

Research Article

Systematic Literature Review : A Study of Translanguaging Employed by Yunior High School in Indonesia

Ade Masroni^{1*}, Nafan Tarihoran²

¹ Postgraduate Program of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Serang, Banten, Indonesia; e-mail :

252707108.ademasroni@uinbanten.ac.id

² English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Serang, Banten, Indonesia; e-mail : nafan.tarihoran@uinbanten.ac.id

* Corresponding Author: 252707108.ademasroni@uinbanten.ac.id

Abstract: This systematic literature review examines the implementation of Content and Language Integrated Learning (CLIL) in Indonesian senior high schools. Following PRISMA guidelines, nine studies published between 2021 and 2025 were analyzed to identify the benefits and challenges of this approach. The findings reveal that CLIL effectively enhances student engagement, motivation, and the integrated development of subject knowledge and English proficiency. However, implementation is often hindered by limited teacher readiness, insufficient collaboration between subject and language teachers, and a lack of appropriate assessment methods. Analysis using the 4Cs Framework shows that while Content and Communication are prioritized, Cognition and Culture receive less explicit attention. The study implies that successful CLIL sustainability requires continuous professional development and stronger institutional support within the Merdeka Curriculum. These results provide a strategic basis for educators and policymakers to optimize bilingual instruction in Indonesia. Future research should explore specific strategies for overcoming the identified challenges and further investigate the long-term impact of CLIL on students' academic performance.

Keywords: 4Cs Framework; Bilingual Education; CLIL; Indonesia; Senior High School.

1. Introduction

English Language Teaching (ELT) worldwide has shifted from using only one language to more flexible use of multiple languages (Cenoz & Gorter, 2022). Experts say the old "English-only" rule is now seen as an outdated idea that overlooks how learners naturally process languages (Wei, 2022). From 2022 to 2025, many agree that a learner's first language (L1) is a helpful tool, not a problem, for learning (Wei, 2022). This approach, called translanguaging, uses all of a student's languages to improve communication and thinking skills (Xu, Z., 2023). As a result, mixing languages in class is now seen as a key part of good, inclusive teaching around the world (Padchonga et al., 2025).

In Indonesia, translanguaging fits well because the country has many languages in daily life (Liando et al., 2023). At Junior High School (SMP), English is often hard for students, so teachers need new ways to help with language differences (Aldianto, Christopher J. Kausch II, 2025). Recent studies show Indonesian teachers use Bahasa Indonesia and local languages to explain tough English lessons (Miftakh et al., 2025). The new Kurikulum Merdeka policy allows more student-focused language use in high school (Rostandi et al., 2025). In this setting, translanguaging has changed from random mixing to a planned teaching method (Julia, 2024).

Translanguaging has benefits, but its use in Indonesian Junior High Schools is uneven and not well studied (Laksono & Putra, 2025). Teachers struggle to balance English practice with L1 use, which causes "pedagogical guilt" (Raja et al., 2022). Many studies look at teacher views, but few have data on how it helps students understand grammar in rural areas (Rasmin

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et al., 2024). Pre-service teachers' challenges with language mixing during internships are also underexplored (Adiputra et al., 2025). Most research focuses on university students, overlooking the unique needs of young teenagers in SMP (Chicherina & Strelkova, 2023).

This study challenges the ongoing "monolingual bias" in Indonesian schools (Rasmin et al., 2024). It gives teachers a clear plan to shift from random code-switching to organized translanguaging (Nursanti, 2021). By sharing good examples, it reduces worry about using L1 in English classes (Ghaderi et al., 2025). It also gives evidence to policymakers for using multiple languages to make education fairer across Indonesia (Yolanda et al., 2024). In the end, it supports teachers and students by valuing their different languages (Qin & Llosa, 2023).

