

UNDERGRADUATE THESIS

**TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE
ELEVENTH GRADERS OF SMA TMI ROUDLOTUL QURAN METRO**



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**TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING
AT THE ELEVENTH GRADERS OF SMA TMI ROUDLOTUL QURAN
METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.

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Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE ELEVENTH GRADERS OF SMA TMI ROUDLOTUL QURAN METRO, Written by Dewi Masitoh, student number: 2101051008, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 25th, 2025 at 08.00 - 10.00 a.m.

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ABSTRACT

**TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE
ELEVENTH GRADERS OF SMA TMI ROUDLOTUL QURAN METRO**

By:

DEWI MASITOH

Students often face difficulties understanding English-only instruction, which limits their engagement and comprehension in the classroom. This study aimed to explore the implementation of translanguaging in English language learning and to identify teacher and student perceptions of its use. The research employed a descriptive qualitative design. It involved one English teacher and ten eleventh-grade students at TMI Roudlotul Qur'an Metro High School. Data were collected through classroom observations and interviews.

The findings show that translanguaging helps explain complex materials, especially grammar, builds students' confidence, and encourages active classroom participation. It also creates a more inclusive and supportive learning environment for learners in a multilingual setting. The use of translanguaging will support teachers in addressing students' linguistic needs. It will also help design more effective, responsive, and engaging aligned with learners' backgrounds.

Keywords: *English teaching, student perceptions, translanguaging*

ABSTRAK

TRANSLANGUAGING DALAM PENGAJARAN BAHASA INGGRIS PADA SISWA KELAS SEBELAS SMA TMI ROUDLOTUL QURAN METRO

By:

DEWI MASITOH

Siswa sering mengalami kesulitan dalam memahami pembelajaran yang sepenuhnya menggunakan bahasa Inggris, sehingga membatasi keterlibatan dan pemahaman mereka di kelas. Penelitian ini bertujuan untuk mengeksplorasi penerapan translanguaging dalam pembelajaran bahasa Inggris serta mengetahui persepsi guru dan siswa terhadap penggunaannya. Penelitian ini menggunakan desain kualitatif deskriptif. Partisipan terdiri dari satu guru bahasa Inggris dan sepuluh siswa kelas XI di SMA TMI Roudlotul Qur'an Metro. Data dikumpulkan melalui observasi kelas dan wawancara.

Hasil penelitian menunjukkan bahwa translanguaging membantu menjelaskan materi yang kompleks terutama tata bahasa meningkatkan kepercayaan diri siswa, dan mendorong partisipasi aktif di kelas. Strategi ini juga menciptakan suasana belajar yang lebih inklusif dan suportif bagi siswa di lingkungan multilingual. Penggunaan translanguaging akan mendukung guru dalam memenuhi kebutuhan linguistik siswa. Hal ini juga akan membantu merancang instruksi yang lebih efektif, responsif, dan menarik yang selaras dengan latar belakang peserta didik.

Kata kunci: *pembelajaran bahasa inggris, persepsi siswa, translanguaging*

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Metro, 18 Juni 2025
Yang Menyatakan,

Dewi Masitoh
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MOTTO

حسبنا الله و نعم الوكيل نعم المولى و نعم النصير

“Sufficient for us is Allah, and He is the best disposer of affairs.” atau "Allah is sufficient for us, and He is the best of protectors and helpers."

DEDICATE PAGE

I highly dedicate this undergraduate thesis to:

1. To my parents, Alm. Mr. Mahrowi and Alm. Mrs. Siti Muayah, I'm sorry that your child's train was moving slowly, so I couldn't arrive with you at this point. But I have done my best to get here, and I hope you're proud of me. Thank you for raising me, and Mom, thank you for giving me life. I always pray for you both. I love you more than ever.
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4. To my beloved cats Bocil, Bubub, Cemol, Cemong, and Mochi Kawai, thank you for keeping me company at home and cheering me up when I'm alone. I hope you all stay healthy, my dear cats.
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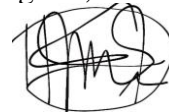
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The second time the researcher honors the prayers and greetings of the Role Model' muslim in the world the Prophet Muhammad SAW. In completing this thesis, the researcher realizes that many parties have provided assistance and suggestions that are useful for the completion of this thesis. Therefore, the researcher would like to express his deepest appreciation and gratitude to:

1. Prof. Ida Umami, M.Pd. Kons., as the Rector of State Islamic Institute of Metro
2. Dr. Siti Annisah, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty
3. Dr. Much Deniatur, M.Pd, B.I as the head of English Education Department of IAIN Metro.
4. Prof. Dr. Dedi Irwansyah, M.Hum, my supervisor who has spent a of time to give guidance, suggestion, and advice for the researcher in the process in writing this Undergraduate Thesis

Batanghari, June 18, 2025



DEWI MASITOH

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CHAPTER 1

INTRODUCTION

A. Background of study

Understanding and communication can be improved, one of which is through the use of the language mastered by the learner. Learners can use their mother tongue to build relationships with new materials and expand vocabulary in the target language. Translanguaging helps students overcome learning-related problems and also to avoid language difficulties.¹ They can apply sentence patterns, vocabulary, and structures of their native language in the target language which can help them to broaden and enrich their understanding of the language.

Translanguaging becomes a space that connects multilingual texts for students' critical understanding of English texts and enhances their engagement with texts, teachers, and their peers.² In this way, learning English through this approach can make students more comfortable in learning because they are helped by their ability to use, interpret, and relate English to the mother tongue that they understand.

Hamman finds that this case study of a Midwestern bilingual classroom shows that flexible language practices can both support and undermine the goals of bilingual programs. Based on this, he advocates for constructing critical

¹ Natalia Chicherina, 'Multilingualism in the Design of Degree Programmes: The Case of Higher School of Economics', 360. *Emsese* (2019), 53–57 <<https://doi.org/10.2991/emssese-19.2019.24>>.

² Juyoung Song, Deborah Howard, and Walny Olazabal-Arias, 'Translanguaging as a Strategy for Supporting Multilingual Learners' Social Emotional Learning', *Education Sciences*, 12.7 (2022) <<https://doi.org/10.3390/educsci12070475>>.

translanguaging spaces and developing strategic sites for language use.³ Burton's findings provide insights into teachers' attitudes toward translanguaging, the relationship between language learning experiences, classroom language policies, and institutional opportunities and constraints.⁴

Napapat et al., show that translanguaging is a scaffolding mechanism that allows students to use existing linguistic skills to improve their language proficiency. This study adds to existing research on translanguaging pedagogy by emphasizing the importance of students' linguistic and cultural backgrounds in fostering a safe and inclusive classroom environment.⁵

Rasmin reported that translanguaging in English as a foreign language class affects the performance of students with multilingual backgrounds (Indonesian, regional languages, and English). Therefore, translanguaging-based teaching is considered good if applied in learning English as a foreign language.⁶ Liando et al. found that there are three types of translanguaging strategies used by teachers during teaching. Translanguaging is classified into three types: intra-sentential translanguaging, inter-sentential translanguaging, and tag translanguaging, which

³ Laura Hamman, 'Translanguaging and Positioning in Two-Way Dual Language Classrooms: A Case for Criticality', *Language and Education*, 32.1 (2018), 21–42 <<https://doi.org/10.1080/09500782.2017.1384006>>.

⁴ Jennifer Burton and Shakina Rajendram, 'ESL Instructors' Language Orientations and A Guide Toward Translanguaging', 36.1 (2019), 21–47.

⁵ Napapat Thongwichit and Mark Bedoya Ulla, 'Translanguaging Pedagogy in Thailand's English Medium of Instruction Classrooms: Teachers' Perspectives and Practices', *Tesl-Ej*, 27.4 (2024), 1–17 <<https://doi.org/10.55593/ej.27108a7>>.

⁶ La Ode Rasmin and Sahril Nur, 'Translanguaging in Efl Classroom and Its Impact on Students' Performance At a Secondary School Level: A Systematic Review', *English Journal of Indragiri*, 7.1 (2023), 41–53 <<https://doi.org/10.32520/eji.v7i1.2162>>.

have interrelated purposes. In addition, translanguaging has significant benefits for learning.⁷

Based on results of observation with English teacher in class XI of SMA TMI Roudlotul Quran Metro on September 7.2024, the teacher indicated that in responding to conversations students are still less responsive as well as when interacting with the teacher. in addition, students' lack of understanding in understanding learning materials when the teacher explains in full English. Based on the study above, this research aims to determine the teacher and students' perceptions regarding the implementation of translanguaging and also to find out how learning occurs in the classroom when using or implementing translanguaging.

B. Identification of the problem

This research focuses on how the learning process when using translanguaging. Students are known to face difficulties in learning English and also when communicating to the teacher so that they become less responsive in responding to what is conveyed by the teacher. If students do not understand the material presented by the teacher then the teaching and learning process will not be effective. Therefore, the researcher investigated the process of translanguaging in learning. In addition, it also wants to know the perceptions of teachers and also students towards the translanguaging.

⁷ Nihta VF Liando, Devilito P. Tatipang, and Fergina Lengkoan, 'Teachers' Perspectives on Translanguaging as a Pedagogical Resource in Senior High School English Classes', *Journal of English and Applied Linguistics*, 1.2 (2022), 167–85 <<https://doi.org/10.59588/2961-3094.1022>>.

C. Research Question

Based on the research background above, the research problem is formulated as follows:

1. What are the teacher perceptions regarding implementing translanguaging in English learning at SMA TMI Roudlotul Qur'an?
2. How is translanguaging used in English classes at SMA TMI Roudlotul Qur'an?
3. What are the students' perceptions regarding implementing translanguaging in English learning at SMA TMI Roudlotul Qur'an?

D. Problem limitation

To avoid misunderstanding and clarify this research, the researcher limited the problem to only finding out how translanguaging is used in the classroom and also the opinions of students and teachers during the learning process.

