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Translanguaging as a Pedagogical Strategy for Enhancing Students' English Reading Comprehension

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Abstract: This study investigates how translanguaging serves as a teaching strategy to improve students' English reading skills in higher education. The study aims to examine students' implementation and perspective on translanguaging in reading activities. Translanguaging refers to the application of all language skills in a flexible way to achieve comprehension in learning a foreign language. This research applied a qualitative method with a case study approach, and data were obtained through observations and interviews. The participants of this study were purposively selected, consisting of one class of first-year student, and one lecturer for observation. Six students and one lecturer were interviewed based on their level of participation in learning activities to triangulate the data and validate the opinions. The results of this study show that the implementation of translanguaging can improve comprehension in reading English. Students naturally applied translanguaging through discussion, note-taking, retelling, and expressing their understanding. They used Indonesian, Sundanese, and also multimodal, such as gestures. In addition, students gave a positive perspective on translation; they felt relaxed, motivated and more confident when reading texts in English. Although students found it useful, its implementation should be regulated to ensure that it does not cause excessive dependence on the original language. In summary, translanguaging can serve as an effective approach to improve learners' comprehension by giving them the opportunity to utilize all they language resource.

Keywords: *pedagogical strategies; translanguaging approach; reading comprehension*

INTRODUCTION

Reading comprehension is a crucial skill in education, especially for higher education in learning English as a foreign language to achieve academic success. As cited by Kusumarasdyati (2023), reading comprehension is a process that uses individual thinking skills and social interactions such as discussions and sharing information, where reading takes place.

Oakhill et al., (2015, p. 2) state that the main purpose of reading is comprehension of text, which requires a variety of related skills, such as word recognition, vocabulary acquisition, understanding of sentence structure, the ability to remember, make conclusions, understand the structure of writing, and the application of metacognitive strategies. This illustrates that reading is not just word recognition, but also a process of complex thinking that requires the combination of various language and cognitive skills.

Despite the importance of reading comprehension, some students still struggle with reading comprehension in English. This is caused by various factors, such as limited vocabulary, lack of reading habits, and lack of motivation. As cited by Carrasco (2023); Li (2021), students often face difficulties in reading because of limited vocabulary, weak grammar knowledge, and not having consistent reading habits. Both language skills and psychological factors often make it difficult for students to comprehend texts properly. In addition, Li and Gun (2022) found that low motivation also contributes to students' difficulties in reading comprehension. This lack of motivation can reduce students' engagement with the reading material.

To address these problems, the implementation of effective pedagogical strategy is needed. Rohayati (2016) states that strategy can be interpreted as a technique, method, or step applied by students when learning English as a foreign language, which is available in two categories, namely direct and indirect strategies. These various opinions show that strategies have an important role in planning and directing the learning process. One strategy that can be implemented is translanguaging, which refers to the use of several languages by bilingual or multilingual individuals to construct meaning and facilitate learning. García & Wei (2014, p. 20), define translanguaging as the diverse and interrelated use of language by individuals or groups who know more than one language, and includes pedagogies based on these language practices. Originally, the term “translanguaging” comes from the Welsh “trawsieithu” and was first introduced by Williams 1994. The term is used to refer to the active use of multiple languages in teaching in bilingual schools in Wales.

Translanguaging has characteristics that differentiate it from other bilingual practices, such as code-switching and code-mixing. Translanguaging offers a more integrated and flexible language use in education. According to Kumari (2024), code-switching refers to the practice of alternating between two or more languages in a single conversation or when switching between different social and communication contexts. While code-mixing is the mixing of two languages in a speech or conversation, where language elements such as words, phrases, or clauses from one language are integrated into the structure of the other language (Fadilah & Astutik, 2020). As in translation, it is not just a language exchange, but also involves using all available linguistic and semiotic resources to enrich the learning process (Zein, 2022). This indicates that code-mixing focuses more on putting words from one language into the sentence of another language without changing the entire sentence structure.

On the other hand, García & Wei (2014, p. 22) explain that translanguaging is a process in which speakers utilize linguistic repertoires, extending beyond traditionally defined language boundaries. That means, speakers create and engage in flexible communication practices that cannot be easily categorized into one particular language system. Moreover, translanguaging is not only the use of two or more languages in the learning process, but also includes a wider and more dynamic way of communication. Sugiarto et al., (2023) suggest that translanguaging is an active method of communication, which involves not only spoken words, but also includes gestures and visuals to aid interaction in bilingual and multilingual educational environments. This indicates that translanguaging allows learners to utilize all the resources of communication available to them.

