
TRANSLANGUAGING PRACTICE IN EFOC CLASS: STUDETN'S PERCEPTION

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Abstract- *This research aims to explore management students' perceptions of translanguaging practices in the EFOC class within the management study program. Using qualitative research in the form of case study, the writer investigated the perception of students on translanguaging practice. The data was obtained from the respondents' response related to the translanguaging practice in EFOC class in understanding the instruction. An interview was conducted with the representative to clarify their perception related to translanguaging practice they have experienced in EFOC class. The data were reread to understand the situation and aligned it with the classroom situation. The result shows that Many students have limited exposure to English due to their educational and social backgrounds, having primarily learned the language in school with infrequent practice, while their community language prevails. However, students believe that the translanguaging practice has facilitated their understanding and enhanced their interactions with peers. They did not view translanguaging as a disrespectful or confusing strategy in the EFOC class. Conversely, they strongly agree that this practice has been beneficial in comprehending the lecturer's instructions and is vital for the EFOC class.*

Keywords: *Students' perception; Translanguaging practice; EFOC Class*

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INTRODUCTION

Individuals with limited experience in English might struggle to grasp instructions, especially when it comes to the core of the subject. Students may overlook important details, lack focus, and hesitate to engage due to misunderstandings of the instructions. This situation calls for a strategic approach to address the issue. Thus, utilizing their native language or any language they are proficient in is essential to ensure that the explanation aligns with the concept. This practice which is known as

translanguaging, assists students in making sense of the specific concepts they are studying, where a person transitions from one language to another within their linguistic resources, creating and suggesting signs to derive meaning (García, 2018).

Translanguaging is the use of an individual language repertoire to understand other languages. In translanguaging process, students make sense of the language and reiterate it based on what they know. Students can assume the object they are learning based on their understanding of the language they usually use. According to García & Kleyn (2016) translanguaging is the ability to engage in academic content with students' native language and second language while not fixing severe language separation. Translanguaging plays its role to bridge students' understanding by meaning-making because students in the class may have some complexities in obtaining information delivered with their nonnative language. Students have different language repertoires and must switch from their language repertoire to classroom language repertoire to make meaning. Moreover, students may have different concepts toward one word or symbol, which must be aligned with the classroom language to avoid misunderstanding, and this may cause no transfer of meaning in class which impacts unsuccessful teaching and learning. Therefore, translanguaging needs to be employed in the classroom to facilitate students to get to the core of the lesson.

One of the settings in practicing translanguaging is English for Office Communication (EFOC) class. Students in this class are from different subethnic and speak different language. Some of them come from remote villages with poor facilities and few opportunities to immerse themselves. Moreover, little opportunity to expose English previously makes students feel that English is impossible to acquire. Therefore, translanguaging in this case can be promoted to solve the problem because it plays its role to make language similar by making the meaning of one language to another language (Omidire & Ayob, 2020).

Translanguaging Practice of Inclusion, Exclusion, and Classroom Practice

In translanguaging practice, the teacher evaluates whether the strategies they are using allow students to fully utilize their language skills. Thus, the instructor must grasp the classroom dynamics and determine how to categorize their approach to enhance student learning. Rabbidge (2019) notes that educators can employ specific techniques,

such as grammatical moods, when engaging with students, like using interrogative or imperative forms for instructions. This allows the teacher to clarify their expectations for student actions. For instance, if a teacher wants students to respond to questions or make statements, they can focus their instructions on either the interrogative or declarative mood during lessons. Essentially, the teacher can indicate to students what is expected of them in class. If the teacher incorporates mixed language, it suggests that they anticipate students will also blend the instructional language with their native language during class activities.

Some practice of translanguaging can be applied by teachers depending on the need of the students to provide not only participation but also an opportunity for students to experience learning. Therefore, Rabbidge (2019) proposed strategies that can be applied by teachers in order to remove ambiguity in giving instruction and give the purpose of the lesson. The first strategy of translanguaging practice is that teachers can use their linguistic repertoire to give instruction, check students' understanding of the instruction, and make sure the instruction is not ambiguous. Teachers in this case can use imperative mood to get students' attention. As a response, students are expected to show their understanding of the instruction and do not see the instruction as ambiguous instruction. Students' understanding is known from the way they respond to the teacher.

