

TRANSLANGUAGING AS STRATEGY IN IMPROVING INTERACTIONS IN EFL CLASS AMONG PRIMARY SCHOOL STUDENTS AND TEACHER IN SD N 5 KAMPUNG BARU

By

Rika Fitri Darmawan, 2112021148

English Language Education Study Program, Foreign Language

Department, Language and Art Faculty, Ganesha University of Education

Email : rika.fitri@undiksha.ac.id

ABSTRACT

This study aimed to examine the implementation of a translanguaging strategy to improve classroom interaction in English learning. The research also explored students' and teacher's perceptions of the strategy and the challenges encountered during its implementation. This study employed Classroom Action Research (CAR) conducted in two cycles consisting of planning, acting, observing, and reflecting stages. The data were collected through classroom observation, questionnaires, interviews, and teacher's diary.

The findings revealed that the implementation of translanguaging improved classroom interaction from the preliminary stage to the post-implementation stage, with students achieving a post-interaction mean score of 83.58, indicating a substantial improvement in classroom participation and communication. Students became more confident and actively participated in classroom communication. The results from interviews and questionnaires also indicated that both students and the teacher had positive perceptions toward the use of translanguaging, as it helped students understand the lesson and express their ideas more comfortably. However, some challenges were found, particularly in balancing the use of Indonesian and English during classroom interaction.

Keywords : translanguaging, classroom interaction, classroom action research

**TRANSLANGUAGING AS STRATEGY IN IMPROVING
INTERACTIONS IN EFL CLASS AMONG PRIMARY SCHOOL
STUDENTS AND TEACHER IN SD N 5 KAMPUNG BARU**

By

Rika Fitri Darmawan, 2112021148

**English Language Education Study Program, Foreign Language
Department, Language and Art Faculty, Ganesha University of Education**

Email : rika.fitri@undiksha.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan strategi translanguaging dalam meningkatkan interaksi kelas pada pembelajaran bahasa Inggris. Penelitian ini juga mengeksplorasi persepsi siswa dan guru terhadap penerapan strategi tersebut serta tantangan yang dihadapi selama pelaksanaannya. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui observasi kelas, kuesioner, wawancara, dan catatan harian guru.

Hasil penelitian menunjukkan bahwa penerapan strategi translanguaging dapat meningkatkan interaksi kelas secara bertahap dari tahap awal hingga tahap setelah implementasi. Siswa menjadi lebih percaya diri dan lebih aktif berpartisipasi dalam komunikasi di kelas. Hasil wawancara dan kuesioner juga menunjukkan bahwa siswa dan guru memiliki persepsi positif terhadap penggunaan translanguaging karena membantu pemahaman materi dan memudahkan siswa dalam menyampaikan ide. Namun, beberapa tantangan ditemukan, terutama dalam menjaga keseimbangan penggunaan bahasa Indonesia dan bahasa Inggris selama interaksi di kelas.

Kata kunci : translanguaging, interaksi kelas, penelitian tindakan kelas