

K. Appendices

Appendix 1. Questionnaire for Research Question Number 1

| | |
|---------------------|---|
| Instruments No | RQ1 |
| Type of Instruments | Questionnaire |
| Source of Data | Grade 8 Students of SMPN 1 Busungbiu |
| Grand Theory | Aspects of Perception (Bimo & Walgito 1990) |

A. Aspects of Perception

Aspects of Perception

Based on Walgito (1990) perception has three aspects, as follows:

4) Cognitive

Cognitive aspect involves components of knowledge, expectations, prior experiences, and ways of thinking or gathering information.

5) Affective

This aspect involves emotional feelings, individual states of an object, and negative assessments based on emotions.

6) Conative

Conative aspect concerns an individual's attitude, behaviour, or activity in accordance with their perception of an object.

Cognitive, affective, and conative are the three characteristics or aspects that make up perception. These three elements are consistent and interact with each other.

To gather insights from the population, purposive sampling is employed as a non-probability technique. This approach allows researchers to intentionally select participants based on specific characteristics relevant to the study's objectives. There are some characteristics for the informants who represent from population:

1. Grade 8 students of SMPN 1 Busungbiu
2. Students who teach by Teacher1

B. Conceptual Definition

Perception is a psychological process in which people interpret their experiences through their five senses to form either good or negative perceptions (Lamo 2023). Selection, interpretation, and reaction are the steps used to get answers. Although, the mechanisms by which people arrange, categorize, and interpret sensory data in order to comprehend their surroundings are known as perceptions (Erin & Maharani, 2018).



C. Questionnaire Blueprint for Grade 8 Students at SMPN 1 Busungbiu

| | |
|----------------------|--------|
| Personal Information | Name |
| | Class |
| | Gender |

| No. | Aspect of Perception | Statement | Item Number | Total |
|-----|----------------------|--|----------------|-------|
| 1. | Cognitive | The use of translanguaging helps me understand the learning material easily | 1,2,4,5, dan 6 | 5 |
| 2. | | Using translanguaging improves my comprehension of English | | |
| 3. | | The use of translanguaging improves my pronunciation | | |
| 4. | | Translanguaging has improved my ability to solve problems in English | | |
| 5. | | Translanguaging motivates me to participate in more group discussions | | |
| 6. | Affective | Translanguaging helps me to remember English vocabulary effectively | 3,7, dan 8 | 3 |
| 7. | | The use of translanguaging by the teacher affects my learning experience | | |
| 8. | | Translanguaging has made learning English more enjoyable for me | | |
| 9. | Conative | Translanguaging gives me more confidence in my English abilities | 9 dan 10 | 2 |
| 10. | | I'm more engaged in classroom activities when translanguaging is part of the instruction | | |

Students' Perception of Translanguaging at SMPN 1 Busungbiu
Questionnaire

This questionnaire is written by Sifa Silvia, a student of the English Language Education study program at Ganesha University of Education. This questionnaire is designed to identify students' perceptions of the use of translanguaging in the classroom. Your insights are valuable in helping the author to analyze students' perception of translanguaging in the EFL Classroom at SMPN 1 Busungbiu.

The data collected from this questionnaire is crucial for completing the thesis that the author is working on to fulfill the requirements of the graduate study program of English Language Education at Ganesha University of Education. In this regard, the author kindly requests your assistance and honesty in answering the following questionnaire. The results of this questionnaire will not affect your performance at school.

Personal Information:

1. Name:
2. Class:
3. Gender:

Statements:

| No. | Statement | SD | D | N | A | SA |
|-----|---|----|---|---|---|----|
| 1. | The use of translanguaging helps me understand the learning material easily | | | | | |
| 2. | Using translanguaging improves my comprehension of English | | | | | |
| 3. | Translanguaging helps me to remember English vocabulary effectively | | | | | |
| 4. | The use of translanguaging improves my pronunciation | | | | | |
| 5. | Translanguaging has improved my ability to solve problems in English | | | | | |
| 6. | Translanguaging motivates me to participate in more group discussions | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 7. | The use of translanguaging by the teacher affects my learning experience | | | | | |
| 8. | Translanguaging has made learning English more enjoyable for me | | | | | |
| 9. | Translanguaging gives me more confidence in my English abilities | | | | | |
| 10. | I'm more engaged in classroom activities when translanguaging is part of the instruction | | | | | |



Appendix 2 Blueprint of Interview

Students' Perception of Translanguaging at SMPN 1 Busungbiu

Interview

Personal Information:

1. Name:
2. Class:
3. Gender:

Questions:

4. What is your name? And where do you live? Is the Balinese language being your daily language?

5. Have you ever heard the word “translanguaging”? Do you know what it means?

6. When you think about translanguaging, do you think it's a good thing or bad thing? Why do feel that way?

7. Do you think using different languages in teaching or learning help you learn English better? Can you share why you think it helps or doesn't help?

