

Students' Attitude towards Translingual Practices in a Public Junior High School EFL Class in Brebes District

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Article History: Submitted April 10th, 2025; Accepted May 21st, 2025; Published June 10th, 2025

Abstract. Teaching EFL to public junior high school students in a district where the local people speak a regional language with a dialect different from the regional language taught at school is challenging for teachers who apply translingual practice. This study aims to reveal the students' attitudes toward their translingual practice and their teacher's translingual practice in EFL learning. This qualitative study involved 30 students in Grade 7 of a public junior high school in Brebes District. The data were collected by using questionnaires and interviews. The result shows that the students express a positive attitude towards the teacher's and their peers' use of the national language since it is considered polite and proper to be used as the school subject's delivery language. However, the students show a negative attitude towards the teacher's use of the regional language with the local dialect as it is considered impolite or improper to be used in a class, and they show a negative attitude towards their peer's use of full English during the lesson because they felt that they had not mastered English yet. The teacher should carefully select the languages involved in a translingual practice to build the students' positive attitudes. How they used their preferred languages during English lessons should be further observed to see how it helped them to learn EFL.

Keywords: EFL classroom; local dialect; regional language; students' attitude; translingual practice

Abstrak. Mengajarkan EFL kepada siswa sekolah menengah pertama negeri di wilayah yang penduduk lokalnya menuturkan bahasa daerah dengan dialek yang berbeda dari bahasa daerah yang diajarkan di sekolah menjadi tantangan bagi guru yang menerapkan praktik translingual. Penelitian ini menunjukkan sikap siswa terhadap bahasa yang digunakan guru dalam praktik translingual dengan mengobservasi pilihan bahasa siswa dalam mempelajari EFL. Penelitian ini melibatkan 30 siswa Kelas 7 dari sekolah menengah pertama negeri di Kabupaten Brebes. Data diperoleh melalui kuesioner dan wawancara. Penelitian ini menunjukkan sikap positif siswa pada penggunaan bahasa nasional oleh guru dan sesama kawan karena penggunaan ini dipandang santun dan sesuai untuk mengajarkan mata pelajaran di sekolah. Tetapi, siswa menunjukkan sikap negatif terhadap penggunaan bahasa daerah dengan dialek lokal oleh guru karena penggunaan ini dipandang kurang santun atau kurang tepat untuk digunakan di kelas dan mereka menunjukkan sikap negatif terhadap penggunaan bahasa Inggris saja selama pelajaran karena mereka merasa mereka belum menguasai bahasa Inggris. Bahasa yang digunakan dalam praktik translingual perlu diperhatikan untuk membentuk sikap positif siswa. Penggunaan bahasa yang dipilih oleh siswa dalam praktik translingual di kelas bahasa Inggris dapat diteliti lebih lanjut untuk menunjukkan bagaimana penggunaan tersebut membantu mereka dalam mempelajari EFL.

Kata kunci: EFL; bahasa daerah; dialek lokal; praktik translingual; sikap siswa

INTRODUCTION

Indonesia, with 38 provinces and 742 local languages, along with its dialects and sub-dialects (Eberhard, 2021), belongs to the expanded circle of countries (Kachru, 1992) since it does not have a historical background related to English or government interest in English. Indonesians commonly speak the local language as their first language, derived from their family, and Bahasa Indonesia as their second language, taught at school.

To make Indonesian people master Bahasa Indonesia as their national language, the Indonesian central government officially made it taught and used as a medium of instruction at the public schools. To make the local people preserve their local language, the provincial local government officially made it taught at public schools as local content. To keep the life of the local language dialects and subdialects, the local government supports their use in their respective speaking communities.

