CHAPTER I

INTRODUCTION

A. Background

In the era of globalization, English language skill is becoming an increasingly important need for students at various levels of education. English Language Teaching plays a pivotal role in a globalized world where English has become the dominant language of international communication, business, academia, and culture (Lee, 2019). English language teaching supports international communication by providing individuals with the skill to communicate in a global environment, access information, and foster intercultural cooperation. In business, learning English is very closely related because this language is used as an international language in trade, negotiation, and communication between global companies. Mastering English allows businesspeople to expand their networks, reach international markets, understand business documents, and communicate with clients and partners from various countries. Mastery of this language allows businesspeople to expand their networks, penetrate international markets, understand business documents in depth, and establish professional communication with clients and partners from various countries.

Meanwhile in the academic field, English language teaching is closely related because this language is used in research, scientific publications, and

international education. Mastering English helps students and academics access sources of knowledge, attend conferences, and participate in global study programs. Finally, in the cultural field, English language teaching is closely related to culture because language reflects the values, traditions, and ways of thinking of a society. Through learning English, individuals can understand the culture of its native speakers, adapt to cross-cultural interactions, and appreciate global diversity. It also opens up access to English-language literature, films, and media that enrich cultural insights. Thus, English language proficiency is not only important in the context of communication but also becomes a bridge for the exchange of knowledge and cross-cultural understanding.

In learning English there are four skills. First, listening is the skill of understanding spoken language by capturing the meaning of sound, intonation, and context of conversation, which is important in everyday and academic communication. Second, speaking is a language skill that involves the ability to speak to convey ideas, information, and feelings orally. In English, speaking includes pronunciation, grammar, vocabulary, fluency, and comprehension to communicate effectively. Third, reading is the ability to understand, analyze, and interpret written texts to obtain information, increase insight, and develop critical thinking skills. Fourth, writing is the skill of writing to convey ideas, information, or messages in an organized, clear, and effective manner in various formats such as essays, reports, and articles.

Reading has a very important role in a person's life. This is in line with the opinion Ramadani, (2015) which states that reading is ability to recognize

letters and words, relate them to sounds and meanings, and draw conclusions about the meaning of reading. Reading plays an important role in life because it helps increase knowledge, broaden horizons, and develop critical thinking skill. By reading, a person can understand various information, enrich vocabulary, and train memory and concentration. There are many problems in reading, one of which is the lack of interest in reading for students. According to Pitri & Sofia, (2022) low interest in reading is a problem for our nation that must be addressed immediately, because Indonesia is in second place from the bottom in terms of literacy. The lack of interest in reading among students is caused by internal factors, such as low motivation, weak reading habits, difficulty understanding texts, and interest in digital entertainment. In addition, external factors such as lack of family support, less interesting teaching methods, and a weak literacy culture also contribute to low interest in reading.

Based on the results of observations and information from students and teachers at MTs DDI Amparita on 6/30/2025, the low interest in reading among students is caused by the lack of reading habits from an early age, children who are not accustomed to reading at home or in their surroundings tend not to develop an interest in reading so that reading is considered boring. Many students feel that reading materials, especially textbooks, are too difficult and uninteresting. Distractions from technology such as social media and digital games also make students prefer entertainment over reading. Lack of motivation and awareness of the benefits of reading also worsen the situation. In addition, limited access to interesting books and monotonous learning methods further reduce students'

interest in reading. In terms of English learning, students show low interest, as seen from the average score of 65 below the minimum completion standard of 75. According to previous researchers, the role of teachers is very much needed during the student learning process, namely explaining and translating materials, and guiding students to have a good understanding. Reading comprehension will reach its peak by understanding the meaning, studying the content, and enjoying the reading (Nur et al., 2020).

To overcome this, there are many learning strategies that can be used, one of which is the translanguaging strategy. Translanguaging comes with direct instruction, building interactions to help students overcome learning barriers. Language practices use translanguaging in a linguistic entity as belonging to more than two separate languages (García & Wei, 2014). Translanguaging is a way for someone to use two or more languages alternately in communication or learning. For example, a student can read in English but explain it again in a language that he or she masters to better understand the material. The translanguaging strategy has been widely used in countries with multilingual backgrounds, this approach can increase student engagement, reduce anxiety in learning a foreign language, and accelerate their understanding of the material being studied. The findings revealed positive outlooks on the use of translanguaging as pedagogical practices in EFL that gave them opportunities rather as weaknesses like lack of proficiency (Umam, 2022).

Based on the description above, the researcher is interested in overcoming the problem of low interest in reading among students through research entitled

"Improving Students' Reading Comprehension Through Translanguaging Strategy at MTs DDI Amparita".

B. Problem Statement

Based on the background description above, the problems identified in this study are: Low reading interest in students caused by the lack of early reading habits, children who are not accustomed to reading at home or in the surrounding environment tend not to develop an interest in reading so that reading is considered boring.

Based on the formulation of the problem, the research questions raised are: Is the application of translanguaging strategy effective in improving students' reading comprehension?

C. Research Objective

Based on the statement above, the aim of this study is to find out whether translanguaging strategies can improve students' reading comprehension.