8. When you are in the class, does using different languages help you understand what you are learning?

9. Does using different languages make you more excited to learn English or it make you less excited? Can you tell me?

10. Have you ever used different languages in English classroom? What was the experience like for you?

The interview questions:

| No. | Statement | Total |
|-----|---|-------|
| 1. | What is your name? And where do you live? Is the Balinese language being your daily language? | 7 |
| 2. | Have you ever heard the word “translanguaging”? Do you know what it means? | |
| 3. | When you think about translanguaging, do you think it’s a good thing or bad thing? Why do feel that way? | |
| 4. | Do you think using different languages in teaching or learning help you learn English better? Can you share why you think it helps or doesn’t help? | |
| 5. | When you are in the class, does using different languages help you understand what you are learning? | |
| 6 | Does using different languages make you more excited to learn English or it make you less excited? Can you tell me? | |
| 7 | Have you ever used different languages in English classroom? What was the experience like for you? | |

Appendix 3 Expert Judgement

Appendix 3 Expert Judgement

EXPERT JUDGEMENT SHEET

Questionnaire

Expert: Made Hery Santosa, Ph.D

| Number of Items | Expert Judge | | Suggestion |
|--------------------|--------------|------------|------------|
| | Relevant | Irrelevant | |
| 1 | ✓ | | |
| 2 | ✓ | | |
| 3 | ✓ | | |
| 4 | ✓ | | |
| 5 | ✓ | | |
| 6 | ✓ | | |
| 7 | ✓ | | |
| 8 | ✓ | | |
| 9 | ✓ | | |
| 10 | ✓ | | |

Singaraja, 16/01/2025



Made Hery Santosa, Ph.D

NIP. 197910232003121001

Appendix 4 Expert Judgement

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Appendix 4 Expertt Judgement

EXPERT JUDGEMENT SHEET

Questionnaire

Expert: Ketut Trika Adi Ana, S.Pd, M.Pd

| Number of Items | Expert Judge | | Suggestion |
|--------------------|--------------|------------|------------|
| | Relevant | Irrelevant | |
| 1 | ✓ | | |
| 2 | ✓ | | |
| 3 | ✓ | | |
| 4 | ✓ | | |
| 5 | ✓ | | |
| 6 | ✓ | | |
| 7 | ✓ | | |
| 8 | ✓ | | |
| 9 | ✓ | | |
| 10 | ✓ | | |

Singaraja,



[Ketut Trika Adi Ana, S.Pd, M.Pd.

NIP. 198508022023211012

Appendix 5 Expert Judgement Interview

Appendix 5 Expert Judgement Interview

EXPERT JUDGEMENT SHEET

Interview

Expert: Made Hery Santosa, Ph.D

| Number of Items | Expert Judge | | Suggestion |
|--------------------|--------------|------------|------------|
| | Relevant | Irrelevant | |
| 1 | ✓ | | |
| 2 | ✓ | | |
| 3 | ✓ | | |
| 4 | ✓ | | |
| 5 | ✓ | | |
| 6 | ✓ | | |
| 7 | ✓ | | |

Singaraja, 16/01/2025



Made Hery Santosa, Ph.D

NIP. 197910232003121001

Appendix 6 Expert Judgement Interview

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Appendix 6 Expert Judgement Interview

EXPERT JUDGEMENT SHEET

Questionnaire

Expert: Ketut Trika Adi Ana, S.Pd, M.Pd

| Number of Items | Expert Judge | | Suggestion |
|--------------------|--------------|------------|------------|
| | Relevant | Irrelevant | |
| 1 | ✓ | | |
| 2 | ✓ | | |
| 3 | ✓ | | |
| 4 | ✓ | | |
| 5 | ✓ | | |
| 6 | ✓ | | |
| 7 | ✓ | | |

Singaraja,



Ketut Trika Adi Ana, S.Pd, M.Pd.