From a pedagogical perspective, translanguaging provides opportunities for students to utilize all their language resources during learning activities. Zein (2022) stated that translanguaging more than just switching between languages, it also includes utilizing all language resources to support learning. Translanguaging includes bilingualism and various forms

of communication into one system, which allows students to comprehend and express their ideas more effectively. According to Garcia et al., (2017, p. 7), translanguaging as a pedagogical strategy is applied to establish a learning environment that encourages students to use all their language skills, thus improving engagement, understanding, and social-emotional development in an equitable way. Moreover, Cenoz et al. (2017) states that translanguaging as a pedagogy indicates strategies that involve two or more languages in the learning process, which allows for more meaningful interactions in the classroom. This indicates that flexibility in multiple languages not only makes the material easier to understand, but also creates a space for more active communication and relevance with students' backgrounds.

In the reading comprehension context, translanguaging provides several important benefits in reading activities. Baker (2011) explains that translanguaging can help students get a more comprehensive understanding of the material, develop their weaker language, strengthen the connection between home and school, and support the integration of fluent speakers and beginners. Wang (2019) also finds that translanguaging is very beneficial for improving students' knowledge and assisting teachers in managing their work performance. Therefore, translanguaging benefits both students and teachers in the reading classroom activity.

However, the implementation of translanguaging also faces several challenges when applied in reading activities. One of the main challenges is that students may risk becoming too dependent on their first language, which can limit the development of independence in reading if not supported by proper teaching strategies (Kucukali et al., 2021). This can reduce the effectiveness of English language learning if students are not allowed to practice understanding texts in the target language independently. Aqilah et al., (2023) also state that excessive use of translanguaging by teachers can lower students' motivation to learn, as students may feel unchallenged when reading English text. Therefore, the implementation of translanguaging should be balanced to ensure that it does not disturb the effectiveness of the English reading activity.

Previous studies have investigated different aspects of translanguaging strategies, Nur et al., (2020) found that the strategy was effective in enhancing eighth graders' reading skills, based on results from a quasi-experimental study. Tshikisha & Tembue (2024) indicated that the strategy improved the comprehension of texts and reduced students' anxiety and frustration while learning English. However, Qureshi & Aljanab (2022) found no significant difference in reading comprehension among students who used translanguaging and those who just depended on the target language.

Another research by Tang et al., (2024) and Umar et al., (2023) indicated that the application of translanguaging in writing skills helped English as a Foreign Language (EFL) students in enhancing their writing, enhancing their interactions with their friends, and also enhancing their confidence in using English. Furthermore, a study by Mabena (2023) demonstrated that translanguaging pedagogy was well-received by students in South Africa, as it allowed them to leverage their home languages alongside English to enhance reading comprehension and affirm their identities as multilingual speakers. Although research findings are varied, most studies indicate that translanguaging can effectively support language learning if it is implemented properly.

This study aims to fill the gap in research on the implementation of translanguaging strategies for university students' reading skills, especially in Indonesia. Most of the previous studies focused more on high school students or other skills, such as writing; and most of them were conducted abroad in different social and cultural contexts. Furthermore, research that specifically examines the impact of this strategy on university students' reading comprehension is still limited. Therefore, this study aims to understand how translanguaging can help enhance students' English reading comprehension and explore their perceptions of the strategy's implementation in learning.

METHOD

The research used a qualitative method related to the purposes and research questions of the study. According to Creswell et al., (2017), qualitative research includes various approaches, such as narrative, phenomenology, ethnography, case study, and grounded theory. A case study was used because it allows the researcher to investigate contemporary issues in depth by considering the real-life context in which they occur (Yin, 2009). Through this method, this study aims to provide a comprehensive understanding of how translanguaging strategies are implemented and their impact on students' learning outcomes. This study was conducted at the English Education Study Program in a private university in Ciamis. This location was chosen for its relevance to the research focus.

The participants in this study were selected by using purposive sampling, a technique often used in qualitative research to select participants based on specific criteria related to the research objectives. The participants consisted of one class of first-year students and one lecturer. Then, from this class, six students were selected for an interview based on their level of participation in learning activities. This selection aimed to ensure the data collected would be rich and meaningful, focusing on participants with direct experience related to the research topic. To get data from the participant, the researcher decided to use two data collection instruments, that is observation (non-participant observation) and interview (semi-structured). During the observation were video-recorded, and interviews were audio recorded with participant consent (six students and a lecturer). The researcher applied qualitative data analysis techniques with observation and interview results using thematic analysis.

