

TRANSLANGUAGING IN EFL CLASSROOM AND ITS IMPACT ON STUDENT'S PERFORMANCE AT A SECONDARY SCHOOL LEVEL: A SYSTEMATIC REVIEW

La Ode Rasmin¹, Sahril Nur²

¹Universitas Muslim Buton, ²Universitas Negeri Makassar

Email: laoderasmin.english@gmail.com, sahrilnurfbsunm@unm.ac.id

Abstract

Keywords:

*Translanguaging,
Students'
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Translanguaging is a phenomenon of language use where people are bilingual or multilingual. Translanguaging occurs in the community and schools, both in rural and urban areas. At the Indonesian secondary school level, learning English as a foreign language (EFL), teachers and students at schools use the target language (English) and the Indonesian language as the official language in the education system. But, local languages also occur and are used in schools for the students who have their local language, including in rural schools. This article uses the literature review method to analyze translanguaging (Indonesian language, local language, and English) in EFL classrooms at schools and its effects. The author collects several national and international journals. The journal was compiled purposively, which related to translanguaging at schools. The literature review found that translanguaging in the EFL classroom influences students' performance with multilingual backgrounds (Indonesian language, local languages, and English). Therefore, Translanguaging-based instruction is considered good if applied to learning English as Foreign Language (EFL).

Kata Kunci:

*Translanguaging,
Kinerja siswa, Sekolah
Menengah*

Abstrak

Translanguaging merupakan fenomena penggunaan bahasa dimana masyarakat menggunakan dua atau lebih bahasa dalam waktu yang bersamaan. Translanguaging ini terjadi di masyarakat dan sekolah, baik itu dipedesaan maupun diperkotaan. Dalam konteks pembelajaran bahasa Inggris di sekolah menengah di Indonesia, baik guru maupun siswa selalu menggunakan bahasa Inggris sebagai bahasa target dalam pembelajaran dan bahasa Indonesia sebagai bahasa resmi dalam sistem pendidikan kita di Indonesia. Namun

demikian bahasa daerah juga kadang digunakan di sekolah bagi mereka yang memiliki bahasa daerah dalam masyarakat tertentu termasuk di pedesaan. Artikel ini menggunakan metode studi tinjauan pustaka dalam menganalisa penggunaan *Translanguaging* (bahasa Indonesia, bahasa daerah, dan bahasa Inggris) dalam pembelajaran bahasa Inggris di sekolah menengah. Penulis mengumpulkan beberapa jurnal internasional maupun jurnal nasional serta prosiding dengan *purposive sampling*, dimana penulis hanya memilih jurnal yang berkaitan dengan penggunaan *Translanguaging* di sekolah dalam pembelajaran bahasa Inggris. Studi pustaka menemukan bahwa penggunaan *Translanguaging* dapat meningkatkan kinerja siswa dan kemampuan siswa dalam berbahasa Inggris bagi siswa yang memiliki latar belakang multilingual (bahasa Indonesia, bahasa daerah, dan bahasa Inggris). Oleh karena itu penggunaan *Translanguaging* dalam pembelajaran bahasa Inggris dengan dianggap baik untuk diterapkan dalam pembelajaran bahasa Inggris didalam kelas.

INTRODUCTION

English is one of the most widely spoken languages on the planet. English is a global language that has evolved into a lingua franca. Because English is the language of science, technology, and art, it has become a worldwide language. The majority of writers utilize English to deliver their written messages. As a result, most countries consider English a necessary language to acquire. English is now one of the most widely spoken languages on the planet. It is substantially less popular than Mandarin, with a total speaker count of 1.5 billion people. It is also the most extensively studied language on the planet. 325 million people speak English as a first language, 425 million as a second language, and 750 million as a foreign language (Crystal, 2003)

The government of Indonesia has determined that English would become a compulsory subject informal schools and higher education as a foreign language. According to *Permendikbud No. 37 Tahun 2018*, English has become the primary subject in secondary school to improve students' cognitive and skill proficiency in the language. It may be seen from the previous and current curriculum systems.

