



# Translanguaging on ELT Writing Classroom During National Students' Exchange: Perceptions and Practices

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This study aims to investigate translanguaging perceptions and practices in ELT writing classrooms during a national student exchange. It is to identify the perception and to determine the practices of translanguaging in students' writing. This study used a survey design of quantitative research in nature. The survey involved 24 EFL students consisting of 23 females and 1 male who come from various universities in Indonesia. Those EFL students as the participants were assigned to fill the closed and open questionnaire about their perception of language choice in writing. There are 15 closed statements and 5 open statements in the questionnaire. Besides that, a writing test was also used to learn the practices of translanguaging. The data were analyzed by using descriptive statistical analysis, to find a general description of the research data. The results show that the perceptions are classified into language choice, language brokering, and the use of translanguaging. The practices of translanguaging on students' writing show that the average score of the student's writing is 76 based on the indicators of the student's writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary. It indicates that translanguaging can help the students achieve the target of writing in English. Translanguaging also assists students in learning English, making meaning, and being more active in class during classroom activities. Students can talk about topics more freely, which helps them express themselves in their writing.

**Keywords:** translanguaging, writing, language choice, brokering, perceptions, practices.

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## INTRODUCTION

In some decades, English as a foreign language become very popular in Indonesia. Most EFL students learn how to speak English along with their first languages. It makes them bilingual students. Their skills of being bilingual students urge them to switch from one language mastery to another. Not many of them have proper language components exhibited in English. They still have limited mastery in using vocabulary and grammar. Thus, they face difficulties in expressing their English vocabulary and grammar from Indonesian.

Having to cope with the bilingual students' difficulties, they manage their language switch mentally from Indonesian, as their first language to their foreign language, English. However, this switch results in interference with their mastery of the first language. According to [\(Dulay, et al.1982\)](#) interference refers to someone who is influenced by the new language being learned. The interference can belong both in terms of psychological and sociolinguistic use.

The students first, exhibit their first language expressions in their mind before constructing the expressions in the foreign language. It happens both in their spoken and written products. For instance, they interact by using Indonesian in terms of discussing some ideas before they realize those ideas in English spoken or written. (Aoyama, 2020) has reported similar ideas of using L1 in EFL class communication. He adds that the students use their L1, Japanese as a strategy for learning and completing tasks. All in all, the strategy chosen has recently been incorporated into the concept of translanguaging.

Translanguaging is the use of more than one language or a language that is more commonly used in daily life to assist in conversation with other friends. It is gaining popularity in the field of education as a means of assisting students with academic mastery through the use of their linguistic skills. Translanguaging in education has grown in popularity around the world since the 1990s. There is a basic misunderstanding of how two or more languages are used by the students to interact with one another in the teaching and learning process in the bilingual (Bonacina-Pugh et al., 2021; Motlhaka & Makalela, 2016; Sano, 2018; Wei, 2018, 2021; Wei & Ho, 2018); and multilingual classroom (Yang et al., 2023).

Multilingualism occurs in the classroom when students combine their first and second language with English to comprehend the meaning. Hungwe (2019) reports that translanguaging can be used to help multilingual students recognize the texts through paraphrasing. Then, Grosjean (1989) adds that most multilingual education programs divide them and perceive multilingual education as "two monolinguals in one" while, Cummins (2019) states translanguaging is the emerging role of teachers as expertise generators. The teacher should support and accommodate the practice of translanguaging in the students' daily communication. Later, Ticheloven et al., (2021) share their study on translanguaging challenges that discuss the school, teachers, and students' perceptions. It is also added by Yuvayapan (2019) who studies teachers' perceptions and practices. The result shows that 59% of the teachers thought that encouraging the use of L1 is important to promote assistance among peers during classroom activities. In sum, the practices of translanguaging commonly appear in students' surroundings, either at school or at home. It is used to assist the communication among students and teachers in the classroom (Vogel and García (2017) for learning.

