

REFERENCES

- Abourehab, Y., & Azaz, M. (2023). Pedagogical Translanguaging in Community/Heritage Arabic Language Learning. *Journal of Multilingual and Multicultural Development*, 44(5), 398–411. <https://doi.org/10.1080/01434632.2020.1826496>
- Adnyani, N. L. P. S., Sari, P. P. N., Suwastini, N. K. A., & Nitiasih, P. K. (2021). Interlanguage Produced by Junior High School Students in Recount Text. *Kandai*, 17(2), 190–203. <https://doi.org/10.26499/jk.v17i2.2719>
- Ajideh, P., Zohrabi, M., & Khojand, B. (2024). Exploring the Effectiveness of Pre- and Post-Reading Activities on the Development of Reading Motivation and Self-Regulation as Essentials for Reading Comprehension. *Journal of Modern Research in English Language Studies*, 11(3), 25–49. <https://doi.org/10.30479/jmrels.2024.19503.2277>
- Akhmedovna, A. M., Olimjonovna, A. K., & Khamidovna, D. K. (2020). Enhancing Student's Writing through Pre-Writing Activities. *European Journal of Molecular & Clinical Medicine*, 07(02), 3118–3130.
- Alamri, W. A. (2019). Effectiveness of Qualitative Research Methods: Interviews and Diaries. *International Journal of English and Cultural Studies*, 2(1), 65–70. <https://doi.org/10.11114/ijecs.v2i1.4302>
- Alfiah, R., Santosa, M. H., & Kusuma, P. I. (2024). Exploring Students' Engagement in Learning English Vocabulary through Wordwall Media for Secondary Level. *Jurnal Pendidikan Indonesia*, 5(7), 357–363. <https://doi.org/10.59141/japendi.v5i7.3107>
- Alhaj, A. A. M. A., & Mesfer, A. M. A. (2022). Female Students' Perception of the Use of (Trans)languaging within English Literature Classrooms at King Khalid University. *Arab World English Journal*, 13(4), 398–411. <https://doi.org/10.24093/awej/vol13no4.26>
- Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. In *Language Problems and Language Planning* (Vol. 21, Issue 3). Multilingual

Matters Ltd. <https://doi.org/10.1075/lplp.21.3.11fer>

Baker, L. M. (2006). Observation: A Complex Research Method. *Library Trends*, 55(1), 171–189. <https://doi.org/10.1353/lib.2006.0045>

Bassaj, R. Z. (2023). *The Alignment between Teachers ' Beliefs and Attitudes Towards Translanguaging and Their Classroom Practices in Mathematics Multilingual Classrooms in Lebanon* (Issue April).

Beavis, C., & Gutierrez, A. (2010). Experts on the Field: Redefining Literacy Boundaries. In *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture* (pp. 145–161). <https://doi.org/10.3726/978-1-4539-1819-7>

Beres, A. M. (2015). An Overview of Translanguaging. *Translation and Translanguaging in Multilingual Contexts*, 1(1), 103–118. <https://doi.org/10.1075/ttmc.1.1.05ber>

Berlianti, D. G. A., & Pradita, I. (2021). Translanguaging in an EFL Classroom Discourse: To What Extent it is Helpful for the Students? *Communication in Humanity and Social Science*, 1(1), 42–46. <https://doi.org/10.21924/chss.1.1.2021.14>

Bruen, J., & Kelly, N. (2017). Using a Shared L1 to Reduce Cognitive Overload and Anxiety Levels in the L2 Classroom. *Language Learning Journal*, 45(3), 368–381. <https://doi.org/10.1080/09571736.2014.908405>

Caldas, B. (2019). To Switch or not to Switch: Bilingual Preservice Teachers and Translanguaging in Teaching and Learning. *TESOL Journal*, 10(4), 1–16. <https://doi.org/10.1002/tesj.485>