NIP. 198508022023211012

Appendix 7. Questionnaire data

| No. | Respondent | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Total Score |
|-----|---------------|----|----|----|----|----|----|----|----|----|-----|-------------|
| 1 | Respondent 1 | 3 | 2 | 2 | 2 | 3 | 2 | 5 | 3 | 3 | 5 | 30 |
| 2 | Respondent 2 | 5 | 5 | 4 | 1 | 4 | 3 | 5 | 4 | 5 | 3 | 39 |
| 3 | Respondent 3 | 4 | 4 | 5 | 3 | 3 | 4 | 4 | 4 | 3 | 2 | 36 |
| 4 | Respondent 4 | 4 | 5 | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 4 | 44 |
| 5 | Respondent 5 | 5 | 5 | 4 | 4 | 5 | 2 | 2 | 4 | 3 | 3 | 37 |
| 6 | Respondent 6 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 47 |
| 7 | Respondent 7 | 1 | 3 | 5 | 2 | 4 | 2 | 4 | 5 | 2 | 2 | 30 |
| 8 | Respondent 8 | 2 | 2 | 1 | 1 | 3 | 4 | 2 | 2 | 1 | 2 | 20 |
| 9 | Respondent 9 | 5 | 5 | 3 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 41 |
| 10 | Respondent 10 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 47 |
| 11 | Respondent 11 | 5 | 5 | 2 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 39 |
| 12 | Respondent 12 | 5 | 5 | 2 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 40 |
| 13 | Respondent 13 | 5 | 5 | 3 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 41 |
| 14 | Respondent 14 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 35 |
| 15 | Respondent 15 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |
| 16 | Respondent 16 | 5 | 4 | 5 | 5 | 5 | 5 | 1 | 1 | 5 | 5 | 41 |
| 17 | Respondent 17 | 4 | 4 | 2 | 1 | 1 | 3 | 3 | 3 | 2 | 1 | 24 |
| 18 | Respondent 18 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 49 |
| 19 | Respondent 19 | 4 | 3 | 5 | 5 | 4 | 5 | 3 | 4 | 4 | 3 | 40 |
| 20 | Respondent 20 | 5 | 5 | 5 | 4 | 5 | 3 | 3 | 5 | 4 | 4 | 43 |
| 21 | Respondent 21 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 5 | 4 | 3 | 42 |
| 22 | Respondent 22 | 2 | 1 | 2 | 3 | 1 | 4 | 5 | 4 | 3 | 5 | 30 |

| | | | | | | | | | | | | |
|----|---------------|---|---|---|---|---|---|---|---|---|---|----|
| 23 | Respondent 23 | 3 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 4 | 3 | 36 |
| 24 | Respondent 24 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 3 | 43 |
| 25 | Respondent 25 | 3 | 1 | 2 | 5 | 3 | 3 | 1 | 5 | 3 | 3 | 29 |
| 26 | Respondent 26 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 27 | Respondent 27 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 46 |
| 28 | Respondent 28 | 2 | 2 | 3 | 5 | 2 | 2 | 3 | 5 | 4 | 4 | 32 |
| 29 | Respondent 29 | 5 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 46 |
| 30 | Respondent 30 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 44 |
| 31 | Respondent 31 | 4 | 5 | 5 | 4 | 3 | 4 | 5 | 2 | 5 | 4 | 41 |
| 32 | Respondent 32 | 3 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 44 |
| 33 | Respondent 33 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |
| 34 | Respondent 34 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 5 | 4 | 3 | 44 |
| 35 | Respondent 35 | 5 | 4 | 5 | 3 | 5 | 2 | 5 | 5 | 5 | 4 | 43 |
| 36 | Respondent 36 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 3 | 4 | 41 |
| 37 | Respondent 37 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 3 | 4 | 41 |
| 38 | Respondent 38 | 1 | 1 | 1 | 2 | 3 | 1 | 3 | 3 | 3 | 2 | 20 |
| 39 | Respondent 39 | 5 | 4 | 5 | 4 | 5 | 5 | 1 | 5 | 5 | 1 | 40 |
| 40 | Respondent 40 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 1 | 2 | 20 |
| 41 | Respondent 41 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 46 |
| 42 | Respondent 42 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 5 | 4 | 2 | 39 |
| 43 | Respondent 43 | 5 | 4 | 4 | 4 | 4 | 5 | 1 | 5 | 5 | 4 | 41 |
| 44 | Respondent 44 | 4 | 3 | 2 | 5 | 1 | 4 | 5 | 1 | 4 | 5 | 34 |
| 45 | Respondent 45 | 4 | 5 | 5 | 4 | 2 | 4 | 5 | 4 | 3 | 2 | 38 |
| 46 | Respondent 46 | 3 | 4 | 4 | 2 | 4 | 3 | 3 | 4 | 2 | 2 | 31 |