Further, there are some studies of translanguaging used to control and encourage mental preparation for learning. Cahyani et al. (2018) categorize translanguaging in classrooms as the use of two languages in a coordinated and coherent manner to oversee and encourage mental preparation for learning, whether by instructors or students. This idea leads the students to have more awareness on the occasion of operating translanguaging as a strategy. As investigated by Bonacina-Pugh et al. (2021) translanguaging pedagogy has been considered as a way of acknowledging students' flexible and dynamic language practices, to ensure that students are always engaged in learning and introducing new linguistics to their meaning-making repertoire.

The previous study shows that translanguaging is beneficial in terms of developing students' understanding of their language skills. Wei (2018) adds translanguaging proposes a flexible theory of language as a multilingual, multi-semiotic, multisensory, and multimodal asset that humans use to assume and communicate ideas. However, translanguaging can strengthen a human's ability to use proper language as a tool of communication and lead to his/her identity. As it is reported by (Schreiber, 2015) to focus on multilingual identity and digital translanguaging.

Translanguaging is considered to be used by Indonesian EFL teachers to help students learn more effectively. According to (Khairunnisa & Lukmana, 2020) when it comes to the use of translanguaging in the classroom, the current study discovers that it can be used to maintain the discussion, encourage participation, and treat unrelated subject tasks. Indonesian EFL teachers are enthusiastic about using translanguaging in their classrooms (García & Kleyn, 2016). The majority of them agree that incorporating Indonesian and local languages into EFL classrooms is advantageous. It is the act of bilinguals acquiring different modes of what are depicted as independent dialects. It is more than just code exchange, which assumes that the two dialects are separated frameworks that are exchanged for communicative purposes. Further, García and Kleifgen (2020) state translanguaging is the act by which bilinguals gain access to different linguistic features of what is referred to as autonomous languages to maximize their communicative potential. It is used in communication to focus on the use of language in communication and does not consider multilingual languages separately. It is more than code switching (Canagarajah, 2011) which assumes that the two languages are distinct systems (or codes) that are switched for communication purposes (Vogel & García, 2017). The difficulty in incorporating it into teaching or classroom activities is that it is conceived of as a naturally occurring phenomenon (Canagarajah, 2011). Thus, translanguaging becomes one of the multilingualism practices suggested in classroom use.

In the context of Indonesian EFL classrooms, some previous studies are related to the practices of translanguaging for writing classes. Translanguaging is used to ease the communication of multilingual students to accomplish their work properly. Many students having different linguistic backgrounds still prefer to communicate using their major language to using their minor language. Most students use translanguaging to write because they have different ideas and want to improve their writing performance. It is purposefully to operate with many stages of writing. Wei (2018) investigates translanguaging, in which the code can be changed with or without any other aspects of language. It is a language system for developing relationships through communication practice with a multilingual background. Practically, Rasman (2018) shows translanguaging practice in classroom activities helps the students to add their repertoire through scaffolding during learner-learner interactions. It helps the students to understand English more by using their local languages.

Later, Nursanti (2021) reports the translanguaging strategy used in the process of teaching English material to multilingual students and (Khairunnisa & Lukmana, 2020) suggest that there is a need for more investigation of translanguaging practices in Indonesian EFL classrooms. Thus, translanguaging is still necessary to dig further into the practices inside the classroom.

Based on previous research, most translanguaging is chosen as a classroom strategy to accommodate multilingual or bilingual students who often exhibit ideas in the first language mentally before expressing them in the second language. Translanguaging investigates to development of the language components of students in one particular area. The investigation of translanguaging practice consisting of students from different areas or domiciles, races, geographical backgrounds, and levels of proficiency, is still challenging to be come up. The researchers are, then interested in investigating translanguaging perception and practices in ELT writing classrooms during national students' exchange. The researchers want to investigate the perception and practices in their writing. Hopefully, by using translanguaging, the students will feel more at ease when writing in English.

