

**THE USE OF TRANSLANGUAGING BY STUDENTS OF THE
ENGLISH EDUCATION STUDY PROGRAM IN CLASS DISCUSSION
AT UNIVERSITAS MUHAMMADIYAH BENGKULU**



Written by:

ERZA KURNIA ZAHARI

NPM: 2188203033

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

**THE USE OF TRANSLANGUAGING BY STUDENTS OF THE
ENGLISH EDUCATION STUDY PROGRAM IN CLASS DISCUSSION
AT UNIVERSITAS MUHAMMADIYAH BENGKULU**

UNDERGRADUATE THESIS

Submitted as a partial requirement for the “Sarjana” Degree in English Education Study
Program.



Written by:

ERZA KURNIA ZAHARI

NPM: 2188203033

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Erza Kurnia Zahari

NPM : 2188203033

Program Studi : Pendidikan Bahasa Inggris

Perguruan Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

“The Use of Translanguaging by Students of the English Education Study Program in Class Discussion at Universitas Muhammadiyah Bengkulu” adalah karya saya sendiri. Apabila diketahui kemudian hari ternyata tulisan ini berindikasi plagiat, saya siap menerima sanksi yang berlaku di Fakultas Keguruan dan Ilmu Pnedidikan, Universitas Muhammadiyah Bengkulu.

Ketua Program Studi


Wahid Achim Safitri, M.Pd
NIDN. 0230058702

Bengkulu, 21 Agustus 2025

Yang Membuat Pernyataan


Erza Kurnia Zahari
NPM. 2188203033

APPROVAL SHEET

THE USE OF TRANSLANGUAGING BY STUDENTS OF THE ENGLISH EDUCATION STUDY PROGRAM IN CLASS DISCUSSION AT UNIVERSITAS MUHAMMADIYAH BENGKULU



THESIS

Written by:

Erza Kurnia Zahari

NIM. 2188203033

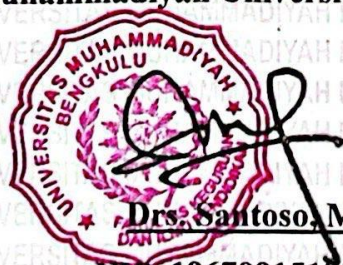
Approved and authorized by the supervisor:

Supervisor

Dr. Yupika Marvansyah, M.Pd

NIDN. 0225068003

Acknowledgement by Dekan of FKIP
Muhammadiyah University of Bengkulu



Dr. Santoso, M.Si

NIP. 196709151993031

**THE USE OF TRANSLANGUAGING BY STUDENTS OF THE
ENGLISH EDUCATION STUDY PROGRAM IN CLASS
DISCUSSION AT UNIVERSITAS MUHAMMADIYAH
BENGLKULU**

THESIS

Written by:

Erza Kurnia Zahari

NPM. 2188203033

**Has Been Examined by the Board of Examiner of the English Education
Study Program of Teacher Training and Education Faculty
Muhammadiyah University of Bengkulu**

Examiner

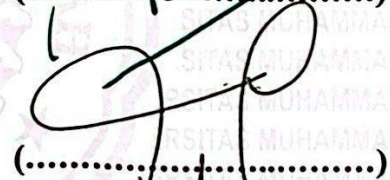
Names

Signatures

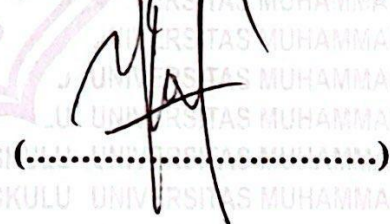
1. **Dr. Dian Susyla, M.Pd**
Examiner 1


(.....)

2. **Drs. Epi Wadison, M.Pd**
Examiner 2

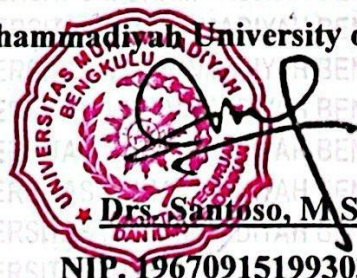

(.....)

3. **Dr. Yupika Maryansyah, M.Pd**
Supervisor


(.....)

Acknowledgement by Dekan of FKIP

Muhammadiyah University of Bengkulu


Drs. Santoso, M.Si
NIP. 1967091519930310

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا
(Qs. Al- Baqarah : 286)

”aku membahayakan nyawa ibuku untuk lahir kedunia, jadi tidak mungkin aku tidak ada artinya. aku hidup bukan untuk sia-sia!”