D. Benefits of the Research

The benefits of this research are divided into several aspects, namely:

1. For Teachers

This research can serve as a reference for English teachers implementing translanguaging as an alternative strategy in teaching reading comprehension. By using translanguaging, teachers can help students comprehend texts more effectively, reduce learning barriers, and create a more inclusive classroom environment.

2. For Students

This research benefits students by improving their reading comprehension skills through the use of both their native language and English. Translanguaging helps them understand difficult vocabulary and complex concepts, boosts their reading confidence, and motivates them to be more actively involved in their learning.

3. For Future Researcher

This study can serve as a useful reference for future researchers who wish to explore the application of translanguaging in other language skills, such as writing, speaking, or listening. It also opens up opportunities for conducting studies at different educational levels or with larger populations to strengthen the findings related to translanguaging strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

There are some previous studies that support this research as follows:

In a study by Aqilah & Abdul (2023) entitled Translanguaging: Teachers and Pupils' Challenges in ESL Reading Comprehension Lessons in Chinese Vernacular Primary School, it was stated that the translanguaging strategy has a positive impact on improving students' reading comprehension in learning English as a second language (ESL). This strategy helps students understand texts better through the use of their mother tongue, especially in explaining vocabulary, complex concepts, and building a deep understanding of the content of the reading. However, the study also found several challenges in its implementation, such as students' excessive dependence on their mother tongue, longer time consumption in the learning process, and the lack of clear policies regarding the implementation of translanguaging in formal learning. In addition, students with higher levels of English proficiency tend to feel less interested when translanguaging is used excessively. Therefore, although this strategy is useful, teachers need to apply it in a balanced way by continuing to encourage students to use English actively in order to improve their reading skills optimally.

According to Goli (2021) the translanguaging approach allows students to utilize their entire language repertoire, thereby helping them to better understand texts and increase engagement in learning. Studies conducted in various countries,

including Japan and South Africa, have found that the use of translanguaging in teaching reading can improve students' literal, inferential, and evaluative comprehension compared to methods that only use the target language. However, challenges in implementing this strategy remain, such as students' over-reliance on their mother tongue, constraints of educational policies that emphasize the use of English exclusively, and differences in comfort levels among students with different linguistic backgrounds. Therefore, a balance is needed in the implementation of the translanguaging strategy so that it can provide optimal benefits without hindering overall English language mastery.

According to Nur et al (2020) in their research, the application of translanguaging strategies has been proven to be able to significantly improve students' reading comprehension. The results of data analysis show that students who learn with translanguaging strategy experience better reading comprehension scores compared to students who use regular translation strategy. This strategy allows students to more easily understand English texts by utilizing their mother tongue as a bridge in understanding new concepts. In addition, translanguaging also encourages more active interaction between students and teachers, creating a more inclusive learning environment. Thus, translanguaging can be an effective solution in improving students' reading comprehension in an English as a foreign language learning environment.

Based on Goli (2023) research that has been analyzed, the translanguaging strategy has a positive impact on improving students' reading comprehension in learning English as a foreign language (EFL). Studies show that students who use

translanguaging in reading learning show better text comprehension improvements compared to students who only use English. This strategy allows students to use their first language as a tool in understanding vocabulary, sentence structure, and complex reading contexts. In addition, translanguaging also creates a more inclusive learning environment and reduces students' anxiety in dealing with English texts. However, studies have also found challenges in its implementation, such as students' excessive dependence on their mother tongue and the lack of policies that support this practice in formal learning. Therefore, although translanguaging has been proven effective in improving reading comprehension, a balance is needed in its implementation so that students remain motivated to use English actively and optimally.

The next researcher, Ocampo (2023) said that translanguaging strategies have an important role in improving students' reading comprehension in learning English as a second language (ESL). This study shows that the use of the mother tongue in understanding English texts can help students understand the meaning of words, draw conclusions, and find the main idea in the reading. The results also show that translanguaging is significantly related to personal, teacher, and social factors that affect students' reading performance. In addition, translanguaging creates a more inclusive learning environment by allowing students to use a more familiar language before switching to English. Therefore, translanguaging needs to be applied in a balanced manner so that students can continue to improve their reading skills in English optimally.

B. Some Pertinent Ideas

The following are several theories and studies from several studies that describe the definition of Reading, the definition of Translanguaging Strategy, and English learning styles:

1. Concept of Reading

a. Definition of Reading

Reading is generally defined as a receptive language skill that involves the process of recognizing written symbols and connecting them with sounds and meanings to obtain the message intended by the writer. In practice, reading can be classified into several types depending on its purpose, such as reading aloud to practice pronunciation, silent reading to comprehend the text internally, skimming to quickly identify the main ideas, scanning to find specific information, as well as intensive and extensive reading for analytical purposes or for fluency and enjoyment. Furthermore, the concept of reading comprehension emphasizes the reader's ability to understand the text deeply, which includes identifying the main idea, recognizing supporting details, making inferences from implicit information, and evaluating or interpreting the text. Thus, it can be concluded that the definition of reading explains its basic concept, the types of reading describe the various ways of reading, while reading comprehension focuses on the quality of the reader's understanding of the text.

