

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the methodology utilized to conduct the study. It outlines six key components of the research procedure, including the research design, research setting and participants, data collection techniques, data analysis techniques, research steps, and timing of the research. More details are described below.

A. Research Design

This research utilizes a descriptive case study design. According to Yin (2017), a case study is an empirical research method that explores a contemporary phenomenon (the “case”) in depth and within its real-world context, especially when the boundaries between phenomenon and context are not clearly defined. In this study, the case is defined as the shared experience of freshmen English Education students in perceiving their instructors’ translanguaging practices in EFL classrooms, particularly during their transition to English-dominant instruction in higher education. This study is treated as a single descriptive case as the participants share a common bounded context, namely the same department, academic year, and transitional phase from Indonesian-dominant to English-dominant instruction. Although the five participants came from different classes, this variation is treated as embedded units within the same case rather than as separate cases, since instructors within the department rotate across classes rather than being fixed to a single one, making classroom-based boundaries unclear, and the focus of this study remains on freshmen’s shared perceptions rather than on comparing classes. A case study design was chosen because it enables exploration of freshmen English Education students’ perceptions of their instructors’ translanguaging practices in facilitating understanding of complex materials and task instructions in EFL classrooms. Since perceptions are shaped by freshmen English Education students’ experiences, qualitative research is appropriate for gathering rich and descriptive data that captures the nuances of their insights.

B. Research Setting and Participants

This research takes place in the English Education Department at Universitas Siliwangi, Tasikmalaya, during the 2025/2026 academic year. The department provides an appropriate context for this study, as it represents a higher education environment where English is used both as a subject of study and as a medium of instruction. In this setting, translanguaging appears as a pedagogical practice, helping students understand difficult content in EFL Classrooms. Then, the university setting also provides insight for exploring how students transition from Indonesian-dominant instruction in high school to English-dominant instruction, particularly for freshmen English Education students.

The participants of this study are five freshmen English Education students who are in their first year of the English Education Department. Freshmen are considered ideal participants because they are in the initial phase of adapting to higher education English learning, making their perceptions valuable in exploring how translanguaging facilitates their understanding of the difficult content in the EFL classrooms. Their experiences can offer an overview of learning through an English environment. To protect participants' identities and maintain confidentiality, each participant is assigned a code using the letter "F," which stands for *Freshmen*. Thus, the five participants are identified as F1, F2, F3, F4, and F5 throughout this study.

The participants were selected through purposive sampling, guided by three primary criteria to ensure data richness. First, they represent diverse educational backgrounds, including graduates from Senior High Schools (SMA), Vocational High Schools (SMK), and Islamic Senior High Schools (Madrasah Aliyah), some of whom also have backgrounds in Islamic Boarding Schools (Pesantren). This diversity provides insight into how students with different education background perceive and utilize translanguaging as a learning bridge. Second, the participants were drawn from different classes within the department. This variety was intentional to capture a wider range of classroom dynamics. Third, all participants were members of the same student organization, which facilitated participant access and interview arrangements. Their experience in regularly participating in meetings

and discussions also enabled them to express their thoughts and experiences more openly during the interviews. The use of purposive sampling aligns with the objective of this study, as it allows the researcher to gain the perceptions of freshmen students regarding how translanguaging facilitates their understanding in EFL classrooms in higher education based on their experiences.

C. Data Collection

Data were collected through semi-structured interviews, a qualitative data collection method that allows participants to freely express their thoughts while keeping a focus on a particular research topic. According to Creswell and Creswell (2018), this approach enables researchers to explore participants' experiences in depth because the open-ended questions allow them to clarify and adapt questions in response to participants' answers. Therefore, this semi-structured interview was chosen because it allows the researcher to gain deeper insight into the participants' experiences and discuss thoughts that come up throughout the interview. This method is suitable for this study, as it aims to gain a deeper insight into freshmen English Education students' perceptions of instructors' translanguaging to facilitate students' understanding in EFL classrooms.

The interview questions were developed based on translanguaging as a practical theory of language, guided by Cenoz & Gorter (2021). This framework was chosen because it focuses on translanguaging in educational contexts, its role in facilitating students' understanding, and its forms and functions. In addition, the framework recognizes the importance of multilingual resources and the context in which learning takes place, both of which are relevant to the present study as it focuses on the context of freshmen English Education students who are undergoing the transition from high school to higher education and encountering English-dominant classroom instruction. The questions explore the forms and functions of translanguaging, the use of linguistic repertoire, its role in meaning-making, and its perceived role in facilitating students' understanding, students' emotional responses, and students' evaluative perceptions of translanguaging use in EFL classrooms. The interviews were conducted in Bahasa Indonesia so that participants could express their ideas clearly and comfortably. This allowed for richer and more

detailed responses about how freshmen English Education students perceive their instructors' use of both English and Indonesian in the classroom.

