

ABSTRACT

Sugita, Ni Putu Anggi Natalia (2025). *Investigating Translanguaging Practice in Morphosyntax Class as a Content Subject in the English Language Education Program of Universitas Pendidikan Ganesha*. Thesis, English Language Education, Postgraduate Program, Universitas Pendidikan Ganesha.

Keywords: Correlations, Functions, Students' Perceptions, Translanguaging Practice

Translanguaging has appeared as a pedagogical approach that simplifies multilingual learners in the EFL higher education. While studies have widely explored its benefits, limited studies have investigated its types, function, challenges, students' perceptions of its practice, and the correlation with learning achievement in specific content areas such as the Morphosyntax subject. Therefore, this study is aimed to fill those gaps by exploring the implementation of translanguaging practice in an undergraduate program in the EFL context. This research belonged to an exploratory sequential mixed method with a total of 22 undergraduate students of the 4th semester and 1 lecturer of the ELE program of *Universitas Pendidikan Ganesha* in the academic year 2023/2024 as the subjects. The data were collected through observation, field note-taking, interview, survey, and test. The validity of the instruments was checked through experts' judgment and Pearson Product-Moment. The reliability of the instruments was checked through the Cronbach Alpha test. A deductive thematic analysis method was conducted to analyse the data qualitatively and quantitatively. The results of this study reveal that; 1) Translanguaging practice was utilized in 3 learning phases in the Morphosyntax subject with different frequencies. 2) There were 7 out of 8 types of translanguaging practice used by the lecturer, which served interpretive, managerial, and interactive functions. 3) There were no significant challenges encountered by the lecturer when utilizing translanguaging practice, while it was found to have a facilitative function. 4) Students perceived positively the translanguaging practice utilized by the lecturer. 5) There was a significant-positive and medium correlation between students' perception of translanguaging practice with their learning achievement. Henceforth, this study indicates that translanguaging practice is beneficial to be implemented as a pedagogical approach in the EFL context to achieve students' learning objectives.

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Kata-kata kunci: Korelasi, Fungsi, Persepsi Siswa, Praktik Translanguaging

Praktik translanguaging muncul sebagai pendekatan pedagogis yang mempermudah pembelajar multibahasa pada Pendidikan Bahasa Inggris tingkat lanjut. Banyak penelitian telah mengeksplorasi manfaat translanguaging namun penelitian terkait jenis, fungsi, tantangan, persepsi siswa tentang implementasinya, serta korelasi dengan prestasi belajar dalam bidang mata kuliah konten seperti *Morphosyntax* masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengisi kesenjangan tersebut dengan mengeksplorasi penerapan praktik translanguaging dalam program sarjana dalam konteks EFL. Penelitian ini termasuk dalam metode campuran sekuensial eksploratif dengan total 22 mahasiswa sarjana semester 4 dan 1 dosen program ELE Universitas Pendidikan Ganesha pada tahun akademik 2023/2024 sebagai subjek. Data dikumpulkan melalui observasi, pencatatan lapangan, wawancara, survei, dan tes. Validitas instrumen diuji melalui penilaian ahli dan *Pearson Product-Moment*. Reliabilitas instrumen diuji melalui analisis *Cronbach Alpha*. Metode analisis tematik deduktif dilakukan untuk menganalisis data secara kualitatif dan kuantitatif. Hasil penelitian ini mengungkapkan bahwa; 1) Praktik translanguaging digunakan dalam 3 fase pembelajaran dalam mata kuliah *Morphosyntax* dengan frekuensi yang berbeda. 2) Terdapat 7 dari 8 jenis praktik translanguaging yang digunakan oleh dosen yang berfungsi interpretatif, manajerial, dan interaktif. 3) Tidak ada tantangan signifikan yang dihadapi oleh dosen ketika menggunakan praktik translanguaging sementara translanguaging ditemukan memiliki fungsi fasilitatif. 4) Mahasiswa mempersepsi positif praktik translanguaging yang digunakan oleh dosen. 5) Ada korelasi positif-signifikan dan sedang antara persepsi mahasiswa tentang praktik translanguaging dengan prestasi belajar mereka. Oleh karena itu, penelitian ini menunjukkan bahwa praktik translanguaging bermanfaat untuk diimplementasikan sebagai pendekatan pedagogis dalam konteks EFL untuk mencapai tujuan pembelajaran mahasiswa.