Furthermore, the global society in the fourth industrial revolution has grown into a worldwide community that is no longer isolated and separated by location and time due to significant advancements in technical knowledge. The mastery of a foreign language, primarily English, which will be the gateway through which Indonesians can engage and become global citizens, transforms the international community into society, a one-world society. That argument is one of the main reasons English and other foreign languages must teach in schools (Alfarisy, 2021)

García & Wei, (2013) Translanguaging is a teaching approach in which pupils are urged to switch languages for receptive or productive objectives. Canagarajah, (2014) argued that there is no specific set of teaching strategies with some commonalities across classroom settings to make translanguaging more meaningful. However, it may allow multilingual learners to be aware of and use a broader range of language practices, and implementing Translanguaging practices is an appealing task for educators and researchers. Karabassova & San Isidro, (2020) noted that the multilingual turn in the shape of flexible and fluid linguistic practices brought the language-dynamic perspective into classroom settings. Language acquisition is inextricably linked to the connections between and influence of different languages in a learner's linguistic repertoire, especially in multilingual situations. Various factors relating to the learners' first, second, or other languages influence how further language learning occurs in a learning context. Those aspects, according to (Isidro-Smith, 2019), include the linguistic distance between the speeches, the learners' level of proficiency in their first language(s) and knowledge of the additional language, the dialect(s) used in the student's language's status in the community, and societal attitudes toward the learners' first language.

Indonesia is a country where many people are trilingual or multilingual. This phenomenon is because ordinary Indonesians use Indonesian as a language of unity (*lingua franca*). They also have their own culture and local language (local language) in a specific area and study English at school. Therefore, this phenomenon also affects learning English in informal and non-formal schools.

The influence can be in the form of cultural and psychological aspects of students in the classroom.

Language users speak Indonesian, regional (local), and foreign languages in Indonesia. The mother tongue is usually the first language to which those children are exposed. He learns his mother tongue first. The mother tongue might be an indigenous language in Indonesia because there are over 600 regional languages. The mother tongue can also be Indonesian. Children who grew up in big cities may speak Indonesian as their first language. A local language is the mother tongue of a child born in a rural area or hamlet, and it varies based on the birth location or whether one of the parents speaks the language. As a result, a child's first language is the one with which he is most conversant. (ACDPINDONESIA, 2014)

Translanguaging is a phenomenon that occurs in multilingual or trilingual societies such as Indonesia, especially in areas where they have their regional language (local language). Hence, children living in these environments also use the regional language as their first language daily. Things like this can also affect the use of local languages in schools; as researched by (Afriadi & Hamzah, 2021), the use of translanguaging in schools where local languages are also used in conversation in EFL learning, although their use is still minimal.

Based on the phenomenon of translanguaging in language classes, the current study aimed to address issues related to (1) Translanguaging as the Medium of Instruction in EFL Classrooms; (2) Translanguaging in EFL Classrooms at the Secondary School Level; (3) The Impact of Translanguaging on Students' Performance.

METHOD

The author presents methods to search for national and international journals in this section. The author looks for national and international journals. The author prioritizes national journals accredited by SINTA and international journals indexed by Scopus. The journals were purposively collected. The journal relevant to the study of translanguaging and its effect is only taken as a source.

Besides that, the authors are also looking for journal proceedings relevant to translanguaging. To add references to Translanguaging studies, the authors also refer to national and international journals through Google Scholar. From all existing journals, the author conducted a literature review study on the use of Translanguaging in EFL learning and the impacts caused by the existence of translanguaging instruction in the classroom

FINDING AND DISCUSSION

1. Translanguaging as the Medium of Instruction in EFL Classroom

The term translanguaging has existed since the 1980s by Welsh Educator Cen Williams (Lewis et al., 2012). Translanguaging presents a new paradigm in teaching and learning the language. The translanguaging approach is considered to have great potential in explaining a good understanding of language learning, including foreign language learning. "The deployment of a speaker's whole linguistic arsenal without respect for cautious adherence to the socially and politically established boundaries of identified language" is the definition of Translanguaging (Otheguy et al., 2015)

Translanguaging, in essence, gives a novel picture of how bilingual/multilingual people use their linguistic repertoire in everyday language practice and what the underlying cognitive process looks like (García & Wei, 2013). Translanguaging is considered a good approach because the students do not fully understand learning a foreign language if the instruction only uses the target language. Therefore, translanguaging is effective in explaining the materials in learning the language. In the context of learning foreign languages in Indonesia, translanguaging occurs in EFL classrooms. Afriadi & Hamzah, (2021) found that using local languages, Indonesian, and English, in learning English at school occurred. Local languages and Indonesian explain learning materials, manage classes, and clarify the material taught.