Moreover, the interviews were conducted in person individually. Although two participants attended the same session due to their availability, the interviews were conducted one at a time, where each question was posed to both participants in turn, with each participant responding individually before moving on to the next question. To minimize the potential influence of each other's responses, participants were reminded at the beginning of the session to share their own personal perceptions and follow-up questions were posed to each participant regarding their individual answers. Before the interview began, the researcher explained the purpose of the study and obtained informed consent from all participants. All interviews were conducted in Indonesian to ensure that participants could express their thoughts comfortably, provide richer and more accurate responses, and minimize potential bias. The interviews were audio-recorded using a smartphone with participants' permission to ensure the accuracy and reliability of the data. Afterwards, the recordings were transcribed for analysis. These procedures ensured that the data collection process was ethical, consistent, and capable of capturing perspectives on how translanguaging facilitates understanding in EFL classrooms.

To ensure the trustworthiness of this research, participants were selected based on criteria relevant to the purpose of the study and participated voluntarily. Their identities were protected through the use of participant codes (F1, F2, F3, F4, and F5). With participants' consent, all interviews were audio-recorded and transcribed using intelligent verbatim to preserve the accuracy of their responses and produce readable text that facilitates coding and theme identification. During the analysis process, the transcripts were reviewed repeatedly, and participants were contacted whenever clarification was needed. In addition, detailed descriptions of the research context, participants, and interview instrument were also provided to facilitate a clear understanding of the study setting. Moreover, the interpretations were grounded in the interview transcripts and supported by participants' excerpts. Throughout the research process, the findings were regularly discussed with the

supervisor, and the coding process, theme development, and interpretations were reviewed and approved to ensure consistency in the analysis.

D. Data Analysis

The collected data were analyzed using Thematic Analysis, a method that identifies and interprets patterns or themes within qualitative data (Braun & Clarke, 2021). This approach is particularly well-suited for analyzing interview data, as it allows the researcher to uncover recurring themes and gain a deeper understanding of the participants' perceptions. Following the framework by Braun and Clarke (2021), this study employed an inductive thematic analysis. This means that the themes were developed from patterns emerging from the participants' responses rather than being predetermined by an existing theoretical framework. Throughout the analysis, the researcher remained open to insights arising directly from the interview data while systematically identifying recurring patterns relevant to the research question. Although the themes were developed inductively from the data, the findings were subsequently interpreted and discussed using Cenoz and Gorter (2021) framework of pedagogical translanguageing. This theoretical framework was employed to explain and contextualize the identified themes in relation to existing literature on translanguageing in higher education, particularly within English Education contexts.

The process followed a structured approach, beginning with data familiarization and moving through initial coding, theme development, and interpretation. Each stage of the analysis was carefully aligned with the research aims to ensure that the themes provided direct, relevant answers to the problems under study. To ensure accuracy, the analysis was conducted manually using Microsoft Word, where transcripts were coded and highlighted systematically. By following this rigorous procedure, the researcher ensured that the findings remained consistent, transparent, and methodologically sound.

According to Braun and Clarke (2021) the systematic procedure for thematic analysis involves six phases, which include:

1. Familiarizing the data

In this phase, the researcher focused on becoming familiar with the

gathered data. First, the interview data was transcribed. Then, the researcher read through the transcripts multiple times to gain a thorough understanding of participants' responses. While reading, the researcher also noted initial ideas about interesting points within the data.

2. Generating Initial Codes

During this phase, the researcher established initial codes based on both the theoretical framework and the data itself to guide the analysis. These codes were used to identify and categorize meaningful words, phrases, or sentences that aligned with the research objectives. To facilitate this process, a coloring technique was utilized to distinguish different aspects identified. This method allowed for the systematic organization of data assigned to the same code, as illustrated in Table 1 below.