## METHODS

### Research Design

This study used a survey design of quantitative research in nature. It was used to obtain facts from existing phenomena and seek factual information and survey research is a critical observation and investigation method for obtaining clear and accurate information on a specific topic.

The sample of this research is the third-semester students from national students' exchange. The sampling was purposive since the subject was chosen directly from the third-semester students from the national students' exchange to know the translanguaging perception and their practices in the ELT writing classroom. The students, as the participants were chosen based on the researchers' consideration of identical so that the output could be conducted more precisely. There were 24 EFL students consisting of 23 females and 1 male who came from various universities in Indonesia. Those EFL students as the participants were assigned to fill the closed and open questionnaire about their perception of language choice in writing.

The data were collected through a questionnaire and a writing test. The closed and open questionnaires were used in this study. A closed questionnaire provides alternative answers to the questions asked, so you do not have the option of answering questions that are not covered by the alternative answers provided in the questionnaire. An open questionnaire does not provide answers to the questions asked, allowing the respondent to provide their answers.

The researchers distributed a questionnaire and a writing test via Google Forms. The questionnaire was adopted and modified from (Nambisan, 2014). There are 15 closed statements and 5 open statements in the questionnaire. The Likert scale questionnaire with five optional choices is used. The choices provided are Strongly Agree (SA) scored 5, Agree (A) scored 4, Neutral (N) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1. In the writing test, the participants were assigned to write an argumentative essay, and

the topics were taken from ETS as the standardized test. The evaluation indicators of the student's writing were measured based on the aspect of written production of content, organization, vocabulary, grammar, and mechanics (Styati & Latief, 2018).

To analyze the data, descriptive statistical analysis was used to find a general description of the research data. Descriptive statistics only concern themselves with describing or providing information about a piece of data or a situation. Descriptive statistics are used to explain a condition, symptom, or problem. Conclusions based on descriptive statistics (if any) are only aimed at existing data sets. The research data obtained were analyzed using statistical tools, including the SPSS tool, to support the research findings.

Additionally, these participants have been observed to undergo a variety of assessments in a variety of subjects, ensuring that they complete the questionnaire with adequate prior knowledge.

The questionnaire contains various questions about learners' preferences for English assessment in general, specific, and whether they believe it should be differentiated further. To keep the discussion focused, the general dimension was limited to written and spoken forms; the specific dimension was limited to writing tests, performance tests, project-based tests, and gamified tests. Participants were permitted to select multiple preferences in each dimension, as well as to add preferences that were not formerly included on the list. To provide more detailed descriptions, participants were required to explain why they preferred the chosen pattern of assessments. The obtained data were reduced, visualized, concluded, verified, and triangulated in order to shape the data analysis cycle – as demonstrated through interactive data analysis (Miles, Huberman, & Saldaña, 2014).

## RESULTS AND DISCUSSION

In this section, the researchers present the research findings from the questionnaire and writing test. The questionnaire was divided into two sections: open and closed, with the closed questionnaire consisting of 15 questions and the open questionnaire consisting of 5 questions. While the writing test is given in the form of an essay, the results show the use of translanguaging on perception and practice, according to the findings of this study. The use of the student's first language in the writing classroom can be obtained, demonstrating the use of translanguaging in writing. The results of the questionnaires are presented below, based on a detailed classification of the results into language choice, language brokering, translanguaging use, and the practices of translanguaging on students' writing.

### 1. Language choice in a writing class

Language choice refers to a situation in which students attempt to use another language that will assist them in learning the target language. The students can select which one to use to convey their ideas in writing.

The questionnaire results can be classified in terms of language choice based on statements such as using Indonesian in writing class, using another language in writing class, and only using English outside of the classroom.

