ChatGPT and Translanguaging in English Classes: Unveiling The utility In EFL Context In Indonesia

ChatGPT dan Translanguaging dalam Kelas Bahasa Inggris: Mengungkap Pemanfaatannya dalam Konteks EFL di Indonesia

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Abstract

This research aims to unveil a different reality regarding the utility of AI tools, particularly ChatGPT which aid students to simplicity their work, and translanguaging to boost their ability to share their idea in presentations in English classes, focusing on their impact on students' critical thinking and speaking skills when discussing specific engineering topics and acquiring a foreign language for English and Culture students. By employing qualitative research, this study explores the phenomenon of using ChatGPT and translanguaging to enhance students' critical thinking and speaking skills in depth. There are 10 participants from two departments: Informatics Department and English Language and Culture Department. The participants of this research are fifth-semester students of Informatics Department and first semester of English Language and Culture Department who are taking speaking class. The results found different outcomes of implementing translanguaging in an EFL classroom from those two departments and using ChatGPT as a medium to support students' ideas during discussions which in fact, it cannot boost their critical thinking due to overly depend on ChatGPT and other artificial tools. Data is collected through semi-structured interviews. The research gap addressed in this study is the lack of empirical evidence on the utility of translanguaging amidst rapid development of Artificial Intelligence particularly ChatGPT in improving students' speaking skills and critical thinking during the learning progress in EFL context. Besides, although not all of the participants use AI tools or ChatGPT during speaking class, the results, however, still showed their over reliance of AI tools to accomplish their works.

Keywords :** **ChatGPT; Critical Thinking; Translanguaging

Abstrak

Penelitian ini bertujuan untuk mengkaji realitas pemanfaatan kecerdasan buatan (Artificial Intelligence/AI), khususnya ChatGPT, serta praktik translanguaging dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Fokus penelitian diarahkan pada dampak penggunaan ChatGPT dan translanguaging terhadap keterampilan berpikir kritis dan berbicara mahasiswa, khususnya dalam diskusi topik keilmuan dan proses pemerolehan bahasa asing pada mahasiswa Program Studi Informatika serta Program Studi Bahasa dan Kebudayaan Inggris. Penelitian ini menggunakan pendekatan kualitatif untuk mengeksplorasi secara mendalam fenomena penggunaan ChatGPT dan translanguaging dalam konteks pembelajaran berbicara. Partisipan penelitian berjumlah sepuluh mahasiswa yang terdiri atas mahasiswa

semester lima Program Studi Informatika dan mahasiswa semester satu Program Studi Bahasa dan Kebudayaan Inggris yang sedang menempuh mata kuliah berbicara. Data penelitian dikumpulkan melalui wawancara semi-terstruktur dan dianalisis secara tematik. Hasil penelitian menunjukkan bahwa penerapan translanguaging menghasilkan luaran yang berbeda pada kedua program studi, terutama dalam mendukung kelancaran berbicara dan keberanian mahasiswa dalam menyampaikan ide. Namun demikian, penggunaan ChatGPT sebagai media pendukung diskusi tidak secara optimal meningkatkan keterampilan berpikir kritis mahasiswa. Temuan ini menunjukkan bahwa mahasiswa cenderung bergantung secara berlebihan pada ChatGPT dan alat AI lainnya, sehingga proses berpikir kritis menjadi kurang berkembang. Penelitian ini mengisi kesenjangan penelitian terkait masih terbatasnya bukti empiris mengenai pemanfaatan translanguaging di tengah pesatnya perkembangan AI, khususnya ChatGPT, dalam meningkatkan keterampilan berbicara dan berpikir kritis dalam konteks EFL. Meskipun tidak seluruh partisipan menggunakan ChatGPT selama proses pembelajaran, hasil penelitian tetap mengindikasikan adanya kecenderungan ketergantungan mahasiswa terhadap alat berbasis AI dalam menyelesaikan tugas akademik.

