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Translanguaging Practices in The English Zone: Enhancing Speaking Skills at SMA Irsyaadul Ibaad Islamic Boarding School

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Abstract

This study aims to explore the communication practices of students within the English language zone at SMA Irsyaadul Ibaad Islamic Boarding School, focusing on the utilization of translanguaging as a strategy to enhance their speaking skills. The research questions guiding this investigation include examining the role of language translation in students' communicative repertoire, assessing the impact of translanguaging practices on the development of students' English speaking skills, and investigating students' perceptions and experiences with translanguaging in the English zone. The research methodology employs qualitative approaches, such as interviews, observation, and documentation, to collect data. The findings indicate that translanguaging techniques within the English zone significantly contribute to students' growth in speaking skills, leading to improved fluency, confidence, and the ability to engage in conversations. This study highlights the importance of creating a dynamic and inclusive language learning environment by leveraging students' linguistic resources through translanguaging practices. The implications of these findings suggest that promoting translanguaging can enhance English language proficiency, cultivate positive attitudes towards language learning, boost self-confidence, and foster a supportive community of learners within the school setting.

Keywords: English zone; Speaking skills; Translanguaging.

Introduction

In recent years, there has been a growing interest in studying language acquisition and communication behaviours among students in multicultural educational settings (Hasanah & Wirza, 2021; Oxford et al., 1992). This study focuses on the English language zone at SMA Irsyaadul Ibaad Islamic Boarding School. The objective of this study is to examine the communication strategies employed by students in this particular context, wherein linguistic and social disparities play a role in fostering a dynamic educational atmosphere. An essential element of this investigation involves the analysis of language translation as a pivotal element of their communicative repertoire, in conjunction with the ideological mechanisms that support it, such as translanguaging.

According to Vogel & Garcia (2017), translanguaging is an intricate occurrence that

occurs in multilingual families and communities. It involves individuals utilising various language resources to create meaning and communicate (Kusuma et al., 2023). This particular approach presents a challenge to conventional language boundaries and introduces novel opportunities for improved language acquisition experiences (Allard, 2017; Cenoz, 2017; Leonet et al., 2017; Lin & He, 2017; Pek, 2017; Rivera & Mazak, 2017; Wong, 2018). Notwithstanding the increasing attention towards translanguaging pedagogy, there exists a knowledge vacuum regarding the specific impact of translanguaging on the enhancement of students' oral communication abilities inside designated language zones, such as the English zone at SMA Irsyaadul Ibaad Islamic Boarding School.

Harmer places significant emphasis on the significance of language competency in supporting effective communication, while also drawing attention to the role played by supportive

surroundings, such as the English Zone, in promoting ongoing language practice. In addition, Bueno, Madrid, and McLaren emphasise the difficulties encountered by individuals learning a language, specifically in acquiring their ability to speak, in the context of globalisation when English is widely used as a common language (Christiansen, 2017; Darmajanti, 2020; Masuram & Sripada, 2020; Rao, 2019; Yaccob et al., 2022). The English language, being widely used worldwide, serves as a vital tool in enabling effective communication among various geographical areas and cultural groups. According to Syamsuri et al. (2023), English language learners frequently encounter many obstacles, including limited competence levels, hesitancy to engage in verbal communication, and issues in successfully conveying their thoughts. The aforementioned issues underscore the necessity for novel language pedagogical approaches that can effectively tackle the diverse facets of language acquisition and communication (Liu & Fang, 2020; Rajendram, 2023; Wang, 2021; Yuan & Yang, 2020).

Numerous scholarly investigations have explored diverse facets of translanguaging within the realm of education. The study conducted by Canagarajah (2011) examined the perspectives of English language teachers about translanguaging, uncovering disparities between their attitudes and their actual implementation. In his study, Adams (2020) examined the methods employed by teachers to establish an inclusive atmosphere that encourages students to use their native language. The study highlighted the significance of information resources in promoting academic advancement. The studies conducted by (Loureiro-Rodriguez et al., 2013) and (King et al., 2008) examined the selection of language in family settings and the utilisation of translanguaging strategies for communication management in multilingual families, respectively. These research jointly enhance our comprehension of the theoretical underpinnings, pedagogical implications, and effects of translanguaging on language acquisition and communication in various educational settings.

