

# **Observing the Teacher's Use of English and Other Languages in An Indonesian EMI Classroom Context**

**A Thesis**

**Presented to the Department of English Language Education as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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2025**

# APPROVAL SHEET

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Observing the Teacher's Use of English and Other Languages in an Indonesian EMI Classroom Context

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A circular purple stamp from Universitas Islam Indonesia, Fakultas Ilmu Sosial Budaya. The stamp contains the text "UNIVERSITAS ISLAM INDONESIA" around the top edge and "FAKULTAS ILMU SOSIAL BUDAYA" in the center. A signature in blue ink is written over the stamp. Below the stamp, the name "Nizamuddin Sadiq S.Pd., M.Hum.Ph.D" is printed, followed by the NIP number "NIP. 092210201".

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# RATIFICATION SHEET

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Observing the Teacher's Use of English and Other Languages in an Indonesian EMI Classroom Context

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## STATEMENT OF ORIGINALITY

I declare that the thesis entitled “Observing the Teacher’s Use of English and Other Languages in Indonesian EMI Classroom Contexts” is my original work, except for the contents referred to and quoted, as it benefits an academic document. I affirm that the thesis represents the best of my current scholarly efforts and acknowledge all assistance I received in its completion and all necessary resources.

Yogyakarta Juni, 12 2024

Author



A handwritten signature in black ink, appearing to read "Fathul Akbar Parinduri".

Fathul Akbar Parinduri

20322088

## **MOTTO**

That's life

That's what all the people say

You're riding high in April, shot down in May

But I know I'm gonna change that tune

When I'm back on top, back on top in June

(Frank Sinatra)

## **DEDICATION**

I dedicate my thesis to:

My family, who continuously provides support and guidance to me, also understands me and always pays attention to me when I start to get tired and stressed.

## ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarakatuh.

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1. Allah SWT and Prophet Muhammad SAW, who have bestowed their gifts and energy so that I can complete this thesis, as one of the requirements for obtaining a Bachelor of Education degree. Do not forget the researchers also offered prayers and greetings to the Prophet Muhammad SAW who brought a brighter era.
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as well as to all the lecturers at the English Language Education Department, for the knowledge and experience they shared while I was studying at my beloved UII campus and also my friends and colleagues who have been my support system while I was working on my thesis. I am aware that, as an ordinary human being, I am not immune to shortcomings in this thesis, and I am open to receiving suggestions for improvement. Hopefully, this thesis is useful for readers.

Finally, this research was very far from perfect; therefore, the researcher needed suggestions and input because the researcher had not perfected it. The researcher really hoped that this research could be useful for readers. Amiin, Ya Rabbal a'lamin.

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## ABSTRACT

This study investigates the language use of an English Medium Instruction (EMI) teacher in an Indonesian university classroom, with a particular emphasis on the interaction of English, Indonesian, and Arabic during teaching activities. Using a qualitative research methodology and cross-sectional observation, the researcher modified Polio and Duff's (1990) quantification technique to examine the percentage and context of language use in a single teacher's classroom during two 90-minute sessions. According to the findings, English was the most often used language, followed by English-Indonesian mixes, with Arabic showing infrequently and only during culturally significant events. A qualitative study identified three major instructional situations where language mixing occurred—opening and closing, assigning and delivering feedback—which were frequently influenced by pedagogical demands, student comprehension levels, and cultural influences. The study emphasizes the functional and affective importance of the first language in EMI settings, arguing that deliberate L1 use can improve clarity, engagement, and inclusion in multilingual classrooms. These findings add to the current discussion regarding monolingual policies in EMI and advocate for more flexible, context-sensitive approaches to language use in higher education.

**Keywords:** EMI, Language Use, Multilingual Classroom, L1 in EMI, Teaching Observation, Indonesia

# CHAPTER I

## 1. INTRODUCTION

### 1.1. Background of Study

For more than two decades, there have been debates among researchers regarding the use of other languages, including the first (L1) language, in English-medium instruction classes where English should be the primary language used by teachers (Hall & Cook, 2012; Lin, 2013). For starters, the acceptance of L1 use by teachers is still seen as a contradiction, where several show advantages to its use (Macaro et al., 2018; Fang and Liu, 2020; Polio and Duff, 1994), and some show resistance rooted in international students who have different L1s (Söderlundh, 2013; Earls, 2014; Kim and Tatar, 2017).

Some scholars have addressed the use of L1 in the context of teaching content through English. In their research, Campa & Nassaji (2009) claimed that L1 had a decisive role in teaching. The teachers predominantly used L1 for various purposes, such as translating, giving instructions and feedback, and other findings of the research showed that L1 could be a 'teaching tool' in a case where all the students and teachers shared the same language. The results are supported by research conducted by Macaro et al. (2018) with the additional category of 'interpersonal interaction,' which refers to the condition where teachers use L1 to build a warm connection with students. Consistent use of a second language can be intellectually and emotionally stressful for students, particularly at

lower competence levels. Teachers create moments of psychological relief and emotional comfort by using L1, which could reduce anxiety. Sali (2014) also mentioned this condition with his terminology, 'social/cultural functions,' which he defined as the shifting of teaching focus from the lesson to the cultivation of relationships. It could be cultural things, such as humour, cultural expression, idioms, or even praise. The reason behind this is none other than releasing stress caused by the subject or the English-only use in the classroom. Moreover, Kim et al. (2016), in their research on the students' perception of EMI and L1 use in EMI, agreed with the function of L1 use by teachers as a 'teaching tool' that is used for clarification, emphasis, and repetition of key information.

Meanwhile, several studies have been conducted specifically aimed at arguing against the use of L1 in EFL teaching, such as Turnbull's (2001) study, which investigates the disadvantages of L1 use. In the study, Turnbull suggested that teachers maximize the use of the target language instead of relying too much on L1. Maximizing the use of the target language could motivate students to see the target language as a language that is capable of being used in everyday life. However, Turnbull re-emphasized that maximizing the use of the target language does not mean eliminating the function of L1, but rather that the two languages complement each other in the learning process. Breeze and Roothoof (2021), in their research to break down the attitude of the teacher at the university level towards the use of L1 in EMI, show another reason for

rejecting the use of EMI. The lecturers insisted on monolingual use of English, which was based on sociocultural norms and professional standards. The usage of L1 could harm the lecturers' reputation, as social expectations suggest a monolingual understanding of EMI. Lastly, Cook (2001) conducted a study on the usage of first language in the classroom, which found several reasons to avoid L1 in the classroom, such as imitating how children acquire L1, which increases the effectiveness of the target language acquisition; maximizing the target language, which enhances fluency of the target language; and using L1 could create confusion as it mixes languages.

Although prior studies have demonstrated multiple cases of the teacher's usage of L1, few data exist revealing what occurs in Indonesian EMI higher education classroom contexts (Campa & Nassaji, 2009; Macaro et al., 2018; Sali, 2014; Kim et al., 2016). This study aims to measure the languages used by the Indonesian EMI teacher in the classroom and describe the situation or condition in which all languages were being used. By using Duff and Polio's (1990) technique analysis, this study was guided to solve the following research questions:

1. What languages do EMI teachers use when teaching, and what percentage of each language is spoken?
2. In what activities/conditions are those languages being spoken?

## **1.2. Identification of the Problem**

The problems that could be identified around teachers' language use in EMI lead to the permissibility of using other languages besides the target language in the classroom. In several previous studies, the use of other languages besides the target language was considered a flaw in society's perception and also the professionalism of teachers. However, on the other hand, several studies show that other languages show benefits and purposes that make it easier for students to develop language and content knowledge, and also make it easier for teachers to convey materials and instructions clearly. To reconsider whether other languages will be used or not, it is necessary to know how teachers use the target language and other languages in the Indonesian EMI classroom. This study used Duff and Polio's (1990) technique analysis to measure all languages and to investigate the situation of English and other languages employed by teachers in Indonesian EMI classrooms, where this field has not been extensively studied or is currently underrepresented.

## **1.3. Limitation of the Problems**

This study is limited to the micro scale of teachers' language use, where the major concern of the Indonesian EMI classroom is a lack of research records of what transpires in the classroom. This study investigates what actually occurs in the Indonesian EMI classroom context

by measuring all languages used by the teacher and describing how the languages are used using Duff and Polio's (1990) technique of analysis.

#### **1.4. Objectives of the Study**

By using the Polio and Duff (1990) data analysis technique, the study aims to:

1. Measure the percentage of languages used by the EMI teacher in the classroom.
2. Describe the situation or condition in which the EMI teacher uses all languages in her class.

#### **1.5. Problem formulation**

The focus of this study is to answer the two questions below:

1. What languages do EMI teachers use when teaching, and what percentage of each language is spoken?
2. In what activities/conditions are those languages being spoken?

#### **1.6. Significance of the Study**

The significance of the study is directed at university-level teachers and future researchers, as presented below.