The way teachers and students use their full linguistic repertoire to learn about new language knowledge is the topic of this second strategy. Teachers can assist students in acquiring new vocabulary for linguistic repertoire, and facilitate students to acquire grammar or expression, while teacher and students can together connect the topic they are discussing with the real situation in their daily life. The third strategy is how teachers and students use their full linguistic repertoire to create a more independent learning situation during activities. In this strategy, students are allowed to study independently in completing their activities, while the teacher is supposed to help the students during their activities just in case they come across a problem. The fourth strategy in translanguaging practice is done to highlight the use of teacher and students' full linguistic repertoire to show encouragement, support in lessons, and ease tensions in independent learning situations. In these strategies, the students were responding to the teacher's concept-check translanguaging strategy by using their full linguistic repertoire in the concept-confirmation translanguaging strategy to show they understood what they had to do. All

of the strategies above are categorized as translanguage practices of inclusion (Rabbidge, 2019).

As opposed to the previous strategies, Rabbidge (2019) there are also strategies in translanguage practice that can be applied by teacher and students in class that is called translanguage practice of exclusion. This is included in the fifth strategies which seem to present strategies that do not promote spaces seen as characteristic of translanguage. In these strategies, teachers restrict students to use linguistic repertoire and not value an answer given in the wrong language. These strategies may weaken the process of language learning in the class but they can be more effective on students' comprehension. Another strategy is the total exclusion strategy in which the teacher restricts the use of linguistic repertoire in order to strengthen classification. Students in the class are taught fully in English while teachers can use instruments, pictures, for example, to help students get the gist.

In classroom context, doing various communication can be the way conducted by the teacher to help their students. Teachers can encourage students to communicate because it can assess students' multilingual development to be effective in communication (Liu & Fang, 2020). In this case, translanguage is used as a pedagogical strategy in order to help students understand the message and support teachers in delivering their instruction. The success of understanding the instruction in a foreign language context is determined by how students are able to make meaning through the language they have in order to make meaning from the instruction.

The practice of translanguage in the classroom might help students in achieving success in the learning process. Yevudey (2014) Translanguage as a language contact phenomenon in the classroom in Ghana: Pedagogic relevance and perceptions. This research involves 4 classrooms which are divided into two different categories. The first category is the translanguage classroom, and the second is the monolingual classroom. In monolingual classrooms, the class consists of Ghanaian only indigenous language and English only classroom language. In this class, teachers serve as a mediator in the classroom, and they provide linguistic support for students who find it difficult to speak either of the languages. Based on classroom interactions, it is observed that translanguage in the classroom is used to achieve pedagogic goals such as reiterating a concept, explaining new terminologies, and encouraging the participation of pupils.

The practice of translanguageing can be done by giving students access to translate the text and use the language flexibly. Creese and Blackledge (2014) research project consisted of four linking case studies with two researchers working in two complementary schools in each of four communities. The studies focused on Gujarati schools in Leicester, Turkish schools in London, Cantonese and Mandarin schools in Manchester, and Bengali schools in Birmingham. The study identified two complementary schools to observe, record, and interview participants. The research found that specific knowledge and skills shown by classroom participants in practicing flexible bilingualism and flexible pedagogy like using bilingual label quests, repetition, and translation across languages, ability to engage the audience through translanguageing and heteroglossia, use of student translanguageing to establish identity positions both opposition and encompassing of institutional value, of institutional values; Recognition that languages do not fit into clear bounded entities and that all languages are needed for meanings to be conveyed and negotiated, endorsement of simultaneous literacies and languages to keep the pedagogic task moving, Recognition that teachers and students skillfully use their languages for different functional goals such as narration and explanation, and use of translanguageing for annotating texts, providing greater access to the curriculum, and lesson accomplishment.

The practice of using the language of instruction and the vernacular language at the same time can be done through the use of both of them in the class in order to get maximum understanding of the topic being discussed. Sayer (2013) examined how bilingual teachers and children use their home language, TexMex, to intercede academic content and standard languages. The result shows that Translanguageing through TexMex enables the teacher and students to create discursive spaces that allow them to engage with the social meanings in school from their position as bilingual Latinos.

