



Translanguaging Used in Speaking Class of Non-Formal Education Program: Students' and Teachers' Perceptions

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Abstract: The idea that Kampung Inggris, Pare, Kediri's English as a Foreign Language (EFL) teachers employed translanguaging activities as a strategy to help students perform better in speaking classes. This study investigated the views of teachers and students toward the use of translanguaging in the classroom. The study's primary focus was on the teacher's and student's knowledge and experiences with translanguaging in EFL classroom interactions. The study involved two participants, an English language program student and a teacher from Kampung Inggris, Pare, Kediri. The words spoken during the teacher and student interviews were described qualitatively through depth interviews and observation. The findings indicated that although the EFL teacher had no prior knowledge of translanguaging, she had nonetheless employed it in the teaching and learning process. As a result, student' understood what translanguaging was. Both of them think they know a lot about the translanguaging process. In line with them, translanguaging is the use of both Indonesian, Javaness and English in an ELT classroom—creates a secure environment for student engagement, enhances and promotes student's comprehension of the course material, and acts as an approach for information transfer. In ELT classes, teachers of English as a foreign language are already skilled at applying translanguaging techniques. Students who asked and responded to questions received rewards, in addition to the use of translation to facilitate students' understanding of new materials or themes. As English is spoken less frequently than Indonesian, it will also be harder for students to meet their learning objectives for speaking English

Keywords: Translanguaging practice, Speaking Skills, Teachers' and Students' Perceptions

1. Introduction

This study establishes that speaking is an essential communication ability and then explains how students learning a foreign language should practice speaking. For EFL students, speaking is a vital language skill because it is the language of instruction for their potential careers in the future. Since speaking entails using language to communicate ideas, it is considered a productive skill. Moreover, speaking is a verbal language to share with others (Fulcher, 2003, p. 23). This suggests that two or more people participate in this activity, where participants must answer what they hear to be heard.

However, the teacher had trouble teaching speaking since most EFL students did not want to respond to the teacher (passive). The students believed that their knowledge and vocabulary of English seemed limited.

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Furthermore, students decide to communicate in their own tongue instead of using English. Most students consistently receive low English scores on tests, as evidenced by here. Then, students struggle to share in the target language within and outside the classroom. Furthermore, learning failure is inevitable when the teacher does not encourage communication through student language activities or incorporate the student's language (Garcia, 2009). Since the students will still be included in the classroom, there is no need to forbid it. Otherwise, it is better to use it as a tool for classroom communication. The classroom will have multilingual interactions since the first language might affect the target language. The term translanguageing describes the use of L1 students in L2 classroom interactions.

The issues highlight the necessity of translanguageing for students learning English as a second language. Gracia (2014) argues that it aims to mediate, rather than judge, between two languages. Using translanguageing can help integrate students' native languages into the learning process while also teaching English as a foreign language. Additionally, it can be used to show how bilinguals use their linguistic abilities to perceive and engage with their environment. Teacher-student communication will improve as a result of this exercise. Translanguageing is a standard educational technique used by English teachers teaching English to speakers of other languages. Yuzlu and Dikilitas (2021) believe policymakers and educators should reconsider one-language laws and try implementing this method in the curriculum, resources, and evaluation procedure. To encourage the target language's broader practice, training EFL teachers on translanguageing's advantages and potential applications could also be required. Teachers apply it inside and outside the classroom as a teaching strategy.