RESULTS AND DISCUSSION

This study was carried out in higher education at the university level, especially students majoring in English Education with a focus on reading skills. The aim was to recognize how students apply translanguaging strategies in understanding English reading texts, and to find out their perspective on the use of these strategies in the learning process. In answering the research questions, the methods applied were classroom observation and semi-structured interviews with six students and one lecturer. In order to confirm the validity and depth of the data, a data triangulation technique between observations and interviews was applied. The findings from both methods are described in detail in the following parts:

Translanguaging Strategies Applied by Students during Reading Activity

Based on the data obtained through classroom observation using the observation checklist, the translanguaging used in the learning process, especially by the students, can be seen in Table 1.

Table 1. Result of Observation Checklist

Activity	Description	Technique of Translanguaging		Language Use
		Yes	No	
Greeting & Opening	Students answer greetings or opening questions from the lecturer and show their engagement.		✓	English

Clarifying Instructions	Students ask for clarification or repetition of instructions	✓	English and Indonesian
Reading Text Activity	Students read English texts individually or in groups and use strategies.	✓	English, Indonesian, and Sundanese
Taking Notes	Students write down notes to help understand the reading material.	✓	English and Indonesian
Discussing	Students work in pairs or groups to share their understanding of the reading text.	✓	English and Indonesian
Explaining Text	Students ask questions to other students or lecturers about unfamiliar words or sentences from the reading text.	✓	English, Indonesian, and Sundanese
Sharing Opinions on Text	Students express their thoughts, interpretations, or responses related to the reading.	✓	English and Indonesian
Summarizing the Reading	Students summarize or retell parts of the text during or after reading activities.	✓	English and gesture
Presenting the Reading	Students present their reading comprehension results or group discussion findings in front of the class.	✓	-
Reflecting on Reading Activity	Students describe their difficulties, strategies, or experiences related to the reading.	✓	-
Closing	Students participate at the end of the lesson by asking questions or answering questions from the lecturer.	✓	English and Indonesian

Based on the findings from classroom observations in Table 1, it is evident that students apply translanguageing strategies to help improve their reading comprehension of English texts. Meanwhile, the application of translanguageing is seen in their attempts to understand the lecturer's instructions, to find the meaning of difficult vocabulary, to summarize the meaning of the text in a familiar language, when discussing with friends, when retelling the content of the text read, and when conveying their understanding to, as described in Table 2.

Table 2 The application of translanguageing

Clarification of the task

L : "It's time to get to your understanding about the text. Please now make one statement of one paragraph, write it down on your paper."

S1 : "*Ibu, ini dari keseluruhan dari awal sampai akhir?*"

L : "I ask you one paragraph, one statement."

Vocabulary interpretation

(During individual reading, one student was observed reading the sentence: "One rich man in a certain town once owned a dog and a cat, both of which were very useful to him." When encountering the word "certain", the student paused and asked her friend.)

S1 : “Ari certain *teh apa?*”

S2 : “*Pasti, tapi kalo di satuin sama town mah artinya jadi ‘kota tertentu’.*”

(After that, students mark some words in the sentence such as “certain”, “once”, and “owned”, and then write the translation in the word part: certain = *tertentu*, once = *sekali*, owned = *milik*. Then, he re-reads the sentence slowly and composes the full meaning in Indonesian.)

S1 : “*Seorang pria kaya di sebuah kota tertentu pernah memiliki seekor anjing dan seekor kucing...*”

Thinking aloud and taking notes

S : “*Banyak destinasi yang menarik di Melaka.*” (Students were saying to themselves) (Then she wrote: “There are so many interesting destinations in Melaka.”)

Collaborative meaning construction

S1 : “*Ini maksudnya yang ‘this was a barbaric time when people did not value life, and abandoning the elderly was a common practice’ apa ya?*”

S2 : “*I think kayak intinya tuh pada waktu itu orang-orang masih belum value life kayak menghargai kehidupan, terus mereka ninggalin orang yg udah tua katanya dan itu tuh udah jadi kebiasaan.*”

Student ask question

S1 : “*Brave tuh apa?*”

S2 : “*Setahu aku, ‘brave’ teh asana mah ‘berani’.*”

Student express their thought

S : “*A rich man has a cat and dog. The dog sudah tua, I mean is too old, but the dog can guide and companion. Jadi walaupun si dog itu sudah tua, tapi dia masih bisa menemani a rich man tersebut.*”

Student retell the reading text

S : “*So after reading the story about how The master became very angry, The master believes that the dog should be punished*”

