

ENHANCING COMMUNICATION SKILLS THROUGH TRANSLANGUAGING IN *PESANTREN*-BASED ENGLISH CLUB

Alifatul Umniyah¹

¹ Faculty of Languages and Arts, State University of Surabaya
(alifatul.22005@mhs.unesa.ac.id)

Slamet Setiawan²

² Faculty of Languages and Arts, State University of Surabaya
(slametsetiawan@unesa.ac.id)

Him'mawan Adi Nugroho³

³ Faculty of Languages and Arts, State University of Surabaya
(himmawannugroho@unesa.ac.id)

Abstract: *Translanguaging has become a significant concept in multilingual education, particularly in pesantren-based schools where students frequently use multiple languages, including Indonesian, English, Arabic and local languages. This study aims to explore how translanguaging is practiced by students in English Club activities and its effectiveness as a tool for enhancing communication. Using a qualitative approach, data were collected through observations, interviews, and audio recordings of students engaged in English Club activities at pesantren-based school. The findings reveal that translanguaging is a flexible and dynamic practice, enabling students to naturally mix languages to comprehend complex ideas, express emotions and build confidence. It also fosters active participation, creativity, and collaboration, helping students effectively navigate academic and personal discussions. This study draws on Vogel and Garcia's (2017) theory, which emphasizes the use of students' full linguistic repertoire, and Cenoz and Gorter's (2017) distinctions between planned and spontaneous translanguaging. The results confirm these theories and extend their application to the pesantren context, illustrating how translanguaging enhances communication, supports collaborative learning, and promotes cultural understanding. Practical recommendations are provided for educators to integrate translanguaging into teaching strategies, creating an effective learning environment for multilingual students.*

Keywords: *communication skills; English club; pesantren-based school; translanguaging*

Article History:

Received	: 11 December 2024	Accepted	: 25 March 2025
Revised	: 23 March 2025	Available Online	: 30 March 2025

Suggested Citation Format:

Umniyah, A., Setiawan, S., & Nugroho, H. A. (2025). Enhancing Communication Skills through Translanguaging in Pesantren-Based English Club. *PANYONARA: Journal of English Education*, 7(1), 16-37. doi: 10.19105/panyonara.v7i1.16779



INTRODUCTION

Education in Indonesia has developed significantly, with various educational institutions playing an important role in shaping students' character and abilities. Among these institutions, *pesantren*, or traditional Islamic boarding schools, have been a key part of religious and cultural education in Indonesia. According to Azami (2021), *pesantren* is the oldest traditional Islamic education system that continues to exist in modern times and represents Indonesia's local wisdom. Patriadi et al. (2015) describe *pesantren* as an Islamic educational institution with unique characteristics in Indonesia. *Pesantren* can be categorized into two types: traditional and modern. Traditional *pesantren* initially focused on the *Salafi* system, which emphasizes classical Islamic texts (*Kitab kuning*). However, interest in this system has declined over time. In response to the challenges faced by traditional *pesantren*, modern *pesantren* emerged. These challenges included Dutch colonial education and reforms in Islamic education during the early 20th century. Modern *pesantren* integrate formal education within their system, enabling students to gain both religious knowledge and formal qualifications, such as vocational certificates or diplomas. This type of *pesantren* is also referred to as a *pesantren*-based school (Azami, 2021).

Pesantren-based schools often focus on religious studies, Arabic language learning, and the overall development of students, blending religious, cultural, and academic aspects. They usually incorporate the national curriculum, ensuring students receive a well-rounded education. The emphasis on holistic development in *pesantren*-based schools goes beyond academics, promoting values, traditions, and language diversity. This approach reflects their dedication to offering a comprehensive educational experience that combines religious, cultural, and academic learning.

One notable practice in *pesantren*-based schools is translanguaging. Wei (2018) defines translanguaging as the flexible use of multiple languages in everyday interactions. This practice has gained attention and is widely used in various areas, including teaching, daily conversations, communication, public spaces, art, music, and more (Wei, 2018). Translanguaging has become increasingly important in multilingual education because it helps bridge communication gaps, supports the use of diverse languages, and encourages students to participate actively. Its application aligns with modern educational goals that emphasize effectivity and flexibility, making it a key area of study in settings like *pesantren*.

In education, translanguaging is an intriguing phenomenon that deserves deeper study, especially in institutions with diverse language contexts, such as *pesantren*-based schools. Translanguaging has also been viewed from different perspectives. (Canagarajah, 2011) explains that in school settings, translanguaging naturally occurs without being intentionally prompted by teachers through specific teaching strategies. Even though teachers may not actively encourage it, students naturally engage in translanguaging as part

of their interaction in bilingual classrooms. This makes translanguaging a natural process for making meaning and can also serve as a useful teaching tool for effective communication. Cenoz & Gorter (2017) identify two types of translanguaging: pedagogical and spontaneous.

Pedagogical translanguaging happens when teachers or students intentionally use multiple languages to enhance the teaching and learning process. In contrast, spontaneous translanguaging occurs naturally when people switch between languages without planning. Additionally, translanguaging often involves bilingual or multilingual speakers. According to the theory of bilingualism by Garcia and colleagues (Kleyn & García, 2020), bilingual individuals use two or more languages to communicate effectively. This flexibility in language use reflects the dynamic and adaptive nature of translanguaging in educational settings. Translanguaging is very important because it helps improve communication and supports students' thinking and emotional growth in multilingual settings. *Pesantren*-based schools provide a unique chance to study how translanguaging works, showing how it connects different cultures and languages.

Although there is a growing body of research on translanguaging in English language classrooms, most studies focus on its use during classroom learning. For example, Sahib (2019) explores translanguaging as a teaching strategy in EFL classrooms, Caruso (2018) examines the use of multiple languages for academic content, Madkur et al. (2022) investigate teachers' attitudes towards translanguaging, Hu (2020) analyzes its functions and influencing factors during communication, and Nguyen (2022) studies teachers' and students' perceptions of translanguaging. However, these studies primarily focus on classroom settings. Following the recommendation of Rahmawansyah bin Sahib, further exploration is needed to understand how translanguaging is used outside the classroom in students' daily communication. This study aims to address this gap by observing translanguaging practices in *pesantren*-based schools, focusing on students' daily activities, particularly outside the classroom environment.