The practice of translanguageing is performed during the interaction between teacher and students, and students with their classmates by negotiating their language during the interaction process. Abourehab & Azaz (2020) examined the function of translanguageing practices in teacher-learner and learner-learner interaction to construct and negotiate linguistic knowledge in the standard variety of the language. The results show that the learners' linguistic repertoires (multiple varieties of Arabic and English) are actively and dynamically employed in the exchanges to negotiate linguistic

knowledge (lexical and grammatical) in a setting that venerates the standard variety as a medium of instruction with a monolingual policy.

Translanguaging practice also involves the sense of the language user in order to understand the word or expression. The sense is obtained from their social interaction such as communication with the neighbor who speaks a different language and different cultural background. Wei (2017) mentions this sense as a translanguaging instinct which brings a person to be able to predict the word meaning, understand the cultural differences, get the core of the instruction from the cues around their environment, and interpret the meaning from the communication in order to make applicable communication. Translanguaging instinct allows students to include their multi senses, multi-languages background, and multi signs system in achieving understanding in their communication in a specific situation. Moreover, MacSwan (2017) language in the internal sense lets an individual understand the other different languages. It can be inferred that internal language sense makes an individual predict the intention of the language used in the specific communication.

There are some studies conducted related to the student's perception of the practice of translanguaging. Moody et al (2019) examined students' perceptions in Universities outside of the USA, and students' beliefs about translanguaging are highly positive, particularly for social settings and L2 learning. Romanowski (2020) examined the perception of translanguaging among the students and teachers of Polish EMI classrooms, which indicate that translanguaging enhances the process of teaching and learning as well as offers freedom to both learners and teachers in the choice of language while they are expressing themselves. Charamba (2020) examined the practice of translanguaging in Zimbabwe which still uses monolingual as language of instruction which is different from the students' native language, and the result shows the use of students' linguistic repertoire is beneficial to increase students' academics. Liu & Fang (2020) examined stakeholders' attitudes towards the implementation of translanguaging in foreign language classroom settings. The result shows that the stakeholders show a positive attitude on translanguaging that is applied in various language teaching contexts.

The attitude toward a method of learning is one of the factors influencing the students to learn (Noursi, 2013), therefore it is necessary to know their perception prior to apply the method. In this writing, the writer investigates the practice of translanguaging

in English for Office Communication (EFOC) class to know students' perception when it is applied in in the class. The class is always problematic given that most students have little exposure to English which makes them often miss the lecturer's instruction. The positive perception is expected to be used as a recommendation to teach EFOC for the management study program even though it is delivered with a different language label. Based on the explanation above, the research question in this research is how do management students perceive the practice of translanguaging in EFOC class? The purpose of this study is to know the perception of management students on translanguaging practice in EFOC class at management study program.

METHODS

Research design

This research is qualitative research in the form of case study. The writer investigated the perception of management students on translanguaging practice in EFOC classes in management study programs. Regarding the translanguaging strategy performed in this class, the teacher adapted the strategy of translanguaging of inclusion proposed by Rabbidge (2019) in which lecturers use their linguistic repertoire to give instruction, and then check students' understanding of instruction and make sure the instruction is not ambiguous. Teachers use interrogative and imperative moods to know students' understanding, and students' understanding is known from the way they respond to the teacher. There were 30 students involved in this research and all of them are in the first semester, and most of them have little exposure to English because of their educational and social background. They learned English only at school with low frequency in meetings; moreover, the language of their community is dominant.

Data Collection

The data was obtained directly from the respondents. The students were supposed to respond based on their perception related to the translanguaging practice in EFOC class in understanding the instruction. Then, an interview was done with the representative to clarify their perception related to translanguaging practice they have experienced in EFOC class. The main instruments used in this research were a survey, method used to collect data and gather information from a group of individuals, often referred to as

respondents and conducted in the form of questionnaires and semi-structured interview, an interview allows for a flexible approach to data collection while still providing some level of consistency across interviews (Lodico, Spaulding, & Voegtle (2010).

Data analysis

The data analysis in this research was done in an inductive process by collecting and combining them to form a more general description or conclusion (Lodico, Spaulding, & Voegtle, 2010). The data were analyzed inductively, comprehensively, and topic-oriented. By preparing and organizing the data obtained from the survey; make sure the data were in a form that can be easily analyzed. Then, the data were reviewed and explored; the writer reread the result of the observation to understand the situation and aligned it with the classroom situation (Mackey & Gass, 2005). The last was reporting and interpreting data; the writer wrote a report including the writer's interpretation from the survey, (Lodico, Spaulding, & Voegtle, 2010).

