

## **EXPLORING PEDAGOGICAL TRANSLANGUAGING IN EFL CLASSROOM: PRACTICES AND IMPLICATIONS FOR STUDENTS' WRITING**

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### **Abstract**

In multilingual EFL situations, pedagogical translanguaging has drawn more attention because it enhances language acquisition and writing skills. However, little study has looked at how teachers use pedagogical translanguaging in junior high school writing classes in Indonesia and how this affects students' writing. This research used a qualitative case study design and was carried out at SMPN 1 Maospati in East Java, Indonesia. Thirty-two eighth-grade students from Class 8D and one English teacher participated. Observations, semi-structured interviews, and documentation were used to gather data. The interactive model of qualitative analysis developed by Miles et al., (2014) was used to examine the data, and Poplack's (1980) typology was used to identify translanguaging techniques. To increase the validity of the results, methodological triangulation was used. The results showed that the teacher used code-switching, code-mixing, translation, and flexible usage of Indonesian and English to implement pedagogical translanguaging. Pre-, while-, and post-writing activities all involved code-switching at both the intra-sentential and inter-sentential levels. These exercises served as scaffolding techniques that helped students understand writing principles and directions. Additionally, educational translanguaging produced a low-stress, encouraging learning environment where students could use their linguistic repertoires to organize texts, come up with ideas, and convey meanings in English. In addition to reporting a positive view of translanguaging, students showed increased confidence, involvement, and proficiency in producing brief functional texts. It can be concluded that pedagogical translanguaging is an useful instructional approach for supporting EFL writing skill in multilingual classroom and should be considered in writing pedagogy, curriculum design, and teachers.

**Keywords:** Code-Mixing, Code-Switching, EFL Writing Instruction, Multilingual Education, Pedagogical Translanguaging, Qualitative Case Study

### **INTRODUCTION**

Translanguaging has been revealed as an important pedagogical approach in multilingual classroom because it allows students to use their full language variety to support understanding, communication, and academic development. Students often switch between languages in multilingual in order to better communicate with one another, negotiate ideas, and create meaning. The process of becoming multilingual is then labeled as translanguaging (Rasman, 2018). Through this exercise, students can make connections between new ideas introduced in the target language and past information from their first language. Additionally, teachers who use translanguaging strategies can establish more welcoming and encouraging learning environments that recognize the linguistic and cultural variety of their students. Previous studies have also demonstrated that translanguaging study is conducted by many researchers (Liando et al., 2023; Putrawan, 2022; Nurhayati, 2023; Sutrisno, 2023; Cahyanti & Dharmawan, 2025; and Gultom et al., 2026). Translanguaging contributes positively to students' confidence,

participation, and critical thinking skills within educational settings. This approach not only enhances comprehension but also fosters a sense of belonging and agency among students, ultimately leading to improved academic outcomes in multilingual contexts (Chaika, 2023). As teachers encompass translanguaging practices, they must also navigate the challenges of language policy constraints and ensure that all students feel valued in their linguistic identities.

In the context of English as a Foreign Language (EFL) writing, translanguaging provides students with opportunities to develop ideas, organize arguments, and express meaning more effectively by drawing upon both their first language and English. Many EFL students rely on their first language during the pre-writing stage to brainstorm ideas and structure their thoughts before composing texts in English. Researchers have increasingly proposed pedagogical translanguaging as a purposeful approach to writing instruction. It has been shown to improve students' ability to produce meaningful texts by switching between languages from L1 to L2 and vice versa (Canagarajah, 2011 and Illman & Pietilä, 2018), facilitated language acquisition (Velasco & García, 2014) and encouraged writing in a second language (Sano, 2018). Translanguaging promotes the development of multiliteracy (Nursanti, 2021) and improves students' textual understanding (Puspitasari & Yumarnanto, 2020). Translanguaging enhances student engagement through contextual comprehension in both L1 and L2 when it is integrated with multimodal resources and supports vocabulary expansion (Siregar (2020) and Yuvayapan (2019). Winanta et al., (2024) and Prilutskaya, (2020) further highlight how translanguaging supports writing skill development in areas such as critical thinking, content comprehension, and effective communication. Yigitbilek (2022) and Sano (2018) similarly advocate for inclusive and innovative teaching methods that incorporate students' full linguistic repertoire into writing instruction. Moreover, building on the work of Styati & Irawati (2023), this research examines how teachers implement pedagogical translanguaging through its core aspects of code-switching, translating, and interpreting in writing instruction contexts. The use of multiple languages also assists students in clarifying vocabulary, grammar, and sentence structure more efficiently.