In the following statement, the researcher tries to explain some concepts about reading and comprehension.

1. Harefa (2021) states that reading is considered a receptive language skill and is very important for life. Through reading, a person receives useful and important information and interacts with the author to obtain information.
2. Harianto (2020) states that reading is a process carried out and used by readers to obtain the message that the writer wants to convey through the medium of words or written language.

Based on the description above, the researcher concludes that reading is a receptive language skill that is very important in life, where a person receives and understands information from the text. This process allows the reader to interact with the writer to obtain the message that is intended to be conveyed through words or written language.

b. Kinds of Reading

There are several types of reading according to Riska Kifli (2017) as explained below:

1) Reading Aloud

In reading aloud, the students would get experiences in producing the sound, which should be practiced as many times as possible. Reading aloud is divided in two kinds. They are unison reading is done with whole group, and in individual reading.

2) Silent Reading

Silent reading reinforces the reader to find out the meaning of the words. This kind of reading lads the reader to comprehension. This reading is skill to

criticize whats is written, to discuss written meaning, and to drew inference and conciliation as well as to tall new ideas of thesis of what is read.

3) Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill of speed reading must run side by side with the main purpose of reading that is comprehension. The rate of reading speed. However, it depends on the kinds of material. The of speed reading a story or narration would be different from the reading scientific material.

c. Types of Reading

There are four types of reading, namely is skimming, scanning, intensive reading, and extensive reading (Nurjannah Jufri, 2018).

1) Skimming

Skimming is a quick read to know the general content or parts of reading. Reading layouts is needed to find out the author's perspective on something, find the organizational patterns of the paragraph, and find the general idea quickly.

2) Scanning

Scanning is an important to improve reading comprehension. This reading technique is useful for finding some information as quick as possible. Usually we read word by word from every sentence we read. By practicing reading scanning technique, one can learn to read understand text reading in faster way. But reading the way of scanning is not originally used. If for the purposes of reading textbook, poems, important letters from jurists and so on, need more detail reading them. Scanning means finding specific information quickly and accurately. Scanning

means flying over the pages of the book. Reading by scanning techniques means sweeping the book page to find something that's needed. Scanning deals with moving the eyes quickly through a particular page section to search for certain words and phrases.

3) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

4) Extensive Reading

Material of extensive reading will be selected at a lower level of difficulty that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

d. Definition of Reading Comprehension

Reading comprehension is a person's ability to understand, interpret, and evaluate information from written text effectively. This ability includes understanding the main idea, supporting details, inferences, and implied meaning in the text. According to Snow (2002) reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" which means the process of simultaneously obtaining and constructing meaning through interaction with written language. This means that reading is not only about recognizing words, but also

understanding the message the author wants to convey. Reading comprehension skills are very important in the world of education because they support academic achievement and the development of critical thinking.

2. Concept of Translanguaging Strategy

a. Definition of Translanguaging Strategy

Translanguaging is a way for someone to use two or more languages alternately in communication or learning. Translanguaging strategy can significantly enhance students' reading comprehension by allowing them to use their mother tongue alongside the target language. This approach facilitates better understanding and inference-making, ultimately supporting multilingual learners in grasping complex texts more effectively. In educational contexts, translanguaging has been shown to help students achieve target language proficiency. For example, research by Putrawan (2022) shows that a translanguaging approach increases students' awareness of second language writing strategies through dialogic pedagogy in multilingual contexts.

b. History and Development of Translanguaging

According to Cen Williams Lewis et al., (2012) the term ''translanguaging'' was coined by Cen Williams, a renowned Welsh educator, in the 1980s, for the planned and systematic use of two languages for teaching and learning in the same lesson. It was coined as the Welsh word ''trawsieithu''. The term ''trawsieithu'' (translanguaging) was originally coined to name the pedagogical practice of deliberately switching the language modes of input and output in a bilingual classroom: ''translanguaging means that you receive

information through the medium of one language (e.g. English) and use it yourself through the medium of another language (e.g. Welsh). In the research (Wei, 2018) added the perspective that translanguaging is also a cognitive strategy, not just a phenomenon of spoken language. This concept then developed into a broader theory, covering social interaction, cognitive, and cultural identity.

Translanguaging was originally used as a teaching strategy in bilingual schools, but has now evolved into a broader concept in language studies, education, and social policy. Today, translanguaging is increasingly applied in multilingual education in various countries, helping students understand lessons better, increase their confidence in using languages, and support the preservation of local languages amidst the dominance of global languages. More than just a pedagogical tool, translanguaging is also part of the decolonization of language, where educational policies begin to recognize and value linguistic diversity without restricting the use of certain languages in the classroom. Furthermore, research in neurolinguistics suggests that translanguaging can improve critical thinking skills and creativity, as it allows the brain to work more flexibly in accessing and processing information from different languages. As more and more research supports the benefits of translanguaging, this approach continues to grow and become an important part of various fields, including communication, culture, and language policy at the global level.

c. Translanguaging in Education

Translanguaging in education is an approach that allows students to use all of their language abilities to understand, learn, and communicate in the classroom.

