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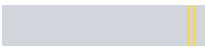
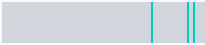
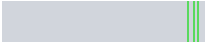
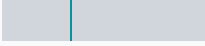
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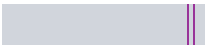
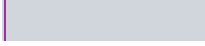
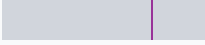
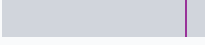
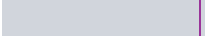
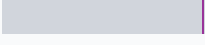
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The Implementation of Translanguaging Used by The Teacher in Teaching English at SMPN 1 Candi  
Brilianty Akhfidhini<sup>1)</sup>, Yuli Astutik<sup>2)</sup>

1) Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

2) Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia Email Penulis

Korespondensi: yuliasutik@umsida.ac.id

**Abstract.** This study investigates the implementation of translanguaging used by the teacher in teaching English at SMPN 1 Candi. The purpose of this research is to analyze how translanguaging is applied in classroom instruction and to identify the challenges faced by the teacher. This research employs a qualitative descriptive method with data collected through classroom observations, interviews, and documentation. The expected results indicate that translanguaging is used as an instructional strategy to help students understand English materials more effectively by utilizing both Indonesian and English flexibly. The findings are expected to show that translanguaging increases students' participation, comprehension, and confidence in learning English. This study is expected to provide practical contributions for teacher in developing more inclusive English teaching strategies.

**Keywords** – translanguaging; English learning; junior high school; teaching strategy

**Abstrak.** Penelitian ini bertujuan untuk mengkaji implementasi translanguaging yang digunakan oleh guru dalam pembelajaran Bahasa Inggris di SMPN 1 Candi. Tujuan penelitian ini adalah untuk menganalisis bagaimana translanguaging diterapkan dalam kegiatan pembelajaran serta mengidentifikasi tantangan yang dihadapi guru. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi kelas, wawancara, dan dokumentasi. Hasil yang diharapkan menunjukkan bahwa translanguaging digunakan sebagai strategi pembelajaran untuk membantu siswa memahami materi bahasa Inggris dengan memanfaatkan Bahasa Indonesia dan bahasa Inggris secara fleksibel. Temuan penelitian ini diharapkan dapat menunjukkan peningkatan partisipasi, pemahaman, dan kepercayaan diri siswa. Penelitian ini diharapkan memberi kontribusi praktis bagi guru dalam mengembangkan strategi pengajaran Bahasa Inggris yang lebih inklusif.

**Kata Kunci** – translanguaging; pembelajaran bahasa Inggris; SMP; strategi mengajar

## Introduction

English language teaching in secondary schools, such as Junior High Schools in Indonesia, plays an important role in the national education system as it contributes to improving students' linguistic, cognitive, and social skills. English language is not only a mandatory subject but also a means of developing the global competence and cross-cultural communication skills required in the globalization era [1].

At the Junior High School level, English language learning serves as the foundation for mastering more complex language skills at the next level. At this stage, students are guided to develop basic communication skills in four aspects, listening, speaking, reading, and writing. However, the effectiveness of learning English language greatly depends on the teacher's ability to manage teaching strategies that are contextual and interesting for early adolescent students. Previous research shows that the application of English learning strategies integrated with technology, such as teacher use of interactive applications, digital media, and educational games, so that it can significantly increase the motivation, participation, and learning outcomes of Junior High School students [2] [3]. However, English language teaching in schools often faces various challenges, such as limited access to technology, teachers' lack adequate technical skills, and a curriculum that does not fully support the use of technology in the teaching and learning process. These conditions require improved training for teachers and the development of educational infrastructure so that English language learning can take place more effectively and adaptively to the needs of the 21st century [4]. Indeed, there are various educational challenges from external and internal factors. In Indonesia, challenges in learning are increasing due to internal factor such as the incompatibility of teaching materials with the abilities of Junior High School students and limited facilities. Moreover, external factors such as the covid- 19 pandemic have also exacerbated the situation because distance learning has led to difficulties in understanding the material, low interest in learning English language, and a lack of support from the learning environment at home [5].