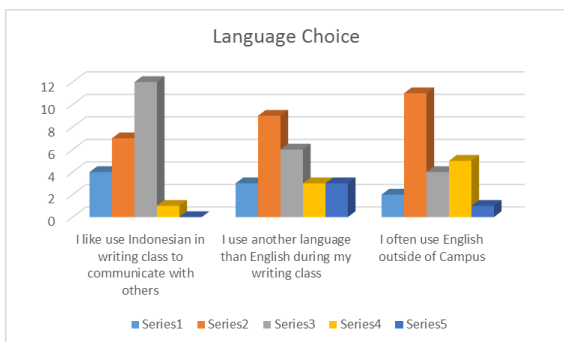


Figure 1. Result of language choice in a writing class

The students have better use of other languages to communicate with their friends in the writing class. The students' responses to the statement are that 4 students strongly agree, 7 students agree, 12 students neutral and only one student disagrees that they use Indonesian to communicate with others in writing class. The students prefer to use another language other than English in writing class. 3 students strongly agree, 9 students who agree, and 6 neutral students. On the other hand, 3 students disagree and 3 students strongly disagree. Then, the students also responded that they use their English outside of the campus. 2 students strongly agreed, 11 students agreed, and 4 students were neutral. Then, the five students disagreed, and one student strongly disagreed.

Based on the open questionnaires, it is in line with the closed questionnaires. It can be seen from an example of the students' answers can be seen in the following:

Do you feel that you can benefit by using your first language(s) during English lessons? Please write a short motivation for your answer

S1: Yes, I think, I get the benefit when using the main language first. But there is also a drawback that is not used directly in English.

S2: I think that is easier to understand the material

S3: Yes, I can understand quickly by using my first language.

S4: Yes, I do. I feel good when using my first language, so it can be easy understand the meaning of lecture.

S5: Yes, I do. I can understand the material easily than using the English language, but if I always using my first language, I can't develop myself. So, it is better to using other languages than my first language (English Language).

### 2. Language Brokering

Language brokering is the act of students translating language to better understand and devote their ideas. It can be understood that language brokering is the term that refers to the way of interpreting and translating the language into our understanding. By implementing the language brokering the students can achieve their target language very well.

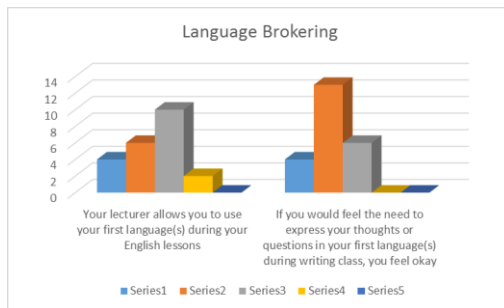


Figure 2. Result of language brokering

Based on the students' responses to the statement on language brokering, the lecturer allows the students to use their first language during the writing classroom. Language brokering means that the students proceed to the language brokers to deal with their difficulty in using their target language. Four students strongly agree if the lecturer allows them to use their first language in the writing class. Then, 6 students agree and 10 students are neutral about whether the lecturer allows using their first language. Moreover, 2 students disagree if the lecturer allowing the first language in the writing class.

Based on the open questionnaires, it can be elaborated the reason for the 10 students are neutral. It can be seen from an example of the students' answers that the students express their responses.

Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class to understand the English language better?

S8: Honestly no, because I feel more fluent in explaining things using Indonesian, but I really want to be able to speak English fluently and the only way is to get used to communicating every day with friends.

S10: I just follow my friends, Ma'am. Although I may like to use English or i feel more comfortable speaking with english, but i don't want to lose my friends just because they think I'm arrogant because my english pretty good. And they may think i'm ambitious because me myself also don't like ambitious people to be honest and i'm sorry for that.

Based on the example from the students' answers, it can be identified that the students are neutral in answering the close questionnaire. This belongs to language brokering because the students handle complex social relationships.

