

Translanguaging Practices in an Indonesian Tertiary EFL Classroom

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Abstract. Since bilingualism began to flourish in the linguistics community, the use of code-switching (CS) or popularly known as translanguaging has been evolving. Translanguaging researchers have developed different perspectives towards the use of L1 in the L2 classrooms. This study examines the students' attitudes towards the use of L1 in the EFL classrooms. Correspondingly this study observes the nature of translanguaging and the relations between the frequency of L1-L2 used by the student and their language proficiency level. This study draws from Poplack's (1980) theory which states that due to the individuals' excellent understanding of the grammatical rules of both languages, bilinguals with a high level of language competency are expected to switch codes at a faster rate when doing translanguaging. This research employed a survey design. Participants involved in this study were thirty-three (33) students from the EFL Classroom program at one of the universities in Indonesia. Data collection instruments used were Likert Scale and Open-ended questionnaires. Findings show that the students showed the positive attitudes and perspective regarding the use of L1 in the L2 classrooms. The students argue that translanguaging practice should be permitted in the EFL classrooms with the pedagogical purposes. Moreover, the results explore the reason on the practice of translanguaging in L2 classrooms which discovered that translanguaging helps the students to understand and engaged with the conversation in a better method. The study indicates that there is no correlation between the translanguaging practices with the students' language proficiencies, but it proves that students with higher L2 proficiency level would be better at the translanguaging practice rather than the students with lower proficiencies. The implications of this study are discussed.

Keywords: EFL classroom, translanguaging, L1, L2

1 Introduction

The use of English in foreign language countries, especially in Indonesia has become an important issue for both the lecturers and learners. In Indonesia, English is frequently taught as a foreign language, and it typically holds official status inside the country [1]. Students are required to acquire the language because it comprises one of the required courses at

their school. In English as Foreign Language (EFL) Classroom, lecturers teach and students learn English whereas there is limited use of English in their daily social interaction. For that reason, both the lecturers and students perform the first language or L1 occasionally [2]. In some conditions, since the lecturers and all students share the same L1 or national language, there is a tendency for activities which should be completed in English (L2) switching to be completed in L1 [3]. This condition is also witnessed in EFL (English as Foreign Language) classes in Indonesia, where interactions between teachers and students frequently switch from English to Indonesian or the local language or simultaneously.

The practice of shifting from one language to another could not be avoided by both the lecturers and students in the EFL classroom. The process of shifting language requires the teachers and students to be bilingual and maintain two languages with the intention of better comprehension [1], [4]. The teaching of languages should encourage bilingual or multilingual people to use every aspect of their linguistic resources to learn another language, a process known as translanguaging. [5]

Wiley and Garcia [6] noted that translanguaging specifically necessitates adaptable instructional approaches in the teaching of foreign languages. Translanguaging, in simple terms, is the process of employing one's entire linguistic repertoire with the purpose of gaining better understanding, expressing the individual thought, and increasing knowledge [7]. The use of translanguaging as a language pedagogy in EFL classrooms helps students to deepen their understanding towards complex or abstract concepts.

Furthermore, the teacher's perspective on the translanguaging process is beneficial for delivering knowledge, managing the classroom, and improving relationships and interactions between the teachers and students [8]. Moreover, the abstract or complex concepts in the EFL classroom possibly will be easily understood if the teachers perform translanguaging [1]. The switching from English to L1 enhances the quality of teaching methods in the EFL classroom [4], it also found that translanguaging methods in EFL classroom to L1 were time saving rather than English only instruction [9]. It is suggested that the use of L1 in L2 classrooms remain important tools for delivering complex and abstract concepts. [1] explores Indonesian high school students' perspective on the use of monolingual (English-only) or bilingual (translanguaging) approaches and found that students have a preference on the use of L1 as a method to improve their L2 language proficiencies. Meanwhile [9] revealed that students in junior secondary school in Hong Kong have a different perspective on the use of L1 in EFL classrooms. Students with high level and intermediate proficiency levels expect the teacher to engage with an English-only approach to develop the levels of language proficiencies. It is inversely proportional to students who have low proficiency levels which argue that the teacher should perform the L1 (translanguaging) more to help students understand the concepts. In tertiary education levels, Sahiruddin [5] argues that the use of the first language (L1) in an EFL classroom should be limited in order to achieve the teaching purpose in an English based classroom. Opposing the function of L1 in EFL Classroom, learners or the students prefer using L2 or the target language in EFL Classroom to enhance their L2 competence