Carroll, K. S., Alissia, de V., & Muñoz, P. A. (2021). Future Doctors in Training: Translanguaging in an Evolution Course. *Critical Inquiry in Language Studies*, 18(1), 4–25. <https://doi.org/10.1080/15427587.2020.1864635>

Cenoz, J., & Gorter, D. (2021). *Pedagogical Translanguaging* (Vol. 4415). Cambridge University Press. <https://doi.org/10.1017/9781009029384>

- Cenoz, J., & Gorter, D. (2022). Pedagogical Translanguaging and Its Application to Language Classes. *RELC Journal*, 53(2), 342–354. <https://doi.org/10.1177/00336882221082751>
- Chicherina, N. V., & Strelkova, S. Y. (2023). Translanguaging in English Language Teaching: Perceptions of Teachers and Students. *Education Sciences*, 13(1). <https://doi.org/10.3390/educsci13010086>
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. In *Lawrence Erlbaum Associates Publishers* (Second Edi). <https://doi.org/10.1007/BF00544941>
- Conteh, J. (2018). Translanguaging. *ELT Journal*, 72(4), 445–447. <https://doi.org/10.1093/elt/ccy034>
- Cresswell, J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed-Methods Research. In *SAGE Publication* (Third Edit). <https://doi.org/10.1128/microbe.4.485.1>
- Creswell, J. W. (2018). Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Démuth, A. (2012). Perception Theories. In *Applications of Case Study Research* (Issue 4). http://issafrica.org/crimehub/uploads/3f62b072bd80ab835470742e71a0fcb5.pdf%5Cnhttp://www.cdc.gov/ViolencePrevention/pdf/SchoolViolence_FactSheet-a.pdf%5Cnwww.sace.org.za
- Destomo, D., Istiatin, I., & Sudarwati, S. (2021). Student Learning Achievements Reviewed From Learning Facilities, Peer Environment, Motivation, and Discipline (Study at SMP Batik Surakarta). *Business and Accounting Research (IJEBAR) Peer Reviewed-International Journal*, 5(3), 554–561. <https://jurnal.stie-aas.ac.id/index.php/IJEBAR>
- Dewi, G. P. R., Nitiasih, P. K., Artini, L. P., Suwastini, N. K. A., & Haryanti, N. D. (2021). Investigating the Advantages of Bilingualism: Multidimensional Research Findings. *Eternal*, 7(2), 423–441.

- Dharmayanti, P. A. P., Padmadewi, N. N., Utami, I. G. A. L. P., & Suarcaya, P. (2024). Digital Literacy Competence for Scientific Writing: Students' Perceptions and Skills. *Journal of Language Teaching and Research*, 15(5), 1550–1560. <https://doi.org/10.17507/jltr.1505.16>
- Emilia, E., & Hamied, F. A. (2022). Translanguaging Practices in a Tertiary Efl Context in Indonesia. *Teflin Journal*, 33(1), 47–74. <https://doi.org/10.15639/teflinjournal.v33i1/47-74>
- Feigenbaum, K. D. (2024). A Critique of Abraham Maslow and Carl Rogers as Educators. *Journal of Humanistic Psychology*, 64(1), 44–63. <https://doi.org/10.1177/00221678231154819>
- Fitriani, N. W., & Budiarta, L. G. R. (2021). An Analysis of Teacher's Lesson Plan for Learning English through Google Classroom in Junior High School. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(1), 98–105. <https://doi.org/10.23887/jpbi.v9i1.36343>
- Galante, A. (2020). Pedagogical Translanguaging in a Multilingual English Program in Canada: Student and Teacher Perspectives of Challenges. *System*, 92(May 2014), 1–10. <https://doi.org/10.1016/j.system.2020.102274>
- Garcia, O. (2009). Education, Multilingualism and Translanguaging in the 21st Century. In *Social Justice Through Multilingual Education* (pp. 140–158).
- García, O., & Lin, A. M. Y. (2017). Translanguaging in Bilingual Education. In *Bilingual and Multilingual Education, Encyclopedia of Language and Education* (pp. 108–120). https://doi.org/10.1007/978-3-319-02258-1_9
- Glasow, P. (2005). Fundamentals of Survey Research Methodology. *Library Review*, 55(8), 497–507. <https://doi.org/10.1108/00242530610689347>
- Gregory, R. J. (2015). Psychological Testing: History, Principles, and Applications. In *Global Edition*.
- Hall, G., & Cook, G. (2012). Own-language Use in Language Teaching and Learning. *Language Teaching*, 45(3), 271–308. <https://doi.org/10.1017/S0261444812000067>