This concept aims to create a more inclusive and effective learning environment, especially for bilingual or multilingual students. According to Cahya Pertiwi Rahni (2024) the are four benefits of translanguaging as follows:

1. To improve a deeper and more complete understanding of the subject.

   By translanguaging, the speaker can improve or enhance the understanding of the interlocutor.

2. Help students to develop skills in their weaker language

   In foreign language learners, mastering English skills is not an easy thing. It occurs because the students do not use English in daily communication. students are prevented from using stronger language to complete the main part of their work when developing oral communication and literacy levels, thus developing academic language skills in both languages. So by translanguaging, students will practice to speak their weaker language for instance English.

3. To facilitate cooperation between home and school

   Children learning in a second language need to process the material in order to understand it better and facilitate learning. This mental exercise allows children to communicate with parents at home in the second language about what they have learned in their mother tongue.

4. To develop second language learners abilities concurrently with content learning

   In contrast with point 2, where the weaker language refers to English as a foreign language when it is not used on a daily basis, second language learners here use English practically equally to their native tongue. So, it's simpler to do

learn the language. The skills of second language learners can also be developed through translanguaging

3. Concept of Code-Switching Strategy

a. Definition of Code-Switching Strategy

Code-switching is a language learning strategy that involves switching between a first language (L1) and a second language (L2) during interactions for pedagogical purposes. In the context of reading, this strategy is used when teachers or students switch from the target language, for example, English, to their mother tongue, such as Indonesian, or vice versa, to facilitate comprehension of the text. The use of code-switching helps bridge language gaps, clarify difficult vocabulary or sentences, and reduce student confusion in understanding the reading. Thus, this strategy serves as an effective tool for improving reading comprehension while building students' confidence in learning a foreign language.

b. The Purpose of Code Switching Strategy

The purpose of code-switching strategies in language learning, particularly reading skills, is to help students understand texts more easily by using their native language as a bridge to understanding the target language. This strategy aims to:

1. Facilitates the understanding of difficult vocabulary or sentences in foreign language texts.
2. Reduces student confusion by providing direct explanations in their native language.

3. Improves learning effectiveness because teachers can explain instructions or concepts more clearly.
4. Builds students' confidence in learning a foreign language, because they don't feel completely "alienated" from the language they are learning.
5. Creates a linguistic bridge between their first language (L1) and second language (L2), enabling students to connect new meanings to existing knowledge.

4. Concept of English Teaching Style

c. Definition of English Teaching Style

English teaching styles are the various methods or approaches used by teachers to help students understand, speak, read, and write in English. English teaching styles refer to the various methods and approaches used by teachers to help students master the language effectively. Each method has its own advantages and disadvantages depending on the learning objectives, the ability level of the students, and the classroom situation. Each English teaching style has its own advantages and challenges. Teachers can choose an approach that suits the needs of the students and the learning objectives. Traditional methods such as lectures and grammar exercises are still important, but modern, more interactive and technology-based approaches are increasingly being used to improve students' communication skills. By combining various strategies, the process of learning English can be more effective, enjoyable, and meaningful for students.