The different viewpoint regarding the translanguaging with language proficiency levels remains debatable. Switching to L1 (translanguaging) as a sign of the proficiency or deficiency in language ability generates the difference argument. The switching from English to L1 occurs when there is the limited ability on L2 or English in EFL Classroom. Speakers switch code between L2 to L1 or first language due to their lack of proficiency

in the target language [10]. Disagreeing with the negative opinion on the use of L1 in EFL Classroom, other scholars argue that using L1 or the speakers' first language could help to enhance bilingual competence [11]

Theoretically, corresponding to the [12] which stated that due to the speakers' excellent understanding of the grammatical rules of both languages, bilinguals with a high level of language competency were expected to switch codes at a fast rate when using CS. Furthermore, bilinguals who are highly proficient in both languages are generally better at translanguaging.

The issues on how Indonesian EFL students felt about other languages being used in English-speaking courses has not been thoroughly investigated. Moreover, research on the correlation between translanguaging and language proficiency in the tertiary context of students in Indonesia has not been extensively researched. Thus, this study aims to observe the students' attitudes and perspectives regarding the translanguaging practice in L2 classroom in tertiary context in Indonesia. The correlation between the translanguaging practice and language proficiency will be examined in this study.

To be more specific, this study attempts to answer the following questions: (1) What are the students' attitudes and perspectives towards the translanguaging practice between the use of L1 in L2 classroom? (2) Why translanguaging practice occur in the classroom? (3) Is there any correlation between translanguaging practice and the students' English language proficiency levels?

The findings of this study are important both theoretical and practical. In theoretical significance there are multiple researchers investigating the same context but with different participants and aims. While of practical significance, this study could help both teachers and students decide whether the translanguaging practice is needed or not in EFL classrooms.

2 Method

This study sought to investigate the students' attitudes and perspective toward the practice of translanguaging in EFL classrooms. Moreover, this study attempts to investigate the correlation between the students' English proficiency levels toward translanguaging practice. This is a quantitative study. A quantitative method identifies a research challenge based on trends in the fields or on the need to explain why something occurs [13]. On the other hand, [14] state that "Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims". According to the definition given above, quantitative research is the methodical empirical study of observable phenomena using statistical, mathematical, or computational methods.

This study is based on a descriptive analysis of data. It uses a set of survey questionnaires and open-ended question to collect data about students' attitudes towards translanguaging practices in the English language (EFL) classroom and also the correlation between translanguaging practices the students perform with their English proficiency level. The survey design is used to collect quantitative data from the students. Survey research designs refer to procedures by which the researcher administers a survey to a sample target population. This inquiry is generally used in assessing trends, attitudes, or opinions of a population by studying a sample of that population [15]. The instruments in this study are

questionnaires and open-ended question. A survey is conducted to gather quantitative data from the students' perspective while the open-ended question is conducted to gather information about the reason on translanguaging practices.

A questionnaire with twenty items on a Likert scale and one open-ended question were distributed to students to provide the quantitative data. The survey was adapted from [16] and [17] The questions examined on how students' perception and thought about using their first language in an L2 setting. Moreover, the question also surveyed the students' reason on the practice of translanguaging which they perform in L2 classrooms. Besides, the survey contained the questions on the students' opinion on the correlation between translanguaging practice and language proficiency levels.

Students in the first and fourth years of the university's program participated in this study. The research was conducted in an English study program in Brawijaya University involving thirty-three (n=33) students. Five Likert-type scale questionnaires were used to collect the data. The questionnaire was divided into four assessment. The first assessment was used to explore the students' attitudes and perspective toward the practice of translanguaging. Meanwhile, the second assessment were used to examine the student's attitudes, and perception regarding the use of translanguaging in L2 learning. Third assessment were used to examined the students' perception regarding the translanguaging practice in tertiary context. Fourth assessment were used to discovered the perceptions of the translanguaging practices which categorized into two parts towards students' proficiency levels. In addition to know the reason of the translanguaging practice performed by the students, an open-ended question was included in this questionnaire.