Student express their thoughts

L : “*So, what the lesson learn you get from the text?*”

S1 : “*Never run away from responsibility Bu, jadi kayak harus bertanggung jawab gitu*”

S2 : “*Take responsibility no matter what happens*”

L : “*Last one, apa lagi?*”

S3 : “*Jangan be selfish, egois*”

Table 2 describes the use of Indonesian, local languages, and gestures that is used to facilitate understanding of the text, on an individual or in a group. This statement is aligned with García & Wei (2014), who revealed that translation allows students to use all their language resources to create meaning and support understanding. In addition, students show it in their thinking process by combining languages, and actively participating in answering or summarizing the content of the reading.

The translanguaging strategy applied by students was also seen when they asked for an explanation or confirmation of the directions given by the lecturer, whether at the beginning of the lesson, during the discussion, or in the assignment. In addition, this strategy also emerged when students tried to understand difficult words and complex sentences by discussing with their friends and taking notes on the meaning of words. The use of Indonesian and Sundanese was

more dominant when students asked questions or expressed confusion regarding the meaning of certain sentences or words. On the other hand, English was more commonly used in statements or answers directly related to the task or text. This strategy is also seen when students interact with their friends using a combination of languages so that the message can be conveyed more clearly. Zein (2022) emphasizes that translation is not just a language exchange, but also involves using all available linguistic and semiotic resources to enrich the learning process. Although lecturers still use English as the main language of instruction, students are allowed to ask questions or explain using their first language for deeper understanding.

Translanguaging can also be observed in students' writing, for example, when they read by themselves, then translate and take notes in two languages. In addition, they also used gestures when explaining certain parts of the text orally. This confirms the opinion expressed by Sugiarto et al., (2023), that translanguaging includes not only spoken language, but also gestures and visuals as a means to support understanding in a multilingual context. The use of translanguaging is not only in verbal form of communication, but also in multimodal form as a tool to think, and convey understanding of the content of the whole text. This finding indicates that students utilize translanguaging strategies to improve their comprehension of the English text material. Therefore, it is confirmed that translanguaging is a strategy that significantly supports effective reading comprehension in the classroom to access the comprehension of the text in such a way that is most appropriate to their language skills and experience.

Students' Perception toward the Use of Translanguaging Strategies

The data in this section were obtained through interviews administered to six students and one lecture. Interviews with students were conducted on 11 June 2025, while interviews with lecturers were conducted on 17 June 2025. Moreover, interviews with lecturers were used as complementary data (triangulation) to strengthen the main findings related to students' perspectives. The result of interview are given in Excerpt 1 until Excerpt 8. The first question is *Does translanguaging help you understand English reading texts better? How?* resulting the students' responses as given in Excerpt 1:

Excerpt 1:

- S1 : *"In my opinion, translanguaging helps me understand English reading texts better because I can use my first language to explain the difficult words or sentences. It helps me connect new vocabulary with what I already know."*
- S2 : *"Yes, because translanguaging helps me understand English texts by using all the languages I know."*
- S3 : *"For me, yes. By using translanguaging, I can use my native language which can help me understand the meaning of the text better. It makes the context and difficult words easier to understand."*
- S4 : *"Yes, it helps me understand English reading texts better. It allows me to use all languages that I know to connect ideas, remember information better, and think more deeply about what I read."*
- S5 : *"Yes, I think it's helpful and easier for me to understand English texts through translanguaging."*
- S6 : *"For me, translanguaging really helps when I read English texts. If I find a difficult word or something, I could try to understand it by using my first language, which is Indonesian or sometimes Sundanese, and also with gesture."*

The response from Excerpt 1 indicates that every participant has used translanguaging strategies during English reading lessons. They often use their first language such as Indonesian or local language (Sundanese) to help them understand difficult words or sentences in English

texts. Even S6 said that in addition to using various known language repertoires, he also sometimes uses gestures to help him convey the meaning of the text clearly. This shows that translanguaging is not new for them but it has become part of the learning strategies they use naturally. Garcia et al., (2017) also states that translation creates an equal instruction environment where students can expand their understanding by utilizing all their language skills. By doing this habit, the participants can understand the content of the reading better and become more confident when dealing with complicated material. This is followed by the second question and responses that are described in Excerpt 2:

Excerpt 2:

Q: Do you feel more comfortable and confident reading English texts when using translanguaging? Why?

