

## APPENDIX

**Appendix 1. Methods of Data Collection and Analysis Matrix**

No	Research Question	Data Source	Methods of Data Collection	Methods of Data Analysis	Instrument
1	What translanguaging strategies do the teachers use during translanguaging practices in the 10 <sup>th</sup> -grade Hotel Hospitality English class at SMK N 1 Bebandem?	Classroom observation	Observation	Thematic Analysis	Observation sheet based on García and Wei's (2014) principles and strategies of translanguaging as pedagogy
2	What are the reasons behind the translanguaging strategies used by the teachers in the 10 <sup>th</sup> -grade Hotel Hospitality English class at SMK N 1 Bebandem?	The teacher	Interview	Thematic Analysis	Interview guide based on García and Wei's (2014) principles and strategies of translanguaging as pedagogy

### Appendix 2. Observation Sheet

No	Strategies	Description	Observed
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language repertoire to build understanding.	
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for reading activities.	
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	
7	Thematic units	The class is organized around a central theme, allowing students to draw on all their languages during activities.	
8	Research	Students gather and process information from multilingual sources during classroom tasks.	
9	Inner speech	The teacher encourages students to think or plan mentally using their first language before producing English output.	
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks, such as inserting their first language for task brainstorming or clarification.	

11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	
12	Sentence starters	The teacher provides sentence frames in multiple languages to support students' writing or speaking.	
13	Cognates	The teachers highlight similar-sounding or meaning words across languages to aid vocabulary acquisition.	
14	Comparing multilingual texts	The teacher encourages students to compare and analyze texts in English and their other languages to deepen their understanding.	
15	Multilingual vocabulary inquiry	The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.	
16	Multilingual syntax/morphology inquiry	The teacher encourages students to investigate grammar or word structure across languages to build linguistic awareness.	
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common practice of summarizing in different languages.	
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	

### Appendix 3. Interview Guide

No	Strategies	Question	Reasons
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	
4	Reading multilingual texts	Why do you incorporate multilingual texts in your classroom?	
5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	
6	Inner speech	Why do you encourage students to think first through inner speech in a student's native language during instruction?	
7	Sentence starters	Why do you provide sentence starters in both English and students' native languages?	
8	Cognates	Why do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	
9	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	

10	Alternating languages and media	Why do you alternate languages and media in your teaching?	
11	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	
12	Translanguaging in speaking	Why do you encourage translanguaging in students' speaking activities?	



#### Appendix 4. Data Collection Instrument Validation Sheet by Expert Judge 1

Hal: Permohonan Validasi Instrumen

Singaraja, 15 Juli 2025

#### Surat Permohonan Validasi Instrumen

Kepada Yth.

Made Hery Santosa, S.Pd, M.Pd., Ph.D

di Tempat

Dengan hormat,

Bersama datangnya surat ini, saya memberitahukan bahwa saya:

Nama : Ida Bagus Diagung Putradi Widh Swandha

NIM : 2112021019

Prodi/Jurusan/Fakultas : S1 Pendidikan Bahasa Inggris/Bahasa  
Asing/Fakultas Bahasa dan Seni

Judul Skripsi : Translanguaging in Bebandem Vocational High  
School: An Exploration Of its Classroom Strategies

Bahwasannya mengharapkan ketersediaan Bapak untuk menjadi *Expert Judge* guna mengetahui kelayakan instrumen pengumpulan data penelitian. Bersama surat ini, saya lampirkan: (1) Deskripsi singkat penelitian, (2) Prinsip dan strategi *translanguaging* sebagai pedagogi oleh Garcia dan Wei, (3) Adaptasi prinsip dan strategi *translanguaging* sebagai pedagogi oleh Garcia dan Wei sebagai cetak biru instrumen observasi, (4) Adaptasi prinsip dan strategi *translanguaging* sebagai pedagogi oleh Garcia dan Wei sebagai cetak biru instrumen wawancara, (5) Lembar *expert judgement* instrumen observasi, dan (6) Lembar *expert judgement* instrumen wawancara.

Demikian surar permohonan saya, atas ketersediaan dan bantuan Bapak, saya ucapkan terima kasih.

Pemohon,



Ida Bagus Diagung Putradi W S

NIM 2112021019

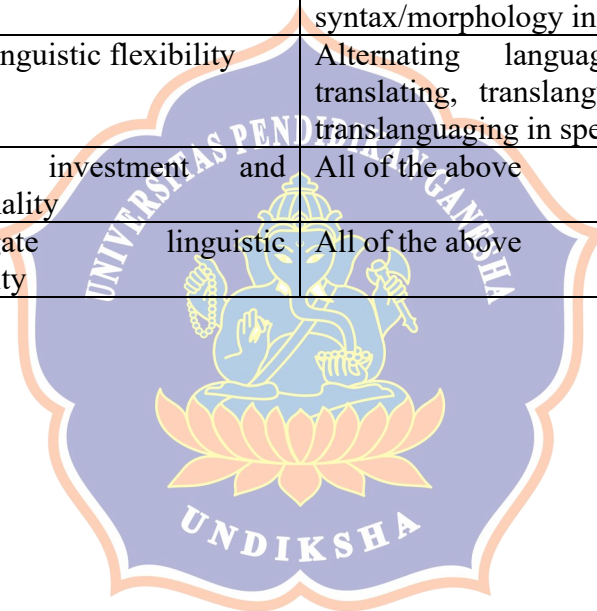
### **(1) Description of Study**

This study explores the translanguaging strategies used by the English teachers in the 10th-grade Hotel Hospitality class at SMK N 1 Bebandem. Specifically, the research aims to identify what translanguaging strategies are used during the classroom teaching and learning process and explore the reasons behind the teachers' use of the strategies. Given the multilingual setting context of the classroom, where students and English teachers navigate between Indonesian, Balinese, and English, translanguaging emerges as a naturally occurring and pedagogically important part of the teaching and learning process.

