

# The Correlation Between Translanguaging Strategy and Reading Comprehension of Tenth Grade Students at SMA Negeri 2 Tabanan

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## ABSTRACT

*The purpose of this study is to examine the correlation between translanguaging strategy and reading comprehension of tenth grade students at SMA Negeri 2 Tabanan. This study employed a correlational research design. The participants consisted of 35 tenth grade students selected through purposive sampling. Data were collected using two instruments, namely a reading comprehension test consisting of 25 multiple-choice questions and a translanguaging strategy questionnaire with 15 Likert scale statements. The data were analyzed using descriptive and inferential analysis, which included normality test, linearity test, and Spearman's Rank correlational test. The findings of this research show that there is no significant correlation between translanguaging strategy and students' reading comprehension. This is indicated by the significance value of 0.786, which is higher than 0.05. The absence of such a correlation is due to a difference in pattern between the use of translanguaging strategies and students' reading comprehension scores. These findings suggest that translanguaging strategy do not always align with students' reading comprehension and are not necessarily the primary factor influencing it. Therefore, students, teachers, and schools are advised to implement various learning strategies, particularly in reading activities tailored to learning needs. Future research is suggested to examine other factors influencing students' reading comprehension, using more diverse research instruments, and involving a broader sample and research context.*

**Keywords:** *Translanguaging Strategy, Reading Comprehension, Correlational Study.*

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## INTRODUCTION

English is studied as a foreign language (EFL) in Indonesia, where students generally acquire English through formal learning, rather than through natural, everyday communication. According to Fajar et al. (2023), students who learn English as a foreign language gain exposure to English from various sources, such as school, home, peers, and the media. However, not all students receive the same level of exposure to English. This condition can result in anxiety and low self-confidence in learning English (Hibatullah, 2019). This condition can also affect the students' reading skills, especially the reading comprehension skills.

In learning English as a foreign language, besides writing, speaking and listening skills, reading is also one of English skills that must be learned. Reading skill helps students to comprehend various types of texts, from narrative to academic texts. Reading is the process of looking at the written language and understanding its meaning (Putri et al., 2019). This process enables students who read to do more than decode the symbols in writing, they also understand the message that is conveyed in the text they are reading. Good reading skills are linked to good academic results, since reading skills support the success of students learning achievements.

Reading comprehension is one of the important skills in English language learning that must be mastered by students in the EFL context. This is supported by statement from Wangdi & Rai (2024), which mentions that English reading comprehension is a much-needed skill that students of all grade levels must develop to effectively understand information in textbooks and other reading materials. In an academic context, reading comprehension skills helps students improve critical thinking, expand knowledge, and also help students better understand the subject matter.

Seeing the importance of students' understanding of a text, English language learning strategies, approaches, techniques, and methods in Indonesia must be considered. Payumi & Hartati (2018) states that teaching is fundamentally about knowing the appropriate reading techniques for each student and each reading task. However, in Indonesia where the students' language backgrounds are different, the implementation of the strategies that only emphasises the target language is not effective to help students' reading comprehension. Therefore, a suitable strategy is needed that effective and appropriate to the linguistic conditions of students in Indonesia.

According to the situation of students in Indonesia, translanguaging is a strategy that can be an option to be implemented in the reading learning process. This strategy can be used by teachers to teach or by students independently. Liu & Fang (2022) stated that translanguaging occurs when languages is used by people who speak more than one language, this can be included in the context of bilingualism or multilingualism. Thus, translanguaging can be seen as a practice and process of employing multiple languages and languages variations in a dynamic and functionally integrated manner. Wei (2018), indicated that translanguaging is more than language use, it is a process of knowledge construction that goes beyond the boundaries of language itself, where people use all the language they know in different situations to obtain new knowledge or a deeper meaning.