### 3. Uses of translanguaging

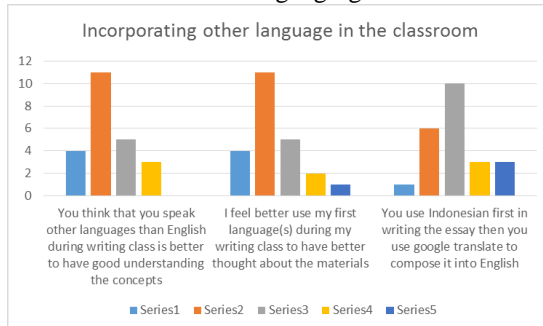


Figure 3. Result from the use of translanguaging

Based on the chart, it can be seen that the use of another language in writing class is better to have a good understanding of the concepts. 4 students strongly agree if they use their native language, 11 students agree to use their native language in writing class, and 5 students chose neutral in using other languages in writing class. Moreover, 3 students disagree if the students use of other languages in writing class. The students feel better if they use their first language to have better thoughts about their materials. 4 students strongly agree, 11 students who agree, and 5 students choose neutral. Then, 2 students disagree if they use their first language in writing class. The students compose the products of their writing using their Indonesian first and then use Google Translate to finish the students' writing. One student strongly agrees, six students agree, and ten students choose neutral. Furthermore, 3 students disagree, and 3 students strongly disagree if they use Google Translate to compose their English writing.

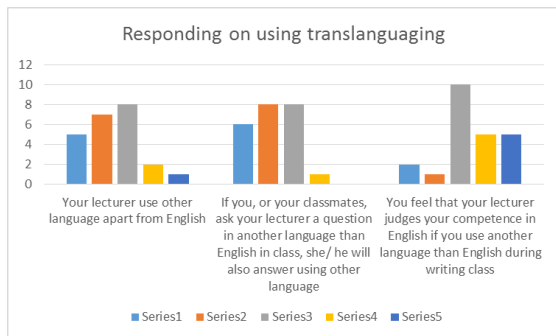


Figure 4. Result from responding on using translanguaging.

Based on the chart, it can be seen that the lecturer uses other languages apart from English in explaining the material. The students' response to the statement is that 5 students strongly agree, 7 students agree, and 8 students choose neutral. 2 students disagree, and one student strongly disagrees if the lecturer uses another language apart from English. The student's response is that if classmates ask the lecturer a question in another language than English in class, she or he will also answer in that other language. 6 students strongly agree, 8 students who agree, and 8 students who choose neutral. Moreover, one student disagrees if the lecturer uses another language in answering the student's questions. The student's response to the statement is that the lecturer judges the competence in English if the students use another language than English during writing class. Two students strongly agree, one student agrees, and 10 students choose neutral. Furthermore, 5 students agree and 5 students strongly disagree.

Based on the open questionnaires, it is in line with the closed questionnaires. It can be seen from an example of the students' answers that the students express their feelings about the use of the Indonesian language. If you do not feel that Indonesian is your first language, please answer this question. Do you think that it would benefit you if your lecturer could speak your first language(s) as well as English:

S9: this is very beneficial, to be honest because I don't know a little about the context of the beginning of learning so I understand better if the lecturer explains in Indonesian accompanied by explaining in English

S10: the benefits when lecture using first language, i think there is students didnt understood full english if lecture explaine the material.

4. The practices of translanguaging on students' writing.

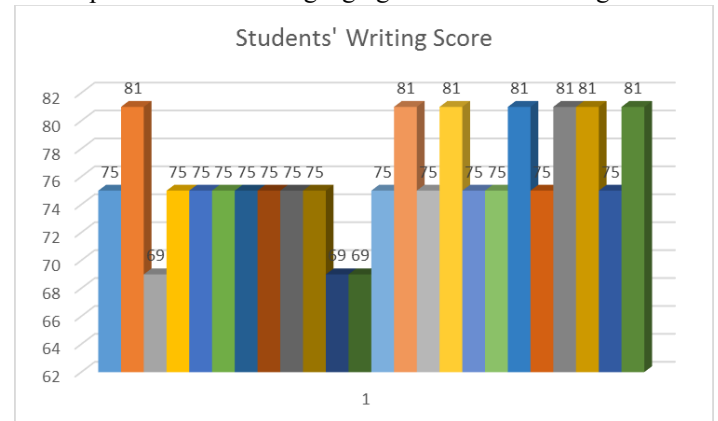


Figure 5. Result of practices of translanguaging on students' writing

Based on the diagram above, it is clear that the highest score for students' writing is 81. Seven students achieved the highest score. Then 14 students get 75. Furthermore, 3 students get 69. The average score of the students' writing is 76 based on the indicators of the students' writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary.