S1 : “Yes, I am comfortable and confident reading English texts when using translanguaging because it helps me understand the meaning more clearly. When I find difficult words or sentences, I can”

S2 : “For me, of course I feel more comfortable when using translanguaging in reading class because I can use another language when I find difficult meaning in the text. I also feel confident, but sometimes I still feel unsure when I have to explain the content of the text in English because I’m afraid of making mistakes.”

S3 : “Yes, I feel more comfortable and confident reading English texts when I use translanguaging. It makes me less afraid of making mistakes and helps me to understand the text more easily.”

S4 : “Yes, because I think when using translanguaging make me feel less stress. Then it helps me understand the meaning more clearly. For example, I use my first language to find the meaning unfamiliar words, when I forget the vocabulary, etc.”

S5 : “I feel more comfortable and confident reading English texts when I use translanguaging. It helps me understand difficult words or sentences by thinking in my first language.”

S6 : “Yes, translanguaging making me comfortable for example when I read like difficult sentence and then I don’t have to use full English when I ask some question for that. I also feel more confident for example when I share my understanding in class.”

The response from Excerpt 2 shows that the majority of students feel more comfortable and confident when reading texts in English by implementing translanguaging strategies. They stated that the use of translanguaging made it easier for them to understand the meaning of difficult words or sentences by interpreting them into their first language or using another language they are familiar with. In addition, this strategy also makes them less stressed and more confident to ask questions or explain the content of the text, even though they are not fully confident to explain in English, as expressed by S2. Therefore, translanguaging proved to be an effective method to help students improve their English reading comprehension, especially when they face difficulties with vocabulary or complex sentence structures. This is in line with Cenoz et al., (2017), who suggested that translation promotes more significant classroom interaction by involving multiple languages in the teaching and learning process. This is followed by the third question and responses that are described in Excerpt 3:

Excerpt 3:

Q. “Does translanguaging help you learn new vocabulary when reading English texts? Can you give an example?”

S1 “I think yes, with translanguaging I can learn new vocabulary when reading English texts. For example, if I read the word ‘achievement’ and I’m not sure what it means, I can use my mother language to find the meaning write it down”

- S2 : *“Yes, translanguaging really helps me learn new vocabulary. When I see a new word in English, I try to find the meaning in Indonesian or Sundanese. It helps me remember the word better because I connect it with a word I already know. For example, when I read the word ‘huge’, I didn’t know what it meant at first, but then I translated it to Indonesian as ‘sangat besar’. After that, I could understand it easily”*
- S3 : *“Yes, translanguaging helps me learn new vocabulary. For example, I read a word in the text and I was not sure what it means, so I ask to my friend with our first language to explain the meaning in language that we understand.”*
- S4 : *“Yes, translanguaging helps me learn new vocabulary. For example, in the last meeting class, I read the word ‘objection’. I didn’t know what the meaning and then my lecturer explained it with combination language.”*
- S5 : *“Yes, it helps me learn new words. For example, yesterday when we retell a story in class, I learned that ‘huge is the same as ‘big’ in the context of giving a comment or invitation in Indonesian.”*
- S6 : *“Yes, translanguaging really helps me learn new vocabulary. For example, sometimes I have difficulties in class because I don’t know enough vocabulary. I will ask my friend what it means and they will explain it using easier words, and sometimes with gestures. That makes me understand better.”*

Based on the responses in Excerpt 3, which were stated by S1, S2, S3, S4, S5, and S6, they all gave similar answers. They stated that when reading English texts, translanguaging is very helpful in acquiring new vocabulary. They find it easier to improve their reading comprehension and remember new words by incorporating them into the language they already know. Oakhill et al., (2015) mentioned that vocabulary acquisition is an important skill for reading comprehension, and translation seems to support this process. In addition, they also often discuss with friends or ask for explanations from teachers using mixed languages, so that the learning process becomes more effective and less confusing. This shows that translanguaging can be a useful strategy to expand students' vocabulary and enhance their understanding of English texts. This is followed by the fourth question and responses that are described in Excerpt 4:

Excerpt 4:

Q: “Have you faced any challenges when translanguaging was used to help you understand English texts?”