FINDINGS AND DISCUSSION

Findings

Based on the data from the survey, the writer separated the data into two main parts from 20 statements. The first part is data of negative statements related to translanguaging practice, and the second part is positive statements about the translanguaging practice to see the response of students on each statement.

Table 1
Students' respond to negative statement of translanguaging practice in EFOC class

No	Statements	Percentage (%)				Total respondents
		SA	A	D	SDA	
1	Translanguaging should be avoided by students			78.6	21.4	14
4	Translanguaging indicate a lack of linguistic proficiency in your second language	14.3	57.1	28.6		14
5	Translanguaging is disrespectful practice		7.1	71.4	21.4	14
6	Translanguaging is confusing for me		7.1	92.9		14
8	Translanguaging is only acceptable when you are learning a new language	7.1	35.7	57.1		14
11	Lecturer should avoid translanguaging because it will prevent English learning in EFOC			85.7	14.3	14
15	Translanguaging by an EFOC lecturer is unprofessional			85.7	14.3	14
16	I would feel upset if the lecturer engaged in translanguaging during EFOC class		7.1	71.4	21.4	14

The survey in terms of negative statements shows that students have good perceptions related to the practice of translanguaging in EFOC class. Based on the survey, the respondents perceive the practice of translanguaging as a strategy in EFOC class must be applied, not to be avoided. It can be seen from the percentage of students' response related to negative statement on the practice of translanguaging. The table show 21.4% strongly disagree that translanguaging should be avoided, 21.4% think it is disrespectful practice, 14.3% strongly disagree lecturer must avoid translanguaging, 14.3% strongly disagree that it is a form of unprofessionalism, 21.4% strongly disagree they are upset when lecturer engage in translanguaging. It signifies that translanguaging is accepted by the students in learning English in EFOC class. The practice of translanguaging receives a good response from students related to positive statements as it is shown in table 2 below.

Table 2
Students' response to positive statement of translanguaging practice

No	Statement	Percentage				Total respondents
		SA	A	D	SDA	
2	Instruction at EFOC class engaged in translanguaging	35.7	64.3			14
3	Translanguaging is neutral practice for students	35.7	57.1	7.1		14
7	Translanguaging helped me learn English in EFOC class	50	50			14
9	Translanguaging is essential for learning EFOC	57.1	42.9			14
10	Translanguaging has assisted me in learning EFOC	64.3	28.6	7.1		14
12	It is okay to engage in translanguaging in EFOC class	50	50			14
13	Every student should be able to engage in translanguaging to complete assignment in EFOC class	50	50			14
14	It is appropriate for the lecturer in EFOC class to engage in translanguaging	42.9	50	7.1		14
17	If the lecturer used translanguaging in class, it would be helpful for the students in EFOC class	42.9	50	7.1		14
18	Translanguaging helps me engage in conversation with my classmates	50	42.9	7.1		14
19	Translanguaging helps me understand conversation with my classmates	42.9	50	7.1		14
20	Translanguaging is acceptable to use in EFOC class	57.1	42.9			14

Based on the data, the perception of students on the practice of translanguaging in EFOC class is positive. It can be seen from the percentage of students who strongly agree and

agree with the practice of translanguaging in EFOC class above. The table shows that 35.7% strongly agree if the instruction in EFOC class engaged in translanguaging, 35.7% strongly agree it is a neutral practice, 50% strongly agree it helps in learning English, 57.1% strongly agree it is essential, 64.3% strongly agree that it assisted in learning EFOC, 50% suggest to engage in translanguaging, 42.9% strongly agree that lecturer should engage because it is helpful, 50% strongly agree that translanguaging helps to engage conversation, 42.9% strongly agree translanguaging help to understand conversation and 57.1% strongly agree translanguaging is acceptable in EFOC class. It signifies that translanguaging in EFOC class is acceptable by the students who wants to pursue this subject.