The present research has indicated a gap that necessitates further investigation into the impact of translanguaging methods, specifically when conducted within language zones, on students' speaking abilities and overall language competency. The objective of our study is to fill

this research gap by offering significant insights into the effectiveness of translanguaging as a pedagogical tool in a structured language learning setting. In addition, we aim to enhance the current conversation on successful language teaching methods by investigating the correlation between translanguaging, the enhancement of speaking abilities, and programming interventions like the English Zone. The study is guided by the following research questions; How do translanguaging practices influence students' speaking proficiency within the English language zone?, What are the perceptions and experiences of students regarding translanguaging in enhancing their speaking skills?, and What role does the English Zone program play in promoting speaking proficiency among students, and how do translanguaging practices contribute to this process?

This study aims to gain a thorough understanding of the relationship between translanguaging, the development of speaking skills, and the effectiveness of language zones in educational environments by investigating these research issues. The results of this study will provide crucial knowledge for language educators and policymakers, enabling them to improve language learning tactics and pedagogical approaches in various linguistic settings.

Literature Review

The instructional strategy known as translanguaging, as defined by Pánchez-Jiménez (2021), facilitates the seamless transfer of students between languages, utilising their native language to augment the process of acquiring academic English. The concept, which originated in the early 1980s, has been interpreted in many ways, generally categorised as the 'fixed language approach' and the 'liquid language approach.' These methodologies demonstrate distinct epistemological underpinnings, as evidenced by the scholarly works of Rao (2019) and Vogel & Garcia (2017), who extensively explore the intricacies of translanguaging. The authors emphasise the complex interplay between language learning and human communication systems, as well as social relationships. They underscore the importance of mediated interaction and multimodal processes in the acquisition of language.

The significance of oral communication abilities in the context of English teaching cannot

be overemphasised. Sabina (2018) highlights the difficulties encountered by individuals learning a language in acquiring the ability to speak fluently, which is considered essential for successful communication in diverse domains. Although learners have acquired a significant amount of language skills, they frequently struggle with speaking fluently in real-life situations. This difficulty is crucial for obtaining effective communication in globalised settings.

The utilisation of translanguaging in the field of education offers a range of possible advantages and obstacles. According to Creese & Blackledge (2015), translanguaging promotes a comprehensive comprehension of subjects by necessitating pupils to analyse information in many languages. This strategy not only enhances proficiency in communication and literacy across several languages but also promotes the assimilation of individuals learning both their first and second languages. Nevertheless, the management of language shifts and the maintenance of a balance between home and school languages present considerable obstacles. The significance of English as a second lingua franca in the context of school language acquisition is emphasised by Nyimbili & Mwanza (2021), who also recognise the relevance of translanguaging within educational environments.

The efficacy of translanguaging as a pedagogical approach for fostering multilingual proficiency in educational settings is confirmed by empirical research. The use of translanguaging has been determined to have a favourable impact on students' comprehension and language development, whether it occurs spontaneously or purposely (Duarte, 2020; Lin & He, 2017; Rajendram, 2023). Additionally, this strategy facilitates the development of identity and promotes greater engagement among students. The study elucidates the perceptions of teacher candidates on the numerous benefits that arise for both their students and themselves as a result of adopting the translanguaging strategy. This research makes a valuable contribution to the establishment of a "translanguaging space" inside educational settings, facilitating the incorporation of translanguaging into everyday instructional methods (Velasco & García, 2014; Yuan & Yang, 2020).

Translanguaging presents a potentially effective instructional instrument for augmenting

multilingual abilities and tackling the obstacles associated with language acquisition. Through the incorporation of translanguaging into classroom methodologies, educators can establish a conducive atmosphere that fosters the growth of oral communication skills and total language acquisition. This strategy not only confers advantages to students but also enhances the agency of educators, thereby cultivating a learning environment that is both inclusive and efficacious.

Methodology

The present study employs a qualitative descriptive research methodology to investigate the utilisation of Translanguaging practices in the English Language Zone at SMA Irsyaadul Ibaad Islamic Boarding School. The primary objective is to assess the influence of these activities on the development of students' speaking abilities. The qualitative descriptive methodology is selected because to its capacity to offer comprehensive understanding of the intricacies of translanguaging within an educational context. This approach employs non-numerical techniques for data collecting, including interviews, observations, and recording (Liu & Fang, 2020; Rajendram, 2023; Wong, 2018; Yuan & Yang, 2020).

