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THE IMPLEMENTATION OF TRANSLANGUAGING IN EFL LISTENING CLASSROOM: STUDENTS' VOICES

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Abstract: Nowadays, there are numerous studies on translanguaging in various contexts. However, there remains a notable gap in studies specifically examining the application of translanguaging in the context of listening in the classroom. To fill this gap, this study examines how students perceive the application of translanguaging in an EFL listening classroom at a public university in Indonesia. Translanguaging, as a multilingual pedagogical approach, allows students to utilize both their first language (L1) and the target language (L2) to enhance their comprehension and participation in an English as a Foreign Language (EFL) classroom. Using a qualitative case study methodology, the data were collected through classroom observations, open-ended questionnaires, and semi-structured interviews. The findings revealed that translanguaging offers significant benefits, including improved students' understanding of complex material, increased students' confidence in expressing ideas, and created a more interactive learning environment. However, some challenges also arise and are faced by the students, such as the over-reliance on L1 and the limitation of English skills improvement. Despite these challenges, the study emphasizes the importance of a balanced approach to translanguaging, enabling students to utilize their linguistic skills while at the same time improving their English proficiency. These insights add to the ongoing research on integrating translanguaging in EFL contexts to support diverse learner needs.

Keywords: *EFL classroom, students' voices, translanguaging*

INTRODUCTION

In teaching English as a foreign language (EFL), the practice of isolating the target language has been widely debated, particularly in multilingual circumstances (Canagarajah, 2011). Traditionally, a monolingual approach has dominated, treating English as the only language of instruction. As Cenoz and Gorter (2015) explain, this approach assumes learners should aim to reach native-like proficiency by using only the target language in the classroom. However, this view has been challenged by those who believe that using the learners' first language cannot be separated throughout the learning process. For example, Afriadi and Hamzah (2021) contend that using students' L1 should not be completely excluded from EFL classrooms, as it can enhance their comprehension and engagement. This ongoing debate has piqued researchers' curiosity in whether the integration of students' first language helped them learn English better or otherwise. Supporting this concern, Emilia and Hamied (2022) observed that students are

sometimes discouraged from using their first language in EFL classes, which disrupts their learning and confidence. Hence, this situation triggered the emergence of an alternative approach, opposing the use of only the target language in EFL classes, known as the multilingual approach, translanguaging (Liando et al., 2023).

Despite the increasing recognition of translanguaging in academic literature (García & Lin, 2016), translanguaging practical implementation in bilingual classrooms remains a subject of debate. Originally, Cen Williams defined the Welsh term trawsieithu as the practice of pedagogy that requires the students within bilingual Welsh-English classrooms to consciously alternate languages to achieve the purpose of receptive or productive use. The term trawsieithu was translated into English as translanguaging (Lewis et al., 2012b). Garcia and Lin (2016) clarify in more depth that since that particular moment, the usage of translanguaging terms has increased, especially in the academic literature that defines the pedagogical approach in bilinguals' complex and fluid language practice. Simply put, the terms define one habit of bilingual students, which tends to translate English words into the students' mother tongue.

Canagarajah (2011) defines translanguaging as the capability to switch swiftly between languages and use them together as if they were all part of one system to communicate and understand better. Similarly, Lewis et al. (2012a) define this approach as flexibly integrating two languages to help with understanding, speaking, reading, literacy, and learning.

Later, Lewis et al. (2012a) conducted the expanded idea of translanguaging, explaining how the term 'translanguaging' was used to support multilingual settings in learning a foreign language. This idea was then used in several works, such as Garcia and Kleyn (2016), in which they describe the application of translanguaging about multilingual practice in the social context. In summary, translanguaging is an approach where two languages are integrated and switched simultaneously to achieve a better understanding by multilingual speakers.

Numerous studies have postulated the advantages and benefits of translanguaging in educational circumstances. The recent study by Nkhi and Shange exposed their beliefs that translanguaging enhances students' confidence, comprehension, and engagement. Similarly, Efendi and Syafryadin (2024) found that translanguaging creates a supportive and engaging learning environment, as students respond actively throughout the learning process. One of the key benefits of this approach is that it enables students to express themselves more clearly and genuinely. As cited in Rahmadani (2023), García and Kleyn (2016) suppose that translanguaging provides several advantages in the context of English as a Foreign Language (EFL) classrooms. For instance, it enhances inclusivity and diversity by recognizing and leveraging the comprehensive linguistic repertoires of students.