Despite of many research on translanguaging, several gaps remain in the existing literature. Most previous studies have concentrated primarily on speaking and reading skills, while fewer studies have specifically explored translanguaging in writing instruction. In addition, much of the current research has focused on bilingual educational settings, whereas multilingual EFL classrooms have received less scholarly attention. Limited studies also investigate teachers' perspectives and classroom practices in implementing translanguaging strategies during writing activities. Moreover, there is still insufficient evidence regarding the long-term impact of translanguaging on students' academic writing development and performance. This study is conducted to have further investigation from Zhang-Wu (2023) which stresses the importance of identifying practical teaching techniques that help multilingual students integrate their linguistic resources into academic writing. Addressing these gaps is essential for building a more comprehensive and empirically grounded understanding of translanguaging in EFL writing classroom.

The multilingual environment of Indonesia, where students frequently speak English, Bahasa Indonesia, and local languages, provides a special setting for investigating the application and effects of translanguaging techniques in education. It is

also supported a study by Khairunnisa & Lukmana (2020) which have reported that in EFL classroom the students use Indonesian, local language (sundanese) and English. Then, Rasman (2018) has also reported that in EFL classroom students use Indonesian, English, and local Language (Javanese) to make meaning when students interact one another. Moreover, in the context of multilingualism in EFL classroom in Indonesia, local languages continue to play an important role in shaping students' cultural identity and communication practices, while Bahasa Indonesia functions as the national language used in formal education to communicate one another. At the same time, English is the targeted language for students who learn English as a foreign language. This multilingual environment creates valuable opportunities for teachers and students to employ translanguaging practices as part of the teaching and learning process, particularly in EFL writing instruction. Translanguaging is also considered as the pedagogical strategy in multilingual (Ramadhan et al., 2022). Other studies conducted in Indonesian classrooms reflect broader findings regarding translanguaging's role in identity construction, student autonomy, and instructor perspectives (Hasanah & Wirza, 2021 and Yoskapela et al., 2024), while also drawing attention to the policy constraints and teacher competency issues that limit its implementation (Chaika, 2023 and (Umam, 2022).

Based on the explanation above, the research questions are formulated in the following: How do teachers implement pedagogical translanguaging in EFL writing instruction?, What are the implications of pedagogical translanguaging for students' writing?

It is hoped that the broader implication of the study is that using pedagogical translanguaging can foster a more relaxed, conducive, and engaging learning environment that can boost student motivation and participation by permitting the use of students' first languages (L1) and develop linguistically approach that reflects multilingual learners.

## **METHOD**

### **Research Design**

Based on the research questions in the previous section, this study aims to investigate how do teachers implement pedagogical translanguaging in EFL writing instruction and examine the implications of pedagogical translanguaging for students' writing. A qualitative case study approach was adopted in study to explore how and examine the implication of pedagogical translanguaging for students' writing. This design is especially suitable to the present study's dual focus: first, on documenting the teacher's pedagogical translanguaging practices across writing instruction sessions, and second, on examining the implications of those practices for students' writing outcomes and perceptions.

