

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

This section summarizes the conclusions of this entire study and also discusses the implications, limitations, and recommendations for further research.

5.1 Conclusions

Having presented the findings and the discussion, the conclusion can be drawn. This research has examined how translanguaging is used as a teaching method in early education in Indonesia by focusing on whether this approach supports students' engagement and confidence, particularly in their early learning stages. The findings have shown 76 occurrences of translanguaging practices and 76 engagements in three classroom sessions. They were classified to have affected: cognitive engagement (47 occurrences), behavioral engagement (8 occurrences), and emotional engagement (22 occurrences) during the learning process. It shows that translanguaging is a supportive tool in classes whose students come from different linguistic and cultural backgrounds. Using students' full linguistic repertoires strategically brings affective benefits to the classes observed. It has been shown that both the teacher and students usually switch to their L1 and it influences to the engagement and confidence in the classroom.

Cognitive engagement occurred the most frequently in the classroom. This shows that cognitive engagement is unavoidable in the classroom. As for the teacher, it helped teacher explain the material that students have to learn, so that students could understand what the teacher explained. For students, they could understand what the teacher meant in their mother tongue so that the learning material in class can be understood well. Behaviorally, the idea of translanguaging is an engaging pedagogical

practice that made students participate more, do assignments given by teachers and more active in class when interacting with the teacher and friends. Lastly, in the emotional engagement side, pedagogical translanguaging creates more fun among students and teacher. The classroom atmosphere became more relaxed because young learners naturally enjoy making the class lively and tend to blurt out random things to their friends while learning in class. They all supported that translanguaging brings the benefits mentioned above.

In the context of confidence, translanguaging is also very useful. This study found that translanguaging can support improving classroom atmosphere (17 occurrences), increase classroom participation (40 occurrences), and enhance willingness to ask questions (6 occurrences) from 63 occurrences. Increasing classroom participation is the most common function of confidence. The second is improving the classroom atmosphere, and the last is enhancing the willingness to ask questions. Student confidence is not only about daring to appear and speak in class, but also how they can lighten the class atmosphere so that they can strengthen the relationship between friends and teachers, how they participate in class so that cognitively they still get the knowledge that is taught, and it will not make the class feel so boring and dull. Apart from the two functions above, students' self-confidence when asking questions in class is crucial because, with translanguaging, students are willing to ask based on their curiosity, even though they use their L1 to express that. It is not a problem as long as the teacher still directs and encourages students to use the target language

Teachers in the present day encounter the difficulty of managing the variety of languages in a way that values the many different viewpoints, knowledge, and ways of making meaning that students who speak multiple languages introduce to the classroom. Translanguaging is an educational approach that seeks to help students change how multilingualism is included in their learning journeys. In spite of countless

obstacles, translanguaging should be examined more closely, clearly defined, and put into practice in different classroom settings.

5.2 Study Implications

Considering the results of this study, some implications can be made. This study contributes to the theory of translanguaging in the context of informal English language teaching, particularly by emphasizing the role of students' linguistic identity in enhancing engagement and self-confidence. Based on the findings of this research, several conclusions can be drawn. A key takeaway from this study is the importance of training teachers to apply translanguaging techniques in order to improve student engagement and self-confidence in bilingual classrooms. With proper training, educators can learn effective methods to help students feel more engaged and self-assured while learning, especially in English classes. It is important to note that using translanguaging does not imply that teachers lack the ability to instruct; rather, it is a tool to enhance teaching in the classroom. Educators should also be mindful not to overuse translanguaging, ensuring that students continue to practice the target language and minimize reliance on their native language.

Moreover, the findings from this study could inform the development of more inclusive curriculum policies that embrace multilingual approaches in language education institutions or even in formal educational settings. The integration of translanguaging is hoped to be incorporated into school curricula, particularly in early childhood education. Teachers should rely less on their native language during lessons, opting instead to use the target language more frequently to help students expand their vocabulary. Additionally, educators can utilize translanguaging as a tool to explain subjects in class, but with certain restrictions, acknowledging that English is still considered a foreign language in Indonesia. Starting English instruction in early

education can be beneficial, provided there are skilled teachers and a well-structured curriculum in place.

5.3 Study Limitations

The limitation lies in the limited number of participants who came from one tutoring center in Bandung, Indonesia. This may not accurately represent translanguaging methods in other schools or locations. This research involved just one teacher and one classroom, with only five students. Therefore, the results may not be applicable outside this particular situation. Moreover, since the researcher acted as a participant-observer during classroom activities, there is a chance of personal bias in interpreting the data. Regarding the study's limitations, the small number of participants and recorded sessions makes it hard to apply the findings on translanguaging practices and views to a broader audience. Additionally, the research was carried out over a brief timeframe, which restricts the observation of any lasting impacts of teaching through translanguaging on student involvement and confidence. A study conducted over a longer period could offer more valuable insights. The research largely depended on observing the classroom. Other types of data, like written reflections, additional lesson recordings, or surveys, were not collected and could have contributed to a better understanding of students' experiences.

5.4 Recommendations

In relation to the limitations mentioned in the study, it is anticipated that future research should involve a longer duration for investigation, a greater number of participants, different scenarios, and a range of education levels to achieve more comprehensive and varied findings along with thorough analysis. Teachers are advised to adopt pedagogical translanguaging in a more thoughtful and intentional manner to

create a nurturing classroom atmosphere. Allowing students to utilize their complete language skills can boost both their involvement and self-assurance, especially for those who might find English-only teaching daunting. In simpler terms, it is essential to purposely develop a multilingual environment to creatively and critically engage students' diverse language resources in EFL classrooms, referred to as a translanguaging space (Wei, 2011). Thus, it is essential to investigate more opportunities for translanguaging (Robinson et al., 2018) and create chances for translingual learning through deliberately designed translingual materials (Seals et al., 2020).

Tutoring centers and language schools should offer training for teachers on effectively implementing translanguaging strategies. Professional development initiatives can assist educators in finding a balance between using students' primary languages and English in ways that promote learning instead of obstructing it. Regarding future studies, they could take place in varied environments, such as public educational institutions, rural tutoring centers, or online classes, to examine how different contexts affect translanguaging methods. Quantitative research could also support qualitative findings by providing objective measurements of results.

Curriculum designers should think about adding activities based on translanguaging to lesson plans. These activities could involve group projects requiring bilingual communication, reflective journals that allow for mixed-language writing, or assessments that prioritize understanding rather than solely focusing on outputs in one language. Furthermore, education policymakers should appreciate the significance of multilingual approaches in English teaching. Instead of imposing strict English-only rules, a more inclusive system that recognizes translanguaging can result in fairer and more effective language education.