

# Translanguaging Practices in Indonesia's Teaching Practice Program: Strategies and Pedagogical Functions at Junior High School

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## A B S T R A C T

Translanguaging enables educators and learners to adapt in the learning process of English as a Foreign Language (EFL) by utilizing their entire linguistic repertoire. This qualitative case study aims to analyze the use of translanguaging focusing on strategies and pedagogical function by three pre-service teachers during their teaching practice (PPL) in junior high schools. Data were collected through semi structured interviews and video observations, which were then analyzed using qualitative case study analysis. The results show that teachers often use various languages such as Indonesia and Javanese, semiotics resources also used to encourage learning. Another strategy that found is the use of simple translation (translative) method and complex translating (interwoven) method. In addition, there are pedagogical functions of translanguaging that include class management, improving student understanding and participation, explaining concepts of the material and instructions. These results show the importance of translanguaging practices by pre-service teachers to improve and strengthen student learning in the EFL context.

**Keywords:** *Translanguaging, PPL Program, Junior High School*

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## INTRODUCTION

Translanguaging is a teaching method in language learning that is often used to provide understanding of the meaning of the second language being learned. It involves the use of two or more languages to construct meaning while acknowledging learners' linguistic backgrounds (Candra & Karimullah, 2025). Initially, translanguaging was merely a term describing the alternation between two languages, but over time it has evolved into a significant theoretical framework in language education (Wei, 2018).

In the context of education, translanguaging is recognized as a pedagogical approach that encourages both teachers and students to utilize their full linguistic repertoires to support and facilitate the teaching and learning process (García & Wei, 2013). This approach allows learners to make connections between languages, thereby enhancing comprehension and engagement.

Pedagogical translanguaging specifically refers to instructional techniques in which teachers deliberately use more than one language during teaching. This strategy aims to help students better understand learning contexts and concepts, promote active participation, and improve reading skills (Cenoz & Gorter, 2022). As a result, translanguaging becomes a practical tool for effective classroom interaction.

Translanguaging also plays a crucial role in improving students' academic abilities, particularly in EFL classrooms within multilingual countries (MacSwan, 2017). In the Indonesian context, where linguistic diversity is prominent, translanguaging is especially relevant as it enables students to achieve a more equal understanding of content while enhancing their language potential (Liando et al., 2023).

The creation of inclusive learning spaces in EFL classrooms is essential for both in-service and pre-service teachers. Pre-service teachers are individuals who are currently undergoing teacher education programs and teaching practicums before obtaining professional certification. Their role is vital in shaping future classroom practices.

Research by (Das & Biswas, 2024) highlights three key aspects that pre-service teachers must consider: inclusiveness, cultural competence, and differentiated learning. These aspects serve as a foundation for creating effective and inclusive classroom environments that address diverse student needs. Integrating these principles with translanguaging practices allows pre-service teachers to develop deeper awareness of their instructional approaches.

Several previous studies have demonstrated the positive impact of translanguaging in EFL classrooms. For instance, (Edy & Ashadi, 2025) found that teachers in rural junior high schools in Yogyakarta employed translanguaging strategies to improve comprehension, increase participation, and address language barriers. Similar findings by (Efendi & Syafryadin, 2024) as well as (Witari & Sukamto, 2023) indicate that translanguaging enhances students' understanding, engagement, and overall language proficiency.

Despite extensive research on translanguaging, most studies have focused on in-service teachers, leaving a gap in understanding how pre-service teachers implement this practice. Therefore, this study aims to analyze translanguaging practices carried out by pre-service English teachers in EFL classrooms at the junior high school level. It seeks to explore how these practices are applied and how they shape future teaching perspectives, beginning with the formulation of key research questions.