This paper investigates teachers' and students' perceptions of translanguageing and the advantages and disadvantages of using the situation in a non-formal education classroom after defining the speaking form and the problems, the use of translanguageing, the advantages, and the issues of translanguageing. It claims that learning Indonesian or Javanese, Sundanese, or Batak in addition to English might have various advantages for foreign language learners. Moreover, this study addresses the same subject as earlier studies, but it focuses on institutions offering non-formal education in an English language course in Kampung Inggris, Pare, and Kediri, while earlier studies mainly dealt with formal education

1.2 LITERATURE REVIEW

1.2.1 Translanguageing Definition

Through the theoretical lens of translanguageing, bilingualism and multilingualism are viewed differently. Unquestionably, one of the world's most multilingual nations is Indonesia. People speak Sunda, Java, Ngapak, Batak, and other languages in Indonesia. Therefore, contrary to what is commonly believed, bilinguals, multilingual, and all language users choose and employ particular parts from a single linguistic repertory to create meaning and traverse specific communication contexts rather than having two or more autonomous language systems. A method of teaching and learning languages that recognizes and benefits from students' varied and dynamic language practices is known as translanguageing (Vogel & Gracia, 2017). As a sociolinguistic and psycholinguistic theory emphasizing bilingual performances over monolingual ones, translanguageing offers much to our understanding of bilingual language. Employing students' natural language to foster their interest in and knowledge of complex subjects and resources is known as translanguageing. While examining bilingualism in global education, Garcia (2009) coined the term "translanguageing," which refers to the flexible way bilingual individuals use their linguistic resources to communicate and make sense of the world without being constrained by particular language categories.

Amidst a paradigm shift toward monolingual criteria in comprehension of language learning and use (Anderson, 2022). Multilingual children's educational experiences may be negatively impacted by multilingualism, so translanguageing is being proposed as a valid theory (Li, 2018). Moreover, three fundamental theoretical pillars for translanguageing were submitted by Vogel and García (2017). Firstly, rather than having two (or more) essentially separate linguistic systems or languages, as the term is often interpreted, multilingual people have one unitary linguistic system from which they choose and employ elements for communication. Second, in translanguageing's interpretation of multilingualism, identified languages are subordinated to dynamical linguistic and semiotic processes. Third, named language categories and

structuralist language ideologies—such as linguistic hygiene and purity—have tangible consequences, according to translanguaging.

Meanwhile, translanguaging claims that comprehension of multilingualism does not require these to be significantly accurate. Also, a large body of research on translanguaging has framed it as a means of achieving social justice for children of linguistic minorities by allowing them to view their multilingual practices as a strength, a crucial aspect of who they are, and a means of challenging the authority of traditional monolingualism. Additionally, translanguaging has been promoted as an approach to enhancing language proficiency generally through associated pedagogical strategies.

1.2.2 Translanguaging Used in EFL Classroom

They used the student's native language and English as a learning resource, known as translanguaging in EFL classrooms. The use of translanguaging in EFL classrooms and its effects on student performance has been the subject of numerous research studies. R. Sahib (2019) presented an example of translanguaging as a pedagogical strategy in an EFL classroom. The study illustrated the efficacy of a teacher's translanguaging strategy with EFL students through the following outcomes: increased student engagement, ease of knowledge acquisition, increased willingness to speak up, enjoyment of the learning process, increased vocabulary, and positive teacher-student interactions. The results showed that the teacher and students engaged three different language types in translanguaging practice: English as a foreign language, Indonesian, and local language during the teaching and learning process in an EFL classroom. He maintained that it was essential for both the teacher and students to utilize translanguaging as a teaching and learning approach. The process of translanguaging was seen to be beneficial. To foster a safe atmosphere and improve communication among EFL students.

Furthermore, Nursanti (2021) claimed that translanguaging is an appropriate strategy for teaching other languages or English to multilingual students. It also turned out that L1 was the language most frequently used in class, even though the students were from throughout Indonesia. Even though Indonesia is a multicultural nation, the population comprises many different ethnic groups. The students' multilingualism and diversity of ethnicities added to the school's multiculturalism. A region or province may have several ethnic groups speaking other regional languages. Due to this situation, the teacher combined the local languages with the languages of the various ethnic groups using Bahasa Indonesia. It was helpful that the teacher could quickly produce information in Bahasa, Indonesia. The study's findings, she added, included the following strategies: presenting examples, interpreting, playing games, watching movies, singing foreign music, utilizing humor, debating, acting out dialogue, and offering and answering questions. However, she stated that Bahasa Indonesia took over because the students had not established a strong foundation in English before the class. As a result, the students were nervous to speak in English in front of a big crowd. Words and vocabulary from the English input did not develop efficiently. When the precision of their English practice fell short of their desired level, their word pronunciation skills decreased. In contrast, translanguaging may increase students' enthusiasm for studying the language. With the teacher's help in comprehending the meanings, they felt comfortable and found that English was not as hard as they had thought. Teachers and students grew closer as a result of their efforts.

