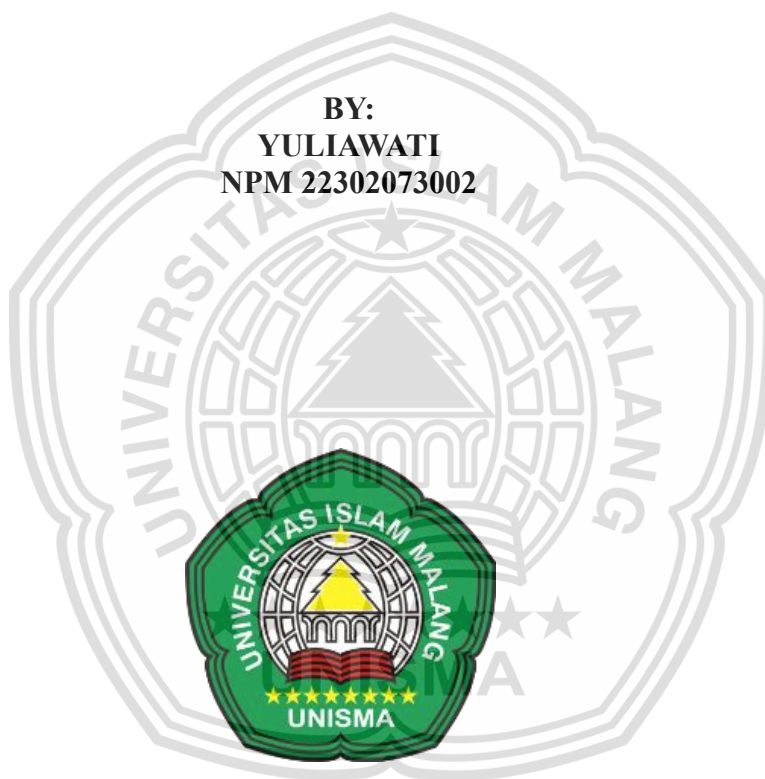




**UNDERSTANDING NON-ENGLISH STUDENTS' PERCEPTION OF THE
USE OF TRANSLANGUAGING IN ENGLISH CLASSES**

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

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ABSTRACT

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Keyword: Perception, Non-English Major, Translanguaging, English Classes

This study explores the perspectives of non-English major students on the use of translanguaging in English language development classes. In addition, this study also examines how translanguaging contributes to improving foreign language learning processes and language skills. Finally, this study identifies the challenges that arise in the application of translanguaging in foreign language improvement classes.

This study employed an explanatory sequential approach, beginning with questionnaires followed by semi-structured interviews to gain deeper insights. From a total of 114 non-English major students, nine informants were selected using purposive sampling based on their questionnaire scores, which were categorized as good and moderate. Informants were chosen proportionally across performance levels to ensure representativeness. Data were collected through questionnaires and interviews, with validity ensured through source triangulation.

The findings reveal that non-English major students generally hold a good perspective of translanguaging in English language development classes. Based on questionnaire results, 71% of respondents rated translanguaging as “good,” while 29% rated it as “moderate.” The average score, calculated using SPSS, was 58.56 placing it within the “good” category (range: 56–75). Students who scored between 56–75 perceive that translanguaging is strongly supportive of their English learning process and as a key factor in improving language proficiency. Meanwhile, those scoring between 36–55 view translanguaging as moderately helpful in developing their English skills. Interview insights reinforce these results, with students noting that translanguaging improves comprehension, fosters confidence, facilitates interaction, and enhances skills in speaking, writing, and listening. Despite these benefits, the study also identified several challenges and potential solutions, including student dependency, situational limitations, and time-consuming.

This study concludes that translanguaging helps non-English major students in their learning process and improves their language skills. It is especially useful for students who have limited experience in learning English, as it supports their understanding and language development during their studies. However, its success depends on students' motivation to learn. These results suggest that translanguaging has strong potential, but it should be used carefully to balance guidance and independent learning.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the research objectives, the significance of the study, the scope and delimitations, and the definition of key terms.

1.1 Background of the Study

Education is a fundamental human need because, in Islam seeking education or acquiring knowledge is obligatory for humans until the end of their lives (Darani, 2021; Mustofa et al., 2020). In addition, education is a tool that gives people information, skills, knowledge, and abilities (Hamzah et al., 2024). It also helps them understand their responsibilities to their families, society, and country. Finally, it deepens their perspective on the world (Prasad & Gupta, 2020). Ahmad Bhat (2018) stated that education is a really important factor because it will enable an individual to compare the positive and negative things in life. It is also stated by Harmalis (2019) that education is a source of getting knowledge and problem-solving in life. Education not only helps us learn new things but also transfers information from previous generations to the present, those who have received an education will also enjoy living in a clean, fresh environment. You may learn more about various languages, religions, and other topics through education (Romadhon et al., 2024; Sharma & Ankit, 2023; Tresnawati et al., 2022).