C. Conceptual Framework

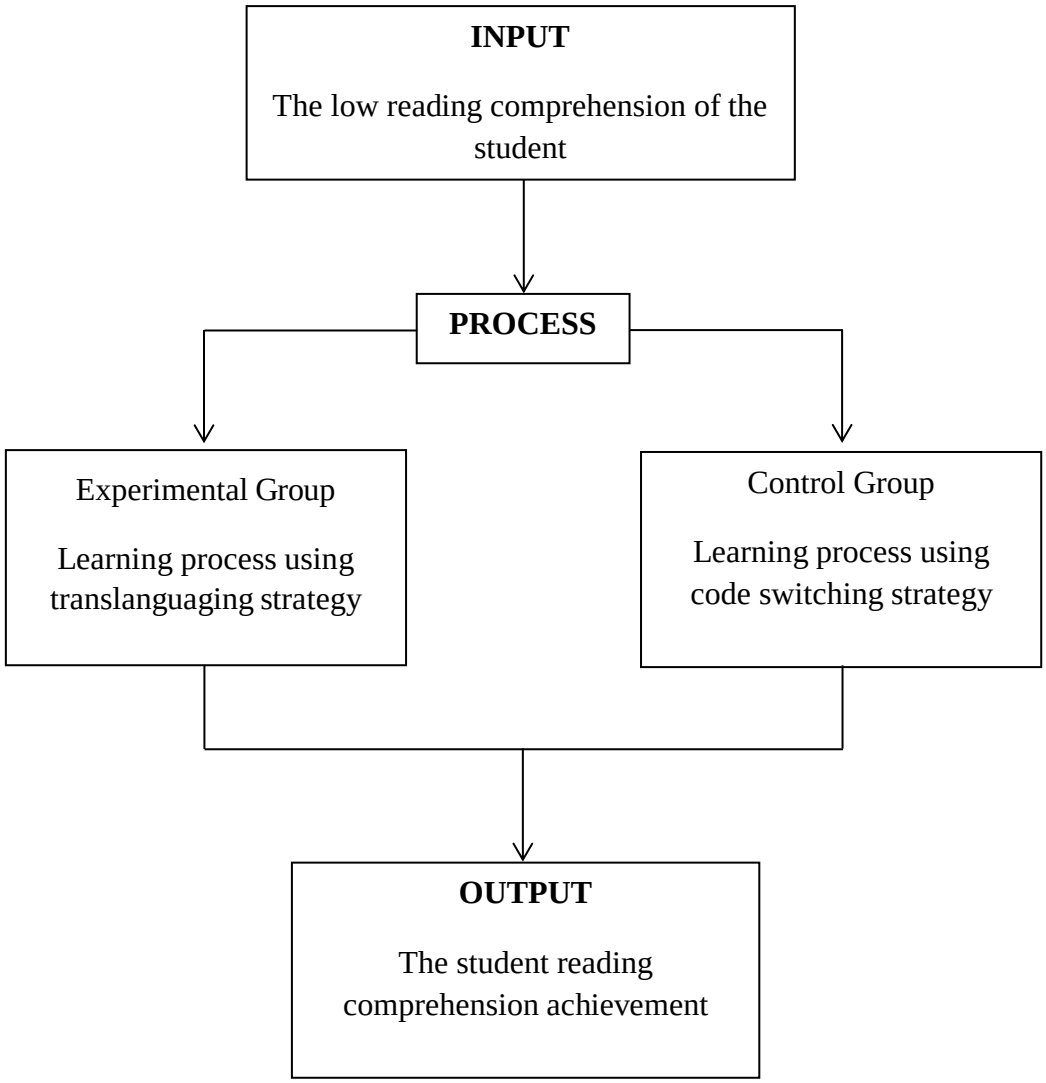


Figure 1.1: Conceptual Framework

The three main components are explained below:

a. Input : refers to students' low reading comprehension

b. Process : The teaching process is divided into two parts, one for the experimental group using the translanguaging strategy and one for the control group using the code-switching strategy.

c. Output : The result of this treatment is the effectiveness of using the

translanguaging strategy in improving students' reading comprehension.

D. Research Hypothesis

Based on the literature review and conceptual framework discussed above, the researcher states the research hypothesis as follows:

a. Null Hypothesis (H0)

Students who are taught using the code switching strategy don’t have better reading comprehension than students taught using the translanguaging strategy.

b. Alternative Hypothesis (Ha)

Students taught using the translanguaging strategy have better reading comprehension than students taught using the code switching strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a quantitative approach to explore whether translanguaging strategies can improve students' reading comprehension. The study used a quasi-experimental design with a pre-test and post-test design to compare reading comprehension outcomes before and after implementing translanguaging strategies.

B. Operational Definition of Research Variables

There are two types of variable in this study, namely; (1) independent variable; and (2) dependent variable. The independent variable is the translanguaging strategy. The translanguaging strategy is a strategy or structure used to plan and direct the learning process so that it is more effective and efficient. The learning strategy used is translanguaging, translanguaging is a learning strategy that gives students the freedom to use more than one language dynamically in the learning process. This strategy is generally applied in multilingual environments to improve conceptual understanding, critical thinking skill, and self-expression.

The dependent variable in this study is the reading comprehension of eighth grade students of MTs DDI Amparita. The researcher wants to know to what extent students are able to understand the assigned reading by using

reading rubric by Garcia & Li Wei (2014) . The researcher expects students to be able to interpret the reading they read well and correctly.

C. Population and Sample

The population taken by the researcher was 38 eighth grade students from two classes. The sampling technique used total sampling because the student population only numbered 38 people from two classes. The sample taken consisted of two classes: the first group, Class I (the experimental group) consisting of 19 students and the second group, Class II (the control group) consisting of 19 students.

D. Instrument of the Research

A research instrument is a tool that explores research problems so that the problem is revealed. Research instruments can be grouped into two, namely tests and non-tests, tests have to measure properties, while non-tests have collecting properties. The research instrument used by the author in collecting field data was test questions. By using two forms of questions, namely pre-test and post-test. Pre-test questions are given before treatment, and post-test questions are given after treatment. The research has two classes, a control class, and an experimental class.

E. Procedure of Collecting Data

To collect data, researchers used a pre-test, then administered treatment after the pre-test, and a post-test was administered after the treatment. For further explanation, see below:

1. Pre-test

Before the treatment was administered, students were given a pre-test to measure their reading ability. In this pre-test, the researcher distributed questions about the fairy tale and asked the students to read it. Afterward, the students were asked to answer questions based on the story they had read.

2. Treatment

After the pretest was conducted, treatment was administered to the experimental and control groups. The experimental group used a translanguaging strategy, and the control group used a code-switching strategy. The treatment was administered over four sessions, with a detailed explanation of each session as follows:

1) Experimental Class (Translanguaging Strategy)

a) In the first meeting, the researcher explained the narrative text material, including its definition, structure, and purpose. Afterward, students read the text "The Legend of Malin Kundang" and discussed it together to identify its structure.

b) In the second meeting, students read the text "The Lion and the Mouse" and discussed it in pairs to understand the story's structure. Finally, they presented the results of their discussion.

c) In third meeting, the researcher gave the students a story text to read. Afterward, the students discussed in groups and retell or explain the story text using language they understood.

d) At the fourth meeting, students were again given reading text to retell or re-explain, but the difference was that at this meeting they worked on the individually.