1. For teachers, it provides insights into how languages are used in EMI classrooms for specific purposes. By understanding the function, teachers can make more informed choices about when to use students' first language to support comprehension, reduce

anxiety, and maintain student engagement, while still promoting English proficiency.

2. For future researchers, this study offers empirical data on language use in Indonesian EMI contexts, an area with limited existing research. It demonstrates an approach to analysing classroom language use that can be adapted in other settings. table

## CHAPTER II

### 2. LITERATURE REVIEW

#### 2.1. Defining English Medium Instruction (EMI)

Murata and Iino (2018) defined EMI as "English-medium instruction conducted in a context where English serves as a lingua franca for content-based learning/teaching among students and educators from diverse linguistic and cultural backgrounds" (p. 424). In this definition, they emphasize that English is used in EMI functions as a lingua franca, with teachers and students coming from different linguistic and cultural backgrounds. Meanwhile, Qiu and Fang (2019) view EMI as English-medium or bilingual content courses in the English as a foreign language (EFL) setting, that is, with learners for whom English is a foreign language. In addition, Costa and Coleman (2013) defined EMI as using another language that is different from students' mother tongue to deliver content.

From a multilingual perspective, Baker and Hüttner (2017) supported Murata and Iino's (2018) idea for including Anglophone countries in the EMI discourse by observing that most classes in Anglophone countries, such as the UK, have become multilingual settings. They could not deny that at the postgraduate level, staff, teachers, and students are coming from non-Anglophone countries, and therefore, English is not their L1. These kinds of classes are also considered EMI. So did Wingate (2022). She observed that there are similarities

between lecture rooms in Anglophone countries and non-Anglophone countries, in which non-native English teachers have supervision with students who have diverse linguistic and cultural backgrounds. Moreover, Pecorari and Malmström (2018, p. 499) defined EMI by describing four characteristics, a) English is the language used for instructional purposes, b) English is not itself the subject being taught, c) Language development is not a primary intended outcome, and d) For most participants in the setting, English is a second(L2) or foreign language (EFL).

Considering all definitions above, in this study, the definition of EMI is considered as both a lingua franca, which focuses on the class setting from which the teacher and students are speaking English as either a native or non-native language, and also come from diverse linguistic and cultural backgrounds, meaning that both teachers and students originate from a variety of first-language contexts and cultural traditions. This diversity reflected the presence of multiple native languages, communication styles, educational norms, and cultural values, which could influence how English was used and understood in the classroom setting.

## **2.2. Language Use in EMI: Policy Expectation and Classroom Reality**

Language use in EMI can be viewed from two perspectives: policy expectations (macro) and classroom realities (micro). In this particular study, policy expectation refers to Language planning and policy or LPP as Kaplan and Baldauf (1997, p. 3) stated, “Language planning is a body

of ideas, laws, and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities.”. On the other hand, micro refers to how a language teacher implements a program to ensure learning in a classroom (Martin, 2005). Liddicoat (2015) stated that both macro and micro views are required for a complete comprehension of language in EMI. He then explained that macro-level frameworks establish direction and expectations, but it is in micro-level classroom interactions that the true power of teaching language emerges.

On the macro level, teacher language use is articulated by policymakers from the government. Tri & Christo Moskovsky (2021) did the research regarding the use of languages in EMI programs in Vietnam from policy to practice. Their findings showed that the national curricula exclusively mandated and articulated the use of English in EMI. They also reported that curricula were explicitly regulated to minimize the use of L1 by teachers and students and focus on the target language. Aizawa & Rose (2018) analysed EMI policy and micro practice in Japan. They found that the TGUP (Top Global University Project) created by Japan’s Ministry of Education (MEXT) strongly supports the use of the target language in medium of instruction classes. They concluded that the statement of MEXT implicitly undermined the use of the Japanese language in the classroom. Meanwhile, Ali (2013) conducted her study around the language planning of the EMI policy in Malaysia. She found that language

use was not explicitly stated in Malaysian policy. She also added that the National Higher Education Action Plan 2007–2010 encourages the use of English in EMI classrooms, but the teachers and students have the option to use Malay.

In the Indonesian context, the Law No.12, 2012 article 37 stated that section (1) Bahasa Indonesia as the official language of the state must be the language of instruction in universities, section (2) Local languages can be used as the language of instruction in the school of local language and literature, and section (3) Foreign languages can be used as the language of instruction in Higher Education. The laws indirectly state that monolingual pedagogy is supported in national education. Despite acknowledging three languages - the national language, the local language, and the foreign language - they do not make a declaration about using a multilingual classroom. In another case, Dewi (2017) said that EMI has been introduced since 2016 in the majority of universities in Indonesia, despite the illegality of medium instructions itself. According to Simbolon (2018), language policies in Indonesian EMI classrooms have been ambiguous, and different universities have implemented diverse practices. She also mentioned that EMI in Indonesia has been implemented in a number of ways during the previous 20 years, though the labels 'bilingual classes' or 'international classrooms' are frequently used. The term IP (international program) is supported by Coleman et al. (2024). They mentioned it is a modest program conducted by many universities, which

is aligned with the normal degree program. In their report about the IP program, both students and teachers are expected to use English in their learning program.

On the other side, at the micro level, several scholars attempted to analyse the teachers' language use using various methods. Rolin-Ianziti & Brownlie (2002) investigated the teachers' use of L1 in EMI, and the results showed a low percentage of use of L1 by the teachers, but the L1 was used in several conditions, such as translation, comments, giving instruction, and motivating students to speak the target language. On the contrary, Duff & Polio (1990), in their research to measure EFL used by the teacher in an EMI context, showed that the amounts of teachers using the target language in class were 68% on average, with huge variabilities among the participants from 10 to 100% use. Meanwhile, Macaro et al. (2018) analysed the quantity of L1 & the target language and its functions used by teachers in China and showed a small use of L1, or 99.3% of the total lesson time, teachers used the target language (smaller amounts from Rolin-Ianziti & Brownlie, 2002), and it was used in several functions like explaining language, classroom management, feedback, and interpersonal interaction. Other scholars who did similar studies are Campa & Nassaji (2009) and Sali (2014). Campa & Nassaji (2009) examined the quantity and reasons for L1 used by the teachers in Germany. They found a larger amount of L1 use with 2,828 words, or 11.3% of total language use. They explained that the L1 use served purposes as translation, administrative

issues, personal comment, and code-switching. Their study also attempted to differentiate amounts between professional and trained teachers but found no significant difference between those variables. Sali (2014) presented the specific purpose of teachers' use of L1 in Turkey, which concluded its purposes as academic, managerial, and social/cultural. The author gave a brief explanation of the purposes, which included translation, explaining, and checking comprehension as functions; managerial included siru instruction and managing disciplinary functions, and social/cultural included establishing rapport, cultural expression, and praise as functions.

In Indonesia, Sadiq (2022) discovered that Indonesian EMI HE lecturers talked English dominantly during the class. The average percentage of people who use English alone or in combination with other languages was high. Although English was the major language, teachers spoke Arabic, Indonesian, Thai, Latin, Malay, and Javanese. Teachers spoke these languages mostly through code-switching, code-mixing, and translanguaging. Arabic was used specifically to welcome and pray. Meanwhile, Thai was spoken to attract and create a welcoming atmosphere for students, particularly to prevent drowsiness in the classroom. Javanese was utilized spontaneously as the background for the teacher, who was a Javanese woman, to depict a local environment. Latin was cited in a variety of sources because it is conceivable that law originated in Latin. Malay was spoken because there were Malaysian students in his class.

Both macro and micro levels showed a complicated view of language use with their views. Generally, policymakers on the macro level insisted on the monolingual use of the medium of instruction. Meanwhile, from the view of field practice, the use of L1 indicated numerous advantages, serving purposes in several pedagogical and interpersonal functions for the teachers and students.

### **2.3. Previous studies on EMI**

The emergence and growth of EMI have made it an interesting field to discuss among scholars. Sung (2022) investigated the language's ideology perceived by international students at an EMI university in Hong Kong. The results showed pros and cons of L1 use in EMI, where one side perceived a concern of social exclusion, linguistic disadvantage, and educational inequality around the cause of the use of L1 and on the other hand, the use of L1 is perceived to develop the multilingual mindset, acceptance of variabilities, and appreciation of multilingual areas. Yu et al. (2020) found fascinating results in their study about students' strategies for coping with EMI in China. The findings showed that teachers' only-English use, especially in technical and formal content, has created difficulties for the students. They also added that students had to create L1 collaborative learning and consultation with the lecturer who shared the same L1 to comprehend the course material. In conclusion, the researchers suggested acknowledging the positive use of L1, particularly for lower English proficiency students. Kim et al. (2016), in their research about

Korean engineering students' perception of L1 use in EMI classes, found that 90% of students supported the use of L1 when needed. They explained that the "When needed" condition participants refer to is explaining the difficult content and summary at the end of the class. Another suggestion that students gave in the study is 'English must not be a barrier in delivering class content' (p. 9). Hamid et al. (2013) presented a study to acknowledge teachers' and students' identities for language in EMI universities in Bangladesh. The study found that the need for Bangla as a peripheral role for EMI could ease their obstacles in understanding difficult concepts, and the participants admitted the assertion that the use of L1 was viewed as practical. Mira et al. (2021) found interesting data from their studies regarding the academics' and students' attitudes towards EMI in Spain. Although it was rooted in the low proficiency level of English, 82% of students preferred the EMI partially taught in English, and 51% of students agreed on being taught in English but assessed in L1. Yuan & Li (2024) analysed Chinese EMI programs using Spolsky's language policy and found out the language practices of L1 (bilingual label quest, simultaneous code-mixing, cross-language recapping, and dual-language substantiation) were viewed as beneficial even for the international students who did not share the same L1. They reported that localizing or contextualizing disciplinary terms could give the international students a greater opportunity to acknowledge the culture around them. The study concluded that 30% of students preferred to have

bilingual classes rather than an ‘ideal’ EMI classroom.

