

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the study drawn from the findings and discussion in the previous chapter. Moreover, this chapter covers the implications of those findings, highlights the significance in the context of the study, and also notes the limitations of the study. Additionally, it recommends areas for future research, suggesting possible domains for further exploration to delve deeper into the topic and expand on the current study.

5.1 Conclusions

This study is intended to address two research questions: (1) How does the EFL English teacher practice translanguaging in EFL classes? and (2) What are the benefits and challenges of translanguaging the EFL English teacher experience in classes? Thus, this study focuses on the teacher's translanguaging practices in EFL settings; showing that translanguaging is used to support the learning delivery, raise participation, and ensure students' comprehension.

Practicing translanguaging in EFL class, where the teacher translanguage and gave the space to the students to also translanguage, allowed them to individually make meaning to the lesson. Based on the findings, there are four characteristics of translanguaging namely: pedagogical translanguaging, positionality and power, language fluidity, and multilingual and multimodal linguistic resources.

The findings reveal that the teacher practices translanguaging as a strategic approach to facilitate students' comprehension and meaning-making process by using pedagogical translanguaging for scaffolding, developing students' metalanguage, and relating their prior knowledge in the lesson delivery. In this study, the teacher shares positionalities with the students, which can manipulate the power dynamics of student-teacher interaction. Furthermore, language fluidity in the classroom is shown on how the teacher adjusts the language use based on students' needs to achieve effective communication where the students can maximize their understanding. In a bi/multilingual classroom setting, the employment of multilingual and/or multimodal features is inevitable; Indonesian

and English material is used in the classroom, additionally, non-verbal resources are also employed, including gestures and hand signs to minimize the use of students' first language and allow them to access their repertoire.

In addition, the second research question is intended to explore the benefits and challenges that the English EFL teacher experienced in practicing translanguaging in classrooms. The findings show that the teacher finds translanguaging beneficial to teaching in the early stage (7th grader) in learning English at the secondary level. Translanguaging is beneficial for giving detailed instructions to prevent misunderstanding and in a text discussion that allows the students to express more ideas. Nevertheless, some challenges are also noted from the findings, it is shown that the teacher feels guilty to the more proficient students if 'too much' Indonesian is used. Furthermore, the teacher also faced different opinions from other teachers who viewed that the students need to be exposed to near-to-full English-only instruction; the teacher acknowledges that using Indonesian can lessen the English exposure and find it hard to balance the use of Indonesian and English to achieve the lesson objectives and language acquisition.

5.2 Implication of the Study

This study highlights the teacher's practice of translanguaging in the EFL secondary classroom; focusing on how the teacher translanguage in delivering the lesson and how the teacher facilitates translanguaging space to the students, allowing them to individually make meaning to the lesson. Additionally, this study also notes the benefits and challenges faced by the EFL teacher in practicing translanguaging in an English classroom. This study hopefully can offer valuable insight into how translanguaging is practiced in EFL classrooms along with its advantages and drawbacks in EFL classes.

5.3 Limitations of the Study

This study has several limitations during the process of data collection. This study is limited to the number of participants. One EFL secondary school English teacher might limit the generalizations. This study also has limitations on the diversity of the classroom in the secondary-level settings, which only focuses

on seventh grade. Because of these limitations, the findings of this study might not be applicable in different settings or larger groups. Furthermore, because of the limitations, the practices of translanguaging and its benefits and challenges might not all be explored because of only one teacher as the participant.

5.4 Recommendations

The writer of this study has several recommendations to guide future research in exploring this topic of translanguaging or similar themes and topics. Firstly, a study with a larger number of participants is recommended to give more varied and representative data on translanguaging practices for more generalizations. Furthermore, future studies can also investigate students' translanguaging practices. Additionally, the study which focuses on the practice of translanguaging in different levels and programs—primary level and bilingual program classes—can give different insights on how translanguaging is practiced in Indonesia in different EFL settings.