| | | | | | | | | | | | | |
|----|---------------|---|---|---|---|---|---|---|---|---|---|----|
| 47 | Respondent 47 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 3 | 40 |
| 48 | Respondent 48 | 4 | 5 | 5 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 39 |
| 49 | Respondent 49 | 3 | 4 | 3 | 4 | 2 | 3 | 1 | 1 | 2 | 3 | 26 |
| 50 | Respondent 50 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 45 |
| 51 | Respondent 51 | 4 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 39 |
| 52 | Respondent 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 41 |
| 53 | Respondent 53 | 3 | 3 | 5 | 1 | 2 | 5 | 5 | 4 | 3 | 2 | 33 |
| 54 | Respondent 54 | 3 | 3 | 3 | 4 | 2 | 3 | 4 | 2 | 4 | 3 | 31 |
| 55 | Respondent 55 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 34 |
| 56 | Respondent 56 | 5 | 5 | 5 | 2 | 5 | 3 | 5 | 5 | 2 | 5 | 42 |
| 57 | Respondent 57 | 1 | 1 | 5 | 5 | 1 | 1 | 1 | 5 | 5 | 1 | 26 |
| 58 | Respondent 58 | 3 | 4 | 4 | 3 | 3 | 5 | 3 | 5 | 4 | 3 | 37 |
| 59 | Respondent 59 | 2 | 4 | 3 | 4 | 4 | 1 | 3 | 5 | 4 | 4 | 34 |
| 60 | Respondent 60 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 |
| 61 | Respondent 61 | 1 | 3 | 5 | 1 | 5 | 5 | 1 | 1 | 2 | 3 | 27 |
| 62 | Respondent 62 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 42 |
| 63 | Respondent 63 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |
| 64 | Respondent 64 | 4 | 4 | 4 | 5 | 5 | 2 | 5 | 5 | 4 | 5 | 43 |
| 65 | Respondent 65 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 36 |
| 66 | Respondent 66 | 5 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 5 | 4 | 44 |
| 67 | Respondent 67 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 46 |
| 68 | Respondent 68 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 5 | 4 | 2 | 36 |
| 69 | Respondent 69 | 4 | 5 | 4 | 5 | 5 | 3 | 4 | 3 | 5 | 3 | 41 |
| 70 | Respondent 70 | 3 | 4 | 2 | 3 | 4 | 2 | 2 | 3 | 4 | 3 | 30 |

| | | | | | | | | | | | | |
|------------|----------------|---|---|---|---|---|---|---|---|---|---|----|
| 95 | Respondent 95 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |
| 96 | Respondent 96 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |
| 97 | Respondent 97 | 3 | 5 | 3 | 5 | 4 | 4 | 2 | 1 | 4 | 3 | 34 |
| 98 | Respondent 98 | 1 | 3 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 17 |
| 99 | Respondent 99 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 39 |
| 100 | Respondent 100 | 4 | 4 | 4 | 5 | 3 | 5 | 4 | 3 | 4 | 3 | 39 |



Appendix 8. Table Frequency of Students' Responses about Students' perception on Translanguaging

