

ABSTRACT

MOHAMMAD HANIF AMRULLAH, 2022. “TRANSLANGUAGING PRACTICES IN AN INDONESIAN EFL CLASSROOM: A CASE OF ENGLISH TEACHER”. English Education Department. Faculty of Educational Sciences and Teachers’ Training. Siliwangi University. Tasikmalaya.

The use of multiple languages in EFL (English as a Foreign Language) classrooms offers many benefits, such as helping to overcome language barriers in delivering instructional materials and facilitating communication between teachers and students. One of the practices employed is Translanguaging. This research aims to investigate the types, functions, and contexts of translanguaging practices used by English teachers in EFL classrooms. The participants consisted of an English teacher at an Islamic high school in Tasikmalaya, West Java, Indonesia. Data were collected through observations and interviews and then analyzed thematically using the theory of Braun & Clark (2006). The results indicate that several types of translanguaging, such as Intra-sentential Switching, Inter-sentential Switching, Tag Switching, and Language Translation, were found in every context of learning activities with pedagogical functions that facilitate students' understanding of information, instructions, and materials delivered by the teacher throughout the learning process. These types also play a role in enhancing communication between the teacher and students in the classroom, thereby aiding the achievement of learning objectives. Additionally, the positive impacts of the teacher's translanguaging strategy were identified through the types, functions, and contexts of its use, including translanguaging as a strategy to discipline the class, create an effective learning environment, and provide feedback and motivation to students.

Keywords: Translanguaging Practices, Types, Functions and Contexts of Translanguaging, Translanguaging Practices in EFL Classrooms, The Impact of Translanguaging Strategy