The previous studies on translanguaging in EFL classrooms found that it has advantages and disadvantages. Furthermore, the teacher could emphasize its drawbacks. The teacher might choose a suitable method or technique to assist students in effortlessly accomplishing their objective of learning English as a foreign language

1.2.3 Speaking Skills

A challenge for many EFL learners. According to Brown (2001), clustering, redundancy, reduced forms, performance variables, and colloquialisms are the root causes of the problem: language, intonation, rhythm, delivery velocity, stress, and interaction. Furthermore, Amoah, S. and Yeboah, J. (2021) classified the barriers to speaking performances as either linguistic or psychological. Speaking challenges among EFL learners are more closely associated with psychological factors such as anxiety, fear of making mistakes, unwillingness, and fear of receiving a failing grade than with linguistic ones such as poor vocabulary, poor pronunciation,

inadequate grasp of grammatical rules, reading comprehension, and oral presentation. Therefore, for the teacher to succeed, they must be able to assess the students' speaking proficiency to choose an efficient teaching method.

In brief, speaking allows people to share information, convey ideas, express their feelings, and engage in deep discussions. However, EFL students still face many challenges in mastering speaking because they lack linguistic aspects and other psychological aspects they should learn and master speaking skills. Since it becomes a tool to communicate with others, the EFL students will benefit from using their speaking skills. It is used to help them quickly find a purpose, such as getting a job, getting a new friend from other countries, and many more.

2 Research Method

This study was carried out through a qualitative method of investigation. The study was conducted in the English course Access-ES at Kampung Inggris, Pare, Kediri. Two English teachers and two pupils at a basic level—speaking 1A and 1B—are the subjects of this study. The scholar used observation checklists, questionnaires, and interview guidelines to gather data. Furthermore, the data analysis methods were used in line with the sequence of six steps that Daymon and Holloway (2010) suggested: (1) Getting familiar with the data (the scholar records audio and takes close attention to what teachers and learners state), (2) creating and selecting the data to be utilized (at this point, the scholar creates and chooses the data to be used), (3) the scholar analyzes the entire transcript to immerse herself in the data entirely, (4) reviewing themes, (5) defining and naming themes, and (6) writing reports.

3 Findings and Discussion

According to the first of the two observations, the teacher gave the students explanations of the material in Indonesian and English. Translanguaging is a teaching method of teaching English as a foreign language that uses students' mother tongues to support language acquisition in the classroom (Sahib, 2019). Clearly, students easily understand the material the teacher has already covered. The teacher could show this through assignment completion or class debates on previously taught material. It is clear that pupils easily understand the material the teacher has covered. The teacher could show this through assignment completion or class debates on previously taught material. Additionally, students actively participate in classroom activities that make learning and teaching activities come to life because of interactions between teachers and students and between students and other students. Conversely, the teacher imposes limitations in the classroom to motivate learners to attempt to speak both Indonesian and English. This is used in speaking classes to support students in attaining their English language learning objectives (developing speaking abilities). The meeting rules are formed based on an understanding gained initially before moving on to the primary learning activities. If students speak in Indonesian, they must follow the teacher's guidelines and say "how to say... (in Indonesian vocabulary)" before speaking in English.

The following codes protect the identities of the teachers, students, and organizations offering English language courses participating in this study.