To develop the observation and interview data collection instruments, this study adopts García and Wei's (2014) principles and strategies of translanguaging as pedagogy. This particular framework provides the norm of translanguaging strategies and pedagogical goals that they can achieve in the classroom. As the study seeks to explore both the translanguaging strategies and the reasons behind them, García and Wei's translanguaging framework serves as a relevant and credible reference for designing instruments that align with established translanguaging theory.

**(2) Principles and Strategy of Translanguaging as Pedagogy (García & Wei, 2014)**

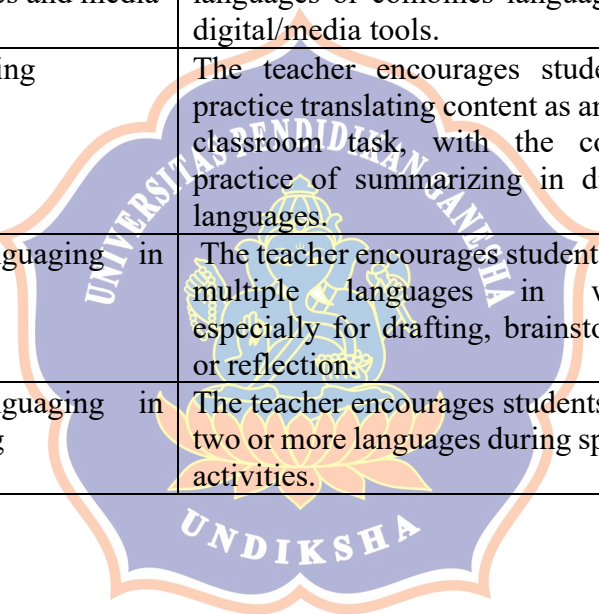
No	Goal	Possible Strategies
1	Differentiate and adapt	Translation
2	Build background knowledge	Collaborative dialogue, collaborative grouping, reading multilingual texts, multilingual listening/visual resources, project learning, thematic units, research
3	Deepen understanding, develop and extend new knowledge, and critical thinking	All of the above + inner speech, multilingual writing
4	Cross-linguistic transfer and metalinguistic awareness	Word walls, sentence starters, cognates, comparing multilingual texts, multilingual vocabulary inquiry, multilingual syntax/morphology inquiry
5	Cross-linguistic flexibility	Alternating languages and media, translating, translanguaging in writing, translanguaging in speaking
6	Identity investment and positionality	All of the above
7	Interrogate linguistic inequality	All of the above



**(3) Blueprint of Observation Sheet**

No	Strategies	Description	Observed
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language repertoire to build understanding.	
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for reading activities.	
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	
7	Thematic units	The class is organized around a central theme, allowing students to draw on all their languages during activities.	
8	Research	Students gather and process information from multilingual sources during classroom tasks.	
9	Inner speech	The teacher encourages students to think or plan mentally using their first language before producing English output.	
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks, such as inserting their first language for task brainstorming or clarification.	
11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	
12	Sentence starters	The teacher provides sentence frames in multiple languages to support students' writing or speaking.	
13	Cognates	The teachers highlight similar-sounding or meaning words across	

		languages to aid vocabulary acquisition.	
14	Comparing multilingual texts	The teacher encourages students to compare and analyze texts in English and their other languages to deepen their understanding.	
15	Multilingual vocabulary inquiry	The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.	
16	Multilingual syntax/morphology inquiry	The teacher encourages students to investigate grammar or word structure across languages to build metalinguistic awareness.	
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common practice of summarizing in different languages.	
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	



**(4) Blueprint of Interview Guide**

No	Strategies	Questions	Answers	Goals (García & Wei, 2014)
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	-	<ul style="list-style-type: none"> <li>- Differentiate and adapt</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
4	Reading multilingual texts	Why do you incorporate multilingual texts in your classroom?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>

6	Project learning	Why do you integrate project-based learning with translanguaging practices?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
7	Thematic units	Why do you use thematic units that incorporate lessons around a central theme for your classroom?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
8	Research	Why do you encourage students to conduct research?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
9	Inner speech	How do you think inner speech in a student's native language supports their learning of English?	-	<ul style="list-style-type: none"> <li>- Differentiate and adapt</li> <li>- Build background knowledge</li> <li>- Deepen understanding, develop and extend new knowledge, critical thinking</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
10	Multilingual writing	Why do you encourage students to write using multiple languages?	-	<ul style="list-style-type: none"> <li>- Differentiate and adapt</li> </ul>

				<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Deepen understanding, develop and extend new knowledge, critical thinking</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
11	Word walls	Why does your classroom have word walls with vocabulary in multiple languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
12	Sentence starters	Why do you provide sentence starters in both English and students' native languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
13	Cognates	How do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
14	Comparing multilingual texts	Why do you have students compare texts in multiple languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and</li> </ul>

				<p>metalinguistic awareness</p> <ul style="list-style-type: none"> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
15	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
16	Multilingual syntax/morphology inquiry	Why do you focus on syntax, morphology, and word structures across languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
17	Alternating languages and media	Why do you alternate languages and media in your teaching?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
18	Translating	Why do you have students engage in translating activities?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
19	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> </ul>

				<ul style="list-style-type: none"> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
20	Translanguaging in speaking	Why do you encourage translanguaging in students' speaking activities?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>



### (5) Observation Data Collection Instrument Validation by Expert Judge

**Expert Judge:** Made Hery Santosa, S.Pd, M.Pd., Ph.D.

#### Details:

Name: Ida Bagus Diagung Putradi Widh Swandha

NIM: 2112021019

Study Program: English Language Education Undergraduate

Thesis Title: Translanguaging in Bebandem Vocational High School: An Exploration Of its Classroom Strategies

Related Research Question: What translanguaging strategies do the teachers use during translanguaging practices in the 10<sup>th</sup>-grade Hotel Hospitality English class at SMK N 1 Bebandem?