E. Objectives and benefits of the study

1. Objective of research

The objectives of this research are:

- a. To find out how learning occurs in the classroom when translanguaging is applied to it
- b. To find out the opinions of teacher and students during the learning process

2. Benefits of study

This research is expected to provide benefits for researchers, students, teachers, and also subsequent researchers.

a. For the teachers

This research is expected to inspire teachers to explore the use of translanguaging so that students can better understand the material and also create a focused class during the learning process.

b. For the students

Through this research, it is hoped that it can improve the students' understanding during the learning process by implementing translanguaging in it and also help students interact with friends and teachers in class.

c. For the researchers

This research is expected to be useful for other researchers who are interested in conducting research using the same theory.

F. Prior Research

This research was conducted by considering several studies that have been conducted by previous researchers. The first research was conducted by Aji in 2022 at the Islamic University of Indonesia Yogyakarta.⁸ The results of this study indicate that the use of repertoires in translanguaging exercises helps students overcome comprehension problems when learning English.

The second study was conducted by Styati & Irawati in 2023 at Universitas PGRI Madiun, Indonesia. The findings showed that there were three categories of perception: language choice, language intermediary, and translanguaging. The effect of translanguaging on students' writing showed that, based on the indicators

⁸ Respati Aji, 'Indonesian Teachers' Translanguaging Practices In a University EFL Classroom', University Indonesia Islam, 2022 <www.aging-us.com>.

of students' writing, which were based on the elements of written production, namely content, organization, grammar, mechanics, and vocabulary. The average score of students' writing was 76. This shows that teaching students to write in English can be done by using translanguaging.⁹

The third study was conducted by Sutrisno in 2023 at Mandalika University of Education, West Nusa Tenggara. The results of the content analysis showed that translanguaging contributed to help learning activities, including improving students' understanding of the teaching materials. In addition, this review also found the use of code mixing and code-switching which were considered fundamental to improving learning outcomes through maximum class participation from students.¹⁰

Based on the above studies, it can be concluded that all previous studies have similarities with the research to be conducted by the author, namely the use of translanguaging. The difference from previous researchers is the specification or uniqueness of the research location in the form of Islamic boarding schools, so far there has been no in-depth investigation related to the application of translanguaging in Islamic boarding schools. Islamic boarding schools are assumed to be a unique context because they are multilingual, including Arabic, English, Indonesian, and Javanese. The variety of languages is believed to add to the richness of data that shows the phenomenon of translanguaging.

⁹ Erlik Widiyati Styati and Lulus Irawati, 'Translanguaging on ELT Writing Classroom During National Students' Exchange: Perceptions and Practices', *JEES (Journal of the English Educators Society)*, 8.2 (2023), 205–14 <<https://doi.org/10.21070/jees.v8i2.1795>>.

¹⁰ Dwi Budidarma Sutrisno, 'Translanguaging Practices Within Indonesian EFL Classrooms: A Review of the Literature', *JOLLT Journal of Languages and Language Teaching*, 11.3 (2023), 547 <<https://e-journal.undikma.ac.id/index.php/joltt>>.

CHAPTER II

LITERATURE REVIEW

A. The nature of translanguaging

Translanguaging originates from Welsh bilingual education and was first used in Welsh as 'trawsieithu'. Translanguaging in the Welsh context refers to the pedagogical practice of deliberately switching input and output language modes in a bilingual classroom.¹¹ In academic circles, translanguaging has been widely accepted as a way to help bilinguals understand each other's bilingual vocabulary through discursive procedures.¹² In the context of education, translanguaging is used as a strategy to support the understanding, learning, and participation of multilingual students. It allows students to use the language they are most proficient in to deepen their understanding of the subject matter. Teachers can use translanguaging as a strategy to help students who speak multiple languages understand and master the subject matter.

Translanguaging is an instructional strategy in which students are asked to switch between languages for efficient or receptive use.¹³ Translanguaging can optimize the various languages that each individual has, such as English, Indonesian, or even regional languages, so that Indonesian becomes a bridge to facilitate the students' understanding. The use of translanguaging can develop

¹¹ Gwyn Lewis, Bryn Jones, and Colin Baker, 'Translanguaging: Origins and Development from School to Street and Beyond', *Educational Research and Evaluation*, 18.7 (2012), 641–54 <<https://doi.org/10.1080/13803611.2012.718488>>.

¹² Yuejun Yang and Qinghua Peng, 'Translanguaging: A New Paradigm in Applied Linguistics', 329. *Iccessh* 2019 (2019), 1149–53 <<https://doi.org/10.2991/iccsh-19.2019.255>>.

¹³ Angel MY Lin, 'Theories of Trans/Languaging and Trans-Semiotizing: Implications for Content-Based Education Classrooms', *International Journal of Bilingual Education and Bilingualism*, 22.1 (2019), 5–16 <<https://doi.org/10.1080/13670050.2018.1515175>>.

students' knowledge in obtaining meaning, so that it is very helpful for students to know the true meaning of the material presented clearly. If translanguaging is used correctly, it can have a positive effect. For example, if a teacher realizes that a student is having difficulty understanding the meaning of English-language material, they can step in and help by explaining confusing concepts using language that is better understood by the learner.

The term “translanguaging” describes how bilingual or multilingual people use language.¹⁴ This can involve conversations in which people communicate with each other in different languages. It involves speaking two or more languages at once and conversing with others in each of those languages, regardless of whether they are fluent in each of them. Translanguaging implies that teachers are aware of the language they are using for each task and that the use of both languages is carefully considered.

Translanguaging is "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages".¹⁵ Translanguaging as a bilingual discourse practice and pedagogical strategy that uses bilingual students' entire linguistic repertoire flexibly to teach rigorous content and language for academic purposes.¹⁶

¹⁴ Marybelle Marrero-colón, 'Translanguaging: Theory, Concept, Practice, Stance...or All of the Above?', Center for Applied Linguistics, 2021 <<https://www.cal.org/resource-center/publications-pro %0Aducts/translanguaging>>.

¹⁵ Kathryn Henderson and Peter Sayer, 'Translanguaging in the Classroom', *Codeswitching in the Classroom*, July, 2019, 207–24 <<https://doi.org/10.4324/9781315401102-9>>.

¹⁶ Henderson and Sayer. 'Translanguaging in the Classroom', *Codeswitching in the Classroom*, July, 2019, 207–24 <<https://doi.org/10.4324/9781315401102-9>>

This shows that translanguaging is an idea that is used naturally. Thus, translanguaging occurs as a natural process of meaning-making in bilingual classrooms. It can be used as a pedagogical tool for appropriate topic instruction, effective communication, and teaching. Therefore, translanguaging pedagogy can be useful for supporting children with linguistic limitations in the classroom. Translanguaging is considered a process of language learning through "pedagogical translanguaging", it is considered as an effective tool for language learning and is considered as a way to enrich the abilities of learners. Pedagogical translanguaging encourages students to learn writing, reading, vocabulary, grammar, and speaking.

Based on the definition of translanguaging by the experts above, the researcher concludes that translanguaging is a process used in language classes to understand a second language in communication in bilingual or multilingual classes. Usually translanguaging is done when students have difficulty understanding a foreign language. The use of translanguaging is intended to avoid misunderstandings in interpreting the language.

B. The benefits of translanguaging

Translanguaging becomes an approach in language learning that involves the use of more than one language simultaneously and flexibly. Some of the benefits of translanguaging are:

- 1) Improving student understanding

In the learning process, it is very important to know the understanding of the material for students. The use of translanguaging in the classroom can improve students' understanding and competence and leave behind old habits that are conventional.¹⁷ By using translanguaging they can access information in a more familiar language and translate it into the target language.

2) Strengthening language skills

Translanguaging helps students strengthen their skills in the target language by using another language as a tool. Students can use translanguaging to compare and analyze information in different languages, which improves critical thinking skills and can also deepen their understanding of the structure and vocabulary of both languages.

3) Developing student self-confidence

Classroom learning using translanguaging will help students feel more confident because they are not trapped in the boundaries of one language. This certainly makes classroom learning feel comfortable and they feel involved in the learning process. Translanguaging recognizes and appreciates the diversity of languages that students have. When students feel that their language is valued and used in the learning process, they feel more valued and motivated.

¹⁷ Song, Howard, and Olazabal-Arias. *'Translanguaging as a Strategy for Supporting Multilingual Learners' Social Emotional Learning*, Education Sciences, 12.7 (2022) <<https://doi.org/10.3390/educsci12070475>>.

C. Translanguaging as a characteristic of bilingualism

Bilingualism is closely related to second language acquisition. Bilingualism is a person's ability to communicate fluently using a language other than their mother tongue.¹⁸ The role of language translanguaging is useful for bilinguals. The use of translanguaging is a characteristic of bilinguals, this is because bilinguals move from one language to another in communicating. Translanguaging often involves adapting context and meaning from one language to another to demonstrate flexibility in language use. This shows that bilinguals can move between languages easily and use their language knowledge dynamically.

Bilingual students naturally use translanguaging. Translanguaging allows bilingual students to make sense of the world around them. There are many reasons why translanguaging is important for bilingual students. It can improve comprehension of content, help weaker language development, create connections from home to school, and integrate fluent speakers with early learners. Translanguaging allows bilinguals to use different languages for different purposes, such as using their native language to talk about personal experiences and the target language for formal or academic communication. This reflects the ability of bilinguals to adjust their language use depending on the purpose of communication.

¹⁸ Kelly Wallner, 'The Effects of Bilingualism on Language Development of Children', *Communication Sciences and Disorders: Student Scholarship & Creative Work*, 5.2 (2016), 1–33.

D. Learning theory

The terms theory and learning consist of two important words, namely theory and learning. Theory is an assumption or system of ideas intended to explain something.¹⁹ Theory is a set of principles about events that contain ideas, concepts, procedures and principles that can be studied, analyzed and tested for their truth. Learning is a process of conscious effort carried out by individuals for a change from not knowing to knowing, from not having an attitude to having the right attitude, from not being skilled to being skilled at doing something. Learning theory is a theory that contains procedures for applying teaching and learning activities between teachers and students, designing learning methods that will be implemented in class and outside the classroom. Learning theory is divided into three classifications;

1. Behaviorist learning theory

Behaviorist learning theory is also known as behavioral learning theory because the analysis is done on visible and measurable behavior. Behaviorist theory has a view that learning is a change in behavior as a result of the interaction between stimulus and response. Behaviorism views individuals only in terms of physical phenomena and ignores the mental aspect.²⁰ In other words, behaviorism does not recognize intelligence, talent, or interest. Learning is a change in human behavior caused by the influence of its environment. So therefore, understand that learning is a form of change experienced by students in

¹⁹ Jim Stewart, Victoria Harte, and Sally Sambrook, 'What Is Theory?', *Journal of European Industrial Training*, 35.3 (2011), 221–29 <<https://doi.org/10.1108/03090591111120386>>.