2) Control Class (Code Switching Strategy)

a) In the first meeting, the researcher explained the narrative text material, including its definition, structure, and purpose. Afterward, students read the text "The Legend of Malin Kundang" and discussed it together to identify its structure.

b) In the second meeting, students read the text "The Lion and the Mouse" and discussed in pairs to identify the story's structure. Finally, they presented the results of their discussion.

c) In the third meeting, the researcher gave the students a story text to read. Afterward, the students discussed in groups and retell or explain the story text in Indonesian.

d) At the fourth meeting, students were again given reading text to retell or re-explain, but the difference was that at this meeting they worked on the individually.

3. Post-test

After the treatment has been carried out for several weeks, students were given a final test (post-test) to measure the improvement in reading comprehension.

F. Technique of Data Analysis

The test used by the researcher here contains a test of student learning outcomes. The form of the test is a written test because it can be used to determine the extent to which students can understand the reading material that has been taught. To assess student learning outcomes, researchers used the Garcia & Li Wei (2014) assessment rubric. To calculate the results of the student test, the researcher used SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher will present the research findings obtained from the application of translanguaging as a learning strategy to improve students' reading comprehension. The results presented include data analysis taken from the pre-test and post-test results administered before and after the treatment.

A. Findings

The reading test results of eighth-grade students at MTs DDI AMPARITA for the 2025/2026 academic year showed interesting results. Data analysis from the study showed an increase in students' reading comprehension after using the translanguaging strategy. The pre-test, conducted before the treatment, aimed to evaluate students' reading comprehension before being introduced to the media and treatment. Meanwhile, the post-test, conducted after the treatment, provided an overview of changes or improvements in students' reading comprehension.

The result showed that the use of translanguaging strategy made a positive contribution to students' reading comprehension. This increase can be seen from the comparison of the pre-test and post-test results which showed significant changes. After analyzing the data, researchers found student scores and tabulated them in a table.

1. **Percentage Scores of Reading Comprehension Learning Outcomes for Students in the Experimental and Control Classes in the Pre-Test and Post-Test.**

The results of the pre-test and post-test in the experimental class of students of class VIII MTs DDI Amparita are tabulated as follows:

No.	Classification	Score	Pre-test	%	Post-test	%
1	Very Good	86-100	0 siswa	0%	10 siswa	52,63%
2	Good	66-85	0 siswa	0%	9 siswa	47,37%
3	Poor	46-65	3 siswa	15,79%	0 siswa	0%
4	Very Poor	0-45	16 siswa	84,21%	0 siswa	0%
	Total		19 siswa	100%	19 siswa	100%

Table 4. 1: Percentage score of experimental class students' learning outcomes in pre-test and post-test

Table 4.1 shows the learning outcomes of students in the experimental class during the pre-test and post-test. The pre-test scores for the experimental class showed that 16 students (84,21%%) received a very poor classification, and 3 students (15,79%) received a poor classification. Meanwhile, the post-test scores for the experimental class showed that 9 students (47,37%) received a good classification, and 10 students (52,63%) received a very good classification.

Based on the explanation above, we can see that most students' scores before the treatment were in the "poor" category. After the researcher administered the treatment using the translanguaging strategy, most students' scores fell into the "Good" category. However, we also see that some students

managed to move into the "Very Good" category. For consideration, here are the results of the pre-test and post-test in the control class

No.	Classification	Score	Pre-test	%	Post-test	%
1	Very Good	86-100	0 siswa	0%	0 siswa	0%
2	Good	66-85	0 siswa	0%	6 siswa	31,58%
3	Poor	46-65	5 siswa	26,32%	9 siswa	47,37%
4	Very Poor	0-45	14 siswa	73,68%	4 siswa	21,05%
	Total		19 siswa	100%	19 siswa	100%

Table 4. 2: Percentage of students' learning outcome ability scores in the control class

Table 4.2 shows the learning outcomes of students in the control class on the pre-test and post-test. The pre-test scores for the control class showed that 14 students (73.68%) were classified as very poor, and 5 students (26.32%) were classified as poor. Meanwhile, the post-test results showed that 6 students (31.58%) were classified as good, 9 students (47.37%) were classified as poor, and 4 students (21.05%) were classified as very poor.

From the explanation above, we can see that most students' scores before the treatment were in the low category, and after the treatment using the code-switching strategy, most students' scores were still in the fair category, with some in the good category. Nevertheless, we can still see an improvement, albeit very small, compared to the improvement in the Experimental Class.