- a) English Course Teacher 1: EC-T1 (She holds a Bachelor of Business Administration in E-Commerce. She has five years of teaching experience in English Village, Pare, Kediri.
- b) English Course Teacher 2: EC-T2 (She holds a Bachelor of English Literature in Private University, Malang. She has six years of teaching experience in English Village, Pare Kediri.
- c) Student of English Course 1: EC-S1 (She is the third semester of university student with a major in English Linguistics)
- d) Students of English Course 2: EC-S2 (He was a graduated student from Senior High School)

After considering the participant codes, the researcher promptly groups the questions due to focus. The first theme centers on teachers' and students' comprehension of translanguaging in EFL lessons. The second covers the advantages of using translanguaging strategies in EFL classes. Last, the disadvantages of applying translanguaging strategies in EFL classes are discussed.

3.1 Teacher and Student's Knowledge of Translanguaging Strategies

The initial research question looks at the application of Indonesian in the classroom, and the level of familiarity teachers and students have with translanguaging strategies in English Language Teaching (ELT) contexts. The interviews with teachers and EFL students at an English language school in Kampung Inggris Pare showed that the teachers implement this technique in class even if one of them was unaware that it exists. However, when the researcher spoke with one of the two participants (a student) in that class, she was aware of the concept of translanguaging. Even so, it is clear that she appears unsure when responding. Therefore, EFL teachers teaching English in Kampung Inggris, Pare, and Kediri believe using a translanguaging strategy might improve EFL students' speaking skills. The following statements are from an interview with the teachers and EFL students regarding their knowledge of or comprehension of translanguaging in an EFL classroom.

3.2 The Use of Indonesian in the EFL Classroom

The 1st question to EC-T1: For most of the class, I am using Indonesian. Aaa... It is not bad because... if my students are learning English, they need to translate it sometimes. I use Indonesian when my students struggle to understand the subject or materials, so I would often use their mother tongue or Indonesian to explain it or provide examples, aaa...(pause) so that the students can understand it better.

The 1st question to EC-T2: Sometimes, I use Indonesian and English. Let us say 50% Indonesian and 50% English. However, ... some conditions make me feel that I need to translate the explanation to make a better understanding for my students.

The 1st question to EC-S1: I frequently spoke both English and Indonesian. I use Indonesian when I do not know the English vocabulary and my friends do not know what I am saying. And then... When I spoke English, it was with the teachers I used. Emmm... however, I prefer to mix the language when I speak to my friends. I made an effort to talk in English during class.

The 1st question to EC-S2: Boleh jawab campur-campur jawabnya kak? (can I mix the languages to answer, sister?). Oke, thank you. So, I have always spoken Indonesian, but I also try to speak English. Gimana bilangannya, secara persentase? (How to say, in percentage terms). Oh... thank you. In percentage terms, I use 80% Indonesian and 20% English. But... I understand English text, but I can only explain in Indonesian daripada (rather than) in English lebih lancar (more fluent in) Indonesian.

The 2nd question to EC-T1: Emm... From my point of view, for the beginner level of English, it is okay to use Indonesian; however, as a teacher, I should be able to encourage them to speak English. Moreover, as long as the students can follow the teacher's instructions in English, it is better to use English because they will know and practice common expressions used during the teaching and learning process inside the classroom.

The 2nd question to EC-T2: I believe that they better understand simple instructions and common expressions at the intermediate level. Moreover, sometimes, several students do not understand several vocabulary words. Moreover, I know they can speak English even if they are not fluent.

The 2nd question to EC-S1: I think it is not worth talking Indonesian more often; yeah... because everyone knows Kampung Inggris is the best place to study and practice English skills. So, in my opinion, we have to try to speak English even if sometimes we do not know the English vocabulary, say the keyword "how to say, followed by Indonesian."

The 2nd question to EC-S2: I think... how to say, akan lebih baik (it will be better) if we try our best to speak English. It is okay, wrong, no problem, yang penting (the important thing) is wanna try.