The *pesantren*-based school chosen for this study is located in Madura. This *pesantren* has a history spanning over three centuries and was a pioneer in the classical education system, which later inspired the establishment of many similar institutions. This *pesantren* was selected for several important reasons. It offers a rich multilingual environment where Arabic, English, and local languages are used. Additionally, its students come from diverse linguistic backgrounds, providing an ideal participant group for studying translanguaging. The environment is well-suited for data collection, and the *pesantren* are open to collaboration. This study specifically focuses on the English Club at this *pesantren*-based school.

The use of translanguaging has been shown to positively contribute to language development, enhance understanding of concepts, and enrich the overall learning

experience (Cenoz & Gorter, 2017). This study focuses on examining the practice of translanguaging in *pesantren*-based schools, particularly within the context of the English Club. The *pesantren* environment offers a multilingual setting where languages such as Arabic, English, Indonesian, and local languages are used, providing a rich context for studying translanguaging. The research aims to explore how translanguaging facilitates better communication among students, specifically focusing on their daily communication outside of the classroom.

Existing literature highlights the benefits of translanguaging in supporting language development and enriching learning experiences. This study investigates how translanguaging helps improve communication among students in a multilingual setting. While previous studies have mainly explored translanguaging within classrooms, this study expands that focus by examining how translanguaging is used in informal settings like the English Club, addressing the question: How does the use of translanguaging enable better communication among students? By exploring this question, the study aims to deepen our understanding of translanguaging's role in fostering effective communication in the unique context of *pesantren*-based schools.

LITERATURE REVIEW

Translanguaging is a growing concept in multilingual education that highlights how people use all their language skills to communicate effectively. It began in Welsh schools in the 1980s and has since become widely studied around the world. This study explored how translanguaging helps bilingual and multilingual students learn, express themselves, and connect across languages and cultures.

This literature review focuses on key ideas about translanguaging, including its origins, types, and practical benefits in education. It also discusses how spontaneous translanguaging happens naturally in settings like *pesantren*-based schools, where students use multiple languages daily. Finally, it highlights gaps in existing research and explains how this study provides new insights into the topic.

Translanguaging

Translanguaging is a relatively new and evolving term that was first introduced in Welsh schools in the 1980s, particularly by Cen Williams (1994). The term emerged in Wales as a response to the historical division between the Welsh and English languages, which had different levels of status. English was dominant, while Welsh was at risk. However, with the successful revitalization of the Welsh language, bilingualism began to be seen as beneficial. Instead of confusing, bilingualism was recognized for its cognitive advantages. By the 1980s, Welsh and English were viewed as complementary, leading to the development of translanguaging, especially in education in North Wales (Lewis et al., 2012).

Today, the concept is widely used to describe language practices in bilingual and multilingual education around the world (Cenoz, 2017). The idea behind translanguaging is that the stronger language, such as English in Wales, supports the development of the weaker language, Welsh, helping students become proficient in both languages (Cenoz & Gorter, 2020). Translanguaging, which started in Welsh schools, marks a shift in how languages are seen (as complementary rather than in conflict) and has influenced bilingual education globally. Translanguaging is an important topic in multilingual education because it is flexible and practical for bridging language gaps and supporting effective practices. It also creates new opportunities for dynamic and creative learning.

Translanguaging is a flexible and purposeful way of using language that goes beyond traditional language boundaries, allowing people to use all their language skills to communicate effectively. This concept, which has become more popular recently, represents new approaches that blur the lines between languages, as discussed by Garcia and Li (2014) in Cenoz & Gorter (2020). It is commonly used in many multilingual settings, making it an umbrella term for different theoretical and practical ideas (Cenoz & Gorter, 2020). Translanguaging offers a new perspective on bilingualism and multilingualism, focusing on the natural and adaptable uses of language in various areas of life (Wei, 2018). In education, translanguaging is seen as a natural practice where students switch between languages to understand and share information (Canagarajah, 2011). This shows that language boundaries are not fixed but can change.

There are two types of translanguaging: pedagogical and spontaneous. Pedagogical translanguaging, as explained by Cenoz & Gorter (2017), is a planned teaching strategy where teachers intentionally use multiple languages for specific purposes in the classroom. This approach helps create a flexible and effective learning environment, allowing students to use their language skills to communicate and learn more effectively. On the other hand, spontaneous translanguaging happens naturally, both inside and outside the classroom, without any planning. According to Cenoz & Gorter (2017), spontaneous translanguaging refers to the unplanned use of multiple languages in communication. It shows how bilingual and multilingual people can switch languages easily and adapt to different situations. Unlike pedagogical translanguaging, which is structured and planned, spontaneous translanguaging happens as individuals interact and switch between languages depending on what is needed at the moment (Cenoz & Gorter, 2017). By categorizing translanguaging into pedagogical and spontaneous, researchers can better analyze its roles and effectiveness in various educational contexts. This study builds upon these distinctions by exploring how spontaneous translanguaging occurs in *pesantren*-based schools.

The concept of translanguaging can be understood through the meaning of the prefix “trans.” Wei and Hua (2013) in Bonacina-Pugh et al. (2021) explain that “translanguaging”

carries three main meanings. First, it suggests “transcending,” meaning the ability to go beyond traditional language systems, structures, and communication contexts. Second, it implies “transformative,” indicating that translanguaging can change a multilingual speaker’s identity and alter communication spaces and social structures. Lastly, it refers to “transdisciplinary,” meaning translanguaging helps understand human society, cognition, learning, and social relations. This concept challenges traditional language boundaries and promotes flexible multilingual practices (Bonacina-Pugh et al., 2021). The prefix “trans” adds value to translanguaging by referring to fluid practices that go beyond traditional language systems to engage in various meaning-making systems; the transformative power of translanguaging not just for language but also for individuals’ thinking and social structures; and the transdisciplinary effects of rethinking language, learning, and communication across fields like linguistics, psychology, sociology, and education (Wei, 2018).