This study centres on a sample of 12 students from grade 11 at SMA Irsyaadul Ibaad Islamic Boarding School. The sample size is determined using a saturation sampling technique, which guarantees the inclusion of all individuals in the population. This approach provides a comprehensive perspective on translanguaging practices and their impact on the development of speaking abilities.

Observation serves as a crucial approach for collecting data, enabling researchers to document the practices of translanguaging within the English Language Zone. The researcher chooses an appropriate site within the educational institution, acquaints themselves with the surrounding environment, and carries out extended monitoring to document occurrences of translanguaging (Cenoz, 2017; Rajendram, 2023; Yuan & Yang, 2020). Comprehensive records are recorded, documenting the languages employed, the circumstances of translanguaging, and its effects on the development of speaking abilities.

In order to obtain comprehensive understanding of translanguaging procedures and their impact on speaking abilities, semi-structured interviews are done with both teachers and students. The interviews employ a pre-established questionnaire as a structural framework, allowing for adaptability in response to participants' feedback (Ngubane et al., 2020; Rivera & Mazak, 2017). The objective of this study is to investigate the experiences, attitudes, and views of participants in relation to translanguaging inside the English Language Zone.

The process of documentation encompasses the act of recording historical events pertaining to translanguaging techniques and the development of speaking skills. This includes the creation of written records, photographs, and major works by individuals. The documentation data is collected via the English Zone programme, with a specific emphasis on the progression of students' speaking skills over a period of time (Makalela, 2015).

The utilisation of data triangulation serves to augment the dependability and accuracy of the research outcomes. The process entails the examination and comparison of data obtained from interviews, observations, and documentation in order to ascertain recurring patterns and themes pertaining to translanguaging practices and their influence on oral communication abilities. The application of thematic analysis is employed to systematically arrange and interpret qualitative data, with the aim of identifying recurring themes or patterns within the data pertaining to translanguaging techniques and their impact on oral communication abilities (Cenoz, 2017; Rajendram, 2023; Wong, 2018).

This study seeks to gain a comprehensive understanding of translanguaging techniques in the English Language Zone at SMA Irsyaadul Ibaad Islamic Boarding School and their influence on students' speaking abilities through the utilisation of a qualitative descriptive research design. This study aims to provide a comprehensive understanding of translanguaging in an educational setting by employing saturated sampling, observation, interviews, and recording. The findings of this research will contribute useful insights to the field of language acquisition and communication.

The present research study aims to examine the manifestation and perceived advantages of translanguaging methods in the English Zone at SMA Irshadul Ibad Islamic Boarding School, with a specific focus on their influence on students' oral communication abilities. The project is to gain a thorough knowledge of how translanguaging strategies are used in the designated English Zone to improve communication skills. This will be achieved through a qualitative approach that involves observation, in-depth interviews, and documentation.

Through careful observation and conducting interviews, a number of significant themes pertaining to translanguaging procedures within the English Zone were identified. An eminent motif observed was "language switching," denoting the smooth and effortless shift between languages by students during diverse educational endeavours. The utilisation of several languages in a dynamic manner exemplifies how students employ their linguistic skills to effectively navigate the English Zone. Another notable theme that emerged was "communication facilitation," which highlights the role of translanguaging strategies in enhancing communication and comprehension among students. By employing the technique of translanguaging, students successfully surmounted linguistic obstacles, effectively articulated their ideas, and actively participated in significant exchanges with both their peers and educators.

Moreover, the data revealed the emergence of the theme "language confidence and fluency," emphasising the beneficial influence of translanguaging on students' self-assurance in utilising English and their general proficiency in the language. By integrating translanguaging approaches into their language acquisition process, students experienced a boost in self-assurance and exhibited enhanced proficiency in both formal and informal contexts within the English Zone. The aforementioned themes together enhance comprehension of the manifestation of translanguaging activities and their consequences for language acquisition and communication in educational settings, specifically within the English Language Zone of SMA Irshadul Ibad Islamic Boarding School.

