

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of this research about students' perspectives regarding the use of translanguaging during lectures. In addition, this chapter also proposes suggestions for lecturers, students, and also future researchers who are interested to conduct research in this field.

5.1 Conclusions

The researcher came to a conclusion based on the analysis result after providing the research's analysis and findings in the preceding chapter. The researcher concluded that the students have a positive view regarding the use of translanguaging during lectures. During lectures, monolingualism, bilingualism and multilingualism are being utilized. When the students used translanguaging, the lecturers and classmates give appreciation and positive responses as well. However, in the learning and teaching process the students faced difficulties related to the use of English by the lecturers such as too fast speaking speed and the use of certain accent. Interestingly, in the international class of the Islamic economics study program, the use of the translation method in one of the courses was found.

Students feel very helpful and benefited by the use of translanguaging during lectures, because they can increase their vocabulary, know the correct pronunciation, enhance their confidence when speaking English, help engage in classroom activities, understand the materials, improve speaking skills and improve communication skills. Nevertheless, the use of translanguaging by the lecturers who teach in international class is seen positively and negatively. Positive views are given by students because it can help them to understand the lecture materials and can be actively involved in the classroom. However, negative views are given by students because their class is labelled an international class, the students viewed the level of the lecturers is higher than the students and the lecturers is expected to use English or if mixed, the English portion should be more. The use of

translanguaging is still needed in international class because human resources still lack skills in English and can spread language exchange among local and foreign students. Furthermore, lecturers should be explicit about the assessment criteria, so that students can evaluate and improve their academic performance.

5.2 Suggestions

In light of the aforementioned conclusion, the researcher would like to propose a number of suggestions. For lecturers are expected to be willing to improve their skills in English, should consistently use bilingualism, increase their creativity, teaching quality in order to transfer knowledge well and build a well-organized lectures including giving assignments and assessments and also friendly learning and teaching atmosphere.

It is hoped that students will become more aware of their own abilities and develop motivation to improve their English language skills and also improve their academic performance.

It is recommended that policy makers set clear criteria and objectives regarding the establishment of international class, provide clear requirements and standard English proficiency for students and lecturers who teach in international class and set a clear language to be used in international class so that learning and teaching activities can run more effectively.

The last suggestion is for the future researchers. This research can be used as a reference for future researchers who are interested in conducting research on the same field. The researcher provides suggestions for qualitative or mixed methods that involve an extensive amount of respondents and participants from different parties, such as lecturers and use various data collection including survey and observation for use by future researchers. As a result, research in this area become more complete and based on two perspectives, which are students and lecturers.