

**THE PRACTICE OF TRANSLANGUAGING IN
EFL STUDENTS' ENGLISH WRITING: A STUDY
AT SMPN 1 GONDANGWETAN PASURUAN**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Ma'unaty, Ariny. (2025). *The Practice of Translanguaging in EFL Students' English Writing: A Study at SMPN 1 Gondangwetan*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Hilda Izzati Madjid, M.A. Supervisor II: Rakhmawati, M.Pd.

Key words: *The Practice of Translanguaging, English Writing*

Translanguaging has become increasingly relevant in English Language Teaching (ELT), particularly in multilingual contexts. However, its role in supporting students' English writing remains underexplored in Indonesian secondary schools. This study, conducted at SMPN 1 Gondangwetan in Pasuruan, aimed to investigate two research questions: (1) What are the translanguaging practices used by EFL students in English writing? and (2) Why do students use translanguaging in English writing? A qualitative case study was employed, the data were collected from 15 eighth-grade students using document analysis and open-ended questionnaires. The findings revealed three main functions of translanguaging in students' English writing. First, students employed translanguaging to fill vocabulary gaps, particularly for culturally specific terms that lack direct English equivalents. Words such as *kupang*, *lenthoo*, and *cenil* were retained to maintain accuracy and avoid mistranslation. Second, students used translanguaging to convey complex ideas and create meaning-making. For instance, terms like *tewel* were accompanied by English explanations to clarify meaning while preserving cultural nuance. Third, translanguaging was used to strengthen cultural identity and highlight cultural richness. Cultural elements such as *kendang*, *suling*, and *kempul* were intentionally retained to reflect authentic cultural representations that would be diminished if translated. The questionnaire responses confirmed these findings. Students expressed that using their first language allowed them to express ideas more clearly and avoid misunderstandings when suitable English terms were unavailable. They also felt more confident and connected to their cultural identity when incorporating L1 elements into their English writing. Overall, this study demonstrates that translanguaging is not a result of language deficiency, but rather a conscious strategy to enhance clarity, meaning, and cultural expression in EFL writing. The findings suggest that teachers should view translanguaging as a valuable pedagogical resource rather than a barrier to English development. Future studies may explore translanguaging practices across various text genres or extend to oral discourse for broader insights.

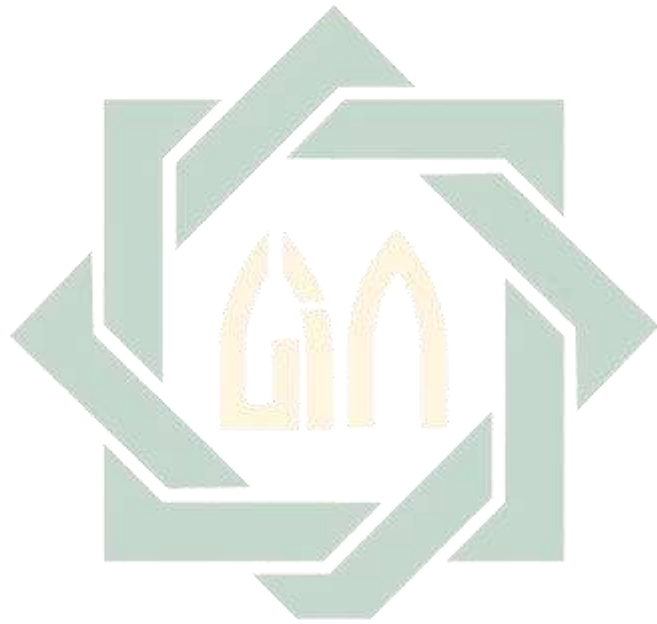
ABSTRAK

Ma'unaty, Ariny. (2025). *The Practice of Translanguaging in EFL Students' English Writing: A Study at SMPN 1 Gondangwetan*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Hilda Izzati Madjid, M.A. Supervisor II: Rakhmawati, M.Pd.

