TEACHER' TRANSLANGUAGING PRACTICES IN CLASSROOM INTERACTIONS ACROSS REGULAR AND ACCELERATED PROGRAM

THESIS

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

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ABSTRACT

Khamalia, Novi Aghata Nur (2026). *Teacher' Translanguaging Practices in Classroom Interactions Across Regular and Accelerated Program.* Thesis. English Language Education Departement, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Hilda Izzati Madjid, M. A. and Rakhmawati, M. Pd.

Key words: Teacher Translanguaging, Regular Program, Accelerated Program

Translanguaging has become increasingly popular in English language teaching to facilitate the interaction run smoothly and meaningfully. This study aims to identify translanguaging practices that teacher used in regular and accelerated programs at a school in Indonesia. A qualitative design was applied to explore the use of translanguaging through observation and semi-structured interviews with an English teacher who teaches regular and accelerated programs and four students. The findings indicated that teacher practice translanguaging in all learning stages, including orientation, core activities, and closing. This applies to both programs, but in the regular program, translanguaging is more frequently used, such as when explaining material, asking questions, checking understanding, providing affection, and inviting icebreakers. Unlike accelerated programs, where teachers use less translanguaging to adjust to students' learning readiness, in this program, teacher use translanguaging to emphasize important points in the material that students really need to highlight and understand, and to create a more fluid and enjoyable learning environment.

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ABSTRAK

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Key words: *Translanguaging Guru, Program Reguler, Program Akselerasi*

Translanguaging semakin populer dalam pengajaran bahasa Inggris untuk memfasilitasi interaksi yang berjalan lancar dan bermakna. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi praktik translanguaging yang dilakukan oleh guru dalam interaksi kelas di program reguler dan akselerasi di sebuah sekolah di Indonesia. Dalam penelitian ini, metode kualitatif diterapkan untuk mengeksplorasi lebih lanjut penggunaan translanguaging oleh guru melalui observasi langsung dan wawancara semi-terstruktur dengan seorang guru bahasa Inggris yang mengajar di program reguler dan akselerasi di SMPN 1 Taman Sidoarjo dan empat perwakilan siswa. Temuan penelitian ini menunjukkan bahwa guru mempraktikkan translanguaging di semua tahapan pembelajaran, termasuk orientasi, kegiatan inti, dan penutup. Hal ini berlaku untuk kedua program, tetapi di program reguler, translanguaging lebih sering digunakan, seperti ketika menjelaskan materi, mengajukan pertanyaan, memeriksa pemahaman, memberikan kasih sayang, dan mengajak bermain icebreaker. Berbeda dengan program akselerasi, di mana guru menggunakan lebih sedikit translanguaging untuk menyesuaikan dengan kesiapan belajar siswa, dalam program ini, guru menggunakan

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translanguaging untuk menekankan poin-poin penting dalam materi yang benar-benar perlu digaris bawahi dan dipahami siswa, serta untuk menciptakan lingkungan belajar yang lebih lancar dan menyenangkan.

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LIST OF ABREVIATIONS

EFL	English For Learners
ELT	English Language Teaching
IRF	Initiation Response Feedback
ESL	English as Second Language
L1	Language 1/ Mother Tongue
L2	Target Language
ENL	English as New Language
SMP N	*Sekolah Menengah Pertama Negeri*
FNR	Fieldnotes Regular Program
OS	Orientation Stage
CAS	Core Activity Stage
CS	Closing Stage
FNA	Fieldnotes Accelerated Program
INT	Interpersonal
COG	Cognitive
AFF	Affective
MI	Management Interaction
LING	Linguistic

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