*How do pre-service teachers implement strategies when practice translanguaging in classroom practice during PPL at the junior high school level?*

*How do pre-service teachers carry out the pedagogical function of translanguaging in facilitating the teaching and learning process in junior high school English classes?*

## METHOD

This study uses a qualitative case study approach. A qualitative case study is a research design that aims to explore a phenomenon in the real world in greater depth. This approach collects data through interviews, observations, and document analysis (Baxter & Jack, 2008). This research design was chosen because this study aims to examine in depth the practice of translanguaging used by prospective teachers during the English learning process at the junior high school level, without manipulating the research variables. This study will analyze the translanguaging practices carried out by three pre-service teachers during the PPL program. The subjects of this study were three English pre-service teachers who had conducted PPL program at three different junior high schools in Semarang City, Central Java, Indonesia. The selection of subjects was based on purposive sampling techniques by selecting English Pre-Service Teachers based on criteria relevant to the research topic. Purposive sampling is the selection of specific research subjects or objects by looking at specific phenomena or cases to find deeper insights (Tajik et al., 2025). Before data collection was carried out, the researcher explained the research procedures and objectives to the three participants and asked for their consent to participate voluntarily. To protect the privacy of participants, their names have been changed to Pre-Service Teacher 1 (PST 1), Pre-Service Teacher 2 (PST 2), and Pre-Service Teacher 3 (PST 3).

In this study, the researcher used two types of data collection techniques, namely semi-structured interviews and video observation. Semi-structured interviews were conducted to explore pre-service teachers' perceptions and knowledge of translanguaging practices when they teach English at junior high school. The interviews were conducted in person and recorded, and the recordings were analyzed to determine the results of the study. The observation technique involved observing videos of pre-service teachers teaching during the PPL program. Three teaching practice videos from three pre-service teachers will then be analyzed further. The instruments used in the data collection technique were based on the

results of research by Jeon et al., (2025), in which they found a conceptual model of teachers' translanguaging practices: (1) Resources, (2) Method, (3) Function, and (4) Identity and Culture of translanguaging practices in EFL Classrooms (Jeon et al., 2025). In this study, the researcher will focus on three concepts of translanguaging practices, namely resources, method, and function.

Table 1. Intrument Indicators

Resources	Linguistic	Translanguaging using Indonesian language or local language.
	Semiotic Resources and Guesture	Translanguaging using gesture, facial expression, image, media.
Method	Translative	Translanguaging by translating directly from target language to L1.
	Interwoven	Translanguaging that combines various linguistic sources (L1 and TL) with semiotic resources and guesture to add or expand meaning.
Function	Material	Translanguaging as a method to giving explanation about the material.
	Managerial	Translanguaging in classroom management.
	Skill-building	Translanguaging helps students to get acknowledge and increasing English skill.
	Expressive	Translanguaging used to support students to express their feeling or opinion.

After the data was collected through semi structured interviews and video observations, it was then analyzed using interactive model theory of (Miles et al., 2014). The researchers used several data analysis procedures. The first was transcription, converting audio recordings of interviews and video observations into text. In the video observations, the researchers only transcribed when teachers practiced translanguaging. The second was data reduction, in this step the transcribed data was selected and grouped into instrument indicators. The third step, after the data was reduced, the researcher displayed the data in table form to simplify the understanding of emerging patterns. The fourth step or final step was to draw conclusions. The conclusion drawing process was carried out from the tables that had been presented by drawing conclusions and re-verifying the existing data.

## FINDINGS AND DISCUSSION

### Resources Used in Translanguaging Practices

Based on the results of research conducted by (Jeon et al., 2025), the resources aspect found in translanguaging practices are grouped into two categories, namely linguistic and non-linguistic resources (see Table 2). The grouping of these resource aspects is an important point in analyzing the translanguaging practices carried out by pre-service teachers when they teach English during their PPL program. It was found that both resource aspects were often carried out by pre-service teachers at the junior high school (SMP) level. Both aspects of resources in translanguaging practices aim to support students' understanding and smooth learning process in the classroom. This is evidenced by the use of linguistic resources, particularly in the use of the first language and target language in EFL learning, while semiotic resources are also practiced through gestures, facial expressions, and visual media.

Table 2. a. Linguistic Resources

Participants	Evidence
Pre-Service Teacher 1	The teacher uses L1 (Bahasa Indonesia) to clarify the instruction, students participation, students understanding, and explanation the material about greeting card.