The statistical program SPSS.25, which incorporates descriptive and frequency (percentage) analysis, was used to evaluate the data obtained from the questionnaires in order to respond to the study's research questions. Descriptive analysis of the collected survey data was conducted. Reported are the mean and standard deviation for each component of the research questions. The mean was calculated by dividing the sum of all the responses by the total number of responses, and the standard deviation was determined by calculating the positive square root of the variance. Referring to Moody et al [17], to determine students' perceptions, and for ease of reporting their perceptions, the survey items were placed into three categories. A score between (2.5–3.5) was considered to indicate neutral perceptions, below 2.5 was considered to reveal negative perceptions, and above 3.5 positive.

3 Findings

This study explores the students' attitudes and perspective on the practice of translanguaging in L2/EFL classrooms in tertiary levels. Besides, the correlation between students' language proficiency levels and the practice of translanguaging they performed in L2 classrooms were examined in this study. Using five Likert scale to elicit the data with one indicating "strongly disagree" and five indicating "strongly agree" this study covers the students' attitudes and perspective towards the use of translanguaging in L2 classrooms with its correlation to the students' language proficiency levels.

On the purpose of reveals the students' attitudes and perspective on the practice of translanguaging in L2 classrooms, means and standard deviation for each item on the 5-point Likert scale were computed using descriptive statistics. The five Likert-scale questionnaire were indicating 1 as "strongly disagree", 2 as "disagree", 3 as "neither disagree nor agree", 4 as "agree", and 5 as "strongly agree". Scores for each item's frequency as indexed by percentage (%) are shown in Table 3.1. The total students participating in this survey were 33 students. Details of item score can be seen from the following table 3.1

3.1 Perception of Translanguaging as a Practice

Table 3.1 Descriptive Analysis of the Responses Toward Translanguaging Practices

No	Statement	1	2	3	4	5	Mean	SD
1	Translanguaging should be avoided by bilinguals	33.3% (11)	30.3% (10)	30.3% (10)	3.0% (1)	3.0% (1)	2.12	1.02
2	Instructors at my class engage in translanguaging	0% (0)	9.1% (3)	12.1% (4)	48.5% (16)	30.3% (10)	4.00	.90
3	Translanguaging is a natural practice for bilinguals	0% (0)	0% (0)	24.2% (8)	39.4% (13)	36.4% (12)	4.12	.78
4	Translanguaging indicates a lack of linguistics proficiency in your second language	21.2% (7)	36.4% (12)	15.2% (5)	24.2% (8)	3.0% (1)	2.51	1.17
5	Translanguaging is a disrespectful practice	33.3% (11)	39.4% (13)	24.2% (8)	3.0% (1)	0% (0)	1.96	.84
6	Translanguaging is confusing for me	24.2% (8)	39.4% (13)	30.3% (10)	3.0% (1)	3.0% (1)	2.21	.96
Total							2.90	.52

Table 3.1 showed the disagreement on the statement which assumed that translanguaging practices should be avoided by bilinguals (M=12, SD=1.02). The students indicated the positive attitudes towards the translanguaging practice by the lecturer/instructors in L2 classroom with (M=4.00). Regarding the students' opinion on the translanguaging is a natural practice in L2 classrooms, it shown the positive attitudes (M=4.12). Neutral indication was elicited from the statement 4 which assumes that translanguaging practices indicated the lack of proficiency in students' second language with M=2.51. This statement means that there is no correlation on the students' language proficiency levels with translanguaging practice. Disagreement showed by the students with 72,7% regarding the statement which assumed that translanguaging is a disrespectful practice. Furthermore, the students also showed the disagreement on the statement which showed that translanguaging is confusing for the students (M=2.21, SD=.96).

In general, according to the table 3.1, the student showed the positive attitudes and perspective on the translanguaging practice in L2 classrooms.

3.2 Perception of Translanguaging for English as Foreign Language (EFL)/L2 Learning

Table 3.2 Descriptive Analysis of the Responses Regarding the Translanguaging Practice for EFL/L2 Learning.

