

## ABSTRACT

Aleana, S.F (2012): **THE USE OF TRANSLANGUAGING STRATGEY IN THE CLASSROOM: TEACHERS' PERCEPTION:** A Case Sudy in One of The Senior Highschool in Indonesia.

Translanguaging as pedagogical practice shows a different perspective on language. Instead of seeing language as a separate and distinct code, it opens the opportunity for language as individuals engaged in processing their features for communication (Creese & Blackledge, 2015). Translanguaging becomes a new method of understanding bilinguals' experiences and engagement with the world. However, translanguaging challenges the traditional monolingual approach. Little this known about the use of translanguaging as pedagogical practice in Indonesia. This research aims to determine how the teacher uses translanguaging TESOL. It focuses on how the teacher implemented a translanguaging strategy in the classroom and explores teachers' teaching experience in teaching within translanguaging. This study was designed as a case study involving one English teacher and forty students of the eleven-grade science class at SMAN 1 Ciparay. Three types of data were collected: observations, document analysis, and interviews. This study showed that the teacher used several strategies in teaching within translanguaging, including raising attention strategy, explanatory strategy, rapport-building strategy, and cross-linguistic strategy. Moreover, it was found that although translanguaging has been such a help in conducting and managing the classroom, the teacher struggles with her language ideology towards translanguaging. This study concludes how the teacher utilizes translanguaging in the classroom, challenges of pedagogical translanguaging, and directions for future research.