Findings and Discussion

A total of nine students were subjected to interviews, and the data derived from these interviews revealed that a significant proportion of students had positive attitudes about the English Zone. During the learning process, the students exhibited their inquisitiveness and enthusiasm, adapting to the incorporation of English into the educational environment and improving their speech fluency. These findings demonstrate that the students had a favourable response to translanguaging techniques, indicating that these practices are advantageous in improving their speaking abilities.

The investigation additionally examined the frequency with which students employ a language other than English throughout their interactions within the English Zone. A significant proportion of pupils frequently reported conversing in a language other than English, suggesting a notable dependence on translanguaging techniques. The results of this study indicate that there may be a need for adjustments to translanguaging legislation in order to enhance the support provided to students as they transition to using English more consistently, while also recognising the importance of their native language proficiency as a valuable resource for learning. The research revealed that students encounter various obstacles when endeavouring to engage in English-only communication within the English Zone. These problems encompass a restricted lexicon, struggles in comprehending the English language, and apprehension over potential errors. In order to tackle these problems and improve students' proficiency in spoken English, it is imperative to employ effective learning methodologies and supportive teaching approaches.

The results of this research are consistent with the existing body of literature on translanguaging, as examined by Pánchez-Jiménez (2021), Rao (2019), and Vogel & Garcia (2017). These studies highlight the intricate relationship between language acquisition, human communication systems, and social interactions. The research findings presented by Sabina (2018) provide additional support for the importance of oral communication skills in the field of English education. These findings underscore the difficulties and advantages associated with translanguaging in educational environments. Empirical research has substantiated the effectiveness of translanguaging as a pedagogical strategy for promoting

multilingual proficiency within educational environments.

Ultimately, the research study not only enhances our comprehension of translanguaging practices in the English Zone at SMA Irshadul Ibad Islamic Boarding School, but also corresponds with the wider body of literature on translanguaging, highlighting its capacity to bring about significant changes in language education and its impact on improving students' speaking abilities. The results of the study highlight the significance of incorporating translanguaging into the educational curriculum in order to maximise its advantages and foster a favourable disposition towards language acquisition. This aligns with the suggestions put forth in the existing body of literature on translanguaging and its influence on language learning and communication.

Conclusion

Through a comprehensive analysis of social interactions within this linguistic environment, the study uncovers the effectiveness of translanguaging strategies in language learning settings. The research findings underscore the critical role of translanguaging techniques in facilitating effective communication among students, leading to clearer expression of thoughts and improved comprehension of instructions and information. By bridging language barriers through translanguaging, students reported increased confidence in their English speaking abilities, which in turn led to improvements in fluency and conversational proficiency.

Furthermore, the supportive atmosphere cultivated within the English Zone, which encourages the use of translanguaging for language acquisition, has been instrumental in reducing the fear of making errors and normalizing English language usage. This normalization process is crucial for breaking down psychological barriers related to speaking English and integrating the language into students' daily conversations, thereby enhancing their linguistic competence and confidence. The study's outcomes highlight the significance of translanguaging practices in language learning environments, particularly in bolstering confidence and proficiency in speaking skills among learners.

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While acknowledging the positive outcomes associated with translanguaging, it is imperative to recognize the necessity for ongoing research and exploration to deepen our understanding of its implications and optimize its effectiveness across diverse educational settings. This research contributes to the scientific understanding of translanguaging practices by providing empirical evidence of their impact on language learning and communication. It also offers insights into the potential of translanguaging as a pedagogical tool for enhancing students' speaking skills, thereby contributing to the broader discourse on effective language teaching strategies.

The study's findings have several implications for educators and policymakers. They suggest that translanguaging practices can be effectively integrated into the curriculum to support students' language learning and communication needs. Moreover, the research raises questions about how to overcome potential barriers to translanguaging, such as strict language policies in schools and the need for more teacher training in translanguaging strategies. These findings and concerns underscore the importance of further research to address these issues and to explore the best practices for implementing translanguaging in educational settings.

In conclusion, this research study not only contributes to the understanding of translanguaging practices within the English Zone at SMA Irshadul Ibad Islamic Boarding School but also aligns with the broader literature on translanguaging, emphasizing its transformative potential in language education and its role in enhancing students' speaking skills. The study's findings underscore the importance of integrating translanguaging into the curriculum to optimize its benefits and promote a positive attitude towards language learning, aligning with the recommendations of the literature on translanguaging and its impact on language acquisition and communication.

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