²⁰ Johanna Turner, *Psychology for the Classroom*, Psychology for the Classroom, 2017 <<https://doi.org/10.4324/9781315209357>>.

terms of their ability to behave in new ways as a result of the interaction between stimulus and response.

Stimulus is any type of stimulation or influence from the environment that can trigger a reaction or behavior. A stimulus can be something that is perceived by the senses, such as a sound, a smell, or a particular object. For example, the sound of a bell can be a stimulus that triggers someone to do a certain action, such as answering the phone. Response is an answer or reaction to a stimulus, such as: a response to a question or message as well as a response to criticism or suggestions. Reinforcement is a consequence that follows a response and influences the likelihood that the behavior will be repeated in the future. Reinforcement can be positive (adding something pleasant after the behavior) or negative (removing something unpleasant after the behavior). The purpose of reinforcement is to increase the frequency of a desired behavior. For example, if someone gets praise or a reward after answering the phone well, they are more likely to do the same thing in the future.

Overall, the stimulus-response-reinforcement principle is the core of behavioral learning theory, which states that behavior is learned through the interaction between environmental stimuli and individual responses, as well as the reinforcement that follows the behavior. Students are considered to have learned if they can show changes in their behavior. For example, students can be said to be able to write if they are able to demonstrate their writing skills well. The implications of behaviorist theory in learning activities depend on several things such as; learning objectives, nature of the subject matter, characteristics of

students, media and learning facilities available. Learning that is designed and implemented based on behaviorist theory views that knowledge is objective, certain, fixed, and unchanging.

Knowledge has been neatly structured, so that learning is the acquisition of knowledge, while teaching is transferring knowledge to the person who is learning or the student. Students are expected to have the same understanding of the knowledge being taught. This means that what is understood by the educator or teacher is what must be understood by the student.

2. Cognitive learning theory

Cognitive theory emphasizes the learning process rather than the learning outcomes. This theory states that learning does not merely involve the relationship between stimulus and response, but rather a person's behavior is determined by their perception and understanding of the situation related to their learning goals. Cognitive theory also emphasizes that parts of a situation are interconnected with the entire context of the situation. Cognitive theory is essential for knowledge resources and strategies for learning (attention, understanding, memory, acceptance, processing, and information).²¹ Learning is an activity that involves a very complex thinking process.

The cognitive domain has become a major focus in education and as a result has become an abbreviation for Bloom's Taxonomy. The cognitive domain consists of six levels of objectives. These levels are arranged in a hierarchy, from

²¹ Shaun Nichols and Stephen Stich, 'A Cognitive Theory of Pretense', *Cognition*, 74.2 (2000), 115–47 <[https://doi.org/10.1016/S0010-0277\(99\)00070-0](https://doi.org/10.1016/S0010-0277(99)00070-0)>.

basic skills to higher-order thinking skills. Bloom's Taxonomy is a hierarchical structure that identifies skills from the lowest to the highest level.²² Each level in Bloom's Taxonomy has its own correlation. The cognitive domain sorts skills according to the desired goals. The thinking process describes the stages of thinking that students must master in order to be able to apply theory to action. This cognitive domain consists of six levels, namely: (1) remember; (2) understand; (3) apply; (4) analyze; (5) evaluate; and (6) create.

According to cognitive psychology, learning is seen as an effort to understand something. The effort is done actively by students. The activity can be in the form of seeking experience, seeking information, solving problems, observing the environment, practicing something to achieve a certain goal. Cognitive psychologists believe that previous knowledge is very important in determining the success of learning new information or knowledge.

Cognitive theory emphasizes the process of student development. Although the process of student development follows the same sequence, the speed and growth in the development process are different. In the learning process, differences in the speed of development affect the speed of student learning, therefore interaction in the form of discussion cannot be avoided. The exchange of ideas is a sign of the development of student reasoning. It should be realized that reasoning is not something that can be taught directly, but its development can be simulated.

²² Fatine Merieme BELARBI and Abdelkader BENSFAFA, 'An Evaluation of the Algerian EFL Baccalaureate Exam under the Cognitive Domains of Bloom's Taxonomy', *Arab World English Journal*, 11.4 (2020), 534–46 < <https://doi.org/10.24093/awej/vol11no4.34>>.

3. Constructivism learning theory

The definition of constructivist learning theory is a learning theory that emphasizes the activity of creating and building from something that has been learned. Constructive activities can encourage students to always be active, so that their intelligence will also increase. Intelligence comes from the process of organizing and adapting. Organization is defined as the tendency of each child to integrate the process into an interconnected system. Constructivist learning theory understands learning as a process of forming (constructing) knowledge by the students themselves. Knowledge is within someone who is knowing.

Constructivism assumes that all knowledge is built from prior knowledge.²³ In other words, because the formation of knowledge is the learner himself, learners must be active during learning activities, actively think, formulate concepts, and give meaning to the things being learned, but what most determines the realization of learning symptoms is the learner's own intention to learn. Meanwhile, the role of teachers in constructivist learning is to help so that the process of constructing knowledge by learners runs smoothly. Teachers do not transfer the knowledge they already have, but rather help learners to form their own knowledge and are required to better understand the way of thinking or the way of thinking of learners in learning. Therefore, the use of translanguaging in the classroom is often done by teachers to help students understand learning materials.

²³ Benjamin Kobina Sarbah, 'RunnigHead : CONSTRUCTIVISM LEARNING APPROACHES Constructivism Learning Approaches Benjamin K . Sarbah', ResearchGate, June, 2020, 0–7 <<https://doi.org/10.13140/RG.2.2.28138.34241>>.

The learning process consists of 3 stages, namely assimilation, accommodation and equilibration (balancing).²⁴ Assimilation is the process of integrating new information into existing cognitive structures. Accommodation is the process of adjusting cognitive structures to new situations. While equilibration is the adjustment of continuity between assimilation and accommodation. The constructivism paradigm views students as individuals who already have initial abilities before learning something. These initial abilities will be the basis for constructing new knowledge. Therefore, even though these initial abilities are still very simple or do not match the teacher's opinion, they should be accepted and used as the basis for learning and guidance.

E. Theory of perception

1. Definition of perception

Every individual in everyday life will receive stimuli or encouragement in the form of information, events, objects, and others originating from the surrounding environment, these stimuli or encouragement will be given meaning or significance by the individual, the process of giving meaning or significance is called perception.²⁵ Perception in the narrow sense is vision, how someone sees something, while in the broad sense perception is a view or understanding, namely how someone views or interprets something, perception is a person's ability to organize an observation, these abilities include: the ability to differentiate, the ability to group, and the ability to focus. Therefore, someone can have a different

²⁴ Farida Hanum Pakpahan and Marice Saragih, 'Theory Of Cognitive Development By Jean Piaget', *Journal of Applied Linguistics*, 2.2 (2022), 55–60 <<https://doi.org/10.52622/joal.v2i2.79>>.

²⁵ Kathleen M. Galotti, 'Perception: Recognizing Patterns and Objects', *Cognitive Psychology In and Out of the Laboratory Electronic Version*, 2013, 39–64.

perception, even though the object is the same. This is possible because of differences in the value system and personality traits of the individual concerned.

Perception can be said as a process of entering messages or information into the human brain that is integrated with the thoughts, feelings, and experiences of the individual. Social learning theory views that individual behavior is not merely an automatic reflex or stimulus, but also a result of reactions that arise as a result of interaction between the environment and the individual's own cognitive scheme. For humans, perception is a flexible activity, which can adapt well to changing input. In everyday life, it appears that human perception has the ability to adapt well to its environment and culture.

A person's perception does not arise by itself, but through a process and factors that influence a person's perception. This is what causes each person to have a different interpretation, even though what they see is the same.²⁶ There are three factors that influence a person's perception, namely the individual concerned (perceiver), the target of the perception, and also the situation.

2. Types of perception

²⁶ George N Kenyon and Kabir Sen, 'Chapter 5 : The Perception Process', November 2015, 2024 <<https://doi.org/10.1007/978-1-4471-6627-6>>.

The results of individuals' interactions with the viewed item can be separated into two categories: positive perception and negative perception.²⁷

a. Positive perception

Positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the perceived object or from existing rules. The cause of the emergence of a person's positive perception is due to the individual's satisfaction with the object that is the source of his perception, the existence of individual knowledge, and the individual's experience of the perceived object.

b. Negative perception

Negative perception is a perception that describes all knowledge and responses that are considered incompatible with the perceived object. So it can be said that both positive and negative perceptions will always affect a person in carrying out an action. The cause of the emergence of a person's negative perception can arise due to individual dissatisfaction with the object that is the source of his perception, the existence of individual ignorance and the absence of individual experience of the perceived object.

²⁷ Robbins, S, P. 2003. *Perilaku Organisasi* (Jilid I). Edisi Alih Bahasa. Jakarta: PT Indeks Kelompok Gramedia

CHAPTER III

METHODOLOGY

A. Types and Characteristics of Research

In conducting research, we need a research design. Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer the research questions.

Commonly, in research, there are three methods that can be used, namely qualitative methods, quantitative methods, and Action research. In this study, the researcher used qualitative methods to explore data. Descriptive qualitative research type used in this research to complete the research. Descriptive Qualitative research has the advantage of providing complex textual explanations of how research subjects deal with their problems. It provides information about the “human” aspects of the problem, namely the behaviors, beliefs, opinions, emotions, and often conflicting relationships between individuals.²⁸ Therefore, in this study, data were identified and then the phenomena that occurred during the learning process with translanguaging were explained. Based on the explanation above, the researcher will conduct this research at SMA TMI Roudlotul Quran. In this research, the researcher will investigate the use of translanguaging in English classes.

²⁸ Natasha Mack and others, *Qualitative Research Methods*, 2005, XIII.

B. Data Source

In this study, the researcher divided the sources into two. Namely primary data and secondary data.

