

## REFERENCES

- Arrub, Z. (2022). *Classroom Strategies Through Translanguaging*. Islamic University of Indonesia.
- Baker, C. (2011) *Foundations of bilingual education and bilingualism* (5th ed.). Multilingual Matters.
- Brown, H. D. (2007). *Principle of language learning and teaching* (5th ed.). [http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles\\_of\\_language\\_learning.pdf](http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf)
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *Modern Language Journal*, 95(3), 401–417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>
- Cenoz, J., & Gorter, D. (2020a). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 300–311. <https://doi.org/10.1111/weng.12462>
- Creese, A. (2017). Translanguaging as an everyday practice. In New Perspectives on Translanguaging and Education. <https://doi.org/10.21832/PAULSR7814>
- Creese, A., & Blackledge A. (2010) Translanguaging in the bilingual classroom: A pedagogical for learning and teaching? *The Modern Language Journal*, 94, 103-115. <https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20–35. <https://doi.org/10.1017/S0267190514000233>
- Creswell, J. W. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (4th ed.). SAGE Publication.
- Dagarin, M. (2004). Classroom interaction and communication strategies in learning English as a foreign language. *ELOPE: English Language Overseas Perspectives and Enquiries*, 1(1–2), 127–139. <https://doi.org/10.4312/elope.1.1-2.127-139>
- Dewi, I. R., & Anwar, C. (2018). Senior high school EFL teacher and students' use of classroom language. *JEES (Journal of English Educators Society)*, 3(1), 105–118. <https://doi.org/10.21070/jees.v3i1.1336>
- Duarte, J. (2018). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*, 1–16. <https://doi.org/10.1080/14790718.2018.1512607>
- Fang, F., & Liu, Y. (2020). ‘Using all English is not always meaningful’: Stakeholders’ perspectives on the use of and attitudes towards translanguaging at a Chinese university. *Lingua*, 247, 1–18. <https://doi.org/10.1016/j.lingua.2020.102959>

- Flowerdew, J. (2013). *Discourse in English language education*. Routledge. <https://doi.org/10.4324/9780203080870>
- García, O. (2012). *Theorizing translanguaging for educators*. In C. Celic & K. Seltzer, Translanguaging: A CUNY-NYSIEB guide for educators (pp. 1-6). CUNY-NYSIEB. <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>
- García, O., Johnson, S.I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. PA: Caslon.
- García, O., & Otheguy, R. (2019). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), 17-35. <https://doi.org/10.1080/13670050.2019.1598932>
- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(3), 385–400. <https://doi.org/10.1111/j.1540-4781.2011.01208.x>
- García, O., & Wei, L. (2013). *Translanguaging: Language, bilingualism and education*. Palgrave Pivot. <https://doi.org/10.1057/9781137385765>
- Hanum, N.S. (2016). The importance of classroom interaction in the teaching of reading in junior high school. In *Prosiding Seminar Nasional Mahasiswa Kerjasama Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud 2016*.
- Hidayat, M. F. (2023). Exploring translanguaging practice in EFL classroom: A case study in Indonesian context. *International Conference on English Language Teaching*, 4(10), 87-102. <https://conference.unisma.ac.id/index.php/ICON/4ICONELT/paper/view/3105/822>
- Howitt, D. (2016). *Introduction to qualitative methods in psychology* (3rd ed.). Pearson.
- Iversen, J. Y. (2019). Pre-service teachers' translanguaging during field placement in multilingual, mainstream classrooms in Norway. *Language and Education*, 34(1), 51–65. <https://doi.org/10.1080/09500782.2019.1682599>
- Kartini, Syakira, S., & Aisyah, S. (2022). Initiation-Response-Feedback Pattern Used Cby Lecturer-Students in EFL Classroom Interaction. *TLEMC (Teaching & Learning English in Multicultural Contexts*, 6(1), 44–55.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655–670. doi:10.1080/13803611.2012.718490
- Layn, J. (2022). An observational study of translanguaging practices by an Indonesian lecturer. In *Universitas Islam Indonesia*. Universitas Islam Indonesia.

- Li, J. (2018). L1 in the IRF cycle: A case study of Chinese EFL classrooms. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1), 1-15. <https://sfleducation.springeropen.com/articles/10.1186/s40862-017-0042-y>
- Lu, M. Z., & Horner, B. (2013). Translingual literacy and matters of agency. In Canagarajah, S. (2013). *Literacy as translingual practice: Between communities and classrooms*. New York, NY: Routledge (pp. 26-38).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook*. SAGE Publication.
- Miles, M. B., Huberman, A. M., & Saldaña, J. Thousand Oaks, (2014). *Qualitative data analysis: An expanded sourcebook*. CA: SAGE, 201 (pp. 381) Saldaña, J. Thousand Oaks, CA: SAGE, 2013, pp. 303.
- Muis, S., Salija, K., Nur, S., & Sakkir, G. (2023). Translanguaging in EFL classroom at a private university in South Sulawesi. *EduLine: Journal of Education and Learning Innovation*, 3(3), 396-406. <https://doi.org/10.35877/eduline1904>
- Nahdiah, L. I. (2022). Teachers and students' perceptions toward the use of students' L1 in EFL classroom. *Religio Education*, 2(1), 11-20. <http://dx.doi.org/10.17509/re.v2i1.46764>
- Nilsson, R. (2015). Teachers' codeswitching to L1 in the EFL classroom. (Degree project, Karlstad University) <https://www.diva-portal.org/smash/get/diva2:913466/FULLTEXT01.pdf>
- Noviana, A., & Ardi, P. (2015). Challenges in implementing initiation-response-feedback (IRF) sequences in EAP class. *Journal Education and Technology (JET)*, 1(3), 76-91. [https://www.researchgate.net/publication/330703861\\_Challenges\\_in\\_Implementing\\_Initiation-Response-Feedback\\_IRF-Sequences\\_in\\_EAP\\_Class](https://www.researchgate.net/publication/330703861_Challenges_in_Implementing_Initiation-Response-Feedback_IRF-Sequences_in_EAP_Class)
- Ollerhead, S. (2018). Teaching across semiotic modes with multilingual learners: translanguaging in an Australian classroom. *Language and Education*, 33(2), 106–122. <https://doi.org/10.1080/09500782.2018.1516780>
- Paltridge, B., & Phakiti, A. (2015). *Research methods in applied linguistics*. Bloomsbury Academic An imprint of Bloomsbury Publishing Plc.
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
- Putrawan, G. E. (2022). Translanguaging practices in EFL classrooms: Evidence From Indonesia. *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 8(1), 3.
- Raja, F. D., Suparno, S., & Ngadiso, N. (2022). Students' attitude towards translanguaging practice in Indonesian EFL classes. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 979–988. <https://doi.org/10.35445/alishlah.v14i1.1149>