This research aims to study the roles and patterns of translanguaging by English teachers in Indonesian junior schools (Laksono & Putra, 2025). It answers these questions:

- a. What translanguaging practices are most common in Junior High English classes? (Pakpahan, 2025)
- b. How do these practices help students build English communication skills? (Putu et al., 2025)
- c. What do teachers think about translanguaging as a teaching support? (Mukhallafi, 2020)

2. Literature Review

The Unitary Linguistic Repertoire Theory

The main theory behind translanguaging is the Unitary Linguistic Repertoire. Old ELT ideas used "Fractional Bilingualism," which sees a bilingual person as "two monolinguals in one body" (Wei, 2022). Translanguaging rejects this, saying multilingual people have one combined mental language system (Wei, 2022).

In an Indonesian Junior High class, this means learning the English word "Table" links it in the mind to "Meja" in Indonesian or "Mejo" in Javanese (Liando et al., 2023). Translanguaging is the natural way to use this single system for better communication (Cenoz & Gorter, 2022).

The Pedagogical Scaffolding Framework

Translanguaging acts as a pedagogical scaffold, based on Vygotsky's Zone of Proximal Development (ZPD). Scaffolding is short-term teacher help for tasks students cannot do alone (Miftakh et al., 2025).

For ages 12–15 in Junior High, English ideas like Present Perfect or Passive Voice are hard to understand. Translanguaging builds a "language bridge" so students use their strong language (Indonesian) to learn English logic (Aldianto, Christopher J. Kausch II, 2025). The support fades as skills grow, but it is key at the start for building concepts (Julia, 2024).

The Affective Filter and Psychological Safety

A key reason for translanguaging is its effect on the Affective Filter. Krashen's theory says anxiety, boredom, or low confidence raises the filter and blocks language learning (Ghaderi et al., 2025).

In many Indonesian SMPs, "English-only" rules make quiet classes where students fear errors (Raja et al., 2022). Translanguaging creates a "Safe Space" or "Translanguaging Space" to lower the filter (Wei, 2022). Allowing L1 for questions reduces worry, boosts drive, and encourages English risks.

Sociolinguistic Identity and Social Justice

Translanguaging also supports social justice and identity, beyond thinking skills. In Indonesia's post-colonial, multilingual setting, focusing only on English can undervalue local languages and culture (Qin & Llosa, 2023).

The theory says letting in local languages (like Sundanese, Javanese) and Bahasa Indonesia honors students' "Multilingual Identity" (Rostandi et al., 2025). This builds confidence by showing that home languages aid global learning (Laksono & Putra, 2025). It matches Kurikulum Merdeka's focus on Profil Pelajar Pancasila, like diversity and critical thinking (Yolanda et al., 2024).

Functional vs. Spontaneous Translanguaging

It is key to separate Spontaneous and Pedagogical (Functional) Translanguaging:

- a) Spontaneous Translanguaging is natural, unplanned multilingual talk in class (Pakpahan, 2025).
- b) Pedagogical Translanguaging is planned by teachers to use L1 for set goals, like hard words or class control (Putu et al., 2025).

In Indonesia, top classes switch smoothly between both to keep lessons flowing and include all students (Nursanti, 2021).

3. Materials and Methods

Search Strategy and Study Selection

This study uses a Systematic Literature Review (SLR) method. Moher et al. (2009) define SLR as a structured process to find, assess, and explain all research related to a specific question. This approach was selected to summarize current trends and gaps in translanguaging in Indonesian Junior High Schools from 2022 to 2025 (Moher et al., 2009).

Data Eligibility Criteria (Inclusion/Exclusion)

Table 1. The rules used to clear inclusion and exclusion of selected papers.

Criterion	Inclusion Criteria	Exclusion Criteria
Timeframe	Published 2022–2025	Published before 2022
Context	Indonesian Junior High Schools (SMP/MTs)	Higher Education or Primary School
Topic	Translanguaging, code-switching, or multilingual pedagogy	General ELT without L1 use
Language	English or Bahasa Indonesia	Other languages
Article Type	Peer-reviewed journals or conference papers	News, blogs, or unpublished theses
Criterion	Inclusion Criteria	Exclusion Criteria

Search Strategy and Sources

The search covered databases like Google Scholar, SINTA, ERIC, and DOAJ. Keywords combined with AND/OR included: "Translanguaging" AND "EFL" AND "Junior High School" AND "Indonesia".