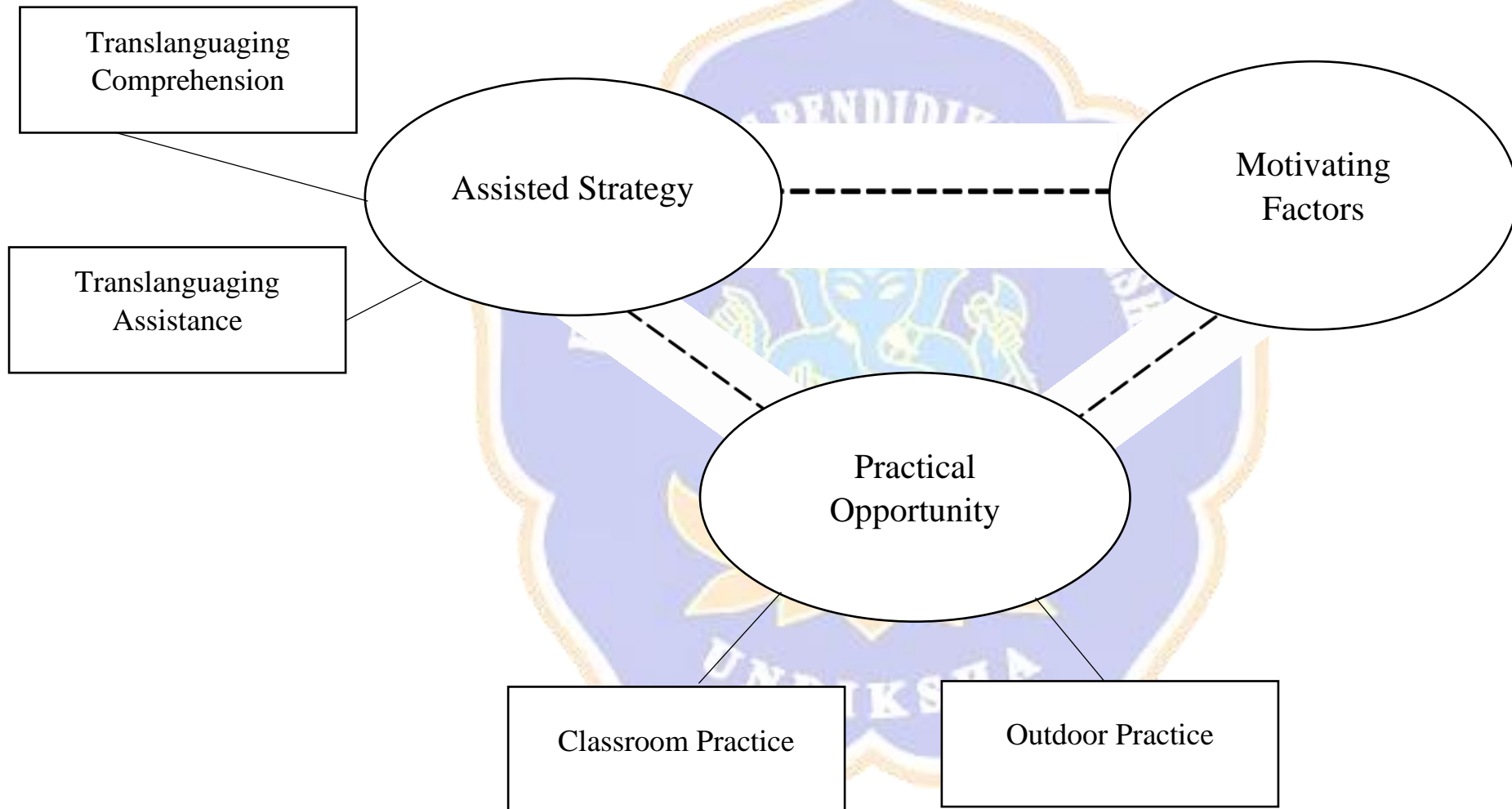
| No. | Statement | SD | D | N | A | SA |
|-----|--|----|----|----|----|----|
| 1. | The use of translanguaging helps me understand the learning material easily | 6 | 6 | 20 | 30 | 38 |
| 2. | Using translanguaging improves my comprehension of English | 6 | 6 | 11 | 36 | 41 |
| 3. | Translanguaging helps me to remember English vocabulary effectively | 3 | 11 | 16 | 31 | 39 |
| 4. | The use of translanguaging improves my pronunciation | 6 | 9 | 17 | 33 | 35 |
| 5. | Translanguaging has improved my ability to solve problems in English | 5 | 10 | 16 | 26 | 43 |
| 6. | Translanguaging motivates me to participate in more group discussions | 5 | 10 | 28 | 25 | 32 |
| 7. | The use of translanguaging by the teacher affects my learning experience | 10 | 7 | 16 | 28 | 39 |
| 8. | Translanguaging has made learning English more enjoyable for me | 6 | 6 | 17 | 25 | 46 |
| 9. | Translanguaging gives me more confidence in my English abilities | 3 | 8 | 22 | 33 | 34 |
| 10. | I'm more engaged in classroom activities when translanguaging is part of the instruction | 5 | 12 | 33 | 24 | 26 |

