CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to investigate the role of translanguaging in English as a Foreign Language (EFL) classrooms, focusing specifically on senior high school students' attitudes toward translanguaging, their perceptions of its impact on comprehension and classroom participation, and the challenges they encounter in its implementation. The study was guided by three research questions, and the conclusions below are organized accordingly.

First, regarding students' attitudes toward translanguaging, the quantitative data collected through surveys revealed that most students hold generally positive views toward translanguaging. The majority of students reported feeling comfortable and confident using their entire linguistic repertoire—including both Bahasa Indonesia and English—in the learning process. Mean scores above 4.00 indicate strong agreement with statements supporting the use of translanguaging, and this positive attitude was also reflected in active classroom participation. Qualitative interviews further illuminated this finding, showing that students with higher English proficiency especially welcomed translanguaging as a facilitative tool that makes complex materials more accessible. These students described translanguaging as a bridge that helps them understand difficult vocabulary and grammar concepts. However, the study also found variability in attitudes; some students expressed concerns about the over-reliance on their first language (L1). They feared that excessive use of Bahasa Indonesia might interfere with their development of English fluency and hinder immersion in the target

language. This diversity suggests that attitudes toward translanguaging are influenced by individual differences such as language proficiency, learning preferences, and previous exposure.

Regarding the second research question, this study reveals that students perceive translanguaging as a valuable pedagogical strategy that significantly enhances their understanding of English learning materials and classroom participation. Students reported that the use of all their linguistic repertoire, including both their first language and English, facilitates clearer comprehension of complex vocabulary and grammar, thus enabling them to engage more confidently and actively in lessons. These perceptions align with the theory of superior cognitive skill in multilingual learners, which highlights that multilingual individuals possess advanced cognitive flexibility, metalinguistic awareness, and problem-solving abilities (Baker, 2011; Bialystok, 2007). Translanguaging capitalizes on these superior cognitive skills by allowing students to navigate multiple linguistic systems fluidly, thereby reducing cognitive overload and promoting deeper conceptual understanding. Consequently, translanguaging acts as a cognitive scaffold that supports learners in processing and integrating new information more effectively. This enhanced cognitive engagement fosters not only better comprehension but also increased motivation and participation, which are crucial for successful language acquisition in EFL classrooms. However, students also recognize the need for balanced implementation, cautioning against over-reliance on the first language to ensure continued development of English proficiency. Thus, while translanguaging positively shapes student perceptions by

leveraging their superior cognitive skills, it must be strategically applied to optimize both comprehension and target language immersion.

Third, regarding the challenges students face in translanguaging implementation, the study revealed several key issues. Students identified occasional confusion due to frequent and rapid switching between languages, which sometimes disrupted their focus. Another challenge was the difficulty some students experienced when required to shift languages during speaking activities, leading to hesitation and decreased fluency. Furthermore, there was concern about the potential for developing an over-dependence on Bahasa Indonesia, which could inhibit full immersion and the development of English communicative competence. These challenges emphasize the necessity for a carefully calibrated use of translanguaging that is responsive to students' evolving needs and proficiency levels.

In summary, translanguaging serves as a valuable pedagogical strategy in EFL classrooms, particularly for beginner and intermediate learners. It allows students to leverage their full linguistic repertoire to enhance understanding and participation. However, the study stresses that translanguaging should not be viewed as a one-size-fits-all approach. Its effectiveness depends on its strategic and adaptive implementation, tailored to individual learners' language proficiency and readiness for immersion. As students progress, educators should consider gradually reducing translanguaging in favor of increased English-only instruction to foster greater fluency and autonomy in the target language. This dynamic and context-sensitive approach aligns with contemporary translanguaging theories (García,

2009), which advocate for flexibility and responsiveness to learners' developmental stages.

5.2 Suggestion

Although this study provides valuable insights into translanguaging practices in EFL classrooms, several limitations must be acknowledged. Firstly, the study was conducted with a relatively small sample of students at a single institution. A broader study with a larger and more diverse sample could provide more generalizable findings. Secondly, the study primarily focused on student perceptions of translanguaging, without including the perspectives of teachers or other stakeholders. Future research could explore how teachers implement translanguaging in the classroom and the challenges they face in doing so. Thirdly, this study was conducted over a limited timeframe and did not explore the long-term effects of translanguaging on language proficiency or fluency development. Future research should examine how translanguaging impacts students' long-term language development and whether its benefits persist over time.

Based on the findings and limitations of this study, several recommendations are proposed for educators, students, and future researchers. Educators are encouraged to adopt a flexible approach to translanguaging that is sensitive to students' proficiency levels, adjusting the balance between the first and second languages accordingly. Translanguaging should be used strategically, particularly for clarifying complex concepts, but its use should gradually decrease as students' English proficiency improves. Teachers should also provide explicit guidance and ample practice opportunities to help students develop skills in switching languages smoothly, especially during speaking activities, to reduce

hesitation and enhance fluency. Engaging students in dialogue about their preferences and challenges related to translanguaging can foster a more learner-centered and responsive classroom environment.

For students, developing awareness and metacognitive strategies to manage their use of translanguaging effectively is important. They should strive to balance the support translanguaging provides for comprehension with the goal of increasing English immersion. Practicing language switching deliberately in speaking and writing exercises can help build confidence and fluency. Additionally, students are encouraged to participate actively in classroom discussions and activities, using translanguaging as a tool when necessary but progressively increasing their use of English-only communication.

Further researchers are advised to broaden the scope of research to include multiple schools and diverse cultural and geographical contexts to enhance the generalizability of findings. Increasing sample sizes and including a variety of participants, such as teachers and school administrators, would provide a more holistic understanding of translanguaging implementation. Investigating the long-term effects of translanguaging on students' English proficiency, academic achievement, and learner identity formation would offer valuable insights. Moreover, research focused on developing effective pedagogical models and training programs for teachers to implement translanguaging effectively across different contexts would contribute significantly to both theory and practice.