These conditions require innovation in teaching method, especially in English language learning, so that the learning process can be more effective and relevant to students' needs. At the Junior High School level, teachers play an important role in selecting and implementing learning methods that are appropriate to the characteristics of the students and the objectives of the curriculum. One approach that is considered effective in this context is



task-based language teaching (TBLT), a learning method that focuses on the use of authentic communicative tasks to improve

students' overall language skills [6]. This approach encourages active students' involvement through task-based activities that are relevant to real-life situations, so that it can foster intrinsic motivation, collaboration, and the acquisition of communicative competence in a more natural and meaningful way. Previous research has shown that the application of TBLT at the Junior High School level can increase learning motivation, class participation, and students' language skills, including listening, speaking, reading, and writing [7].

In addition to TBLT, the Communicative Language Teaching (CLT) approach is also one of the methods widely used in English language learning at the Junior High School level. CLT focuses on developing students' communicative competence through various classroom activities that encourage the practical use of language, such as group discussions, language games, and role-playing. The implementation of CLT in Junior High School can significantly improve students' speaking skills, build confidence, and encourage natural collaboration and interaction in the classroom [8].

This approach emphasized active and meaningful language use, but most still assume that the learning process takes place in a monolingual context. In fact, in Indonesia English classes are generally multilingual with students speaking a variety of native languages. In this context, translanguaging approach has emerged as a more inclusive and relevant pedagogical method for Indonesian students' linguistic reality. This approach emphasized the flexible use of various languages to support understanding and expression in the learning process [9]. In Junior High School, translanguaging method allows students to dynamically utilize their entire language repertoire in understanding new concepts and actively participating in classroom interactions. This concept is rooted in the Gracia's theory of dynamic bilingualism firmly rejects rigid boundaries between languages and emphasized integrated and contextual language practice in learning [10].

Consistent with that view, the application of translanguaging method in English learning has been proven to have a positive impact on improving students' language skills. Students can use of the mother tongue (Indonesian language) as a primary resource helps students understand new concepts more quickly and deeply before transferring them into English language. The implementation of translanguaging in the classroom is carried out through various activities such as bilingual discussion, collaborative translation, and the use of code-switching [11]. This approach also reinforces the idea that the use of language variation in classroom interactions can help students construct social and academic meaning through the process of social and linguistic mediation. This is in line with Vygotsky's sociocultural theory, which emphasized that individual cognitive development occurs through social interactions mediated by language [12]. Language functions as a psychological tool that enables the internalization of knowledge from the social context into the cognitive functions of individuals. Therefore, translanguaging not only serves as a means of communication, but also as a mediation tool that encourages students to negotiate meaning and develop higher-order thinking skills through collaboration with teachers and peers. So, the application of translanguaging in English language learning reflect the principle of the zone of proximal development (ZPD), in which students can achieve a higher level of understanding through social support and meaningful interactions [12].

Based on the results of pre-observation at SMPN 1 Candi, it was found that teachers had implemented translanguaging as part of their pedagogical methods to help students understand English material in Junior High School. The planned and spontaneous use of mother tongue (Indonesian language) by teachers was seen to be effective in bridging students' understanding of difficult concepts, so that increasing their participation and learning outcomes. This phenomenon shows that translanguaging has become a natural practice in English learning in the multilingual context of Indonesia, in line with previous research findings which stated that teachers and students in various schools use two languages (Indonesian language and English language) alternately to support understanding and learning engagement [13].

This research aims to conduct an in-depth investigation into how teachers apply translanguaging in English language learning in Junior High School. The focus of this research is to analyze teachers' method strategies in utilizing the mother tongue (Indonesian language) to support student understanding and create effective learning interaction. Translanguaging provides space for teachers and students to use their entire language repertoire flexibly to construct meaning and strengthen understanding. Its application in English classes is carried out through a combination of mother tongue (Indonesian language) and target language (English language) in instruction, explanation of difficult concepts, and interactions that encourage active student participation. This method has been proven to be a pedagogical tool that increases student engagement and understanding in English learning in a multilingual context [14].

In the context of education in Indonesia, the practice of translanguaging has emerged naturally in multilingual classrooms, where teachers and students use English, Indonesian, and regional languages interchangeably to clarify understanding and increase participation [15]. However, although translanguaging practices are widely found in schools, research that systematically analyze how teachers apply them in the context of formal learning in Junior

High School level is still limited. Most previous studies have focused on higher education or general bilingual context, while the application of translanguaging in Junior High Schools has not been studied in depth. So, this research aims to know how teacher implement translanguaging in English learning at SMPN 1 Candi.

Based on this background, the research questions are:

How is the implementation of translanguaging used by the teacher in teaching English at SMPN 1 Candi?

What are the challenges faced by teacher in implementing translanguaging in teaching English at SMPN 1 Candi?