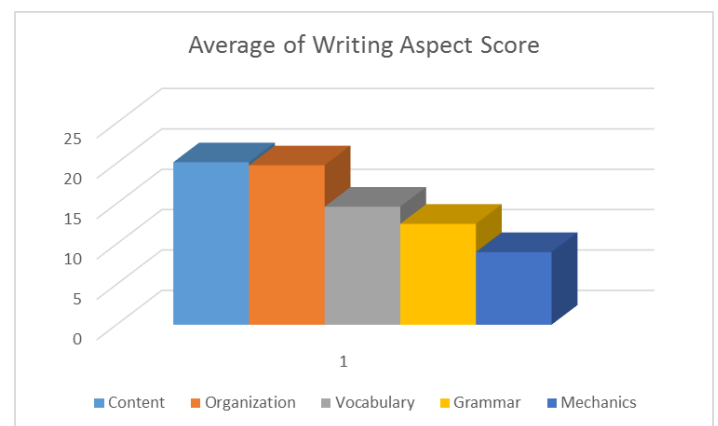


Figure 6. Result from the average of writing aspect score.

Based on the diagram above, it is evident that the average scores of the writing aspects are content (20.13), organization (19.75), vocabulary (14.62), grammar (12.5), and mechanics (9). Based on the results of the student's writing, it can be seen that the students prefer to write in their first language rather than using Google Translate to write in English. The following is an example from a student who writes in L1 and then uses Google Translate to get an English version.

Doing research is certainly no stranger to students. Finding sources of information and reference materials is common in libraries. But now, in the fast-paced age research, can be done anywhere over the internet. Researching at the library or Internet has its advantages and disadvantages. Most important, look at the time and sources of information that can be considered between the two.

Another example from other students can be seen in the following:

Video games can practice problem-solving, and train the brain to think fast as well as be creative. In the form of challenges will train our way of thinking in solving problems. Playing video games for children will familiarize children with thinking fast and creatively. Therefore, video games are good for children as long as there are restrictions on their use.

During the covid-19 period more problems that to be faced by learners, Be it students. The problems that arise are faced not only by learners but teachers as well as with some of the problems that arise. With COVID-19 changing the way of thinking and learning learners. Though almost 2 years of changes in the way learning still affects learners. Teachers and learners are required to remain productive during covid-19.

Analyzing the students' writing above reveals that they use Google Translate in their writing class. The researchers then compare that writing to the students' responses, which indicate that the students wrote their ideas in Indonesian and then use Google Translate to have their writing in the target language. It is also stated from S17 who has said:

Yes, because I feel that my English skills are still lacking so I feel more comfortable if I use my first language, which is Indonesian.

It is assumed in the students' writing above that using L1 in writing class to help students compose their writing text is more common. They finish and achieve their target language by using Google Translate. However, the outcome of their context writing is incompatible with the intended meaning of the message. The students believe it will greatly assist them in completing the task.

Based on the results above, the result of this study leads to some interpretations and implications. This study aims to investigate translanguaging perception and their practices in ELT writing classrooms during national student exchanges. It is to identify the perception and to determine the practices of translanguaging in students' writing. The perceptions are classified into language choice, language proficiency, language brokering, the use of translanguaging, and the practices of translanguaging on students' writing. It indicates that translanguaging needs to be allowed to help the students achieve the target of writing in English. The implications and interpretation can be described in detail in the following.