Instrument Type: Observation Sheet, adapted from García and Wei's (2014) principles and strategies of translanguaging as pedagogy.

#### Observation Instrument Expert Judgement Sheet

No	Strategies	Description	Expert Judgement (Relevant/Irrelevant)	Comments
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	✓	
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language	✓	

		repertoire to build understanding .		
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	✓	
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for reading activities.	✓	
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	✓	
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	✓	
7	Thematic units	The class is organized around a central theme, allowing students to draw on all	✓	

		their languages during activities.		
8	Research	Students gather and process information from multilingual sources during classroom tasks.	✓	
9	Inner speech	The teacher encourages students to think or plan mentally using their first language before producing English output.	✓	
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks, such as inserting their first language for task brainstorming or clarification.	✓	
11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	✓	
12	Sentence starters	The teacher provides	✓	

		sentence frames in multiple languages to support students' writing or speaking.		
13	Cognates	The teachers highlight similar-sounding or meaning words across languages to aid vocabulary acquisition.	✓	
14	Comparing multilingual texts	The teacher encourages students to compare and analyze texts in English and their other languages to deepen their understanding.	✓	
15	Multilingual vocabulary inquiry	The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.	✓	
16	Multilingual syntax/morphology inquiry	The teacher encourages students to investigate grammar or word structure across languages to build	✓	

		linguistic awareness.		
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	✓	
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common practice of summarizing in different languages.	✓	
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	✓	
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	✓	

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, July 25, 2025

Expert Judge,



Made Hery Santosa, S.Pd, M.Pd., Ph.D.

NIP. 197910232003121



## (6) Interview Data Collection Instrument Validation by Expert Judge

### Details:

Name: Ida Bagus Diagung Putradi Widh Swandha

NIM: 2112021019

Study Program: English Language Education Undergraduate

Thesis Title: Translanguaging in Bebandem Vocational High School: An Exploration Of its Classroom Strategies

Related Research Question: What are the reasons behind the translanguaging strategies used by the teachers in the 10th-grade Hotel Hospitality English class at SMK N 1 Bebandem?

Instrument Type: Blueprint of Interview Guide, adapted from García and Wei's (2014) principles and strategies of translanguaging as pedagogy.

### Blueprint of Interview Guide Instrument Expert Judgement Sheet

No	Strategies	Question	Expert Judgement (Relevant/Irrelevant)	Comments
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	✓	
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	✓	
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	✓	
4	Reading multilingual texts	Why do you incorporate multilingual texts in your classroom?	✓	

5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	✓	
6	Project learning	Why do you integrate project-based learning with translanguaging practices?	✓	
7	Thematic units	Why do you use thematic units that incorporate lessons around a central theme for your classroom?	✓	
8	Research	Why do you encourage students to conduct research?	✓	
9	Inner speech	How do you think inner speech in a student's native language supports their learning of English?	✓	
10	Multilingual writing	Why do you encourage students to write using multiple languages?	✓	
11	Word walls	Why does your classroom have word walls with vocabulary in multiple languages?	✓	
12	Sentence starters	Why do you provide sentence starters in both English and students' native languages?	✓	

13	Cognates	How do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	✓	
14	Comparing multilingual texts	Why do you have students compare texts in multiple languages?	✓	
15	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	✓	
16	Multilingual syntax/morphology inquiry	Why do you focus on syntax, morphology, and word structures across languages?	✓	
17	Alternating languages and media	Why do you alternate languages and media in your teaching?	✓	
18	Translating	Why do you have students engage in translating activities?	✓	
19	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	✓	
20	Translanguaging in speaking	Why do you encourage translanguaging in students' speaking activities?	✓	

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, July 25, 2025

Expert Judge,



Made Hery Santosa, S.Pd, M.Pd., Ph.D.

NIP. 197910232003121



**Appendix 5. Data Collection Instrument Validation Sheet by Expert Judge 2**

Hal: Permohonan Validasi Instrumen

Singaraja, 22 Agustus 2025

**Surat Permohonan Validasi Instrumen**

Kepada Yth.

I Ketut Trika Adi Ana, S.Pd, M.Pd.

di Tempat

Dengan hormat,

Bersama datangnya surat ini, saya memberitahukan bahwa saya:

Nama : Ida Bagus Diagung Putradi Widh Swandha

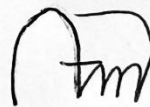
NIM : 2112021019

Prodi/Jurusan/Fakultas : S1 Pendidikan Bahasa Inggris/Bahasa  
Asing/Fakultas Bahasa dan SeniJudul Skripsi : Translanguaging in Bebandem Vocational High  
School: An Exploration Of its Classroom Strategies

Bahwasannya mengharapkan ketersediaan Bapak untuk menjadi *Expert Judge* guna mengetahui kelayakan instrumen pengumpulan data penelitian. Bersama surat ini, saya lampirkan: (1) Deskripsi singkat penelitian, (2) Prinsip dan strategi *translanguaging* sebagai pedagogi oleh Garcia dan Wei, (3) Adaptasi prinsip dan strategi *translanguaging* sebagai pedagogi oleh Garcia dan Wei sebagai cetak biru instrumen observasi, (4) Adaptasi prinsip dan strategi *translanguaging* sebagai pedagogi oleh Garcia dan Wei sebagai cetak biru instrumen wawancara, (5) Lembar *expert judgement* instrumen observasi, dan (6) Lembar *expert judgement* instrumen wawancara.