Discussion

Respond toward the negative statement become the first discussion. 8 statements are showing negative judgment in the questionnaire that is adapted from Moody, S., Chodhury, M., & Eslami, Z. (2019) to know students' perception on translanguaging practice in EFOC class. It is understandable from the percentage of respondents who disagree (78.6%) and strongly disagree (21.4) if translanguaging must be avoided. The second statement indicates that translanguaging practice shows a lack of linguistic features in someone's second language. The respondents realized that their second language is sometimes unable to explain certain words used in instruction language (57.1%), therefore they need other linguistic repertoires to make meaning. It is in line Omidire & Ayob (2020) that translanguaging solve the problem by playing its role to make language similar of one language to another language.

Translanguaging is not a disrespectful practice (71.4%), and not confusing for the students (92.4%). Respondents are likely to disagree that translanguaging is applied only for learning a new language 57.1%). Respondents who have been taught with translanguaging practice seem to disagree if the lecturer should avoid this strategy (85.7%). It means that respondents want the lecturer to use translanguaging in class. Moreover, respondents also disagree (85.7%), and strongly disagree (14.3%) that translanguaging used by EFOC lecturers is unprofessional. Lastly, respondents are likely to disagree if they feel upset if the lecturer engaged in translanguaging during EFOC class

971.4%). The result shows that students' perception of translanguaging is highly positive, particularly for social settings and L2 learning, (Chodhury, & Eslami 2019).

To support survey, a semi-structured interview is conducted with 5 students to get more information from the respondents. The following table is the excerpt of interview questions and respondents' answers related to the negative statement on translanguaging practice in EFOC class:

L	What would you think if the lecturer engaged in translanguaging during EFOC class?
S1	<i>I do not mind if the lecturer engage in translanguaging during EFOC class because this strategy is interesting for me and I can use not only my Indonesian but I get the opportunity to connect the material I learn with my local language</i>
S2	<i>The use of translanguaging is very helpful because through translanguing we get the opportunity to think broadly, not based on writing or notes, we can convey what we think in Indonesian, and local languages that help us understand the concept. Involving the many languages we know in learning EFOC enriches our understanding.</i>
S3	<i>If the lecturer uses translanguaging in EFOC class, we are indirectly assisted to explore more knowledge. This strategy is suitable to be applied, sir. I can use social language, which is my everyday language so that I can get the gist of the explanation given and facilitate the process of finding the meaning of words with translation, freely ask friends in the regional language which is then linked to English according to the topic of the EFOC class being studied.</i>
S4	<i>I do not mind if the lecturer engages in translanguaging in EFOC class because this strategy is helpful and gives us a lot of changes in learning something. This is an effective and good way to be applied in EFOC class to help me understand the material and help me get the gist of this material.</i>
S5	<i>I think the lecturer can engage in translanguaging because this strategy is very interesting sir and I am sure this strategy will help us in EFOC Class to understand the instructions. Indonesian and regional languages that are allowed in this class make me know a lot about the meaning rather than using only English.</i>
L	Do you think Translanguaging is confusing?
S1	<i>I'm not confused anymore to take this class because I understand very well what I should do even though I don't know how to say it.</i>
S2	<i>I'm still sometimes confused, sir, even though it's a bit better</i>
S3	<i>Sometimes I'm still confused sir because I'm still not used to this method so I need time to adjust to this method. However, it is better to allow us to include our language rather than having to discuss it fully in English, it is hard and we got nothing.</i>
S4	<i>I'm still sometimes confused, sir because I'm still a beginner</i>
S5	<i>I'm still confused sir because I'm still not used to it.</i>
L	What is your perception if a lecturer uses Translanguaging in EFOC class? Do you think that the lecturer is unprofessional?
S1	<i>I support if translanguaging is used in EFOC class, and I think the lecturer is proficient in the language, but the lecturer only wants to help us in gaining the core</i>