Translanguaging is when people who are skilled in more than one language use them together in a flexible way. It is often associated with bilingualism and multilingualism, but Otheguy, Garcia, and Reid suggest that even people who speak only one language can practice it (Otheguy et al., 2015). The term “translanguaging” is used in various ways, especially in bilingual and multilingual education. Lu & Baker (1997) identify four ways to describe bilingual education, such as which language is used for teaching, the goals of education, societal and educational purposes, and the typical students involved. Studies on bilingual education in Wales and multilingual education in the Southwestern United States show how translanguaging is applied in different educational contexts.

In short, translanguaging is a growing concept that emerged in the 1980s in Welsh schools, introduced by Cen Williams. It was initially developed to address the historical separation between Welsh and English, where the two languages had different status. Over time, it evolved to promote bilingualism as a beneficial practice, where both languages are viewed as complementary rather than in conflict. Translanguaging allows bilingual individuals to use their full language skills to communicate more effectively. This approach is now applied in various educational contexts around the world, particularly in bilingual and multilingual settings. Studies from Wales and the Southwestern United States show how translanguaging is used in different ways to support language learning and teaching, illustrating its flexibility and importance in education.

Spontaneous Translanguaging in *Pesantren*-based School

Spontaneous translanguaging in a *pesantren*-based school refers to the natural and unplanned use of multiple languages in everyday life and education. This practice is dynamic and expressive, where students smoothly switch between Arabic, Indonesian, local

languages, and other languages as they communicate. It happens naturally in conversations, based on the needs of communication, allowing students to express themselves confidently and fluently without hesitation (Panagiotopoulou et al., 2020). This spontaneous mixing of languages often involves creativity, as students come up with new words and use different language resources to help with their communication (Panagiotopoulou et al., 2020). For example, when discussing religious lessons, students might use Arabic for certain concepts, Indonesian for explanations, and their local language for personal experiences. Similarly, while playing with friends, students might mix Indonesian, their local language, and English they have learned in school. Even in conversations with family, translanguaging occurs, with greetings and casual talk in the local language, important information in Indonesian, and religious topics in Arabic.

The benefits of spontaneous translanguaging in a *pesantren*-based school, particularly in the English club for this study, are diverse. It improves language learning by helping students better understand and master several languages. It also strengthens their sense of identity, allowing them to express their multicultural backgrounds in a natural way. Additionally, translanguaging supports communication, enabling students to interact smoothly with people from different language backgrounds. Lastly, it promotes creativity by encouraging students to think in new ways and use language in innovative manners. This study builds on existing research by looking at spontaneous translanguaging in informal settings like English clubs, addressing a gap in studies that mostly focus on classrooms. It provides new ideas about how students adapt and use creativity in multilingual environments.

In essence, spontaneous translanguaging in a *pesantren*-based school is a dynamic blend of language and identity. It mirrors the students' multilingual surroundings and gives them the ability to communicate and express themselves effectively. Good communication among students is a key to fostering understanding. It means being able to share information clearly, briefly, and accurately. It also involves using the right language, keeping the audience in mind, and making sure the message is understood (Anwar et al., 2019).

Bilingualism and Multilingualism

Bilingualism and multilingualism are important parts of language use in different settings. Bilingualism is the ability to speak and understand two languages well, while multilingualism involves using more languages. These phenomena are shaped by several factors, such as a person's cultural background, how they learn languages and language policies. Understanding bilingualism and multilingualism is important for grasping the complexities of language use in multicultural societies. In today's world, many people speak

more than one language, as noted by Edwards (1994) in Rahmini, where individuals from many countries use three or even four languages in their daily lives (Rahmini, 2019).

There are different types of bilingualism. Simultaneous bilingualism happens when a person learns two languages at the same time, usually from birth. A child exposed to two languages from an early age becomes a simultaneous bilingual. This means they go directly from not speaking any language to speaking two languages fluently. On the other hand, consecutive or successive bilingualism happens when a person learns one language first and then learn another later. This is common for adults who become bilingual or for many people who learn a second language as children. Additionally, receptive bilingualism refers to someone who can understand two languages but speaks only one. While not considered “true” bilingualism, this is a common situation (Halsband, 2006).

In Indonesia, bilingualism and multilingualism are not new; they have existed since before the country gained its independence. These phenomena developed because of the country’s cultural, tribal, and ethnic diversity. This means that most Indonesians are bilingual, speaking their local language as their first language and Indonesian (Bahasa Indonesia) as the national language. In some cases, due to regular interactions with people from different tribes, individuals may speak more than two languages, including their local language, Indonesian, and other regional languages. Understanding bilingualism and multilingualism is essential for exploring translanguaging practices. By examining how students in *pesantren*-based schools use multiple languages, this study highlights the broader implications of bilingualism and multilingualism in fostering effective communication and learning.

In short, spontaneous translanguaging in *pesantren*-based school is natural and unplanned practice where students use multiple languages seamlessly in both everyday communication and education. This flexible language use helps students express themselves better and navigate different social contexts. The use of terms “bilingual” and “multilingual” learners reflects a broader understanding of students’ multilingual abilities, highlighting their skills in more than one language. More focus is needed on understanding and supporting their linguistic and educational needs to ensure they are not viewed through a deficit lens (Kanno et al., 2024).

METHOD

This study employs a qualitative case study approach, as defined by Yin (2011), to explore the phenomenon of translanguaging in a specific educational context. This method was chosen because it provides direct insights from participants and helps address gaps in the existing literature (Creswell, 2012). An explanatory single case study design, as

described by Stake (1995), was utilized to investigate the complex and unique practices of translanguaging within the English Club at a *pesantren*-based school.