Demikian surar permohonan saya, atas ketersediaan dan bantuan Bapak, saya ucapkan terima kasih.

Pemohon,



Ida Bagus Diagung Putradi W S

NIM 2112021019

## **(1) Description of Study**

This study explores the translanguaging strategies used by the English teachers in the 10th-grade Hotel Hospitality class at SMK N 1 Bebandem. Specifically, the research aims to identify what translanguaging strategies are used during the classroom teaching and learning process and explore the reasons behind the teachers' use of the strategies. Given the multilingual setting context of the classroom, where students and English teachers navigate between Indonesian, Balinese, and English, translanguaging emerges as a naturally occurring and pedagogically important part of the teaching and learning process.

To develop the observation and interview data collection instruments, this study adopts García and Wei's (2014) principles and strategies of translanguaging as pedagogy. This particular framework provides the norm of translanguaging strategies and pedagogical goals that they can achieve in the classroom. As the study seeks to explore both the translanguaging strategies and the reasons behind them, García and Wei's translanguaging framework serves as a relevant and credible reference for designing instruments that align with established translanguaging theory.

### (3) Blueprint of Observation Sheet

No	Strategies	Description	Observed
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language repertoire to build understanding.	
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for reading activities.	
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	
7	Thematic units	The class is organized around a central theme, allowing students to draw on all their languages during activities.	
8	Research	Students gather and process information from multilingual sources during classroom tasks.	
9	Inner speech	The teacher encourages students to think or plan mentally using their first language before producing English output.	
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks, such as inserting their first language for task brainstorming or clarification.	
11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	
12	Sentence starters	The teacher provides sentence frames in multiple languages to support students' writing or speaking.	
13	Cognates	The teachers highlight similar-sounding or meaning words across	

		languages to aid vocabulary acquisition.	
14	Comparing multilingual texts	The teacher encourages students to compare and analyze texts in English and their other languages to deepen their understanding.	
15	Multilingual vocabulary inquiry	The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.	
16	Multilingual syntax/morphology inquiry	The teacher encourages students to investigate grammar or word structure across languages to build metalinguistic awareness.	
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common practice of summarizing in different languages.	
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	

#### (4) Blueprint of Interview Guide

No	Strategies	Questions	Answers	Goals (García & Wei, 2014)
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	-	<ul style="list-style-type: none"> <li>- Differentiate and adapt</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
4	Reading multilingual texts	Why do you incorporate multilingual texts in your classroom?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>

6	Project learning	Why do you integrate project-based learning with translanguaging practices?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
7	Thematic units	Why do you use thematic units that incorporate lessons around a central theme for your classroom?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
8	Research	Why do you encourage students to conduct research?	-	<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
9	Inner speech	How do you think inner speech in a student's native language supports their learning of English?	-	<ul style="list-style-type: none"> <li>- Differentiate and adapt</li> <li>- Build background knowledge</li> <li>- Deepen understanding, develop and extend new knowledge, critical thinking</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
10	Multilingual writing	Why do you encourage students to write using multiple languages?	-	<ul style="list-style-type: none"> <li>- Differentiate and adapt</li> </ul>

				<ul style="list-style-type: none"> <li>- Build background knowledge</li> <li>- Deepen understanding, develop and extend new knowledge, critical thinking</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
11	Word walls	Why does your classroom have word walls with vocabulary in multiple languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
12	Sentence starters	Why do you provide sentence starters in both English and students' native languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
13	Cognates	How do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
14	Comparing multilingual texts	Why do you have students compare texts in multiple languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and</li> </ul>

				<ul style="list-style-type: none"> <li>metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
15	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
16	Multilingual syntax/morphology inquiry	Why do you focus on syntax, morphology, and word structures across languages?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic transfer and metalinguistic awareness</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
17	Alternating languages and media	Why do you alternate languages and media in your teaching?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
18	Translating	Why do you have students engage in translating activities?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
19	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> </ul>

				<ul style="list-style-type: none"> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>
20	Translanguaging in speaking	Why do you encourage translanguaging in students' speaking activities?	-	<ul style="list-style-type: none"> <li>- Cross-linguistic flexibility</li> <li>- Identity investment and positionality</li> <li>- Interrogate linguistic inequality.</li> </ul>

**(5) Observation Data Collection Instrument Validation by Expert Judge**

**Expert Judge: I Ketut Trika Adi Ana, S.Pd, M.Pd.**

**Details:**

Name: Ida Bagus Diagung Putradi Widh Swandha

NIM: 2112021019

Study Program: English Language Education Undergraduate

Thesis Title: Translanguaging in Bebandem Vocational High School: An Exploration Of its Classroom Strategies

Related Research Question: What translanguaging strategies do the teachers use during translanguaging practices in the 10<sup>th</sup>-grade Hotel Hospitality English class at SMK N 1 Bebandem?

Instrument Type: Observation Sheet, adapted from García and Wei's (2014) principles and strategies of translanguaging as pedagogy.

