words, I understand better if explained in Indonesian. So, we don't misunderstand the meaning. [Interview 1, Excerpt No. 1]
- S2 : It helped when the teacher used Indonesian. There a few sentences in English that I don't understand the meaning. [Interview 2, Excerpt No. 2]
- S3 : I like that Teacher 3 combined English and Indonesian because I feel that it is effective to ensure better understanding. Re-explain the materials in Indonesian is a good way ensure understanding. [Interview 3, Excerpt No. 3]

This finding is consistent with Wang (2020)'s study, which underscores the benefits of using students' native language to enhance engagement and retention in learning environments. Cenoz and Gorter (2022) stated that L1 can be used to make crosslinguistic comparisons and make abstract vocabulary more comprehensible. By incorporating Indonesian into their instructions, teachers provided students with a familiar language that facilitated understanding and retention of new concepts. When introduced with unfamiliar contents in English, students can rely on Indonesian to scaffold their comprehension. This can bridge the gap between their existing knowledge and the new material being introduced.

3) *Reducing opportunities for speaking practice*

While teachers' incorporation of Indonesian gave the students several benefits, a drawback was also identified. Students particularly expressed concerns that the incorporation of Indonesian reduced their opportunities to practice speaking English during lessons. One student expressed his concern.

- S4 : In my experience, the teacher only explains about theory and the practice, but rarely explain about pronunciation. It might help since I want to learn to speak better, Miss. [Interview 4, Excerpt No. 4]

Students stated that exclusive use of English would provide them with more opportunities to practice speaking, which is a crucial aspect of language learning. They continued that when teachers, as the main source of knowledge in the classroom, did not maximize the use of English, students were not given sufficient input needed to speak and pronounce English better.

This finding is consistent with Raja et al. (2022) study which highlighted students' resistance towards teachers' translanguaging practices due to the belief that English should be the sole language of instruction in the classroom. The use of Indonesian or other languages may hinder students' language development and proficiency in English.

Escobar and Dillard-Paltrineri (2015) also found that while students acknowledged using L1 in L2 learning to be natural and useful, it should only be used "when learning and comprehension is impaired" (p. 325). This line of reasoning stems from the monolingual believe that multilingual practices only delay and hinder L2 learning because those practices hinder cognitive processes. Escobar and Dillard-Paltrineri (2015)'s finding is also in line with S4's statement regarding the need for sufficient input in English learning.

Finally, this study suggests the importance of having a balance between incorporating Indonesian for supporting learning and maximizing uses of English during lessons to foster language proficiency. While translanguaging can help enhance comprehension, it is also important to address students' concerns as demonstrated above. Teachers need to ensure that opportunities for practicing English and developing fluency in speaking English are not compromised.

5. Conclusion

This study has attempted to further explore the practice of translanguaging in the Indonesian education context, particularly in the EFL classrooms of a Junior High School in Yogyakarta. This study discovered that teachers employed a translanguaging practice, which included alternation between Indonesian and English in their teaching practices. The proportion of each language evidently depends on students' proficiency levels. The teachers adjusted their use of English based on how well their students understood and practiced the language. The incorporation of Indonesian in the teachers' teaching practices served various purposes such as to provide clearer explanations and to build rapport with the students. Based on students' viewpoints, teachers' practices of using other languages were considered to have increased their motivation in L2 learning and help them understand lessons.

However, the students also stated that uses of L1 reduced their opportunities to practice English skills and improve their English skills particularly speaking skills. The key findings presented in this paper highlight the need for teachers to be mindful of students' perceptions and preferences regarding uses of languages in the EFL classroom. Teachers need to be able to use Indonesian judiciously for the benefits of the students in the process of learning English as the target language.

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