

ABSTRACT

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Keywords: translanguaging; pedagogical approach; tertiary education

This research investigates the use of translanguaging in the Technology in Language Teaching and Learning course at STKIP Agama Hindu Singaraja focusing on how translanguaging is used by the lecturer at STKIP Agama Hindu Singaraja, types and functions of translanguaging used by the lecturer at STKIP Agama Hindu Singaraja, the challenges faced by the lecturer in implementing translanguaging at STKIP Agama Hindu Singaraja, students' perception towards translanguaging implementation at STKIP Agama Hindu Singaraja, and the correlation between students' perceptions towards translanguaging implementation and students' achievements at STKIP Agama Hindu Singaraja. Employing a mixed-method design, qualitative data were gathered through classroom observations and interviews with one lecturer, while quantitative data were collected from questionnaires administered to 23 students. The qualitative data were analyzed using deductive thematic analysis. Meanwhile, the quantitative data were analyzed using descriptive statistics analysis, and inferential statistics analysis of Pearson Product Moment. The findings reveal that translanguaging occurred pre-activity, main-activity, and post-activity phases, serving interpretive, managerial, and interactive functions. There were seven types of translanguaging found. Students expressed positive perceptions toward translanguaging. Pearson's Product Moment correlation analysis indicated positive but small correlation. Based on these findings, it can be concluded that translanguaging provides valuable benefits for both lecturer and students. However, translanguaging cannot be claimed alone has a decisive impact on students' learning achievements, as many other factors may contribute to these outcomes. This limitation offers a potential avenue for future research to explore further insights into translanguaging implementation.

ABSTRAK

Keywords: translanguaging; pendekatan pedagogik, pendidikan tinggi

Penelitian ini mengkaji penggunaan translanguaging dalam mata kuliah Technology in Language Teaching and Learning di STKIP Agama Hindu Singaraja dengan fokus pada bagaimana translanguaging digunakan oleh dosen, jenis dan fungsi translanguaging yang digunakan, tantangan yang dihadapi dosen dalam penerapannya, persepsi mahasiswa terhadap penerapan translanguaging, dan korelasi antara persepsi mahasiswa terhadap penerapan translanguaging dan pencapaian belajar mahasiswa. Penelitian ini menggunakan desain metode campuran, dengan data kualitatif diperoleh melalui observasi kelas dan wawancara dengan satu orang dosen, sedangkan data kuantitatif dikumpulkan melalui kuesioner yang diberikan kepada 23 mahasiswa. Data kualitatif dianalisis menggunakan analisis tematik deduktif, sedangkan data kuantitatif dianalisis menggunakan statistik deskriptif dan statistik inferensial dengan uji korelasi Pearson Product Moment. Hasil penelitian menunjukkan bahwa translanguaging terjadi pada fase pra-kegiatan, kegiatan inti, dan pasca-kegiatan, dengan fungsi interpretif, manajerial, dan interaktif. Terdapat tujuh jenis translanguaging yang ditemukan. Mahasiswa menunjukkan persepsi positif terhadap translanguaging, dan analisis korelasi Pearson menunjukkan korelasi positif namun kecil antara persepsi dan prestasi belajar. Berdasarkan temuan ini, dapat disimpulkan bahwa translanguaging memberikan manfaat yang berharga bagi dosen dan mahasiswa. Namun, translanguaging saja tidak dapat diklaim memiliki pengaruh yang menentukan terhadap prestasi belajar mahasiswa, karena banyak faktor lain yang juga dapat memengaruhi hasil tersebut. Keterbatasan ini memberikan peluang bagi penelitian selanjutnya untuk memperoleh wawasan yang lebih mendalam mengenai penerapan translanguaging.