Language is included in the learning objectives, as previously mentioned. Since learning a language allows one to communicate in the national tongue, one gets more chances to engage with others and appreciate the local way of life (Gilmore, 2007). As is well known, language is a widespread kind of communication that people must learn or acquire (Alhadad et al., 2023; Gleitman & Liberman, 1995). Regarding language, as English is the most widely used language in the world, its significance cannot be ignored or underestimated (Adnyani, 2023; Ilyosovna, 2024). The English proficiency of Indonesian citizens remains relatively low (Maruf et al., 2020). Many individuals perceive English as difficult or overly complex, and some even consider it unimportant (Orge et al., 2024). This perception persists despite ongoing discussions about the significance of English language instruction from elementary to high school, as well as national education policies that emphasize its importance in the school curriculum (Darmawan et al., 2023; Zein et al., 2020).

However, studying English is frequently regarded as a challenging lesson because writing and reading are so different (Adam et al., 2021; Kamilah & Elfiyanto, 2023). As a result, teachers must employ specific techniques to meet learning goals when teaching English (Damayati et al., 2022; Dzulfikri & Azami, 2024; Urmston, 2003). The learning strategy is a long-term plan and a determinant of long-term goals, followed by actions aimed at achieving specific objectives (Permatasari et al., 2020; Sholeha et al., 2023). Additionally, the strategy is a key component in learning to make teaching more effective and efficient (Manurung, 2020; Navisa et al., 2025; Zuhairi & Mistar, 2023). Therefore, in improving student's English language skills, there must be

a certain strategy (Ajiza & Rahman, 2023; Mistar & Umamah, 2014; Wahyu et al., 2023) and even specifically used by teachers every day in delivering English materials in the classroom to improve student's skills in listening, speaking, and writing (Hamer et al., 2023; Elfiyanto et al., 2024; Mistar et al., 2016). When talking about achieving a learning goal, translanguaging is common in learning English, especially in Indonesia, where Indonesians are non-native English speakers. This study will discuss the use of translanguaging to support students in learning English as a foreign language in a university program, namely the Foreign Language Development Program (FLDP).

Translanguaging is a concept that offers an alternative vision of bilingualism and multilingualism. It also represents an approach to language education that recognizes and utilizes student's diverse and dynamic language practices in teaching and learning (Vogel & García, 2024). Translanguaging differs from code-switching, according to some scholars, code-switching is predicated on the monoglossic concept that bilinguals have two independent languages (García & Lin, 2016; Kusumaningtyas et al., 2025). Translanguaging maintains that bilingual linguistic activity is always heteroglossic and dynamic, responding to one integrated linguistic system rather than two monolingualism (Poza, 2017). Translation is a far more useful theory for bilingual education than code-switching because it takes a heteroglossic and dynamic approach centered on the linguistic use of bilingual speakers, rather than starting from the perspective of the named language (usually the national or state language). Specifically because of its potential in developing dynamic bilingualism in learners (García & Lin,

2016; Poza, 2017). Many bilingual educators and scholars employ translanguaging in the twenty-first century (García & Lin, 2016).

Adopting a translanguaging framework implies that literacy scholars would redirect their efforts to highlight diverse epistemologies, worldviews, and sign systems. This approach would challenge the notion that proficiency in a dominant language, taught through traditional school methods, is the sole pathway to success. Instead, literacy scholars would value all forms of literacy equally, fostering student's imagination, creativity, and critical thinking skills for profound learning (García & Kleifgen, 2020). A translation safety net is provided by translanguaging because when instructing in either language, the teacher uses the student's translation abilities to help those who are immersed in either language, after assessing what the pupils know and are capable of in that language. In essence, the teachers transcend the monolingual barrier to guarantee that every student fully understands the class material and integrates new linguistic components into their language proficiency. The language environment is flexible because of this translation safety net, which helps pupils understand the course and use language efficiently (García & Seltzer, 2016).