Still, in the findings (Afriadi & Hamzah, 2021), Translanguaging in the EFL classroom is to understand students when there are misconceptions in learning. The teacher clarifies these misconceptions about materials in learning

using the Indonesian language. Regional languages (local languages) are also commonly used for intermezzo or icebreaking in class.

2. Translanguaging in EFL Classroom at Secondary School Level

Adinolfi & Astruc, (2017) distinguish three types of Translanguaging in EFL conversation. The first is intersentential code-switching, which occurs at the discourse and turn levels. In other words, students in the classroom change the language used in different sentences. The second realization is intra-sentential, which occurs within each sentence's syntactic level. In other words, individuals in the classroom change their language with the same penalties. The third realization is when all students in the school use the target language or other languages entirely.

In the context of Indonesia, the society is multicultural with a Multilanguage. The multilanguage can be seen in tribes and cultures in Indonesia, which have their own local or regional language. Therefore, many Indonesian people are trilingual or can use three languages : their regional language (local language), Indonesian as the language of unity, and some are masters of foreign languages.

Concerning learning at school, including English as a foreign language, students are certainly influenced by the language they always use in their daily lives at home and in the community. Therefore, the teacher must also consider these conditions in providing learning instructions or the learning process. EFL learning in Indonesia (Aulia & Kuzairi, 2020) found that the Banjar language (local language) in teaching English in the classroom occurred. In learning English, the teacher uses the Banjar language (local language) to deal with feelings, ask questions, give information, and give directions to students. In contrast, students use the Banjar language (local language) based on their needs in class.

According to (Macaro, 2009) cited in (Emilia & Hamied, 2022), there are several benefits of using the mother tongue from various cognitive, social, and psychological perspectives. First, cognitively, students' relationship with their first

language influences students cognition. Therefore, the first language is considered one of the essential instruments in building students' cognitive. Second, sociocultural, the first language, contributes to how we think and act. Third, psychologically, first-language interaction in the classroom learning process can build collaborative dialogue between teachers and students in completing learning material in class.

Bozorgian & Fallahpour (2015) conducted a study on using the mother tongue or local language (first language) in learning English as a foreign language. The findings show that using the mother tongue has contributed to managing the class, clarifying learning objectives, clarifying instructions, building a friendly learning environment, confirming the meaning of what is done during learning, and helping students reduce tension and anxiety in education.

Translanguaging is a practice or method of learning that is considered effective in the context of the learner's language, which is different from the language to be studied (Wei, 2018). For example, in English as a foreign language in secondary school in Indonesia, English is not the mother language. Therefore, teachers must also consider this reality in the learning process. For this reason, to increase students' understanding, they must go through translanguaging, especially in the context of students in rural areas where the acquisition of English is very minimal.

Sahib (2019) found that translanguaging is essential in making the learning process more effective in EFL classrooms at public high schools in the Indonesian context. Translanguaging occurs with trilinguals, with English as the target language in learning, Indonesian language, and local languages. Teachers use Translanguaging strategies in several situations, including explaining the material, introducing lessons, attracting students' attention, giving assignments, and providing feedback. Meanwhile, students use translanguaging to ask the teacher, answer the teacher's questions, and interact and discuss with other students.

The Indonesian language is an official language in the education system. In secondary school, students with a local language background usually use the

local language and Indonesian. Indonesian, the local language, and English in an EFL classroom context occur. During this time, translanguaging is needed and occurs in students' and teachers' interactions at school. To the research findings of (Afriadi & Hamzah, 2021), we can classify the process of translanguaging in schools into three interactions:

- a) Student-to-student conversations. This interaction usually occurs using local languages and Indonesian—for example, conversation outside the classroom or discussion in class that is non-instructional.
- b) Student-to-teacher conversations. Student-to-teacher conversations in EFL learning classes use Indonesian and sometimes English. This conversation usually happens when students ask or answer questions from the teacher.
- c) Conversation from teacher to student. Teacher-to-student conversations are usually instructional, in which the teacher explains the English learning material. The teacher's explanation usually uses English which will then be translated into Indonesian to avoid misconceptions about learning material students.

3. The Impact of Translanguaging on Students' Performance.

a. Translanguaging is Effective in Developing Basic Skills of Language

Translanguaging has an influence on student activity in learning. In a multilingual society, the mother tongue also influences success in learning English in the classroom. This finding researched by (Wabwoba et al., 2020) showed that Translanguaging strategies could affect student performance in English learning. They studied Kenya, Nairobi, finding that their mother tongue also helped them understand the teacher's learning materials and assignments. However, teachers must also facilitate using English as the target language they are learning. Mother tongue is also used to discuss fellow students in helping to do the tasks given by the teacher.