### **Research Context**

This study was conducted at SMPN 1 Maospati, a state-funded junior high school located in Magetan Regency, East Java, Indonesia. The school serves students from linguistically and culturally diverse backgrounds, with Bahasa Indonesia functioning as the primary medium of instruction. Javanese, a widely spoken regional language, is also common among the student, illustrating the school an ecologically valid and contextually rich site for investigating pedagogical translanguaging in EFL writing instruction. The

multilingual character of this setting is directly relevant to both research questions, as it reflects the kind of complex linguistic environment in which translanguaging practices naturally appear and carry meaningful pedagogical consequences for student writing development.

### **Participants**

Participants were purposively selected from eighth-grade students at SMPN 1 Maospati, where nine classes are designated from 8A to 8I. Class 8D was chosen because its diverse linguistics background and varying levels of English proficiency, making it suitable setting for exploring the implementation of pedagogical translanguaging and its implication for students' writing. The class comprised approximately 32 students aged between 13 and 14 years, consistent with the typical age range for eighth-grade learners in Indonesia. Then, the English teacher became key informant who provided insight into the implementation of pedagogical translanguaging in writing instruction. Data from the teacher addressed the first research question, and students' perception, writing output, and interactions informed the second research question.

This study was conducted in accordance with established ethical principles governing research involving human participants. Prior to data collection, institutional permission was obtained from the school administration, and all participants — including the teacher and students — were fully informed of the study's nature, purpose, and scope. Participation was entirely voluntary, and all parties were assured that their involvement would not affect their regular classroom activities or academic standing.

### **Data Collection Instruments**

Observation Checklists were designed to systematically document the teacher's implementation of pedagogical translanguaging during writing lessons, directly addressing Research Question 1. The checklists focused on kinds of translanguaging practices proposed by (Styati & Irawati, 2023). Observation was recorded under three analytical categories — teacher strategy, student response, and translanguaging formula — allowing for a structured account of how translanguaging was enacted across instructional phases. A total of four classroom observations were conducted, each lasting 70 minutes, with the researcher serving as the primary observation instrument.

Semi-structured interview guidelines were developed separately for the teacher and for the students. The teacher interview comprised six questions targeting the pedagogical rationale behind translanguaging implementation, the strategies employed during writing instruction, and the challenges encountered in practice. The student interview protocol consisted of nine questions exploring learners' perceptions of translanguaging, its perceived usefulness in supporting their writing, its emotional and motivational impact, and its influence on their confidence.

Documentation served as a supplementary data source to confirm and contextualise findings related to both research questions. It consisted of lesson plans — which provided evidence of how translanguaging was planned and structured by the teacher, student writing samples, and photographs of student activity.

### **Data Analysis**

Data were analysed following the three-stage qualitative analysis framework comprising data reduction, data display, and data verification (Miles et al., 2014). This analytical process was applied consistently across all three data sources. Data Reduction involved the systematic organisation and condensation of raw data to foreground information most pertinent to the research questions. Observation transcripts were coded deductively using three pre-established analytical categories: teacher strategy, student response, and translanguaging formula, with each instance identified and coded accordingly. Teacher interview transcripts were analysed to surface themes related to instructional decision-making, pedagogical rationale, and implementation challenges. Students' interview transcripts were examined for themes related to writing confidence, comprehension, motivation, language preference, and perceived benefits of translanguaging. Lesson plans and student writing samples were analysed using targeted analytical prompts to assess the nature and frequency of translanguaging integration and its visible influence on written output.

Data Display involved presenting the reduced data in structured, organised formats – including descriptive summaries, thematic matrices, and illustrative participant excerpts – to facilitate systematic interpretation and cross-referencing across data sources. Data pertaining to teacher implementation practices were displayed separately from, yet relationally to, data concerning student writing implications, enabling a coherent analytical dialogue between the two research questions.

Data verification was undertaken to establish the credibility and trustworthiness of the findings. Methodological triangulation was gathered by integrating evidence from three distinct data sources namely classroom observation, semi-structured interviews, and documentation. All observational data were first recorded in checklist form and subsequently transcribed into written narrative form. Interview data from both the teacher and students were fully transcribed prior to analysis. Documentation data, comprising student writing outputs and lesson plans, were incorporated as validating evidence throughout the analytical process.