In light of the previously indicated perception, it is clear that the teacher used translanguaging strategies while they were teaching. This suggests that they were proficient at translanguaging. As can be seen from the data transcription above, there were some minor differences in the instructor's and students' views regarding the use of Indonesian or their mother tongue in an EFL context. In other words, students who struggled with English vocabulary would use Indonesian, and teachers would use it when they thought students struggled to understand the lesson topic. The use of Indonesian in the classroom was the next area of controversy. Regarding whether Indonesian should be spoken more often than English, neither side could agree because learning a language takes practice, and one of the finest places for English speakers to practice is Kampung Inggris.

The 3rd question to EC-T1: Translanguaging...? Eemm... I have no idea about it. Is it the same as translating a foreign language using our mother tongue? Well, if it is so, Yash. In my opinion, I combine English and Indonesian when I am teaching; that is what I know as translanguaging. Sometimes, students cannot comprehend the topic if I explain it in pure English, so I should also use Indonesian to communicate the material and achieve the learning goals.

The 3rd question to EC-T2: I usually use translanguaging in my classroom. In some discourses, I ask my students to find stories in Indonesian/Javanese/Sunda/English; they can choose which language they want to find in the text. Then, they need to re-tell to the other friends and me in front of the class based on their understanding. Yeah... hopefully, it will build their confidence and critical thinking because of that practice.

The 3rd question to EC-S1: I knew it but... aaa... I am not sure about my answer. Translanguaging is the technique or strategy of learning languages in more than one language during a session in the classroom. Aaa... in order to understand and communicate with others and do some assignments. Several assignments consist of Indonesian language/English language text to make us practice our comprehension.

The 3rd question to EC-S2: I do not know kak (sister), sorry.

The previous interview's responses reveal one teacher's lack of knowledge regarding applying translanguaging strategies. However, she made an effort to clarify what he meant by translanguaging. Some educators, nevertheless, are familiar with instructional translanguaging. They believe that teaching students in Indonesian or other regional languages will improve their comprehension of English. This finding is consistent with (Sahib, 2019), which claims that "translanguaging is the strategy of using students' L1 to enable students to learn L2 in the classroom." Indonesian and English are two different languages. Teachers find it easier to instruct students in Indonesian, and they believe having comments from their students in their tongue is facilitated by language translation. In addition, the student defined language translation—as the teacher perceived it—as a communication strategy used when teaching and learning to switch between two or more languages. In addition, Indonesian is taught in the learning process through reading and writing exercises tailored to the students' comprehension levels.

3.3 The Advantages of Translanguaging Used in EFL Classroom

Teaching second or additional languages might benefit significantly from translanguaging, which typically combines two or more languages to foster learning and comprehension. This is because it allows students to leverage their existing knowledge and linguistic awareness to better capitalize on the similarities and differences between their languages. Read the following discourse to understand more about the instructor's and the student's perspectives on the advantages of translanguaging in the classroom.

The 4th question EC-T1: I think translanguaging has a positive benefit for the students because aaa... it offers a secure environment for my students to practice and enhance their English abilities while still allowing them to use their mother tongue to ask questions they do not understand and also translanguaging can help my students' understanding about the materials of the subject being taught.

The 4th question EC-T2: I believe that translanguaging has many advantages for EFL students, such as they might use any sources for their references in learning English like Indonesian or other languages' books/articles/websites/channels. They will better understand the topic, which can build their critical thinking skills because they also need to provide comments or points of view related to the passage or topic using English as their target language.

The 4th question EC-S1: I know that implementing translanguaging in the classroom is highly intriguing, and I prefer that aaa... I can ask Indonesian, English, or maybe Javanese questions if I do not understand what the teachers explained. Moreover, when I encounter difficulty understanding the materials, I prefer to read Indonesian text and then try to explain it in English because I always want to learn something new. I want to be able to ask or speak up about my ideas about the information the teacher has presented without feeling emmm... shy or uncomfortable.