Pre-Service Teacher 3	<ul style="list-style-type: none"> <li>- The use of L1 (Bahasa Indonesia) by the teacher to explain the material about label text.</li> <li>- The use of local language (Bahasa Jawa) by the teacher to build classrooms' atmosphere.</li> </ul>
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The above analysis clearly shows that pre-service teachers frequently utilize linguistic resources in teaching English at the junior high school level. Pre-service teachers utilize linguistic aspects by frequently using L1 (Bahasa Indonesia) in their teaching practices, indicating that L1 or Bahasa Indonesia is a strategy used to clarify the instructions, explain the material and helps English language learning process (Sutrisno, 2023). It shown in these excerpts.

*"Congratulations on your graduation... ini bisa dicatat ya." (PST 1)*

*"After you draw the time write this time in English correctly, nah itu kalian tulis bahasa Inggrisnya apa sesuai jam yang ditunjukkan." (PST 2)*

*"I will tell you, jadi usually you will find label text at the back of the packaging of something, jadi kalian akan mengetahui label di belakang sebuah kemasan produk." (PST 3)*

In addition, local language also used by Pre-Service Teacher 3 namely Javanese in the translanguaging practices carried out by pre-service teachers.

*"Ayo apalagi? Yo opo meneh?." (PST 3)*

*"Yang penting tak ambil aja." (PST 3)*

The use of local languages is usually used to create a more familiar atmosphere. In the excerpt, Pre-Service Teacher 3 uses local language Javanese language to asks student another answer, the phrase *"Yoo po meneh"* means anything else in English, Pre-Service Teacher 3 also use *"tak"* in that phrase is as an affix in Javanese. The used of local language to make meaning is supported by research from (Putrawan, 2022; Sutrisno, 2023).

Table 2. b. Semiotic Resources and Guesture

Participants	Evidence
Pre-Service Teacher 1	<ol style="list-style-type: none"> <li>1. The teacher uses gesture of 'raise hand' to ask students to give their opinions and responses.</li> <li>2. The use of pointing gestures to direct students' attention</li> <li>3. The use of visual media (PowerPoint slides) to support meaning-making.</li> </ol>
Pre-Service Teacher 2	<ol style="list-style-type: none"> <li>1. The use of visual images to build students' conceptual understanding of the material about time.</li> <li>2. The use of gesture "quiet" to manage classroom behavior.</li> </ol>
Pre-Service Teacher 3	<ol style="list-style-type: none"> <li>1. The teacher uses gesture stand up to give the instruction.</li> <li>2. The teacher uses an explanation video to show the material about label text.</li> </ol>

Based on the table 2.b above, three pre-service teachers utilize semiotic resources and guesture such as gestures, body language, facial expressions, and visual media (PowerPoint, images, and educational videos).

From the interviews conducted, Pre-Service Teacher 1 argued that the use of semiotic resources in the form of PowerPoint slides facilitated the delivery of material.

*"When explaining the material, I usually use PowerPoint slides to make it easier for students to understand." (PST 1)*

This finding shows that the translanguaging practices carried out by pre-service teachers are not only in the use of language, but pre-service teachers also facilitate student understanding using multimodal approaches to help the learning process of students in understanding meaning. The use multimodal in translanguaging practices also can help to improve inclusive atmosphere by enhancing satisfaction of the students in English learning (Hidayati et al., 2024).

### Method Used in Translanguaging Practices

In translanguaging practice, there are several methods used in its delivery. The first is the translative method, and the second is the interwoven method (Jeon et al., 2025). These two

methods are commonly used in translanguaging practice to convey meaning from the target language to L1 (Bahasa Indonesia). The translative method is carried out by translating directly from English to L1 (Bahasa Indonesia). This method differs from the interwoven method, in which the interwoven method combines various linguistic sources such as L1 and target language as well as semiotic resources and gesture to add or expand meaning, while the translative method translates language without explicitly adding new meaning (Adiputra et al., 2025). The two tables below discuss and analyze the practice of translanguaging using the translative and interwoven methods carried out by the three pre-service teachers.