## **FINDINGS**

This section provides the findings of the study which aims to investigate how do teachers implement pedagogical translanguaging in EFL writing instruction and examine the implications of pedagogical translanguaging for students' writing. It is found based on the collecting data implemented namely observation, interview and documentation. It is also validated using triangulation method to ensure the findings of the study. The findings are analysed based on Poplack's Typology (1980) as the analytical tool and Datungsolang et al., (2025).

### **Several Pedagogical Translanguaging Practices**

The teacher consistently uses pedagogical translanguaging techniques throughout the entire class, in the following table (Table 1).

**Table 1. Types of translanguaging**

No	Teachers' Statement	Students' Response	Types of Translanguaging
1	"How do you feel now? <i>Bagaimana perasaan kamu sekarang?"</i>	I am fine	inter-sentential code-switching, Translation
2	"Silakan open your book, prepare your book, chapter empat. Apa ini? What is it?"	<b>"Invite, Bu"</b>	intra-sentential (teacher) & inter-sentential (students): Code-switching, Code-mixing
3	"Okay, let me tell you something. <i>Jika kamu ada undangan</i> in English, <i>kemudian di bawah ada RSVP. Itu maksudnya adalah</i> you have to confirm. <i>Kamu harus mengonfirmasi apakah kamu akan datang atau tidak.</i> "		intra & inter-sentential: Code-switching, Code-mixing, Borrowing
4	"Let's analyze! Please analyze the picture <i>satu titik dua dan satu titik tiga</i> in group of two!"		inter-sentential translanguaging: Code-switching
5	"Okay, kalau sudah in front of the class ya!"		inter-sentential translanguaging: Code-switching
6	"Now, submit your work! Kumpulkan!"		inter-sentential translanguaging: Code-switching

Based on table 1 inter-sentential translanguaging happens in pre, whilst, and post activities. In pre activities, the teacher begins the activity with a greeting, which the students responded to, then the teacher asked about the students' condition by saying, "How do you feel now? *Bagaimana perasaan kamu sekarang?"* The students responded, "I am fine". It demonstrates inter-sentential code-switching, in which the teacher employs various languages in distinct phrases. This can expose students to the target language and help them relate to the material on a personal level. By using both English and Indonesian in separate sentences the teacher establish connection and help students feel comfortable. For the whilst activities, it can be seen from Okay, *kalau sudah* in front of the class *ya!*". This expression provides a clear and direct instruction that the students can easily follow. For post activities it can be seen from "Now, submit your work! *Kumpulkan!*". It serves the direct translation, reinforcing the instruction and ensuring all the students understood the command.

Then, based on table 1 intra-sentential translanguaging happens only in whilst activities. In the whilst activities, the teacher began by showing pictures of the notice sub-chapter on the power point, and then went on to explain the material using the student

worksheet, "*Silakan open your book, prepare your book, chapter empat. Apa ini? What is it?*" which was then answered by the students as "Invite, *Bu*". This demonstrates code-mixing and intra-sentential code-switching, in which the teacher combines different languages in a single statement. This can be a helpful strategy for giving brief translations or simplifying difficult ideas.