- S1 : *Yes, I have faced some challenges when using translanguaging to understand English texts. Sometimes I can’t find the exact meaning in my first language, which makes it confusing.*
- S2 : *Of course, sometimes I face challenges when I use translanguaging. For example, some English words don’t have the exact meaning in Indonesian or Sundanese, it makes me confusing. Also, if I translate word by word, the sentence can sound strange or be hard to understand.*
- S3 : *Yes, because when I switch between two languages or more too often, it can slow down my reading and break my focus. Even though translanguaging helps, it doesn’t always make everything clear right away.*
- S4 : *I am not sure it is the challenges or not, because I feel that translanguaging helps me understand the text better. But when I have to explain the text again, I have a hard time presenting it in English. So, even though I understand the context of reading, I can’t express it in English clearly.*
- S5 : *I don’t feel like I have ever faced any difficulties with translanguaging, in fact I feel it help me a lot and I have learn vocabulary to translanguaging.*

S6 : *The challenge that I faced when using translanguaging is that I become a little too dependent on my first language. I rarely try to understand directly in English because I feel comfortable like translating into my own language.*

Findings on the Excerpt 4 indicates that the challenges faced by the participants were quite different. S1 and S2 had difficulty in finding the right word in their native language, which was confusing. S3 found that combining two or more languages frequently interrupted her concentration and slowed down the reading process. S4 struggled to re-express the text in English, even though she already understood it. S5 faced no challenges and found it helpful, while S6 felt too dependent on their native language and rarely tried to understand the text directly in English. Thus, while there are many benefits to translanguaging, some participants also experienced challenges that need to be addressed for this method to be implemented more effectively. This corroborates the statement made by Kucukali et al (2021), who mentioned that too high a reliance on translation can hinder the growth of independent skills in the target language. Thus, the application of translanguaging should be balanced and monitored meticulously to ensure it enhances rather than hinders students' advancement in learning English. This is followed by the fifth question and responses that are described in Excerpt 5:

Excerpt 5:

Q: *“Do you feel more motivated to read English texts when your lecturer uses translanguaging? Why?”*

S1 : *“I feel more motivated to read English texts when my lecturer uses translanguaging. It makes the lesson easier to understand because difficult words or ideas are explained also in my first language.”*

S2 : *“Yes, I feel more motivated when my lecturer uses translanguaging. It makes the lesson easier to understand because difficult parts of the text are explained not also in English but combination with other ways like first language or sometimes also gesture.”*

S3 : *“Yes, I feel motivated to read English texts when my lecturer uses translanguaging because it makes the context more accessible and relevant.”*

S4 : *“Of course, I feel more motivated when my lecturer uses translanguaging. It shows they care about our understanding and it makes the lesson easier to follow, especially when the topic is difficult.”*

S5 : *“Yes, I feel more interested and motivated in learning to read when the lecturer uses translanguaging because I can understand the explanation better.”*

S6 : *“Yes, I feel motivated because it helps me understand the material better and makes learning less difficult and more enjoyable.”*

Based on Excerpt 5, students feel motivated to read English texts when the lecturer uses translanguaging strategies. The reason is that translanguaging makes it easier for them to understand the material, especially the difficult parts, through explanations in their first language or a combination of other languages, or even using gestures. Besides that, the implementation of this strategy creates a more enjoyable learning atmosphere and it shows the lecturer's concern for students' acquisition. This is followed by the sixth question and responses that are described in Excerpt 6:

Excerpt 6:

Q: *“In your opinion, does translanguaging make reading comprehension activities in class more effective?”*

- S1 : *"In my opinion, yes translanguaging make reading activities more effective. Because when the lecturer explains difficult vocabulary or sentence in both English and my first language, so I can understand the text more clearly. I can also follow discussions better"*
- S2 : *"In my opinion, translanguaging makes reading activities more effective because students can use all their language resources."*
- S3 : *"Yes, I think translanguaging makes reading activities easier and also helps me understand the content of the text clearly, so I don't get confused."*
- S4 : *"Yes, in my opinion, translanguaging makes reading comprehension activities more effective. It helps me understand difficult when reading text, especially when my lecturer explains with mixing language. It also makes me feel more confident and interested in learning."*
- S5 : *"Yes, it helps me understand the text better and makes it easier to connect ideas using my language resources."*
- S6 : *"Yes, I think translanguaging makes English reading class more effective. It helps me and other students understand the text better and keep our focus, especially when the text is difficult."*

As can be seen from the participants' responses in the Excerpt 4, all participants agreed that translanguaging made reading activities in class more effective. They feel this strategy helps them understand the difficult vocabulary or sentences with explanations in the first language or combined language, so that the understanding of the content of the text becomes more clearly. In addition, translanguaging also makes them more confident, more focused, and more interested in the learning process of reading English. By utilizing their language skills, participants can more easily engage in discussions and connect ideas in the text, thereby contributing to the enhancement of the whole learning experience. This is followed by the seventh question and responses that are described in Excerpt 7:

Excerpt 7:

Q: "When reading English texts, what languages or other ways (like pictures or gestures) help you the most? Why?"