According to the following description recently a study by Arisandi et al. (2023) regarding the application of translanguaging practices in English language learning, this study discusses the use of translanguaging in university students, showed the outcome that translanguaging or code-mixing in English language learning enhances student's understanding of English language learning. Translanguaging is a pedagogical approach, as noted by the preceding researcher, based on the research by

Fuster et al. (2024) according to this study, educational and spontaneous interpretations coexist and cannot be viewed as total opposites. Further research by Madkur et al. (2022) which holds research regarding translanguaging in Islamic boarding schools. This research showed that translanguaging greatly influences the pleasant atmosphere of the classroom, thus affecting student's motivation to learn English. This investigation also found that translation is helpful in explaining, elaborating on, and emphasizing the meaning of learning materials. According to the results of student's perceptions of translanguaging, students believe that using translanguaging in the classroom improves the English teaching-learning process because most students understand the material better, participate actively, and are motivated to improve their English (Hafidzah et al., 2023).

However, although many researchers in Indonesia have studied translanguaging, many of them only focus on the use of translanguaging in high schools. Researcher also found several previous studies that focused on the implementation of translanguaging in Islamic boarding schools and universities, but focused on the perceptions of students majoring in English. To fill this gap, researcher is interested in studying the perceptions of non-English majors in implementing translanguaging in the classroom Foreign Language Development Program (FLDP), how translanguaging improves their learning process, language skills, the challenges, and potential solutions of the use of translanguaging.

1.2 Research Questions

From the background of the study above, the research questions can be concluded as follows:

1. How do non-English major students perceive the use of translanguaging in the Foreign Language Development Program (FLDP)?
2. How does translanguaging practice improve non-English major student's learning process and English language skills in the Foreign Language Development Program (FLDP)?
3. What are the challenges and potential solutions in implementing translanguaging practices in the Foreign Language Development Program (FLDP)?

1.3 Research Objectives

The following are the research objectives of this study, which are based on the previously mentioned study question:

1. To find out how non-English major students perceive the use of translanguaging in the Foreign Language Development Program.
2. To find out how translanguaging practice improves the learning process and English language skills of non-English major students in the Foreign Language Development Program (FLDP)

3. To find out the challenges and potential solutions in implementing translanguaging practice in the Foreign Language Development Program (FLDP)

1.4 Significance of the Study

1.4.1 Theoretical significance

This study contributes to the academic literature by providing empirical evidence on the perceptions of non-English major students regarding translanguaging in a foreign language development program. It enhances the theoretical understanding of how translanguaging can be effectively integrated into language education to support linguistic and cognitive development. The findings offer insights into the dynamics of multilingual classrooms, informing theories on language acquisition (Cummins, 1979), sociolinguistics (García & Li Wei, 2014), and educational psychology (Vygotsky, 1978).

1.4.2 Practical Significance

Practically, the study offers valuable guidance for educators and policymakers in designing and implementing foreign language programs that utilize translanguaging. By understanding student's perceptions and experiences, teachers can develop more effective teaching strategies that accommodate students' linguistic backgrounds and improve their engagement and learning outcomes. The research underscores the importance of incorporating students' native languages in the learning process, promoting inclusivity, and fostering a supportive educational environment.

1.5 Scope and Delimitation

This study focuses on the perceptions of non-English major students regarding the use of translanguaging in the Foreign Language Development Program (FLDP). Specifically, this study targets students who have participated in the FLDP for one academic year, with a particular emphasis on those who focus primarily on English language development. Although the FLDP includes Arabic and English language instruction, this study focuses its attention on students who focus on improving their English proficiency through the program through the implementation of translanguaging within it.

This study is limited to the perceptions of students from non-English academic departments regarding the implementation of translanguaging strategies. In addition, this study only explores how these strategies affect students learning processes, English language skills, challenges, and potential solutions in applying translanguaging without expanding the scope to Arabic language development or broader institutional policies related to the design and implementation of FLDP.

1.6 Definition of Key Terms

1.6.1 Non-English Major Students

Students who are not majoring in the English language education program

1.6.2 Translanguaging

The use of Indonesian in the English language learning process to facilitate understanding of the material, communication, and interaction in English language development classes.

1.6.3 Foreign Language Development Program (FLDP)

The foreign language development program organized by higher education institutions aims to improve students' foreign language skills through non-curricular activities. FLDP covers the development of two main languages, including English and Arabic, but in the context of this study, the focus is on English language development.

1.6.4 Perception

Non-English major students' perspectives, understanding, and subjective perceptions of the use of translanguaging strategies in English language learning in the FLDP program based on their experiences.

CHAPTER VI

CONCLUSION

In this chapter, the researcher presents a summary of the research findings and offers suggestions from this study.

