

**TRANSLANGUAGING PRACTICES IN AN INDONESIAN
EMI (ENGLISH MEDIUM INSTRUCTION) CLASSROOM:
A CASE STUDY IN AN INTERNATIONAL PROGRAM OF
SCIENCE EDUCATION**

A Thesis

**Submitted as a Partial Fulfilment of the Requirements of a Master's Degree
in English Education**



By

Maida Kurniati

2105327

**MASTER'S DEGREE PROGRAM IN ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND LITERATURE EDUCATION PROGRAM
UNIVERSITAS PENDIDIKAN INDONESIA**

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**Translanguaging Practices in An Indonesian EMI
(English Medium Instruction) Classroom: A Case Study
in An International Program of Science Education**

Oleh
Maida Kurniati

S.S Universitas Pendidikan Indonesia, 2007

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Sastra

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By

Maida Kurniati
2105327

Approved by:

Supervisor 1



Prof. Fuad Abdul Hamied, M.A., Ph.D.
NIP. 195008211974121001

Supervisor 2



Yanty Wirza, M.Pd., M.A., Ph.D
NIP. 197715012005012003

**Head of Department of English Education
Faculty of Language and Literature Education
Universitas Pendidikan Indonesia**



Prof. Emi Emilia, M.Ed., Ph.D.
NIP. 196609161990012001

STATEMENTS OF AUTHORIZATION

I certify that this research entitled “Translanguaging Practices in An Indonesian EMI (English Medium Instruction) Classroom: A Case Study In An International Program of Science Education” is my own work. I am fully aware that I have quoted some statements and ideas from variety of sources. All quotations and ideas beside my own are already cited appropriately and acknowledged properly in the references.

Bandung, August 2023



Maida Kurniati

Std. ID 2105327

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ABSTRACT

The use of English in EMI (English Medium Instruction) to teach academic courses at the tertiary level has grown in recent years. Despite the fact that English is assumed in EMI, many EMI research and classes show that lecturers and students engage in translanguaging between English and other languages. One of the academic disciplines that currently apply EMI significantly is science. It is widely recognized that the language of science and mathematics contains different subject-specific technical terms. Therefore, this study aims to investigate the translanguaging practice enacted by lectures and students in an Indonesian EMI classroom, particularly in an International Program of Science Education at a state university in Bandung City, Indonesia. Twenty-two (22) first-year EMI students and two (2) EMI lecturers participated in this study. Employing a qualitative case study as its research design, this study uses classroom observation, questionnaires, and interviews. The findings reveal that lecturers and students apply translanguaging practices to facilitate learning comprehension, especially to explain technical terms. This research also reveals that the use of translanguaging in EMI science education classes can help students build confidence in using English and overcome language power imbalances, by taking a thoughtful approach to students' use of their mother tongue. In addition, participating lecturers and students' perceptions are generally positive about translanguaging as a means of improving comprehension of content courses and solving the challenges they faced in EMI classrooms. This research is expected to contribute to the exploration of translanguaging practices among EMI teachers and students regarding meaning-making facilitation, classroom interaction, and concept comprehension.

Keywords: EMI, International Program on Science Education, translanguaging

TABLE OF CONTENTS

TITLE PAGE	i
PAGE OF APPROVAL	ii
STATEMENTS OF AUTHORIZATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
CHAPTER I INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problems	5
1.3. Objective of the Research	5
1.4. Significance of the Research	6
1.5. Scope of Study	6
1.6. Clarification of terms	6
1.7. Organization of the Paper	7
CHAPTER II LITERATURE REVIEW	
2.1. English Medium Instruction (EMI)	9
2.1.1. Definitions of EMI	9
2.1.2. Benefits and Controversies of EMI Implementation	10
2.1.3. EMI In Science Education	12
2.2. Translanguaging	14
2.2.1. Concept of Translanguaging	14
2.2.2. Translanguaging Compared to Codeswitching	15
2.2.3. Elements of Translanguaging	18
2.2.4. Benefits and Drawbacks of Translanguaging	25
2.2.5. Translanguaging in EMI Classroom	27
2.3. Previous Related Studies	29
CHAPTER III RESEARCH METHOD	
3.1. Research Design	31
3.2. Research Setting and Participants	32
3.3. Data Collection Technique	33
3.3.1. Observation	33
3.3.2. Questionnaire	34
3.3.3. Interview	34
3.4. Data Analysis Technique	35
3.4.1. Data Analysis Process of Classroom Observation	36
3.4.2. Data Analysis Process of Questionnaire and Interview	36

CHAPTER IV FINDINGS AND DISCUSSION	
4.1. Profile of the IPSE Program.....	38
4.2. Translanguaging Practice in the Program	39
4.2.1. Pedagogical Translanguaging	39
a. Translanguaging to Scaffold Learning.....	40
b. Translanguaging to Foster Metalinguistic Awareness	43
c. Translanguaging for Comprehension	48
4.2.2. Identity and Power	51
a. Linguistic Power Imbalance.....	51
b. Language Choice.....	55
c. Cultural Identity	57
4.2.3. Fluid Language Practice.....	66
4.2.4. Integrated Language Resources	71
4.2.5. Socio-Political Dimension	74
4.3. Lecturers' Perceptions Toward EMI and Translanguaging Practice	79
4.3.1. Lecturers' Perceptions about Translanguaging Practice & EMI....	80
4.3.2. Benefits of Translanguaging Practice for EMI lecturers	83
4.4. Students' Perceptions Toward EMI and Translanguaging Practice.....	84
4.4.1. Challenges of Being EMI Students	85
4.4.2. Students Perceptions of Translanguaging Practice in the program	93
4.4.3. Benefit of Translanguaging Practice in EMI Science Classroom..	99
a. Deeper Understanding.....	99
b. Vocabulary Development and Language Acquisition	102
c. Increased Participation and Engagement	105
4.4. Discussion	109
CHAPTER V CONCLUSIONS	
5.1. Conclusions	113
5.2. Implication of the Study	115
5.3. Limitation of the Study.....	115
5.4. Recommendations for Further Research	115
REFERENCES	117
APPENDIX	126

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