Basic language skills are essential to give attention to in English teaching because those skills determine the success of learning the language. In an EFL classroom, the students should easily understand the teacher's instructions.

Therefore, translanguaging considers can facilitate students in increasing their essential skills of language (speaking, writing, reading, and listening). Yasar Yuzlu & Dikilitas (2022) found that the Translanguaging strategy can improve students' English skills (four basic language skills). Through translanguaging, students can use all language sources in the learning process to negotiate and motivate themselves to use English as the target language in learning. In the Indonesian context, (Rasman, 2018) found in a study in secondary schools in Yogyakarta that Translanguaging can help develop students' multilingual competence, including learning English. In the learning process in the classroom, the use of Indonesian, Javanese, and English occurs. However, Indonesian is still dominant in student interaction in class because Indonesian is the official language used in education. However, the regional language (Javanese) is still used in-class conversations, although Indonesian is still more dominant.

In line with the explanation above, (Nur et al., 2020) found that a Translanguaging strategy can improve students' reading comprehension in rural areas. In rural areas, it is observed that there is minimal understanding of reading texts in learning English, so the Translanguaging method in which the local language and Indonesian approaches in learning instructions can help students improve their reading skills.

Another finding related to Translanguaging instruction comes from (Vaish & Subhan, 2015). They found that translanguaging enhances students' understanding of reading learning. Translanguaging is considered to improve the ability of the four basic skills of language (reading, speaking, writing, and listening). By practising translanguaging in learning English, students can improve their performance on exams. Gradually, the practice of translanguaging is also expected to be able to master the target language (English) (Putri & Rifai, 2021)

Translanguaging usually occurs in the context of bilingual or multilingual students. In learning, teachers and students can use several languages in the learning process in the classroom. For teachers, translanguaging in learning English can help students understand English learning materials, such as

discussing grammar (Putri & Rifai, 2021). Using the national language and mother tongue (local language) in EFL classrooms is considered effective learning, as (Fallas Escobar, 2019) described.

b. Translanguaging is Effective in Enhancing Student's Participation in EFL Classroom

Schools in many areas in Indonesia usually have multilingual backgrounds such as Indonesian, local languages, and English. Therefore, in learning English as a foreign language, teachers typically use the target language and Indonesian as the official language in education. Local languages are also commonly used in the classroom; although the intensity is not so much, the process of interaction with local languages is also present in English learning (Afriadi & Hamzah, 2021)

In addition, translanguaging is also considered to improve student performance. The performance here means the participation and activeness of students in learning English (Kwihangana, 2021). The activeness and involvement of these students increases because translanguaging can touch on sociological or cultural aspects where their Indonesian or local language can also be an instrument for understanding English learning. De Los Reyes (2019) also found Translanguaging practices among students in ESL classes with multilingual backgrounds in Philipina. In his founding, in Translanguaging strategies, teachers can discuss and improve students' understanding and participation in the class.

In the EFL classroom, the teacher's perception of translanguaging is positive. According to (Lestari et al., 2022), translanguaging can reduce students' anxiety. The students with low stress will motivate themselves to act in the classroom. As a result, the participation of students in learning will enhance. Translanguaging is seen as a natural occurrence in social and educational situations. Therefore, translanguaging was unavoidable in the EFL classroom.

Regarding learning English in schools, students and teachers with trilingual or multilingual backgrounds always use translanguaging in the learning process. Translanguaging is an approach to language learning, including learning

English as a foreign language. Translanguaging always happens in language learning, especially in English as a foreign language. Through this approach, teachers and students can interact well in the classroom. In the learning process, translanguaging can occur naturally or by design (Fallas Escobar, 2019).

CONCLUSION

Based on a literature review of several international and national research journals, the authors can conclude several things related to translanguaging. Translanguaging practice always occurs in learning English as a foreign language with multilingual students. Besides, translanguaging is also considered effective in schools in Indonesia with multilingual students and teachers, where students and teachers have their local language, the Indonesian language, as an official language in education and English in EFL classrooms. By translanguaging instruction, the students can use all their language repertoire. Translanguaging-based instruction in learning English in the classroom is considered to increase student participation and activity, including increasing student achievement, especially in improving the ability of the four basic skills of languages (reading, speaking, listening, and writing).

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