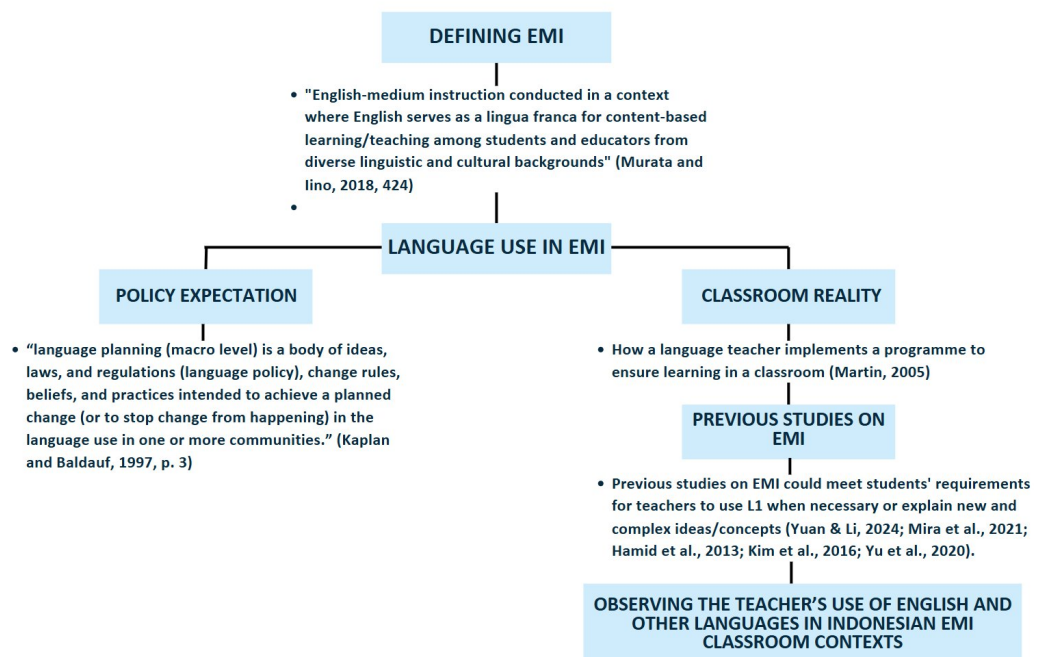
In Indonesia, Floris (2014) researched the students' perspectives on the usage of EMI at a big private university. The poll included 382 students from various fields, and it was reinforced with classroom observations and interviews with professors and students. Floris' research found that many students had difficulty understanding spoken English and English-language teaching materials, and a clear majority preferred Indonesian over English as a medium of instruction. Floris stated that "both students and teachers recognize the importance of English and the use of the language as a medium of instruction." However, 'the majority of students feel burdened when they need to respond in English', and 'have insufficient English abilities to cope with the material of the content subjects', and 'the language barrier appears to affect the students' academic performances' (p.57). In another study, Sahiruddin et al. (2020) present the results of a survey of 58 students in a bilingual program in a 'non-English department,' in which students were questioned whether they preferred a monolingual English program or a bilingual program. The results indicated that the ‘bilingual instruction approach’ was much preferred by students, and the researchers concluded that ‘one of the reasons is due to students’ limited proficiency’ as the ‘low level of English proficiency to some extent inhibits or impedes students’ ability to understand and comprehend teachers’ explanation in English’ (p. 208).

To summarize, previous studies on EMI could meet students' requirements for teachers to use L1 when necessary or explain new and complex ideas/concepts (Yuan & Li, 2024; Mira et al., 2021; Hamid et al., 2013; Kim et al., 2016; Yu et al., 2020). Although prior studies demonstrated the multiple causes for the teacher's usage of L1 on a micro scale, few data exist revealing what occurs in EMI classrooms. The current work contributes empirically to this issue by analysing data from Duff and Polio (1990).

#### 2.4. Flow of literature review

The preceding Figure 1 demonstrated the review of literature regarding the EMI teachers' language use in higher education. The flow of the literature review is presented below.

Figure 1.



Flow of Literature



## **CHAPTER III**

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This study employs qualitative research as it provides a wealth of detail in comprehending language instruction and learning in real-world situations/phenomena (Creswell, 2003). Meanwhile, the research design in this study uses a cross-sectional observational study. This observational study allows researchers to observe objects directly and experience and feel the same experience as the object (Wilhoit and Kisselburgh, 2016). Moreover, Mann (2003) stated that cross-sectional studies are the best technique to evaluate prevalence because they are reasonably quick and allow for the examination of numerous outcomes at once.

#### **3.2. Setting and Participant**

The study was conducted at an international program (IP) in a nationally accredited Islamic-based university in Yogyakarta. The major consideration of taking this setting was summarized from Sadiq's (2022) report. He revealed that the language management of using English in this program was determined by the low or higher level of the semester students were in and the English proficiency of the students had. He asserted that students who were in the first two years of study were allowed to use L1 as an alternative, but in the following years, the students and teachers were required to speak English all the time during the teaching and learning sessions.

The participant of this study was a content teacher in the International Program who delivered the materials through English. This participant was recruited through the following criteria:

- a) Teaching in the EMI classes regularly.
- b) Teaching content in the early academic year.
- c) Speaking English and other languages in the classroom.

Considering these criteria, the inquiry letter was sent to the Head of Department to gain access to the teacher. When the Head of Department approved this letter, she appointed two teachers who suited the criteria. After discussing with the teachers, one teacher agreed to participate in this study because of the issue of the teaching timetable. The chosen teacher was a female teacher who had taught for over a year. She was a native Indonesian and used it as her daily language. Although she was fluent in English, she frequently used Indonesian to facilitate her teaching method.

Next, the appointment from the Head of Department was considered as teacher consent to participate in this study. After that, the purpose and justifications for the observation were discussed, and the time for observation was approved by the teacher. The class observed was the Introduction to Political Science, which had 14 Indonesian students in the class. All the students were EFL speakers and had been enrolled in the program for either six months or one semester.

### **3.3. Data Collecting Technique**

Data was collected through observation. The observation was done twice, on the 6th of December 2024 and the 13th of December 2024, with 90 minutes every session. In the meantime, the author acted as a complete observer, which means the author had zero intervention and was a data collector. In doing the observation, an open observation form was used. This form was flexible to take note of everything related to the language the teacher uses in the classroom. In addition, all the teaching was video recorded. The video recording served as an additional source of information in cases where details were overlooked during direct observation, and it also functioned as a reference to help the author recall any missed information. All teachers' use of English and other languages was then transcribed.

### **3.4. Data Analysis Technique**

The data analyzed was aimed at precisely determining the languages teachers utilized and the proportional usage. For this, a quantification method was employed, specifically adapting the approach outlined by Duff & Polio (1990). The goal was to numerically represent the percentage of each language spoken during instruction. This quantification was initiated at the very beginning of the class, marking the teacher's initial greeting or commencement of instruction as 0:00. Subsequently, teacher utterances were examined in 15-second intervals (e.g., 00:00-00:15, 00:16-00:30, etc.), a system that significantly

streamlined the coding process. A detailed illustration of this procedure can be found in Appendix 3 and 4, with the quantified results presented in Chapter 4. It's important to note that Duff & Polio (1990) originally structured their quantification with a specific coding system, which is detailed below.

E= English

EdInd = English (d) & Indonesian

InddE = Indonesian (d) & English

Ind= Indonesian

AE= Arabic & English

EAInd= English, Arabic & Indonesian

In this study, the coding was adapted into:

L1: The utterance is completely in English

L1c: The utterance is in English with one word or phrase in the target language

Mix: The utterance is, approximately, an equal mixture of English and the target language

L2c: The utterance is in the target language with one word or phrase in English

L2: The utterance is completely in the target language

Pause: No speech

?: The utterance is not clear enough to be coded

### **3.5. Trustworthiness**

The validity of this study will be maintained by the formula applied by Lincoln and Guba (1985), which will be stated below.

#### **a. Credibility**

This methodology double-checks the data to ensure its accuracy and reliability. In this study, the double check was done by repeating the process of transcription from the video until the language spoken by teachers was clearly heard.