1. Primary Data

Primary data is data obtained directly by researchers from primary sources, such as individuals or groups, and then processed by them. Primary data can be obtained through various means, such as interviews and surveys. The primary data of this study came from the observation of teachers and students in using translanguaging during the English learning process. The researcher also used the interview results obtained from teachers and students regarding the research topic as primary data.

2. Secondary Data

Secondary data provides interpretation and analysis based on primary information. Secondary data can shed light on sources and is often used to support an argument or persuade readers to adopt a particular viewpoint.²⁹ The secondary data of this research comes from relevant documents, ebooks, and journals.

C. Data Collection Technique

Data collection is the process of collecting research data to achieve research objectives. Data collection is the selection and production of linguistic (or visual) materials to analyze and understand phenomena, social fields, subjective and collective experiences, and the associated meaning-making processes.

²⁹ Mack and others, Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choosing Data Collection Techniques for Academic and Business Research Projects Hamed Taherdoost. International Journal of Academic Research in Management (IJARM). 2021.

In this study, the researcher used observation and interviews to collect data. To reveal information relevant to the research objectives, data were collected through English class observation. The English teacher's speech and classroom conversations were the sources of data. After that, the information was analyzed and entered into the observation form. To support the completeness of the data, a voice recorder was used as a complement to the observation method.

The researcher also conducted interviews to collect data from teacher and students regarding their perspectives on translanguaging using a voice recorder as an instrument to store data to be analyzed. This interview is needed to ensure the validity of the data.

1. Observation

In qualitative research, observation is the most basic technique for collecting data. Compared to quantitative research that uses systematic observation, this type of observation is more global. The researcher collected data for this study by observing an eleventh-grade English class at SMA TMI Roudlotul Qur'an. In descriptive research, direct observation can be a valuable tool. The researcher can effectively collect several types of information by seeing it directly. During the English teaching and learning process, the researcher visited the classroom. Then when the teacher delivered the material to the students, the researcher observed the use of translanguaging during the learning process in the classroom.

2. Documentation

In conducting this research process, the researcher will collect data from teacher and students of SMA TMI Roudlotul Qur'an who are the subjects of the research. The researcher also collected data by using a voice recorder to record what the teacher said during the English teaching and learning process. This method was mainly used to observe what the teacher said more clearly.

3. Interview

Interviews are one of the most widely used methods for obtaining qualitative data. Data about the subjects' thoughts, feelings, and ideas about the situation in their own words are collected through interviews. Information that cannot be collected through observation is provided through interviews. One of the benefits of conducting interviews is that they can quickly produce a lot of detailed information. At this stage, SMA TMI Roudlotul Qur'an students and English teachers will be interviewed by the researcher for this study. The initial purpose of this interview was to obtain information about the opinions of students and teachers about the use of translanguaging during the learning process and to obtain more detailed information.

D. Data Analysis Technique

There are six processes in data analysis techniques: Identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analyzing and interpreting the data, and reporting and evaluating research.³⁰

³⁰ John W. Creswell, 'Research Design Qualitative, Quantitative, and Mixed-Methods Approach', *Microbe Magazine*, 4.11 (2009), 485–485 <<https://doi.org/10.1128/microbe.4.485.1>>.

These six steps will be used by researchers to analyze the data. Here is an explanation of these steps in this study:

1. **Identifying Research Problems** Researchers identify the topic to be researched, and the problems that need to be solved, including the truth for studying it and providing important suggestions for other researchers or readers of the report.
2. **Literature review skills** are needed from time to time to be able to study articles or journals in the library, evaluate the titles, and conclude them.
3. **Defining a research purpose** entails determining the main goal or intention of a study and focusing on particular research questions or hypotheses. The primary goal of the study, the participants, and the location of the investigation are all included in the purpose statement. After that, this purpose statement is condensed to the research questions or hypotheses that your study will attempt to address.
4. **Data collection** includes finding and choosing study participants, getting their consent, and learning more about them by interviewing them or observing their behavior. In this procedure, getting precise information from people and locations is crucial. A collection of words (responses, opinions, quotes) or numbers (test scores, frequency of behaviors) will be produced by this phase.
5. **Analyzing and Interpreting Data** After collecting data, researchers must understand the information provided by students, separate the data individually, combine it, and then summarize it.

6. After conducting this research, the author will describe the written report and distribute it to people who need information such as teachers, students, and parents.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research setting description

TMI Roudlatul Qur'an High School is one of the private high schools located in West Metro sub-district, Metro city, Lampung. K.H Ali Qomarudin Al-Hafidz officially established TMI Roudlatul Qur'an High School as the caregiver and leader of Roudlatul Qur'an Metro Islamic Boarding School. TMI Roudlatul Qur'an Metro High School was established on July 21 2005, with Establishment Decree Number 11/KPTS/04/D.3/2007 under the auspices of the Ministry of Education and Culture. In learning activities, this school which has 262 students is guided by teachers who are professionals in their fields. The current principal of TMI Rudlatul Qur'an High School is Ngaliman. The operator in charge is Muhammad Fatkul Ansyori.

TMI Rouladtul Qur'an High School has a land area of 1,605 square meters, equipped with internet access and an electricity source from PLN. The school also has an official website at <http://pprqmetro.net> and can be contacted by phone at 07257855119 and email at sma_tmi_mtr@yahoo.com. TMI Roudladtul Qur'an Hih School has a land area of 1,605 square meters, equipped with internet access and an electricity source from PLN. The school also has an official website at <http://pprqmetro.net> and can be reached by phone at 07257855119 and email at sma_tmi_mtr@yahoo.com.

The vision of SMA Tmi Roudlotul Quran Metro is to produce human beings who have religious fields and have life competencies that can compete from the Global World and can adapt to the progress of the Times.

While the mission includes: (1) developing a superior education model that is integrative and comprehensive in improving the quality of human resources; (2) improving the quality of human resources that have ESQ balance; (3) developing educational models that are plural and multicultural, gender equality and democratic; and (4) being able to compete in the world and serve the community.

B. Teachers' perceptions of the use of translanguaging in the classroom

The perceptions of English teachers in a pesantren-based education environment reveal a very positive perspective towards the use of translanguaging as a learning strategy. The concept of translanguaging is understood by teachers not only as a language and technique but as a pedagogical approach that is strategic and responsive to students' needs, especially in a context where English is a foreign language. An interview was conducted with one of the English teacher at TMI Roudlotul Quran Metro High School to gain an in-depth understanding of the application of translanguaging strategies in the learning process. The interview consisted of five core questions that explored the perceptions, practices, and impact of translanguaging on students' understanding. To maintain the confidentiality of identities and respect the privacy of informants, in this study the names of teachers were disguised using anonymity. This was done as a form of qualitative research ethics so that informants felt safe and comfortable in providing information, as well as to avoid potential social consequences that could

harm the parties concerned. Therefore, in writing the interview results and data descriptions, the researcher uses initials or pseudonyms to write the names and genders.

"Yes, I believe that translanguaging can be a very effective learning strategy, especially for those of us who think English is a foreign language. This strategy allows teachers and students to utilize their language skills in the learning process, so that communication and understanding of the material can be better" (S/F).

Teachers stated that translanguaging is a very effective learning strategy, especially in the context of teaching foreign languages such as English. By utilizing students' language skills holistically (mother tongue and target language), communication and understanding of the material is improved. Translanguaging is also very well used in English language learning because it can be a bridge between Indonesian as the students' first language and English as the target language. This creates a more comfortable learning atmosphere and makes it easier for students to understand the material presented.

"I apply it flexibly, for example, when explaining complicated grammar concepts, I use Indonesian to make sure students really understand. In addition, when discussing or working on assignments, I let students use a mixture of Indonesian and English first, then I help them express it back in correct English" (S/F).

Translanguaging provides flexibility in teaching, teachers can adjust this strategy according to classroom conditions and individual student needs. The use of translanguaging is not done arbitrarily, but is adjusted to the needs of students and learning conditions. Teachers use Indonesian when students seem confused or lose focus, for example when students lack focus or when the material is too

difficult. This strategy makes learning in the classroom feel easier and more comfortable.

"Yes, for Indonesian, I usually use it when students feel confused or sleepy, especially since we are based in a boarding school, they have a lot of night activities so as teachers we must be able to condition the class to keep students focused during learning. So, its use depends on the needs of the students and the learning context" (S/F).

Teachers consciously use the mother tongue as a tool to overcome students' confusion or fatigue, especially in the context of pesantren, where students have busy activities until the evening. This shows the teacher's awareness of the importance of creating comfortable and inclusive classroom conditions while still paying attention to the material being delivered. In addition, teachers are also very concerned about students' affective and cognitive conditions, as well as the importance of creating a supportive classroom atmosphere. This flexibility reflects the principle of responsive pedagogy which prioritizes the real needs of students in the classroom.

"Yes, it is very helpful. With translanguaging, students can relate new information to the language they are more familiar with. This makes them feel more confident and comfortable in learning. In addition, they become more active because they feel they can express themselves without fear of being wrong" (S/F).

Teachers convey that translanguaging is very helpful for students in understanding the material. teachers realize that the strategic use of the mother tongue not only helps comprehension but also increases students' active participation in learning. When students are given the space to express themselves in their language, they become more active and less afraid of making mistakes.

C. Student perceptions of the use of translanguaging in the classroom

The Students' perception in class learning is very important to know the extent to which they understand the material presented. The researcher interviewed students regarding their perceptions of the learning process using translanguaging. Translanguaging has an important role in supporting students' understanding, increasing confidence, and creating a more comfortable learning experience. Based on the results of interviews with ten students of SMA TMI Roudlotul Qur'an Metro, some findings were obtained related to students' perceptions of the use of translanguaging in the English learning process.

Table 1. Perception Of The Students

No	Initial students	Gender	Perception students
1	FS	MALE	Yes, because not everyone understands the meaning of English, so if the teacher uses translanguaging, we can understand the material better
2	JS	FEMALE	Yes, if English is difficult, I can understand the material if I use the translanguaging method
3	KN	FEMALE	especially the grammar material, so if it's full English, I'll be confused
4	LW	FEMALE	It really helps. When the teacher speaks in two languages, it's easier for me to understand the material.

