

ABSTRACT

Febriyanti, Putri Aghniya. (2026). Exploring Teacher's Translanguaging Practices in Developing Students' English Speaking Skills.

Speaking remains the most challenging skill for Indonesian EFL learners, especially at the junior high school level, where limited vocabulary, grammar gaps, and anxiety converge with a multilingual classroom environment. Translanguaging offers a promising response, yet Indonesian research has mostly treated it as a general classroom practice rather than examining its role in speaking instruction specifically.

This study explores how a junior high school English teacher in Bandung implements translanguaging in developing students' speaking skills and how he perceives its role. This study uses a qualitative descriptive design, conducted at SMP Muhammadiyah 8 Bandung between May and August 2026. One eighth-grade English teacher was selected through purposive sampling. Data were collected through three video-recorded classroom observations, a semi-structured interview, and a stimulated-recall session, then analysed thematically.

Findings show the teacher used translanguaging purposefully and selectively: it scaffolded abstract concepts such as modal verbs, shifted from spontaneous to deliberately planned alternation within a single teaching day, and built rapport, while students also initiated it independently. Regarding perception, the teacher held ambivalent beliefs, finding Bahasa Indonesia useful yet risky for students' "English behavior," alongside guilt over his own use of it despite viewing it positively for students, shaped further by institutional pressure toward English-only teaching.

In conclusion, the teacher's translanguaging practice was purposeful and evolving, and appeared to support speaking development, while his perception remained ambivalent, valued practically yet shadowed by guilt and institutional pressure. This suggests supporting teachers requires addressing affective and institutional barriers, not only pedagogical training.

Keywords: Translanguaging, Speaking Skills, EFL Teacher, Junior High School, Teacher Perception