Indonesians use English as a foreign language. As non-native speakers who learn English in a country where English is not commonly spoken, they obey the rules set by inner circle countries and the rules developed by or modified by the outer circle countries. English is taught in Indonesian public schools as a foreign language. In public schools, English was taught as local content in elementary schools with the implementation of the Curriculum 2006, which has not been part of the current curriculum. Nevertheless, the Ministry of National Education policy that was stated in the Curriculum 2013, prohibits the teaching of English in public elementary schools to make the students acquire their national language and preserve their local language in elementary school before learning and then mastering a foreign language in junior and senior high schools (Zein, 2017).

Although English can be taught as an optional subject in public elementary schools as part of the Merdeka Curriculum in Academic Year 2021/2022 (Nurwiyati, 2022), not all public elementary schools teach English. It is taught as an optional subject to meet the needs of the community in which the school is located. Moreover, ensuring appropriate teaching and learning activities requires qualified teachers and adequate facilities, which not all public elementary schools can always provide

As new EFL learners, public junior high school students face difficulties in learning English when it is fully taught in English. The teachers help the students to understand the teaching material using the students' acquired language(s). The national language is usually used to explain what the teachers have already explained in English, while the local language is commonly utilized to add information that cannot be fully explained using the national language.

Adopting a monolingual approach using English as a medium of instruction and prohibiting the use of the students' acquired language(s) will not only affect the students' ability to absorb the English teaching material but also their feelings and perceptions about their lives. The prohibition may cut the students' connection to their world since the language they have learned fails to accommodate what they want to express. For the students who learn English as a foreign language, this ideology might threaten their well-being as non-native speakers (Gundarina and Simpson, 2022) since their language identity, which represents their life, is suppressed.

The students who learn English as a foreign language might also face difficulty when they are required to think in English without interfering with their first or second languages, since they are not yet accustomed to English. This weak form of bilingualism abolishes the potential benefit of including the students' acquired languages in foreign language teaching (Brown, 2001), that is, supporting English learning using the students' acquired languages.

When the goal of the weak form of bilingualism is to make the students use the second language and prohibit them from using their first language, the goal of the strong form of bilingualism is to make the students use the two languages simultaneously (Baker, 2001; Carol and Combs, 2016). Thus, students develop competence in their second language without compromising the acquisition of their first language. For a multilingual society where people speak more than two languages for various purposes, such as Indonesia, this idea suits the government's desire to maintain the national language, preserve the local language, and master the foreign language.

Indonesian students usually speak a local language as a non-dominant language in their community to talk to people with the same ethnic group from the same province. They speak a national language as a dominant language in their community to talk to people around the country. The foreign language was spoken as an additional language in the community to talk to people who speak the language. They know when to keep which part of their linguistic repertoire when they communicate with someone who does not share a similar linguistic repertoire (Garcia, 2009 and 2017). In EFL learning within a strong form of bilingualism, students' language repertoire, consisting of all languages they have acquired, supports them in comprehending the teaching material and developing their English competence (Baker, 2001). It is done by smoothly moving from one language to another in understanding English through classroom interaction.

In a public junior high school in a particular area where the local people speak a local language with a different dialect from the local language, taught at school as local content, the students usually speak the local language with the local dialect to learn English. As new English learners, the students speak the language they use at home, consciously or unconsciously, since they cannot fully speak English yet. This phenomenon falls to the EFL learning in areas with more than one 'indigenous language' where those languages have different social and political statuses constructed by the community (Raja, et.al., 2022).

In countries where English is used as a national language, the monolingual ideology is suitable for the students who are learning English as their second language to make them speak the language like native speakers, since they must be able to use it fluently in their daily activities (Blackedge, 2000). Yet, for a multilingual society where English is used as a foreign language with low exposure to it in the student's daily activities, disregarding their acquired language(s) as an instructional language is not only demotivating them in learning the language but also detrimental to the achievement of their bilingual literacy (Hei, 2012).

Since the students' acquired language plays a role as a mediating tool in their English development, their way of connecting their acquired language and English in their learning process shows their cognitive effort to master English using their acquired language. The way they simultaneously use the languages to learn English leads to the translanguaging phenomenon in a multilingual society where the English teaching pedagogy is shifted from monolingual to multilingual.