Based on the data above, the majority of students stated that the translanguaging used by the teacher really helped them in understanding the

material. When the teacher explains the material in English and then provides additional explanation or translanguaging in Indonesian, students find it easier to understand complex concepts, such as grammar, vocabulary, or task instructions. This shows that translanguaging can be an effective pedagogical tool in bridging students' understanding of learning materials.

The Students often have problems in understanding materials that are only taught in one language in the classroom, especially in English subjects which is certainly a foreign language for them. This leaves them with no freedom to express their abilities and skills. Therefore, translanguaging strategies are an efficient solution to overcome this limitation and allow students to achieve the best understanding of the material.

In terms of language use in class, the students revealed that they mostly use a combination of Indonesian and English. Indonesian is used mainly during discussions and questioning, while English is mostly used in written exercises, assignments, and when the teacher specifically requests the use of the target language. On the affective side, most students stated that translanguaging increased their confidence in the classroom. They feel more comfortable and less afraid to speak because they can express their understanding in the language they mastered first. This allows students to be more active in class activities, whether in asking, answering, or discussing.

Table 2. Perception Of The Students

5	RF	MALE	Yes, it really makes it more comfortable to learn as well as discuss
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			in class and of course, so much material is understood
6	M	FEMALE	Yes, I can understand a lot of material better and I feel comfortable chatting with teacher or friends
7	RI	MALE	Yes, because I feel more understood and not afraid of being wrong when I can use Indonesian with the demands of English in class
8	RA	MALE	Yes, it is comfortable and more relaxed, not tense, so I'm not afraid of mistakes if I can't speak English, I can switch it to Indonesian, besides that, it also increases my confidence

Based on the data above, overall, the students thought that the use of translanguaging improved their overall learning experience. They feel more comfortable in interacting with both teachers and peers, as the use of the two languages creates an inclusive and non-stressful learning atmosphere. Translanguaging not only facilitates understanding of the material, but also encourages students' active involvement and participation during the learning process.

The findings of this study indicate that translanguaging plays an important role in supporting students' comprehension, increasing confidence, and creating a more comfortable learning experience. This finding is in line with the theory of translanguaging proposed by García and Wei, which states that translanguaging is not simply a transfer of language, but rather a pedagogical practice that allows

students to use their entire linguistic repertoire to build understanding and communicate ideas more effectively.³¹

D. Learning process in class using translanguaging in class XI SMA TMI Roudlotul Quran

Based on interviews and observations of teaching practices at TMI Roudlotul Quran Metro High School, the implementation of translanguaging in English learning is conducted flexibly while still being structured according to learning objectives and student needs. Below is a description of the classroom learning process that utilizes the translanguaging strategy.

1. Opening Stage

At the beginning of the lesson, the teacher uses English to greet and give basic instructions.

Teacher: Good morning, how are you today guys?

Students: Morning ma'am, I'm good How about you ma'am?

Teacher: I'm very good. Okay, now we meet again in this class to continue our study that we have been doing. And before we start, anyone who doesn't come here?

The above aims to familiarize students with the English classroom environment. However, if the teacher sees any confusion in the students, the teacher will immediately re-explain using Indonesian. This strategy aims to ensure that all students can follow the lesson from the beginning and do not feel left behind.

³¹ García, Ofelia & Wei, Li. *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan, 2014, page 63.

2. Material Delivery

At the material delivery stage, teachers utilize translanguaging to bridge concepts between Indonesian as the mother tongue and English as the target language. When explaining grammar structures or new vocabulary, the teacher gives examples in English and then explains the meaning in Indonesian. This gives students a clear context and helps them understand complex concepts. For example, when explaining the passive voice, the teacher explains in Indonesian first.

Teacher: Passive voice is divided into active and passive sentences. Okay, the passive voice is divided into three forms, the first is positive, negative and question in the form of a question, because we are talking about the past tense, we will focus on the past tense only. First, for the active sentence, the formula is subject +verb 2+ object, the passive sentence becomes subject+ was/were+verb 3+object, if the negative one we change it to subject+did not+verb 1+object, passive subject+was/were+not+verb 3+object. Okay, let's focus on that first. Next, in the interrogative, the active becomes subject+verb+object and question mark. Don't forget about it! It's called question form, it must have a question mark.

This explanation helps students grasp the function and use of the sentence structure more quickly. After that, the teacher ensures students understand the material that has been delivered.

Teacher: its done, from here do you understand how to change the active one? Become passive one in three terms in three form. Have you understood that?

Students: Yes, ma'am

Teacher: You sure?

Students: Sure ma'am

In discussion or question and answer sessions, teachers give students the freedom to use Indonesian. Students are allowed to ask questions or express

opinions in their mother tongue. The teacher then helps them re-express it in correct English. This boosts students' confidence and familiarizes them with thinking in two languages alternately.

3. Exercises and Assignments

During exercises or tasks, students are allowed to understand the context of the question and discuss in Indonesian first. After that, they are asked to write their answers or express their ideas in English.

Teacher: I will give you one more sample. Excuse me, attention please, guys! I have a second example of passive voice. I only make one in the positive form, and your job is to change this into three other forms in active and passive voice. Your job is to change one form of this sentence into other forms like the example earlier. Two minutes is enough, later I will call forward whoever it is to be ready. If you still don't understand, you can ask me.

Students: Yes, ma'am

The teacher accompanies this process by providing linguistic guidance and constructive correction. This stage is important for gradually developing English production skills.

4. Closing and Reflection

At the end of the lesson, the teacher concludes by summarizing the material in English and adding explanations in Indonesian if needed. The teacher also invites students to reflect on the day's learning. Reflective questions can be asked in Indonesian to ensure all students can express their opinions clearly.

5. Contextual Adjustment

Teachers emphasize that the application of translanguaging also considers the students' conditions, such as fatigue due to boarding school activities at night. Under these conditions, teachers tend to use Indonesian more often to maintain students' focus. This shows that translanguaging is not only a linguistic strategy, but also a pedagogical and psychological one.

E. Discussion

Specifically in the context of English as a Foreign Language (EFL) learning in a pesantren environment, this study shows that translanguaging is not only a translanguaging strategy in English language teaching but also a pedagogical approach that can maximize the learning process in a multilingual classroom. Interviews and observations show that translanguaging improves students' comprehension, emotional engagement, and active participation in learning activities.

Teachers commonly use translanguaging to help students bridge the gap between the target language (English) and the first language (Bahasa Indonesia). Students can create more complete meanings when both languages are used dynamically in one learning environment. Although English is the main language of instruction, teachers deliberately switch to Indonesian to re-explain material to students who look confused or unfocused. This illustrates a flexible and responsive approach that meets students' social and academic needs.³²

³² García, Ofelia & Wei, Li. *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan, 2014, page 64.

Teachers use translanguaging with purposeful pedagogical considerations rather than randomly. Since learning sentence structures in the target language can be very difficult for students, Indonesian is used to explain complicated grammatical concepts such as passive sentences. Students will be better prepared to recognize analogous concepts in English when they first understand the structures in their familiar language. This strategy reinforces the principle of scaffolding, where teachers provide adequate support to help students reach higher levels of competence.³³

Translanguaging has demonstrated the ability to build a welcoming and encouraging learning environment in addition to providing linguistic support. According to most of the students in this study, being allowed to use their own language made them feel more comfortable and confident. Because they feel more comfortable, they are not afraid to participate in conversations, ask questions, or even make mistakes - all of which are essential components of language learning. Student participation is often hampered by the fear of making mistakes in English. Translanguaging reduces this emotional barrier.³⁴

It is also important to remember that classroom dynamics are affected by the educational context of pesantren. Due to their tight schedules, which often extend into the evening, students can become physically and mentally tired. The teachers carefully use more Indonesian in these situations to keep the students interested. This shows that translanguaging is a psychopedagogical approach that considers

³³ Hammond, Jennifer. *Scaffolding: Teaching and Learning in Language and Literacy Education*. Sydney: Primary English Teaching Association, 2001, page 44.

³⁴ Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982, page. 31.

the emotional and psychological state of the students, in addition to the linguistic approach.³⁵ With this method, teachers support students' general well-being in addition to their role as academic facilitators.

From the students' point of view, translanguaging gives them language freedom so that they can grow to be better. They not only learn a language, but also learn to think in two language systems simultaneously when they are allowed to discuss or answer questions in Indonesian first and then guided to express themselves in English. This process is known as cognitive flexibility and is one of the advantages of the translanguaging approach.³⁶

Translating also promotes critical thinking. Students are allowed to ask questions in Indonesian in the classroom; then, the teacher helps them to convey those ideas in English. Developing advanced language skills relies on the ability to negotiate meaning and reconstruct understanding, so this indirectly teaches the process.

These results are very much in line with translanguaging as a pedagogical tool that enables students to make better use of their entire language repertoire. This strategy becomes even more important in the Indonesian context, where students are learning English as a foreign language, as it provides solutions to linguistic problems that are common in EFL classrooms.

³⁵ Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Longman, 2007, page 86.

³⁶ Cook, Guy. *Applied Linguistics*. Oxford University Press, 2003, page 52.

In conclusion, interpreting at TMI Roudlotul Quran Metro High School not only helps students understand English materials but also encourages active participation, increases self-confidence, and fosters a more fun and inclusive classroom environment. Contextualized and responsive interpreting has proven to be beneficial in supporting learning objectives at both cognitive and affective levels. Therefore, it should be further developed as a pedagogical strategy in English language education in Indonesian schools.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research on the use of translanguaging in English learning at TMI Roudlotul Qur'an Metro High School, it can be concluded that translanguaging has a positive impact on students' learning process. Findings from interviews with ten students show that translanguaging conducted by the teacher, by combining the use of English and Indonesian, is effective in helping students understand the learning material. Translanguaging, or the use of two languages alternately in the teaching and learning process, not only helps students understand the material but also creates a more comfortable and enjoyable learning situation.

From the teacher's side, translanguaging is seen as an effective strategy to explain difficult material, especially grammar. By using Indonesian as a bridge, students can more easily understand English concepts that previously seemed complicated. Teachers can also be more flexible in managing the class, especially when students look tired or unfocused due to busy boarding school activities.