2. The Mean Score and Standard Deviation of The Pre-Test of The Students In The Experimental Class and Control Class.

The mean score and standard deviation of both classes after calculating the result of the student's pre-test are presented in the following table:

No.	Class	Mean Score	Standard Deviation
1	Experiment	33,31	11,88
2	Control	32,36	12,17

Table 4. 3: The mean score and standard deviation of the students in the pre-test

Table 4.3 shows that the average pre-test scores obtained by the experimental and control classes were nearly identical before the treatment. This indicates that the learning abilities of both classes were average. Furthermore, the average score of the control class was used as a tool to monitor the average scores obtained by students in the experimental class after the treatment. Furthermore, the standard deviation of the pre-test scores in the experimental and control classes was relatively high.

Based on the descriptive analysis, the average score in the experimental class was 33.31, while in the control class it was 32.36. This indicates that students' reading ability in the experimental class was generally better than that in the control class, although the difference was not significant at the initial stage. The higher average score in the experimental class provides an initial indication that the treatment has the potential to help improve students' reading comprehension.

In terms of data distribution, the standard deviation in the experimental class was 11.88, while in the control class it was 12.17. The smaller standard deviation in the experimental class indicates that student abilities in this class were relatively more evenly distributed compared to the control class, which had a greater variation in scores. This means that the learning strategies implemented in the experimental class not only contributed to an increase in average scores but also helped equalize students' levels of understanding, resulting in more homogeneous learning outcomes.

For consideration, here are the results of the mean score and standard deviation of the students' post-tests in both the experimental and control classes. The table is explained below:

No.	Class	Mean Score	Standard Deviation
1	Experiment	86,78	9,76
2	Control	61,68	13,92

Table 4. 4: The mean score and standard deviation of the students in the p

Table 4.4 shows that students' learning abilities in both the experimental and control classes improved after receiving the treatment. However, the improvements differed. The average score for the experimental class was higher than for the control class. The standard deviation results also indicate that students' reading comprehension varied less after the treatment.

The post-test results showed that the average score in the experimental class was 86.78, while in the control class it was only 61.68. This proves that the

implementation of the translanguaging strategy significantly improved students' reading skills. The significantly higher average score in the experimental class indicates that almost all students were able to understand the reading text better after being given the treatment.

Judging from the standard deviation, the experimental class scored 9.76, lower than the control class's score of 13.92. This smaller standard deviation indicates that student abilities in the experimental class were more uniform, resulting in nearly all students experiencing equal improvement in reading ability. Conversely, the higher standard deviation in the control class indicates greater variation, with some students still achieving low scores even without the treatment.

Based on the explanation above, the post-test results strengthen the finding that the translanguaging strategy not only improves learning outcomes on average, but also helps equalize students' ability levels, making it more effective than conventional learning.

3. Hypothesis Testing

Hypothesis testing was conducted to evaluate the effectiveness of translanguaging strategies in improving the reading comprehension of class VIII at MTs DDI Amparita. The main objective of this study was to determine whether the implementation of translanguaging strategies would result in significant improvements in students' reading comprehension.

Test	T-test Value	T-Table Value
Pre-test and pos-test	7.349	2.101

Table 4. 5: T-Test and T-Table

The results of the paired sample t-test also support this finding. The calculated t-test value (7.349) is greater than the t-table value (2.101) at a significance level of 0.05. This result indicates that the null hypothesis (H0) can be rejected, while the alternative hypothesis (Ha) is accepted. This shows a difference between the pre-test and post-test results in the experimental class. These results indicate that the translanguaging strategy can improve students' reading comprehension.

Overall, these results indicate that the translanguaging strategy not only improved the average reading scores but also helped equalize comprehension levels among students. Therefore, this strategy can be said to be more effective than conventional learning applied to the control class.

B. Discussion

The results of this study indicate that the translanguaging strategy significantly improved students' reading skills at MTs DDI Amparita. Pre-test data showed that students' initial reading skills in the experimental and control classes were relatively similar, with an average of 33.42 (SD = 11.97) for the experimental class and 32.37 (SD = 12.18) for the control class. This equivalence is important because it proves that the difference in achievement at the final stage was truly due to the treatment, not to initial factors.

After the treatment, post-test results showed an increase in the experimental class, with an average of 86.82 (SD = 9.74), significantly higher than the control class, which only achieved an average of 61.84 (SD = 13.94). The calculated t-value (7.349) was also greater than the t-table (2.101), thus accepting the alternative hypothesis. These findings demonstrate that the translanguaging strategy can improve students' reading comprehension while simultaneously improving learning outcomes.

These results align with the definition of reading explained in Chapter II. According to Snow (2002), reading is the process of acquiring and constructing meaning through active engagement with text. In this context, translanguaging facilitates student engagement because they can use their native language to bridge their understanding of the target language. This reinforces Harefa's (2021) view that reading is a receptive skill that allows readers to interact with writers to acquire information. With translanguaging, this interaction is more meaningful because students do not lose access to meaning due to vocabulary limitations.

Furthermore, the results of this study are also relevant to theories on reading comprehension, which emphasize the importance of identifying main ideas, supporting details, and implied meaning. Translanguaging strategies have been shown to help students understand these concepts because they can connect new concepts with familiar language. This aligns with research by Nur et al. (2020), which states that translanguaging can improve student-teacher interactions and create a more inclusive learning environment.