## Methods

### A. Research Design

This research used a qualitative descriptive design that aimed to describe in depth how translanguaging is applied by teacher in the English learning process at SMPN 1 Candi. A qualitative approach was chosen because it allowed the researchers to naturally explore language practices that occurred in the classroom without manipulating the learning conditions. A descriptive design was used to provide a comprehensive picture of the teachers' translanguaging strategies and the challenges faced during the teaching process. According to John W. Creswell and Cheryl N. Poth, qualitative research provides an opportunity for researchers to understand the meaning behind actions, behaviors, and interactions that occur in real contexts [16].

### B. Research Setting

This research was conducted at SMPN 1 Candi, Sidoarjo Regency, during March – April in the second semester of the 2025/2026 academic year. The school was chosen because it has a multilingual learning environment in which Indonesian and English are still used alternately in the learning process, especially in English lessons. The research focused on one seventh-grade class that implemented translanguaging practices, including bilingual learning, group discussion using two languages, and scaffolding provided by teachers to support students' understanding and participation [17].

### C. Research Participant

The main subject of this study was an English teacher of seventh-grade students at SMPN 1 Candi who consistently applies translanguaging strategies in the learning process. The teacher was selected purposively because she had direct experience and was actively involved in implementing translanguaging practices during English teaching and learning activities. In addition to the teacher, 35 seventh-grade students from class 7A were involved as supporting subjects, particularly during classroom observation activities, to provide a more comprehensive understanding of classroom interactions, students' responses, and the implementation of translanguaging in a real learning context [15].

### D. Data collection

The data were collected through two main techniques, namely observation and semi-structured interviews [16]. The observation was conducted overtly, in which the teacher was aware that the learning process was being observed. The researcher used an observation framework developed based on the translanguaging theory by Gracia and the sociocultural theory by Vygotsky. The observed aspects included the alternating use of two languages (dynamic bilingualism), the utilization of students' full linguistic repertoire, scaffolding, ZPD, and the use of language as a tool for cognitive mediation, which are still applied in the English learning process. Each observation session was recorded in the form of field notes and was supported by video documentation for analysis data [10] [12].

The data in this research were collected in two forms, namely verbal data (teacher and student speech) and nonverbal data (teacher and student actions), as verbal and nonverbal communication can support students' understanding during learning process [18]. The verbal data included the teacher's and students' utterances during the English learning process. The data reflected Gracia translanguaging practices such as Dynamic Bilingualism, Unified Linguistic Repertoire, and Translanguaging as Cognitive Process, which are still applied in English learning through bilingual explanations, clarification questions, and grammar explanations in both Indonesian and English language. In addition, the verbal data also reflected Vygotsky concepts, including scaffolding, the Zone of Proximal Development (ZPD), and internalization, as shown through the teacher's guidance and the student's ability to produce English sentences independently [19] [20]. Meanwhile, the nonverbal data included classroom activities and interactions that reflected translanguaging practices based on the theory Gracia and Vygotsky. The data involved bilingual learning activities, group discussions using Indonesian and English, teacher use of pictures and worksheets, teacher gestures and visual aids, collaborative tasks, and students' ability to independently apply English sentence patterns after guided practice [21] [22].

The interviews were conducted with the teacher to obtain data regarding her perceptions, reasons, and challenges in implementing translanguaging. The interviews were semi-structured, allowing the researcher to explore additional information based on the participant's responses [16]. This approach enabled the researcher to follow a





independently after receiving explanation and guidance during learning process.

Table 2. Examples of Observed Implementation of Translanguaging in English Teaching (Nonverbal Data)

