

**EXPLORATION OF TEACHERS' TRANSLANGUAGING PRACTICES IN
EFL SECONDARY SCHOOL:
A CASE STUDY**

An Undergraduate Thesis

Submitted in partial fulfillment for Bachelor's degree in English Language
Education
Study Program



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

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APPROVAL PAGE

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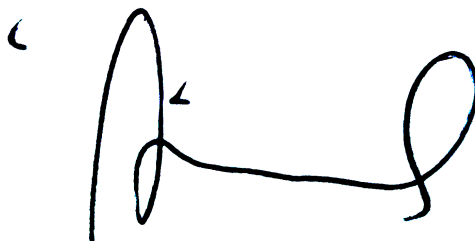
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STATEMENT OF AUTHORIZATION

I, Dimas Nurcahyo, hereby state that this undergraduate thesis, titled *Exploration of Teachers' Translanguaging Practices in EFL Secondary School: A Case Study*, is entirely my own work. I fully acknowledge that certain statements and ideas have been drawn from various sources. All references to the works of others, including those from individuals, experts, organizations, and institutions, have been properly cited and credited.

Bandung, April 2025



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PREFACE

Praise be to God Almighty for His blessings and guidance in completing this research, *Exploration of Teachers' Translanguaging Practices in EFL Secondary School: A Case Study*. This study examines translanguaging as a pedagogical practice in an EFL classroom, aiming to contribute to the field of language education.

Through this research, I hope to provide insights for readers on the role of translanguaging in facilitating communication and learning in multilingual settings. By exploring how a teacher navigates linguistic resources in the classroom, this study seeks to enhance understanding of translanguaging as a dynamic and strategic approach to language teaching and learning. Additionally, the benefits and challenges of implementing translanguaging are examined to offer a more comprehensive perspective on its pedagogical implications.

I acknowledge that this research has its limitations and welcome constructive feedback for further improvement. May this work contribute to the ongoing discussions in EFL education and inspire future studies in the field.

Bandung, April 2025



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Lastly, I sincerely appreciate the participants of this study for her willingness to share her experiences, insights, and valuable time, which have greatly contributed to the completion of this study.

ABSTRAK

Translanguaging adalah fenomena alami dalam lingkungan bi/multilingual, termasuk dalam suasana EFL di Indonesia, di mana bahasa Indonesia, bahasa Inggris, dan bahasa daerah digunakan dalam kehidupan sehari-hari maupun lingkungan akademik. Namun, penelitian mengenai praktik translanguaging dalam pembelajaran EFL masih terbatas, terutama di Indonesia yang secara asli merupakan lingkungan bi/multilingual. Penelitian ini mengeksplorasi praktik translanguaging yang dilakukan oleh seorang guru sekolah menengah serta manfaat dan tantangan yang dihadapinya. Dengan menggunakan pendekatan kualitatif berupa studi kasus, penelitian ini berfokus pada seorang guru SMP sebagai partisipan, dengan pengumpulan data melalui enam kali observasi kelas dan satu sesi wawancara. Dengan analisis tematik, data yang terkumpul dianalisis dan dikelompokkan kedalam beberapa tema untuk menghasilkan temuan dan didiskusikan. Hasil penelitian menunjukkan bahwa guru menerapkan translanguaging dan memberikan ruang translanguaging bagi siswa dalam empat aspek, yaitu *pedagogical translanguaging*, *positionality and power*, *language fluidity*, dan *multilingual/multimodal resources*. Selain itu, penelitian ini juga mengidentifikasi berbagai manfaat dan tantangan dalam penerapan translanguaging di kelas. Studi ini menyimpulkan bahwa translanguaging mendukung penyampaian pembelajaran dan membantu siswa membuat makna secara mandiri, sehingga meningkatkan partisipasi serta pemahaman mereka. Penelitian selanjutnya direkomendasikan untuk melibatkan lebih banyak partisipan dan sekolah yang lebih beragam untuk memperoleh wawasan yang lebih luas mengenai praktik translanguaging dalam konteks EFL di Indonesia.

Kata kunci: Bilingualisme; Multilingualisme; English as a Foreign Language (EFL); Translanguaging, Sekolah Menengah.

ABSTRACT

Translanguaging is a natural phenomenon in bi/multilingual settings, including Indonesian EFL settings, where Indonesian, English, and local languages are used in both daily and academic environments. However, limited research has focused on translanguaging practices in EFL settings, especially in Indonesia, where bi/multilingualism is the default linguistic context. This study explores a secondary school teacher's translanguaging practices and examines the benefits and challenges involved. Using a qualitative case study approach, this research focuses on a junior high school teacher as the participant, with data collected through six classroom observations and one interview session. Through thematic analysis, the gathered data are analyzed into several themes to regenerate the findings and be discussed. The findings reveal that the teacher practiced translanguaging and provided students with translanguaging space across four characteristics: pedagogical translanguaging, positionality and power, language fluidity, and multilingual and/or multimodal resources. Additionally, several benefits and challenges of translanguaging in the classroom were identified. The study concludes that translanguaging supports teaching delivery and enables students to construct meaning individually, enhancing their participation and comprehension. Future research is recommended to involve a larger number of participants and a more diverse range of schools to gain broader insights into translanguaging practices in Indonesian EFL contexts.

Keywords: Bilingualism; Multilingualism; English as a Foreign Language (EFL); Translanguaging, Secondary School.

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