Furthermore, in another study by Lewis et al. (2012), he exposed his beliefs that translanguaging in EFL classrooms has been shown to enhance student engagement, motivation, and self-confidence. García and Wei (2014) acknowledged that translanguaging possesses bilingual advantages, for it facilitates an in-depth understanding of the content and enhances the weaker language by providing scaffolding with the dominant language. As Baker (2011) explains, he labels four benefits of translanguaging:

1. It promotes a deeper and fuller understanding of the material.

2. It helps students develop skills in their weaker language.
3. It accommodates home-school cooperation.
4. It can simultaneously enhance learners' second language proficiency and content knowledge.

Baker believes that teachers' awareness of the importance of lesson planning and the systematic use of two languages in the classroom would help them cope with any potential problems of this pedagogy (Yuvayapan, 2019).

Aside from the advantages and benefits of translanguaging implementation, Yuvayapan (2019) agreed that translanguaging functions crucially as a tool for giving instruction. Instructions can be given in both L1 and L2. However, using students' L1 would ensure that students better understand what they are expected to do in the classroom. Aside from that, translanguaging functions in reviewing language, which is commonly done to accommodate students' expressions or ideas in L2 and give them a chance to explain them, whether in L1 or L2. On top of that, this approach also functions as a way to elicit language. In this function, teachers employ translanguaging to encourage students to provide the L2 equivalent of an L1 expression, allowing for a more open-ended response. Lastly, the function conveyed by Yuvayapan is that translanguaging also has the function of setting up dialogue. Yuvayapan believes that it helps students understand what they must do throughout their learning process, leading them to achieve their learning goals.

While implementing translanguaging, the challenges might appear alongside the benefits it holds in the context of EFL classrooms. As cited in Rahmadani (2023), Cummins (2007) believes that the major obstacle is the potential resistance from educators and policymakers who support traditional monolingual approaches, viewing translanguaging as harmful to language acquisition. According to García and Kleyn (2016), this resistance would lead to inadequate training and resources for teachers to successfully implement translanguaging strategies in their classrooms, which is becoming another obstacle. In line with that statement, a study conducted by Raja et al. (2022) found that some of their participants, who are EFL classroom students in one private boarding school in Indonesia, still view the use of their Indigenous languages as an obstacle rather than valuable resources that can be leveraged to facilitate learning a target language.

However, despite the challenges that emerged during the implementation of translanguaging, understanding the various types of translanguaging can provide valuable insights into integrating these practices in educational settings. García and Wei (2014) believe that recent studies have explored the different forms of translanguaging and highlight their benefits and applications in different classroom contexts.

Research done by Liando et al. (2023) explores the kind of translanguaging involved in the learning process. They collected the data from observations, interviews, and document analysis with two female English teachers who could speak Manadonese, Indonesian, and English as the subjects of this study. It is said that translanguaging involves the integration of multiple languages, such as Indonesian, the local Manadonese language, and the target

language, English. Through this study, Liando et al. explained various types of translanguaging practices, such as intrasentential, intersentential, and tag translanguaging.

Liando et al. (2023) pointed out the three main types of translanguaging: intrasentential, intersentential, and tag translanguaging. Compared to code-switching by Sari (2021), Intrasentential translanguaging delves into the exchange of linguistic elements, such as words and phrases, across the target, national, and local languages (Wiradisastra, 2006). Intersentential translanguaging, in contrast, refers to switching the entire clauses or sentences within a discourse, often used to clarify or interpret meaning by alternating between English, Indonesian, or a local language, as underlined by Sari (2021). Lastly, as examined by Liando and Tatipang (2022), tag translanguaging is commonly employed to emphasize specific words, express emotions, or indicate surprise in spoken or written communication. This type of translanguaging frequently appears at the beginning or end of sentences (Putranto, 2018).