**Observation Instrument Expert Judgement Sheet**

No	Strategies	Description	Expert Judgement (Relevant/Irrelevant)	Comments
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	R	
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language	R	

		repertoire to build understanding		
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	R	
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for reading activities.	R	
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	R	
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	R	
7	Thematic units	The class is organized around a central theme, allowing students to draw on all	R	

		their languages during activities.		
8	Research	Students gather and process information from multilingual sources during classroom tasks.	R	
9	Inner speech	The teacher encourages students to think or plan mentally using their first language before producing English output.	R	
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks, such as inserting their first language for task brainstorming or clarification.	R	
11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	R	
12	Sentence starters	The teacher provides	R	

		<p>sentence frames in multiple languages to support students' writing or speaking.</p>		
13	Cognates	<p>The teachers highlight similar-sounding or meaning words across languages to aid vocabulary acquisition.</p>	R	
14	Comparing multilingual texts	<p>The teacher encourages students to compare and analyze texts in English and their other languages to deepen their understanding.</p>	R	
15	Multilingual vocabulary inquiry	<p>The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.</p>	R	
16	Multilingual syntax/morphology inquiry	<p>The teacher encourages students to investigate grammar or word structure across languages to build</p>	R	

		linguistic awareness.		
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	k	
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common practice of summarizing in different languages.	k	
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	k	
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	k	

All items are relevant

Minor revision needed

Major revision needed

Singaraja, August 22, 2025

Expert Judge,

A handwritten signature in black ink, consisting of several fluid, overlapping loops and a long horizontal stroke at the bottom.

I Ketut Trika Adi Ana, S.Pd, M.Pd.

NIP. 198508022023211012

**(6) Interview Data Collection Instrument Validation by Expert Judge**

**Expert Judge: I Ketut Trika Adi Ana, S.Pd, M.Pd.**

**Details:**

Name: Ida Bagus Diagung Putradi Widh Swandha

NIM: 2112021019

Study Program: English Language Education Undergraduate

Thesis Title: Translanguaging in Bebandem Vocational High School: An Exploration Of its Classroom Strategies

Related Research Question: What are the reasons behind the translanguaging strategies used by the teachers in the 10th-grade Hotel Hospitality English class at SMK N 1 Bebandem?

Instrument Type: Blueprint of Interview Guide, adapted from García and Wei's (2014) principles and strategies of translanguaging as pedagogy.

**Blueprint of Interview Guide Instrument Expert Judgement Sheet**

No	Strategies	Question	Expert Judgement (Relevant/Irrelevant)	Comments
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	R	
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	R	
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	R	
4	Reading multilingual texts	Why do you incorporate multilingual	R	

		texts in your classroom?		
5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	R	
6	Project learning	Why do you integrate project-based learning with transanguaging practices?	R	
7	Thematic units	Why do you use thematic units that incorporate lessons around a central theme for your classroom?	R	
8	Research	Why do you encourage students to conduct research?	R	
9	Inner speech	How do you think inner speech in a student's native language supports their learning of English?	NR	Please Revise!
10	Multilingual writing	Why do you encourage students to write using multiple languages?	R	
11	Word walls	Why does your classroom have word walls with vocabulary in multiple languages?	R	
12	Sentence starters	Why do you provide sentence starters in both English and	R	

		students' native languages?		
13	Cognates	How do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	NR	Review!
14	Comparing multilingual texts	Why do you have students compare texts in multiple languages?	R	
15	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	R	
16	Multilingual syntax/morphology inquiry	Why do you focus on syntax, morphology, and word structures across languages?	R	
17	Alternating languages and media	Why do you alternate languages and media in your teaching?	R	
18	Translating	Why do you have students engage in translating activities?	R	
19	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	R	
20	Translanguaging in speaking	Why do you encourage translanguaging in students' speaking activities?	R	

- All items are relevant
- Minor revision needed
- Major revision needed

Singaraja, August 22, 2025

Expert Judge,

A handwritten signature in black ink, consisting of several fluid, overlapping strokes that form a stylized representation of the name.

I Ketut Trika Adi Ana, S.Pd, M.Pd.

NIP. 198508022023211012

## Appendix 6. Instrument Validity Analysis

### Recap of Observation Instrument Expert Judgement Sheets

No	Strategies	Description	Expert Judgement (Relevant/Irrelevant)	
			Expert Judge 1	Expert Judge 2
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	✓	✓
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language repertoire to build understanding.	✓	✓
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	✓	✓
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for	✓	✓

		reading activities.		
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	✓	✓
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	✓	✓
7	Thematic units	The class is organized around a central theme, allowing students to draw on all their languages during activities.	✓	✓
8	Research	Students gather and process information from multilingual sources during classroom tasks.	✓	✓
9	Inner speech	The teacher encourages students to think or plan mentally using their first	✓	✓

		language before producing English output.		
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks, such as inserting their first language for task brainstorming or clarification.	✓	✓
11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	✓	✓
12	Sentence starters	The teacher provides sentence frames in multiple languages to support students' writing or speaking.	✓	✓
13	Cognates	The teachers highlight similar-sounding or meaning words across languages to aid vocabulary acquisition.	✓	✓
14	Comparing multilingual texts	The teacher encourages	✓	✓

		students to compare and analyze texts in English and their other languages to deepen their understanding.		
15	Multilingual vocabulary inquiry	The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.	✓	✓
16	Multilingual syntax/morphology inquiry	The teacher encourages students to investigate grammar or word structure across languages to build linguistic awareness.	✓	✓
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	✓	✓
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common	✓	✓

		practice of summarizing in different languages.		
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	✓	✓
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	✓	✓

### Recap of Interview Guide Instrument Expert Judgement Sheets

No	Strategies	Question	Expert Judgement (Relevant/Irrelevant)	
			Expert Judge 1	Expert Judge 2
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	✓	✓
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	✓	✓
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	✓	✓