Kata kunci: *Praktik Translanguaging, Tulisan Bahasa Inggris*

Translanguaging menjadi semakin relevan dalam pembelajaran bahasa Inggris (ELT), terutama dalam konteks multibahasa. Namun, perannya dalam mendukung kemampuan menulis siswa masih jarang diteliti di sekolah menengah di Indonesia. Penelitian ini dilakukan di SMPN 1 Gondangwetan, Pasuruan, dengan tujuan menjawab dua pertanyaan penelitian: (1) Apa saja praktik translanguaging yang digunakan oleh siswa EFL dalam menulis bahasa Inggris? dan (2) Mengapa siswa menggunakan translanguaging dalam menulis bahasa Inggris? Penelitian ini menggunakan studi kasus kualitatif, dengan data dikumpulkan dari 15 siswa kelas VIII melalui analisis dokumen dan kuesioner terbuka. Hasil penelitian menunjukkan tiga fungsi utama translanguaging dalam tulisan siswa. Pertama, translanguaging digunakan untuk mengisi kekosongan kosakata, terutama untuk istilah budaya yang tidak memiliki padanan langsung dalam bahasa Inggris. Kata-kata seperti *kupang*, *lenthos*, dan *cenil* tetap ditulis dalam bahasa aslinya untuk menjaga keakuratan dan mencegah kesalahan terjemahan. Kedua, translanguaging membantu menyampaikan ide-ide kompleks dan menciptakan makna. Misalnya, istilah *tewel* disertai penjelasan dalam bahasa Inggris untuk memperjelas makna tanpa menghilangkan nuansa budaya. Ketiga, translanguaging memperkuat identitas budaya dan menonjolkan kekayaan budaya. Elemen budaya seperti *kendang*, *suling*, dan *kempul* sengaja dipertahankan untuk merepresentasikan budaya secara otentik yang tidak bisa sepenuhnya diterjemahkan. Hasil kuesioner mendukung temuan ini. Siswa menyatakan bahwa menggunakan bahasa pertama (L1) membantu mereka menyampaikan ide dengan lebih jelas dan menghindari kesalahpahaman saat tidak menemukan padanan yang tepat dalam bahasa Inggris. Mereka juga merasa lebih percaya diri dan dekat dengan identitas budaya saat menyisipkan unsur bahasa asli dalam tulisan mereka. Secara keseluruhan, penelitian ini menunjukkan bahwa translanguaging bukanlah tanda kekurangan kemampuan bahasa Inggris, melainkan strategi sadar untuk memperjelas makna, memperkaya isi, dan menampilkan budaya dalam tulisan berbahasa Inggris. Temuan ini merekomendasikan agar guru memandang translanguaging sebagai sumber daya pembelajaran yang bernilai, bukan sebagai hambatan. Penelitian selanjutnya

disarankan mengeksplorasi translanguaging dalam berbagai jenis teks atau memperluas ke ranah lisan untuk wawasan yang lebih luas.