The teachers' decision to do translanguaging in an EFL classroom is influenced by how effectively students' language repertoire is utilized, since the languages' social and political constructed statuses by the community might obstruct the students from optimizing their language repertoire in learning English (Rasman, 2018). Yet, the student's perception of the translingual practice must be noticed through their attitudes toward the language repertoire usage in an EFL classroom (Raja, et.al., 2022). The teachers can determine whether to 'trans-language' or not. They can also choose the appropriate languages that support the students' EFL learning. Thus, the students will have positive attitudes toward their teachers' language preferences in the translingual practice.

If translanguaging is practiced in an EFL classroom where students and teachers respectively speak the same languages, any languages involved in the EFL teaching should be approved. The students have positive attitudes toward the teacher's translingual practice using the approved languages. When the students use different languages to learn EFL from what their teacher involves in the practice, they show negative attitudes toward the teacher's language choice, which might demotivate them to learn EFL. This research exposes the students' attitudes toward the teacher's language choice resulting from a different local language usage influenced by its socially constructed status.

As language is commonly named based on its social-political background, which refers to the entities in the societies that give a language a name (Otheguy, et.al., 2015), the language users' perception of the language is influenced by the social-political background that was built by the society. By examining the students' language backgrounds and preferences, this study aims to show their attitudes toward the languages involved in their translingual practice. Two research questions are formulated to achieve this aim: 1) What are the students' attitudes toward the language they used in their translingual practice? and 2) What are the students' attitudes toward the teacher's language usage in her translingual practice?

METHOD

This study implements a mixed method by collecting and analyzing numerical and nonnumerical data to observe the students' concepts, opinions, and experiences toward translingual practice. It is done to obtain in-depth insights into the students' language preferences in their translingual practice. Within this framework, the study employs a case study of a translingual practice in an EFL classroom where the students' local language has a different dialect from the local language taught at school.

The participants were 30 students of Grade 7 of a public junior high school in the Brebes District. The district was selected as the residents spoke a regional language with a local dialect that is called *Jawa Brebesan* or *Jawa Ngapak*. They were discussing the last unit of their English materials, Describing Rooms at School, to describe rooms and objects they recognize at school. This practice puts students in a situation where they can use their language repertoire to name rooms and objects before producing the English name.

The students speak *Bahasa Jawa Dialek Brebes* or BJDB (Javanese with Brebes Dialect) which is used at home with family and neighborhood as well as at school with close friends, *Bahasa Jawa* (BJ) or Javanese as a local language which is taught as local content at school, *Bahasa Indonesia* or BI (Indonesian) as a national language, and English as a foreign language that is taught as an obligatory but optional subject in public junior high school.

The students are fluent in BJDB at a low politeness level as it is used at home and school. They also fluently speak BI as it has been used at school since their early level of education. They were not fluent in BJ since it is only used in the local content class. It is also used to respond to the teachers' use of BJ by using a high politeness level to show their respect for elderly people. English has become the least spoken language by students since it is only used in the EFL classroom.

The data were collected through a questionnaire and an interview. The questionnaire consisted of 22 questions, which were verified and modified after the trial to ensure validity. The close-ended questions showed the students and their families' language backgrounds, while the open-ended questions revealed their perspective toward their acquired language use in their translingual practice.

To support the questionnaires, semi-structured interviews containing 10 questions were conducted by recording the interviews with 31 students, speaking BI, BJDB, and BJ in the EFL classroom to reveal in-depth insight into the students' language usage and preferences in their translingual practice. After the recordings were transcribed, the analysis was conducted to extract valuable insights and interpret collected responses. It was performed by holding data condensation, data display, and conclusion drawing or verification. The data analysis results were presented in excerpts of the students' conversations with the researchers to describe their attitudes towards their acquired language usage in their translingual practice.