- Han, J. (2024). Translanguaging as a pedagogy: Exploring the use of teachers' and students' bilingual repertoires in Chinese language education. *Applied Linguistics Review*, 15(4), 1433–1451. <https://doi.org/10.1515/applirev-2022-0142>
- Hidayah, N., Rofiqoh, R., Dewi, A. K., & Suriaman, A. (2022). Correlation Between Learning Styles And Academic Achievement. *Jurnal Pendidikan, Sains Sosial, Dan Agama*, 8(2), 548–557. <https://doi.org/10.53565/pssa.v8i2.534>
- Horikoshi, K. (2023). The Positive Education of Challenge: Innovative Integration of Challenge based Learning and Positive Education. *Frontiers in Psychology*, 14(1225122), 1–6. <https://doi.org/10.3389/fpsyg.2023.1225122>
- Hoy, W. K., & Adams, C. M. (2016). Quantitative Research in Education. In *SAGE Publication* (Second Edi). <https://doi.org/10.1088/1751-8113/44/8/085201>
- Huang, X., & Chalmers, H. (2023). Implementation and Effects of Pedagogical Translanguaging in EFL Classrooms: A Systematic Review. *Languages*, 8(3), 1–20. <https://doi.org/10.3390/languages8030194>
- Karmini, N. W. (2022). Humanism Education Model at Rama Park School, Denpasar. *Eduvest - Journal of Universal Studies*, 2(9), 1701–1711. <https://doi.org/10.59188/eduvest.v2i9.576>
- Kelsen, B. A., & Liang, H. (2012). Indicators of Achievement in EFL Classes at a Taiwanese University. *Education Research International*, 2012, 1–8. <https://doi.org/10.1155/2012/635964>
- Khairunnisa, & Lukmana, I. (2020). Teachers' Attitudes towards Translanguaging in Indonesian EFL Classrooms. *Jurnal Penelitian Pendidikan*, 20(2), 254–266. <https://doi.org/10.17509/jpp.v20i2.27046>
- Khatib, M., Sarem, S. N., & Hamidi, H. (2013). Humanistic Education: Concerns, Implications and Applications. *Journal of Language Teaching and Research*, 4(1), 45–51. <https://doi.org/10.4304/jltr.4.1.45-51>
- Kim, G. J. Y., & Weng, Z. (2022). A Systematic Review on Pedagogical

Translanguaging in TESOL. *The Electronic Journal for English as a Second Language*, 26(3), 1–20. <https://doi.org/10.55593/ej.26103a4>

Lastri, L., Kartikowati, S., & Sumarno, S. (2020). Analysis of Factors that Influence Student Learning Achievement. *Journal of Educational Sciences*, 4(3), 679–693. <https://doi.org/10.31258/jes.4.3.p.679-693>

Lemmi, C., & Pérez, G. (2024). Translanguaging in Elementary Science. *International Journal of Science Education*, 46(1), 1–27. <https://doi.org/10.1080/09500693.2023.2185115>

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its Conceptualisation and Contextualisation. *An International Journal on Theory and Practice*, 18(7), 655–670. <http://dx.doi.org/10.1080/13803611.2012.718490>