By examining the ideas of translanguaging above, this approach seems to be relevant to accommodating Indonesian students in learning English as a Foreign Language because English is somehow considered a complex subject for many students in Indonesia (Poedjiastutie et al., 2021). Therefore, it is expected that the English teachers in Indonesia apply this multilingual approach to support students' learning and not only focus on achieving competency in the target language so that students would get a further explanation to make sure they understand the material that is hard to know in the first place due to the limitation of their mastered vocabulary.

The use of translanguaging, in this case, will bring significant development for its valuable and indispensable characteristics, as shown in the result of the study by Emilia and Hamied (2022), which identified that translanguaging serves various purposes and provides cognitive, social, and psychological advantages to students. Moreover, Wei (2018) believes that translanguaging enables students to utilize their full range of language skills, helping them overcome language obstacles that might impede their understanding and involvement in class.

Despite the existence of numerous studies of translanguaging, research specifically investigating its application in the listening classroom remains limited. Hence, to address this gap, this study explores students' voices on using translanguaging pedagogy by the lecturer in their listening class. By conducting this study, the findings are expected to provide valuable insights into how tertiary-level students perceive the implementation of translanguaging in their listening classes.

In the Indonesian context, research about translanguaging has been conducted in many ways. However, as stated by García and Wei (2014), there are still significant differences between the existing research that concentrates on teachers' and students' points of view. Hence, this present study aims to address the gap by exploring the point of view of students who enrolled in a Listening for Academic Purposes 2 course in an English education study program at a public university in Indonesia. The main research questions that guided this research are:

1. How do students perceive the implementation of translanguaging in their EFL classroom, particularly in their listening class?

2. What are translanguaging's perceived benefits and challenges in an EFL learning context?

RESEARCH METHODOLOGY

To examine the students' voices on the integration of translanguaging used by the lecturer in the listening classroom, this study used a qualitative case study methodology to examine the participants' viewpoints and experiences toward the issue. The data were collected through class observation, open-ended questionnaires, and semi-structured interviews.

In obtaining the data, this study conducted a classroom observation with a classroom observation sheet adapted from a study conducted by Riswanto (2022) to answer the research question of investigating the process of implementing translanguaging in an English language classroom. The researcher used non-participant observation, observing the classroom's English teaching and learning process without involvement. On top of that, the observation was conducted over four sessions, which took place online via Zoom. The listening class, however, was conducted in hybrid mode throughout the semester. These sessions were recorded and then transcribed, focusing particularly on the scenes where translanguaging was practiced to help the researcher observe the students and collect the data needed. This data helped the researcher describe the process of teaching the English language through the application of translanguaging because the researcher was able to recheck and review all of the activities in the classroom.

Questionnaires were written in Indonesian to make the participants feel comfortable expressing their ideas. They were also administered in Google Forms to explore students' voices regarding the practice of translanguaging. Adapting the questions from the previous research conducted by Emilia and Hamied (2022), there were three open-ended questions related to students' opinions and another question about the strategy they usually take to express an idea they find difficult to express.

Semi-structured interviews were conducted with some participants to obtain further information and insights into their voices on implementing translanguaging in an English language classroom. Aside from using Indonesian during the interview sessions, it was also organized as open-ended questions, with the same questions adapted from Emilia and Hamied (2022) for questionnaires. However, this type of interview allowed flexibility and openness to explore new topics that arose during the interview and incorporated follow-up questions as needed. The interviews, which took place through Zoom Meetings, were recorded and transcribed verbatim for analysis.

The participants in this study consisted of one male student and fourteen female students, all of whom were enrolled and engaged in the listening classroom at one public university in Bandung, Indonesia, as second-year students. They were selected as representatives of diverse experiences and perspectives regarding translanguaging in their EFL learning environment. The observation lasted for four meetings, maximizing two-way interaction with the students while the teacher used translanguaging during the learning process in a listening class. Their participation provided valuable insights into how translanguaging influenced their comprehension and interaction during the listening class.

This study used three different instruments to achieve data triangulation. In the words of Denzin (2009), triangulation is the integration of methodologies to examine the same phenomenon. This approach enabled researchers to address the deficiencies of one method and explore alternative explanations of the data.