4	Reading multilingual texts	Why do you incorporate multilingual texts in your classroom?	✓	✓
5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	✓	✓
6	Project learning	Why do you integrate project-based learning with translanguaging practices?	✓	✓
7	Thematic units	Why do you use thematic units that incorporate lessons around a central theme for your classroom?	✓	✓
8	Research	Why do you encourage students to conduct research?	✓	✓
9	Inner speech	How do you think inner speech in a student's native language supports their learning of English?	✓	X
10	Multilingual writing	Why do you encourage students to write using multiple languages?	✓	✓
11	Word walls	Why does your classroom have word walls with vocabulary in multiple languages?	✓	✓

12	Sentence starters	Why do you provide sentence starters in both English and students' native languages?	✓	✓
13	Cognates	How do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	✓	✗
14	Comparing multilingual texts	Why do you have students compare texts in multiple languages?	✓	✓
15	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	✓	✓
16	Multilingual syntax/morphology inquiry	Why do you focus on syntax, morphology, and word structures across languages?	✓	✓
17	Alternating languages and media	Why do you alternate languages and media in your teaching?	✓	✓
18	Translating	Why do you have students engage in translating activities?	✓	✓
19	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	✓	✓
20	Translanguaging in speaking	Why do you encourage translanguaging	✓	✓

		in students' speaking activities?		
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### General Information on Validity Analysis with Gregory Formula

#### Scoring Rubrics of the Expert Judgement Sheets

Relevant ✓	1
Irrelevant ✗	0

Gregory Formula Validity Test:  $Vc = \left[ \frac{D}{A+B+C+D} \right]$

A	Both expert judges deemed irrelevant
B	Expert judge 1 deemed irrelevant, expert judge 2 deemed relevant
C	Expert judge 1 deemed relevant, expert judge 2 deemed irrelevant
D	Both expert judges deemed relevant

		Expert Judge 2	
		Irrelevant	Relevant
Expert Judge 1	Irrelevant	A	B
	Relevant	C	D

Criteria of Validity	
0.80-1.00	Very high validity
0.60-0.79	High validity
0.40-0.59	Medium validity
0.20-0.39	Low validity
0.00-0.19	Very low validity

#### Observation Sheet Validity Analysis with Gregory Formula

Gregory Formula Validity Test:  $Vc = \left[ \frac{20}{0+0+0+20} \right] = 1.00$

The results of the test show 1.00, which is deemed as very high validity

#### Interview Guide Validity Analysis with Gregory Formula

Gregory Formula Validity Test:  $Vc = \left[ \frac{18}{0+0+2+18} \right] = 0.90$

The results of the test show 0.90, which is deemed as very high validity

### Appendix 7. Results of Observations

No	Strategies	Description	Observed
1	Translation	The teacher translates vocabulary, phrases, or concepts between English and the other languages, in this case, Bahasa Indonesia & Basa Bali.	✓
2	Collaborative dialogue	The teacher encourages students to engage in peer-to-peer discussions using all of their language repertoire to build understanding.	✓
3	Collaborative grouping	Students are grouped in multilingual groups and encouraged to use their full language repertoire during group tasks.	✓
4	Reading multilingual texts	The teacher uses or provides texts in multiple languages for reading activities.	✓
5	Multilingual listening/visual resources	The teacher uses audio and visual materials in multiple languages to support learning, including bilingual videos and posters.	✓
6	Project learning	Students work on projects that allow them to access and present information using multiple languages.	
7	Thematic units	The class is organized around a central theme, allowing students to draw on all their languages during activities.	
8	Research	Students gather and process information from multilingual sources during classroom tasks.	
9	Inner speech	The teacher encourages students to think or plan mentally using their first language before producing English output.	✓
10	Multilingual writing	The teacher encourages students to use more than one language in writing tasks.	
11	Word walls	Vocabulary is displayed on classroom walls using more than one language to support recognition and learning.	

12	Sentence starters	The teacher provides sentence frames in multiple languages to support students' writing or speaking.	✓
13	Cognates	The teachers highlight similar-sounding or meaning words across languages to aid vocabulary acquisition.	✓
14	Comparing multilingual texts	The teacher encourages students to compare and analyze texts in English and their other languages to deepen their understanding.	
15	Multilingual vocabulary inquiry	The teacher encourages students to explore how vocabulary works across languages, including meaning, form, and usage.	✓
16	Multilingual syntax/morphology inquiry	The teacher encourages students to investigate grammar or word structure across languages to build linguistic awareness.	
17	Alternating languages and media	Instruction alternates between languages or combines language with digital/media tools.	✓
18	Translating	The teacher encourages students to practice translating content as an active classroom task, with the common practice of summarizing in different languages.	
19	Translanguaging in writing	The teacher encourages students to use multiple languages in writing, especially for drafting, brainstorming, or reflection.	✓
20	Translanguaging in speaking	The teacher encourages students to use two or more languages during speaking activities.	✓