- S1 : *"Language like Indonesian is very helpful because I can translate difficult words. So I understand the contents of the text faster. Sometimes I also write the meaning of the word on the edge of the text so that it is easy to remember."*
- S2 : *"I think gestures help me the most when I read English texts because they make it easier to understand the topic."*
- S3 : *"Languages (Indonesian and Sundanese) help me the most, but sometimes I also understand better if with the pictures. Pictures help me imagine the contents of the story or information. With pictures, I can connect the words in the text with real situations."*
- S4 : *"For me, using another language like my first language and visuals helps me the most. My first language helps me understand hard meaning of words, and visuals make the text easier to imagine."*
- S5 : *"Gestures actually help me understand better because I often have a hard time explaining things in words. I'm afraid the words I use might be incorrect, even if they are close in meaning. Pictures also help me a lot because just by looking at them, I can understand the meaning without fully needing a translation."*
- S6 : *"When reading English texts, my first language helps me the most, especially when I translate difficult words. Gestures and pictures/visuals also help because they show the meaning more clearly. This always makes it easier for me to understand and remember new words."*

The findings in Excerpt 7 indicate that the majority of participants thought that the use of language, especially Indonesian or local language, was the most helpful way for them to understand English texts. This can be seen in the answers of participants S1 and S6, who relied on translating difficult words to help them understand. In addition, the use of gestures, visuals, or images is considered very useful, as it can help them imagine the content of the text and connect the words with real situations, as stated by participants S2, S3, and S5. Therefore, the combination of owned language and visual assistance is an effective strategy in improving students' comprehension of English texts. Sugiarto et al., (2023) state that gestures and visual serve as alternative pathways to form meaning in the context of translanguaging.

Teacher's' Perception toward the Use of Translanguaging Strategie

After revealing all the findings of the interviews conducted with students, the next section presents the results of interviews with lecturers who teach reading courses. This information is not intended to be the main point of the research, but is used to support and clarify the findings from the lecturer's perspective. This explanation is expected to provide additional context related to the pedagogical reasons for the implementation of translanguaging strategies in reading comprehension activities of English texts in the classroom. The results of the interviews with lecturers are presented by Excerpt 8 until Excerpt 12. The first question is *Do you use other languages besides English when teaching reading?* and the response is given in Excerpt 8.

Excerpt 8:

L : "Well, actually I do change or switch the language that I used when I teaching...when I'm teaching when I thought in the classroom. Based on the circumstances happens at that time if I saw some of the students who did not get in to the material, also I have to change into their mother tongue. For your information, some of the students unfamiliar or based used of Sundanese instead of bahasa Indonesia, so sometimes I also change into Sundanese because the majority of the students comes from West Java."

The responses given by lecturers in the Excerpt 8 show that using several languages (Indonesian and Sundanese) in reading English texts can help students to enhance their understanding when facing difficulties during the reading process. This is in accordance with the students' opinions in the first question, who said that they would feel more helped if they could use their first language, as indicated by S1 and S6, on the Excerpt 1. This is followed by ninth question and response in Excerpt 9.

Excerpt 9

Q. Why do you use translanguaging when teaching English reading texts?

L : "It is based on my experience, in bachelor degree, and in also some references, some resources that I refer to... So instead of making restatement or explaining more than one time to your students, which means it would wasting their time and also time constrain on the classroom so it allows you to change into bahasa Indonesia. But I myself sometimes decided to change into bahasa Indonesia or sometimes at the first stage I try to restate my explanation, but then if I saw my student still get confused of what material that they need to comprehend I change into Bahasa Indonesia."

In the opinion of the lecturers based on the Excerpt 9, the implementation of translanguaging is to ensure that students understand the material or reading text that is delivered, especially when they feel confused. This statement supports the students' results in the first

question, which stated that translanguaging really helped them understand the content of complex texts, as stated by S4 and S5. This is followed by tenth question and response in Excerpt 10.

Excerpt 10:

Q: Based on your experience, how does translanguaging affect students' understanding of English reading texts?