Table 3. a. Translative Method

Participants	Evidence
Pre-Service Teacher 1	<ul style="list-style-type: none"> <li>- The teacher translates the material about greeting card directly from the PowerPoint into Indonesian to ensure that students understand the concepts of the material.</li> <li>- The teacher translating some English vocabulary "purposes", "congratulate", and "poetry" regarding to the material into Indonesian.</li> </ul>
Pre-Service Teacher 2	The teacher translates classroom management instructions from English into Indonesian.
Pre-Service Teacher 3	<ul style="list-style-type: none"> <li>- Teachers translate the concepts of label text material from English into Indonesian.</li> <li>- The teacher translates the vocabulary and content of the labels from English into Indonesian.</li> </ul>

The findings of the analysis in Table 3.a show that the three pre-service teachers used the translative translanguaging method as the main strategy most often used in English language learning at the junior high school level. The translative practice was effective in providing explanations of the material, new vocabulary and phrases. As can be seen in this excerpt, Pre-Service Teacher 1 (PST 1) and Pre-Service Teacher 3 (PST 3) used the translative method to provide students with an understanding of the content and new vocabulary like "purposes" and "expiration date",

*"Greeting card is a card or text containing certain expressions send to someone or people in certain condition, greeting card adalah kartu ucapan yang berisi ekspresi untuk seseorang di momen tertentu." (PST1)*

*"Purposes itu apa? Purposes artinya tujuan." (PST 1)*

*"I will tell you, jadi usually you will find label text at the back of the packaging of something, jadi kalian akan mengetahui label di belakang sebuah kemasan produk." (PST 3)*

*"Expiration date, tanggal kedaluwarsa." (PST 3)*

While Pre-Service Teacher 2 applied the translative method in classroom management and instructions.

*"Attention please, perhatikan dan dengarkan teman kalian yang mau presentasi." (PST 2)*

*"Instruksi bawahnya after you draw the time write this time in english correctly, nah itu kalian tulis bahasa inggrisnya apa sesuai jam yang ditunjukkan." (PST 2)*

Table 3. b. Interwoven Method

Participants	Evidence
Pre-Service Teacher 1	The teachers translating by combine the use of language, gestures, and visual media in teaching.
Pre-Service Teacher 2	The teacher uses English and Indonesian integration to show the instructions in the worksheet to the students.
Pre-Service Teacher 3	The teacher uses English and Indonesian integration to show the instructions and using teaching media to do a quiz.

Based on the analysis in Table 3.b, the findings show that the interwoven translanguaging method practiced by pre-service teachers was carried out by integrating

Indonesian and English languages and supplemented with semiotic resources, such as gestures, visual media, and learning technology.

*"Congratulations on your graduation (point out in the PPT), ini bisa dicatat ya." (PST 1)*

*"Oke bisa dilihat di kertas yang saya berikam, disitu ada dialog, ada pertanyaan, dan di halaman kedua ada gambar jam itu perintahnya read and draw the clock to show the time, ini misal twenty-five past, berarti?." (PST 2)*

*"I will give a video and after you watch that you will do a quiz, setelah kalian melihat videonya kalian akan mengerjakan kuis di quizizz ya." (PST 3)*

This shows that the three pre-service teachers practiced both translanguaging methods, namely translative and interwoven, well. Thus, it can be concluded that the two translanguaging methods were used complementarily to support material comprehension, smooth classroom interaction, and student engagement in learning activities.

### Functions of Translanguaging Practices in EFL Classrooms

Translanguaging practices not only function in linguistic or semiotic strategies, but also play a role in pedagogical functions in the EFL process. Pre-service teachers at the junior high school level use translanguaging practices for material, managerial, skill-building, and expressive functions in learning (Jeon et al., 2025). Based on the table below, the researcher has analyzed the pedagogical functions of translanguaging practices carried out by three pre-service teachers. These three pre-service teachers consistently utilize translanguaging practices to improve material comprehension, manage classes more intensively, build students' English language skills, and encourage students' expression during learning (Efendi & Syafryadin, 2024b; Witari & Sukamto, 2023).