Meanwhile, from the students' side, translanguaging helps them feel more confident. They are not afraid of being wrong when speaking or asking questions, because they can use Indonesian first before being directed to English. This makes them more active in discussions and dare to express their opinions.

In general, translanguaging makes the process of learning English easier to understand, more interactive, and more in line with the needs of students who are

still in the stage of learning a foreign language. This strategy also helps students think more flexibly because they are used to using two languages simultaneously. In other words, translanguaging is not just about translating, but also about creating a more humane learning experience - one that takes into account the needs, abilities, and conditions of the students as a whole.

B. Suggestion

Based on the above conclusions, the following are some suggestions addressed to various parties:

1. For Teachers

English teachers, especially in EFL (English as a Foreign Language) environments, are advised to adopt translanguaging as a structured pedagogical strategy. The use of translanguaging should be done strategically and not excessively, so as to support English language acquisition while maintaining students' comprehension.

2. For Schools and Educational Institutions

Schools, especially those in the context of pesantren or multilingual environments, are expected to support teachers' professional development through training on translanguaging practices and responsive pedagogical approaches. This will improve the quality of learning and language diversity management in the classroom.

3. For Future Researchers

This research can serve as a basis for further studies on translanguaging in English language learning. Future researchers are advised to conduct quantitative research or classroom action research to measure the effectiveness of

translanguaging on learning outcomes, vocabulary acquisition, sentence structure, and students' speaking fluency.

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APPENDICES

A. BLUE PRINT TEACHER

NO	Aspect	Item	Question Number	References
1	As an instructional strategy	3	1,2,3	Angel (2019)
2	Switching output and input languages	1	4	Lewis (2012)
3	Gaining understanding	1	5	Henderson (2019)
	TOTAL	5		

LIST OF QUESTION FOR THE TEACHER

1. Apakah menurut Ibu/Bapak translanguaging bisa menjadi sebuah strategi pembelajaran?
2. Apakah menurut Ibu/Bapak translanguaging baik digunakan untuk pembelajaran bahasa inggris?
3. Bagaimana Ibu/Bapak biasanya menerapkan translanguaging dalam pengajaran bahasa inggris?
4. Apakah Ibu/Bapak memiliki waktu/moment tertentu dalam menggunakan bahasa ibu dan bahasa inggris?
5. Apakah menurut Ibu/Bapak translanguaging membantu siswa dalam memahami materi lebih baik?

B. BLUE PRINT STUDENTS

NO	Aspect	Item	Question Number	References
1	Gaining understanding	1	1	Henderson (2019)
2	Switching output and input languages	2	2,3	Lewis (2012)
3	interact in fluent and confident ways	2	4,5	Garcia (2014)
	TOTAL	5		

LIST OF QUESTIONS FOR THE STUDENT

1. Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?
2. Bahasa apa yang biasa kalian gunakan kalian pada saat belajar di kelas?
3. Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia?
4. Apakah translanguaging membuat kalian lebih percaya diri di dalam kelas?
5. Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?

C. INTERVIEW WITH A TEACHER

1	Apakah menurut Ibu/Bapak translanguaging bisa menjadi sebuah strategi pembelajaran?	Ya, saya percaya bahwa translanguaging bisa menjadi strategi pembelajaran yang sangat efektif, khususnya buat kita yang menganggap bahasa inggris itu bahasa asing. Strategi ini memungkinkan guru dan siswa untuk memanfaatkan kemampuan berbahasa mereka dalam proses belajar, sehingga komunikasi dan pemahaman materi bisa menjadi lebih baik
2	Apakah menurut Ibu/Bapak translanguaging baik digunakan untuk pembelajaran bahasa inggris?	Sangat baik. Dalam pembelajaran bahasa Inggris, translanguaging bisa menjadi jembatan antara bahasa kita yaitu bahasa Indonesia ke dalam bahasa target yaitu bahasa inggris. Sehingga membuat siswa lebih nyaman selama proses pembelajaran dan juga lebih memahami apa yang disampaikan
3	Bagaimana Ibu/Bapak biasanya menerapkan translanguaging dalam pengajaran bahasa inggris?	Saya menerapkannya secara fleksibel, misalnya saat menjelaskan konsep grammar yang rumit, saya menggunakan bahasa Indonesia untuk memastikan siswa benar-benar memahami. Selain itu, ketika berdiskusi atau mengerjakan tugas, saya membiarkan siswa menggunakan campuran bahasa Indonesia dan Inggris terlebih dahulu, kemudian saya bantu mereka mengungkapkannya kembali

		dalam bahasa Inggris yang benar.
4	Apakah Ibu/Bapak memiliki waktu/moment tertentu dalam menggunakan bahasa ibu dan bahasa inggris?	Ya untuk bahasa Indonesia saya biasa gunakan ketika siswa sudah merasa bingung atau mengantuk apalagi kita ini basicnya di pondok pesantren mereka banyak kegiatan malam sehingga sebagai guru kita harus bisa mengkondisikan kelas bagaimana siswa tetap fokus saat pembelajaran berlangsung. Jadi, penggunaannya tergantung pada kebutuhan siswa dan konteks pembelajarannya.
5	Apakah menurut Ibu/Bapak translanguaging membantu siswa dalam memahami materi lebih baik?	Ya, sangat membantu. Dengan translanguaging, siswa bisa mengaitkan informasi baru dengan bahasa yang lebih mereka kuasai. Ini membuat mereka merasa lebih percaya diri dan nyaman dalam belajar. Selain itu, mereka jadi lebih aktif karena merasa bisa mengekspresikan diri tanpa takut salah.

D. INTERVIEW WITH STUDENTS

Before interviewing the interviewees, the researcher explained about definition of translanguaging first so that they can understand

Nama: faiz atharia saputra

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya sangat membantu karena kalau mamnya pakai full bahasa inggris masih bingung
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Kalau dikelas seringnya pakai bahasa Indonesia untuk komunikasi sama teman-teman
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya sangat terbantu tapi kan kalau sama mam sri pasti campur bahasa inggris juga
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya kalau ditanya sama mamnya kan bisa pakai bahasa yang kita bisa ngga harus bahasa inggris full bisa di campur
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Iya jadi bisa lebih paham banyak materi dan nyaman juga ngobrol sama mamnya atau sama teman-teman

Nama: Jessilia

Kelas: X

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya karena kan ngga semua ngerti arti dari bahasa inggris jadi kalau mamnya pakai translanguaging itu tadi jadi lebih paham sama materinya
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Dominannya sih bahasa inggris Cuma nanti kalau kita bingung ngga mudeng dialihin ke bahasa Indonesia
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Terbantu banget karena ya itu tadi bahasa inggrisnya masih sedikit pahamnya
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya jadinya ngga terlalu tegang di kelas
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Iya karena adanya translanguaging itu tadi kita jadi multilanguages dan pastinya kalau kenyamanan pasti nyaman

Nama: Khairunnisa nabilah pramesti

Kelas: XI

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya kalau bahasa inggrisnya susah jadi paham sama materinya kalau pakai translanguaging itu tadi
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Karena ini kelas bahasa inggris jadi ya pake bahasa inggris tapi ya tetep seringnya Indonesia
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya terbantu kadang kan ada yang ngga ngerti artinya jadi terbantu kalau bahasanya di mix gitu
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya saya jadi lebih berani bertanya dan menjawab
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Iya banget jadi lebih nyaman belajar juga diskusi di kelas dan pastinya jadi banyak materi yang dipahami

Nama: Ridho fadillah

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya jadi lebih membantu buat aku jadi memahami materi yang disampaikan
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1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya lebih paham mamnya juga sering jelasin ulang pakai bahasa Indonesia
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Lebih seringnya pakai bahasa Indonesia
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya terbantu jadinya lebih paham
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Lumayan bisa nambah percaya diri
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Iya karena saya lebih ngerasa dimengerti dan ngga takut salah

2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Bahasa Indonesia
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya, penjelasan dengan bahasa Indonesia membuat materi jadi lebih mudah dipahami. Kalau full English, saya sering ketinggalan.
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya jadi ngga takut salah kalau ngga bisa bahasa inggris kan bisa dialihin ke bahasa Indonesia
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Iya nyaman dan lebih santai ngga tegang

Nama: Monica azzahra

Kelas: XI 1

Nama: Riki Indriyansyah

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Ya, itu sangat membantu karena saya bisa memahami istilah atau materi sulit dengan lebih cepat.
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Saya sering mencampur antara bahasa Indonesia dan bahasa Inggris. Bahasa Indonesia untuk ngobrol, bahasa Inggris untuk latihan soal atau menulis.
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Sangat membantu, apalagi untuk materi seperti tenses atau reading. Kalau dijelaskan dalam bahasa Indonesia, saya lebih mudah memahaminya.
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya, saya merasa lebih percaya diri karena tahu bahwa saya bisa dibantu pakai bahasa Indonesia kalau tidak tahu dalam bahasa Inggris.
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Translanguaging membuat saya lebih nyaman berkomunikasi. Saya bisa lebih aktif dalam diskusi karena tidak merasa dibatasi oleh satu bahasa saja.

Nama: Raka ahmad

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya banget. Kalau dijelasin dua bahasa gitu, aku lebih ngerti. Soalnya kadang kalau cuma Inggris aja, aku suka ketinggalan.
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Campur-campur sih. Bahasa Indonesia buat ngobrol biasa, tapi kalau presentasi atau tugas ya pakai Inggris.
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya, bantu banget. Jadi nggak harus nebak-nebak maksud guru, langsung ngerti karena dijelasin pakai bahasa sendiri juga.
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya, aku lebih berani buat ngomong atau tanya.
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Kelas jadi lebih seru, nggak terlalu kaku. Jadi lebih semangat buat belajar bahasa Inggris.

Nama: Surya adi saputra

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya sih, kalau gurunya pakai dua bahasa, aku jadi bisa lebih cepat paham. Soalnya kadang aku masih susah kalau semuanya pakai Inggris.
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Biasanya pakai bahasa Indonesia, apalagi pas diskusi. Tapi ya, kadang pakai bahasa Inggris juga kalau diminta.
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Jelas bantu. Bahasa Indonesia itu kayak jembatan biar kita ngerti dulu, baru bisa mikir versi Inggrisnya gimana.
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya, jadi lebih santai. Dulu takut salah ngomong Inggris, sekarang lebih berani karena bisa mulai dari bahasa yang aku bisa dulu.
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Menurut aku sih translanguaging bikin belajar jadi lebih asik. Nggak ngebosenin, dan lebih enak buat ngobrol sama guru juga.