“Hidup Bukan Saling Mendahului, Bermimpilah Sendiri-Sendiri”
(Hindia)

**“Setiap tetes keringat orang tuaku adalah ribuan langkahku untuk terus maju”
(Erza Kurnia Zahari)**

**“it will pass. the good, the bad, the unknown, everything. it all passes.
give yourself a second to breathe deeply and remind yourself that, whatever
season you are in right now, whatever is happening in your life
today, it will pass”**

DEDICATION

With deep gratitude and thanks, I dedicate this thesis for:

- ❖ First and foremost, my deepest gratitude is extended to my beloved parents, Mr. Jonizar and Mrs. Ermawati, the two most significant figures in my life, who have tirelessly endeavored to ensure that their first child could pursue the highest level of education. To my father, the very first love of my life, I am profoundly grateful for every drop of sweat and every ounce of hard work you have sacrificed to provide for me, enabling your child to reach this stage. Although you were never given the opportunity to experience higher education yourself, you have always given your very best so that I

could achieve it. Thank you as well for being a true embodiment of a man who bears full responsibility for his family. To my mother, an extraordinary woman who risked her life to bring me into this world, I extend my heartfelt thanks for the unwavering motivation, wise counsel, fervent prayers, and boundless hopes that have accompanied my every step in striving to become an educated person. Thank you for the eternal love that will never wane with time, for the patience and sacrifices that have guided my path, and for being the source of my strength and inspiration, as well as the everlasting light in every step I take. Our journey as a family has never been without challenges, yet every trial we have faced has imparted invaluable lessons about what it truly means to be strong, responsible, persistent, and independent. With the completion of this thesis, I sincerely hope that both of you will feel an even greater pride in having successfully raised your first daughter to attain her bachelor's degree, just as you had always envisioned. I also earnestly pray that you will be blessed with health and longevity, so that you may continue to witness the many other accomplishments I aspire to achieve in the future. I love you forever.

- ❖ To my two younger brothers, Muhammad Mirza Diva Zahari and Carollan Yuanizar, who have always motivated me to keep learning and striving to become an elder sister capable of providing a positive influence, both in academic and non-academic aspects, and to endeavor to be a role model for them in the years to come.
- ❖ To my thesis supervisor and academic advisor, Dr. Yupika Maryansyah, M.Pd., I would like to convey my heartfelt gratitude for all the knowledge you have imparted and for every moment you have devoted to guiding me from the start until this very stage. I sincerely wish you continued good health and that you may always be surrounded by kindness and blessings. All my friend
- ❖ To my beloved friends, Fitri Apriliana and Meira Sintia Elvriza, who have walked alongside me for more than fifteen years. You are not merely friends you are sisters in spirit. Thank you for always being present, for every laughter we have shared, for the unwavering support, and for the endless

memories that color my journey. This bond is one of the most beautiful gifts in my life, and I will forever keep it in my heart with profound gratitude.

- ❖ To my companions in struggle, Muhamad Gyan Refhisan, Nindia Dwi Citra, Repo Aditama, Fentri Novita, Nur Fadhillah, Anggun Dwi Lestari. From the very beginning of designing the thesis title until finally graduating together, we have gone through countless struggles, tears, discussions, and meaningful moments. Thank you for every support, encouragement, and laughter that has lightened the burden throughout this journey. Your presence has been a true source of strength and a reminder that every challenge becomes easier when faced together. This achievement does not only belong to me, but is also the result of the struggles we have shared until the very end. Even though after this we may walk different paths in life, with different routines, and perhaps live in different cities or even countries, I sincerely hope that this friendship will always remain forever.
- ❖ My special person, Muhammad Aprialdo, words will never be enough to express how deeply grateful I am for having you as an important part of my life's journey. You have contributed greatly through your energy, resources, time, and endless patience in supporting me throughout the process of writing this thesis. Thank you for faithfully standing by my side in every struggle, for strengthening me with comfort and laughter, for listening to every concern, and for witnessing each tear. Your presence has always been a reminder that I have never walked alone, and with your support, I have been able to reach this point and complete my final project. I love you forever.
- ❖ Lastly, To myself. Despite having many shortcomings, thank you, "Eca" for choosing to endure, for having the courage to keep fighting to exist until this moment, and for being a strong woman who sincerely accepts all the disappointing and painful journeys of life. With the completion of this thesis, you have proven that you are capable of earning your bachelor's degree (S.Pd) on time, and this should become both a determination and a reminder to continue achieving greater and more meaningful accomplishments. Whatever your life may bring in the future, cherish

yourself, celebrate yourself, and be happy for every process you have overcome in pursuit of a brighter and better future.