Liando, N. V. F., Tatipang, D. P., & Lengkoan, F. (2022). A Study of Translanguaging Practices in an EFL Classroom in Indonesian Context: A Multilingual Concept. *Research and Innovation in Language Learning*, 5(2), 167–185. <https://doi.org/10.33603/rill.v5i2.6986>

Lin, S. H. C., & Leung, A. H. C. (2024). ESL Classroom Interactions in a Translanguaging Space. *Applied Linguistics Review*, 15(6), 2397–2425. <https://doi.org/10.1515/applirev-2022-0202>

Macaro, E. (2012). Codeswitching in the L2 Classroom: A Communication and Learning. In *Non-native Language Teachers, Perceptions, Challenges and Contributions to the Profession* (pp. 63–84).

Madkur, A., Friska, Y., & Lisnawati, L. (2022). Translanguaging Pedagogy in ELT Practices: Experiences of Teachers in Indonesian Pesantren-based Schools. *VELES Voices of English Language Education Society*, 6(1), 130–143. <https://doi.org/10.29408/veles.v6i1.5136>

Mahayanti, N. W. S., Suwastini, N. K. A., Budiarta, L. G. R., & Putra, I. K. K. D. (2024). Mapping Translanguaging Practices in the Efl Classroom: a Bibliometric Analysis 2015-2024. *Revista de Gestao Social e Ambiental* ,

18(7), 1–18. <https://doi.org/10.24857/rgsa.v18n7-128>

Malakoff, M., & Hakuta, K. (2010). Translation Skill and Metalinguistic Awareness in Bilinguals. In *Language Processing in Bilingual Children* (pp. 141–166). Cambridge University Press. <https://doi.org/10.1017/cbo9780511620652.009>

Marsevani, M., & S, H. J. (2023). Translanguaging Practices in Language Classrooms. *International Journal of Research in Education*, 3(2), 239–247. <https://doi.org/10.26877/ijre.v3i2.15911>

Morales, A., & Hanson, W. E. (2005). Language Brokering: An Integrative Review of the Literature. *Hispanic Journal of Behavioral Sciences*, 27(4), 471–503. <https://doi.org/10.1177/0739986305281333>

Motlhaka, H. A., & Makalela, L. (2016). Translanguaging in an Academic Writing Class: Implications for a Dialogic Pedagogy. *Southern African Linguistics and Applied Language Studies*, 34(3), 251–260. <https://doi.org/10.2989/16073614.2016.1250356>

Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The Effect of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills. *Theory and Practice in Language Studies*, 12(8), 1500–1507. <https://doi.org/10.17507/tpls.1208.05>

Nagy, T. (2018). On Translanguaging and Its Role in Foreign Language Teaching. *Acta Universitatis Sapientiae, Philologica*, 10(2), 41–53. <https://doi.org/10.2478/ausp-2018-0012>

Nebrida, J. A., Amor, G. B., Mazorca, R. G., Nacional, R. B., & Villas, J. P. (2022). Challenges of a School in Teaching and Learning: A Grounded Theory. *Journal of Scientific Research and Reports*, 28(7), 50–63. <https://doi.org/10.9734/jsrr/2022/v28i730535>

Nguyen, N. (2020). Critical Reading Skills in ESL Students: Challenges and Pedagogical Recommendations. *English Australia Journal*, 36(2), 34–51.

Nuryogawati, F. (2023). The Implementation of Translanguaging in English

Language Learning Video. *Journal of English Language Teaching and Literature (JELTT)*, 6(2), 176–190.