The use of the Indonesian language assists students' understanding of the subject. It's because the lecturer's instructions have puzzled some of the students. Aside from the intricacies of the conversation, the students frequently used L1 to communicate ([Aoyama, 2020](#); [Carroll & Sambolín Morales, 2016](#); [Ngcobo, 2014](#)).

It is supported by the open questionnaire results, in which S9 and S10 state, "this is very beneficial, to be honest because I don't know a little about the context of the beginning of learning so I understand better if the lecturer explains in Indonesian accompanied by explaining in English. The benefits when lecture using first language, i think there is students didnt understood full english if lecture explaine the material. " This study is consistent with the findings of [Yuvayapan \(2019\)](#) has mentioned that they utilized their native language (L1) to establish a connection with students and clarify complex ideas. However, in practice, they leaned towards employing translanguaging when introducing the subject, providing feedback, instructing vocabulary, and translating sentences within a text. The use of Indonesian is more frequently used to emphasize and correct the intended purpose of the teacher and students. They must also include multilingual teachers and students who have used translanguage in the classroom ([Wang, 2019](#)). [Aoyama \(2020\)](#) also reports that all of the students used L1 during communicative L2 activities. On the other hand, students rarely use English outside of the classroom. According to the results, two students strongly agree, eleven students who agree, and four neutrals. The five students then disagreed, with one strongly disagreeing. [Baker \(2011\)](#) distinguishes translanguaging as the use of two languages to construct meaning, and gain a better understanding, and expertise. As a result, the use of Indonesian in foreign language classrooms is still necessary, particularly in writing. As a result, Indonesian is used as the student's first language for a variety of communicative and educational purposes ([Bonacina-Pugh et al., 2021](#); [Raja et al., 2022](#); [Sano, 2018](#); [Wei, 2011](#)) ([Wei, 2018](#); [Raja et al., 2022](#))

The student's proficiency is also described as moderate in translanguaging perception. In the writing class, the students lack the confidence to discuss using the target language when students are asked to select a response based on their English proficiency in order to improve their communication. It is supported by the fact that eight students are rated proficient on a scale of four. The students on a scale 3 are 14, while there is only one on scale of 2. This means they do not have good proficiency if they use English in the classroom to communicate with others fully. The students do not believe in their abilities, and their reaction is neutral. This indicates that the students are unsure of their abilities. It can be seen from the students' response "S9: To be honest, sometimes I do feel so. The question that I often ask to myself when i'm using Indonesian during class is "what's your purpose chose English language education if you are still using your first language during class?" Like that. So outside of class, such as in my daily life I talking to myself using English and so far no one knows. But just yesterday my mom caught me talking alone and she was like "Who are you talking to?" I'm in shocked'. As a result, translanguaging is required. It is consistent with the findings of [Aoyama \(2020\)](#) study, which states that it is not surprising given their learning context, which includes limited contact with L2 outside of classrooms.

An example of a student's response shows that the student expresses their feelings about proficiency, stating that they believe they will fail their English course if they use their first language(s) during English lessons.

Incorporating other languages in the classroom can help students to develop their knowledge. Students can gain a thorough understanding of the concepts as well as the writing materials. It recognizes students' use of translanguaging in their writing activities (Siegel, 2023) and facilitates the writing process for EFL classroom activity learners (Schreiber, 2015). As a result, the students can write their products very well. All of the teachers are committed to making all classroom discussions lively in two languages (home language and English), and multilingualism occurs when the majority of students participate actively and appear to understand the content better (Ledwaba, 2020).

Translanguaging helps the students to write their text in the classroom learner interaction and it helps them to learn the language during group discussion. In line with this finding, Rasman (2018) states that translanguaging practice helps the English language learner in the context of the EFL classroom. This would be impossible for them to understand the real meaning of the writing topic if they were not translanguaging it using Javanese and Bahasa Indonesia. This is proof that translanguaging helps them to discover the writing topic and to write their text. Similarly, (Motlhaka & Makalela, 2016) state the process also allowed students to reflect on their rhetorical conventions in L1 and L2 writing in terms of paragraph organization and gain confidence in organizing both their L1 and L2 essays, as well as the role of L1 in L2 writing. Sano (2018) supports that effective learning, which includes the effective use of translanguaging strategies, requires implementation within a meaningful context that facilitates the processing of linguistic and writing demands. Translanguaging strategies can be incorporated by the teacher by creating spaces that allow the recursive process of writing to interact with the language that the students have learned.