Special Thanks to:

- All my lecturers in English education study program
- Artery E_Course, who has given me an extraordinary journey of experiences in my life. Thank you, guys.
- We Bare Empat, who have always been by my side through every difficulty and loneliness. I truly love you all.
- My Almamater

PREFACE

The author expresses gratitude to Allah SWT for the mercy and grace that enabled the completion of this thesis. Thesis entitled **“The Use of Translanguaging by Students of the English Education Study Program In Class Discussion At Universitas Muhammadiyah Bengkulu”** This thesis was written for the purpose of qualifying for a Bachelor of Education degree in the English Education Studies Program Muhammadiyah University of Bengkulu. The author acknowledges encountering obstacles during the process of writing this thesis. However, with the help, guidance, and cooperation from various parties, these obstacles can be overcome. The Researcher would like to thank and acknowledge the following:

1. Washlurachim Safitri, M.Pd. as the Head of English Education Study Program at the Muhammadiyah University of Bengkulu.
 2. Supervisor Dr. Yupika Maryansyah, M.Pd., as the supervisor who has been very helpful and contributive to guide the researcher in completing this thesis.
 3. Dr. Dian Susyla, M.Pd., and Drs. Epi Wadison, M.Pd., served as examiners for this thesis, providing evaluation and developmental feedback.
 4. All of the English Education Study Program lecturers who educated the researcher about the language over the course of several years of study.
 5. All the people involved in the thesis completion who cannot be mentioned.
- The writer realizes that this thesis is far from perfect. Therefore any constructive opinion and idea would be really needed to make this thesis better.

Bengkulu, 21 August 2025

Penulis

Erza Kurnia Zahari

CURRICULUM VITAE



The author's name is Erza Kurnia Zahari, born in Bengkulu on September 11, 2003. The author's formal education began at Pondok Kelapa 01 Public Elementary School, which was completed in 2015. The author then continued her studies at Bengkulu Tengah 1 Public Junior High School and graduated in 2018. The author pursued her high school education at State Senior High School 3 Bengkulu Tengah, which she completed in 2021 with the distinction of being an outstanding student. In the same year, the author was admitted as a student in the English Language Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

During her undergraduate studies, the author actively participated in various academic activities and student organizations. In 2023, the author served as Secretary in a community service program through an English language course for elementary school students in the village of Pasar Pedati. Additionally, in 2024, the author took part in the Campus Teaching Program organized by the Ministry of Education, Culture, Research, and Technology at one of the elementary schools in Bengkulu City for six months. In the field of academic research, the author has produced several academic papers published in Sinta indexed journals

ABSTRACT

Erza Kurnia Zahari, 2025. "The Use of Translanguaging by Students of the English Education Study Program in Class Discussions at Universitas Muhammadiyah Bengkulu". Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Dr. Yupika Maryansyah, M.Pd.

Translanguaging, the strategic use of multiple languages within communication, has emerged as a significant pedagogical phenomenon in multilingual classrooms. In English as a Foreign Language (EFL) contexts, it enables students to draw on their full linguistic repertoire to enhance comprehension and participation. This study examines the types and functions of translanguaging employed by students during class discussions in the Second Language Acquisition (SLA) course at the English Education Study Program, Universitas Muhammadiyah Bengkulu. This study employed a descriptive qualitative design, data were gathered through video recordings of three discussion sessions, transcriptions, and structured observations based on the classifications of Hoffman (1991) and Poplack (1980). The analysis identified three main types: intra-sentential, inter-sentential, and tag translanguaging, with intra-sentential being the most prevalent, often used to embed technical terms within Indonesian explanations. Functions observed include clarifying academic concepts, providing culturally relevant examples, and fostering inclusive social interaction. These findings indicate that translanguaging in EFL classroom discussions operates as a deliberate and strategic communication approach rather than random language mixing. It can serve as an effective pedagogical tool to improve comprehension and active engagement, suggesting its potential for broader application in EFL learning environments.

Keywords: Classroom Discussion, EFL Students, Second Language Acquisition (SLA), Translanguaging.