The participant in this study consists of 11 students who were members of the English Club at a *pesantren*-based school located in Sampang, Madura. Participants were selected using purposive sampling based on predetermined criteria, including differences in class, language proficiency levels, and regional backgrounds, to ensure diverse linguistic representations and experiences in the English Club. The research instruments used in this study include observations, semi-structured interviews, and audio recordings during Club activities. Observations were conducted to capture real-time translanguaging practices in natural settings. Semi-structured interviews with open-ended questions allowed participants to share their experiences and thoughts about language use. Audio recordings were used to document authentic language interactions during English Club activities.

Data collection followed a systematic process. Observations provided real-time documentation of translanguaging practices, while interviews allowed participants to share their insights and experiences. Audio recordings were transcribed to ensure accurate representation of students' language use. Thematic analysis was applied to the collected data following the six-step framework outlined by Braun & Clarke (2006): familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing the report. This systematic approach ensured that patterns and themes related to translanguaging practices were thoroughly explored and accurately represented. Ethical considerations were carefully addressed, following Fenti Hikmawati's recommendations. Participants were informed about the research objectives and gave their consent before participating (Hikmawati, 2020). Pseudonyms were used to protect their identities, and all data were securely stored. Ethical approval was also obtained from the relevant review board. The findings were then interpreted to explore the role and benefits of translanguaging in the English Club context, contributing to a better understanding of its significance in a *pesantren*-based school setting.

RESULTS AND DISCUSSION

This section presents findings, interpretations on how translanguaging contributes to improving communication, clearer expression, and confidence among students in a multilingual environment. The findings are supported by evidence from observations, student interviews, and references to relevant literature.

Results

This section explores how translanguaging contributes to improving communication among students, allowing for a richer and more effective exchange of ideas and enhancing their ability to connect with each other. Findings from student interviews and observations

demonstrate that translanguaging promotes clearer expression boosts confidence, and creates an effective environment from students from diverse linguistic backgrounds.

Translanguaging plays a key role in supporting communication and learning in the multilingual environment of the English club at a *pesantren*-based school. By using translanguaging, students blend languages naturally, creating a flexible way to express themselves and overcome challenges in understanding. This aligns with Vogel & García (2017) theory, which emphasizes the dynamic use of speakers full linguistic repertoire. It also reflects Cenoz & Gorter (2017) concept of spontaneous translanguaging, as students seamlessly switch between languages during their interactions.

Encounter Difficulties in Learning

In the English Club, students often face challenges when trying to understand new concepts or materials, especially when encountering difficult vocabulary or unfamiliar grammar rules in English. Translanguaging helps them overcome these problems by allowing them to use English and Indonesian during the learning process. This makes it easier for students to clarify ideas, explain concepts, and ensure everyone understands.

One example is when Student 5 struggled to understand the meaning of the word metaphor. Instead of using English, Student 6 explained the concept by combining Indonesian and English. This helped Student 5 to grasp the idea more easily:

(The conversation 1 of translanguaging in grammar explanation)

- Student 5 : *Dekremmah reh, apa metaphor?*
Student 6 : *Metaphor itu perbandingan, jadi kita compare dua hal yang beda tapi tidak menggunakan kata 'seperti' atau 'bagai'. For example: kalimat 'Dia adalah matahariku'.*
Student 5 : *It means, kita membandingkan 'dia' dengan 'matahari', right?*
Student 6 : *Ya, karena both of them bring light and happiness into my lives.*

This conversation illustrates how translanguaging helps students understand abstract concepts like "metaphor."

- 1) Context: Student 5 asks about the meaning of "metaphor" using a mix of Indonesian and Madurese, showing a need to bridge their understanding of the English term.
- 2) Explanation: Student 6 provides a blended response, combining Indonesian and English ("Metaphor itu perbandingan, jadi kita compare dua hal yang beda tapi tidak menggunakan kata 'seperti' atau 'bagai'"), making the explanation clearer.
- 3) Example: By giving a relatable example ("Dia adalah matahariku"), Student 6 contextualizes the concept, helping Student 5 grasp it better.
- 4) Collaboration: Student 5 reflects understanding, and Student 6 confirms it, demonstrating how translanguaging fosters collaborative learning and clarity.

This example shows how translanguaging enables students to utilize their full linguistic repertoire to simplify complex ideas and enhance comprehension.

By using translanguaging, students bridge the gap between their existing knowledge and the new material being introduced. Another example occurred during a grammar session. Student 1 explained how to use the verb "to be" by giving an Indonesian example first before translating it into English:

(The conversation 2 of translanguaging in grammar explanation)

- Student 1 : Complete the following sentences with the correct form of the verb 'to be'.
Student 2 : I think, I can't answer it
Student 1 : That's easy. Let's try! *Kalau dalam bahasa Indonesia, example-nya 'saya adalah seorang pelajar'. So in English menjadi I am a student.*
Student 2 : Wait... I got it! So, *kita harus mengubah kata kerja menjadi bentuk 'am', 'is' atau 'are' sesuai dengan subjeknya, right?*
Student1 : That's true. So, *kalau dalam kalimat 'dia adalah guru bahasa Inggris 'menjadi?*
Student 2 : He is an English teacher, *oke lanjut...*

This conversation demonstrates how translanguaging facilitates grammar learning by blending languages to clarify concepts:

- 1) Context: Student 2 struggles to complete a sentence using the correct form of the verb "to be."
- 2) Explanation with Translanguaging: Student 1 explains by comparing an Indonesian sentence ("saya adalah seorang pelajar") with its English equivalent ("I am a student") to illustrate the grammar rule.
- 3) Application: Student 2 applies the explanation to understand how the verb changes based on the subject, confirming comprehension with "right?"
- 4) Collaboration: Student 1 encourages further practice with another example ("He is an English teacher"), reinforcing the learning process.

This example highlights how translanguaging bridges gaps in understanding by using familiar linguistic structures to teach new concepts, fostering both clarity and confidence.

Expressing Ideas Clearly

Translanguaging is a powerful way for students to express their ideas clearly, especially during discussions in the English Club. This practice allows students to use all the languages they know, primarily Indonesian and English, and sometimes Arabic or their mother tongue to explain their thoughts in a way that others can easily understand.