#### **b. Transferability**

Through the attachment of all data and research findings, transferability is implemented to ensure that this study is easily comprehensible and accepted by others. In this study, transferability was done through presenting step by step data collection and instruments such as observation form, observation transcript, and data analysis.

#### **c. Dependability**

To establish dependability, the results of the data examined in this study were consulted and reviewed with the supervisor for feedback. This seeks to decrease errors in the data and results acquired, as well as in presentation during the research process and publication.

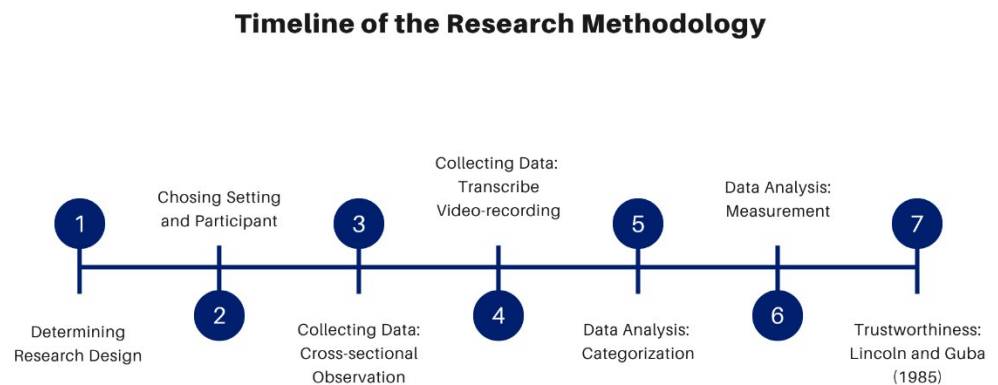
#### **d. Confirmability**

This method is commonly referred to as the attempt to achieve as close to an objective view of reality as possible in the field of qualitative research. To achieve complete objectivity, the observation was done

directly in the setting and aided by recording video, the transcription was reviewed repeatedly, data analysis was accurately based on the transcript data, and the analysis process was monitored by the supervisor. In short, the findings were gained holistically from the observation data and transcript.

### 3.6. Timeline of research methodology

The following figure 2 demonstrates the timeline of the research methodology used in this research.



## CHAPTER IV

### 4. FINDINGS AND DISCUSSIONS

#### 4.1. Findings

The findings of this study are categorized into language use, which displays the percentage of language spoken by the teacher and students in the classroom, and the situation or activities in which these languages are used. Detailed descriptions of these two findings are presented in the following sections.

##### 4.1.1. Language use

In the classroom, teachers and students spoke at least three languages: Arabic, Indonesian, and English. The percentage of use of these languages is presented in the table below. Table 1 The percentage of language used by teachers in the classrooms.

*Table 1:* The percentage of language used by teachers in the classrooms

No.	Language used	Observation 1	Observation 2
1.	English	38.9%	42%
2.	English (d) & Indonesian	32.6%	23%
3.	Indonesian (d) & English	11.9%	6%
4.	Indonesian	4.7%	2%

5.	Arabic & English	1.0%	-
6.	English, Arabic & Indonesian	1.0%	2%

“d” in English (d) & Indonesian and Indonesian (d) & English refers to “dominance,” which means the utterances are completely in the attached language, with one word or phrase in other languages.

Table 1 above shows that teachers used English 38.9% and 42% during the two sessions of observations. Followed by English (d) and Indonesian as the second most commonly utilized languages, with 32.6% and 23%. Followed by Indonesian with 4.7% and 2%. In fourth order, Indonesian (d) and English with 11.9% and 6%. Indonesian, Arabic, and English are 1% and 2%, and finally, Arabic & English, which is 1%. In conclusion, English was the language used with the highest percentage in the table above, Indonesian, while Arabic was the language with the lowest percentage.

Although not statistically significant, there is a change in language use by teachers between observations 1 and 2. This distinction is based on the classroom activities in both observations. In observation 1, the activity was a debate, which required the teacher to act as both a moderator and an instructor, such that the classroom was centered on the teacher. However, in observation 2, the activity was the students’ presentation, and the teacher solely

served as a judge and assessor. The difference in the center of the classroom between the two observations defines the teacher's speaking time. The less speech time she needs, the less exposure she has to the target language or other languages.

#### **4.1.2. Situation or activities of using languages**

Continuing the percentage of language used in Table 1, this section describes the specific situations or activities for which the teacher uses English, Indonesian, Arabic, and the combination of these languages. These situations or activities of using languages are described in further detail below.

##### **4.1.2.1. Opening and closing**

The teacher used various languages to begin the class. The teacher used English and Arabic to open the lesson. She opened the classroom by saying *salam* as shown below.

##### **Excerpt 1**

1. *(The class hasn't started yet)*
2. *T: Let's we open the class oke assalamualaikum warahmatullahi wabarakatuh.*
3. *S: waalaikumsalam warahmatullahi wabarakatuh (obs. 1)*

*Salam*, as in “*assalamualaikum warahmatullahi wabarakatuh*” (*line 1*), is derived from Arabic, which could translate as ‘Peace upon you and God's mercy and blessings.’.

Greetings in Arabic were chosen over other languages such as English and Indonesian based on several reasons; among them are beliefs and cultures. As a basis, the teacher's background in belief is Islam. Islam teaches that greeting using salam shows politeness and prayer/hope for good things. Therefore, greetings have become a culture that is spread in Indonesia, which adheres to Islam in the majority. Meanwhile, the student's response "*waalaikumsalam warahmatullahi wabarakatuh*" (line 2) is a response to the teacher's *salam*. The line could be interpreted as 'And upon you peace and God's mercy and blessings.' In Islamic law itself, responding to greetings is an obligation and a form of respect for the person greeting, or in this context, the teacher.

On the other hand, the teacher opened the class using English. The teacher asked how the students were doing and checked their attendance, supplemented with small talk. This matter can be identified from the data below.

### **Excerpt 2**

1. *T: How are you? Fine? Oke, ok, from international D, all of you here?*
2. *s: yes*
3. *T: Yes, how is the taste of the food?*
4. *s: So good*
5. *T: So good. (obs. 1)*

In the excerpt above, the teacher conducted 2-way communication with students using phrases that are commonly used in everyday life. Starting with asking how they are, as in “*How are you? Fine?*” (line 1), then continued with small talk, “*How is the taste of the food?*” (line 3), the teacher used common phrases that contain simple structures of English. This helps to boost students’ confidence in speaking and also improves students’ listening skills. Another thing that could be taken is the teacher's action to start the class using English. By using English since their debut, the teacher showed that English in the classroom is a must. This step was taken as a form of getting students used to using English.

As for closing, the teacher used a combination of Arabic and English. As shown in the excerpt below, the teacher closed the class with attendance taking and *a salam*.

### **Excerpt 3**

1. *T: So Afifah will take your attendance. Thank you for coming to my class. Assalamualaikum warahmatullahi wabarakatuh.*
2. *(The class dismissed) (obs. 1)*

The teacher used Arabic by the teacher to close the class by saying *salam*. As explained before, *salam* is widely used by teachers and students to open and close the class based on their

beliefs. The use of *salam* to close the class meant not only to dismiss but also to pray for good deeds.

#### **4.1.2.2. Giving Assignments**

Teachers spoke English when she assigned an assignment to students. She explained the type of assignments, the number of questions, and the requirements that students needed to do. She elaborates on this issue in the excerpt below.

#### **Excerpt 4**

1. *(The teacher is back to inside)*
2. *T: So guys, I want to explain this course again, because there is an explanation in the prior.*
3. *T: So, there is an assignment, true and false, only ten questions.*
4. *T: You have to study and learn from my materials last week for 15 minutes*
5. *T: And you have to... do this assignment for... 10 minutes yeah.*
6. *T: Only 10 minutes oke, and you have to start to study guys until... 2:00 pm yeah*
7. *(The teacher sets the alarm on the monitor.)*
8. *T: 2.00 pm (obs. 1)*

The above excerpt shows that the English that teachers use is simple and easily understood by students. The simplicity can be seen from the choice of words and simple sentence structure. The teacher's use of simpler sentences in giving assignments seems to accommodate the students, who are lower-semester students, English proficiency. The teacher did several repetitions of words in her requirements at the time

section, as in “*And you have to... do this assignment for... 10 minutes yeah*” (line 5), which was repeated in “*Only 10 minutes okay...*” (line 6). This was done to make it easier for students to remember the deadline for completing assignments.

English was not the sole language used by the teacher in giving assignments. The teacher explained about activity from its definition and example in Indonesian. This idea can be seen below.