Onwuegbuzie, A. J., & Combs, J. P. (2011). Data Analysis in Mixed Research: A Primer. *International Journal of Education*, 3(1), 13.
<https://doi.org/10.5296/ije.v3i1.618>

Pane, A., & Dasopang, M. D. (2017). Belajar Dan Pembelajaran. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352.
<https://doi.org/10.24952/fitrah.v3i2.945>

Prilutskaya, M. (2021). Examining Pedagogical Translanguaging: A Systematic Review of the Literature. *Languages*, 6(4), 1–18.
<https://doi.org/10.3390/languages6040180>

Puspita, D. R., Nuruddin, N., & Rafli, Z. (2022). A Model of Speaking Lesson Plan Based Contextual for Primary School Teacher Education Students. *JALL (Journal of Applied Linguistics and Literacy)*, 6(2), 292–302.
<https://doi.org/10.25157/jall.v6i2.8575>

Qashas, A. N. H. A., Noni, N., & Korompot, C. A. (2023). Students' Perceptions on Translanguaging in English Teaching-Learning Process. *Journal of Excellence in English Language Education*, 2(3), 332–341.

Qin, H. (2022). A Humanistic Approach to Education 2030: Perspective and Practice in China. *Beijing International Review of Education*, 4(2), 274–300.
<https://doi.org/10.1163/25902539-04020006>

Raja, F. D., Suparno, S., & Ngadiso, N. (2022). Students' Attitude Towards Translanguaging Practice in Indonesian EFL Classes. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 979–988. <https://doi.org/10.35445/alishlah.v14i1.1149>

Rasmin, L. O., & Nur, S. (2023). Translanguaging in EFL Classroom and Its Impact on Student's Performance at a Secondary School Level: a Systematic Review. *English Journal of Indragiri*, 7(1), 41–53.
<https://doi.org/10.32520/eji.v7i1.2162>

Ratminingsih, N. M., Padmadewi, N. N., Nitiasih, P. K., Putu, L., Trika, I. K., &

- Ana, A. (2024). Does Translanguaging Enhance Learning ? Examining EFL Students ' Perceptions and Success in Bali. *VELES Voices of English Language Education Society*, 8(3), 605–617.
- Rohmah, G. N. (2018). Critical Reading: Students' Problems, Strategies, and Reflections. *Journal of English Language, Literature, and Teaching*, 2(1), 21–26.
- Sakkir, G., Rukmana, N. S., Bukhori Muslim, A., Andrew, M., & Muhayyang, M. (2023). The Challenges Faced by Students in Learning English (Post-Pandemic Era). *INTERFERENCE: Journal of Language, Literature, and Linguistics*, 4(1), 111–118.
- Santoso, W. (2020). Translanguaging Through the Lens of Sociocultural Approach : Students' Attitudes and Practices. *Jurnal Pendidikan Bahasa*, 9(1), 1. <https://doi.org/10.31571/bahasa.v9i1.1707>
- Sapitri, N. ., Batan, I. G., & Myartawan, I. P. M. . (2018). Functions of Teachers' Translanguaging in the Efl Classroom At Two Junior High Schools in Singaraja. *Lingua Scientia*, 25(1), 29–36. <https://doi.org/10.23887/ls.v25i1.18821>
- Saputra, A. W. (2015). Translanguaging in Indonesian University Classroom Context: A Discourse Analysis at One University in South Sulawesi. *ELT Worldwide*, 2(1), 42–62.
- Silalahi, R., & Guan, N. (2023). Implementation of Translanguaging in the Context of Teaching Mandarin in Indonesia in Higher Education. *Jurnal Cakrawala Mandarin*, 7(2), 20–35. <https://doi.org/10.36279/apsmi.v7i2.288>
- Silalahi, R. M. (2019). Assessing Students' Understanding Towards Critical Reading and Its Impacts Towards Their Lives. *IJEE (Indonesian Journal of English Education)*, 5(2), 191–203. <https://doi.org/10.15408/ijee.v5i2.9532>
- Silalahi, R. M. P., Widianingtyas, N., Murniati, Novia, J., Akma, F., Sanjaya, & Karlin, G. (2023). The Perceptions of the Use of Translanguaging as a Form of Oral Feedback in Indonesian Tertiary English Language Teaching Context.