RESULTS AND DISCUSSION

In this research, translanguaging is practiced in a multilingual EFL classroom where English is used as a foreign language, with low exposure to it in the students' daily activities. Therefore, the teacher should be more careful in choosing the students' acquired languages as an instructional language to encourage their EFL learning and support their bilingual literacy achievement (Hei, 2012). To show the students' and the teacher's language backgrounds and preferences, the researchers gave questionnaires to and held interviews with 31 students and 1 teacher.

The questionnaire showed the students' language background as multilingual speakers who were able to speak four languages. BJDB and BI were the most frequently used languages, while BJ and English were the least used languages at home, in the surroundings, at school, and in the EFL classroom.

Table 1 Students' Language Background

Questionnaire (Question)	Answer	Percentage
What language do you use to speak with your:		
Q8.a. family members,	BJDB	14/30 (46.4%)
	BJ	3/30 (10%)
	BSDB	2/30 (6.6%)
Q9.a. neighbors,	BJDB	21/30 (70%)
Q10.a. friends inside the classroom,	BJDB	13/30 (43.3%)
Q11.a. friends outside the classroom, and	BJDB	21/30 (70%)
Q12.a. friends at the EFL classroom?	BJDB	1/30 (3.3%)

Students used BJDB to communicate with their families at home (Q8.a, 46.4%), their neighbors in their surroundings (Q.9.a, 70%), their friends at school, both inside and outside of their classroom (Q10.a., 43.3% and Q11.a, 70%), and their friends during the EFL class (Q12.a., 3.3%). Students acquired BJDB since it is derived from one or both of their parents, as the local people of the district. Three students spoke Javanese (Q8.a., 10%), which was officially taught at every public school in Central Java Province as a local content. Although Javanese was taught at school, only three students used it as their first language because one or both of their parents came from a part of the province where the local people spoke that language.

Since Central Java Province had a border with West Java Province, the residents of 9 sub-districts of Brebes District, which were precisely located along the border, spoke *Bahasa Sunda Dialek Brebes*

or BSDB (Sundanese with Brebes Dialect) along with BJDB. As the school was far from the border, the students only spoke BJDB without BSDB.

Two students spoke BSDB (Q8.a., 6,6%) as one of their parents came from the West Java Province. One student spoke *Batak* Language as her family came from *Batak* ethnicity and spoke the language at home, although she was born in the district. In the school, the students commonly spoke BJDB as their local language and BI as their national language. BI is the official language of the country, spoken in formal settings, such as education. BI is officially taught at school from the earliest level of the students' education.

The interview showed that the students use BJDB with a low level of politeness called *Ngoko* (I5.a. and I5.b.) to talk to friends of the same age, close friends of different ages, or friends who use the language. They use BJDB with a middle level of politeness called *Krama Lugu* (I5.c.) to talk to older people at home. At school, they used BJDB and BI (I6.a.). Even though it was taught at school, not many students used BJ, especially with a high level of politeness called *Krama Alus*, to talk to older people. BJ was a rarely used local language by the local people.

The interview showed that English was only used in the EFL class when the teacher asked the students to produce English, written and spoken. During the lesson, the students used BJDB to talk to their classmates, BI to discuss the English materials and talk to the teacher whenever they felt that they could not find proper English to say what they wanted to say in English, and BJ to respond their teacher's use of the language (I7.b). Therefore, this language background and language use determine the students' use of their language repertoire in translingual practice and their perspective toward their teacher's translingual practice using the languages.

The Students' Attitude towards Their Translingual Practice

As the students' understanding of translanguaging should be recognized from their attitudes toward their language repertoire usage in their EFL classroom (Raja, et.al., 2022), the researchers exposed the students' attitude toward their acquired languages through questionnaires and interviews with 31 students and 1 teacher.