Some previous studies examining the use of translanguaging strategies have shown various positive findings, especially on its effect on reading comprehension. The first is a study that conducted at SMP Negeri 4 Maiwa by Nur et al. (2020) produced the answer that translanguaging can improve junior high school students' reading comprehension. In addition, research by Wangdi & Rai (2024) showed that

translanguaging helps and is beneficial for improving the reading comprehension of English language students in Bhutan, and also found that students have a positive perception of translanguaging, where students stated that translanguaging increase engagement, expands vocabulary, improves lesson comprehension, and overcomes boredom and anxiety. Also, research by Yan & Aziz (2024) in ESL classes showed that translanguaging is positively associated with the enhancement of reading ability in elementary school students, where students showing a positive attitude, namely that students are more motivated and enjoy the learning process more when translanguaging is applied.

Previous studies have examined translanguaging in relation to reading comprehension, however most of these studies focused only on certain aspects of reading comprehension, such as vocabulary and inference (Goli, 2023; Nur et al., 2020; Ocampo, 2023; Qureshi & Aljanadbah, 2021). Previous studies have also focused more on elementary and junior high school students (Chu, 2017; Muyaya & Tembue, 2024; Nur et al., 2020; Ocampo, 2023; Yan & Aziz, 2024). However, there is no research has examined the relationship between translanguaging and all aspects of reading comprehension, particularly at the senior high school level in the EFL domain in Indonesia. The novelty of this current study is that it offers a new perspective by exploring the relationship between the translanguaging strategy and all aspects of reading comprehension, and learning English as a foreign language at the senior high school level.

This research is important because there are still few studies that discuss the relationship between translanguaging strategies and all aspects of reading comprehension namely main idea, inference, reference, vocabulary, and specific information, especially at the high school level in Indonesia. With this study, it is anticipated that it will offer a fresh perception on how the relationship between translanguaging strategy and students' reading comprehension. Therefore, this study aims to determine whether there is a significant relationship between the use of translanguaging strategy and the reading comprehension score of tenth grade students at SMA Negeri 2 Tabanan.

## **METHODS OF RESEARCH**

This research used a quantitative research method with a correlational research design to figure out the correlation between translanguaging strategy and reading comprehension of tenth grade students at SMA Negeri 2 Tabanan in the second semester of the 2025/2026 academic year. The sample used was 35 tenth grade students at class X-9, which was selected through purposive sampling technique. The research data was collected using two instruments. The first was reading comprehension test with 25 multiple-choice questions, and the second was translanguaging questionnaire, the type of questionnaire was Likert-scale questionnaire with 15 statements. Both of instruments that was used in this research was already valid and reliable. The data and then analysed through descriptive and inferential analysis. The pre-requisite analysis consisted of normality test and linearity test, and the hypothesis testing was done using Spearman-Rank correlational test.

## RESULT AND DISCUSSION

The results of this research are the result from the data that obtained using two instruments, which are questionnaire to measure the use of translanguaging strategy and reading comprehension test to measure the students' reading comprehension.

**Table 1. Descriptive Statistics of Variables Measured**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
TS	35	18	60	46.91	7.781
RC	35	44	100	87.09	12.159
Valid N (listwise)	35				

TS : Translanguaging Strategy

RC : Reading Comprehension

Based on the results of data analysis, the mean score for the translanguaging strategy variable is 46.91, with a minimum score of 18, a maximum score of 60, and a standard deviation of 7.781. This indicates that the results of the questionnaire asking about the translanguaging strategy used by students varied with a high average. This indicates that most of the students use translanguaging strategy in the process of understanding English texts. On the other hand, based on the results of data analysis, a mean score of 87.09 is obtained for the reading comprehension variables, with a minimum score of 44 and maximum score of 100. Also, with a standard deviation of 12.159. This indicates that students' reading comprehension is at a very good level with and indicates a variation in scores between students.

### A. Pre-Requisite Analysis

In this study, the Shapiro-Wilk normality test was conducted. This was because the sample size was small (<50).

**Table 2. The Result of Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Translanguaging Strategy	.109	35	.200*	.903	35	.005
Reading Comprehension	.200	35	.001	.837	35	.000

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of normality test, the significance value for translanguaging strategy was 0.005 and the significance value for reading comprehension was 0.000. It was found that the significance values of both variables were lower than the standard 0.05. This suggests that the data for both variables were not normally distributed.