- Rasman (2018). To translanguaging or not to translanguaging? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687-694. <https://doi.org/10.17509/ijal.v7i3.9819>
- Rerung, M. K. T. (2018). Reflecting translanguaging in classroom practices: A case study. *Journal of English Language and Culture*, 7(1), 17–22. <https://doi.org/10.30813/jelc.v7i1.1019>
- Riswanto, R. (2022). Exploring translanguaging as a pedagogical strategy used by the english teacher in EFL classroom setting. *JPGI (Jurnal Penelitian Guru Indonesia)*, 7(1), 96. <https://doi.org/10.29210/021948jgpi0005>
- Rosiers, K., Willaert, E., Van Avermaet, P., & Slembrouck, S. (2015). Interaction for transfer: Flexible approaches to multilingualism and their pedagogical implications for classroom interaction in linguistically diverse mainstream classrooms. *Language and Education*, 30(3), 267–280. doi:10.1080/09500782.2015.1117097
- Robinson, H. A. (2005). *The ethnography of empowerment: The transformative power of classroom interaction*. The Falmer Press. <https://1lib.domains/?redirectUrl=/book/835405/f241b3&>
- Rowe, L. W. (2018). Say It in Your Language: Supporting Translanguaging in Multilingual Classes. *Reading Teacher*, 72(1), 31–38. <https://doi.org/10.1002/trtr.1673>
- Rumenapp, J. C. (2016). Analyzing discourse analysis: Teachers' views of classroom discourse and student identity. *Linguistics and Education*, 35, 26–36. <https://doi.org/10.1016/j.linged.2016.04.002>
- Rustandi, Andi; Mubarok, A. H. (2017). Analysis of IRF (Initiation-response-feedback) on classroom interaction in EFL speaking class. *Journal of English Education, Literature, and Culture*, 2(1), 239–250.
- Sahib, R. (2019). Translanguaging as a pedagogical strategy in EFL classroom. *ELT-Lectura*, 6(2), 139–146. <https://doi.org/10.31849/elt-lectura.v6i2.3032>
- Sahib, R., Nawing, N., Sari, H., & Bin Ukka, S. (2020). West Papuan Teachers' Perceptions on Translanguaging Practices in EFL Classroom Interaction. *ELT-Lectura*, 7(2), 73–84. <https://doi.org/10.31849/elt-lectura.v7i2.4205>
- Saputra, W. A. (2020). Exploring the implementation of translanguaging in EFL classrooms : Perspectives from Higher Education Institutions ( HeIs ) Students in Indonesia. *2020 English Language Teaching International Conference (ELTIC)*, 299–302.
- Sari, N. M. N. (2022). An analysis of classroom interaction on EFL students. *Inspiring: English Education Journal*, 5(2), 73–81. <https://doi.org/10.35905/inspiring.v5i2.2718>
- Saswati, R. (2019). Analysis of classroom interaction using IRF pattern: A case study of EFL conversation class. *Scope : Journal of English Language Teaching*, 3(1), 29. <https://doi.org/10.30998/scope.v3i1.2782>

- Scopich, D. (2018). Translanguaging in an EFL classroom: Attitudes and practice. (Graduate thesis, University of Rijeka). <https://core.ac.uk/download/pdf/197689909.pdf>
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif dan R&D*. Penerbit Alfabeta Bandung.
- Tsui, A. (1985). Analyzing input and interaction in second language classrooms. *RELC Journal*, 16(1), 8-32. <http://dx.doi.org/10.1177/003368828501600102>
- Utami, R. S. (2022). Code-switching in English learning process. [Unpublished undergraduate's thesis]. Siliwangi University.
- Walsh, S. (2011). *Exploring classroom discourse language in action*. Routledge.
- Walsh, S. (2006). *Investigating classroom discourse*. Routledge.
- Wang, P. (2022). Translanguaging in English as a foreign language classes for multilingual learners: Practice implications. *Frontiers in Psychology*, 13, 1-11. <https://doi.org/10.3389/fpsyg.2022.850649>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
- Wei, L., & Lin, A. M. Y. (2019). Translanguaging classroom discourse: Pushing limits, breaking boundaries. *Classroom Discourse*, 10(3–4), 209–215. <https://doi.org/10.1080/19463014.2019.1635032>
- Williams, J. P. (2008). Nonparticipant observation. *Interpreting Social and Behavioral Research*, 59–62. <https://doi.org/10.4324/9781315266367-11>
- Wolfinger, N. H. (2002). On writing field notes: Collection strategies and background expectancies. *Qualitative Research*, 2(1), 85–93. <https://doi.org/10.1177/1468794102002001640>
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678–694. <https://doi.org/10.17263/jlls.586811>