	<i>of the discussion and he also wants us to have broad knowledge related to the topic we discuss in class.</i>
S2	<i>Translanguaging is the solution for EFOC class because it helps students and teachers to be connected. The lecturer has good proficient in the language but he only wants to allow us to get as much as possible understanding in EFOC class</i>
S3	<i>I think sometimes the lecturer does not want us to miss the discussion, so he asks us to discuss and speak among the group members to get his explanation. However, it is not always effective because the member is sometimes noisy and wants to discuss other topics outside of the topic discussed on the day. The lecturer used many languages in order to emphasize his explanation and to me, it is fine because we sometimes do not get the point of the instruction.</i>
S4	<i>I precisely feel that this strategy makes me change my attitude in learning EFOC because I feel a little comfortable. The lecturer is not at all unprofessional because he must use translanguaging to help us engage in EFOC class.</i>
S5	<i>Understanding the material in the EFOC class will still be easy with this strategy. I'm sure because this is very useful for understanding material involving regional languages and everyday language to get instructions. The lecturer is proficient in the language and he only wants to allow us to understand the topic of discussion.</i>

The second discussion is students' response toward the positive statements of translanguaging practice. 12 statements are showing positive judgment in the questionnaire that is adapted from Moody, S., Chodhury, M., & Eslami, Z. (2019) to know students' perception on translanguaging practice in EFOC class. Students agree that the instruction in EFOC class is performed with translanguaging wherein students are allowed to access their linguistic repertoire to make meaning in understanding lecturer instruction. Students agree (57.1%) and strongly agree (35.7%) that translanguaging is a neutral practice for students in EFOC class because it involves their vernacular language and Bahasa Indonesia as a language of unity. It is in line with Yevudey (2014) translanguaging as a language contact phenomenon in the classroom and its practice in the classroom is used to achieve pedagogic goals such as reiterating a concept, explaining new terminologies, and encouraging participation of pupils. Wei (2017) supports that the use of sense makes individuals able to predict the word meaning, understand the cultural differences, get the core of the instruction from the cues around their environment, and interpret the meaning from the communication in order to make applicable communication.

Moreover, all of the students agree that translanguaging helped them in learning English in EFOC class. It is shown that students strongly agree (50%) and agree (50%) that translanguaging helps them in understanding instruction delivered fully in English at

EFOC class. Sayer (2013) argue the practice of using the language of instruction and the vernacular language at the same time can be done through the use of both of them in the class in order to get maximum understanding of the topic being discussed. Students also perceive that translanguaging is essential for learning EFOC which is known from 57.1 % of students strongly agree and 42.9% agree with this statement. Translanguaging practice in EFOC class has assisted students in understanding the instruction in EFOC class as it is shown from the table that 64.3% students strongly agree and 28.6% agree related to translanguaging assisted them in understanding the instruction with translanguaging.

Students show their interest with translanguaging practice in EFOC class that is shown from 50% students strongly agree and 50% agree to engage in translanguaging in EFOC class, and students also strongly agree (50%) and agree (50%) recommend to engage in translanguaging to complete the assignment in EFOC class. Students even recommend that it is appropriate for the lecturer in EFOC class to engage in translanguaging that is shown from 50% of students agree and 42.9% from 14 respondents strongly agree with this statement. Students perceive (50%) and strongly agree (42.9) that translanguaging is helpful for students to understand lecturer' instruction and link it with their linguistic repertoire.

Regarding students' perception of whether translanguaging helps them to engage in conversation with their friends, 42.9% agree and 50% strongly agree to perceive that it is helpful for them to engage in conversation with their classmates during the discussion session. Abourehab & Azaz (2020) mention that the practice of translanguaging performed during the interaction between teacher and students, and students with their classmates by negotiating their language during the interaction process are actively and dynamically employed in the exchanges to negotiate linguistic knowledge (lexical and grammatical) in a setting that venerates the standard variety as a medium of instruction with a monolingual policy.

Moreover, translanguaging also helps them to understand the conversation as it is shown that 50% agree and 42.9% strongly agree that it helps them understand conversation with their classmates. From all of the statements, students perceive that translanguaging practice is acceptable to be used in EFOC class that is shown from the percentage of students agree (42.9%) and strongly agree (57.1%) that translanguaging

practice is acceptable to use in EFOC class to help students understand the lecturer instruction and engage in conversation with their classmates during the discussion. It is in line with Moody, Chodhury, & Eslami (2019) students' beliefs about translanguaging are highly positive, particularly for social settings and L2 learning, and Romanowski (2020) translanguaging enhances the process of teaching and learning as well as offers freedom to both learners and teachers in the choice of language while they are expressing themselves.