#### **Excerpt 5**

1. *T: So after this yah. I wanna have.... Do you know motion challenge? You know motion challenge? Have you ever seen a motion challenge? Bahasa Indonesianya ya MOSI*
2. *T: I Divided team in pros and cons, maybe zaki pro with my statement and then salsa cons with my statement and then you give the reason only 1 minute thirty, satu menit 30 detik, and you also. Understand?*
3. *T: I will show you the question*
4. *(Teacher put the question on the monitor.)*
5. *T: So this is a motion challenge. An example...*
6. *T: The example “the digital technologies are the place for democracy”. “Digital teknologi itu tempat demokrasi”. (obs. 1)*

The excerpt above shows that the teacher used English as the priority language when giving assignments. However, Indonesian became another option when explaining complicated words or sentences. This could be seen from line 1, where the teacher tried to explain 'motion challenge', the

teacher gave an understanding in Indonesian as in "*Bahasa Indonesianya ya MOSI*"(line 1).

Another evidence that the teacher was using Indonesian is in sentences that have words or sentences that she considered difficult, such as when she gave an example of a statement in the motion challenge "*The example of digital technologies is a place for democracy*"(line 6). The teacher immediately gave a translation in Indonesian to make it easier for students to understand the assignment and also the statement she gave, as in "*Digital teknologi itu tempat demokrasi*" (line 6).

Other than that, Indonesian was used by the teacher when checking and ensuring that students understood the instructions she gave, such as in the excerpt below, where the teacher ensured that students understood the voting instructions.

#### **Excerpt 6**

1. *(The teacher distributes the papers.)*
2. *T: thank you mas. You can write here the best reason. You can vote your friend only one of your friends.*
3. *T: I will get, I will give it bonus yah if he or she can give good reasons. Only one, choose your friend okay*
4. *(The teacher still distributes the paper)*
5. *T: You have to watch your friends And then you can vote the best student*
6. ...

7. *T: Understand my instruction? Oke really 100 percent? Paham 100 persen fauzan? Kalau misal belum dengan bahasa indonesia?*
8. *S: ini yang ditulis apa miss?*
9. *T: tidak usah nulis. This is for your friend ready? Ready? (obs. 1)*

In excerpt 6, the teacher gave clear instructions in English. The clarity of the instructions can be seen from the repetition of several instruction sentences, such as the instruction “*You can vote for your friend, only one of your friends.*” (line 2) which was repeated in “*...Only one, choose your friend okay*” (line 3) and in “*then you can vote for the best student*” (line 5). This repetition was done by the teacher for the students so that the instructions were understood, even though the instructions were in English.

Although the repetition had been done, the teacher offered the students the translation of the instruction using Indonesian, as in “*Paham 100 persen fauzan?*” (line 7). The teacher's use of Indonesian here was to make it easier for students to understand the instructions. Meanwhile, the teacher's next question, “*Kalau misal belum dengan bahasa Indonesia?*” (line 7), was intended by the teacher to ensure that students understood the instructions if they did not understand the instructions in English that she gave earlier.

#### 4.1.2.3. Giving feedback

English became one of the languages teachers used to address feedback. In the excerpt below, the teacher appreciated the best students in the debate activity based on voting.

##### **Excerpt 7**

1. *T: I will announce the best student and the best presenter based on voting. Based on the voting, based on the voting.*
2. *(The microphone is flickering and the teacher put the microphone off)*
3. *T: Ok, I will not say he or she I'll say it yah. It has 9 votes, okay. There are only 2 students, okay that's only sorry, that gets the best speaker.*
4. *T: The one is get 9 voting and second one get 3 voting. The best presenter for this motion challenge today is Maulana.*
5. *(Teacher and student applaud)*
6. *T: I will.. aa I will give him aaa.. score. Bonus, okay. The second one is Afifah. Give applause to Afifa!*
7. *(The class applaud)*

In the excerpt above, the teacher used simple and clear language in providing feedback. It could be seen in the use of tense and the words chosen as shown in the sentence "*I will not say he or she I'll say it yah*" (line 3). The teacher wanted to keep the winner a secret by not using pronunciation. The language used was easy to understand and straight to the point she wanted to convey. In addition, the teacher used repetition in several sentences, such as the sentence "*based*

*on voting,*" which the teacher repeated up to 3 times. The repetition made by the teacher made it easier for students to understand and process the words she said. Giving feedback was not solely displayed in English by the teacher; Indonesian was also another language that she used as conveyed. Excerpt 8 takes a condition where the teacher corrected the behavior of the late students.

### **Excerpt 8**

1. *T: where's other students here? Fauzan, Raffi*
2. *S: Raffi comes*
3. *T: But late? Ok, oke.. lagi lagi besok kayak satu mau ngomong datang lagi datang lagi. The others? Where's your friends?*
4. *S: I don't know, miss*
5. *T: You don't know. Ok, sit!*

In excerpt 8, the teacher used repetition in Indonesian as in "*datang lagi datang lagi*" (line 3), but not to make it easier for students. The repetition shown by the teacher was a reaction of displeasure towards student behavior. Moreover, the teacher corrects the behavior using clear language that is easy for students to understand, both in English and Indonesian. Indonesian was the language option used by the teacher to express irritation and indignation. It is possible that Indonesian was considered a language that

better represented her feelings. On another occasion, the teacher used English and Indonesian to convey feedback in the form of comments. The teacher conveys her comments on the student's presentation which was considered less than satisfactory. This problem is presented in the excerpt below.

### **Excerpt 9**

1. *T: If there's no question. Aaa... I hope that next week group 3 and group 4 can present better yah. And I hope you don't bring your handphone when you have a presentation in front of the class.*
2. *T: So I hope that really you can menguasai what's menguasai? conq- menguasai about that... sorry your subject yah and of course..*
3. *T: If you.. don't aaa... do not bring the notes and you just present maybe like me, okay I give a good.. sorry good score. Yah We talk and....*

In excerpt 9, the teacher is seen doing code-switching where she could not find the right word to convey her meaning in the word “*menguasai*” (line 2). This could be seen in the next sentence when she inquired “*what's menguasai? conq-*” (line 2), which shows that she was looking for the word in English. The use of code switching itself is beneficial for students to receive information rather than complex sentences. Although unintentional, the teacher's actions could facilitate students' language learning.

#### 4.1.2.4. Teaching tool

On several occasions, the teacher used English and other languages as her teaching tool. She spoke a number of loanwords from English to help her clarify the point she tried to make. She elaborates on this issue in the excerpt below.

##### Excerpt 10

1. *S: di-zoom aja, miss?*
2. *T: di-zoom aja*
3. *T: maybe you can..*
4. *(Students and the teacher work on the monitor)*

In excerpt 10, it could be noted that the word ‘zoom’ was being used both by the student and the teacher. The ‘zoom’ was loaned from English and transferred to Indonesian by adding the Indonesian affix ‘di-’. The word could be translated into English as ‘zoomed’, but instead, the teacher chose the loanword option. It was no arbitrary act by the teacher. It did her a favor by making it easier for her to give instructions and for the students to understand.

Another occasion where English and other languages served as a teaching tool was mentioned in Excerpt 8. In excerpt 8, the teacher was aided by Indonesian to express her emotion. The teacher perceived that her feelings were conveyed better in Indonesian.

## **4.2. Discussions**

The research findings were divided into two parts: quantitative and qualitative. The quantitative study focused on how much time teachers spent using each language. Meanwhile, qualitative analysis focused on the context in which the language was employed. Quantitative analysis of the language used during class showed that English surpassed Arabic and Indonesian as the primary language, with 38.9% and 73% in observation 1 and observation 2, respectively. This result confirmed previous research conducted by Tian and Chu (2018) on their research on teacher use of learners' native language in the foreign language classroom, which found that the percentage of teachers using English far exceeded the percentage of L1 in the four categories observed: explaining language, classroom management, feedback, and interpersonal interaction. Likewise, research conducted by Rolin-Ianziti (2002) about teacher use of learners' native language in the foreign language classroom instruction contexts where native language had a minor role and was used by teachers solely in grammar activity from 2 focused activities: basic listening and speaking skills.

Meanwhile, qualitative analysis showed the interpretation of the teacher's language use towards the situation/condition. In the findings, there are 4 situations where the teacher uses all three languages. The four situations are opening and closing, giving assignments, giving feedback, and teaching tool. Although a situation did not represent the language used

by the teacher independently, a mixture or combination of 2 and 3 languages in a situation was found in the findings.

The teachers utilized Arabic in the opening and closing areas. The use of Arabic is believed to come from the beliefs and culture of teachers. Teachers are committed to the Islamic religion; hence, religious traditions such as greetings were used and prioritized over greetings in other languages. This is related to Baurain (2013) in his research on religious faith, teacher knowledge, and overseas Christian ESOL teachers, who said a teacher's faith and spirituality may have an impact on their professional identity and development, interactions with students, classroom decision-making, and general pedagogy.

Meanwhile, in giving assignments and giving feedback, teachers utilized English that had been modified for students who were still at the beginner stage. One of the strategies was for teachers to apply easy English both in terms of structure and choice of words used. It was done to maintain simplicity, which made it easier for students to understand. This result is aligned with Littlewood and Yu's (2009) research about balancing teachers' first language and target language in the foreign classroom, which shows that teacher instructions and explanations remain clear and simple to avoid confusion, and complex structures and vocabulary could cause frustration and disengagement if applied early.