| No Aspects/ Indicators     | Theory Description | Meet 1                                                                    | Meet 2 | Classroom Activities                                                                               | Function                                                                                                                                                                                                                                          |
|----------------------------|--------------------|---------------------------------------------------------------------------|--------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Translanguaging Pedagogy | Gracia             | Teacher designs bilingual learning activities.                            | ✓ ✓    | Week 1: Teacher asks students to translate dialogue                                                | Week 2: Teacher asks students to make group discussion to create sentences from pictures. Support the development of a bilingual learning strategy that improve students' material understanding, participation, and engagement in the classroom. |
| 2 Translanguaging Space    | Gracia             | Classroom becomes a safe space where students freely use booth languages. | ✓ ✓    | Students discuss in groups using mixed Indonesian and English during sentence-making activity.     | Creates a comfortable learning environment where students can actively use both English and Indonesian language during classroom interactions.                                                                                                    |
| 3 Psychological Tools      | Vygotsky           | Teacher uses mediating tools (texts, images) to support comprehension.    | ✓ ✓    | Week 1: Text "Zebra" worksheet.                                                                    | Week 2: Images illustrating activities (Eating cereals, play with toy cars, read a book). Help teacher in explaining the material more effectively through use supporting media such as texts, image, and worksheets during the learning process. |
| 4 Semiotic Mediation       | Vygotsky           | Teacher uses visuals and symbols to support meaning-making.               | ✓      | The teacher utilizes visual materials and asks students to describe what they see in the pictures. | Help students develop their creativity in constructing sentences in English through use of symbol, images, and visual media to support language learning.                                                                                         |
| 5 Social Interaction       | Vygotsky           | Students learn through collaborative activities.                          | ✓      | Group discussion: students create (+), (-), (?) sentences together.                                | Help teacher encourage active classroom participation through discussion, collaboration, and interaction with classmates during learning process.                                                                                                 |
| 6 Appropriation            | Vygotsky           | Students apply language patterns after guided practice.                   | ✓ ✓    | Students can answer worksheet in week 1 and week 2.                                                | Help students practice and use English more independently during classroom activity.                                                                                                                                                              |

Based on the observation findings in Table 1, the implementation of translanguaging in English learning was observed through various forms of verbal interaction between teacher and students in two-meetings at SMPN 1 Candi. The findings indicate that translanguaging is consistently used as a pedagogical method to support communication, enhance understanding, and help develop students' language abilities in the classroom. The teacher and students flexibly used English language and Indonesian language during classroom activity, so that classroom interactions became more effective and easier to understand. The findings show the implementation of Dynamic Bilingualism proposed by Ofelia Gracia. The teacher and student's alternates flexibly between English and Indonesian during classroom interaction. This can be seen in the teacher's utterances such as, "Open your book please! Ayo dibuka bukunya anak-anak" and "Every night in Indonesian apa artinya?". These utterances indicates that the teacher combined English and Indonesian to maintain students' understanding and classroom engagement. Translanguaging functioned as a communication tool that helped the teacher and students interact more effectively.

The second finding is Unified Linguistic Repertoire. The teacher and students used English and Indonesian as part of one connected language system. The students used both languages naturally when asking questions or expressing their understanding. This can be seen in the student's utterance, "Bu, when will it be held artinya apa?" and teacher give instructions with mixed-language such as "Open your page number one hundred twenty-seven, halaman seratus dua puluh tujuh." These finding demonstrate that translanguaging helped students clarify meanings and understand learning instruction through use of all their linguistic resources. The interaction also showed that use of the first language (Indonesian) could support the communication process without limiting use of the target language (English). Another finding shows translanguaging as a Cognitive Process. The teacher explained English concepts by using Indonesian language to support students' thinking process and understanding. This can be seen in the teacher's utterances such as, "Ada yang tahu artinya 'told'? ..... artinya memberi tahu ya." Teacher used Indonesian language in these explanations could helped students connected their first language (Indonesian) knowledge with the English concepts being studied. Thus, translanguaging functions as a cognitive support that makes it easier for students to understand both vocabulary and concepts in the target language (English) [10].

The observation also identified the implementation of scaffolding based on Vygotsky's theory. The teacher provided step-by-step support through bilingual explanations to help students understand correct English structures. For example, the teacher explained, "Kalau subject-nya I, you, they, we pakai verb 1 tanpa 's' and kalau subject-nya she, he, it tetap menggunakan verb 1 jangan lupa ditambahin 's'." This verbal support demonstrates how translanguaging functional as instructional scaffolding. The teacher gave grammatical explanations by using students' first language (Indonesian) to clarify difficult concepts. Through this strategy, students received guided





assistance in constructing correct English sentences and understanding grammatical rules. Furthermore, the findings also showed the implementation of the Zone of Proximal Development (ZPD). The teacher provided guidance through questions and bilingual support to help students achieve higher language ability. This can be seen in the teacher's utterance, "Kalau interrogative pakai apa awalnya? Do atau Does anak-anak? ... Harus disesuaikan dengan subject-nya." The interaction demonstrates that translanguaging enables teachers to provide support according to the students' learning needs. Indonesian language as a first language was used to guide students in understanding and producing correct English forms [12].