The teacher also explains some difficult terms to the students by saying, "Okay, let me tell you something. *Jika kamu ada undangan* in English, *kemudian di bawah ada RSVP. Itu maksudnya adalah* you have to confirm. *Kamu harus mengonfirmasi apakah kamu akan datang atau tidak.*" It demonstrates a mix of code-mixing, code-switching, and borrowing both inside and between sentences. The teacher's attempt to make the concept understandable to students with different levels of English proficiency is evident in the use of "RSVP" (borrowing) and the explanation in both Indonesian and English. The teacher then asks the students to analyse the various types of short functional text using the student worksheet, "Let's analyse! Please analyse the picture *satu titik dua dan satu titik tiga* in group of two!" This shows that the teacher used English to start the lesson ("Let's analyse!"), and then Indonesian. After the students' assignments were completed, the teacher invited them to the front of the class to present their findings, saying, "Okay, *kalau sudah* in front of the class *ya!*". This shows inter-sentential code-switching between sentences: After starting in English ("Okay,"), the sentence transitions to Indonesian. Afterwards, the teacher and students both applauded as the feedback. Intra-sentential translanguaging by teachers involves the use of code-mixing and code-switching within a single sentence, often to facilitate communication when students have limited language proficiency (Winanta et al., 2024).

A finding from the interview from the students (see appendix) whereas English and Indonesian are used 50% and 50%, respectively. The students prefer Indonesian as a framework for writing in English rather than their target L2, since students could identify more with casual, as the country's official language, serves as an intermediary linguistic resource. By utilising students' entire linguistic repertoire, pedagogical translanguaging has gained recognition as a successful strategy for promoting language acquisition in L2 learning environments.

From the documentation, students have actively engaged in the teaching learning process, completing the assignment, and presenting their work on writing announcement, notice, and invitation. The teacher uses L1 and L2 to accommodate the students' understanding. The teacher has completely prepared all the requirements in teaching learning process.

### **Pedagogical Translanguaging Creates a Helpful Learning Environment**

The observation shows that the teacher uses translanguaging to create a more relaxed classroom atmosphere. It can be seen from transcribed data "How do you feel now? *Bagaimana perasaan kamu sekarang?*". Based on the example it can be seen that the teacher helps the students to feel comfortable and reduce anxiety in acquiring target language. It arouses the students to participate more actively in writing classroom. From the interview data also support helpful learning environment when students said "*Bahasa Indonesia, lebih mudah dipahami. Karena kalau Bahasa Inggris itu mungkin dari*

*beberapa siswa sulit untuk mentranslatekan arti-artinya.* It demonstrates students to use native language for clarification and understanding about the process.

The activity in the classroom employs translanguaging in teaching writing skill for the eighth-grade students of SMPN 1 Maospati, Magetan, east Java. The class uses Indonesia, English, and Javanese language. This activity attests that multifaceted approach which shows comfortable environment in engaging students in the process of teaching practise. For instance, the quote from teacher's interview (see appendix) "*If we look at the percentage, maybe Indonesian is 50%, English is 40%, and 10% is Javanese, but that's only for spontaneous remarks and unexpected responses*" has clearly demonstrated that the teacher's adaptable approach to language use, which takes into account the needs of the students as well as the particular situation. The use of English is a primary instruction while the Indonesian recognised as the student's linguistics repertoire in providing valuable insight of language understanding. It was said that translanguaging supported the students to proceed linguistics resources to enhance learning.

The finding of students' interview shows their interest in English lessons and writing materials, three out of four students' answer were interested in both. The researchers moved on to the next question, which was about their language preference when the teacher explained the material, as well as whether the teacher taught in English. The majority of students preferred when the teacher explained in Indonesian because they found it difficult if the teacher only used English. For instance, the quote "*Bahasa Indonesia, lebih mudah dipahami. Karena kalau Bahasa Inggris itu mungkin dari beberapa siswa sulit untuk mentranslatekan arti-artinya*" this quotation highlights the difficulties students have understanding English and demonstrates their preference for Indonesian as the language of instruction. Moving on to the sixth question, which concerns the first language used by students when writing, as well as their thoughts on writing texts without the assistance of others, most students began writing in Indonesian and struggled to create their own text without assistance. Finally, the researchers asked the students if they thought the teacher would use this strategy in future writing materials and they all agreed.