ABSTRAK

Erza Kurnia Zahari, 2025. “The Use of Translanguaging by Students of the English Education Study Program in Class Discussion at Universitas Muhammadiyah Bengkulu.” Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing: Dr. Yupika Maryansyah, M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan jenis dan fungsi translanguaging yang digunakan oleh mahasiswa dalam diskusi kelas pada mata kuliah Second Language Acquisition (SLA) di Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu. Latar belakang penelitian ini didasari fenomena penggunaan bahasa yang berpindah secara dinamis antara Bahasa Inggris, Bahasa Indonesia, dan bahasa daerah oleh mahasiswa dalam interaksi akademik. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui perekaman video tiga sesi diskusi kelas, transkripsi, dan pengamatan menggunakan lembar observasi berdasarkan klasifikasi translanguaging menurut Hoffman (1991) dan Poplack (1980). Hasil penelitian menunjukkan tiga jenis utama translanguaging, yaitu intra-sentential, inter-sentential, dan tag translanguaging. Jenis yang paling dominan adalah intra-sentential translanguaging, yang sering digunakan untuk menyisipkan istilah teknis dalam penjelasan berbahasa Indonesia. Fungsi translanguaging meliputi klarifikasi konsep akademik, pemberian contoh yang relevan secara budaya, serta menjaga interaksi sosial yang inklusif. Kesimpulan penelitian ini adalah translanguaging berperan sebagai strategi komunikasi yang strategis, bukan sekadar percampuran bahasa acak, dan dapat dimanfaatkan untuk meningkatkan pemahaman serta partisipasi mahasiswa dalam pembelajaran EFL.

Kata Kunci: Diskusi Kelas, Mahasiswa EFL, Second Language Acquisition (SLA), Translanguaging

TABLE OF CONTENT

SURAT PERNYATAAN KEASLIAN SKRIPSI	iii
APPROVAL SHEET	ii
EXAMINERS	iii
MOTTO.....	iv
PREFACE	viii
CURRICULUM VITAE.....	ix
ABSTRACT.....	x
ABSTRAK.....	xi
TABLE OF CONTENT	ii
CHAPTER I.....	2
INTRODUCTION.....	2
1.1 Background	2
1.2 Research Questions	3
1.3 Object of the Research.....	3
1.4 Limitation of the Research	3
1.5 Significance of the Research	4
1.6 Definition of the Key Terms	5
CHAPTER II	67
LITERATURE REVIEW	67
2.1 Translanguaging	67
2.2 Translanguaging Practice in EFL Discussion Class	69
2.3 Types of Translanguaging.....	71
2.4 Previous Studies.....	76
CHAPTER III	80
RESEARCH METHODOLOGY	80
3.1 Research Design	80
3.2 Subject of the Research	80
3.3 Research Instrument.....	80
3.4 Technique of Collecting Data	81
3.5 Technique of Analyzing the Data	82
CHAPTER IV	83

FINDINGS AND DISCUSSION.....	83
4.1 Findings.....	83
4.1.1 Classroom Discussion 1: Foundations of SLA	83
4.1.2 Second Session: Interlanguage Theory and Language Transfer in SLA	86
4.1.3 Third Session: Input, Interaction, and Output in SLA	88
4.2 Discussion.....	90
CHAPTER V	93
5.1 CONCLUSION.....	93
5.2 IMPLICATION.....	94
5.3 SUGRESSION.....	95
REFERENCES.....	67
APPENDIX 1	70
APPENDIX 2	96
APPENDIX 3	122

CHAPTER I

INTRODUCTION

1.1 Background

In multilingual EFL classrooms, particularly in countries like Indonesia, students often shift between languages during communication to facilitate learning. This phenomenon is especially evident in discussion-based learning settings, where students are required to engage in spontaneous and critical dialogue. In such contexts, students frequently use not only English but also Bahasa Indonesia or their local languages to articulate complex thoughts, support arguments, and maintain the flow of discussion. This process, known as translinguaging, refers to the use of a speaker's full linguistic repertoire to communicate and make meaning (García, Johnson, & Seltzer, 2017). Rather than adhering to rigid language boundaries, translinguaging enables fluid transitions between languages, which is particularly beneficial for students who are still developing proficiency in English.

In the English Education Study Program, where discussion classes are a core component of the curriculum, translinguaging naturally emerges as part of students' interaction. Although the phenomenon has been observed in many learning settings, there remains a lack of research focusing on how students actually use different types of translinguaging during peer discussions. Most existing studies pay more attention to teachers' roles in managing translinguaging or to planned instructional use, leaving limited exploration of students' spontaneous language choices and practices in authentic classroom dialogue.