L : *"It means a lot for me as the lecturer because the purpose coming to the classroom is to give or sharing knowledge with them... So it's very essential back to the very first point of giving them understanding of the material... they try to search what the meaning from dictionary and then try to revert to its context to its sentence and then making meaning."*

Referring to the responses in the Excerpt 10, translanguaging helps students learn new vocabulary and understand the context of the text, as stated by S1, S2, and S3. This is aligned with the findings on students in the third question, where they stated that translanguaging allows students to be more active in developing their understanding through finding the meaning of words, connecting them with the context in the text they read, and rearranging them in a sentence. This is also supported by the lecturer's statement that "they try to search what the meaning from dictionary and then try to revert to its context to its sentence and then making meaning." The statement reflects the practice of translanguaging, where students not only translate words in a direct way, but also utilize their first language to understand the meaning, then rebuild the understanding in the context of English sentences. This process shows that translanguaging gives students the opportunity to utilize all their language skills in order to understand the text thoroughly and meaningfully. This is followed by eleventh question and response in Excerpt 11.

Excerpt 11:

Q: Do students seem more confident and comfortable when you use translanguaging in class?

L : *"Sometimes yes, but not really I think because as they are enrolled in our department that is English education... They do understand but they don't really get the capability or the ability to share their understanding."*

The findings on the Excerpt 11 convey that while students can understand the content of the reading, they do not necessarily feel confident to deliver the content of the reading verbally in English. It is confirmed by S2 and S4 who stated that translanguaging makes them feel more comfortable, but still doubt their ability to explain the content of the reading verbally in English. This finding supports the second question with students. At last, the twelfth question and response is given in Excerpt 12.

Excerpt 12

Q: Have you noticed any changes in students' motivation or participation when translanguaging is used in reading lessons?

L : *I think I cannot mark their motivation, I think the motivation should really observe by probably the interview with the students themselves... sometimes the topics that they find entertaining, the atmosphere vividly emerges..."*

Findings on Excerpt 12, explain that even though the lecturer did not directly see an improvement in motivation, she stated that the atmosphere in the classroom becomes more dynamic when the topics discussed are interesting and the teaching methods used are appropriate.

This is aligned with the results of the fifth question, which showed that the use of translanguaging made them more motivated in reading English texts, as mentioned by S1, S5, and S6.

Based on the results of interviews with students and lecturers, it can be concluded that translanguaging is a strategy that is considered effective in helping reading comprehension of English texts. The majority of students reported that using a combination of languages, such as Indonesian, English or local languages, made them more comfortable, confident and helped them to understand the content of difficult texts. This strategy is also considered to reduce pressure during learning because it allows students to express understanding in a way that best suits their language skills. From the lecturer's perspective, translanguaging is seen as a strategy that can bridge the gap in students' understanding of the teaching material, and to encourage active participation in the reading learning process. However, the interviews also revealed challenges, such as students' tendency to depend on the first language and difficulties in switching to full use of the target language.

Results from observations and interviews reveal that translanguaging occurs not only spontaneously, but has also become part of the naturally occurring learning strategies in English reading classes. Observations show that students actively utilize translanguaging in a varied range of activities, such as understanding task, interpreting words, discussing, writing, and explaining text content with gestures. These results were supported by interviews which revealed that students felt cognitive and affective support from this strategy, while lecturers recognized the role of the strategy as a pedagogical bridge that enhanced comprehension. Thus, translanguaging serves not only as a student learning strategy, but also as an appropriate teaching method in the context of a bilingual or multilingual classroom.

CONCLUSION

This study aims to understand how students apply translanguaging strategies in enhancing English reading comprehension, and the perception of the application strategies. Based on the results of observations and interviews, it can be concluded that translanguaging appears naturally and variously during the process of reading, whether in verbal or nonverbal ways. Students utilized their various language repertoires, including Indonesian, Sundanese, and gestures to help their comprehension of the content of the text they have read. This strategy proved to provide a sense of comfort, improve confidence, and help strengthen their comprehension of the content material they read. The findings suggest that translanguaging serves not only as a language tool, but also as a flexible and relevant pedagogical approach in multilingual learning contexts.

The study also identified some weaknesses in the application of translanguaging, such as over-reliance on the first language and reduced focus when moving from one language to another. This indicates that while this strategy has benefits in enhancing comprehension, the implementation needs to be accompanied by appropriate pedagogical boundaries and directions so that it does not interfere with the development of independent English language skills. In particular, since this study was conducted in a context limited to one study program and used qualitative methods, the results cannot be widely generalized. Nonetheless, this study makes a significant contribution to expanding the understanding of translanguaging as a strategy in reading comprehension for higher education in Indonesia. It is recommended for the future study to conduct further studies with a wider scope both in terms of the number of participants, institutions, and methodological approaches, such as the use of mixed methods, so that the results of the study are more comprehensive and can be used as a basis for developing policies in English language learning for multilingual contexts.

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