Table 4. a. Material Function

Participants	Evidence
Pre-Service Teacher 1	The teacher explains the definition of greeting card and the vocabularies on the ppt slides from English to target language (Bahasa Indonesia).
Pre-Service Teacher 2	The teacher explains how to read and tell time in English by translating from English to Indonesian.
Pre-Service Teacher 3	The teacher explains definition of label text from English to target language (Bahasa Indonesia).

The findings in Table 4.a show that all three pre-service teachers applied the translanguaging function in their teaching practices.

Pre-Service Teacher 1 used translanguaging to explain the learning material by translating English material to L1 (Bahasa Indonesia) from PowerPoint slides.

*"Greeting card is a card or text containing certain expressions send to someone or people in certain condition, greeting card adalah kartu ucapan yang berisi ekspresi untuk seseorang di momen tertentu." (PST 1)*

Meanwhile, Pre-Service Teacher 2 re-explain how to read and tell the time in English through translation into Indonesian to make it easier.

*"Okay jadi kalau jarum jamnya di angka dua belas dibacanya o'clock." (PST 2)*

And Pre-Service Teacher 3 uses translanguaging in conveying definition of label text.

*"Jadi label text adalah sebuah tulisan yang memberikan information yang sangat penting tentang suatu product, yang menceritakan tentang itu prosuk apa, how to use it, dan kandungan yang ada di produk itu." (PST 3)*

With the practice of translanguaging carried out by the three pre-service teachers in the pedagogical function of learning, students' understanding of the learning material can be conveyed equally by junior high school students with different abilities.

Table 4. b. Managerial Function

Participants	Evidence
Pre-Service Teacher 1	The teacher explains and assigns how to work in students' worksheet from English to target language (Bahasa Indonesia).

Pre-Service Teacher 2	The teacher guides students on how to complete the worksheets in group work.
Pre-Service Teacher 3	The teacher explains to the students the instructions for completing the worksheet and also the ice-breaking activities.

As can be seen in the example above the findings of managerial functions in Table 4.b show that pre-service teachers practice translanguaging in managerial functions, particularly in organizing classes to be more intensive, guiding students in completing worksheets and other classroom activities using Indonesian to help students understand instructions and maintain the smooth running of learning activities, this findings in line with study of (Raja et al., 2022). These arguments proven by the excerpt below.

*"Kalian pilih salah satu, congratulation atau birthday atau mothers' day atau graduation."* (PST 1)

*"Oke bisa dilihat di kertas yang saya berikan, disitu ada dialog, ada pertanyaan, dan di halaman kedua ada gambar jam itu perintahnya read and draw the clock to show the time, ini misal twenty-five past, berarti? (Students respon) terus instruksi bawahnya after you draw the time write this time in english correctly, nah itu kalian tulis bahasa inggrisnya apa sesuai jam yang ditunjukkan."* (PST 2)

*"I will give a video and after you watch that you will do a quiz, setelah kalian melihat videonya kalian akan mengerjakan kuis, silahkan dijawab, only five questions."* (PST 3)

Table 4. c. Skill-building Function

Participants	Evidence
Pre-Service Teacher 1	The teacher invites students to respond to a question to analyze the structure of a sample greeting card.
Pre-Service Teacher 2	The teacher explains the correct pronunciation of an English word "confuse", "lesson", "enough", "literacy" to improve the students' pronunciation.
Pre-Service Teacher 3	The teacher train students' listening skills using ice breaking by repeating instructions in two languages.

The translanguaging practice carried out in Table 4.c concludes that translanguaging serves to improve students' English skills. Pre-Service Teacher 1 (PST 1) encourages students' ability to improve their analysis of text structure, which is in line with improving students' reading skills in reading English texts.

*"Saya mau tanya, dari teks ini receivernya dan sendernya yang mana?"*

Pre-Service Teacher 2 (PST 2) places more emphasis on improving students' speaking skills through the correct pronunciation of English vocabulary.