Table 1. *Generating Initial Codes*

Extracts	Initial Codes
In my high school, English was just a regular subject and was not studied in depth. When I entered university, I felt shocked because, from the very beginning, the lecturers used English to introduce themselves and explain the materials.	Academic Transition Gap
Sometimes there is misunderstanding. Because, yaa, if I reflect on myself, my English is still not that good, so of course there are things I don't fully understand.	Initial Linguistic Proficiency
...Then I've realized that when the lecturer explains in English, I tend to focus more on the translation than on the materials. I have to figure out the meaning first. I was quite shocked by the difference between high school and university.	Understanding Overload
For me, honestly, it is confusing. Because when everything is in English, our brain is kinda forced to think more critically. But even if we try to process all the explanations or materials in full English, but if we don't understand it, we just don't	Response to Target Language Dominance

Extracts	Initial Codes
understand.	
...Even if it is already explained twice, mixed in both languages or repeated again and again, people's understanding is still different. For me, the way I deal with it is by asking my friends. But not just one person, I usually ask a few people, just to make sure whether I really understand the assignment or not. So, if they all have the same understanding, then I feel more confident that it's correct.	Peer-Assisted Meaning Making
For me, I think both can happen...it can be planned or spontaneous. Because when lecturers want to deliver the material, they usually prepare it first, and I think they already plan to explain it in English. But if everything is only in English, there's a concern that not all students will fully understand. So I think they also plan to use Indonesian at some point. But sometimes it also happens spontaneously. Like, when they see the students' reactions who start getting confused. The lecturer will directly switch to Indonesian.	Forms of Translanguaging
In terms of understanding, using two languages really helps. But sometimes, there are also lecturers who use Sundanese. For delivering materials and also for assignments just to make sure and to guide us, they use both Indonesian and English.	Multilingual Repertoire Use
Usually, they combine the two languages. They also often give examples. When explaining, they adjust their tone and intonation so the message is clearer, like a statement or an answer, so students can follow more easily.	Linguistic Repertoire Use
Yeah, the lecturers usually switch from English to Indonesian when explaining	Situations of Translanguaging Use

Extracts	Initial Codes
theories that are hard to understand, or when giving task instructions that need more detail. If it's only in English, we're afraid there might be a misunderstanding. Also, when introducing or explaining new terms, they usually use Indonesian as well.	
It's more about effectiveness in understanding, like how we connect with what the lecturer delivered. So we can understand better. It's like, when the lecturer explains something, we're already 'connected', it sounds familiar to us, and we get what the assignment is about. So, our language skills, like vocabulary and pronunciation, are also getting better because of that.	Translanguaging for Understanding
I just feel more confident when those two languages are used. For me personally, whenever I'm confused, I feel more comfortable asking questions because I already understand the context and what's being discussed. So, when I do speak up, I feel confident.	Response to Translanguaging Use
Actually, if we say it's necessary, for freshmen students, I think it's still needed. But maybe in the long term, it could be a problem. Because students might get too comfortable using Indonesian, even though we are English major students, who are supposed to speak and write academically in English. So I'm a bit worried it could make us dependent on it.	Risk of First Language Dependency
In my opinion, it would be better if the lecturer provides an explanation in Indonesian after presenting the material. Also, when they try to reach out to students with questions, since some of us might still be confused about what's being asked, it would be helpful to use Indonesian. The same goes for when a student asks a question, it's much easier	Optimal Timing for Translanguaging

Extracts	Initial Codes
for us to understand the lecturer's explanation if it's in Indonesian.	
In my opinion, Indonesian is still very important during the first and second semesters, especially in courses like Extensive and Intensive Reading. As a freshman, I'm not familiar with reading academic journals yet. I mean, I still struggle when reading Indonesian journals, so it's even harder with English ones.	Subject-Specific Translanguaging Needs
It's better if Indonesian is reduced gradually over time. We're already past the basics, and we've improved quite a bit. If we keep going back to Indonesian, our English will just get worse. So, it's better to slowly reduce the Indonesian step-by-step.	Language Use Adjustment
To be honest, I definitely get a headache when the lecturer explains everything in English. But at the same time, I feel embarrassed to ask for an explanation in Indonesian. I feel like it's my responsibility as an English Education student to just deal with it when the material is delivered in English.	Academic Identity Awareness
I think it helps, too. I mean, when a lecturer speaks full English, it does motivate us to keep up, but at the same time, a lot of the material just gets lost. We can't catch everything if it's all in English.	Student Motivation

(Interview transcript, April 2nd, 2026. Author's translation)

The interview data revealed various insights into the participants' perceptions regarding the implementation of translanguaging in EFL classrooms. In total, the researcher identified 155 initial codes representing the frequency of each aspect found in the data, which are detailed in the table 2 below.

Table 2. Calculating initial codes

No.	Initial Code	Frequency
1.	Academic Transition Gap	5
2.	Initial Linguistic Proficiency	3
3.	Understanding Overload	13
4.	Response to Target Language Dominance	11
5.	Peer-Assisted Meaning Making	5
6.	Forms of Translanguaging	7
7.	Multilingual Repertoire Use	4
8.	Linguistic Repertoire Use	4
9.	Situations of Translanguaging Use	26
10.	Translanguaging for Understanding	21
11.	Response to Translanguaging Use	9
12.	Risk of First Language Dependency	8
13.	Optimal Timing for Translanguaging	7
14.	Subject-Specific Translanguaging Needs	9
15.	Language Use Adjustment	12
16.	Academic Identity Awareness	6
17.	Student Motivation	5

3. Searching for Themes

The third phase involved searching for themes to identify significant patterns within the data. During this stage, the researcher analyzed the initial codes and organized them into broader themes that reflect students' perceptions of instructors' translanguaging practices.