The 4th question EC-S2: Maybe there are many benefits because I can speak Indonesian mixed English even though I read English text. Aaa... and I think the use of apa itu tadi kak? (what is that sister?) Oh, translanguaging is very helpful for me when learning English.

It is easier for students to understand the teacher's explanations when a safe and productive environment is created. Translanguaging is another way teachers encourage students to study English as a second/foreign

language. Students in the ELT classroom could explore their native language and English in a safe atmosphere. It was discovered that translanguaging might create safe spaces. The Capstick (2019) study also showed how translanguaging could be revolutionary in creating safe places and possibly doing away with the hierarchy of linguistic standards that punishes some language variants.

3.4 The Disadvantages of Translanguaging Used in EFL Classroom

There are benefits and drawbacks to using translanguaging. This happens due to the inconsistent usage of Indonesian and English in education. The interview has been transcribed by the researcher and is offered below.

The 5th question EC-T1: From my perspective, the advantages overcome the disadvantages. Emmm... However, it could be said that several things are lacking when always using multiple in EFL classes. And... Even though translanguaging can be used as a supplemental approach to clarify topics that students have not understood, aaa... sometimes students become lazy and prefer to speak in their mother tongue rather than trying to speak English in any context. So, I established a guideline to encourage students to continue trying to speak English even though they lack the vocabulary.

The 5th question EC-T2: All right, so based on my experience as a teacher, there are a few reasons translanguaging is considered less effective for improving students' English proficiency. Translanguaging may be particularly appropriate for beginning learners but not for advanced learners. This is caused by the fact that mother tongue use has been more significant in EFL classes so far, allowing students to adapt to speaking with their peers in either their mother tongue or their regional language. They feel more at ease and secure speaking those languages than the target language; thus, until the end, they get limited opportunities to speak English.

The 5th question EC-S1: I think the use of translanguaging in class is beneficial, but the impact is that my friends are lazy about speaking English. This is because they forget that the target language they have to master is English. Apart from that, they feel okay speaking Indonesian or regional languages with other friends. Even though at the first meeting, we had a class rule to speak English as much as possible, at least 50% of the time, our friends ignored it.

The 5th question EC-S2: Emmm... sometimes I have no motivation to speak English because all of my friends lebih memilih (prefer) to use Bahasa (Indonesian) kadang juga ngomong pakek bahasa Jawa (sometimes they are talking using Javanese) and my teachers also use Indonesian waktu gelatin (when explaining) the materials.

Referring to the transcription data above, students might feel relaxed and lazy when translanguaging occurs, and the mother tongue is used more frequently. Even though, at the beginning of the meeting, both teachers and students had previously decided to use English and Indonesian, as well, in what percentage and how many percent. However, students tend to be irresponsible and prefer using Indonesian or the local language (Javanese) in the classroom. While this was the case, achieving the learning objectives in the speaking classroom would not be easy.

4 CONCLUSIONS AND SUGGESTIONS

This study provides insight into the perceptions of teachers and students toward the use of translanguaging in the classroom in non-formal education settings, including English Village, Pare, and Kediri. Perceptions of EFL teachers and students regarding their level of knowledge and expertise in translating. They know the use of two or more languages and the practice of translation when instructing and learning in the classroom. They believe that by combining Indonesian and English in the ELT classroom, a practice known as translanguaging can be used to enhance and facilitate student comprehension of the course material, as well as to convey information and create a safe environment for interaction. EFL teachers are well-versed in translanguaging strategies in ELT courses. Translanguaging is used to help students learn new materials and concepts more efficiently, as well as to help students ask and answer questions. Furthermore, students only use translanguaging when they cannot use the language of their choice to ask questions in English.

Thus, understanding the process of translanguaging in formal and non-formal contexts is essential for EFL teachers. Emotional approaches are needed to boost students' enthusiasm for and ability to learn English

during the language teaching and learning process. Teachers must adopt a more forceful position by developing guidelines for using translanguaging in the classroom. This is essential for keeping students motivated to learn how to ask questions and express themselves using English.

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