Kata Kunci : *ChatGPT; Critical Thinking; Translanguaging*

INTRODUCTION

In recent years, the integration of artificial intelligence (AI) into education has revolutionized how students access information, complete academic tasks, and even seek guidance on everyday decisions. As AI becomes increasingly embedded in learning environments, questions arise about its effectiveness, ethical use, and long-term impact on student learning and autonomy. It is ChatGPT which now is most powerful AI. By using this, users can have human-like dialogue by giving it clear prompts. In education setting, by tailoring the materials discussed, it gives both teachers and students chance to broaden their understanding on certain topic. In speaking class, for instance, the use of it encourages students to speak confidently since they have adequate idea on the topic they are discussing. This has been confirmed by Karjagdi Çolak (2024) using ChatGPT in speaking class does not only boost students' speaking skill, it also helps them with their learning motivation which during the learning activity, they are assistedby ChatGPT. Furthermore, the research also showed that one of barriers in learning speaking skill, error of grammar is accepted because it focuses on fluency. Meanwhile, in writing class in which they have to understand on the utility of this AI tool (Hidayatullah, 2024) is one of paramount policy to be paid attention to. To this, students are not responsible in integrating it to their task since they have no idea what they are trying to write. Moreover, to this matter Utami, S. P. T., Andayani, Winarni, R. (2023) found that teachers do not provide clear policy for this, hence students cannot give the judgement towards their work.

Having clear policy and recognizing students' needs which integrated to latest technology in education is effective to hinder the challenges of the utilisation of ChatGPT. As (Biswas, 2023) presents on his research that this can be implemented in independent learning by which students have recognized what they need during the learning process. Hence, tailoring the material and ChatGPT helps them to enhance their English skills. In addition to this usage, Rachma et al. (2024) research result showed that it boosts students' learning motivation since it is fun and easy to be used. Metaria et al. (2024) and Hatmanto & Sari (2023) suggest in utilizing this to have

collaborative learning as their research refers to the Vygotsky socio-cultural theory by which interacting and collaborating with peers or teachers helps students to improve their learning deeper or teachers give the students meaningful learning activity that students fathom the material. It is true to the suggestion of the usage of ChatGPT there should be policies to avoid students to rely on it.

The issues of students' dishonesty in utilizing ChatGPT and overly reliant on AI has been discussed by (Ngo, 2023) which in Vietnam, it is found that students who use ChatGPT to finish their task, mostly, are lazy to think. Consequently, they cannot improve their critical thinking as they rely on ChatGPT a lot. It is indeed difficult to teach critical thinking (CT) skill since today, ChatGPT offers users the ability to answer questions of CT although it sometimes and mostly contains bias. To this, (Perera & Lankathilaka, 2023) on their article of reviewing literature suggest to ban ChatGPT in education. However, YAZICI & HAYTA, (2021) argue that it is impossible to ban it since it is developed rapidly. Hence, as teachers, it is better to give them exercise which ask them to analyse, reflect and synthesize as these involve their critical thinking for this considers as one of AI utility policies. (Kishore et al., 2023).

Delivering their thoughts as one of critical thinking tasks, there must be barriers such as language they use during the class. To this, thank for the development of language teaching method, teachers can implement translanguaging which students can express their opinion using their first language to bridge the them to target language (TL). This has been endeavoured by Lin & Leung (2023) which conducted in China, showed that using translanguaging is practical as the topic that they convey during the learning process gives students chance to think critically although they sometimes use their first language. Moreover, Prilutskaya (2021) also state that translanguaging has shown the successful language learning process since this disregard EFL and ESL students' discomfort and bridge their thoughts into the topic being discussed. Hence, they are able to draw a reflection to the idea in multimodal, moreover this method helps teacher to induct them into social phenomena (Tayan et al., 2024).

Amongst the positive impacts of translanguaging which bridge students to the topic they discuss. However, (Ratminingsih et al., 2024) find out that this gives negative impact to students' learning progress since they cannot acquire ample knowledge from the topic, it is merely to help them to engage to the active learning. To this, they found weak correlation between positive perception on implementation of translanguaging and students' academic progress. Considering previous research of the failure learning progress by implementing TL, (Yüzlü & Dikilitaş, 2022) conducted research in Turkey which found out that implementing TL can be conducted in hybrid classroom by which there should policies to enhance students' critical thinking skills. As a result, they can have debate as one of activities to try out whether or not they understand what they have learnt.

