CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis the conclusion of this research is stated as follow;

1. The findings of this research conducted in a private primary school in Medan reveal that all three types of translanguaging occurred during English classroom interaction, which are; official, natural, and pupil-directed. The dominant of official translanguaging can be seen as the nature of English classroom interaction where educator, in this case is teacher, is the main source of knowledge that deliver lesson topic and facilitate interaction in the classroom. Within EFL classroom, teacher is the actor that provide instruction and lesson content, which give the role to teacher the authority to translanguaging more often and provide effective communication.

   In contrast to official translanguaging, the less dominant translanguaging are pupil-directed translanguaging and natural translanguaging. The findings indicate that students were not incentivises to translanguaging mainly because teacher dominated the English classroom interaction and limited opportunity to participate during classroom interaction. Students' participation during English classroom interaction can help their language development and provide room to improve students' comprehension in English as foreign language.

2. Teacher domination in the English classroom interaction can be found within IRF sequences where teacher contribute 30% of Initiation sequence. Teacher was employing translanguaging to make sure students comprehend the lesson

topic clearly and engage students to interact in classroom discussion. In the other hand, students' participation in English classroom interaction were contributed 22.2% within Response sequence. This finding reflects students were participating during English classroom interaction. The finding also indicates that translanguaging were used by students to discuss their lesson topic and make sure they comprehend the lesson material.

3. Teacher and students' reason to translanguage during English classroom interaction were to serve discursive functions which categorize to teacher discursive functions and students' discursive functions. Teacher utilized translanguaging to fulfil a range of discursive functions, including involving and giving voice to students, clarifying concepts, reinforcing learning material, managing classroom dynamics, and extending discussions through questioning. Teacher employed translanguaging most frequently to extend discussions and pose questions (30.4%), reflecting the initiative to increase students' engagement with the subject matter. Clarification (26.1%) discursive from teacher translanguaging was to ensure comprehension among students with diverse linguistic backgrounds. Involving and giving voice (21.7%) and reinforcing content (15.1%), finally managing the classroom (6.5%). In the other hand, translanguaging helps students to improve their comprehension about the lesson topic. Students are able to involve, elaborate ideas and raise question by translanguaging in English classroom interaction. Students translanguaging to elaborate ideas is 41.7%, reflecting the role of translanguaging in enabling students to increase their comprehension to the lesson topic. Participation is 33.3% of translanguaging reason. It is indicating

that students used translanguaging to contribute to discussions, using their full linguistic repertoire. Finally, 25% of student translanguaging was to raise questions that allowing them to confirm clarification and engage with lesson content.

5.2 Suggestions

Based on the data analysis and conclusions, some suggestions are offered as follow;

1. A balance approach to translanguaging in English classroom interaction is recommended for teacher in private primary school in Medan. An effective lesson topic delivery and lesson instruction were achieved with official translanguaging. Furthermore, teacher can create opportunity for natural translanguaging and pupil-directed translanguaging through classroom activity such as group discussion, students' interactions that encourage students to use their full linguistic repertoire during classroom interaction. The strategies will allow the students to have more active role in English language learning process.

2. Based on the research findings, translanguaging were occurred in English classroom interaction within sequences that done by teacher and students. Furthermore, teacher can incorporate intentional translanguaging strategies to elevate students' comprehension to the learning topic. Translanguaging can facilitate teacher to create more comprehensive learning environment and increase greater students' engagement to the lesson.

3. Translanguaging serves both students and teacher spaces to improve their comprehension of learning material by utilizing their full linguistic repertoire to transfer knowledge and information. The significance of translanguaging in education can help with the comprehension and better classroom interaction. Translanguaging create space for teacher and students to interact without the limitation of language boundary. These strategies will enrich classroom discussion because students are empowering to discuss their opinion related to the lesson without being suppressed by linguistics limitation since they can use the full potential of the linguistic repertoire available.

Teacher can promote effective learning experience and interaction by developing intentional translanguaging strategies by providing spaces for students to interact within group discussion that will allow the student to comprehend learning material and improve their language production skill.