García and Wei (2014) emphasize that translinguaging is not merely code-switching; it is a meaning-making process involving the intentional and strategic use of all available linguistic resources. However, studies that describe the actual use of various types of translinguaging from the students' perspective particularly in Indonesian university contexts are still scarce. Rabbidge (2019) found that multiple language use can enhance students' confidence and participation. Nursanti (2021) examined teacher strategies in facilitating translinguaging, while Liando

(2023) explored multilingual interaction among students in various classroom contexts. Although valuable, these studies did not focus specifically on how students themselves make use of different types of translanguaging in peer-led discussions.

This study seeks to address that gap by examining the use of translanguaging by students in discussion classes within the English Education Study Program at Muhammadiyah University of Bengkulu. Through video recordings of authentic classroom discussions, the research documents students' real-time language practices, identifying the types of translanguaging they employ and how these are integrated into interaction. The study also views translanguaging not as a sign of linguistic deficiency, but as a purposeful and strategic communication practice that reflects students' multilingual competence.

Understanding how students use different types of translanguaging can provide valuable insights for fostering inclusive and responsive EFL classroom practices. As Cenoz and Gorter (2021) note, embracing translanguaging can enrich learning by validating students' linguistic identities and improving access to content. Therefore, investigating the use of translanguaging by students in discussion classes is both timely and pedagogically relevant in shaping multilingual teaching approaches that align with students' real communicative needs.

1.2 Research Questions

The problems of the study were formulated as follows :

1. What are the types of translanguaging used by students in class discussions in the English Education Study Program at Muhammadiyah University of Bengkulu?

1.3 Object of the Research

1. To find out the types of translanguaging used by students in the English Study Program at Universitas Muhammadiyah Bengkulu

1.4 Limitation of the Research

This study is limited to investigating the use of translanguaging by students in class discussions within the English Education Study Program at

Muhammadiyah University of Bengkulu. The research specifically focuses on identifying the types of translanguaging employed by fourth-semester students during peer-led discussions in the Second Language Acquisition (SLA) course. It does not examine teacher-led interactions, translanguaging in written tasks, or other classroom activities outside of SLA class discussions. Furthermore, the study is confined to data collected from a selected number of SLA class discussion sessions during the academic year 2024/2025, and the findings may not be generalized to all contexts or institutions.

1.5 Significance of the Research

The two expected benefits of this research are theoretical and practical.

1. Theoretically

This research enriches the existing literature on translanguaging by providing empirical insights into its use among EFL students during classroom discussions. It highlights translanguaging as a strategic, intentional, and dynamic process rather than mere code switching. By examining students' natural language use, the study supports the frameworks proposed by García and Wei (2014) and Cenoz and Gorter (2021), emphasizing the pedagogical value of translanguaging. It also contributes to closing the gap in student focused translanguaging research within the Indonesian higher education context.

2. Practically

a. For Lecturers

this study can serve as a reference to better understand how students use multiple languages to support their learning. It encourages lecturers to create more linguistically flexible and inclusive classroom environments that acknowledge and support students' multilingual capabilities.

b. For Students

the research helps raise awareness of their own language practices, allowing them to view translanguaging not as a limitation, but as a

legitimate and effective learning strategy. It can also boost their confidence in participating actively in academic discussions.

c. For Future Researchers

the study provides a foundation for further investigations on translanguaging in other EFL contexts or through different methodologies. It opens up opportunities for comparative studies, experimental designs, or deeper explorations into the sociocultural and cognitive aspects of translanguaging in education.

1.6 Definition of the Key Terms

a. Translanguaging

Translanguaging is the practice in which bilingual or multilingual speakers draw upon all of their language resources to convey messages, build understanding, and enhance the learning process. In the context of this study, it refers to how students blend English, Bahasa Indonesia, and their local languages during classroom discussions to articulate complex thoughts, ensure clarity, and maintain effective communication (García, Johnson, & Seltzer, 2017).

b. Types of Translanguaging

The forms of translanguaging examined in this study are based on Hoffman (1991) and Poplack (1980), namely intra-sentential translanguaging, which is the mixing of languages within a single sentence; inter-sentential translanguaging, which is the switching of languages between sentences; and tag translanguaging, which is the insertion of a phrase or discourse marker from another language.

c. Class Discussion

A learning activity in the English Education Study Program where students engage in interactive dialogue requiring spontaneous and authentic language use.

d. Multilingual EFL Classroom

A foreign language learning environment where students use more than one language, including English, Bahasa Indonesia, and local languages.