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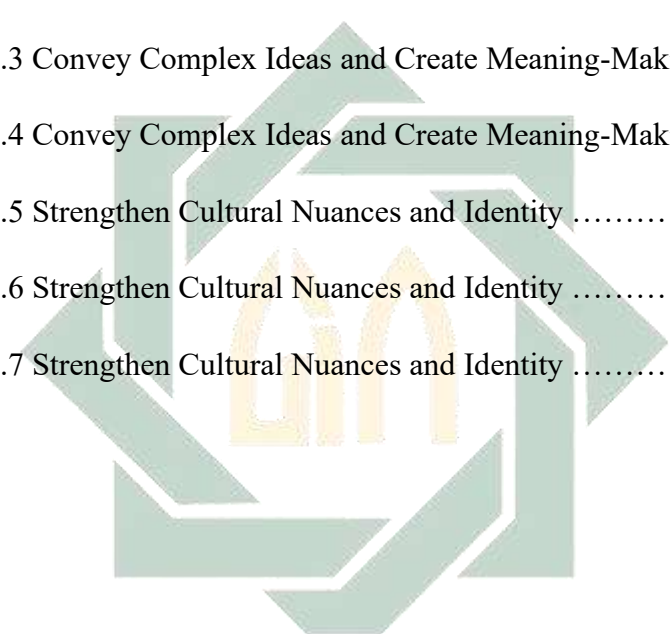
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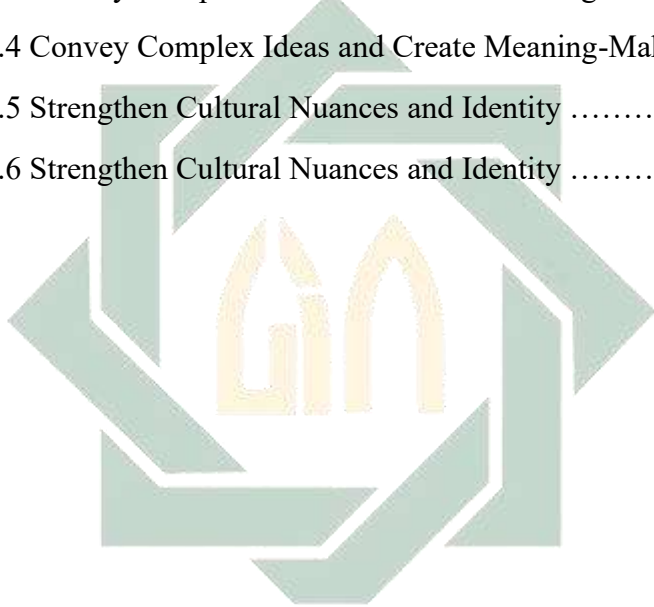
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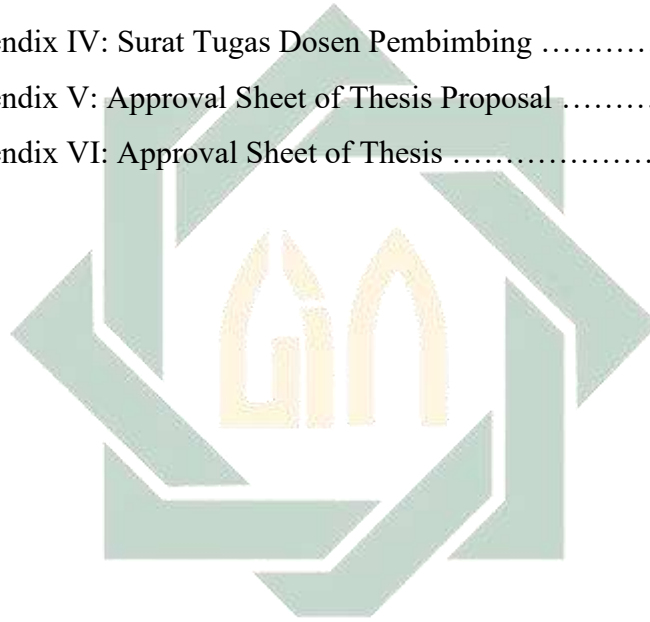
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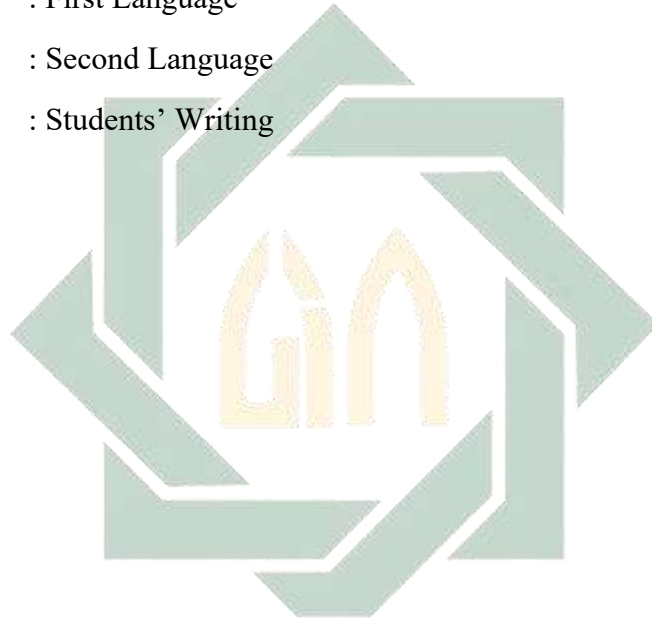
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LIST OF ABBREVIATION

EFL	: English as A Foreign Language
ELT	: English Language Teaching
L1	: First Language
L2	: Second Language
SW	: Students' Writing



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CHAPTER I

INTRODUCTION

This first chapter presents the area of study that will be discussed under the headings: A) Research Background, B) Research Questions, C) Research Objectives, D) Significance of the Study, E) Scope and Limitations, and F) Definition Key Terms.

A. Research Background

Writing is a fundamental skill in language acquisition, particularly in English as a foreign language (EFL). Writing serves as a means for students to express their thoughts, ideas, and feelings in a structured manner. Writing is considered the most demanding skill by language learners and native speakers.¹ According to Hyland, writing is a complicated process that involves planning, drafting, revising, and editing, and this process contributes to the development of learners' linguistic and cognitive skills.² Furthermore, the writing process in a foreign language allows students to practice new vocabulary, grammar, and syntax, thus improving their overall language proficiency.