Table 3. Searching for themes

Initial Codes	Potential Themes
Academic Transition Gap	Students' Initial Challenges
Initial Linguistic Proficiency	
Understanding Overload	
Response to Target Language Dominance	
Peer-Assisted Meaning Making	
Forms of Translanguaging	Students' Strategy for Understanding in EFL Classrooms
Multilingual Repertoire Use	
Linguistic Repertoire Use	
	Classroom Translanguaging Practices and Functions

Situations of Translanguaging Use	
Translanguaging for Understanding	
Response to Translanguaging Use	Students' Evaluative Perceptions on Translanguaging
Risk of First Language Dependency	
Optimal Timing for Translanguaging	
Subject-Specific Translanguaging Needs	
Language Use Adjustment	
Academic Identity Awareness	Students' Academic Identity
Student Motivation	

4. Reviewing Themes

In this phase, the researcher reviewed the identified themes to ensure they accurately represented the data and the research aims. Each theme was checked for clarity and coherence to avoid any conceptual overlap. While minor refinements were made to clarify the focus of each theme. Consequently, the final set of themes was retained for further discussion.

5. Defining and Naming Themes

After refinement, the final themes were clearly defined and given appropriately named labels, making the findings easier to understand and interpret.

Table 4. *Defining and Naming Themes*

Themes	Definitions
Students' Initial Challenges	This theme describes the initial linguistic and academic difficulties faced by freshmen during their transition to higher education. It highlights their struggles with language barriers and the complexity of English-dominant instruction, which often leads to an overload of understanding and confusion.
Students' Strategy for Understanding in EFL Classrooms	This theme explains how students actively respond to overcome confusion and bridge their understanding through Peer-Assisted. Instead of remaining passive, they collaborate with classmates to confirm

Themes	Definitions
	and construct their understanding of lessons and instructions.
Classroom Translanguaging Practices and Functions	This theme describes how instructors implement translanguaging in the classroom. It includes the various forms of translanguaging used, specific situations where it occurs, and the use of linguistic repertoires, such as mixing languages or adjusting speech features like intonation and pace. Additionally, it highlights how translanguaging functions to facilitate students' understanding of both difficult materials and task instructions.
Students' Evaluative Perceptions on Translanguaging	This theme captures students' overall assessment of translanguaging, encompassing its benefits in providing affective support and language development, as well as its potential drawbacks, such as the risk of first language dependency. It also highlights students' preferences regarding the use of translanguaging in the classroom, including when it should be used, in which subjects it is most needed, and how the use of the first language should be gradually reduced as their English proficiency improves.
Students' Academic Identity	This theme reflects the students' awareness of their identity as English Education students. It highlights their recognition of English mastery as a core part of their academic identity, shaping their motivations.

6. Produce the Report

The final step involved writing the research report based on the identified themes. This report provides a clear and coherent account of the findings regarding students' perceptions of translanguaging, supported by

evidence from the interview transcripts. The findings were organized to reflect both themes derived from the theoretical framework and themes that emerged inductively from the participants' responses. To ensure a thorough analysis, all themes were aligned with the research questions to provide direct and relevant answers to the case under study.

E. Research Steps

Table 5. *Research Steps*

Step	Description
1	The researcher tried to find new topics that provide benefits for future English language teaching.
2	The researcher identified and described the research phenomenon and the issues to be explored.
3	The researcher conducted a review of previous studies, especially journal articles, to complement the research.
4	The researcher chose and decided on the topic to be researched.
5	The researcher compiled the research proposal, including the background of the study, literature review, and research method.
6	The researcher examined a research proposal in front of supervisors and examiners.
7	The researcher collected data from the participants using semi-structured interviews.
8	The researcher transcribed the interviews and analyzed the data using thematic analysis.
9	The researcher reported the results of the thesis.
10	The researcher examined the thesis in front of the supervisors and examiners.

F. Research Schedule

The research was conducted from September 2025 until July 2026 at a university in Tasikmalaya, West Java. Here is the detail, as follows:

Table 6. *Research Schedule*

Description	Sept/ 2025	Oct/ 2025	Nov/ 2025	Feb/ 2026	March/ 2026	May/ 2026	July/ 2026
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							