The last finding of verbal data is Internalization, where students can produce English language independently after receiving guidance from the teacher during learning process. Students were able to make sentences spontaneously such as, "My sister eats cereals in the morning," after looking at the picture provided by the teacher. This finding shows that translanguaging helped students internalize English knowledge through the learning process supported by the use of their first language. The findings of the research indicate that translanguaging was actively implemented in English language learning through various forms of verbal data between teacher and students. The implementation of translanguaging was found not only in verbal data but also through nonverbal data presented in Table 2. The findings indicate that translanguaging was reflected through classroom activities, visual media, collaborative interaction, and bilingual learning practices during learning process. The translanguaging methods implemented by the teacher showed that the use of two languages could support students' comprehension, participation, and engagement through the flexible use of English and Indonesian during classroom activities. In the aspect of Translanguaging Pedagogy proposed by Gracia showed that teacher designed bilingual learning activities for supported students' engagement during the learning process. First meeting, the teacher assigned students to translate dialogues, while in the second meeting the teacher asked students to participate in group discussions to create sentences based on pictures. These activities showed that translanguaging was used as a pedagogical strategy to help students understand the material and participate actively in class. Through the use of two languages (Indonesian language and English language), students could understand the material more easily by working together and asking questions within their groups. The second finding is Translanguaging Space, in this aspect shows the classroom becomes a space that support students in using English and Indonesian freely during learning activities. This was evident when students used both languages in group discussions while completing sentence-making activities. Translanguaging method creates a more comfortable learning environment and encouraged students to express their ideas and interact more actively with their group discussions and teacher during classroom activities.

Furthermore, in the aspect of Psychological Tools from Vygotsky's theory showed that the teacher used supporting media such as texts, pictures, and worksheets to help students understand learning English material. First meeting, the teacher used a text "Zebra" in a worksheet, while in the second week teacher used pictures activities such as eating cereal, playing with toy cars, and reading books. The teacher's use of these media could demonstrate that translanguaging was supported by various learning tools that helped students understand English language concepts through visual and contextual representations. Learning language with creative media helps students connect language with real-life activities and making the material easier to understand. The observation also showed the aspect of Semiotic Mediation, in which the teacher used symbol, pictures, and visual media to help students construct meaning in English language learning. The teacher asked students to describe what they saw in the provided pictures. These activities showed that translanguaging occurred not only through verbal language but also through the use of visual representations. The use of visual media helped students develop creativity in constructing English sentences and expands their vocabulary.

In addition, the observation findings also revealed the aspect of Social Interaction, where students learned through collaborative activities during the learning process. This was evident in group discussion activities when students worked together to create positive, negative, and interrogative sentences. This social interaction showed that translanguaging could supports English learning process through cooperation and communication among students. During the group discussions, students used both languages (Indonesian and English) to share ideas, understand instructions, and complete tasks together. These collaborative students' activities helped increase students' participation during learning activities. The final finding showed the aspect of appropriation, where students began to apply English patterns after receiving practice and guidance from teacher. This was observed when students were able to complete worksheets independently in both meetings. These findings indicate that translanguaging helped students internalize English patterns through practice supported by the use of their first language (Indonesian language). After receiving explanations, supporting media, and collaborative activities, students were able to use English language more independently during the learning English language process. The findings demonstrate that translanguaging in nonverbal data created more interactive, contextual, and communicative that helped students improve their understanding and use of English during the learning process.

## 2. The Challenges Faced by the Teacher in Implementing Translanguaging in Teaching English at SMPN 1 Candi

In this part, the researcher presents the findings related to the challenges faced by the teacher in implementing

translanguaging during the English teaching and learning process. The findings were obtained from semi-structured interviews conducted with the English teacher at SMPN 1 Candi.

Transcript 1: Teacher's difficulties in determining when to use English and Indonesian during classroom instruction.

Interviewer: "So, during teaching, you often use English and Indonesia language alternately. What difficulties do you face in determining when to use Indonesian or English language?" ("Jadi, selama mengajar, Ibu sering menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian. Apa saja kesulitan yang ibu hadapi dalam menentukan kapan harus menggunakan Bahasa Indonesia atau Bahasa Inggris?")