On the other hand, as happened in giving assignments, the teacher gave the meaning of the word "motion," which was categorized as complicated for students, so the teacher took the Indonesian option to interpret the word. Teachers utilized Indonesian on several occasions, such as explaining complicated words or sentences and providing translations to make it easier for students to understand the material. This is aligned with Kenner et al. (2008), who said, 'The understanding of a concept in one language being used to help understand a similar concept encountered in another language' (p. 4).

In addition to the use of English in the giving assignment, the teacher repeated a word or sentence as shown precisely on the word "*based on voting*," which was repeated up to 3 times so that students could achieve a correct understanding of what he said. Repetition was acquired by teachers as a way to facilitate students in processing knowledge and understanding. This is in line with a meta-analysis of correlational studies conducted by Uchihara et al. (2019) on the effects of repetition on incidental vocabulary learning, which showed a medium effect size between repetition and incidental vocabulary learning and a positive correlation between the frequency of unfamiliar words encountered and the success rate of learning words incidentally.

Furthermore, emotions and feelings were conveyed by the teacher using Indonesian, as shown in giving feedback. The teacher used Indonesian to show irritation and indignation feelings where there was a

possibility that Indonesian was chosen because it was considered to convey feelings better. This is contrary to (Larsen-Freeman et al., 2000) who considered that classroom management should use target language because 'the students learn from these exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied.' (p. 164).

## **CHAPTER V**

### **5. CONCLUSION AND SUGGESTION**

This study quantitatively and qualitatively examined teachers' use of languages in the EMI classroom. The findings showed that the teacher used English, Arabic, and Indonesian during her teaching sessions. Among these three languages, English was the most often used by the teacher. Furthermore, these three languages are used in different situations. English and Indonesian were used in opening and closing situations, giving assignments, giving feedback and teaching tool. Meanwhile, Arabic was only used in opening and closing situations, which were much influenced by the teacher's Islamic beliefs and culture.

However, limitations to this study can be seen from the research method and participants. The study solely relies on observation to explore the language used by teachers in the classroom. It is necessary to take perspectives from teachers and students from interviews or questionnaires to see wider opinions about it. Meanwhile, future research might consider collecting data on the language used by teachers to teach students with different levels of proficiency. Moreover, in general, student data have the same nationality and culture, so further research is needed on the language used by teachers to teach a more diverse nationality and culture to see how and what the teacher does to overcome diversity.

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# APPENDICES

## Appendix 1. Inquiry Letter



FAKULTAS  
PSIKOLOGI &  
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo  
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Nomor: 3188/DEK/70/DURT/XII/2024

Hal : Surat pengantar observasi dan wawancara

Yth. Ketua Program Studi Hubungan Internasional

Bismillahirrahmanirrahim,  
Assalamu'alaikum wr.wb,

Dengan ini kami mohon bantuan Bapak/Ibu untuk memberi ijin pada mahasiswa kami,

Nama/NIM	Program Studi	No HP
Fathul Akbar Parinduri/ 20322088	Pendidikan Bahasa Inggris	082221372546

Agar dapat melakukan observasi dan wawancara. Kegiatan ini dilakukan oleh mahasiswa yang bersangkutan dalam tugas,

Mata Kuliah : Undergraduate Thesis  
Dosen Pengampu : Nizamuddin sadiq, S.Pd, M.Hum

Atas perhatian dan kerja sama Bapak/Ibu kami ucapkan terima kasih.

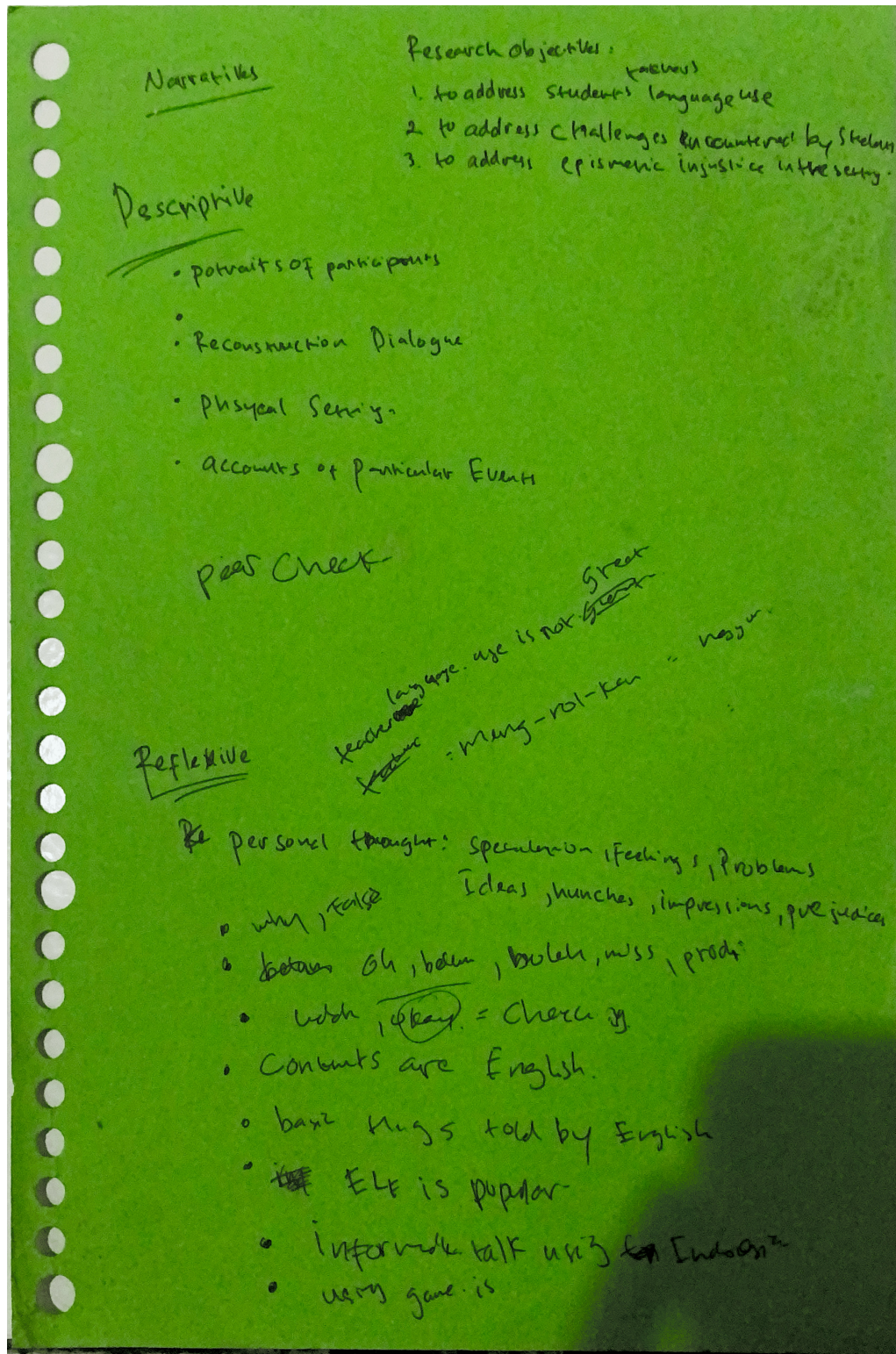
Wassalamu'alaikum wr.wb.

Yogyakarta, 4 Desember 2024  
Dekan Fakultas Psikologi dan Ilmu Sosial Budaya  
Universitas Islam Indonesia



*[Handwritten Signature]*  
Dr. Phil. Qurotul Uyun, S. Psi., M. Si., Psikolog

## Appendix 2. Observation Notes



~~First Impression~~

Student proficiency:

- 1. Students feel pressed to use English to tell the idea of the nature of teaching
- 2. Student is more ready to tell the idea by using Indonesian
- 3. Some students have great capacity

~~General notes~~

- 4. to speak English and convey their idea.
- 5. why Indonesia low student proficiency also for teacher:
  - ↳ Base

1. the teacher also need repetition using Indonesia to tell student

- 2. if low-student or low-quality
- 3. private conversation using indonesian

~~Final Comment~~

- teacher : only one name
- student : 1 nama saja
- teman : 1ya 1 nama saja

### Appendix 3. Samples of Transcript

Early time	End time	Line
0:00:00	0:00:15	(The class hasn't started yet) Teacher (T): Lets see we open the class oke assalamualaikum warahmatullahi wabarakatuh. Students collectively (s): waalaikumsalam warahmatullahi wabarakatuh
0:00:15	0:00:30	T:How are you? Fine? oke T: OK, from international D, all of you here? s: yes T: Yes, how the taste of the food?. s: so good T :so good..
0:00:30	0:00:45	T: ok good.ok ,so..., now from the class lesson plan, I think.. I don't have any material again for you to explain weee... (teachers and students applaud) So what do you want?
0:00:45	0:01:00	s: Aaa.... T: Hmmm... S: Back to international D T: Hahaha.. back to international D T: what do you want, Nayla? I don't have material again
0:01:00	0:01:15	T: to explain to you enough weeee.. S: hmm T: apa? (Unclear) T: Gimana Hamzah? S: No.... T: No ok..This is mas, what's your name?
0:01:15	0:01:30	O: Fathul T: He doing observations Yeah from PBI. T: PBI in English? English student. yeah English student observation about the...
0:01:30	0:01:45	T: learning in international class. T: Ok so, I think I already given your score guys. T:There is no good score. Is it very difficult? My assignment?