Based on the students interview result has showed that the students have great experience using translanguaging. They are easy in grasping the instruction and developing the ideas in English writing for announcement and invitation. The students have reported positive attitude towards English writing activity. The students feel enjoyable in joining the activity. At the first, the students are interested in catching the instruction in Indonesian, but then they understand how to compose the English writing. The students try to understand the concept first before starting to write. Some of the students find difficulty in expressing the ideas in English and construct grammatically correct sentences.

There are actual examples of the lesson plan, classroom activities, teacher and student interviews, and student writing excerpts in the documentation. They provide more evidence of the students' writing improvement and the translanguaging techniques used in the classroom. Translanguaging intervention of the students' ability to write brief functional texts (announcements, invitations, etc.) is demonstrated by the student writing samples. The result from documentation can be seen in appendix (Table 4).

The researchers used photography to document three pieces of media, include a lesson plan, the teaching and learning process, and the results of students' writing. The students' writing results for short functional texts and photographs served as the study's documentation. Each student receives a different type of text, including a short message, an announcement, a notice, and an invitation. After the use of translanguaging as a teaching approach provides enhancements in students' work. Teachers foster an engaging and encouraging setting for learning where students benefit by utilising their linguistic repertoires. By using this technique, students strengthen their communication skills, acquire a deeper understanding of subjects, and generate creative and perceptive work by relying on their prior language and cultural experiences.

The findings indicate that through improving engagement, fostering a relaxed learning atmosphere, and aiding comprehension, pedagogical translanguaging can be a useful strategy for assisting students' writing growth. To guarantee that translanguaging is applied successfully, the data further emphasises the significance of careful consideration, vocabulary preparation, and continual reflection.

## **DISCUSSION**

Pedagogical translanguaging is a strategic to deliver material in writing class which is ensuring during the explanation for both teachers and students can use Indonesian, even though English is the major language of instruction. This is helpful, but it can also slow down learning and make students more autonomous on their peers. It has been acknowledged as a successful alternative way for writing activity and improving students' language acquisition for L2 by implementing their complete linguistic resources. In writing class, translanguaging connects students' native (L1) and target language (L2), improves the understanding of students' creativity and involvement. The material given by the teacher is short functional text, which consists of a short message, an announcement, a notice, and an invitation which is delivered using translanguaging as a bridge to acquire on students' writing activity and their overall engagement in the classroom.

The data suggests that pedagogical translanguaging facilitates the development of essential writing skills by promoting a deeper understanding of linguistic concepts. The teacher has been successful in employing translanguaging in writing class which including the use of code switching, translating, code mixing that facilitate the students' understanding in writing class (Do, 2023; Devi et al., 2024; Heltai, 2020; Prilutskaya, 2020; & Robillos, 2023). It also improves understanding, originality, and engagement in writing instruction by bridging the gap between students' native (L1) and target (L2) languages (Cenoz & Gorter, 2021). According to the study's findings, translanguaging improves student engagement and comprehension in English writing classes, especially when it comes to brief functional texts like invitations, notices, and announcements.

The concept of pedagogical translanguaging enhances student engagement in writing skills by fostering a multi-faceted approach to teaching and learning. The teacher employs several pedagogical translanguaging practices, including translation, flexible use of Indonesian and English, code-switching, and code-mixing (Datungsolang et al., 2025). The observed code-switching practices occurred at both inter-sentential and intra-sentential levels (Datungsolang et al., 2025). The teacher has used all three aspects of

translanguaging in the writing classroom to teach and learn (Prilutskaya, 2020; & Winanta et al., 2024). Thus, the teacher does not only focus on one aspect but all aspects randomly. Translanguaging practises in writing instruction can lead to improved student involvement and skill development (Rengur et al., 2024).

The teacher's language varieties-based theory of translanguaging emphasises the dynamic interplay between a teacher's practical theory of language pedagogy and the actual practises observed in multilingual classrooms. Sano (2018) demonstrate that effective translanguaging incorporates children's home languages, reflecting the teacher's pedagogical values and principles, while Zhang and Jocuns (2022) highlight the role of emotional scaffolding in fostering a supportive learning environment. The findings from Tang et al., (2024) reports translanguaging can be used to interact with others on vocabulary and subject while writing; enhance variety of viewpoints and improved students' abilities; help the students to apply translanguaging in the writing classroom as well as their linguistic identity uncertainty, limited the use of translanguaging in the English writing class.