### Appendix 8. Results of Interviews

No	Strategies	Question	Answer
1	Translation	Why do you use translation when explaining new concepts or vocabulary?	Kalau kita, sebagai guru mengembangkan atau menggunakan metode pembelajaran tanpa memikirkan kemampuan siswanya, nanti akan sulit. Sulit untuk mentransfer. Dan kita bisa melihat kalau pemahaman siswanya itu terbatas. Takutnya nanti jika full English, siswanya cuma bisa mendengarkan, tetapi materinya tidak masuk. Oleh karena itu, perlu difasilitasi dengan Bahasa Indo. Tidak masuk dia konsepnya nanti, konsep dan tujuan dari materi yang dijelaskan. Jadi, untuk situasi ini pembelajaran English-Indonesian bisa menjadi alternatif.
2	Collaborative dialogue	Why do you encourage collaborative dialogue among students using multiple languages?	Kalau dalam proses pembelajaran Bahasa Inggris, kan harus ya kita masuk ke ranah Bahasa Ibu itu sendiri. Tapi ketika diarahkan mereka ke dalam kerja kelompok, untuk mendiskusikan suatu masalah yang kita berikan, siswa sendiri berdiskusinya lebih banyak menggunakan Bahasa Ibu, Bahasa Bali terutama untuk berkomunikasi antar temen. Jadi itu mungkin akan memudahkan mereka untuk berdiskusi, tapi untuk ke materinya, kita akan tetep arahkan untuk ke Bahasa Inggris, seperti itu.
3	Collaborative grouping	Why do you organize students into multilingual groups for discussions or projects?	Kita tidak mengharuskan mereka untuk menggunakan full English, dan siswanya memang agak multilingual. Jadi kita berikan kemudahan bagi mereka untuk menentukan sendiri, cocoknya sama siapa mereka berkelompok. Sehingga setidaknya mereka mau untuk berdiskusi. Takutnya, jika kita pilih-pilihkan antara yang pintar dengan yang tidak,

			atau mereka tidak sukai. Nantinya komunikasi dan diskusinya tidak berjalan. Jadi solusinya, kita berikan mereka untuk memilih, sehingga nanti secara kolaboratif untuk mendiskusikan apa yang menjadi bahan diskusi, sehingga jadinya lebih fleksibel. Selain itu paling biar mereka lebih percaya diri aja untuk ngomong, karena tidak sendiri.
4	Reading multilingual texts	Why do you incorporate multilingual texts in your classroom?	Tujuannya memang ada, kalau misalnya kita full English. Kembali dengan melihat kemampuan siswanya, kadang-kadang kan dia kalau kita suruh untuk melihat atau membaca, kadang kadang mereka baca aja sulit, apalagi mengerti. Jadi solusinya, kita berikan teks dalam dua Bahasa sehingga mereka tetap bisa memahami maksud dari teks Bahasa Inggris yang ditampilkan.
5	Multilingual listening/Visual resources	Why do you use multilingual audio-visual media in your teaching?	Seperti tadi, agar mereka mengerti juga, kalau saya menggunakan Bahasa Inggris full, dan mereka hanya menonton atau mendengarkan, siswanya akan mengantuk dan main hp. Setidaknya dengan adanya multibahasa pada media, mereka bisa lebih mengerti. Sambil membiasakan mereka untuk mendengar Bahasa Inggris dulu, nanti kan sambil melihat dan mendengarkan. Kalau full English siswanya akan sibuk sendiri dibanding belajar, sehingga diisi juga Bahasa Indonesia pada medianya.
6	Project learning	Why do you integrate project-based learning with translanguaging practices?	
7	Thematic units	Why do you use thematic units that incorporate lessons around a central theme	

		for your classroom?	
8	Research	Why do you encourage students to conduct research?	
9	Inner speech	Why do you encourage students to think first through inner speech in a student's native language to support their learning of English?	Karena Inner speech itu sangat membantu. Artinya begini, mereka secara Bahasa kita arahkan untuk belajar Bahasa Inggris, itu diawali dari apa yang mereka pikirkan atau apa yang ingin mereka sampaikan. Jadi secara otomatis mereka berfikir dulu kata kata yang akan diucapkan sehingga mereka bisa memproses Bahasa Inggrisnya, seperti menerjemahkan. Karena berbahasa itu muncul dari apa yang akan mereka sampaikan kemudian baru diterjemahkan Ketika diucapkan. Tapi, kesulitan mereka adalah kosa kata, sehingga seringkali terjadi kendala mereka mengerti dalam Bahasa Indonesia tetapi tidak bisa mengatakannya dalam Bahasa Inggris.
10	Multilingual writing	Why do you encourage students to write using multiple languages?	
11	Word walls	Why does your classroom have word walls with vocabulary in multiple languages?	
12	Sentence starters	Why do you provide sentence starters in both English and students' native languages?	Kadang siswa itu, ya kalau diminta membuat kalimat atau berbicara langsung, mereka kesulitan memulai. Jadi, kita bantu mereka dengan memberikan contoh awalan kalimat seperti I think, In my opinion, atau versi Bahasa Indonesianya juga seperti menurut saya, atau awalan apapun itu.

			Tujuannya agar mereka tahu bagaimana cara memulai berbicara. Dari situ nanti mereka akan lebih berani melanjutkan sendiri dan tidak langsung blank ketika disuruh ngomong atau menulis.
13	Cognates	Why do you use cognates (similar-sounding or meaning words) to support vocabulary learning?	Karena dengan menunjukkan kata-kata yang mirip antara Bahasa Inggris dan Bahasa Indonesia, siswa jadi lebih mudah memahami maknanya. Ya seperti kata-kata serapan. Mereka merasa sudah pernah ya, mendengar kata itu sebelumnya, jadi belajar kosa katanya terasa lebih familiar dan mudah diserap. Misalnya kata information/informasi atau active/aktif, kan mirip. Dengan begitu siswanya bisa menebak arti kata baru tanpa harus dijelaskan lagi satu per satu.
14	Comparing multilingual texts	Why do you have students compare texts in multiple languages?	
15	Multilingual vocabulary inquiry	Why do you use vocabulary inquiry across multiple languages?	Kalau disuruh untuk membandingkan kosa kata, siswa bisa lebih mudah memahami arti dan penggunaannya. Misalnya, bisa kita suruh mereka mencari kata yang mirip artinya dalam Bahasa Inggris, dan Indonesia. Nanti mereka jadi tahu hubungannya itu seperti apa. Atau per jenis kata juga bisa, misalnya kata kerja atau kata sifat yang serupa. Jadi siswa tidak hanya menghafal, tapi memahami kegunaan kosa kata yang dipelajari.
16	Multilingual syntax/morphology inquiry	Why do you focus on syntax, morphology, and word structures across languages?	