Appendix 9. The Results of Interview Analysis Using Thematic Analysis

| Themes | Sub Themes | Respondents | Sample Excerpts |
|--|---|----------------|--|
| Translanguaging Helps Students Learn English | Translanguaging helps to understand the material | S1/8/SMPN1B SB | I think it's very helpful for making it easier to understand sentences in the material. But there's also a negative side, like a lack of mastery and understanding of the language, then I'm using bahasa more than English. |
| | Translanguaging helps students improve the ability | S3/8/SMPN1B SB | It's helpful because with Translanguaging, we can improve our ability to learn English |
| | Translanguaging helps to understand the material | S4/8/SMPN1B SB | It helps, especially during English class. It makes it easier to understand the material being taught. |
| | Translanguaging helps to understand the material | S2/8/SMPN1B SB | It's useful because we can improve our understanding of learning to speak English |
| | Translanguaging help to learn English more comfortable | S1/8/SMPN1B SB | I think it helps improve thinking skills, and it's definitely more comfortable during language lessons, especially for me since I'm not very fluent yet |
| | Translanguaging help to learn English more comfortable | S2/8/SMPN1B SB | It helps us feel comfortable learning, and it also helps when we're studying |
| Translanguaging Making Students Motivated to Learn English | Using translanguaging make student motivates to learn English | S1/8/SMPN1B SB | It motivates me, because Teacher1 teaching method is very easy to understand with the language mixing. It also makes me and other students more interested in learning. |

| | | | |
|--------------------------------------|--|----------------|--|
| | Using translanguageing make student motivates to learn English | S2/8/SMPN1B SB | it's motivating because I can learn in two language |
| | Using translanguageing make student motivates to learn English | S3/8/SMPN1B SB | It motivates me because I can translate from Indonesian to English |
| | Using translanguageing make student motivates to learn English | S4/8/SMPN1B SB | It motivates me more because if the language isn't mixed, it would be boring and harder to understand the material. |
| Students Practicing Translanguageing | Student have practice translanguageing | S1/8/SMPN1B SB | I've used it, but not very often, and I also use Translanguageing with friends who understand it. |
| | Student have practice translanguageing in the classroom | S2/8/SMPN1B SB | I have, when I couldn't answer in fully English, so I answered by mixing the language. |
| | Student have practice translanguageing in and out of the classroom | S3/8/SMPN1B SB | Yes, but I've also tried it with friends or at home, just to practice. |
| | Student have practice translanguageing in and out of the classroom | S4/8/SMPN1B SB | I often do, either because Mr. Astra asked me to or when talking with friends. It's also fun because when Teacher1 uses Translanguageing, he usually makes jokes too |

Appendix 10. Diagram of Thematic Analysis



Appendix 11. Documentation



RIWAYAT HIDUP



Sifa Silvia lahir di Bekasi, Jawa Barat, Indonesia, pada tanggal 14 November 2002. Penulis merupakan anak kedua dari empat bersaudara. Penulis mengawali pendidikan di SD Negeri 12 Cipinang Melayu dan lulus pada tahun 2014. Kemudian, penulis melanjutkan pendidikan di MTs. Al-Wathoniyah 2 dan lulus pada tahun 2017. Setelah itu, penulis melanjutkan pendidikan menengah atas di SMA Negeri 50 Jakarta Timur dengan jurusan Bisnis Daring dan Pemasaran, dan lulus pada tahun 2020. Pada tahun 2021, penulis melanjutkan pendidikan tinggi di Universitas Pendidikan Ganesha dengan program studi S1 Pendidikan Bahasa Inggris. Penulis menjalani masa studi selama empat tahun, dan pada semester 8 di bulan Februari 2025, penulis menyelesaikan skripsi dengan judul *“THE INVESTIGATION OF 8th GRADE STUDENTS’ PERCEPTION OF TRANSLANGUAGING IN EFL CLASSROOMS AT SMPN 1 BUSUNGBIU”*.