Compared to the code-switching strategy used in the control class, translanguaging was more effective because it was more flexible and comprehensive. Code-switching limited students to switching languages for brief explanations, while translanguaging allowed students to use their entire language repertoire to understand the text. This supports the findings of Aqilah & Abdul (2023), who emphasized that although translanguaging presents challenges, this strategy has a greater positive impact on text comprehension.

Furthermore, these findings align with those of Goli (2021, 2023) and Ocampo (2023), who demonstrated that translanguaging improves not only literal comprehension but also inferential and evaluative comprehension. Students in the experimental class of this study were shown to be able to answer reading questions with excellent scores, indicating that they not only understood the explicit meaning but were also able to draw conclusions and interpret the implicit meanings in the text.

However, this study also confirmed a challenge, as mentioned in some literature, namely the potential dependence of students on their mother tongue. This was evident in a small number of students in the experimental class whose progress was not as high as that of their peers. This condition aligns with the findings of Aqilah & Abdul (2023) and Goli (2021), who stated that translanguaging needs to be used in a balanced manner to ensure students remain motivated to actively use English.

Thus, the results of this study confirm that the translanguaging strategy not only supports the reading and language acquisition theories described in Chapter

II, but is also consistent with previous research findings that suggest translanguaging can improve reading comprehension. This strategy makes learning more inclusive, interactive, and effective compared to conventional code-switching.

The results of this study corroborate previous findings that translanguaging strategies can improve students' reading comprehension, but also reveal several differences that characterize this study. Consistent with Nur et al.'s (2020) research, translanguaging has been shown to enhance teacher-student interaction. In this study, students in the experimental class demonstrated greater engagement in text discussions because they felt more free to use their native language to re-explain the reading content. This supports the argument that translanguaging creates an inclusive learning environment, where students are less afraid of making mistakes when interpreting meaning.

The results of this study are also consistent with Ocampo's (2023) findings, which state that translanguaging improves inferential and evaluative reading comprehension. In this study, students in the experimental class were not only able to answer literal questions but also draw conclusions, identify implied meanings, and even evaluate the content of the reading. In other words, translanguaging encouraged students to move from mere surface understanding to deep comprehension.

However, this study differs from the findings of Aqilah & Abdul (2023), who highlighted the challenges of translanguaging, particularly the potential for students to become dependent on their native language, resulting in less

motivation to practice using English. In this study, although a small number of students in the experimental class did not improve as significantly as their peers, the majority of students actually showed improvement. This indicates that translanguaging, in the context of this study, was more helpful than hindering. This difference is likely influenced by the more structured learning design, where the use of translanguaging was not left to chance but rather directed to support text comprehension.

Furthermore, this study offers unique findings compared to Goli's (2021) study. Goli emphasized that translanguaging was particularly effective in increasing student motivation and participation, while in this study, the most prominent effect was on the homogeneity of learning outcomes. The lower standard deviation in the experimental class indicates that translanguaging not only increased average grades but also made student achievement more equitable. This means that this strategy is able to reduce the learning gap among students with different abilities, a finding rarely highlighted in previous research.

Therefore, this study reinforces previous research that emphasized improving student comprehension through translanguaging strategies, but also broadens that understanding by demonstrating that this strategy not only improves individual reading comprehension but also plays a role in equitable learning outcomes. This is an important contribution that can serve as a basis for implementing translanguaging in classes with diverse student abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted on the eighth grade students of MTs DDI Amparita in the academic year 2025-2026 it can be concluded that the use of the translanguaging strategy significantly improves students' reading comprehension. This conclusion is supported by the statistical analysis using the paired t-test, where the t-test value (7.349) was higher than the t-table value (2.101) at the significance level of 0.05, indicating a significant difference between the pre-test and post-test scores in the experimental class.

Before the treatment, most students in the experimental class were categorized as "very poor" or "poor" in reading comprehension. After the treatment using the translanguaging strategy, the majority of students moved to the "good" and "very good" categories, showing a remarkable improvement compared to the control class, which only experienced a small increase. Thus, the translanguaging strategy in proven effective in improving reading comprehension by utilizing students' entire linguistic repertoire, allowing them to understand texts more deeply, express ideas better, and develop their target language skills in a more meaningful and engaging way.

B. Suggestion

Based on the researcher's findings and conclusions, the researcher provides the following suggestions:

1. For Teacher

English teachers are encouraged to apply the translanguaging strategy as an alternative approach in teaching reading comprehension. This strategy allows students to maximize their first and second languanges in understanding texts, which can improve both comprehension and confidence. Teachers should also prepare well-structured lesson plans to integrate translanguaging effectively without diminishing the target language exposure.

2. For Students

Students should actively participate in learning activities that involve translanguaging by making use of their entire language repertoire. They are encouraged to not be afraid of switching between languages when trying to understand difficult concepts, as this can help strengthen their understanding before expressing ideas in the target language.

3. For Future Researcher

Future studies could explore the use of translanguaging in other language skills such as writing, speaking, or listening, as well as in different educational levels. Researchers are also encouraged to conduct longer-term studies to examine the sustained effects of translanguaging on students' language development.

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