Table 2. The Point of Difference of the 18 Key Papers on Translanguaging in Indonesian ELT (2022-2025).

No	Year	Journal	Author(s)	Title	Point of Difference (Brief Resume)
1	2025	IJAL	Rostandi, et al.	Translanguaging Practices Among English, Indonesian, and Arabic	Multilingual Focus: Examines the intersection of three languages in Islamic-based Junior High Schools.
	2025	TQR	Miftakh, F., et al.	Translanguaging in Indonesian EFL Classrooms: Pedagogical Insights	Local Language Focus: Focuses specifically on the role of Sundanese as a scaffold in West Javanese classrooms.
	2025	ELT Forum	Adiputra, R. F.	Translanguaging Practice in Teaching Internship among Pre-service Teachers	Participant Focus: Investigates how student-teachers (interns) struggle with translanguaging versus "English-only" training.
2	2025	Exposure	Laksono, K. T.	Perceptions and Practices of Translanguaging in Indonesian EFL	Teacher Perception: A deep dive into whether teachers feel "guilty" or "empowered" when using translanguaging.
3	2024	IJERSC	Afriadi, R., & Hamzah	Translanguaging in Indonesian EFL: A Comparative Case Study	Language Ratio: Compares how much L1 vs. L2 is "ideal"

				for Junior High students' comprehension.	
2024	SELTICS	Rasmin, L. O., et al.	Teachers' Perceptions and Experiences in Rural EFL	Geographic Focus: Highlights the unique challenges of translanguaging in under-resourced rural schools.	
2024	Scope	Yolanda, T., et al.	Flexible Language Use in EFL Classrooms	Assessment Focus: Looks at how translanguaging helps students prepare for and understand standardized test questions.	
4	2023	IJAL	Liando, N. V. F.	Among English, Indonesian and Local Language	Sociolinguistic Focus: Explores how translanguaging preserves students' cultural identity while learning English.
5	2023	Journal of Edu (UNRI)	Afriadi, R.	Impact of Translanguaging on Students' Self-Perception	Quantitative Focus: Uses statistical data to show the correlation between L1 support and student confidence.
6	2023	Modern Lang. Journal	Qin, K., & Llosa, L.	Translingual Caring and Translingual Aggression	Emotional Focus: Analyzes the "Caring" aspect—how teachers use L1 to build emotional rapport with students.
7	2023	Indonesian ELT Journal	Kausch, A. S.	Teachers' Perspectives on Pedagogical Translanguaging	Policy Focus: Discusses translanguaging in the context of the Kurikulum Merdeka requirements.
8	2023	JALLE	Unipa Surabaya	Exploring Translanguaging Practices in Indonesian Education	Functional Focus: Categorizes the specific functions (management, explanation, humor) of code-switching.
9	2022	Al-Ishlah	Raja, F. D., et al.	Students' Attitude Towards Translanguaging Practice	Student Voice: Focuses purely on how students feel when the teacher uses Indonesian (finding mixed feelings of relief and guilt).

The PRISMA Flowchart

The process followed PRISMA 2020's four steps (Identification, Screening, Eligibility, Inclusion):

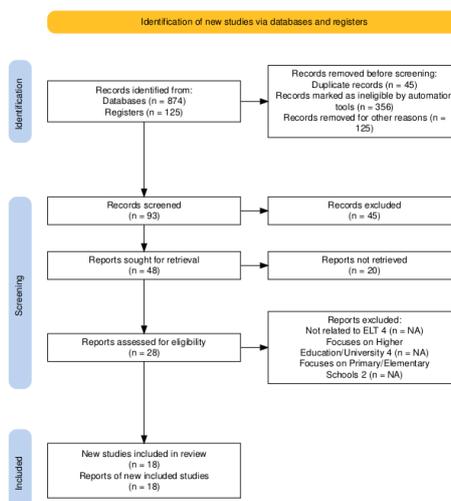


Figure 1. PRISMA Flow.