Moreover, the data analysis employed a thematic analysis involving identifying patterns, topics, and categories within the dataset, as the study aims to discover meaningful patterns and themes and organize them into informative categories. According to Clarke and Braun (2013), thematic analysis provides core skills useful in conducting many other kinds of analysis, making them believe it is the first qualitative method to be learned. The research questions and literature review were used to guide the analysis process.

The second phase of the research involved thoroughly examining the data and creating codes and themes to ensure the analysis's quality and reliability, utilizing NVivo software. Initially, the researcher uploaded three instruments used in this study into separate folders within the software to organize them in one location. The data was further transcribed, thoroughly read, and reviewed. The data were read actively, analytically, and critically during this process. To structure the analysis, three folders were created to represent the first, second, and final stages, systematically organizing key data. Codes were generated during each stage to capture relevant and meaningful information, which was then categorized under the corresponding codes.

Potential themes were identified by reviewing the coded data, which was checked to ensure they aligned well with the data. The key points of each theme were then refined to create a clear and cohesive explanation that highlights unique insights. Lastly, specific themes were selected and interpreted to address this study's research question and included as the findings.

RESULT AND DISCUSSION

This section presents the study's findings and discussion, which are derived from a comprehensive analysis of the collected data, including questionnaires, interviews, and classroom observations.

Students' Voices Regarding the Implementation of Translanguaging in Their EFL Classroom

1. Translanguaging is beneficial for students in EFL classrooms.

All the students participating in this research expressed their voices that applying the translanguaging approach in learning English in their listening classroom is beneficial to help them better understand the materials being discussed in the classroom. It is not only beneficial for them as foreign language learners, but it is also important as a part of their process of receiving essential information during the learning process. As conveyed by S7 below during the interview:

> I would rate translanguaging as nine on a scale of 1 to 10 because it is a crucial approach for effective communication and learning, especially in a multilingual classroom. This is because, sometimes, not all students perceive the same understanding right away. Not to mention that English is not their mother tongue; hence, translanguaging might

> ensure that ideas are conveyed clearly and comprehensively, enhancing overall understanding. (S7)

Similarly, five students agreed as EFL learners during the interview that translanguaging enhances their understanding of the topic discussed in class, especially when giving instruction, introducing unfamiliar topics, and clarifying things. S13 expressed her arguments that she found the difference between this listening class, whose lecturer has been utilizing this approach since the early semester, and another class that does not.

> I've noticed that classes allowing translanguaging feel more engaging compared to strictly English-only ones. In this class, where we discuss complex issues, translanguaging helps students express themselves more freely and share broader perspectives. This openness leads to more interesting discussions, with students confidently challenging others' opinions in both English and Indonesian. (S13)

S13 believed this class became more engaging due to translanguaging as an approach to help students better understand the material. She mentioned that this approach also boosted her confidence in expressing her thoughts and ideas in English and her first language, Indonesian. S13 appreciated not feeling pressured to use only English, allowing her to contribute more effectively to discussions, particularly when tackling complex topics. Using her first language in such instances enabled her to convey her ideas with greater clarity and precision, enriching the overall classroom interaction.

Similarly, S11 demonstrated her positive voice toward the TL approach in the classroom by arguing that it is helpful to help students deliver such a complex idea and that using TL would make it easier to grasp the concept. "Certain things are difficult to translate and express clearly in English, so I believe translanguaging is beneficial in that regard. It helps students better understand concepts or materials more effectively." (S11)

The arguments conveyed by S7, S11, and S13 aligned with Rahmadani's (2023) statement that the use of this translanguaging approach can enhance students' knowledge development, resulting in a clearer understanding of complex concepts.

2. Students still need space to develop their skills in the target language.

The application of TL practice showed a positive response from the participants in this research; all participants agreed that TL brings positivity to their learning journey in this classroom. However, despite the benefits of that practice, students revealed that they need to limit themselves in utilizing their mother tongue during the learning process in the classroom for various reasons. Firstly, argued by S12 argued that the mother tongue should only be used to clarify or explain things.