Nama: Mukti djaya ningrum

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Iya kak, aku ngerasa lebih ngerti materinya kalau dijelasin dua bahasa. Soalnya kadang yang pakai Inggris doang tuh bikin bingung.
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Pakainya campur sih, tapi lebih sering Indonesia. Soalnya itu yang lebih gampang buat dijelasin atau nanya-nanya.
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya, jelas banget bantu. Kalau dijelasin pakai bahasa Indonesia, aku jadi nggak takut salah paham.
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Iya, aku lebih pede ngomong. Nggak takut diketawain kalau salah, karena tahu bisa dibantu juga pakai bahasa Indonesia.
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Belajarnya jadi lebih nyantai, nggak bikin stres. Aku juga jadi lebih aktif ngomong sama teman dan gurunya.

Nama: Lentra wardah ningrum

Kelas: XI 1

1	Apakah translanguaging yang digunakan oleh guru ketika proses pembelajaran berlangsung dapat membantu kalian memahami materi yang disampaikan?	Bantu banget sih. Kalau gurunya ngomong pakai dua bahasa, aku jadi lebih gampang nangkep materinya.
2	Bahasa apa yang biasa kalian gunakan pada saat belajar dikelas?	Di kelas sih seringnya pakai bahasa Indonesia. Tapi kalau ngerjain tugas atau speaking, ya pakai bahasa Inggris.
3	Apakah kalian terbantu saat Ibu/Bapak guru menyampaikan materi dengan bahasa Indonesia	Iya, kalau dijelasin pakai Indonesia, aku jadi nggak bingung. Kalau full Inggris suka nggak paham maksudnya.
4	Apakah translanguaging membuat kalian lebih percaya diri didalam kelas	Jadi lebih percaya diri, karena nggak harus langsung bisa ngomong Inggris. Bisa latihan pelan-pelan aja.
5	Apakah menurut kalian translanguaging dapat meningkatkan pengalaman belajar dan membuat kalian lebih nyaman dalam berkomunikasi dengan guru maupun teman di kelas?	Belajar jadi lebih nyaman. Nggak takut salah, dan aku jadi lebih aktif ikut diskusi di kelas.

E. TEACHING LEARNNG IN THE CLASS

Teacher: Good morning, how are you today guys?

Students: Morning, ma'am I'm good How about you ma'am?

Teacher: I'm very good. Okay, now we meet again in this class to continue our study that we have been doing. And before we started, anyone who doesn't come here? How many students come to this class? Except Maryam Azzahra Hasanah, any other? Any other? Who doesn't come?

Students: four mam, faiz muzakki

Teacher: where is muzakki

Students: tepar mam

Teacher: ohh still tepar, tepar nya long time ya? Terus sehabis itu selain zakki?

Students: Anwar Mam

Teachers: okey guys untuk materi hari ini kita mau melanjutkan materi selanjutnya atau mereview materi sebelumnya?

Students: review mam

Teacher: seriusan review, but we don't have much time, kita sudah tidak punya banyak waktu sebentar lagi kalian semester kalo kita review bakalan panjang dan lama, bagaimana mau lanjut atau review?

Students: lanjut mam

Teacher: Okay, open your book (LKS), materi yang akan kita bahasa adalah unit dua analytical exposition text dengan tema environment, sudah ketemu?

Students: sudah mam

Teacher: materi itu saya lewatkan dulu kita mau fokus pada grammarnya dulu, setelah itu baru kita masuk ke environment. Okey you see that on page twenty two, passive voice past and future tense. Passive voice itu materi kita hari ini, Karena masih pagi semangatnya pagi. Yok kita mulai pembelajaran hari ini. Passive voice dibagi dua ada kalimat aktif dan pasif. Kalau you belajar bahasa Indonesia pada belajar kalimat aktif dan pasif tidak?

Students: iya mam

Teacher: oke contoh kalau dalam bahasa indonesia kalimat aktif seperti apa?

Students: aku makan nasi diruang makan

Teacher: ojo dowo dowo to yo wes simple wae, tiga kalimat aja. Subjek, kata kerja, objek

Students: aku makan nasi

Teacher: aku makan nasi itu kalimat aktif, yang aktif siapa?

Students: aku

Teacher: kalau pasif jadi gimana ini

Students: nasi dimakan oleh saya

Teacher: right! Nasi dimakan oleh saya. Nah dalam kalimat aktif atau pasif itu sama. Ingat materi ini akan pasti dikeluarkan pada ujian semester. Nah untuk materi hari ini hanya dibatasi untuk past tense saja. Ciri khas past tense dia pakai kata kerja ke berapa?

Students: kedua

Teacher: terus kalau kedua pakai kata bantunya apa kalau negatif?

Students: did not

Teachers: yes, did not. Okey kalimat pasif dibagi menjadi tiga bentuk yang pertama positif, negative dan question dalam bentuk pertanyaan ya, karena kita ngomongin past tense, kita akan fokus ke past tense saja. Yang pertama untuk kalimat aktif rumusnya ada subject +verb 2+ object, kalimat pasifnya menjadi subject+ was/were+ verb 3+object, kalau yang negatifnya kita ubah menjadi subject+did not+verb 1+object, pasifnya subject+was/were+not+verb 3+object. Okey fokus dulu ya nanti pada ngga bisa. Next yang di interrogatif, aktif menjadi subject+verb+object and question mark. Don't forget about it! namanya question form bentuk pertanyaan harus ada tanda Tanya. Kemudian untuk kalimat pasifnya menjadi was/were + subject+verb 3+ object and mark question. This is the form, ini rumusnya. lihat persamaan dari tiga bentuk ini persamaannya antara aktif dan pasif apa?

Students: sama sama pakai subject mam

Teacher: oke terus yang lain

Students: menggunakan was/were mam

Teacher: that's right yang harus diinget itu. Jadi nanti kalau kalian ujian lisan yang harus anda ingat hanya itu saja. Sampai sini bisa dipahami?

Students: bisa mam

Teacher: example faiz makan, makan dalam bentuk kata kerja kesatu, dua dan tiga apa?

Students: eat, ate, eaten

Teacher: oke jadi bisa saya bilang kalimat past tense ini adalah kalimat yang luar biasa sempurna, Karena verb 1, verb 2, verb 2 dipakai semua. Coba kita lihat faiz ate an apple, maka untuk kalimat pasif subjectnya menjadi object, maka kalimat pasifnya menjadi

Students: An apple was

Teacher: Pakai was/were

Students: Was mam

Teacher: kenapa pakai was?

Students: karena hanya satu atau tunggal

Teacher: great! Next an apple was eaten by faiz atau him keduanya boleh. Next kalimat negatif you yang ngomong i yang tulis. So how we have to write it? Kalimat tadi di ubah menjadi negative.

Students: Faiz did not eat an apple

Teacher: And then, how about the passive voice

Students: an apple was not eaten by faiz

Teacher: faiz or him juga boleh. Okey next diganti ke bentuk interrogative nya

Students: Did faiz eat an apple?

Teacher: And then about the passive voice

Students: Was faiz eaten faiz?

Teacher: apakah faiz makan faiz? La opo seh la kok iso bablas faiz kabeh (tertawa)

Students: Was an apple eaten by faiz?

Teacher: its done, from here do you understand how to change the active one? Become passive one in three terms in three form. Have you understand that?

Students: Yes, ma'am

Teacher: You sure?

Students: Sure ma'am

Teacher: Okay, I will try it. I give you one question and then you will change them into three forms of passive voice. Its okay, its only the exercise. It doesn't matter if you make mistake, its okey. Do you need write to your book? Do you need write it?

Students: Yes, ma'am

Teacher: I will give you one more sample. Excuse, attention please, guys! I have a second number of passive voice. I only make one in the positive form, and your job is to change this into three other forms in active and passive voice. Tugas anda merubah satu bentuk kalimat ini menjadi bentuk yang lain seperti contoh tadi. Two minute enough yaa, nanti saya panggil maju kedepan ya siapapun itu harus siap. If you still don't understand, you can ask me.

(student doing exercise)

Teacher: Have you finished?

Students: not yet mam

Teacher: Don't take your time too long, we don't have much time here. Okay, let's try yaa. Nomor dua yang positive bentuk passive, siapa yang mau maju nanti dapet point ya. (siswa maju satu per satu menulis soal yang sudah dikerjakan) okay guys enough coba saya Tanya antara nomor 1 dan 2 menurut kalian lebih susah yang mana?

Students: nomor 2 mam

Teacher: kalau saya ditanya balik menurut mam sri lebih sulit yang mana, saya akan jawab nomor 1. Kenapa? Nomor 1 ini salah semua. Coba kalian pikirkan salahnya apa. Karena itu salah kita beralih ke yang lebih mudah. Passive nya a new book was brought by jen, that's right. Berikutnya she didn't bring a new book. A new book was not brought by her. This is right too. Did she bring a new book? Was a new book by her? Yes this is right, now we continue with number 1, kesalahannya dimana. Kita lihat kata kerjanya played kata kerja beraturan ya, berarti verb satunya apa?

Students: play

Teacher: play cek disini, oh benar. Kata kerja ketiganya play juga oh benar. Subjeknya the student, itu jamak atau tunggal

Students: jamak

Teacher: jamak kata gantinya menjadi they kan yaa, maka they kalau dijadikan objek menjadi them. Okay ini sudah benar, lalu salahnya dimana yaa

Students: penggunaan were nya mam

Teacher: that's right this is wrong. Badminton adalah sebuah permainan walaupun dimainkan oleh orang banyak tapi itu kan satu permainannya, maka dia dianggap satu maka to be nya adalah was. Nah sudah ketemu kesalahannya jadi kalau kalian mengerjakan soal kalian harus memikirkan juga subjeknya apakah tunggal atau jamak. Jadi disini badminton was played by the students. The students did not play badminton. Badminton was not played by the students. The students did not played badminton. Badminton was not played the students. Badminton played by the students. Did the students play badminton. That's enough, from this all material do you still confus or you stuck to understand?