No	Statement	1	2	3	4	5	Mean	SD
1	Translanguaging helped me learn a second language	0% (0)	3.0% (1)	24.2% (8)	39.4% (13)	33.3% (11)	4.03	.84
2	Translanguaging is only acceptable when you are learning a new language	21.2% (7)	33.3% (11)	27.3% (9)	15.2% (5)	3.0% (1)	2.45	1.09
3	Translanguaging is essential for learning a new language	0% (0)	0% (0)	30.3% (10)	39.4% (13)	30.3% (10)	4.00	.79
4	Translanguaging has assisted me in learning second language	0% (0)	3.0% (1)	21.2% (7)	45.5% (15)	30.3% (10)	4.03	.80
5	Language instructors should avoid translanguaging because it will prevent second language learning.	12.1% (4)	36.4% (12)	36.4% (12)	9.1% (3)	6.1% (2)	2.60	1.02
Total							3.43	.50

According to the table shown, most of the responses showed the positive attitudes toward the translanguaging practice for EFL/L2 learning. Most of the students reveals the agreement on the statement that translanguaging help the students to learn a new second language with 72.7%. The positive attitudes also derived from the statement which assumed

that translanguaging is essential for learning new language (M=4.00). 75.8% students agreed that translanguaging assisted the students in learning new second language. Neutral attitudes shown (M=2.60) regarding the statement which assumed that the instructors/lecturers should avoid translanguaging for the reason that it could affecting the second language (L2) learning. The statement which stated that translanguaging practice only acceptable in the context of learning new language obtained the disagreement from the participant (M=2.45, SD=1.09)

3.3 Perceptions of Translanguaging in Tertiary Level Context

Table 3.3 Descriptive Analysis of the Responses Towards the Translanguaging Practice in Tertiary Context.

No	Statement	1	2	3	4	5	Mean	SD
1	It is okay to engage in translanguaging in secondary education settings	6.1% (2)	3.0% (1)	42.4% (14)	36.4% (12)	12.1% (4)	3.45	.97
2	Bilinguals should be able to engage in translanguaging to complete school assignments	6.1% (2)	9.1% (3)	51.5% (17)	24.2% (8)	9.1% (3)	3.21	.96
3	Translanguaging is acceptable to use within school-level assessments	3.0% (1)	12.1% (4)	54.5% (18)	18.2% (6)	12.1% (4)	3.24	.93
4	It is appropriate for university/school to engage in translanguaging	3.0% (1)	3.0% (1)	36.4% (12)	45.5% (15)	12.1% (4)	3.60	.86
5	Translanguaging by classroom instructor is unprofessional	15.2% (5)	54.5% (18)	15.2% (5)	12.1% (4)	3.0% (1)	2.33	.98
6	I would feel upset if a lecturer/instructor engaged in translanguaging during L2 class	15.2% (5)	51.5% (17)	21.2% (7)	9.1% (3)	3.0% (1)	2.33	.95

7	If an instructor used translanguaging in class, it would be helpful for the bilingual students	0% (0)	3.0 %	36.4 (12)	42.4 (14)	18.2 (6)	3.75	.9 5
8	Translanguaging helps me engage in conversation with my colleagues	0% (0)	6.1 %	27.3 (9)	54.5 (18)	12.1 (4)	3.72	.7 6
9	Translanguaging helps me understand conversation with my colleagues	3.0 (1)	6.1 %	27.3 (9)	45.5 (15)	18.2 (6)	3.69	.9 5
Total							3.21	.5 4

Regarding to the table 3.3 above it is showed that the students showed neutral and positive attitudes regarding the translanguaging practices in the tertiary context. Most of the participants showed the agreement in which translanguaging practices could be helpful for the bilinguals ($M=3.75$, $SD=.95$). The survey showed that the student agreed on the statement that translanguaging practices is applicable in tertiary context ($M=3.60$). 66.6% of the participants reveals that translanguaging practices helps the students engage in the conversation with their colleagues in tertiary context. The respondents also showed the positive attitudes and perception regarding the statement in which translanguaging helps the students to comprehend the conversation with their colleagues ($M=3.69$, $SD=.95$). Neutral responses elicited from the statement which assumed that translanguaging is allowed in the tertiary context ($M=3.45$). Moderate positions of the students' responses (54.5%) indicates that translanguaging practices is acceptable to use within the school-level assessment. Moreover, neutral attitudes showed in which the students believe that bilinguals are competent in the translanguaging practices in the context of completing school assignment. However, most of respondents showed the disagreement on the statement that translanguaging indicating the lecturers'/instructors' unprofessionalism ($M=2.33$, $SD=.98$). The participants also showed the disagreement on the statement which indicated the students' disappointment regarding the lecturers'/instructors' translanguaging practice ($M=2.33$).