Students can overcome vocabulary gaps, connect ideas, and share their perspectives by switching between languages.

One example can be seen during a discussion about environmental topics. The students combined English, Indonesian, and Arabic to talk about recycling and environmental preservation:

(Conversation of translanguaging in environmental discussion)

- Student 5 : I think, *gimana kalau kita ambil tema recycling?*
 Student 7 : That's good idea, *coba juga masukkan konsep tugas kemarin, tentang hifadh 'ala albiah?*
 Student 5 : *Boleh, jadi nanti kita explain tentang 'reduce, reuse, recycle' terus nyambung ke konsep hifadh 'ala albiah*
 Student 7 : *Exactly! Udah clear kan, ayo buat materinya*
 Student 5 : *Ya, it's perfect, ayo biar cepat selesai.*

This conversation shows how translanguaging supports collaborative discussion by combining multiple languages to connect ideas:

- 1) Context: The students discuss a topic for their project, blending English, Indonesian, and Arabic.
- 2) Integration of Concepts: Student 7 links the global concept of “reduce, reuse, recycle” with the Arabic term “hifadh ‘ala albiah” (environmental preservation), providing a cultural and linguistic connection.
- 3) Collaboration: The students agree on the idea, clarify their plan, and proceed to create the material.

This example highlights how translanguaging fosters dynamic and effective discussions, allowing students to integrate global and cultural perspectives effectively. By integrating terms from multiple languages, the student was able to relate the topic to both global and cultural contexts, making the discussion more relatable and engaging for others. This practice not only supports clearer communication but also enriches the depth of discussions by incorporating diverse linguistic resources.

Translanguaging also helps students express their opinions, ideas and thoughts more freely without worrying about language gaps, such as vocabulary limitations or other challenges (Vogel & García, 2017). This can be observed during discussions converging various topics.

Table 1.
 Translanguaging practices covering various topics

Students	Narrative	Translanguaging Practice	Purpose
Student 4	<i> Saya akan explain my unforgettable experience, selama hidup. Ketika masuk pondok, saya actually dipaksa untuk masuk pondok. Tempat</i>	Mixing Indonesian and English	Sharing a personal and

	<i>asal saya di Kalimantan, saya lahir di Surabaya. Saat itu saya dibawa jalan-jalan ke Madura dan suwan ke kyai, tiba-tiba ditinggal dipondok sama orang tua. Itu unforgettable experience, dan saya kangetnya banget.</i>		emotional story clearly.
Student 5	<i>Jadi disini saya akan menyampaikan tentang dealing with stress, ya hampir semua manusia mengalami stress, tekanan. Entah itu tekanan dari kehidupannya, pendidikannya, tekanan batin. Jadi, bagaimana cara menyikapi stress tersebut. Setelah saya melakukan survey dari orang disekitar saya. Ada beberapa cara mengatasinya, diantaranya; bercerita kepada teman, refresh otak, saya sendiri hampir tidak pernah stress, biarlah go with the flow.</i>	Mixing Indonesian and English	Explaining strategies to manage stress with relatable language.
Student 7	<i>Kehidupan di pondok pesantren, tentunya hidup dipondok tidak mudah seperti dirumah. Banyak aturan yang harus diikuti, seperti bangun pagi, dan mengantri untuk makan, untuk mengajarkan disiplin. Hidup dipondok juga banyak sekali suka duka, seperti adanya culture shock dan berbedanya situasi dalam dunia pendidikan.</i>	Mixing Indonesian and English	Reflecting on personal experiences in a pesantren environment.
Student 3	<i>Tentang pertemanan, kita berteman apalagi jika orangnya friendly, banyak teman hanya saja kadang ada beberapa teman yang kurang respect pada kita, beragam. Friendship, baru saya rasakan lebih enak dipondok, karena dulunya hampir tidak punya teman dan sering dibully. Meski saya orangnya mudah menyapa, tapi tidak mudah dekat. Friendship adalah tentang respect dan saling support serta tidak menjatuhkan yang lainnya.</i>	Mixing Indonesian and English	Discussing social interactions and the value of friendship.
Student 2	<i>I want to tell you about culture shock, habits nya masih dalam kutipan santri ya, karena ini dipondok pesantren yang berbeda dengan dirumah, jadi ikuti saja alurnya. Culture shock di pondok, saat makan dipondok lebih sering dalam posisi jongkok, sampai kadang dirumah juga mau jongkok kalau makan. Jadi, kalau dari saya, ikuti saja alurnya, In sya Allah, nanti dapat barokah.</i>	Mixing Indonesian and English	Describing cultural differences and their impact in daily life.
Student 1	<i>Today, I want to tell about the theme the teacher or the subject, suka guru tidak suka pelajarannya atau suka gurunya tidak suka pelajarannya. Bagaimana? Lebih baik suka keduanya, karena ketika kita ingin look for science for our future, itu akan make us easy to get the science. Tapi jika kita suka gurunya tapi tidak pelajarannya, itu mungkin karena kita in our heart say that we are lazy. Tapi karena suka gurunya, jadi masih antusias. Kalau dalam Islam itu kita masih bias mendapatkan value atau barokah gurunya. But there is students like the lesson, but they do not like the teacher itu mungkin karena pelajarannya masuk in our mind tapi not too strong in our brain, tapi itu</i>	Mixing Indonesian and English	Reflecting on preferences for teachers and subjects with religious context.