Teacher: "In the previous class miss, especially class 7A, some students already had good English skills and knew a lot of vocabulary, but some students really did not know English at all. Since they are seventh-grade students, they are still in the transition stage from elementary school to junior high school, so they are still confused. If we use full English, I am afraid they will not understand the material." ("Kalau di kelas yang kemarin itu mbak, kelas 7A itu sebenarnya anak-anaknya itu beberapa anak-anak yang kemampuan Bahasa Inggrisnya itu sudah bagus, kayak vocab itu banyak yang sudah tahu, tapi ada sebagian anak yang benar-benar tidak tahu. Ya, karena memang kalau kelas 7 itu ee... peralihan dari sekolah dasar ke sekolah menengah pertama ya, jadi masih... dia masih bingung... dia masih ee.... Kalau kita full pakai Bahasa Inggris, nah itu takutnya di merekanya itu tidak paham.")

Based on Transcript 1, the teacher explained that one of the challenges in implementing translanguaging is the difference in students' English abilities. Some students already have a good command of vocabulary, while others still have limited vocabulary. In addition, seventh-grade students are still adapting to the transition from elementary school to junior high school. So, they often still confused when the teacher uses full English during the learning process. Therefore, the teacher uses Indonesian to help students understand material more easily. This finding is supported by previous studies conducted by Yuli Astutik et al., and Liando et al., which explained that students' learning conditions and differences in English proficiency influence the teaching process [23] [24].

Transcript 2: Teacher's difficulties in controlling students' use of English during classroom interaction.

Interviewer: "Next question Ma'am, do you experience difficulties in controlling the use of mixed English and Indonesian language among students?" ("Pertanyaan selanjutnya ya bu, apakah ibu mengalami kesulitan dalam mengontrol penggunaan campuran Bahasa Inggris dan Bahasa Indonesia kepada siswa?")

Teacher: "In controlling it, actually I don't fully use English either because I also use Indonesian. Therefore, controlling students to speak English is quite difficult. So, students who are not fluent in English tend to stay silent because seventh-grade students still have very limited vocabulary, Miss. How can they speak if they don't know enough vocabulary? Of course, they will face difficulties." (Eee... kalau mengontrol, sebenarnya saya juga tidak sepenuhnya pakai Bahasa Inggris, mbak ya, saya juga pakai Bahasa Indonesia. Jadi kalau mengontrol anak-anak buat berbicara Bahasa Inggris itu ya memang agak susah. Jadi mereka cenderung lebih diam kepada anak-anak yang memang Bahasa Inggrisnya kurang lancar, karena kalau di kelas 7 ini yang sangat kurang sekali itu vocab, mbak. Vocab yang mereka ketahui itu sangat kurang. Bagaimana mau berbicara, vocab saja belum tahu banyak, jadi mereka pasti kesulitan.")

In the interview conducted by the researcher presented in transcript 2, the teacher explained that encouraging students to actively speak English in the classroom was still challenging. The teacher stated that Indonesian is also used because some students could not fully understand English instruction. Furthermore, students with limited vocabulary mastery tended to remain silent during speaking activities because they lack the vocabulary to express their ideas. The finding showed that students struggle to communicate confidently in English. This finding is supported by previous studies conducted by Musa et al., which explained that students' limited learning abilities can influence their participation in English learning and translanguaging helps support students' comprehension and engagement during the learning process [25].

Transcript 3: Teacher's challenges in explaining vocabulary and grammar through translanguaging.

Interviewer: "When explaining difficult materials such as vocabulary or grammar, what challenges do you face when using translanguaging?" ("Saat menjelaskan materi yang sulit seperti kosakata atau grammar, apa kendala yang Ibu alami Ketika menggunakan translanguaging?")

Teacher: "The challenge in vocabulary is because students still don't know the new words. In grammar, students need to know the formula and understand the meaning first before arranging sentences correctly. So, the teacher must be patient. During group activities, I could identify which students were capable and which students still needed help, so I could group them and provide special treatment for students who still had difficulties." ("Eee...

kendalanya kalau kosa kata itu ya karena mereka belum tahu kosa kata yang baru. Kalau grammar ya... ya itu, mbak, kalau untuk menyusun kalimat mereka harus tahu rumusnya, harus tahu maknanya dulu, jadi memang kendalanya harus ini... harus telaten. Jadi kemarin waktu kelompok an itu, dari situ kita bisa tahu, oh ini siswa yang cakap, anak ini yang belum, anak ini yang sudah mahir. Jadi kita bisa mengelompokkan dan bisa memberikan treatment khusus untuk anak-anak yang memang belum bisa.”)