**Table 3. The Result of Linearity Test**

		Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Translanguaging Strategy	Between Groups	(Combined)	2197.410	19	115.653	.613
		Linearity	5.127	1	5.127	.027
		Deviation from Linearity	2192.282	18	121.793	.646
	Within Groups		2829.333	15	188.622	
Total			5026.743	34		

Table 3 shows that the significance values of the deviation from linearity is 0.813. This indicates that the significance value is greater than the standard values of 0.05. Therefore, one can be concluded that the two variables have a linear relationship.

### B. Hypothesis Test

To answer the research questions, which try to find out whether there is a significant correlation between translanguaging strategy and students' reading comprehension, hypothesis testing was done to make conclusions. Based on the pre-requisite analysis conducted previously, the linearity test found that the relationship between the two variables was linear. However, the normality test found that the data were not normally distributed. Here, considering the data was not normal and the correlation test used is a non-parametric correlation test. Therefore, in this study, the non-parametric correlation test used is the Spearman Rank Correlational Test.

**Table 4. The Result of Hypothesis Testing**

		Translanguaging Strategy	Reading Comprehension
Spearman's rho	Translanguaging Strategy	Correlation Coefficient	1.000
		Sig. (2-tailed)	.786
		N	35
	Reading Comprehension	Correlation Coefficient	-.048
		Sig. (2-tailed)	.786
		N	35

Based on the result of the Spearman Rank correlation test, that can be seen in Table 4.4, the correlational coefficient was found to be -0.048 with a significance value of 0.786. With having that correlation coefficient, it indicates that there is a negative relationship between the two variables, with a very weak correlation. This suggests that an increase in students translanguaging strategy is not immediately followed by an increase in students' reading comprehension.

Furthermore, with a significance value of 0.786, which is greater than the limit value of 0.05 ( $0.786 > 0.05$ ), it confirms that the relationship between the two variables is statistically insignificant. Therefore, this value explicitly indicate that it is not sufficient to accept the hypothesis stating there is a relationship between the two variables. In other words, there is no significant correlation between translanguaging strategy and students' reading comprehension.

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*The Correlation Between Translanguaging Strategy and Reading Comprehension of Tenth Grade Students at SMA Negeri 2 Tabanan (Pratiwi, et al.)*

### C. Detailed Analysis

To support the results of the hypothesis testing, a more detailed analysis was conducted of all aspects of the data collected from the translanguaging strategy questionnaire and the reading comprehension test. This analysis aimed to examine the correlation between students' pattern of translanguaging strategy use and their reading comprehension test scores for each aspect considered separately.

**Table 5. Detailed Analysis of Translanguaging Strategy Questionnaire**

Aspect	Percentage
Main Idea	77.86%
Vocabulary	81.43%
Specific Information	78.10%
Reference	77.14%
Inference	76.43%

Based on the analysis of the translanguaging strategy questionnaire, the vocabulary aspect received the highest percentage at 81.43%. On the other hand, the inference aspect received the lowest percentage at 76.43%. These results indicate that students used translanguaging strategy more frequently in the vocabulary aspect than in other aspects.

**Table 6. Detailed Analysis of Reading Comprehension Test**

Aspect	Percentage
Main Idea	89.14%
Vocabulary	89.71%
Specific Information	87.43%
Reference	76.00%
Inference	93.14%

Based on the analysis of the reading comprehension test, the inference aspect achieved the highest percentage, at 93.14%. However, the reference aspect achieved the lowest percentage, at 76.00%. These results indicate that students achieved different reading comprehension performance in each aspect. These results also indicate that students had the best reading comprehension performance in the inference aspect.

This study revealed that there is no significant correlation between the use of translanguaging strategy and students' reading comprehension. This indicates that the use of translanguaging strategy is not directly linked to students' level of reading comprehension, whether low or high. Although it was observed descriptively that most students demonstrate a high level of translanguaging strategy as well as very strong reading comprehension skills, the results of the correlation test show no significant link between these two variables. This situation can be explained by the fact that it has been observed that students do not use translanguaging strategy consistently. Further analysis is needed to explore this relationship with each of the aspect of reading comprehension.

