

ABSTRACT

Iskandar, A. B. 2025. Documenting Multilingual Students' Superior Cognitive Skill: A Translanguaging Analysis at One Senior High School in Jambi. Master of English Education Study Program. Language and Art Department. Faculty of Teacher Training and Education of Universitas Jambi in Academic Year 2024/2025. The first supervisor is Failasofah, S.S., M.Pd., Ph.D. The second supervisor is Dr. Mukhlash Abrar, S.S., M.Hum.

Despite growing interest in translanguaging as a pedagogical approach, limited research has explored how multilingual students in Islamic educational settings perceive and experience this practice—particularly in EFL (English as a Foreign Language) classrooms in the Indonesian context. This study aimed to address this gap by investigating the attitudes, perceptions, and challenges faced by senior high school students at an Islamic school in Jambi, Indonesia, regarding the use of translanguaging in English learning. Adopting a mixed-methods design, the study combined quantitative data from a questionnaire ($n = 129$) with qualitative data from in-depth interviews. The quantitative findings revealed that students generally held positive attitudes toward translanguaging, expressing that it helped them understand complex material and engage more confidently in class activities. Students also perceived translanguaging as a valuable tool for bridging their first language (L1) and English (L2), particularly during early stages of language learning. However, some concerns were noted regarding over-reliance on L1, as well as occasional confusion when switching between languages. The qualitative data supported these findings, highlighting diverse experiences and emphasizing the importance of balanced and purposeful translanguaging practices. Overall, the study concluded that translanguaging, when implemented strategically, can serve as an effective support mechanism in multilingual EFL classrooms. These findings carry significant implications for language educators, pointing to the need for context-sensitive instructional frameworks that empower students' multilingual identities while fostering English language development.

Keywords: English as a Foreign Language (EFL), Language Learning, Translanguaging