0:01:45	0:02:00	T: yeah? the difficult one? S: The difficult is menjebak, miss T: oh menje..Trap? this good tho. This is a smart question. T: so I will call you one by one. T: Raffi must not coming
0:02:00	0:02:15	T: Sultan? Come in here (Sultan comes to the front) T: Can you limited the discussion a little bit about examination? T: ok,widya? (Widya comes to the front)
0:02:15	0:02:30	T: oke, Nayla? (Nayla come to the front) T: Nayla... T: Rafli.... Rafli where? (Students chatting)
0:02:30	0:02:45	T: Where's rafli? S: Rafli.... T: Not coming to the class? Rafli? Late sleeping or...? T: where is Rafli? T: Afifah Tyas?
0:02:45	0:03:00	(Afifah comes to the front) T:Athifah? (Athifah comes to the front) T: Salsa? (Salsa comes to the front)
0:03:00	0:03:15	T:The highest one is 65. Fauzan? (Fauzan comes to the front) T: Maulana? (Maulana comes to the front)
0:03:15	0:03:30	T: Hamzah? (Hamzah comes to the front) (unclear) T: camila? (Camila comes to the front)
0:03:30	0:03:45	T: zaki why? You got highest scores. S: woi Zaki c** T: Zaki get the highest score, 65. (Laughs)

0:03:45	0:04:00	T : ok, so. Ok,so (Students chatting and praising) T: Alhamdulillah. Disyukurin. Ok so
0:04:00	0:04:15	T:So do you remember this material last week? (the class stay silent for seconds) T: Political? S: Ideologies T: ideologies. Do you remember what is political ideology? What is that?
0:04:15	0:04:30	S:idea T: idea....The example of political ideologies? s: communism T: Communism, the others? S: facism T: facism, the others? S: construct-tivism T: constructivism, oke
0:04:30	0:04:45	T: the others? No? S: (unclear) marxism T: Marxism, ok T: ini nyala ngga? (The teacher trying to turn on the tv monitor)
0:04:45	0:05:00	(Unclear) (The student is chatting while the teacher is trying to turn on the monitor) (The lamp is flickering)
0:05:00	0:05:15	(Blackout) T: Mati lampu ya? S: mati lampu yeay.. (Teacher goes to outside) T:mati lampu, kok mati?
0:05:15	0:05:30	(Unclear) (The electricity is back functioning) (Students are chatting while the teacher is outside) T: mati lampu
0:05:30	0:05:45	(The teacher is back to the inside) T: So guys,I want to explain again this course, because there is explanation in the prior.
0:05:45	0:06:00	T:So there is assignment case true and false. only ten questions. T: you have to study and learn from my materials last week for 15

		minutes
0:06:00	0:06:15	T: And you have to... do this assignment for.. 10 minutes yeah. T: Only 10 minutes oke and you have to start to study guys until... 2:00 pm Yeah

#### Appendix 4. Samples of Transcript

Early time	End time	line
00:00:00	00:00:15	T:where's other students here? Fauzan,Raffi S: Raffi comes T: but late? Ok oke.. lagi lagi besok kayak satu mau ngomong datang lagi datang lagi. The others?
00:00:16	00:00:31	T: Where's your friends? S: I don't know,miss T: You don't know. Ok, sit! T: ok so... today we have a presentation group 1 and group 2, group one where is? The person okay
00:00:31	00:00:46	.... T: okay you can put that up. Okay and then..
00:00:46	00:01:01	T: hmmm.. Have already you submitted the paper? S: Do we have to submit the paper or the power point? T: Only the paper,ok? (Teacher works on her computer)
00:01:01	00:01:16	(Teacher works on her computer) T: Who Is that submitted the paper? S: Nayla T: Oh ok Nayla, let me check it (Teacher works on computer)
00:01:16	00:01:31	(Teacher works on computer) T: in group 2 today, who is that submitted the paper?
00:01:31	00:01:46	T:Group 2 who is submitted? (Class stay silent for seconds) T: Group 2? siapa yang...? T: Widya, Afifah, Ruslan, and Fauzan.
00:01:46	00:02:01	T: Who Is that submitted? Afifah? (Teacher works on her computer the rest of period of time)
00:02:01	00:02:16	(Teacher works on her computer) T: Okay, kay, okay.. ....
00:02:16	00:02:31	(The sound is blur) ...

00:02:3 1	00:02:4 6	... T: and then aaa... for group 2 today that will present today. have or..
00:02:4 6	00:03:0 1	T: sorry should be have a question no ya questions, critique and feedback ya ya Jadi grup 2 harus memberikan feedback something like that.Okay. T: And then when group 2 present in front of the class
00:03:0 1	00:03:1 6	T: and then vice versa, group will give the feedback, asking questions etc. and then the others, I will.. distribute this penilaian session ya.
00:03:1 6	00:03:3 1	T: Penilaian, scoring, And then I'm sorry I didn't, I forget didn't to translate it. Maybe next week I'll translate it and then you give the score anything you choose the best
00:03:3 1	00:03:4 6	T: group and the best presenter from each group. Ya ok the best presenters from each group and the best group ...
00:03:4 6	00:04:0 1	... T: Rafi, Nayla, and Afifah, please!
00:04:0 1	00:04:1 6	T: and then group 2, Widya, where is widya? (Widya raises her hand) T: widya terus Hamzah, where is Hamzah? (Hamzah raises his hand) S: hadir! T: Afifah and Fauzan?.
00:04:1 6	00:04:3 1	T:Ok I think we have to sit in the... same line. Di baris yang sama. I think.. I think...this... you can move,sorry and this is will be sat by group 2
00:04:3 1	00:05:0 1	(Students move as instructed by teacher) (Unclear)
00:05:0 1	00:05:1 6	(Some students still search for their seats) (Teacher and student move the tv monitor) T:Tolong agak ditengahi ini nya! Okay. Already set your email?
00:05:1 6	00:05:3 1	S: We can log in on your platform or.. (Unclear) T: email? I think just try to use sentence. Try use email. (Unclear because the audio is blurry)
00:05:3 1	00:05:4 6	(Teacher works on the tv monitor) T: Gmail or ...? S:Gmail (Teacher works on the tv monitor)
00:05:4 6	00:06:0 1	T: okay you can... gimana? Okay (Teacher and students work on tv monitor) ...
00:06:0 1	00:10:1 6	(students work on the monitor) (Students talk privately in group)

00:10:1 6	00:10:3 1	S: di-zoom aja, miss? T: di-zoom aja T: maybe you can.. (Students and teacher work on the monitor)
00:10:3 1	00:11:0 1	(Teacher and students work on monitor) (Students prepare for presentation)
00:11:0 1	00:11:1 6	S:Assalamualaikum warahmatullahi wabarakatuh S: Waalaikumsalam warahmatullahi wabarakatuh S: I'm sorry for the long wait. We were trying to put up our presentation, so today we will be talking about the political landscape in Mongolia,
00:11:1 6	00:11:3 1	S: We choose Mongolia well. It was... a decision between 4 countries but we want to focus on Mongolia landscape (Student swaps the slide) (laughs)
00:11:3 1	00:11:4 6	S: So here we will be talking about 5 different sub topics. We will be talking about political ideology of Mongolia, the number of political parties, the party system, analysis of one of the political parties in Mongolia
00:11:4 6	00:12:0 1	S: which is mentioned democratic party which has big role in mongolia...education and then last we will be talking about historical background. (Student swaps the slide)
00:12:0 1	00:12:1 6	(Student swaps the slide) S: We just get onto the first topic of political ideologies in Mongolia. If you do not know already, Mongolia was originally a communist state,aaa..
00:12:1 6	00:12:3 1	S: which that have covered up with the Soviet Union. Aaa.. and then aaa... as time moved on... as time moves on, Marxist-Leninist theory and a one-party system which aaa.. here is mentioned
00:12:3 1	00:12:4 6	S: two.. two ways that aaa... Mongolia worked out in communist era. (Laughs) (students swap the slide) S: Here we have....
00:12:4 6	00:13:0 1	(Students swap the slide) S: here we have divided into two parts which is the democratic development and nationalism and conservatism that Mongolia has faced. So the... democratic development is...
00:13:0 1	00:13:1 6	S: obviously a country that has built their own nation and struggled along their way, especially Mongolia. And considered as developing countries and, Despite challenges, Mongolia remains committed to democratic values