Studies in Media and Communication, 11(7), 77–89.
<https://doi.org/10.11114/SMC.V11I7.6284>

Sudana, P. A. P., Ratminingsih, N. M., Padmadewi, N. N., & Adnyani, N. L. P. S. (2023a). English As a Medium of Instruction: Indonesian Tertiary Students' Perception on the Strengths and Weaknesses. *SEAQIL Journal of Language Education*, 2(1), 42–55.
<http://www.journal.qiteplanguage.org/index.php/sjle/article/view/15>

Sudana, P. A. P., Ratminingsih, N. M., Padmadewi, N. N., & Adnyani, N. L. P. S. (2023b). Lecturers' Perceptions on the Benefits and Challenges of English as a Medium of Instructions (EMI) Program: North Bali Context. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 17(2), 121–138.
<https://doi.org/10.24036/ld.v17i2.122670>

Susanto, A., Malik, & Mitrayati. (2020). The Challenges of Learning English As a Foreign Language Among Undergraduate Students. *Inovish Journal*, 5(1), 1–11. <https://doi.org/10.35314/inovish.v5i1.1341>

Susrawan, I. N. A., Sutajaya, I. M., & Suja, I. W. (2023). Humanistic Education in Language Learning. *International Journal of Applied Science and Sustainable Development*, 5(2), 30–37.

Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2021). Translanguaging Challenges in Multilingual Classrooms: Scholar, Teacher and Student Perspectives. *International Journal of Multilingualism*, 18(3), 491–514.
<https://doi.org/10.1080/14790718.2019.1686002>

Triwiyanto, T. (2017). Pengantar Pendidikan Lingkungan Pendidikan dan Implementasi Karakter. In *Bumi Aksara*.

Trowler, V. (2010). Student Engagement Literature Review. The Higher Education Academic. Lancaster University : Department of Educational Research. *The Higher Education Academy*, January, 78.

Tse, L. (1996). Language Brokering in Linguistic Minority Communities: The Case of Chinese- and Vietnamese-American Students. *Bilingual Research Journal*,

20(3–4), 485–498. <https://doi.org/10.1080/15235882.1996.10668640>

Umam, A. H., Sugiharto, S., & Manara, C. (2023). Translingual Practice in Remote EFL Tertiary Education: How Multilingual Speakers Create Translanguaging Spaces. *Indonesian Journal of Applied Linguistics*, 13(2), 258–269. <https://doi.org/10.17509/ijal.v13i2.63065>

Utami, I. G. A. L. P., & Prestridge, S. (2018). How English Teachers Learn in Indonesia: Tension between Policy-driven and Self-driven Professional Development. *Teflin Journal*, 29(2), 245–265. <https://doi.org/10.15639/teflinjournal.v29i2/245-265>

Vaish, V. (2019). Challenges and Directions in Implementing Translanguaging Pedagogy for Low Achieving Students. *Classroom Discourse*, 10(3–4), 274–289. <https://doi.org/10.1080/19463014.2019.1628790>

Wang, D. (2022). Multilingualism and Translanguaging in Chinese Language Classrooms. In *Palgrave Macmillan*. <https://doi.org/10.1080/13670050.2021.1901848>

Wang, P. (2022). Relooking at the Roles of Translanguaging in English as a Foreign Language Classes for Multilingual Learners: Practices and Implications. *Frontiers in Psychology*, 13(June), 1–11. <https://doi.org/10.3389/fpsyg.2022.850649>

Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>

Yuvayapan, F. (2019). Translanguaging in EFL Classrooms: Teachers' Perceptions and Practices. *Journal of Language and Linguistic Studies*, 15(2), 678–694. <https://doi.org/10.17263/jlls.586811>

Zhou, X., & Mann, S. (2021). Translanguaging in a Chinese University CLIL Classroom: Teacher Strategies and Student Attitudes. *Studies in Second Language Learning and Teaching*, 11(2), 265–289. <https://doi.org/10.14746/ssllt.2021.11.2.5>