

ABSTRACT

Shofi, Khansa. Student Registered Number. 126203202155. 2026. Teachers' Practices in Teaching English for the 7th Graders in Multilingual Classroom Context at SMP International Darul Akhwan. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Nursamsu, M.Pd.,

Keywords: *multilingual, translanguaging.*

English learning in multilingual classrooms has become an interesting phenomenon, especially in schools that integrate Indonesian, English, and Arabic as the languages of instruction. This study was conducted at SMP International Darul Akhwan, an Islamic-based school that uniquely implements a three-language learning system by combining the National Curriculum and the KMI Curriculum.

The purpose of this study was to explore how English is taught in a multilingual classroom, how teachers manage the use of three languages, and how they adapt their teaching practices to students' diverse backgrounds. This research employed a descriptive qualitative method with a phenomenological approach, involving one English teacher and six seventh-grade students selected purposively. Data were collected through observation, interviews, and documentation, and analyzed through the stages of data reduction, data display, and conclusion drawing. Supporting documents included lesson plans, students' written works, and classroom documentation that reflected the implementation of multilingual teaching practices.

The findings showed that English learning in multilingual classrooms took place dynamically. Indonesian remained the dominant language, while English and Arabic were used alternately to assist students' comprehension. The teacher's experience revealed the importance of maintaining balance in using the three languages, adjusting instruction to students' different proficiency levels, and building students' confidence in speaking English. To achieve this, the teacher applied several adaptive practices such as translanguaging, code-switching, vocabulary enrichment, multimedia-based learning, and motivation-oriented teaching approaches.

ABSTRAK

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Pembelajaran bahasa Inggris di kelas multibahasa telah menjadi fenomena yang menarik, terutama di sekolah-sekolah yang mengintegrasikan bahasa Indonesia, bahasa Inggris, dan bahasa Arab sebagai bahasa pengantar. Penelitian ini dilakukan di SMP International Darul Akhwan, sebuah sekolah berbasis Islam yang secara unik menerapkan sistem pembelajaran tiga bahasa dengan menggabungkan Kurikulum Nasional dan Kurikulum KMI.

Penelitian ini bertujuan untuk mengeksplorasi bagaimana bahasa Inggris diajarkan di kelas multibahasa, bagaimana guru mengelola penggunaan tiga bahasa, serta bagaimana mereka menyesuaikan praktik pengajaran dengan latar belakang siswa yang beragam. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan fenomenologis, melibatkan satu guru bahasa Inggris dan enam siswa kelas VII yang dipilih secara purposif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Dokumen pendukung mencakup Rencana Pelaksanaan Pembelajaran (RPP), hasil tulisan siswa, serta dokumentasi kelas yang mencerminkan penerapan praktik pembelajaran multibahasa.

Hasil penelitian menunjukkan bahwa pembelajaran bahasa Inggris di kelas multibahasa berlangsung secara dinamis. Bahasa Indonesia tetap menjadi bahasa yang dominan, sedangkan bahasa Inggris dan bahasa Arab digunakan secara bergantian untuk membantu pemahaman siswa. Pengalaman guru menunjukkan perlunya keseimbangan dalam penggunaan ketiga bahasa, penyesuaian terhadap perbedaan kemampuan siswa, serta upaya membangun kepercayaan diri siswa dalam berbicara bahasa Inggris. Untuk mencapai hal tersebut, guru menerapkan beberapa praktik adaptif seperti translanguaging, code-switching, pengayaan kosakata, pembelajaran berbasis multimedia, serta pendekatan pengajaran yang berorientasi pada motivasi.