The result of this study consistent with Qureshi & Aljanadbah (2021) that revealed there was no correlation between translanguaging strategy and reading comprehension, it was due to the use of the first language may not provide learners with a significant advantage in terms of reading comprehension and the

short duration of the intervention may have played a role, as it was not yet sufficient to exert a significant influence on the students' reading comprehension. Furthermore, the result of this study also supported by the study that was done by Ilhan & Ozkan (2025), which found that translanguaging did not have a significant effect on the reading comprehension. They said that the translanguaging approach did not result in a stable increase in reading comprehension scores because of different reasons such as the variety of topics dealt with, the level of difficulty of the material, and the absence of previous knowledge of the learners. The result of this study also in line with a systematic review conducted by Qureshi & Al-Surmi (2025) showed that translanguaging was not necessarily linked to reading comprehension. This can be caused by some weaknesses in the research methodology, such as the sample size that was not adequate, the presentation of the reliability of the instrument used that was not consistent, the lack of transparency of data presentation, also the implementation of translanguaging that was not clearly explained, that also influence to the less satisfactory results.

The result of this study showed that the two variables did not have an association to pattern recognition. This fact is clearly demonstrated by the detailed analysis of the various aspects considered in Table 5 and Table 6. The results of the reading comprehension test show that students possess strong reading comprehension skills in the area of inference, while the weakest area is that of reference. Conversely, the questionnaire results show that the use of translanguaging strategy was lowest precisely in the area of inference, whereas the highest use of translanguaging strategy was recorded in the vocabulary aspect without this being accompanied by particularly marked differences in the reading comprehension test results. These results indicate that students' use of translanguaging is not consistent across all aspects of reading, rather it is mainly employed in only certain aspects. This finding is supported by Qureshi & Al-Surmi (2025), who found that the use of translanguaging in reading comprehension produced not the same results. There was several research showed positive influence, however there was also several research that showed negative results even though all of them examined the same topic. The pattern that is not consistent between the use of translanguaging strategy and the results of reading comprehension test in this research indicates that there is no significant correlation between those two variables.

Another reason that supports why this research found no significant correlation between translanguaging strategy and reading comprehension is the difference on the research subject. Several previous research that examined the same topic which focus on targeting adult learners produce a negative or no significant result (Qureshi & Aljanadbah, 2021; Ilhan & Ozkan, 2025). Although, there were also previous research that produce a positive result (Goli, 2023; Hungwe, 2019; Hoffman et al., 2017), however there are only a few of them. Compared to some research that focus on young learners as research subject, the use of translanguaging strategy actually produce a positive and significantly correlated with students' reading comprehension (Ocampo, 2023; Nur et al., 2020; Wangdi & Rai, 2024; Yan & Aziz, 2024; Chu, 2017; Muyaya & Tembue, 2024).

The existence of differences results between adult learners and young learners, indicates that age could be one of factor that influence learning process. With this, the difference in age also influence the use of strategy in the language learning Chen (2014), therefore also effect in the way they used translanguaging strategy when reading. Translanguaging strategy is stated to be more suitable for young learners due to young learners usually still rely on their first language, and translanguaging be able to help them understand English especially to understand new vocabulary or grammar with the classroom atmosphere that more

comfortable (Idaryani et al., 2024). On the other hand, translanguaging strategy with first language is not always effective used by adult learners Qureshi & Aljanadbah (2021), and causing them tend to use another strategy according to their need and their level of proficiency. This show that the effectiveness of translanguaging strategy among adult learners is not always consistent.

## CONCLUSION

The objective of this study was to examine the relationship between translanguaging strategy and reading comprehension of tenth grade students at SMA Negeri 2 Tabanan. The research findings indicated that there was no significant correlation between translanguaging strategy and students' reading comprehension. Although the descriptive results generally indicate a high level of translanguaging strategies associated with good reading comprehension scores, the results of a more in-depth analysis of translanguaging use in various aspects of reading comprehension show that there are differences between the pattern of translanguaging strategy and reading comprehension scores. Ultimately, translanguaging strategy do not always align with students' reading comprehension and are not necessarily the primary factor influencing it.

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