3.4 Perceptions of Translanguaging as a Practice by L2 Proficiency Level

For the further results regarding the findings on the translanguaging practice, this study was attracted to explore the extent to which various perceptions of L1 use in L2 education are influenced by students' L2 competency. These findings were important to explore since the previous studies conducted did not assessed the students' perceptions of L1 in L2 classroom within the difference language competencies. Based on self-rating L2 proficiency data gathered from study participants or learners, learners' proficiency groups were created. Low proficiency students were requiring to rate their language proficiency levels involving a 1 to 10 general proficiency levels. Students' proficiency scale ≤ 5 were categorized as a low proficiency level ($n=8$). Meanwhile, the students with ≥ 6 were categorized as a high proficiency level ($n=25$).

Table 3.4 Descriptive Analysis of the Responses on the Perceptions of Translanguaging as a Practice by L2 Proficiency Level

N o	Statement	Low (n = 8)		High (n=25)	
		Mean	SD	Mean	SD
1	Translanguaging should be avoided by bilinguals	2.00	.75	2.16	1.1
2	Instructors at my class engage in translanguaging	3.5	.92	4.16	.85
3	Translanguaging is a natural practice for bilinguals	3.62	.74	4.28	.73
4	Translanguaging indicates a lack of linguistics proficiency in your second language	3	.92	2.36	1.22
5	Translanguaging is a disrespectful practice	2.12	.64	1.92	.90
6	Translanguaging is confusing for me	2.25	.88	2.2	1.00

Regarding the subject of the translanguaging should be performed by the bilinguals shows slightly differences from the student with higher and lower proficiency levels. Higher proficiency students were showing the disagreement toward the translanguaging practice should be avoided by bilinguals with $M=2.16$, while the low proficiency students showed $M=2.00$ ($SD=.75$). Students with high proficiency level agreed on the issue that translanguaging is important for the bilinguals. They showed $M=4.28$ while the low proficiency students showed $M=3$ regarding the same statement. This could be concluded that the higher proficiency students did not categorize translanguaging as a sign of language incompetence. The lower proficiency students showed the on the disagreement regarding the translanguaging practice which assumed that disrespectful and confusing $M=2.12$ and $M=2.25$, while the students with high proficiency levels showed slightly differences value ($M=1.92$ and $M=2.20$). From the survey, it could be concluded that they higher proficiency students did not perceive the translanguaging practice confusing for them.

3.5 Interview based on the Open-Ended Question

Participants were asked to respond to an open-ended question about their reasons for engaging in translanguaging practices in L2 classrooms. In the following, the researchers showed the results of the interview which based on the open-ended question. The results reveal the students' reason regarding their participation in the translanguaging practices in L2 classrooms.

Q1: Why are you participating in translanguaging practices?

The participants were offered a range of insights regarding their engagement in translanguaging practices in L2 classrooms. The most common reasons include:

1. Facilitating Communication and Expression:

The students were asked on their reason regarding the students' participation in translanguaging practices in L2 classrooms, most of the reason were reveals that the students' participation in the translanguaging practices is because it helps them to convey their opinion, understand the discussion, translanguaging helps them to learn new language, and their other bilinguals did the translanguaging practices.

“Because people surrounding me do it as well”,

“Because it helps me sometimes when I am confused with my second language”,

“Sometimes it helps to understand the discussion and convey my thoughts”

2. Language Learning and Comprehension:

Further responses confirmed that translanguaging is essential for the bilinguals, translanguaging practices also helps the students to engage and understand the conversation with their colleagues in tertiary context, besides translanguaging is natural practice for the bilinguals. The result is supported by the explanation that follows:

“Because it helps me to learn a new language”,

“Because not all of my colleagues are proficient in foreign languages”,

“It usually comes out naturally”,

“I think it is a spontaneous when I interact with people who understand my first language. I unconsciously do not use English when I talk to them

3. Social Interaction and Engagement:

In order to interact and engage with the colleagues in tertiary setting, the practice of translanguaging were helps them to achieve the purpose of the interaction itself in the aspect of communication. The result is supported by the answer that follows:

“Because it helps me to engage with my colleagues and understanding their conversation”,

“Translanguaging is essential for bilinguals as a tool to convey our though.”