00:13:1 6	00:13:3 1	S: and balancing liberal, socialist, and nationalist ideologies. (Students have a problem of swapping the slide)
00:13:3 1	00:13:4 6	(Students still work on slides) S: Atas dulu yang atas yang.., yang.. aaa... S: udah yang ini aja S: Today we talk about nationalism and conservatism. Political views are influenced by nationalism,
00:13:4 6	00:14:0 1	S: a respect for Mongolia's unique cultural identity, and the legacy of Genghis Khan or in other words, National sovereignty, independence, and cultural preservation are key political themes, especially in response to Russia
00:14:0 1	00:14:1 6	S: and... the China conflict that Mongolia was active. (Student swaps the slide) S: so in conclusion, Mongolia political ideologies are based on
00:14:1 6	00:14:3 1	S: democratic socialistic and environmental national-nationalist and market oriented beliefs aaa... with the continuing revolution as the country navigates communist transformation and modern challenges
01:04:4 6	01:05:0 1	S: Why they have any other parties? S: I think because communist communist systems communist party dominated the field so that's why (Class stay quiet for seconds)
01:05:0 1	01:05:1 6	S: So in china, aaa... is that no.. only have one party? S: No, I...I.. I have explained before on salsa... salsa's question. They have 8 major parties. Aaa...
01:05:1 6	01:05:3 1	S: But they aren't big as CPC, CPC. CPC ...
01:05:3 1	01:05:4 6	... S: Is that answer your question or not? S: Yes, thank you for your answer S: Is there any questions again? T: any questions?
01:05:4 6	01:06:0 1	T: No? Enough? ...
01:06:0 1	01:06:4 6	...
01:06:4 6	01:07:0 1	... S: Thank you for everyone for your attention and very sorry for not preparing too much aaa... about this presentation. Aaa... So... S: so thank you everyone
01:07:0 1	01:07:1 6	(Teacher and students applaud) T: Maybe you can sign out please. Fauzan? You can sign out this because other can see your assignments.

01:07:1 6	01:07:3 1	T: thank you (Class stay silent for several seconds) S: so give applause from- for group one and group two. So...
01:07:3 1	01:07:4 6	T: You don't know how to sign out? (Teacher works on the tv monitor) T: Gimana ya cara keluarkannya. Saya juga kurang tau (Teacher back to the tv monitor)
01:07:4 6	01:08:0 1	(Teacher still works on the tv monitor) T:How to sign out athifah? I think you know how to get exit
01:08:0 1	01:08:1 6	T: ok I'll sign out later. Thank you for trying, Fauzan T: okay, so I think... (Teacher back to the tv monitor) T: its a good presentation yah because china so bright
01:08:1 6	01:08:3 1	T: Who's that...designed your powerpoint? S: Fauzan T: Fauzan..., so where is? Hamzah ya? You don't know T: okay you don't give a reminder to...
01:08:3 1	01:08:4 6	T: what's the name? hamzah for a presentation today? S: oh we do, but.. T: oh you do S: he said that he has problems with his motorcycle or something. (Laughs)

### Appendix 5. Samples of calculation (observation 1)

early time	end time	Line	English	English(d) & Indonesian	Indonesian (d) & English	Indonesian	English & Arabic	english, arabic & Indonesian	None
0:00:00	0:00:15	(The class hasn't started yet) Teacher (T): Lets see we open the class oke assalamualaikum warahmatullahi wabarakatuh. Students collectively (s): walaikumsalam warahmatullahi wabarakatuh					1		
0:00:15	0:00:30	T:How are you? Fine? oke T: OK, from	1						

		international D, all of you here? s: yes T: Yes, how the taste of the food?. s: so good T :so good..							
0:00:30	0:00:45	T: ok good.ok ,so..., now from the class lesson plan, I think.. I don't have any material again for you to explain weee... (teachers and students applaud) So what do you want?	1						
0:00:45	0:01:00	s: Aaa.... T: Hmmm... S: Back to international D T: Hahaha.. back to international D T: what do you want, Nayla? I don't have material again		1					
0:01:00	0:01:15	T: to explain to you enough weeee.. S: hmm T: apa? (Unclear) T: Gimana Hamzah? S: No.... T: No ok..This is mas, what's your name?		1					
0:01:15	0:01:30	O: Fathul T: He doing observations Yeah from PBI. T: PBI in	1						

		English? English student. yeah English student observation about the...							
0:01:30	0:01:45	T: learning in international class. T: Ok so, I think I already given your score guys. T: There is no good score. Is it very difficult? My assignment?	1						
0:01:45	0:02:00	T: yeah? the difficult one? S: The difficult is menjebak, miss T: oh menje..Trap? this good tho. This is a smart question. T: so I will call you one by one. T: Raffi must not coming		1					
0:02:00	0:02:15	T: Sultan? Come in here (Sultan comes to the front) T: Can you limited the discussion a little bit about examination? T: ok, widya? (Widya comes to the front)		1					
0:02:15	0:02:30	T: oke, Nayla? (Nayla come to the front) T: Nayla... T: Rafli.... Rafli where? (Students chatting)			1				
0:02:30	0:02:45	T: Where's rafli?		1					

		<p>S: Rafli....  T: Not coming to the class?  Rafli? Late sleeping or...?  T: where is Rafli?  T: Afifah Tyas?</p>							
0:02:45	0:03:00	<p>(Afifah comes to the front)  T:Athifah?  (Athifah comes to the front)  T: Salsa?  (Salsa comes to the front)</p>				1			

Appendix 6. Samples of calculation (observation 2)

Earl y time	End time	line	Eng lish	Engli sh & Indon esian	Indon esian & Engli sh	Indone sian& Englis h	Indon esian	Arabi c, Engli sh & Indon esian	Eng lish & ara bic	no ne
00:0 0:00	00:0 0:15	T:where's other student s here? Fauza n,Raff i S: Raffi comes T: but late? Ok oke.. lagi lagi besok kayak satu mau ngomo ng datang lagi datang lagi. The others ?				1				
00:0 0:16	00:0 0:31	T: Where 's your friends ? S: I	1							

		<p>don't know, miss T: You don't know. Ok, sit! T: ok so... today we have a presentation group 1 and group 2, group one where is? The person okay</p>								
00:00:31	00:00:46	<p>.... T: okay you can put that up. Okay and then..</p>	1							
00:00:46	00:01:01	<p>T: hmm m.. Have already you submitted the</p>	1							

		paper? S: Do we have to submit the paper or the power point? T: Only the paper, ok? (Teacher works on her computer)								
00:01:01	00:01:16	(Teacher works on her computer) T: Who submitted the paper? S: Nayla T: Oh ok Nayla, let me check it (Teacher works on		1						

		compu ter)								
00:0 1:16	00:0 1:31	(Teach er works on compu ter) T: in group 2 today, who is that submit ted the paper?	1							

## Appendix 7. categorization

situations	Observation 1		Observation 2	
Opening and closing	0:00:15	0:00:30	1:10:16	1:10:31
	0:00:30	0:00:45		
	0:01:15	0:01:30		
	0:00:45	0:01:00		
	0:01:00	0:01:15		
	0:00:00	0:00:15		
	1:18:45	1:19:00		
Giving instructions	0:41:30	0:41:45	0:00:31	0:00:46
	0:42:30	0:42:45	0:18:16	0:18:31
	0:42:45	0:43:00	0:30:46	0:31:01
	0:45:15	0:45:30	1:07:01	1:07:16
	0:49:30	0:49:45		
	0:51:00	0:51:15		
	1:01:15	1:01:30		
	1:05:30	1:05:45		
	1:12:15	1:12:30		
	1:14:15	1:14:30		
	0:02:00	0:02:15		
	0:02:30	0:02:45		
	0:23:30	0:23:45		
	0:37:00	0:37:15		
	0:42:15	0:42:30		
	0:43:15	0:43:30		
	0:49:00	0:49:15		
	0:53:00	0:53:15		
	0:57:45	0:58:00		
	0:58:00	0:58:15		
0:58:15	0:58:30			
1:01:00	1:01:15			

	1:03:15	1:03:30		
	1:04:15	1:04:30		
	1:07:15	1:07:30		
	1:07:30	1:07:45		
	1:12:45	1:13:00		
	1:13:15	1:13:30		
	1:13:45	1:14:00		
	1:14:00	1:14:15		
	0:23:45	0:24:00		
	0:24:00	0:24:15		
	0:02:45	0:03:00		
	0:03:15	0:03:30		
	0:32:45	0:33:00		
Giving Feedbacks	0:07:00	0:07:15	1:08:46	1:09:01
	0:52:45	0:53:00	0:00:46	0:01:01
	0:33:30	0:33:45	0:01:16	0:01:31
	0:06:30	0:06:45	1:09:01	1:09:16
	1:12:00	1:12:15	1:09:31	1:09:46
	0:06:45	0:07:00	1:09:46	1:10:01
			1:08:31	1:08:46
			0:54:46	0:55:01
			1:08:16	1:08:31
			1:09:16	1:09:31