Data Analysis

Thematic Analysis was used on the 18 papers. Each was coded by goals, methods, and findings. This enabled "Cross-Paper Synthesis" to compare studies and find common themes, like teachers' "pedagogical guilt" or local languages as thinking supports.

Table 3. Synthesis of 18 Key Papers on Translanguaging in Indonesian ELT (2022-2025).

No	Title	Research Goal	Method	Finding (Brief Summary)	Benefit	Obstacle
1	Translanguaging among English, Indonesian, and Arabic	To explore trilingual integration in Islamic schools.	Case Study	Students use Arabic and Indonesian to grasp English religious/academic terms.	Enhanced conceptual depth.	Complexity of managing three scripts/lexicons.
	Translanguaging: Pedagogical Insights from West Java	To examine local language (Sundanese) as a scaffold.	Qualitative	Sundanese is used to explain abstract grammar and build rapport.	Cultural validation and clarity.	Conflict with "English-only" school policies.
2	Practice in Teaching Internship among Pre-service Teachers	To analyze how student-teachers use translanguaging.	Narrative Inquiry	Interns use it for management but feel "guilty" about it.	Improved classroom control.	Lack of training in "planned" translanguaging.
	Perceptions and Practices in Indonesian EFL	To investigate teacher beliefs vs. actual classroom actions.	Mixed Methods	Teachers support it in theory but fear it hinders fluency in practice.	High student participation.	The "monolingual myth" among senior staff.
3	Comparative Case Study: Urban vs. Rural	To compare language ratios in different settings.	Comparative Case Study	Rural schools require higher L1 ratios for any comprehension to occur.	Prevents total learner dropout.	Limited English exposure in rural areas.
	Experiences in Rural EFL Settings	To map challenges in under-resourced schools.	Phenomenological	Translanguaging is a survival tool where English resources are zero.	Cognitive accessibility.	Lack of teacher proficiency in English.
4	Flexible Language Use and Standardized Assessments	To see if translanguaging helps in test prep.	Action Research	Using L1 to explain test logic improves scores.	Higher test scores; reduced panic.	Risk of over-reliance on translation.
	Among English, Indonesian, and Local Language	To study identity preservation in ELT.	Ethnography	Students feel more "themselves" when allowed to use L1/Local dialect.	Identity validation.	Difficulty in balancing three languages.
5	Impact on Students' Self-Perception	To measure the correlation between L1 use and confidence.	Quantitative (Survey)	Direct correlation between translanguaging and high self-efficacy.	Boosted student confidence.	Students might avoid English "effort."
6	Translingual Caring and Aggression	To analyze the emotional bond in language mixing.	Discourse Analysis	Mixing languages shows the teacher cares about student struggle.	Emotional rapport/Safety.	Can be perceived as "unprofessional."

7	Perspectives within Kurikulum Merdeka	To align with new national policy.	Document Analysis	Translanguaging fits the "context-responsive" mandate of the new curriculum.	Policy-backed legitimacy.	Vague guidelines on "how much" L1 is okay.
8	Functional Focus: Exploring Practices	To categorize specific functions of code-switching.	Qualitative	Used for humor, discipline, and complex instructions.	Effective classroom management.	Haphazard use without planning.
9	Students' Attitude Towards Practice	To hear the student's perspective on teacher mixing.	Survey	Students feel relief when L1 is used but want more English output.	Clarity of material.	Students fear their English won't improve.

4. Results and Discussion

Thematic analysis of the 18 studies found four main themes about translanguaging in Indonesian Junior High Schools (SMP).