> As a fifth-semester student, I think we should use 80% English and only 20% Indonesian language in class, for as we progress, fluency in English becomes more important. That percentage of the Indonesian language should only be used to clarify or explain things we do not fully understand, not to explain the entire concept. (S12)

This case is found in research conducted by Kucukali and Koçbaş (2021), which found that some students in an English group prefer the target language to be the standard of communication in the classroom with their teachers. The students also argued that this

approach would push them to actively challenge them to produce target language speech. They believed such an environment would engage them in genuine conversation, enabling them to identify and reflect on their and their classmates' mistakes.

Similarly, some students conveyed that as third-year students, the use of the English language should dominate the learning process in the classroom. However, the integration of the Indonesian language is still needed only on some occasions. As represented by S6 below:

> As third-year students, we are expected to be more advanced, so we should use English more. English should be the main language in the class because we need to be ready to handle more complex topics and tasks in English to improve our language skills and academic performance. (S6)

S6's argument represented five students participating in the interview sessions for this research. All of these students agreed that English as a target language should be the dominant language used in the classroom, especially when compared to other languages, such as Indonesian, the student's mother tongue. They also believed that for students to master the target language, it is crucial for English to be the primary language used during the learning process.

The Benefits of Translanguaging Application (TL) in an EFL Classroom

The second research question addressing the benefits and challenges that TL practice has during its application in this EFL classroom was investigated through an open-ended questionnaire and semi-structured interview. The study showed that translanguaging as an approach has been applied in the EFL classroom by the lecturer and the students during the learning process, exposing them to some benefits, such as helping them gain a better understanding and better explanation in expressing their ideas, enhancing students' confidence to actively speak in the class, and realizing the more interactive learning environment as follows.

1. TL helps students gain a better understanding and better explanation.

Sometimes, when expressing ideas, some students face challenges in conveying what they truly need to express in the target language even though they already have a list of explanations. Hence, the emergence of TL practice is truly helpful in this situation, for it can activate their prior knowledge and help the students perform better while at the same time being understood by others (Garcia & Wei, 2014; Raja et al., 2022).

The majority of the students agree that TL helps them perform better in expressing their explanations, as represented by S8 and S14. "When I have trouble expressing an idea, the strategy I most often use is to translate between languages, especially for listening classes; I usually translate Indonesian into English." (S8). Moreover, S14 believes that "It helps me express and understand the material, specifically in expressing what I think, especially when things are difficult or uncomfortable to express in one language alone."

That statement by S8 and S14 shows the consistency of Baker's (2011) statement that TL is utilized to promote a deeper and fuller understanding of the material. When students fully engage their linguistic skills in the learning process, they can draw prior knowledge and experience from their native language or their mother tongue, allowing them to deepen their

understanding of the content. Applying this TL approach can support students' stronger knowledge-building, leading them to a clearer comprehension of complex concepts (Rahmadani, 2023).

Another opinion comes from S1, who believes that TL practice helps students gain a better and clearer understanding. "The use of Indonesian to explain the details and instruction during the class is beneficial to make the students get their understanding clearer, even for those with high proficiency." (S1)

That opinion conveyed by the S1 aligned with Garcia and Wei (2014), who said that the materials can be grasped even quicker and clearer with the help of the mother tongue in the learning process. Statement S1 aligns with Yuvayapan's (2019) findings, which indicate that instructions can be provided in both L1 (students' first language) and L2 (second language). However, using students' L1 helps ensure they understand classroom expectations more clearly. It confirms that the practice of TL in EFL classrooms enables students to grasp the instruction in the class.

One classroom observation further illustrates the important role of TL in fostering clearer comprehension for students. During one interaction, the teacher asked the students, "Do you know what SLA in Indonesian is? Yes, SLA is a second language acquisition. But what is it in Indonesian?" Then, a student responded, "SLA in Bahasa Indonesia is Pemerolehan Bahasa Kedua." This moment highlights how TL supports students in making connections between languages, reinforcing their understanding of the key concepts.