To support the respondents' answers from the survey, the writer conducted a semi-structured interview to get more information from the respondents related to their perception of translanguaging practice in EOC class. The following table is the excerpt of interview questions and respondents' answers related to the positive statement on translanguaging practice in EFOC class:

L	<i>Does translanguaging practice help you learn English for office communication? How?</i>
S1	<i>Translanguaging makes it easy for me to understand the instructions in EFOC class. This strategy has allowed me to use my daily language to understand and interpret the instructions given by the lecturer in class. I did not only get one or two-word meanings but also understand how they are used in a certain context.</i>
S2	<i>The EFOC class still scares me because I did not believe in myself and I do not understand any instruction delivered in English, but in these few meetings I found out that in my EFOC course it is easier to blend in and it is easier to understand instructions by discussing with friends, especially when the local language can be used to help in making the meaning, so it increases my knowledge and my understanding.</i>
S3	<i>I found the use of translanguaging in the EFOC class is interesting because I do not feel alone and I also want to learn sir because I need it for work later</i>
S4	<i>The implementation of translanguaging made me change my attitude towards EFOC classes a little bit because I feel a little bit comfortable</i>
S5	<i>Understanding the material in the EFOC Class will still be easy with this strategy, I am sure that it is very useful to help me understand the material because it involves local languages and daily languages to understand the instructions.</i>
L	<i>How has the translanguaging practice helped you in understanding the instruction and getting knowledge at EFOC class?</i>
S1	<i>I am likely to know basic words and I have to master them. As before, I have to convey and tell a story, I use my own words which are obtained from my understanding which is not too formal but I understand it with the help of my local language and any other languages that help me.</i>
S2	<i>This strategy changed the atmosphere of the class. I feel that what I was going to learn and how it was done is understood. I got the clue from other sources like my</i>

	<i>classmates, book, online dictionary and I try to connect it with the point I am going to make.</i>
S3	<i>This way makes me feel comfortable especially in getting the idea and searching for any source to support my understanding. It is interesting to be allowed to use other languages as the local language is involved in making meaning.</i>
S4	<i>This method makes me comfortable because my local language is Malay, I can freely use it to deepen my understanding.</i>
S5	<i>This strategy allowed me to gain a deeper understanding because Indonesian is usually not enough to explain in depth so that I can understand the explanation. The Dayak language usually has a more specific meaning, sir. I am trying to connect the instruction with the language in my daily activity and link it with Bahasa Indonesia.</i>
L	<i>What is your opinion about translanguaging practice in EFOC class?</i>
S1	<i>This strategy is interesting for me because I can use not only my Indonesian but I get the opportunity to connect the material I learn with my Bahasa Indonesia and especially my local language. My local language gives many ideas in understanding the instruction.</i>
S2	<i>The strategy is really helpful because I can think broadly, and it is not based on writings or notes, we can convey what we think, what we say can also be understood in local languages, and those languages help me to understand the concept.</i>
S3	<i>This strategy is suitable to be applied, sir. I can use the Pontianak language, which is my everyday language to get the gist of the explanation given.</i>
S4	<i>This method is effective and good to be used in EFOC class sir because it helps me to understand the material and helps me get the gist of this material.</i>
S5	<i>This strategy is very interesting sir and I believe it will help us in EFOC Class to understand the instructions. Indonesian and regional languages that are allowed in this class actually make me know a lot not only the meaning of one word, but also I understand how the word should be used.</i>

The survey and the interview above is in line with Liu & Fang (2020) that stakeholders' attitudes towards the implementation of translanguaging in foreign language classroom settings, and a positive attitude is shown on translanguaging that is applied in various language teaching contexts.

CONCLUSION

Students perceive translanguaging practice in EFOC class has assisted them in understanding the lecturer's instruction and engaging in conversation during the class activity. In the contrary, students disagree that translanguaging is disrespectful practice and confusing strategies performed in class. They precisely agree that translanguaging practice has assisted them understanding instruction which is essential learning English in their program. Moreover, students recommend to engage translanguaging in EFOC class because they should be able to complete the assignment and communicate

effectively. Translanguaging applied in the class has helped students in achieving success in the learning process, giving them access to translate the text and use the language flexibly, getting maximum understanding of the topic being discussed, negotiating language during the interaction process, and through instinct, students include their multi senses, multi-languages, and multi signs system in achieving understanding.

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