The students' language preferences for their translingual practice were English, BI, BJ, and BJDB. According to them, involving languages other than English in their EFL classroom (Q20.a.), such as BI, BJ, and BJDB, helped them to acquire English (93.3%) as it helped them understand the materials. On the other hand, two students, DAP and DAR, said that the non-English languages inhibited them from understanding English text and utterance if they were used dominantly (6.6%).

Thus, the negative effect of using languages other than English on the students' English acquisition was low (Q20.b.) because the languages the students understood were beneficial in easing the students to learn English. On the contrary, two students said that if it were dominantly used, it would lessen the English practice (DAR) and make her less accustomed to English (MDA). Above all, all students showed a positive attitude toward the proper practice of translanguaging as it helped them understand the materials and made them feel comfortable learning English (Q22, 100%).

Related to the language preferred by the students to be involved in their translingual practice, as BI was formally used to deliver school subjects, the students showed a positive attitude towards the use of BI in their translingual practice (Q12.a., 100%). They used it along with English (53.3%) to present the task, BJ with *Krama Alus* (3.3%) to respond to the teacher's use of BJ, and BJDB with *Ngoko*

(3.3%) to have private chats with classmates who speak the same language. Students simultaneously used all four languages in their EFL classrooms to facilitate English learning.

The negative attitude was shown toward the use of full English in the EFL classroom by the students who started to learn English in public junior high school (Q16.a., 50%), Although 46,6% of students learn English in Grades 4 to 6 of private elementary school, they had not mastered English yet. Their understanding of the learning materials was hindered when they were required to use English only during the English lessons. The interview showed that a student, MDA, said the full English usage obligation in his 4th to 6th Grade EFL class in a private elementary school confused him. When he cannot understand English, he cannot use languages other than English. Thus, in a junior high school that allowed students to use languages other than English when they faced difficulties in EFL learning, he preferred to use BI since it made him feel comfortable learning EFL.

Excerpt 1

I10.a. and I10.b. (05.30 - 05.52)

MDA : "In elementary school, I must learn English in full English. I was surprised to know that in junior high school, I can use BI to learn it (whenever I face difficulties in understanding or using English)."

Interviewer : "In what grade?"

MDA : "Fourth Grade."

Interviewer : "Using full English?"

MDA : "Yes."

Interviewer : "Can you follow the lesson?"

MDA : "No."

Interviewer : "Which one do you prefer? Using full English or along with BI?"

MDA : "Along with BI"

Interviewer : "Why?"

MDA : "I feel more comfortable. I understand more."

While BI was preferred by the students for their translingual practice since it was normally used in classroom interaction (I7.c), BJDB, which was normally used in their daily activities, was not preferred as it was considered impolite and improper to be formally used in the interaction (I7.d.). The students used BJDB only to hold informal chats with classmates who spoke the same language. Although they used it to discuss the materials, the materials were mostly discussed in BI. Although it was considered more polite than BJDB, BJ was not preferred for the translingual practice as most students did not quite understand the language that is not used in their daily activities (I9.a).

The impoliteness and impropriety of BJDB, which was not suitable to be used to learn a school subject, made it less preferred by the students in their translingual practice, although it might support their understanding and use of English as a valuable language repertoire. Meanwhile, the uncommon language use of BJ made it less preferred by the students in their translingual practice, although

Javanese is used politely and formally, especially by adults who were typically taught to apply its middle to high politeness levels, it remains a local language.

Related to the existence of languages other than English in the students' English production, Q21.a. showed that the classmates did not show a particular response to the students' use of BI, BJ, or BJDB in their English production (40%) because they were being quiet (3.3%), acting normal (23.3%), being neutral (3.3%), and did not mind about it (6.6%). Yet, some classmates supported their peers who made mistakes in their English production by helping them to make proper English (3.3%), advising them to study more (6.6%), laughing at them (10%), or making a joke at them (3.3%).