In transcript 3 above, the teacher explained that the students still had difficulties understanding new vocabulary and grammar. The students needed to understand the meanings of word and grammar formulas first before they could arrange sentences correctly. Therefore, the teacher had to be more patient in guiding the students and group them based on their abilities. So. The students who were still struggling could receive additional assistance. These findings are in line with the research by Liando et al., which explain that translanguaging can help teachers explain complex material more clearly and improve students' understanding [24].

Transcript 4: Teacher's challenges in designing learning activities using translanguaging.

99 Interviewer: “Next, when designing learning activities such as translating texts or group discussions, what difficulties do you face in implementing translanguaging?” (“Selanjutnya, Ketika merancang kegiatan atau pembelajaran seperti menerjemahkan teks atau diskusi kelompok, apa kesulitan yang Ibu hadapi dalam menerapkan translanguaging?”)

99 Teacher: “In designing materials, there are actually certain learning objectives that should be achieved. However, in reality, students often still cannot achieve the first learning objective even after two or three meetings. Personally, I prefer repeating materials that students have not understood until they completely understand them rather than continuing to the next material while they are still confused. I also continue reviewing previous materials so students don't forget them.” (“Dalam merancang materi ya mbak, sebenarnya kalau untuk merancang materi itu kan kalau sudah disusun itu harus dicapai.... Tapi pada kenyataannya belum sampai ke tujuan pembelajaran kedua itu mereka di tujuan pembelajaran pertama ya yang harusnya mungkin satu bulan pembelajaran gitu ya, dua kali atau tiga kali pertemuan itu mereka belum bisa. Jadi, kalau saya pribadi, saya lebih suka mengulang materi yang belum mereka pahami sampai mereka benar-benar paham daripada harus saya teruskan tapi nanti mereka tidak paham, atau di tujuan pembelajaran selanjutnya, di materi selanjutnya itu tetap saya selipi materi yang pertama agar mereka tidak lupa.”)

As shown in transcript 4, the teacher explained that the third challenge was achieving the learning objectives within the planned time. In many cases, the students still struggled to understand the initial material even after several meeting. Therefore, the teacher chose to review the material repeatedly until students fully understood it before moving on the next topic. This approach was considered important to ensure that students built a strong understanding of the basic concept first before learning more advanced material. Previous research conducted by Wiggins et al. showed that repetition in learning helps students improve their understanding of concept and build confidence during the learning process [26].

Transcript 5: Factors influencing the challenges in implementing translanguaging.

99 Interviewer: “What factors influence the challenges in implementing translanguaging in English learning?” (“Faktor apa saja yang mempengaruhi tantangan ibu dalam menerapkan translanguaging dalam pembelajaran Bahasa Inggris?”)

99 Teacher: “The first factor is that students don't memorize new vocabulary, so vocabulary becomes difficult for them. The second challenge is that English is rarely used at home. If parents used simple English expressions at home, students might become more familiar with English. However, many parents still don't use English at home, so students have very limited opportunities to practice English. The third challenge is that if we use full English in class, students may not understand the material, so Indonesian language needs to be used gradually. I always tell students that it is okay to make mistakes as long as they keep trying to speak English step by step. However, students still lack confidence in pronunciation because they are afraid that their classmates will laugh at them if they make mistakes.” (“Faktor yang pertama ee... anak-anak tidak hafal kosa kata baru, jadi kosa kata itu memang sulit. Untuk tantangan kedua, karena Bahasa Inggris ya yang mungkin tidak setiap hari dipakai di rumah, karena di rumah itu kan sebenarnya kalau sedikit-sedikit orang tua menggunakan Bahasa Inggris, anak-anak mungkin juga akan terlatih, tapi sayangnya e... masih banyak orang tua yang tidak menggunakan Bahasa Inggris. Jadi, mereka pun untuk practice Bahasa Inggris itu terasa sulit karena tidak terbiasa gitu. Dan untuk tantangan ketiga, kalau kita ada di kelas, kalau kita full pakai Bahasa Inggris saya yakin materi tidak akan sampai ke anak-anak, jadi harus diselingi Bahasa ibu, Bahasa Indonesia, sedikit demi sedikit. Saya sering bilang ke anak-anak, gapapa kalau salah yang penting berani mencoba berbicara Bahasa Inggris sedikit demi sedikit. Ketika mereka berbicara Bahasa Inggris,

pelafalannya itu ya mereka masih kurang, jadi mereka kurang PD atau malu gitu ya, karena kalau salah pasti ditertawakan sama anak-anak yang lain.”)

