

ABSTRACT

Daffa Rifqa Putri Linas Batubara, Registration Number 2213121014, Translanguaging Strategy in Teaching Narrative Text to Junior High School Students in North Sumatra, A Thesis, English Department, Faculty of Language and Arts, State University of Medan, 2026.

This study aims to identify the types of translanguaging strategies used by an English teacher and to describe how these strategies are utilized in teaching narrative texts at SMP Negeri 10 Medan. This research applied a descriptive qualitative design based on the theory of translanguaging proposed by García and Wei (2014), which views translanguaging as the flexible use of learners' full linguistic repertoires to support meaning-making in multilingual classrooms. The data were obtained through classroom observations and an interview with an English teacher of Grade VIII students. The observations were conducted in three meetings to capture natural classroom interactions, while the interview explored the teacher's perspectives on the use of translanguaging strategies. The findings revealed that five types of translanguaging strategies were employed, namely instructional translanguaging, collaborative translanguaging, scaffolded translanguaging, student-initiated translanguaging, and visual and multimodal translanguaging. Among these, instructional translanguaging was the most dominant strategy, as it was consistently used in all meetings to explain narrative structures, clarify vocabulary, and provide grammatical explanations. Scaffolded translanguaging was also frequently utilized to support students in organizing ideas and gradually shifting from their first language to English. Furthermore, translanguaging strategies were utilized across different stages of the teaching process, including explanation, classroom interaction, comprehension, and production, where they supported students' understanding and participation. In conclusion, translanguaging strategies function as pedagogical tools that facilitate comprehension and engagement in narrative text learning within a multilingual EFL classroom.

Keywords: *Translanguaging Strategies, Narrative Text, EFL Classroom*