Although most of the students said that their classmates did not show negative responses towards their mistakes in Q21.a. (76.6%), 7 students said that their classmates showed negative expressions (10%), scolded them (6.6%), or laughed at them (6.6%). In response to the peer's negative response, they kept silent, felt nothing, felt normal, did not mind it, and considered it a joke (63.3%).

A student (NA) realized that she was not accustomed to producing proper English because she was still learning English. Other students said that she did not have to take it seriously (FIN), she could laugh together with her classmates (RAP), and it was funny to listen to her own mistakes (RA). Another student (AWA) confidently said that his classmates were envious of his confidence in speaking English, although he made mistakes in doing it. However, some students felt sad, disappointed, embarrassed, bad, annoyed, angry, offended, and wanted to fight the ones who laughed at their mistakes. These low feelings showed that the local nuance in their English production as multilingual speakers was not always acceptable to their peers.

The Students' Attitude towards the Teacher's Translingual Practice

Since the students' acquired languages' social and political constructed statuses by the community might hinder them from maximizing their language repertoire in learning EFL (Rasman, 2018), the teachers' choice to perform translanguaging in the classroom is determined by how efficiently students' language repertoire is used. Rasman (2018) believes that the teacher's appropriate usage of the students' acquired languages supports them in learning EFL. Therefore, the teacher should carefully select which students' acquired language should be utilized in the translingual practice to support the students' EFL learning. The students' attitude toward their teachers' language preferences in the translingual practice was provided by the researchers via questionnaires and interviews with 31 students and 1 teacher.

The questionnaire and the interview results showed the students' language preference for their teacher's translingual practice (Q19.a) as it made them understand the English materials (96.6%) using the languages they understood. Yet, a student, DAR, said that the dominant use of languages other than English inhibited her from being exposed and getting used to English (3.3%).

Related to the negative effect of the teacher's translingual practice, Q19.b. showed that the students felt no negative effect (96.6%) because it was good and beneficial to help them understand the materials and to make the lesson easy to understand. Only one student, DAR, said that it made her miss her teacher's English speaking, although she did not understand the meaning (3.3%).

Related to the language preferred by the students in the teacher's translingual practice, they preferred their teacher to use BI to translate the materials, the instruction, and the answers to their questions that were previously said in full English. The main use of BI was to translate what their teacher said

in English that they did not understand. BI was preferred as it was used as the main language to deliver all school subjects. At school, the students understood BI more than English, BJ, and even BJDB, which was commonly used at home.

BJ was not preferred in the teacher's translingual practice as it was awkward to be used in a class other than the local content class. BJ's high politeness level was also difficult to understand by most students. BJDB was not preferred in the teacher's translingual practice as the teacher's use of BJDB Ngoko was not suitable to be used by a teacher in teaching a school subject, while BJDB Krama Lugu was not common among the students.

The interview results showed that the students felt comfortable when the teacher used BI in her translingual practice. They felt that BI is 'polite' and 'understandable' as it is 'usually heard and used' (I8.c). Meanwhile, students felt uncomfortable when the teacher used BJDB, especially Ngoko, in her translingual practice. They felt that, especially for a teacher, BJDB sounds 'impolite', 'improper', 'informal', 'awkward', 'not suitable', and 'not easy to understand by all students' when it was used to deliver school subjects, especially English (I8.d.). One of the students, WKW, said that he felt embarrassed when BJDB was used in the EFL classroom as it sounded 'rude'.

Excerpt 2

I8.d. (03.15 – 05.52)

Interviewer : "So, BJDB is used for private chatting only?"

WKW : "Yes."

Interviewer : "For class discussion, you use BI?"

WKW : "Yes."

Interviewer : "Why don't you use BJDB?"

WKW : "I feel ashamed."

Interviewer : "Why?"

WKW : "It is impolite."

Interviewer : "Because of the Ngoko level?"

WKW : "Yes. It is rude."