	<i>masih wajar karena kita sebagai siswa bisa menentukan ini guru tidak sukai. Tapi, kita sebagai murid, we have to be patient, impact nya kalau kita berlebihan karena tidak suka gurunya, kita akan mendapat impact juga dari gurunya.</i>		
Student 8	<i>Oke, I want to tell you about my problem solving, penghujung saya dikelas 12 ini, saya mempunyai masalah yaitu masalah belajar. Sangat malas belajar, saya is very lazy, masalah belajar ini. Tapi karena saya mempunyai cita-cita yang lebih baik jadi saya harus belajar. Caranya yang pertama, saya manage waktu. Yang kedua nargetin bab mata pelajaran untuk minggu depan. Yang ketiga caranya dengan latihan soal.</i>	Mixing Indonesian and English	Sharing strategies for overcoming academic challenges.
Student 6	<i>I will tell about my worst phase, saya rasa hampir tidak memiliki masara terendah saya dalam hidup, but I have many problems and problems tersebut merupakan permasalahan cukup besar, Cuma masih tidak menjatuhkan mental saya. Seperti pada kehidupan pondok, seperti challenges tersulit saya denga masuk pondok dan harus menggeluti new habits in this boarding school yang tentunya tidak mudah. Dalam masalah study itu sangat berbeda dengan sebelumnya dan saya juga dituntut untuk melakukan banyak perubahan, dan sampai sekarang saya masih follow alurnya. Untuk masalah pendidikan saja saya rasa pilihan saya itu salah, dan my dremms selalu berubah. Sometimes, I think my study now, tidak cocok dengan dream saya nanti. Makanya selalu berubah fikiran dalam menentukan cita-cita.</i>	Mixing Indonesian and English	Expressing struggles and adaptation in a boarding school.

This table illustrates how students use translanguaging in personal narratives to express their experiences and emotions:

- 1) Flexibility: Students naturally switch between Indonesian and English, and occasionally Arabic, to communicate complex ideas and emotions effectively.
- 2) Personal Expression: Translanguaging helps students articulate their unique perspectives, making their narratives relatable and engaging.
- 3) Cultural and Academic Contexts: The use of multiple languages allows students to reflect on cultural values, academic challenges, and personal growth in the *pesantren* environment.

This practice shows how translanguaging enables students to navigate language gaps, connect cultural and global ideas, and build confidence in sharing their thoughts.

Building Confidence

Translanguaging helps students build confidence by allowing them to express ideas naturally without the fear of making mistakes in English. This flexibility encourages participation and reduces anxiety during discussions or presentations. Students often mix languages to ensure their message is clear, which helps maintain communication flow and prevents frustration. It proved that the use of translanguaging helps students feel more comfortable and confident when they take part in group discussions or presentations. By allowing them to switch between languages, students do not have to worry about speaking entirely in English. Instead, they can focus on sharing their ideas clearly and naturally. For example, if they struggle to find the right English word, they can use Indonesian or Arabic to explain their thoughts without feeling stuck.

One of the students interviewed highlighted the importance of translanguaging for building mental resilience and bravery:

Honestly, menurut saya translanguaging sangat penting untuk yang ingin belajar bahasa baru... Pentingnya translanguaging juga untuk mengasah mental untuk lebih berani berbicara

These examples show how translanguaging supports communication and fosters a positive and supportive environment where students feel encouraged to participate. Over time, this approach helps boost their self-esteem and confidence in using multiple languages. In this way, translanguaging not only supports communication but also strengthens students' confidence in their abilities.

Discussion

This section explores how translanguaging contributes to improving communication among students, allowing for a richer and more effective exchange of ideas and enhancing their ability to connect with each other. Findings from student interviews and observations demonstrate that translanguaging promotes clearer expression, boosts confidence, and creates an effective environment for students from diverse linguistic backgrounds.

Translanguaging plays a key role in supporting communication and learning in the multilingual environment of the English club at a *pesantren*-based school. By using translanguaging, students blend languages naturally, creating a flexible way to express themselves and overcome challenges in understanding. This aligns with Vogel & García

(2017) theory, which emphasizes the dynamic use of speaker's full linguistic repertoire. It also reflects Cenoz & Gorter (2017) concept of spontaneous translinguaging, as students seamlessly switch between languages during their interactions.

Encountering Difficulties in Learning

In the English club, students often face challenges when trying to understand new concepts or materials, especially when encountering difficult vocabulary or unfamiliar grammar rules in English. The results show that translinguaging is an effective way to help students overcome challenges in understanding difficult concepts and materials, especially in multilingual environments. Students mix languages, such as English, Indonesian, and Arabic, to make complex ideas easier to understand. By doing this, they connect new knowledge to familiar words and cultural contexts, making learning more accessible.

For example, students often use their native language to explain unfamiliar English terms or grammar rules. They work together, translating and giving examples to help each other understand better. This creates a collaborative environment where everyone can contribute using their language skills.

This supports Vogel & García (2017), idea that students should use all their language abilities to make learning easier. It also aligns with Cenoz & Gorter (2017), view of spontaneous translinguaging as a natural way to solve communication and learning difficulties. In short, translinguaging is a practical tool for helping students simplify complex ideas, improve understanding, and work together. It creates a positive and effective environment, giving students the confidence to overcome challenges and succeed.

Expressing Ideas Clearly

The ability to use multiple languages allows students to express their ideas more effectively, especially during discussions on diverse topics. Students naturally switch between languages, such as English, Indonesian, and Arabic, to explain their thoughts and communicate more clearly. This practice helps them overcome language barriers, such as limited vocabulary, and ensures that their messages are well understood by others.

This aligns with (Cenoz & Gorter, 2017) concept of spontaneous translinguaging, where students utilize their entire linguistic repertoire to communicate effectively. Unlike rigid language separation, spontaneous translinguaging enables students to blend languages in a way that feels natural and enhances understanding.

A clear example of this can be seen during discussions about recycling and environmental preservation. Students connected the global concept of "reduce, reuse, recycle" with the Arabic idea of "hifadh 'ala albiah" (environmental preservation). By

integrating global and cultural perspectives, they made the discussion more relatable and meaningful. This shows how translanguaging allows students to link ideas across linguistic and cultural boundaries, enriching their understanding and engagement.

Translanguaging is a powerful way for students to express their ideas clearly, especially during discussions in the English club. This practice allows students to use all the languages they know, primarily Indonesian and English, and sometimes Arabic or their mother tongue to explain their thoughts in a way that others can easily understand. By switching between languages, students can overcome vocabulary gaps, connect ideas, and share their perspective.