As explained in transcript 5, the teacher described several factors that influenced the challenges in implementing translanguaging, including students' limited vocabulary, minimal exposure to English language at home, and students' low self-confidence in speaking English. Many students felt shy and afraid of making mistakes because they worried that their classmates would laugh at them. Therefore, the teacher consistently encouraged the students to build their confidence and practice speaking English language step-by-step. Previous research by Susila et al., found that students' lack of self confidence in speaking English was caused by anxiety, shyness, and limited vocabulary [27]. This research also suggested that teachers should support students by reducing classroom anxiety and encouraging more speaking practice. The interview findings from all interviews showed that the teacher faced several challenges in implementing translanguaging in English learning. These conditions required the teacher to adjust the use of translanguaging by using two language, Indonesian language (mother language) and English language (target language), so the material could be understood more effectively.

#### B. Discussion

This research show that translanguaging support the English language learning process through both verbal and nonverbal interactions in the classroom. The switching between Indonesian language and English language helps students understand learning materials more easily and encourages their engagement during the learning process. These findings are in line with the research by Huang et al., which states that translanguaging helps students understand learning materials more comprehensively through bilingual language practice. Moreover, Nursanti et al., explain that translanguaging helps students develop their English skills because students can connect their first language (Indonesian) with the target language (English) during the learning activity [28]. This research also shows that translanguaging encourages students to create more active social interactions during the learning process. Students appeared more confident in discussing, asking questions, and collaborating with their classmate when they were allowed to use English and Indonesian flexibly. These findings are supported by the research Sari et al., and Sakkir et al., which indicates that translanguaging helps students participate more actively in classroom discussions, negotiate meaning, and understand learning instructions because they feel more comfortable using familiar languages during classroom interactions [29] [30].

This research has several strengths compared to previous studies. Most previous research has focused on translanguaging from the aspects of verbal communication, teachers' perceptions, and bilingual practice in multilingual classrooms. Previous research by Putrawan et al., and Ashadi et al., focused on the development of pedagogical translanguaging in EFL teachers' practice [9] [14]. In contrast, Sakkir et al., focused on translanguaging practices in English classroom interactions[30]. Meanwhile, this research focuses on both the verbal utterances of teachers and students and the implementation of translanguaging through nonverbal activities such as social interactions, learning media, and classroom environment during the learning language process. Therefore, this research provides a more comprehensive understanding of how translanguaging is practically implemented in English language learning in EFL classrooms. In addition, this research combines Gracia's translanguaging theory with Vygotsky's sociocultural theory into as the research framework. The combination of two perspective is one of the contributions of this research because it explains how translanguaging supports students' language development and cognitive development during the learning process [10] [12]

However, this research still has several weaknesses. The research was conducted in a limited classroom setting and within a short observation period, so the findings cannot represent the implementation of translanguaging across different educational levels. Furthermore, this study focuses more on interaction process and learning activities from a qualitative perspective rather than on measuring students' language development quantitative. Previous studies by Musa et al., and Berlianti et al., also showed similar weaknesses because most translanguaging research still focus on teachers' practices and verbal interaction in the classroom activity [19] [25]. Thus, future research is expected to explore the implementation of translanguaging in broader contexts. Overall, the discussion of this research demonstrates that translanguaging plays an important role in supporting the teaching and learning language process of English at SMPN 1 Candi. The findings also strengthen previous studies that view translanguaging as an effective pedagogical approach multilingual English classroom, while also highlighting practical challenges that teachers need to consider during its implementation [14] [22] [31].

#### IV. Conclusion

Based on the research findings, the implementation of translanguaging supported bot teachers and students during English learning process. Teacher used both language (Indonesian and English) alternately to make it easier to deliver material, give instructions, and enable students to understand vocabulary and grammar better. Meanwhile, students found it easier to follow lesson and became more active in learning activity because they felt more comfortable using translanguaging (Indonesian and English language) during classroom activity. In addition to

supporting students' understanding of the material, translanguaging also contributed to development of students' speaking skills. Students became more confident to asking question, expressing opinion, and trying speaking English without afraid of making mistakes. However, bot teacher and students also faced several challenges, such as differences in students' English proficiency, limited vocabulary mastery, and students' hesitation to use English during classroom activity. Nevertheless, translanguaging remains a useful method for helping students develop their English skills, especially in multilingual classrooms where students still need support from their first language during English learning process.

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