Writing is often considered a daunting task in the EFL classroom due to the pressure to produce grammatically correct and consistent sentences. This aligns with Psyarchyk & Yamshynska, who argued that writing in a second or foreign

¹ Steve Graham, Karen R. Harris, and Linda Mason, "Improving the Writing Performance, Knowledge, and Self-Efficacy of Struggling Young Writers: The Effects of Self-Regulated Strategy Development," *Contemporary Educational Psychology* 30, no. 2 (April 2005): 207–241.

² Ken Hyland, *Second Language Writing*, 9. printing., Cambridge Language Education (Cambridge: Cambridge Univ. Press, 2011).

language is a difficult skill for language learners because it necessitates the integration of a variety of abilities, including knowledge of the topic, vocabulary, structure, and experience gained during the learning process. This pressure can make students feel anxious, lack self-confidence, and hinder their writing development.³ To support writing in the EFL classroom and meet these demands, one potential strategy involves integrating first language (L1) and second language (L2) instructional settings, commonly referred to as “*translanguaging*”.⁴ Translanguaging can be used as an important strategy to help students exchange ideas and assist in solving psychological problems arising from their limited language skills. This is in line with a statement from García and Kleifgen that translanguaging pedagogy embraces multiple languages as a complex process that involves many types of semiosis in interpreting and producing texts.⁵ It can be concluded that translanguaging plays a crucial role in the writing process because it may help students overcome the challenges of English writing.

Translanguaging has proven to be an effective teaching strategy in a wide range of educational settings, particularly when the language of instruction differs from the student's native language. This enables students and teachers to shift the

³ Onudeah D. Nicolarakis and Thomas Mitchell, “Dynamic Bilingualism to Dynamic Writing: Using Translanguaging Strategies and Tools,” *Languages* 8, no. 2 (June 2023): 141.

⁴ Ofelia García and Li Wei, “Language, Bilingualism and Education,” in *Translanguaging*, by Ofelia García and Li Wei (London: Palgrave Macmillan UK, 2014), 46–62, accessed December 13, 2024, http://link.springer.com/10.1057/9781137385765_4.

⁵ Ofelia García and Jo Anne Kleifgen, “Translanguaging and Literacies,” *Reading Research Quarterly* 55, no. 4 (October 2020): 553–571.

learning dynamic and focus on developing understanding, enriching experiences, and cultivating identities. Translanguaging can be more inclusive and meaningful by intentionally bridging artificial and ideological differences between native and immigrant learners, majority and minority groups, and native and target languages; translanguaging creates a more inclusive and meaningful educational environment (García⁶; Creese and Blackledge⁷). Translanguaging, defined as using multiple languages in a classroom, can significantly improve EFL students' writing skills. It facilitates comprehension and expression by allowing students to use their whole linguistic repertoire, particularly when they encounter difficulties with English vocabulary or grammatical structures.⁸ For instance, students can use their first language (L1) to brainstorm ideas, deepen thinking, and clarify complex concepts before translating into English. This approach helps create meaning and allows students to express themselves more freely and creatively in their writing.⁹ Therefore, translanguaging promotes deeper learning by language-switching between the mother tongue and the target language to facilitate comprehension and

⁶ Ofelia García, "Emergent Bilinguals and TESOL: What's in a Name?," *TESOL Quarterly* 43, no. 2 (June 2009): 322–326.

⁷ Angela Creese and Adrian Blackledge, "Translanguaging and Identity in Educational Settings," *Annual review of applied linguistics* 35 (2015): 20–35.

⁸ Chaehyun Lee, "Emergent Bilinguals' Written Translanguaging Practices in a Heritage Language Classroom," in *Proceedings of the 2019 AERA Annual Meeting* (Presented at the 2019 AERA Annual Meeting, AERA, 2019), accessed October 4, 2024, <https://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository-Viewer/ID/1431184>.

⁹ Ysaaca Axelrod and Mikel W Cole, "The Pumpkins Are Coming... *Vienen Las Calabazas* ...that Sounds Funny': Translanguaging Practices of Young Emergent Bilinguals," *Journal of Early Childhood Literacy* 18, no. 1 (March 2018): 129–153.

create a more inclusive learning atmosphere where students feel confident in their language skills.