From the above background, the research questions of this study are First, how students utilized AI as a tool to support them to acquire new skills, learn material and no too over depend on it? Second, how translanguaging in EFL classroom is utilized to hinder students to overly

dependent on AI? To this, research results and theories have shown that translanguaging is substantially bridge students' thoughts towards a topic to helps them with their critical thinking skills.

RESEARCH METHOD

Considering the research question, the research design for this study is qualitative research focusing on phenomenology approach to obtain students' experience of presentation in English class in two faculties experience of translanguaging which helps them to hinder overly dependent of ChatGPT. This research method is based on Erbas et al. (2025) whose research of phenomenology on the utility of technology in English Language Teaching context (Prada, 2023) who conducted longitudinal research of translanguaging which result shows that it is successfully implemented in teaching strategy. By using these, this research exposes students' experience using translanguaging to hinder them too overly dependent of ChatGPT as the development of technology in education field. Moreover, this method gives how translanguaging is utilized hence it unveils how this actually occur in EFL context.

Research Instruments

Since this research focus on obtaining students' experience on utilizing translanguaging to hinder of overly using ChatGPT, semi-structured interview questions are conducted. This purposed is to obtain their experience of using ChatGPT as one of their tools and translanguaging to boost their critical thinking. The blueprint of the interview can be seen as follows:

Students' preference to assist them during their study in Presentation in English class. Why they choose it?

Students' strategy to learn material they do not understand during Presentation in English class

Students' strategy when they are required to read new materials.

Students' strategy to simplifies their tasks and reduces the effort required for thinking deeply.

Students' preference tool when it they learn English: dictionary or ChatGPT

Students' preference language when it is their turn to present in Presentation in English class.

As translanguaging is allowed to use in Presentation in English class, how this assist students to share your thoughts and arguments?

Research Participants

The participants of this research are students from two faculties, namely Informatics Department and English Language and Culture Department. Each of the faculties, there are five students participated. They are interviewed based on their experience using translanguaging in Presentation in English Class. They also ask to share the utility of ChatGPT during their learning process in Presentation in English class.

Data Analysis

The data were analysed by transcribing the interviews, followed by comparing the similarities and differences in students' responses regarding their learning approaches in the Presentation in English class and drawing conclusions from them. In addition, conclusions were also drawn based on the blue print of interview used during the interviews.

FINDINGS AND DISCUSSION

The findings are elaborated based on the topics of the questions. There are five topics were asked to endeavour students' perspective towards the utility of translanguaging amidst the use of Chat GPT or other AI tools to help students learn new material or improve their English skills. The following is based on the interview of students in informatics department

The first topic is about students' preference source to learn new skills and material require in presentation in English class. As predicted, my students mostly prefer to use ChatGPT to assist them.

ST 1 : "*ChatGPT for learning new material or skill that should be master has been quite helpful, especially in providing an initial understanding of difficult topics*."

ST 2 : "*Sometimes I use certain AI to learn new materials given by you, Miss.*"

ST 3 : "*I use journal and ChatGPT. When I understand the topic, I summarize it using my own language.*"

ST 4 : "*I seldom use ChatGPT. I read journals and try to understand the topic but if it is difficult, I use ChatGPT.*"

ST 5 : "*I use ChatGPT if not I do not use chat gpt unless I'm stuck in*

thought."

The second is obtaining information on how students enrich their knowledge to support their active participation and complete their tasks during presentations in English class. The results show that they mostly use ChatGPT to assist them with the tasks.

ST 1 : "*I always use ChatGPT to get suggestions to improve the structure of writings or the format of reports.*"

ST 2 : "*I often use ChatGPT as a reference for independent learning and to accomplish my task.*"

ST 3 : "*what is the need to guide teachers to just use the ChatGPT, because yes it is that simple.*"

ST 4 : "*Yes I use ChatGPT because it is easier for me to understand.*"

ST 5 : "*I often use ChatGPT as a reference.*"

The third focuses on the tools used to learn English. It was found that most of my students use AI tools for learning, so it's not surprising that they sometimes fail to understand the usage of certain words because they do not take the time to read in depth about them.