The findings also implies that translanguaging practices are perceived as natural and essential tools for bilinguals in conveying thoughts and participating effectively in L2 classroom conversations. Additionally, it develops as a valuable resource for enhancing language learning and comprehension for the students.

4 Discussion

This study was examining the students' attitudes and perception towards the practices of translanguaging in the L2 classroom within tertiary context. The main conclusion of this research is that generally, the students showed positive attitudes regarding the translanguaging practices in L2 classroom within tertiary context. The students believed that translanguaging is a natural practice by bilinguals. The practice of translanguaging should be permitted in the L2 classrooms for the reason of learning new language. They believed that the translanguaging practices helps them to learn new second language. The students also argue that translanguaging practices assisted them in a L2 classrooms pedagogy. The results correspondingly argue that translanguaging practices helps the students in engaged and understand the conversation with the others colleagues in tertiary context. This outcome was correspondingly substantiating the previous studies conducted by [1] which explores the students' perception on the use of L1 in the L2 context. The study also reveals that students show positive attitudes toward the use of L1 in the L2 classrooms for the pedagogical reason.

This study exhibited 72.7% of an agreement on the practice of translanguaging in L2 classrooms helps them to learn new second language. This number validated the previous study which also reveals 87.5% of the agreement on the statement that translanguaging practices could be an approach to improving the students' language proficiency in their second language [1]. The students believe that translanguaging practice is beneficial for them in the L2 context. They deemed that translanguaging is a method to help them in the L2 learning context, for this reason they argue that the instructor should allowed the practice of translanguaging in the L2 classroom on tertiary context. This value confirms the previous studies which explores the learners' perception on the use of L1 in L2 classroom within Indonesian tertiary context [5]. The results

discovered that the learners believe that the lecturers should permit the use of L1 in L2 classroom. Besides, further reason on the students' participation in translanguaging practice were derived from an interview based on the open-ended question. The students discuss that translanguaging helps them to convey their opinion, understand the discussion, translanguaging helps them to learn new language, and their other bilinguals did the translanguaging practices.

However, the result in this study reveals that there is no correlation between the translanguaging practice with the students' language proficiencies level. The students showed that the practice of translanguaging in L2 classrooms did not indicate students' lack of the language of proficiency level. Most of the students with 57.6% disagree on the argument in which translanguaging practice indicated students' lack of linguistic proficiency levels. It contradicts with the previous study conducted to reveals whether there is a correlation on the translanguaging practice with students' proficiency levels in Saudi tertiary context [18]. The studies discovered that most of the students with 60.87% agreed that the practice of translanguaging is a sign of the students' incomplete linguistics competence. Reflecting on these results, in Indonesian tertiary context, the translanguaging practices perhaps more socially acceptable in the L2 classrooms regarding the participants were the bachelors' students from an English department, while the research from Aldalbahy, K. K, [18] participants were master students from an English department in one of the Saudi universities.

In regard of the hypothesis presented in this study [12] the results showed that the students did prove that bilinguals with high proficiency level would be better in the translanguaging practices. It is correspondingly similar to Poplack [12] which stated that due to the speakers' excellent understanding of the grammatical rules of both languages, bilinguals with a high level of language competency were expected to switch codes at a fast rate when using CS. Furthermore, bilinguals who are highly proficient in both languages are generally better at translanguaging.

5 Conclusion

The study examined the students' attitudes and perception towards translanguaging practices in L2 classrooms within a tertiary context. The main conclusion of the research is that, in general, the students displayed positive attitudes towards translanguaging practices in L2 classrooms. They believed that translanguaging is a natural practice for bilinguals and should be permitted in L2 classrooms to aid in learning a new language. The students also argued that translanguaging practices assisted them in L2 classroom pedagogy and helped them engage and understand conversations with their colleagues. However, the study did not find a correlation between translanguaging practices and students' language proficiency levels. The students believed that the practice of translanguaging did not indicate the students' lack of linguistic proficiency. This study also proves the hypothesis which stated that bilinguals who are highly proficient in both languages (L1 and L2) are generally better at translanguaging.

It is suggested for the further studies to conduct the research with the bigger scale of population to gain more reliable and varied data. For the advance research, it can be taken as a recommendation to explore the translanguaging practice with the correlation of age, school's grade, and other's differences.

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