*"Saya akan mengoreksi hasil presentasi kalian, yang pertama confuse itu dibacanya confuse (show the right pronunciation of confuse)."*

*"You still have enough time, jadi yang tulisannya enough dibacanya enough (show the right pronunciation of enough)."*

*"Kemudian yang literacy dibacayanya literacy (show the right pronunciation of literacy)."*

*"Yang tulisannya should itu dibacanya should (show the right pronunciation of should)."*

*"I have swimming lesson today, nah lesson itu dibacanya lesson (show the right pronunciation of lesson)."*

And Pre-Service Teacher 3 (PST 3) uses ice breaking as an activity aimed at improving students' listening skills.

*"When I say one clap your hand once, sekali aja, if two clap your hand twice atau dua kali, when I say three jangan ditepuk."*

Table 4. d. Expressive Functions

Participants	Evidence
Pre-Service Teacher 1	The teacher invites students to give examples and opinion from the greeting cards they have read.

Pre-Service Teacher 2	The teacher invites students to present their group work results in front of the class.
Pre-Service Teacher 3	The teacher invites students in in a brief class discussion about the importance of reading labels on packaging

The results of the analysis of the expressive translanguaging function in Table 4.d show that translanguaging provides opportunities for students to express their ideas, opinions, and understanding of learning. Pre-Service Teacher 1 (PST 1) encouraged students (ST) to convey their understanding of the material through examples of the types of text labels they had read and their opinions of those text labels verbally.

*PST 1: "Have you ever read greetings card? Tentang apa kira-kira greeting cardnya?"*

*ST : "Greeting card ulang tahun, untuk memberi selamat ulang tahun kepada teman."*

Pre-Service Teacher 2 supported the expressive function of translanguaging by conducting group presentations on the results of student group discussions in front of the class.

Then, Pre-Service Teacher 3 (PST 3) implemented the expressive function of translanguaging by inviting students (ST) to actively participate in class discussions to understand about the function of label text.

*PST 3: "Do you think label is important? Apakah kamu pikir label penting?."*

*ST : "Yes."*

*PST 3: "Why? Mengapa itu penting?."*

*ST : "Untuk mengetahui identitas produknya."*

The data and the excerpt above supported by study from (Efendi & Syafryadin, 2024b; Hidayati et al., 2024), it shows that the expressive function of translanguaging can support active participation and student confidence in language learning.

## CONCLUSION

Based on the findings from the analysis of translanguaging practices carried out by three pre-service teachers during the PPL program in junior high school, conclusions were found to answer two research questions. The first finding shows that the three pre-service teachers implemented translanguaging through several strategies, including using two or more languages in learning, examples of the use of Indonesian and Javanese (Ooi & Abdul Aziz, 2021; Putrawan, 2022; Sutrisno, 2023), the use of multimodal tools such as pictures and PowerPoint (Hidayati et al., 2024), and body language gestures. The second finding shows that PPL teachers carry out the pedagogical function of translanguaging in four ways. The first is in classroom management, by giving instructions (Raja et al., 2022) on how to work on problems and the second is in delivering content by explaining difficult concepts and grammar. the third pedagogical function is skill-building, where the translanguaging practices carried out by teachers facilitate and support students in improving their English language skill (Efendi & Syafryadin, 2024b; Witari & Sukamto, 2023), and the last pedagogical function is interpersonal interaction, which aims to build students' expression so that they are confident in EFL learning. This finding contributes to language pedagogy theory by showing that translanguaging serves as an appropriate strategy for junior high school students. Since students do not understand when teachers use full English during lessons, English teachers especially pre-service teachers are expected to continuously use translanguaging in their teaching to help students understand the lessons better. Although this study has provided insight into the translanguaging practices used by pre-service teachers, it still has limitations in terms of the number of participants and schools involved in the research. Therefore, the researcher hope that future studies can fill this gap by conducting research involving more pre-service teachers at different school levels, such as senior high schools.

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