ST 1 : "I can use ChatGPT effectively without a teacher's guidance."

ST 2 : "I use google translate."

ST 3: "I use ChatGPT in doing my English assignment, without reading the resulting answers."

ST 4 : "Learning English is easier when I use AI tools for assistance."

ST 5 : "Learning English is easier when I use AI tools to assist me."

The fourth question focuses on the language most frequently used during presentations in English class. My students prefer to use their first language, Madurese, because when they switch to Bahasa Indonesia, it often sounds like a direct translation from Madurese, which can sound awkward. Moreover, they frequently use Madurese in their daily conversations.

ST 1 : "I always use Bahasa Indonesia and mostly Madurese as my first language because It is easier for me to ask question."

ST 2 : "I use English sometimes, but my friends do not understand, so I use Madurese."

ST 3 : "Of course Madurese."

ST 4 : "I use Bahasa Indonesia as I think it is formal instead of Madurese."

ST 5 : "English, but I also use Madurese because my friends do not understand what I am saying when I use English."

The final point concerns the use of translanguaging in presentations during English class. The class policy allows students to use translanguaging as a bridge to help them engage with the discussion topic. However, this approach has not been effective, as they tend to rely too heavily on ChatGPT, even during the question-and-answer sessions.

ST 1 : "This actually helpful when I also use ChatGPT to ask and answer question during presentation session."

ST 2 : "Really helpful but my friends still use ChatGPT during this class to get addition score."

ST 3 : "Helpful but by using ChatGPT."

ST 4 : "Helpful when I use AI tools for assistance during QnA session."

ST 5 : "It is helpful because if I do not know particular word, I can use my first language."

The same guiding question was used to interview five students in order to find out what resources or tools help them with their English presentations. Their responses indicate a preference for digital resources that aid in language acquisition, particularly when it comes to listening practice, grammar checking, and content production. The majority of students indicated using Google Translate, YouTube, and ChatGPT because of their useful features and ease of use. The students' answers are as follows:

ST1: "I choose ChatGPT because I get answers fast."

ST 2: "I like YouTube. I can listen to people speak English."

ST 3: "I use ChatGPT to help me write. It is easier."

ST 4: "I use Google Translate and ChatGPT. I want to check my grammar."

ST 5: "I like ChatGPT. It is simple and gives full sentences."

In order to investigate how students get over obstacles in comprehending the course material, five students were asked to describe their methods. Their responses suggest a mix of digital tools, teacher direction, and peer help to improve understanding. Notably, ChatGPT and YouTube were often cited as useful resources, in addition to individual initiatives like reading again, taking notes, and posing queries. The responses from the students are as follows:

ST 1: "I ask my friend, then I check with ChatGPT."

ST 2: "I make a short note with help from ChatGPT."

ST 3: "I watch YouTube to understand better."

ST 4: "I read again, then ask my teacher using English and Indonesian."

ST 5: "I ask ChatGPT with simple questions."

To acquire insight into students' reading strategies when confronted with novel materials, five students were asked to describe their regular approach. A variety of strategies that incorporate vocabulary checking, translation, skimming, and the use of digital tools like dictionaries and ChatGPT and Google Translate are revealed by the responses. Students' efforts to successfully comprehend important concepts and new words are reflected in these tactics. Their answers are as follows:

ST 1: "I read fast, then ask ChatGPT for a summary."

ST 2: "I translate the whole text with Google Translate."

ST 3: "I read and check hard words in a dictionary."

ST 4: "I copy the text to ChatGPT and ask "What is the main idea?"

ST 5: "I read the first and last part, and use ChatGPT for the rest."

In order to get insight into how students streamline their academic assignments, five students were questioned regarding their individual approaches. Their responses demonstrate a heavy reliance on internet tools, particularly ChatGPT, to generate outlines, paraphrase, and use templates. Others mentioned altering examples or using internet summaries. These methods highlight students' attempts to perform assignments more effectively by utilising technology and existing materials. They gave the following responses:

ST 1: "I ask ChatGPT to make an outline."