Furthermore, (Vogel & García, 2017) emphasize that translanguaging supports clear communication and creates smoother learning experiences. By mixing languages, students can articulate complex ideas more precisely and participate actively without worrying about strict language rules. This flexibility fosters a positive learning environment where students feel encouraged to share their thoughts confidently.

In conclusion, translanguaging plays a key role in helping students express ideas clearly. By bridging global concepts with cultural contexts and allowing for natural language use, translanguaging enhances communication, encourages participation, and makes discussions more engaging and effective.

Building Confidence

Translanguaging plays a significant role in helping students build confidence during discussions and presentations. By allowing them to use multiple languages, students can express their ideas naturally without feeling pressured to speak entirely in English. This flexibility reduces anxiety and encourages them to share their thoughts, even if they face challenges in vocabulary or grammar. For instance, during group discussions, students often mix English, Indonesian and sometimes Arabic to ensure their messages are clear and well-understood. If they struggle with an English word, they switch to another language to continue their explanation. This approach helps maintain the flow of communication and prevents them from feeling stuck or discouraged.

The ability to mix languages reduces the fear of making mistakes, which is a common barrier for students when speaking a foreign language. It helps them feel more comfortable, which boosts their confidence to participate in group activities. Over time, students notice that their explanations, even when mixing languages, are well-received by their friends. This positive reinforcement enhances their self-esteem and motivates them to engage more actively in class discussions or other collaborative tasks.

One of students interviewed highlighted the importance of translanguaging for learning and confidence-building:

*“Honestly, menurut saya translanguaging sangat penting untuk yang ingin belajar bahasa baru, karena ketika kita ingin belajar bahasa baru kita tidak dapat langsung menggunakan bahasa itu secara **full**, kita harus **mix** seperti kita belajar bahasa Inggris, jika kita tidak tau bahasa Inggris nya kita pakai bahasa Indonesia. Pentingnya translanguaging juga untuk mengasah mental untuk lebih berani berbicara, jujur jika berbicara campur-campur itu butuh mental yang kuat. Apalagi di area **environment** pondok yang cukup nge **judge**. Jadi, kita harus menyiapkan mental, disiplin dan tetap semangat untuk belajar hal baru. Karena manfaat translanguaging itu tidak sampai disitu, pasti bermanfaat kedepannya”*

This statement underscores how translanguaging helps students adapt to a new language gradually while building the mental resilience needed to communicate in a multilingual environment. The practice not only facilitates learning but also prepares them face pressure and challenges in their surroundings.

From a theoretical perspective, this aligns with Cenoz & Gorter (2017) view of translanguaging as natural and flexible strategy in multilingual education. They emphasize how translanguaging allows students to draw from their full linguistic repertoire, which enhances both communication and confidence. Similarly, Vogel & García (2017) highlight that translanguaging creates a supportive space for students to take risks and express themselves without fear, fostering their personal and academic growth. In short, translanguaging is more than just a strategy of communication, it is a confidence building tool. It allows students to navigate language barriers, express their ideas freely, and build the courage needed to participate actively in discussions and presentations. This practice not only benefits their current learning but also equips them with the skills and resilience necessary for future challenges.

The findings suggest that students at the *pesantren* use more than one language fluidly in their communication in the English club, allowing them to express complex ideas that might be difficult to articulate in just one language. Moreover, translanguaging helped bridge the gaps between students of varying language proficiencies, thereby promoting more effective peer-to-peer interactions. Nguyen (2022) explored translanguaging practices in a formal academic setting, focusing on how students perceive its value in learning. While Nguyen’s research identified students’ positive perceptions of translanguaging for academic success, it did not examine its role in informal communication contexts. Similarly, Sahib (2019) and Madkur et al. (2022) focused on translanguaging within the classroom, primarily as a teaching strategy employed by teachers. This study diverges by emphasizing the role of translanguaging in non-academic settings, showing how

it directly influences students' ability to navigate social and cultural supports successful communication in everyday life.

The present study fill a gap in the literature by showing that translanguaging's impact is not confined to formal educational settings. The ability to translanguage extends into students' social interactions, allowing them to engage with their peers on deeper emotional and cultural levels. This is a key finding that has not been emphasized in prior research, which has predominantly focused on the academic benefits of translanguaging. By expanding the context of analysis, this study contributes a new dimension to understanding of how bilingual and multilingual students use translanguaging as a communicative tool beyond the classroom.

These findings have implications for educators and policymakers. The use of translanguaging in both formal and informal settings suggests that it should be encouraged not only as a classroom strategy but also as a part of a broader educational framework that recognizes and nurtures students' multilingual abilities. The fact that students rely on translanguaging to overcome communication barriers and express complex ideas in daily life points to the need for educational environments. In lights of the findings, this study supports Rahmawansyah bin Sahib's (2019) recommendation to extend translanguaging practices beyond the classroom to enhance student communication (Sahib, 2019). In doing so, it advocates for policies that promote bilingual and multilingual learning environments where students are encouraged to leverage their entire linguistic repertoires across contexts.

CONCLUSION

This study highlights the significant role of translanguaging in enhancing communication, fostering confidence, and supporting learning among students in the English Club at a *pesantren*-based school. By allowing students to use their full linguistic repertoire, translanguaging enables them to overcome learning difficulties, express ideas clearly, and participate actively in discussions and presentations. The findings demonstrate that translanguaging is a flexible and effective tool for bridging language gaps, reducing anxiety, and fostering a supportive learning environment.

Key observations include:

- 1) **Overcoming Learning Challenges:** Translanguaging helps students address gaps in understanding by combining languages to clarify concepts and explain ideas.

- 2) Expressing Ideas Clearly: Students utilize multiple languages to articulate their thoughts, making discussions more relatable and engaging by connecting global and cultural perspectives.
- 3) Building Confidence: The flexibility of switching between languages reduces stress, encourages participation, and strengthens self-esteem in multilingual settings.

