

ABSTRACT

Nurhasanh, Refsi Dewi. (2023) The Role of Translanguaging: Exploring the Supervision of Undergraduate Thesis in English Education Department

Providing feedback in a bilingual context should be conceptualized with translanguaging because the use of translanguaging can increase student agency. This research investigates how translanguaging contributes to the thesis supervision process in the English Education Department. Particularly, this research objectives are: 1) To find out the thesis supervisor roles through translanguaging in thesis supervision; and 2) To explore translanguaging contributes in the thesis writing. This research used qualitative method and case study design. The participants of this research are a thesis supervisor and two students under her supervision. The voice recordings during the thesis supervision process, the students' thesis drafts before-after thesis supervision, and interviews were used as the data. The research found three thesis supervisor roles by Haksever and Manisali's theory: personal help (PH), indirect research-related help (IRRH), and direct research-related help (DRRH) in each student's thesis supervision. Student1 received 1 PH, 10 IRRH, and 1 DRRH. On the other hand, Student 2 received 1 PH, 6 IRRH, and 7 DRRH. The research also found that translanguaging contributes positively to thesis writing, enhancing effective communication and comprehension.

Keywords: *translanguaging, thesis supervision, thesis supervisor, feedback*