Based on the students' interview, it can be shown that they considered it was great experience using pedagogical translanguaging. The findings support earlier research highlighting the value of translanguaging in EFL writing instruction. Translanguaging techniques like code-switching and inter-sentential language alternation have been demonstrated in recent studies to improve students' writing fluency and organisation (Do, 2023; Duarte, 2019b). Students preferred to be given explanations in Indonesian to assist them develop thoughts before translating them into English. The results of Wang (2022) who highlighted that translanguaging reduces students' anxiety and increases their confidence in bilingual writing environments, are supported by this. Furthermore, by emphasising the function of Javanese as an extra linguistic resource—an area that has received less attention in earlier studies—this study expands on these discoveries.

The use of pedagogical translanguaging creates conducive environment and students feel enjoyable. It allows students to use the existing linguistics repertoire including mother tongue to achieve their second language as the target. It can also reduce anxiety and encourage students to have active participation. Students feel comfortable in expressing themselves and taking risks, knowing that they can rely on their linguistics repertoire to express their ideas. Since it also allows students to use their mother tongue and prior knowledge can help them understand their target language. Furthermore, bridging pedagogical translanguaging in the classroom can promote the inclusive pedagogy and acquire diversity of linguistics, acquire cultural background and allow students to use their multilingualism so that the teaching learning process run well. By utilising students' entire linguistic repertoire, pedagogical translanguaging has gained recognition as a successful strategy for promoting language acquisition in L2 learning environments (García & Lin, 2017).

It is noted that the teacher considers that translanguaging means a lot for helping the students to understand the materials. Most of students mention that they are interested in learning English especially writing skill using pedagogical translanguaging. Students prefer getting the explanations in Indonesia to help them in elaborate their ideas in writing skill (Hartono, 2015 & Wulandari, 2022). By using this way, the students can effectively involve in writing class. Students view that pedagogical translanguaging positively and

helpful in students understanding. Students demonstrated better structural organisation, richer vocabulary use, and greater confidence in expressing their ideas.

Based on the explanation above the study can be interpreted that the use of pedagogical translanguaging can make the students more understand their first language (L1) to acquire target language (L2) and also achieve deeper sociocultural context in language. Research on translanguaging's usefulness in writing instruction for brief functional texts in Indonesian junior high school classrooms is still lacking, despite the fact that it has been studied in a variety of multilingual situations. By showing how translanguaging promotes metalinguistic awareness and deeper involvement with writing tasks, this study fills this gap. The results imply that translanguaging techniques support students' linguistic identities while simultaneously promoting writing growth, a topic of increasing attention in sociolinguistic and educational research(Almatrafi, 2023).

Pedagogical translanguaging allows teacher to utilise students' existing language resources, empowering them to engage more effectively in bilingual learning environments (García & Kleifgen, 2020). Students' interactions with others beyond the classroom provide them with language resources in the social context of their surrounding area (Wang, 2022). By promoting the exploration and analysis of familiar cultural references in both L1 and L2, translanguaging also helps students comprehend linguistic nuances and cultural significance within both languages (Yigitbilek, 2022). Furthermore, by allowing for code-switching and language alternation, translanguaging increases students' confidence and identity, fostering rich communicative experiences rooted in their linguistic backgrounds (Allen, 2015; Prilutskaya, 2020; Winanta et al., 2024). Ultimately, this practise not only aids language acquisition but also enriches students' sociocultural understanding, making learning more meaningful (Almatrafi, 2023).