Students: understand mam

Teacher: okay supaya kalian lebih paham, saya akan berikan tugas. Open your book halaman 23, please check task one. Itu sebagai tugas dikerjakan nanti dipondok nanti kita bahas dipertemuan berikutnya. Terimakasih buat kerjasamanya, semoga apa yang kita pelajari menjadi berkah buat semuanya. Aamin

Students: amiinnn

Teacher: And I think enough see you next time, Wassalamualaikum warahmatullahi wabarakatuh

Students: Waalaikumsalam warahmatullahi wabarakatuh

F. DOCUMENTATION OF SURVEY



Gambar 1. Proses pembelajaran di kelas X1 IPA 1



Gambar 2. Wawancara dengan guru bahasa inggris



Gambar 3. Wawancara peserta didik kelas X1 IPA 1



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1	12/07 2024		Judul proposal Referensi Background of study	
2	15/07 2024		Background of study has been revised accordingly	
3	18/07 2024		Chapter I - Problem formulation - The template of prior research	



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4	19/07 2024.		Chapter II Derivich Themed Review. Add Learning Thesies	
5	14/08 2024		Chapter II basically OK 1. Behaviorism → B-R-R 2. Cognitive → Moon Tasse 3. Constructivism → accommodation - assumption - equilibration Continue to Chapter III	

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6	29/12/2024		<p>Chapter II Figure out Bloom's Revised Taxonomy C6 → Creation</p> <p>Chapter III One</p> <hr/> <p>next meeting please bring the complete document</p> <hr/> <p>- References</p> <hr/> <p>- Table of content</p>	

I need
to see
these.



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7.	24/12 2024		Final check Translation Version Language style All elements	
8.	24/12 2024		Has been Revised accordingly. A@@ for Proposal Summary	



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9	19/03 2025		Research Instrument APD Blueprint of Research Instrument ✓ Please Revise the Research Instrument	

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10.	15/04 2025.		<p>Research Instrument</p> <hr/> <p>mechanical aspects language aspect</p> <hr/> <p>please correct accordingly.</p>	
			<p>APD A@@</p> <p>Silakan kumpulkan data penelitian Saudari.</p>	

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11	19/05 2025 ..		<p>A. Research Setting Description</p> <p>B. Persepsi Guru.</p> <ul style="list-style-type: none"> - Pengantar 1 paragraf. Jelaskan mengapa persepsi guru itu penting. - Paragraf ke 2. data. hasil wawancara - Interpretasi data <p>C. Persepsi Siswa sda</p> <p>D. Proses Pembelajaran mel... Translanguaging sda</p> <p>E. Conclusion. Discussion</p>	

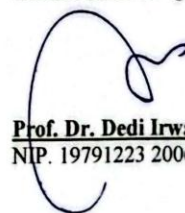
Translaks into English.

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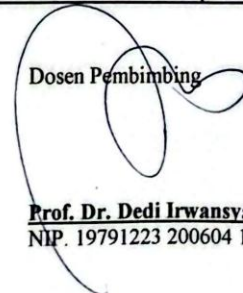
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
12.	22/05 2023	✓	<p>Chapter IV.</p> <ul style="list-style-type: none"> - Data presentation One-spaced - lay-out - Mechanical aspects <hr/> <p>Please Come back. and Bring Chapter V.</p>	

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13	27/05 2015		Chapter W and V AEE have been verified accordingly Next meeting please bring the complete document which might include: 1. References 2. Appendices 3. Chapt 1 - V 4. Abstract 5. Table of content 6. Etc.	

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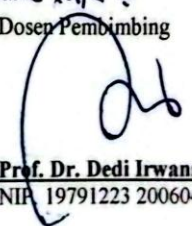
Program Studi : TBI
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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
14.	01/06 2025.		Abstract needs revision: fasten avoid overcome broaden addressing Next meeting Comprehension Check!	
15.	11/06 2025		For Munawar Yah Saya sudah selesai 12/06/2025 untuk Paper	

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Dosen Pembimbing


Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : 3981/In.28/JJ/TL.01/08/2024
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMA TMI
ROUDLATUL QURAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : DEWI MASITOH
NPM : 2101051007
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : TRANSLANGUAGING IN ENGLISH LANGUAGE
TEACHING AT THE ELEVENTH GRADERS

untuk melakukan prasurey di SMA TMI ROUDLATUL QURAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Agustus 2024
Ketua Jurusan,



Dr. Much Dehlatur M.Pd.B.I.
NIP 19880308 201503 1 006



تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMAS TMI ROUDLATUL QUR'AN
TERAKREDITASI TIPE B

NSS: 302126103017

NPSN: 10809701

Jl. Mukti Praja Mulyojati 16 B Tlp. (0725) 7855119 Kota Metro, email : sma.tmi.metro@yahoo.com
blog: smatmimetro.blogspot.com

Metro, 2 September 2024

Nomor : 1902/SMA-162/SPn/IX/2024
Lampiran : -
Perihal : Balasan Izin Prasurvey

Kepada
Yth : Rektor IAIN
Di-
Tempat

Assalamu'alaikum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita semua selalu dalam lindungan Allah SWT.Amin.

Berdasarkan surat Lembaga Pendidikan Institut Agama Islam Negeri Metro Nomor : 3981/In.28/J/TL.01/08/2024 tentang Izin Prasurvey/ Penelitian. Dengan ini Kepala Sekolah Menengah Atas Swasta (SMAS) TMI Roudlatul Qur'an memberikan izin kepada :

Nama : DEWI MASITOH
NPM : 2101051007
Semester/T.A : 7 (Tujuh) 2023/2024
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **"TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE ELEVENTH GRADERS"**

Untuk melaksanakan penelitian dalam rangka kegiatan penelitian lapangan di SMAS TMI Roudlatul Qur'an Kota Metro.

Demikian surat izin ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb

Kepala Sekolah
SMAS TMI Roudlatul Qur'an


M. Yahya Musthofa Kamal, S.Ag.
NIP : -



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Nomor : B-1322/In.28/D.1/TL.00/04/2025
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA TMI ROUDLOTUL
QURAN METRO

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1321/In.28/D.1/TL.01/04/2025, tanggal 30 April 2025 atas nama saudara:

Nama : DEWI MASITOH
NPM : 2101051007
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA TMI ROUDLOTUL QURAN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA TMI ROUDLOTUL QURAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE ELEVENTH GRADERS OF SMA TMI ROUDLOTUL QURAN METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 April 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي
SMA TMI ROUDLATUL QUR'AN METRO
TERAKREDITASI TIPE B

NBB: 302126103017

NPBN: 10809701

Jl. Mukti Praja Mulyojati 16 B Tlp. (0725) 7855119 Kota Metro, email : sma_tmi_mtr@yahoo.com
blog: smatminmetro.blogspot.com

Nomor : 2228/SMA-162/SKet/V/2025
Lampiran : -
Perihal : Balasan Izin Research

Kepada
Yth : Rektor IAIN Metro
Di-
Tempat

Assalamu 'alaikum Wr. Wb

Salam Silaturahmi kami sampaikan, semoga kita semua selalu dalam lindungan Allah SWT, Amin.

Berdasarkan surat Permohonan Izin Research, dengan ini SMAS TMI Roudlatul Qur'an memberikan izin kepada :

Nama : DEWI MASITOH
NPM : 2101051007
Fakultas : Tarbiyah
Prodi : Tadris Bahasa Inggris
Judul Skripsi : "TRANSLANGUAGING IN ENGLISH LANGUAGE
TEACHING AT THE ELEVENTH GRADERS OF SMA TMI
ROUDLOTUL QUR'AN METRO"

Untuk melaksanakan Research dalam rangka penyusunan dan penyelesaian skripsi di SMAS TMI Roudlatul Qur'an Metro.

Demikian Surat izin ini dibuat dan dapat di pergunakan sebagaimana mestinya.

Wassalamu 'alaikum, Wr.wb

Kota Metro, 08 Mei 2025

Kepala Sekolah
SMAS TMI Roudlatul Qur'an



M. Yahya Musthofa Kamal, S.Ag.

NIP



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-485/In.28/S/U.1/OT.01/06/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DEWI MASITOH
NPM : 2101051007
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051007.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Juni 2025
Kepala Perpustakaan,

Aan Gurtoni, S.I.Pust.
NIP. 19920428 201903 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN)
Metro menerangkan bahwa:

Nama : Dewi Masitoh
NPM : 2101051007
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 17 Juni 2025
Ketua Program Studi TBI

Dr. Much Damiatur, M.Pd.B.I.
NIP. 198803082015031006

V

TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE ELEVENTH GRADERS OF SMA TMI

by DE Turnitin

Submission date: 12-jun-2025 11:16PM (UTC-0500)

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METRO, 17 Juni 2025
KETUA PRODI TBI

Dr. MUCH DEVIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE ELEVENTH GRADERS OF SMA TMI

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SURAT TUGAS

Nomor: B-1321/In.28/D.1/TL.01/04/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : DEWI MASITOH
NPM : 2101051007
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA TMI ROUDLOTUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING AT THE ELEVENTH GRADERS OF SMA TMI ROUDLOTUL QURAN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Mengetahui
Pejabat Setempat

Musthofa Hamal, S.Ag

Dikeluarkan di : Metro
Pada Tanggal : 30 April 2025

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

CURRICULUM VITAE



The researcher was born on February 16, 2001, in Batanghari.

He is the eighth child of Mr. Mahrowi and Mrs. Siti Muayah.

The researcher has four older sisters named Khoiriyah, Fitriah, Mardiyah, and Naimah, and three older brothers named Muhammad Yusuf, Ali Mustofa, and Imam Nawawi.

The researcher began his primary education at TK Pertiwi Adiwarno in 2005, continued to SDN 2 Adiwarno in 2007, then proceeded to Madrasah Tsanawiyah Negeri Batanghari in 2013, and continued to Madrasah Aliyah Negeri 1 Lampung Timur from 2016 to 2019. After that, the researcher continued his higher education at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teacher Education, Department of English Language Education (TBI) in 2021 and completed it this year (2025).