In a similar vein, in the research undertaken by Emilia and Hamied (2022), one of the students stated that the use of TL in the classroom brings positivity, especially in making the material being conveyed easier to understand, for by inserting the mother-tongue in the lesson would provide clearer understanding and attract students's attention so that they can be fully acknowledged the instructions from the lecturer. It is also found in research by Siti et al. (2023), where the teachers agreed that incorporating translanguaging in the classroom is essential to make sure students grasp the explained vocabulary, understand the directions given on what they should do, and get quick clarification of the lesson, that is why the use of L1 is essential as it supports students' understanding of the lesson more effectively.

2. The TL practice enhances students' confidence in the class because they feel comfortable.

This study found that the practice of TL can be a way to enhance students' confidence in the class, specifically in speaking, as a study by Hornberger and Link (2012) showed that TL strategies in the classroom can eliminate communication barriers while developing students' additional language competencies. One study conducted by Ha et al. (2021) that studied students' current level of fluency and their confidence in speaking English after utilizing TL practice at Van Lang University revealed that the majority of the students, accurately around 82 percent of the participants, agree that there is an increase of their confidence in expressing English. Although some of the students have a lower level of fluency, they can feel confident speaking English in class. On top of that, it was also found that the students realized they tend to switch to their mother tongue to overcome their fear of speaking English so that they can speak better.

In this present study, the researcher found that when teachers initiate the TL practice in the class, it helps students to feel more confident to be active in the class because it makes them feel comfortable in that situation, which is in line with the statement by García (2009) who believes that bilingual students are willing to participate more in the situation when they are allowed to trans language. One of the students in this research exposed her opinion through a semi-structured interview, "I agree that TL is so helpful because maybe we are also more comfortable to be expressive, and confident to explore new sentences or words in English that we might not be familiar with in Indonesian." (S13)

That expression uttered by S13 looks consistent with the study by Lewis et al. (2012), which exposed his beliefs that translanguaging in EFL classrooms has been shown to enhance student engagement, motivation, and self-confidence.

Another statement articulated by S11 also believes that practicing TL in this classroom can elevate students' confidence to be more active and motivated in participating during the learning process.

Some students may feel more comfortable in class if they can be interspersed with using Indonesian or their mother tongue when they want to express something. I believe this can help them be more motivated and active in class. (S11)

Along with that statement, S11 elaborates that in her case, she often switches languages when expressing her opinion or idea. At the same time, she feels less confident expressing them fully in only one language. Hence, she applies TL practice to ensure people understand what she explains. This action is still related to García's (2009) statement, which shows that students will be more comfortable and motivated to express themselves with TL.

3. Realizing a more interactive learning environment

The application of TL in the classroom has surprisingly elevated students' desire to participate actively during the learning process, which is in line with what Garcia and Wei (2014) explained in their research that students must have the desire to participate in learning. In this case, interactions include discussion, raising, and answering questions (Raja et al., 2021). Using another language would help, support, or facilitate students to express their ideas and actively interact within the class, especially for those who still have low proficiency in the target language.

Wei (2018) believes that by enabling students to use their complete linguistic repertoire, translanguaging assists them in overcoming language obstacles that might limit their understanding and participation in class. Consequently, students from diverse language backgrounds can participate more actively and confidently in classroom activities, fostering a stronger sense of belonging and inclusivity among peers. In a similar vein, it is exposed that the flexible and concurrent use of L1 and L2 improves interaction and communication with others while at the same time facilitating a more effective comprehension and meaning-making process for both students and teachers (Lewis et al., 2012; Koçer, 2023). In this situation, students feel free to express their thoughts using their stronger and weaker language simultaneously for various purposes (PeercDy, 2016).

During the classroom discussion, there was one interaction where the teacher provided feedback on one student's presentation by engaging him and the rest of the students by asking,

"What made a good teacher? There are four competencies that teachers must possess. What are they?" At that point, the students remained silent, indicating a gap in their recall or understanding of the concept. Hence, to bridge this, the teacher applied TL by rephrasing the question in Indonesian: "Empat kompetensi guru yang wajib dimiliki guru. Pernah dengar?" This shift helped students to activate their prior knowledge, leading one student to recall, "If I'm not mistaken, one of them is social competence, Sir." This was followed by the teacher's confirmation and encouragement for further responses, leading another student to add, "I think it's pedagogy." This interaction during the discussion above serves as an example of how TL can be a tool to facilitate students' participation and comprehension, realizing a more interactive learning environment.