17	Alternating languages and media	Why do you alternate languages and media in your teaching?	Kadang kalau medianya atau bahasanya satu arah terus, siswa cepat bosan dan malah asik sendiri sama teman atau hpnya. Jadi saya ganti-ganti, misalnya dari video Bahasa Inggris dengan subtitle Indonesia, terus ke power point Bahasa Inggris saja, lalu saya kasi penjelasan tambahan dengan Bahasa Indonesia atau Bali, sambil ngasi pertanyaan juga ke siswanya. Jadi mereka tetap paham tapi juga tetap terlibat di kelas.
18	Translating	Why do you have students engage in translating activities?	
19	Translanguaging in writing	Why do you encourage translanguaging in students' writing?	Karena itu sekalian belajar menerjemahkan, agar mereka terbiasa dengan Bahasa Inggris. Karena dari menerjemahkan sesuatu dari apa yang mereka kenali, dari Bahasa-bahasa yang mudah untuk bisa diadakan ke dalam Bahasa Inggris. Berawal dari Bahasa Indonesia, kemudian dibawa ke dalam Bahasa Inggris
20	Translanguaging in speaking	Why do you encourage translanguaging in students' speaking activities?	Untuk speaking ya, kalau speakingnya mungkin ya diarahkan dalam bagaimana mereka menyocokkan Bahasa dengan baik. Jadi Ketika mereka belajar untuk menggunakan Bahasa ibu mereka dengan Bahasa Inggris dalam materi yang kita buat, kemudian kita minta mereka untuk presentasi, nah di sana kan keliatan mereka menyocokkan Bahasa, apakah sudah sesuai dengan struktur Bahasa, dalam pengucapan, vocabulary, dsb di sana bisa kita lihat kemampuannya. Mereka yang baru belajar memahami Bahasa Inggris kadang-kadang pronunciationnya tidak tepat, keliatan batas kemampuannya, sehingga kita bisa asah lagi dari sana.

### Appendix 9. Documentation



## Appendix 10. Research Permission Letter



### SURAT KETERANGAN

Nomor : B.10.400.7.22.1/1377/SMKN 1 BEBANDEM/DIKPORA

Yang bertandatangan di bawah ini saya :

Nama : I Wayan Darmayasa, ST.,M.Si.  
 NIP : 19730522 200501 1 009  
 Pangkat/Gol. : Pembina Utama Muda /IV c  
 Jabatan : Kepala Sekolah  
 Unit Kerja : SMK Negeri 1 Bebandem

Dengan ini menerangkan bahwa memang benar mahasiswa dari Universitas Pendidikan Ganesha Fakultas Bahasa Dan Seni atas nama :

Nama : Ida Bagus Diagung Putradi Widh Swandha

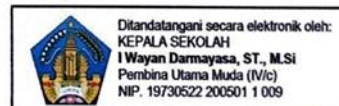
NIM : 2112021019

Prodi : Pendidikan Bahasa Inggris

Di izinkan melakukan kegiatan penelitian di SMKN 1 Bebandem.

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Bebandem, 04 Maret 2025



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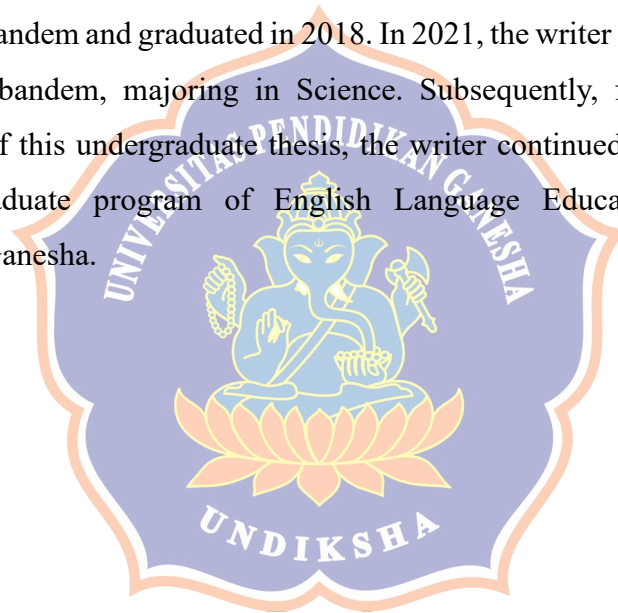


## BIOGRAPHY



Ida Bagus Diagung Putradi Widh Swandha was born in Bebandem on March 11, 2003. The writer was born to Mr. Ida Bagus Putu Putra and Mrs. Ida Ayu Putu Agung Arwati. The writer is an Indonesian citizen and adheres to Hinduism. Currently, the writer resides at Jalan Raya Jungutan, Jungutan Village, Bebandem District, Karangasem Regency, Bali Province.

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**STATEMENT OF WRITING AUTHENTICITY**

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “**Understanding Translanguaging in Bebandem Vocational High School EFL Classroom: Strategies and Teacher Pedagogical Reasoning**” beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 10 Januari 2026

Yang membuat pernyataan



IB Diagung Putradi Widh Swandha