ST 2: "I search for examples online and change it a bit."

ST 3: "I use ChatGPT to paraphrase."

ST 4: "I find summaries online."

ST 5: "I use a template from ChatGPT for all tasks."

To learn about students' preferences for language tools, five students were asked if they preferred a standard dictionary or ChatGPT. The replies clearly reveal a high preference for ChatGPT, particularly for understanding entire sentences, handling longer enquiries, and receiving rapid, simple explanations. For more thorough assistance, the majority of students rely on ChatGPT, however some still utilise dictionaries to look up individual words. They gave the following responses:

ST 1: "ChatGPT."

ST 2: "ChatGPT. Dictionary only for one word."

ST 3: "Dictionary for one word. ChatGPT for full sentences."

ST 4: "ChatGPT is better for long questions."

ST 5: "ChatGPT is fast and easy."

In order to investigate the language choices made by students during presentations, five students were questioned regarding the languages they use when addressing the class. According to the comments, most students code-switch or combine English with Indonesian even if English is the major language utilised, particularly when they are having trouble or don't have enough vocabulary. This suggests a flexible approach to preserving communication while continuing English practice. They gave the following responses:

ST 1: "I mix English and Indonesian."

ST 2: "I use English, but I stop a lot."

ST 3: "I use English, but sometimes I say Indonesian words."

ST 4: "I start with English. If I don't know, I switch to Indonesian."

ST 5: "I like to mix both."

To further understand how the use of both English and Indonesian influences students' speaking skills, five students were asked if speaking in both languages helps them improve. Their answers reveal favourable opinions regarding code-switching, citing everything from improved fluency and confidence to less fear of grammatical errors. Many students believe that combining different languages helps them focus on meaning rather than form and communicate their thoughts more clearly. Their answers are as follows:

ST 1: "Yes, I feel more confident."

ST 2: "Yes, I can speak faster."

ST 3:" I'm not afraid to make grammar mistakes."

ST 4: "I can say my idea, even if my English is not good."

ST 5: "I focus on the idea, not grammar."

The results of this study show that most students from both faculties use AI tools—particularly ChatGPT—and many also engage with books, research articles, and various other reading sources. However, what distinguishes the two faculties is that students from the Faculty of English Language and Culture Department are better at utilizing ChatGPT to acquire new skills or knowledge compared to students from the department of Informatics. Furthermore, while students from both faculties use ChatGPT to complete their tasks, only students from the English Language and Culture Department engage in peer review to check each other's work and determine whether revisions are needed.

In learning English, students from both faculties use Google Translate, ChatGPT, and other tools to enhance their English skills, particularly to support their presentations in English class. However, students from the English Language and Culture Department practice paraphrasing when working on writing tasks, indicating that they are not overly dependent on AI tools.

When it is their turn to present in class, students from the Faculty of Informatics Department prefer using their mother tongue, Madurese, as it allows them to engage more comfortably in the discussion (Sahan, 2022). Meanwhile, students from English Language and Culture Department use both English and Bahasa Indonesia. However, when they attempt to speak primarily in English, they often lack confidence and tend to freeze, as they struggle to find the appropriate English words to express their thoughts. Additionally, a different pattern was observed among Informatics Department students during the discussion sessions—they rely on ChatGPT to generate both questions and answers. This suggests that they are not developing their critical thinking skills effectively (Qureshi & Al-Surmi, 2025).

Based on the findings above, students from English Language and Culture Department do not rely too heavily on ChatGPT or other AI tools. This contrasts with students from Informatics Department, who tend to be overly dependent on these tools.

CONCLUSION

The use of translanguaging provides students with opportunities to express their ideas more freely, particularly when they are permitted to use their mother tongue—in this study, Madurese. Unlike students from the Informatics Department, students of the English Language and Culture Department tend to use ChatGPT or other AI tools to simplify their wording and support their understanding of specific materials while simultaneously improving their English skills through other learning media. Meanwhile, students from the Informatics Department tend to rely

excessively on ChatGPT, primarily to complete their tasks efficiently rather than to develop deeper understanding.

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