Students tend to view pedagogical translanguaging positively, as it enriches their understanding and supports their writing skills. Research highlights that integrating students' mother tongue (L1) in learning environments fosters better comprehension and engagement, alleviating anxiety while facilitating deeper connections to the content (Nursanti, 2021). Using it the students can draw the first draft before they produce their target language then their problem can be solved. The students can use their first language to make concepts, outline, draft, ideas, grammar, and vocabulary to be more effective. Motlhaka & Makalela (2016) have investigated the use of translanguaging in academic writing to support the dialogue pedagogy to devote the students' potential. By using this translanguaging in writing class and implementing it can develop the students' academic content and increase the writing skill (Karabulut & Dollar, 2022; Krishnan & Yunus, 2018; Robillos, 2023). It is considered as effective in a multi languages' environment where the students face complicated linguistics problems.

Pedagogical translanguaging created a supportive and inclusive educational atmosphere where students felt at ease and involved. It enabled students to effectively tackle the difficulties of learning English by permitting them to use their current linguistic skills such as grammar and structure including their native language (Cenoz & Gorter, 2021). This diverse approach, which recognised the variety of linguistic and cultural backgrounds, fostered a vibrant and nurturing classroom atmosphere. In general, students had a favourable perception of translanguaging, acknowledging its ability to enhance their comprehension and aid their writing abilities.



This study has implications for teachers and curriculum designers that go beyond theoretical debates. First, teaching writing using translanguaging techniques can make classrooms more welcoming and encourage students to express themselves in a variety of languages (Allen, 2015). Second, in order to better assist multilingual students, officials ought to think about including translanguaging—a suggested pedagogical strategy—into Indonesia's EFL curriculum. Third, translanguaging strategies should be emphasised in teacher training programmes so that teachers may strategically use students' linguistic resources to improve writing teaching (Krishnan & Yunus, 2018).

Despite the useful insights this study offers, more investigation is required to examine the effects of translanguaging in various educational contexts. Future research could examine how translanguaging affects writing growth in various cultural and linguistic situations or how it works in more complicated writing genres like narrative or argumentative essays. Furthermore, longitudinal studies that monitor students' writing growth over time may provide more detailed information about the ways in which translanguaging supports the long-term development of literacy.

## **CONCLUSION**

This section presents the conclusion from this study which investigating on how teachers implement pedagogical translanguaging in EFL writing instruction and examines its implication for students' writing skill. The findings show that the teacher employs various pedagogical translanguaging practices including translation, flexible use of Indonesian and English, code switching, and code mixing. Drawing on Poplack's (1980) typology, it happens also in the classroom that the teacher uses inter and intra sentential translanguaging in writing instruction. This enables teachers to clarify concept, scaffold students' understanding, and facilitate participation in writing activities involving short functional text such as announcements, notices, invitations, and short messages.

The findings also demonstrates that pedagogical translanguaging produces a welcoming, inclusive, and anxiety-free learning environment where students could make good use of their preexisting linguistic repertoires. Students state that using Indonesian in addition to English improve their ability to comprehend directions, formulate concepts, and get over vocabulary and sentence structure challenges. During writing activity using Indonesian provide students with useful language resources that increase their confidence and level of participation. Documentation of students' work also revealed gains in their ability to arrange concepts, employ suitable vocabulary, and generate written documents more successfully.

The study's overall findings indicate that pedagogical translanguaging is a useful teaching strategy in EFL writing classroom. It enhances comprehension, promotes active engagement, less anxiety, and fosters writing skill by bridging the gap between students' L1 and L2. By offering evidence from an Indonesian junior high school setting and demonstrating the potential of translanguaging to help both linguistic and sociocultural aspects of writing instruction. In order to better accommodate multilingual learners and improve their writing skill, the study also suggests future researchers should do about incorporating translanguaging techniques into EFL writing pedagogy. It is suggested that future studies examine the long-term impacts of translanguaging on the development of writing in various educational settings and genres. It is also recommended to involve more participants to portrait deeper the implementation of pedagogical translanguaging.

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