

# **BAB V**

## **CONCLUSIONS**

This final chapter concludes the present study. It covers four major sections: conclusions, implication of the study, limitation of the study, and recommendations for further research. The first section provides the conclusions, which is drawn from the findings and discussions of the previous chapter. The second and the third section explain the implication and limitation of the study that may be beneficial for the improvement of the future research. Finally, the fourth section contains suggestions and recommendations targeted to the lecturers and future researchers.

### **1.1. Conclusions**

The study was intended to answer three research questions: How do the lecturers and students enact the translanguaging practices in a classroom of the international science education program? What are the lecturers' perceptions of EMI and translanguaging practice in a classroom of the international science education program? And what are the students' perceptions of EMI and translanguaging practice in a classroom of the international science education program?

The present study focus on the phenomena of Translanguaging in an EMI science education classroom, that is, an international program of science education in a state university in Bandung, Indonesia. It finds out how the lecturers and students enact the translanguaging practices during the classroom interaction and also the lecturers and students' perception about EMI implementation along with the translanguaging practice.

The findings reveal that both lecturer and students employed the translanguaging to assist the success teaching and learning activities. In detail, there are three points to be highlighted in this present study. First, In EMI science

education classroom, the practice of translanguaging is an effective approach to facilitate better learning. Students use their own language as an aid in understanding complex concepts. translanguaging also helps increase metalinguistic awareness, enabling students to identify differences and similarities between the language they use and the English used in learning. The practice of translanguaging also contributes to a deeper understanding, thereby helping students gain better knowledge in the sciences.

Second, the practice of translanguaging in the context of EMI education also reflects an imbalance of linguistic power, language choice, and socio-political dimensions. There is a difference in linguistic power between the student's native language and English as the medium of instruction. EMI students are also faced with a choice of language, which is influenced by their cultural identity and background. In addition, translanguaging also reflects the socio-political dimension, because the use of language in learning is also related to norms, values, and power in the educational context.

Third, although the EMI lecturers and students disagree with the excessive use of Bahasa Indonesia in teaching and learning activities, they respond positively to the practice of translanguaging. In the practice of translanguaging, students feel more comfortable using their own language in understanding the subject matter and deals with the challenges they faced as EMI science students. While lecturers admit that translanguaging might be a helpful teaching strategy especially for first year students. This provides benefits in deeper understanding, vocabulary development, and increased student participation and involvement in the learning process. The practice of translanguaging helps reduce communication difficulties and builds self-confidence in EMI students, thereby helping them overcome language challenges and improve their academic performance.

## **1.2. Implication of the Study**

The result of this study attempts to offer some contributions to the improvement of English language education field, particularly in the context of English Medium Instruction (EMI) higher education program. It has the potential

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to deliver both theoretical and practical benefits. Theoretically, this study is expected to contribute to the enrichment of the literature review about the implementation of translanguaging practices in EMI context by taking into account a first-year university students of an EMI science education classroom. Moreover, in terms of the research's practical benefits, this study is expected to assist EMI teachers and students to improve their translanguaging skills and gaining the benefits for the learning process of EMI classroom in order to get both learning outcomes: English language skills and content courses knowledge.

### **1.3. Limitation of the Study**

This study is limited in terms of the method since it applies a qualitative case study. The research site is an EMI department at a state university in Bandung city, Indonesia. Therefore, the findings cannot be considered generalizable to participants and places, which implies they cannot be considered representative of the whole area. However, the value of qualitative research is found in the themes and descriptions created within the context of a particular site. (Cresswell, 2013). In addition, with a small number of participants, a case study can be more intensive in collecting and analyzing data. Intensive data collection such as in-depth observation or in-depth interviews can provide a rich picture of the topic under study (Cresswell, 2013) and make a theoretical contribution by providing unique and in-depth insights or findings on topics that have not been extensively researched before.

### **1.4. Recommendations for Further Research**

In accordance with the findings, discussion and conclusion of this study, some suggestions are presented in the following section. First, it is suggested for further research to expand the sample and involve more participants in research on translanguaging in English-medium instruction (EMI) science education classroom. While involving 22 (twenty-two) first-year students and 2 (two) lecturers is a good start, expanding the number of participants will provide a more comprehensive understanding of the use of translanguaging in this context. It may be possible to

involve students from different years of class or different study programs to explore variations in the use of translanguaging that might occur in science learning. Involving more lecturers will also provide a broader perspective on the use of translanguaging from a teacher's point of view.

Second, apart from involving more participants, the next suggestion is to conduct more in-depth observations and analyzes related to the practice of translanguaging in English-speaking science education. Direct observation in class can provide a real picture of how lecturers and students use language and how translanguage occurs in their interactions. This observation can involve observing various learning activities such as group discussions, presentations, or written assignments. In addition, it is also important to deepen the analysis of the data collected, including conversation transcripts and tasks related to the use of translanguaging. A more in-depth analysis may involve qualitative approaches such as discourse analysis, content analysis, or case studies to understand the cultural context and other aspects of translanguaging that may emerge in English science education practices.

Third, in addition to the translanguaging elements mentioned by García, a suggestion for future research is to explore and pay attention to other aspects of translanguaging that are relevant in the context of English-speaking science education. Examples of other aspects that can be considered include the use of body language, the use of technology in science education, the use of teaching materials or resources in multiple languages, and social interaction in different languages. Exploring and analyzing these aspects can provide richer insights into how translanguaging can be used in science education to increase student understanding and participation.