The negative attitude toward the local language, with the local dialect that the residents of the district commonly used, led to the students' negative attitude towards their teacher's translingual practice using the language. Although the students felt comfortable when the local people used the language for holding casual communication, they did not feel the same when the teacher used it for teaching, especially English.

Although BJ was considered more polite than BJDB and was considered properly used by the teacher, involving BJ in the teacher's translingual practice was not preferred by students since most of them did not quite understand BJ with any level of politeness, as it is not their local language. For the

majority of the district's residents, BJ was only used by people who come from part of the province where its residents speak the language, or the students in their local content class (I9.a).

Related to the teacher's use of full English, the students showed a negative attitude towards it because they were still confused about absorbing the information from and reproducing the same information in a new language they had not acquired, yet, or were still being learned (I10.a.). Their teacher's translingual practice using their preferred language enabled them to understand the information from the language they learned using the language they had already acquired. Their proper comprehension of the language they learned led to their proper production of the same information in the language they learned (I10.b).

Nevertheless, as beginners, their habit of using BI as a dominant language might hinder them from being fluent in English because they were not fully trained to practice English. The use of BI might enable the students to understand the language but prevent them from being communicative English speakers. As the essence of the translingual practice laid on the fluid and dynamic use of the students' language repertoire involving English and their acquired languages in their interaction, BI should not only be used as a translation of English but also as a means of communication that was flexibly used together with English.

CONCLUSION

In this study, the teacher practiced translanguaging in her EFL classroom by integrating the students' acquired languages to help them build their multilingual competencies. What Rasman (2018) said related to different social and political statuses of the languages involved in the practice that does not "inhibit students from maximizing their full repertoire to learn English" is escalated in the study by the existence of a local language with a local dialect (BJDB) that is different from the local language that is taught at school as a local content (BJ).

Although BJ is suggested to be used at school as a more polite and proper local language than BJDB, the students show negative attitudes toward the teacher's use of BJ. As a school subject, taught in every public school in Central Java, BJ serves as the minority local language in the Brebes District since most of its residents speak BJDB as the majority local language. Thus, the students do not quite understand what their teacher said in BJ because they barely use the language at home and school. The positive attitudes were shown for BJ simply because it is considered more polite than BJDB.

Since BJDB is considered less polite and less proper for a student to talk to a teacher in a classroom, the students show negative attitudes toward the teacher's usage of BJDB. Even though BJDB makes the students feel comfortable learning EFL using their mother tongue, the negative feelings towards the language and the school regulations that do not allow them to use it while learning make them less comfortable using it in the classroom. The way the students and the teacher value BJDB as an impolite local language or an improper local language to be spoken in a class is influenced by the socially constructed value of the language by the local people as a non-standard local language that is commonly spoken in certain areas, such as Brebes District as part of northern coastal areas of Central Java. The positive attitudes were shown for BJDB because it is the students' daily language.

While showing positive and negative attitudes toward the two local languages, the students show positive attitudes toward English and BI. The English usage trains them to get accustomed to its use, while the BI usage makes them understand what they do not understand in English. Since the students

feel the benefit of translingual practice by being comfortable in learning EFL and having a better understanding of English materials using their language repertoire, the teacher should appreciate their language preference by adopting BJDB as part of her language choice in the translingual practice. Involving a local language, which is spoken by the students as local people but not taught at school, might support the students' EFL learning.

This study should be continued by observing: (1) the advantages and the disadvantages of having homogenous or heterogeneous local language in a translingual practice, and (2) how a student makes use of his/her preferred local languages to negotiate their intended meaning in a classroom with homogenous or heterogeneous local language.

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ACKNOWLEDGMENT

Bapak Drs. Dharma Suhaeri, the headmaster; Ibu Mar'ah Hidayati, M.Pd., the English teacher; and Mbak Putri Destyana, S.Hum., the librarian; of Sekolah Menengah Pertama Negeri 1 Kabupaten Brebes.