Through the open-ended questionnaires, S5 explains her statement of how translanguaging practice enhances her desire to participate more in the class.

> In the case of our class, which is very heterogeneous, the use of multiple languages makes learning more interactive. In this case, translanguaging makes me more eager to participate in class, especially when we are invited to give feedback on our friends' work to the lecturer. (S5)

S5's statement aligns with Garcia and Wei's (2014) reports that TL practice in the classroom has elevated students' desire to participate actively during the learning process.

In the research undertaken by Emilia and Hamied (2022), it is found that one student tends to be more active in asking questions and opinions about her research once she uses TL during the conversation within the Topics in EFL Pedagogy doctoral program with her lecturer. Though she utilized TL, it does not mean she was incompetent in speaking English because she responded with a detailed answer when her lecturer posed a question in English. She used TL to facilitate her understanding by using her full linguistic repertoire.

To strengthen this finding, S6's statement is worth mentioning.

> Using my L1 and L2 in explaining my ideas or answers in class reduces my anxiety, so I can participate more actively in class. I know that I can switch my L1 to make my friends understand what I am saying after I explain it in English. (S6)

S6's explanation is by findings by Kucukali and Koçbaş (2021), who identified the further benefit of translanguaging for students' cognitive engagement. When language barriers disrupt the lesson and students struggle to grasp concepts like abstract ideas or grammar structures, switching to a more familiar language provides an effective solution and helps maintain the lesson's flow. This is also depicted in S6's explanation, in which she tends to switch her language to the more familiar one to make sure her classmates understand clearly.

A study by Siti et al. (2023) revealed the positive finding that students are encouraged to use translanguaging to discuss the content of reading comprehension material because the teachers agreed that allowing students to use their mother tongue would promote their active participation, especially among students with lower proficiency. The teachers believed that incorporating the students' mother tongue could serve as a bridge to accommodate their varying proficiency levels, enabling them to express their ideas more effectively during the lesson.

In this case, the finding that translanguaging helps students actively participate in the classroom is also supported by some of the previous studies mentioned earlier. Students in the Listening for Academic Purposes 2 class tend to use translanguaging to feel more confident and engaged in the class, as it allows and facilitates them to use their mother tongue.

The Challenge of TL Application in an EFL Classroom

While TL practices offer notable benefits for students in the classroom, this study also identified certain challenges associated with its implementation. Specifically, TL practices can negatively impact students' language skill development and lead to an over-reliance on the first language (L1) during class activities.

1. Affects students' skills development

In implementing TL practice in the everyday life of learning L2, some students in this study found the challenges related to their abilities in developing their skills. This case can also be found in the study conducted by Kucukali and Koçbaş (2021), where the students believed that giving themselves the freedom to choose any language to speak in the class would be more focused on favoring monolingualism over translanguaging. In addition, they agreed that this would challenge them in producing their TL speech. Furthermore, students prefer to be forced to speak only English even though they make mistakes and find it difficult, so they can improve their ability to speak.

In this research, some students also deem it a challenge because they are given the freedom to speak another language besides English in the classroom. As explained by S12 below:

> In my experience, anytime I have any challenges in the classroom, I tend to speak Indonesian instead of forcing myself to consider the English words I want to use because I get used to the freedom of using my first language. Additionally, I think it could impact my skill development.

On top of that, S4 exposed the statement that the excessive use of TL in EFL classrooms could hinder their improvements due to the lack of language demands. "On the other hand, the use of English as the third language in class can potentially hinder the improvement of students' English skills due to the lack of language demands that motivate students to develop their English skills." (S4)

During classroom observation, the researcher found that some students use their L1 excessively in the classroom even after the teacher does not always support the practice. Sometimes, teachers need to ask students to restate their opinions or ideas previously stated in their L1 to the English language in the class to ensure that they try to enhance their skills and boost their confidence. This finding aligns with one of the results presented by Ticheloven et al. (2019), who found that the term "too much" translanguaging practice in one international school whose primary language is English might limit their ability to learn the primary language used in school. This school language is essential for students to fully understand the curriculum and succeed academically. If students rely too much on other languages, they may not practice the school language enough to develop strong skills.