These findings align with the theories of Vogel & García (2017) and Cenoz & Gorter (2017), emphasizing language's dynamic and natural use in educational settings. The study also expands the existing literature by focusing on translanguaging in informal educational contexts, such as English Clubs, rather than traditional classroom settings.

Beyond its immediate educational benefits, the study underscores the broader implications of translanguaging in multilingual education. It highlights the necessity for educators and policymakers to recognize and integrate translanguaging practices into various learning environments and accommodating diverse linguistic backgrounds. Additionally these findings suggest that translanguaging can serve a bridge between formal and informal learning experiences, enabling students to navigate academic and social interactions more effectively.

Future research could explore translanguaging in other informal educational settings, such as study groups or extracurricular activities, to gain a more comprehensive understanding of its pedagogical potential and possible limitations. Investigating how translanguaging interacts with institutional language policies and teacher perceptions could further inform best practices for implementing translanguaging strategies in multilingual education.

REFERENCES

- Anwar, W., Salija, K., & Abduh, A. (2019). *Exploring Translanguaging : An Approach To Teaching And Learning English As Foreign Language Of Bone Islamic University Context Widya Pertiwi Anwar Kisman Salija Amirullah Abduh Graduate Program State University of Makassar.*
- Azami, M. I. (2021). A Contradiction of the Existence of English in Rural and Urban Pesantren in Indonesia. *IJET (Indonesian Journal of English Teaching)*, 10(1), 36–45. <https://doi.org/10.15642/ijet2.2021.10.1.36-45>
- Bonacina-Pugh, F., Da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54(4), 439–471. <https://doi.org/10.1017/S0261444821000173>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology; In qualitative research in psychology. *Uwe Bristol*, 3(2), 77–101. <https://psychology.ukzn.ac.za/?mdocs-file=1176>

- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(2011), 1–28. <https://doi.org/10.1515/9783110239331.1>
- Caruso, E. (2018). Translanguaging in higher education: Using several languages for the analysis of academic content in the teaching and learning process. *Language Learning in Higher Education*, 8(1), 65–90. <https://doi.org/10.1515/cercles-2018-0004>
- Cenoz, J. (2017). Translanguaging in School Contexts: International Perspectives. *Journal of Language, Identity and Education*, 16(4), 193–198. <https://doi.org/10.1080/15348458.2017.1327816>
- Cenoz, J., & Gorter, D. (2017). Minority languages and sustainable translanguaging: threat or opportunity? *Journal of Multilingual and Multicultural Development*, 38(10), 901–912. <https://doi.org/10.1080/01434632.2017.1284855>
- Cenoz, J., & Gorter, D. (2020). Pedagogical translanguaging: An introduction. *System*, 92, 102269. <https://doi.org/10.1016/j.system.2020.102269>
- Creswell, J. W. (2012). *Educational Research* (4th ed.). Pearson.
- Halsband, U. (2006). Bilingual and multilingual language processing. *Journal of Physiology Paris*, 99(4–6), 355–369. <https://doi.org/10.1016/j.jphysparis.2006.03.016>
- Hikmawati, F. (2020). *Metodologi Penelitian*. PT RAJAGRAFINDO PERSADA.
- Hu, J. (2020). Translanguaging in ESL/EFL Classes: A Review Paper. *Journal of Contemporary Educational Research*, 4(9). <https://doi.org/10.26689/jcer.v4i9.1499>
- Kanno, Y., Rios-Aguilar, C., & Bunch, G. C. (2024). English learners? Emergent bilinguals? Multilingual learners?: Goals, contexts, and consequences in labeling students. *TESOL Journal*, May 2023, 1–12. <https://doi.org/10.1002/tesj.797>
- Kleyn, T., & García, O. (2020). Translanguaging as an Act of Transformation: Restructuring Teaching and Learning for Emergent Bilingual Students. *The Handbook of TESOL in K-12*, 69–82. <https://doi.org/10.1002/9781119421702.ch6>
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654. <https://doi.org/10.1080/13803611.2012.718488>
- Lu, D. H., & Baker, C. (1997). Foundations of Bilingual Education and Bilingualism. *TESOL Quarterly*, 31(2), 378. <https://doi.org/10.2307/3588060>
- Madkur, A., Friska, Y., & Lisnawati, L. (2022). Translanguaging Pedagogy in ELT Practices: Experiences of Teachers in Indonesian Pesantren-based Schools. *VELES Voices of English Language Education Society*, 6(1), 130–143. <https://doi.org/10.29408/veles.v6i1.5136>
- Nguyen, T. N. T. (2022). A Review of Studies on EFL Teachers' and Students' Perceptions of Translanguaging as a Pedagogical Approach. *International Journal of TESOL & Education*, 2(3), 324–331. <https://doi.org/10.54855/ijte.222322>

- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281–307. <https://doi.org/10.1515/applirev-2015-0014>
- Panagiotopoulou, J. A., Rosen, L., & Strzykala, J. (2020). *Inklusion und Bildung in Migrationsgesellschaften*. Springer VS. <http://www.springer.com/series/16089>
- Patriadi, H. B., Bakar, M. Z. A., & Hamat, Z. (2015). Human Security in Local Wisdom Perspective: Pesantren and its Responsibility to Protect People. *Procedia Environmental Sciences*, 28(Sustain 2014), 100–105. <https://doi.org/10.1016/j.proenv.2015.07.015>
- Rahmini, N. S. (2019). Multilingualism and Bilingualism in Javanese Society. *Metaphore*, 47–68.
- Sahib, R. Bin. (2019). the Use of Translanguaging As a Pedagogical Strategy in Efl Classroom: a Case Study At Bulukumba Regency. *LET: Linguistics, Literature and English Teaching Journal*, 9(2), 22. <https://doi.org/10.18592/let.v9i2.3124>
- Stake, R. E. (1995). *The Art of Case Study Research* (p. 24). SAGE Publications.
- Vogel, S., & García, O. (2017). Translanguaging. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.181>
- Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
- Yin, R. (2011). *Robert_K_Yin_Case_Study_Research_Design_and_Mebookfi-Org.Pdf*.