Theme 1: Translanguaging as a Cognitive and Pedagogical Scaffold

The key finding is that translanguaging acts as a vital thinking bridge. Teachers mainly use Indonesian or local languages to explain hard English grammar and ideas (Anjarsari, 2022; Riswanto, 2022). Studies by Aldianto and Safriani (2025) and Miftakh et al. (2025) show Junior High students often lack basic English words for instructions, so translanguaging serves as a "scaffold" to build from what they know to deeper understanding. Sugita et al. (2025) call these "planned teaching tools," not random mixing.

Theme 2: Affective Support and the Reduction of Language Anxiety

A second theme is the mental effects. Strict "English-only" rules cause student silence and error fear (Raja et al., 2022). Using students' L1 lowers the "affective filter" and makes a safe space (Ghaderi et al., 2025). Qin and Llosa (2023) term it "translingual caring," building teacher-student emotional bonds. This leads to more participation and confidence.

Theme 3: Negotiating Identity and Multilingual Realities

New studies show that translanguaging supports Indonesian students' language and social identity. Using local languages like Sundanese or Javanese with English respects their culture in English classes (Liando et al., 2023; Rostandi et al., 2025). It fights Western "monolingual bias" and fits Kurikulum Merdeka's full, context-based learning. "Flexible language use" builds multilingual identity without forcing a choice between home culture and English (Yolanda et al., 2024).

Theme 4: Challenges in Rural Contexts and Pre-service Training

Benefits exist, but gaps remain. Rasmin et al. (2024) note rural SMP teachers lack English outside class, making translanguaging essential, not optional. Adiputra et al. (2025) find pre-service teachers feel "pedagogical guilt" for using Indonesian due to university's monolingual focus. This shows a gap between teacher training and Indonesia's real multilingual schools (Laksono & Putra, 2025).

5. Conclusion and Suggestion

Conclusion

This systematic literature review of 18 papers published between 2022 and 2025 confirms that translanguaging is no longer an accidental "error" in the Indonesian Junior High School (SMP) classroom, but a strategic pedagogical necessity. The synthesis of findings reveals that translanguaging functions as a vital cognitive scaffold that allows students to access complex English meanings through their existing linguistic knowledge (Aldianto, Christopher J. Kausch II, 2025; Miftakh et al., 2025). Furthermore, it serves a critical affective

purpose by lowering language anxiety and fostering a safe space for communication. (Ghaderi et al., 2025; Raja et al., 2022)

Ultimately, the research indicates that translanguaging aligns with the Kurikulum Merdeka's vision of student-centered learning and cultural identity validation (Rostandi et al., 2025). However, a significant tension remains: while the theory supports multilingualism, many teachers, especially pre-service educators, still struggle with "pedagogical guilt" due to traditional monolingual training (Adiputra et al., 2025; Laksono & Putra, 2025). In conclusion, for translanguaging to be fully effective in the Indonesian SMP context, it must transition from an "unplanned occurrence" to a "systematic instructional strategy."

Suggestions

For English Teachers

Teachers are encouraged to move away from rigid "English-only" policies and instead adopt planned pedagogical translanguaging. This includes using the L1 strategically for explaining abstract grammar, giving complex instructions, and building emotional rapport (Nursanti, 2021; Putu et al., 2025). Teachers should explicitly use the students' multilingual repertoire to make cross-linguistic comparisons, which helps students understand how English works in relation to Indonesian or local languages (Anjarsari, 2022; Riswanto, 2022).

For Teacher Training Institutions (LPTK)

There is an urgent need for university curriculum reform. Pre-service teacher programs should incorporate translanguaging-aware pedagogy into their methods courses (Adiputra et al., 2025). Instead of training students that L1 is a "failure," lecturers should teach future teachers how and when to use L1 effectively to support L2 acquisition (Laksono & Putra, 2025).

For Future Researchers

While the 2022–2025 literature provides a strong foundation, more longitudinal research is needed to see if translanguaging leads to better standardized test scores over time (Yolanda et al., 2024). Additionally, more studies should focus on the use of local/regional languages (like Javanese, Sundanese, or Madurese) in the ELT classroom, as most current research still focuses primarily on the English-Indonesian binary (Liando et al., 2023; Rasmin et al., 2024).

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