6.1 Summary of Research Findings

The conclusion of this study, regarding the use of translanguaging in foreign language development based on the perspective of non-English major students, is that the perspective of non-English major students is reasonable. Translanguaging provides certain benefits in the process of learning foreign languages, especially English. Translanguaging is believed to be a bridge to understanding the target language by using previously mastered languages. Translanguaging can also liven up the classroom atmosphere and make learning English more interesting, helping students avoid boredom and increase their interest in learning foreign languages. Not only that, translanguaging also helps them reduce their fear and anxiety when learning English as a foreign language, as fear and anxiety greatly affect student engagement in the classroom. Furthermore, translanguaging can improve speaking, writing, and listening skills, although the extent of this improvement is not yet significantly known. However, based on the results of interviews, it is evident that students themselves feel the positive effects of using translanguaging in the language development class.

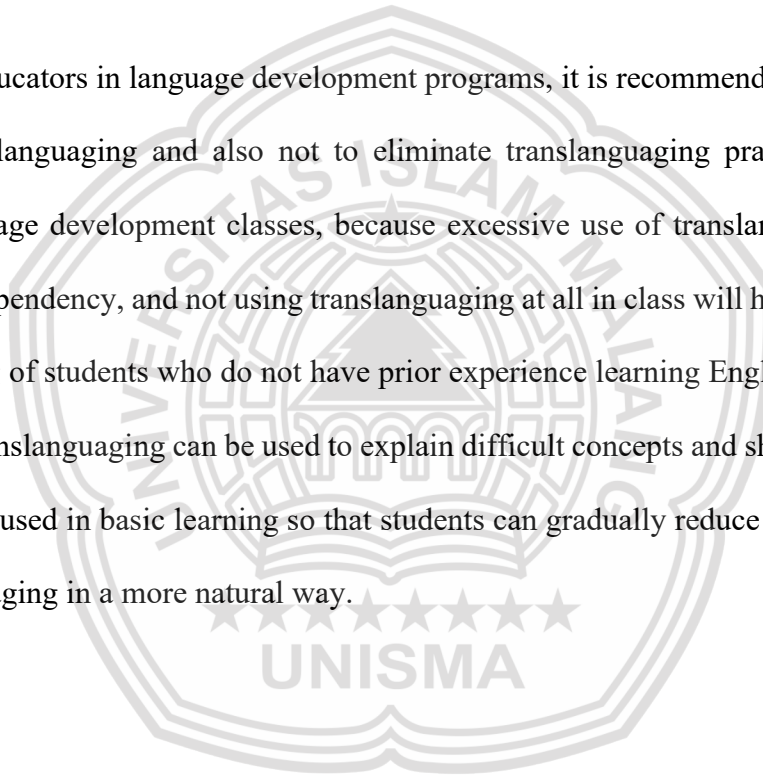
However, the use of translanguaging has several challenges related to the use of translanguaging in language development classes. The first challenge is dependency. Excessive use of translanguaging by both lecturers and students will cause dependency in its use. The impact will cause students to be unable to think or practice directly using the target language as a form of independence to achieve learning objectives, so the use of translanguaging must be reduced over time. However, this depends on the prior knowledge and motivation of each student learning a foreign language. The second challenge in using translanguaging is situational limitations, as translanguaging is suitable for use in specific situations and conditions, even though it helps students improve their language skills and understand the material.

Translanguaging is only suitable for explaining difficult concepts or group discussions that require students to fully understand complex topics. The final challenge in using translanguaging is time, as when lecturers explain using two or more languages, the time required to deliver the material is longer than when using only one language, specifically the target language. Students also need more time because they must think and write in their native language and then translate it into the target language. Therefore, both instructors and students must be strategic in utilizing time effectively when learning a foreign language in the classroom to complete the learning process within the time efficiency set by the program organizers for foreign language development.

6.2 Suggestion

Based on the findings of this study, recommendations for future researchers include further developing this study to discuss translanguaging practices in greater depth from the perspective of educators, as this study only highlights the perspective of students. Regarding the research instruments, further observations can be added to further enrich the findings.

For educators in language development programs, it is recommended not to overuse translanguaging and also not to eliminate translanguaging practices in foreign language development classes, because excessive use of translanguaging can lead to dependency, and not using translanguaging at all in class will hinder the understanding of students who do not have prior experience learning English well. Therefore, translanguaging can be used to explain difficult concepts and should not be repeatedly used in basic learning so that students can gradually reduce their use of translanguaging in a more natural way.



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