Translanguaging assists the student in making sense. The idea is supported by Turnbull (2019) that by using translanguaging, students can be braver and more confident in expressing themselves and making meaning of the language. Translanguaging makes the class more active because they are discussing the topics and how to write explanation text without hesitation, even though they are using their first or second language in the classroom activity. It gives them more room to experiment and share their knowledge in order to better understand English. Translanguaging in the classroom activity will assist students in writing their text. The classroom will be more active because students will be able to freely discuss topics in their first and second languages in order to understand English.

## CONCLUSION

Referring the result of this study, it leads to some conclusions of perceptions and practices on translanguaging. The perceptions are classified into language choice, language

proficiency, language brokering and the use of translanguaging. The students' proficiency is also described as moderate in translanguaging perception. The practices of translanguaging on students' writing show that the average score of the students' writing is 76 based on the indicators of the student's writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary. Incorporating other languages in the classroom can help students to develop their knowledge. Students can gain a thorough understanding of the concepts as well as the writing materials. It indicates that translanguaging can help the students achieve the target of writing in English. However, there is also a weakness. In the writing class, the students lack the confidence to operate the target language when they are asked to select a response based on their English proficiency in order to improve their communication. This means they do not have good proficiency if they use English in the classroom to communicate with others fully. The students do not believe in their abilities, and their reaction is neutral. This indicates that the students are unsure of their abilities.

It is, therefore suggested to apply translanguaging in the teaching-learning process especially when teaching the students about kinds of writing. The students still need guidance from the teacher therefore the teacher should constantly check and guide them when they have group discussions. The students are encouraged to use translanguaging in the writing class. They should not hesitate to use their first and second language in group discussions. They are recommended to deliver their opinion and ideas using their language if English is too hard for them. It will help them to understand more about the topic and help them to learn the language so they can have better writing achievements. This study discusses using translanguaging to enhance students' writing skills, especially in kinds of writing genres. The future researcher is recommended to try using translanguaging to teach English in other skills and different levels.

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## APPENDICES

*The following is the open and closed questionnaire adopted and modified from Nambisan (2014).*

### *Open Questionnaire*

1. *Do you feel that you can benefit by using your first language(s) during English lessons? Please write a short motivation to your answer.*
2. *Do you feel that you will fail your English course if you use your first language(s) during English lessons?*
3. *Do you feel that your lecturer judges your competence in English if you use another language than English during English lessons?*
4. *Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?*
5. *If you do not feel that Indonesian is your first language, please answer this question. Do you think that it would benefit you if your lecturer could speak your first language(s) as well as English?*

### *Closed Questionnaire*

1	I like use Indonesian in writing class to communicate with others
2	I use another language than English during my writing class
3	You think that you speak other languages than English during writing class is better to have good understanding the concepts
4	How would you rate your overall English skill
5	The lecturer uses English both explaining and discussing session during writing class
6	Your lecturer uses other language apart from English
7	Your lecturer encourages you to use English during your writing class
8	Your lecturer always speaks English during writing class
9	If you, or your classmates, ask your lecturer a question in another language than English in class, she/ he will also answer using other language
10	I often use English outside of Campus
11	If you would feel the need to express your thoughts or questions in your first language(s) during writing class, you feel okay
12	You use Indonesian first in writing the essay then you use google translate to compose it into English
13	I feel better use my first language(s) during my writing class to have better thought about the materials
14	Your lecturer allows you to use your first language(s) during your English lessons
15	You feel that your lecturer judges your competence in English if you use another language than English during writing class