Additionally, the integration of translanguaging in writing aligns with contemporary pedagogical approaches that support inclusive and culturally responsive educational practices. This recognizes the value of students' linguistic backgrounds and encourages them to utilize their full range of language skills in academic contexts.¹⁰ Therefore, translanguaging not only supports language development but also fosters a sense of belonging and identity in multilingual learners, allowing them to see themselves as competent writers in both their first and second languages and to have their linguistic abilities to be recognized and valued.¹¹

Multilingualism refers to the ability of individuals or groups to engage with more than one language in their daily lives.¹² It covers various linguistic behaviors, such as communication, learning, and cultural expression. Multilingualism can improve language learning and cognitive development in educational settings by allowing students to use their complete linguistic repertoire. Multilingualism occurs in the EFL classroom, especially at SMPN 1 Gondangwetan; some students

¹⁰ Bakheet Almatrafi, "Saudi EFL Students' Perceptions of Pedagogical Translanguaging in English Medium Instruction," *International Journal of Language and Literary Studies* 5, no. 4 (2023), accessed December 12, 2024, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4673105.

¹¹ Peijian Paul Sun and Lawrence Jun Zhang, "Effects of Translanguaging in Online Peer Feedback on Chinese University English-as-a-Foreign-Language Students' Writing Performance," *RELJ Journal* 53, no. 2 (August 2022): 325–341.

¹² European Commission, ed., *High Level Group on Multilingualism: Final Report* (Luxembourg: Publications Office, 2007).

use their first and second languages alongside English to acquire meaning. Mostly they encounter difficulties such as a lack of vocabulary because English is not their first language. This practice aligns with theoretical perspectives that consider bilingualism as a subset of multilingualism, where students use multiple languages to aid comprehension and meaning-making.¹³ Hungwe reported that translanguaging can assist multilingual students in recognizing the text through paraphrasing.¹⁴ It has been proven that most EFL students struggle to convey complicated concepts in English, and translanguaging gives them space to use Indonesian as a tool in writing.¹⁵ As stated by Motlhaka & Makalela, interactive pedagogy in multilingual environments can be used in translanguaging to assist students be more aware of second/foreign language (L2) writing processes.¹⁶ Furthermore, translanguaging can thus be utilized to support students in enhancing their academic performance as well as their English and first language (L1) skills.¹⁷

Several previous studies have been conducted on translanguaging in writing. Translanguaging helps multilingual students in writing. Kiramba investigated the

¹³ Ulrike Jessner, "Teaching Third Languages: Findings, Trends and Challenges," *Language Teaching* 41, no. 1 (October 2008): 15–56.

¹⁴ Vimbai Hungwe, "Using a Translanguaging Approach in Teaching Paraphrasing to Enhance Reading Comprehension in First-Year Students," *Reading & Writing* 10, no. 1 (June 27, 2019), accessed October 2, 2024, <https://rw.org.za/index.php/rw/article/view/216>.

¹⁵ Angela Creese and Adrian Blackledge, "Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?," *The Modern Language Journal* 94, no. 1 (March 2010): 103–115.

¹⁶ Hlavisio A. Motlhaka and Leketi Makalela, "Translanguaging in an Academic Writing Class: Implications for a Dialogic Pedagogy," *Southern African Linguistics and Applied Language Studies* 34, no. 3 (September 30, 2016): 251–260.

¹⁷ Anna M. Beres, "An Overview of Translanguaging: 20 Years of 'Giving Voice to Those Who Do Not Speak,'" *Translation and Translanguaging in Multilingual Contexts* 1, no. 1 (April 9, 2015): 103–118.

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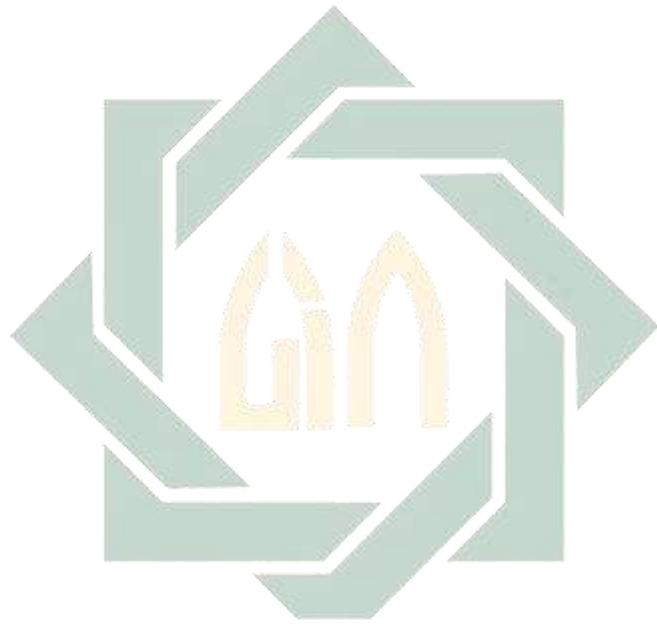
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