

ABSTRACT

Pradnyani, Pande Eka Putri (2025), *Investigating Translanguaging Practices in English for Critical Thinking Course of STAHN Mpu Kuturan Singaraja*. Tesis, English Language Education, Postgraduate Program, Universitas Pendidikan Ganesha.

Keywords: translanguaging; tertiary education; pedagogical approach; challenges; students' perceptions; students' achievements

This research aimed to investigate translanguaging practices implemented by the lecturer of English for Critical Thinking Course of STAHN Mpu Kuturan Singaraja, focusing on (1) finding how translanguaging is used in English for Critical Thinking Course of STAHN Mpu Kuturan Singaraja, (2) describing the types and functions of translanguaging used by the STAHN Mpu Kuturan Singaraja lecturer, (3) identifying the challenges in implementing translanguaging at STAHN Mpu Kuturan Singaraja, (4) examining students' perceptions at STAHN Mpu Kuturan Singaraja towards translanguaging implementation, and (5) analysing the correlation between students' perceptions towards translanguaging implementation and students' achievements at STAHN Mpu Kuturan Singaraja. Research subjects included in this study were 1 (one) lecturer of English for Critical Thinking and 21 students enrolled in the course. This research was a sequential exploratory mixed-methods design, where the qualitative data were collected before the quantitative data. This research data was collected through observations, interviews, surveys, and the results of students' tests. Qualitative data were analyzed using deductive thematic analysis, and quantitative data were analyzed using descriptive statistics analysis and inferential statistics analysis of Pearson Product Moment. The results indicate that: (1) the lecturer practiced translanguaging frequently regarding pre-activity, main-activity, and post-activity. (2) There were 8 types of translanguaging found along the observations, which led to specific purposes of interpretive, interactive, and managerial functions. (3) The lecturer expressed how portioning translanguaging implementation in the classroom might be seen as a significant challenge. (4) Students' perceptions towards translanguaging were identified as positive. (5) The correlation between students' perceptions and learning achievements was medium; however, this relationship is not statistically significant since it indicates students' perceptions may not strongly predict their academic achievements. This might have happened since multiple factors can affect students' achievements. Thus, the gap of this study can be studied in further research to gather more information related to translanguaging implementation.

ABSTRAK

Pradnyani, Pande Eka Putri (2025), *Investigating Translanguaging Practices in English for Critical Thinking Class of STAHN Mpu Kuturan Singaraja*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

Kata kunci: translanguaging; pendidikan tinggi; pendekatan pedagogik; tantangan; persepsi siswa; prestasi siswa

Penelitian ini ditujukan untuk menginvestigasi pelaksanaan translanguaging yang dipraktikkan oleh dosen mata kuliah English for Critical Thinking dari STAHN Mpu Kuturan Singaraja, yang difokuskan pada: (1) bagaimana translanguaging digunakan di mata kuliah English for Critical Thinking di STAHN Mpu Kuturan Singaraja, (2) mendeskripsikan tipe dan fungsi dari translanguaging yang digunakan oleh dosen STAHN Mpu Kuturan Singaraja, (3) mengidentifikasi tantangan dalam mengimplementasikan translanguaging di STAHN Mpu Kuturan Singaraja, (4) mengamati persepsi mahasiswa STAHN Mpu Kuturan Singaraja terhadap pelaksanaan translanguaging, dan (5) menganalisis korelasi antara persepsi mahasiswa terhadap translanguaging dengan prestasi siswa. Subjek penelitian melibatkan 1 (satu) dosen mata kuliah English for Critical Thinking dan 21 mahasiswa di kelas tersebut. Desain penelitian ini adalah sequential exploratory mixed-method, yang berarti data kualitatif dikumpulkan lebih dahulu lalu diikuti oleh data kuantitatif. Data penelitian ini dikumpulkan melalui metode observasi, wawancara, survey, serta hasil ujian dari mahasiswa. Data kualitatif dianalisis dengan cara analisis tematik deduktif; di samping itu, data kuantitatif dianalisis dengan menginterpretasi hasil kuesioner dan analisis statistik inferensial dengan Pearson Product Moment. Hasil penelitian menunjukkan bahwa: (1) Translanguaging selalu dipraktikkan oleh dosen di tahap pembuka, pembelajaran inti, dan penutup. (2) Terdapat 8 tipe translanguaging yang ditemukan selama observasi dan memiliki fungsi yang spesifik seperti fungsi interpretif, interaktif, dan manajerial. (3) Tantangan utama yang dialami dosen adalah mengatur porsi translanguaging yang tepat di kelas. (4) Persepsi siswa terhadap translanguaging dapat dikategorikan positif. (5) Korelasi menunjukkan adanya hubungan sedang antara persepsi siswa dengan prestasi siswa. Namun, hubungan ini tidak signifikan secara statistik yang berarti persepsi siswa terhadap translanguaging tidak dapat dianggap sebagai faktor yang secara konsisten memengaruhi pencapaian akademik mereka. Hal ini mungkin dapat disebabkan karena adanya faktor-faktor lain yang mempengaruhi prestasi siswa. Dengan demikian, celah dari penelitian ini dapat diteliti lebih lanjut untuk menemukan informasi lebih banyak terkait implementasi translanguaging.