That point is supported by Yusri et al. (2022), who believed that students should only use their mother tongue primarily to build knowledge and facilitate discussion. Using too much translanguaging in the class may reduce opportunities for students to engage with the target language, limiting their ability to develop proficiency and confidence in using the language effectively.

When students cannot enhance their ability in the classroom, it becomes a challenge because they will not be able to understand the lesson when English is completely utilized in the classroom. As mentioned by Siti et al. (2023), teachers found that students struggled in learning the target language because they relied too much on translanguaging during their learning process in class.

2. The Overuse of L1 in the Class

According to Koçer (2023), an over-reliance on students' first language (L1) in the classroom can hinder both learner autonomy and target language proficiency (Kucukali & Koçbaş, 2021; Yuvayapan, 2019). This reliance may limit opportunities for students to engage actively with the target language, potentially slowing their progress and reducing their self-directed learning abilities.

In this study, two out of five students indicated that allowing the use of multiple languages in the classroom can sometimes be a disadvantage, as it may encourage an over-reliance on one language when students become too comfortable with it, as presented by S12, "The negativity of TL that I experienced is when I have trouble expressing an idea, I always prefer to do it in Indonesian rather than keep trying in English." (S12)

That statement of S12 shows the relevance of Liu and Fang's (2020) identification of some limitations of translanguaging pedagogies that hinder its effective implementation in EFL classrooms; these include the enforcement of a monolingual language policy, insufficient guidance on how to apply the approach, individual preferences for linguistic purity, excessive use of the first language by students, and confusion stemming from cross-linguistic interference.

Similarly, Kucukali and Koçbaş (2021) identified a comparable drawback in their study on translanguaging's impact on cognitive engagement. They observed that translanguaging practices risk disrupting the balance between students' native and target languages, which can lead to neglecting the use of translanguaging strategies in the classroom altogether. This study proves that some students excessively use their native language, Indonesian, in having conversations with their fellow students or even lecturers when they feel too comfortable and feel free to use it at any time.

On top of that, this study also found that the overuse of L1 in the learning process might hinder the skills improvement of the students, aligning with the result of Koçer's (2023) study as conveyed by one of this study's participants, S4, who believes that students tend to lack motivation to develop their English skills in the classroom due to the use of translanguaging. "The overuse of this approach potentially hinders the improvement of students' English language skills due to the lack of demands for language use that motivate students to develop their English language skills." (S4)

Siti et al. (2023) exposed this challenge in allowing students to do translanguaging in the reading classroom. Although TL practice has a vital role in helping students with lower proficiency cope with the lesson, the teachers were concerned that students would use their mother tongue excessively. Hence, the limitation was set for the students to make them not rely too much on their mother tongue.

CONCLUSION

This study shows that translanguaging plays an important role in helping students learn English in an EFL classroom. By incorporating students' first language in the class, they were able to grasp the concept and lesson more effectively, express their ideas clearly, and participate more confidently in class. Applying this approach also created a more interactive and inclusive learning environment where students are encouraged to engage more in the learning process.

On the other hand, this research also highlights some challenges, particularly the risk of students relying too much on their first language, which can slow their progress in mastering English as a target language. This suggests the need for a balanced approach where translanguaging is used as a support, not a replacement in practicing the target language in the class. Teachers, in this case, could explore ways and strategies to integrate translanguaging more effectively, adjusting its use to the different levels of student proficiency. This way, teachers will be able to create classrooms that support and challenge students, helping them grow their confidence and English skills, and valuing their linguistic backgrounds.

Moreover, as a suggestion for further research, exploring the voices, perspectives, and experiences of teachers who actively implement a translanguaging approach in the first place would be valuable. Investigating their insights, challenges, and strategies could provide a more comprehensive understanding of how translanguaging influences both teaching effectiveness and students' learning outcomes.

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