

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestions regarding the use of translanguaging strategies in teaching narrative texts at SMP Negeri 10 Medan.

5.1 Conclusion

Based on the findings of the study, it can be concluded that translanguaging strategies were utilized systematically in the teaching of narrative texts for eighth-grade students at SMP Negeri 10 Medan. The teacher implemented five types of translanguaging strategies, namely instructional translanguaging, collaborative translanguaging, scaffolded translanguaging, student-initiated translanguaging, and visual and multimodal translanguaging.

Structured, step-by-step process across different stages of classroom activities. The teacher began with English to introduce narrative concepts, then switched to Indonesian to clarify meaning and ensure students' understanding, and finally guided students to produce responses in English. This process occurred during explanation, group discussion, scaffolding, and classroom interaction.

Instructional translanguaging was the most frequently utilized strategy, especially during the explanation of narrative structure, vocabulary, and grammar. However, all five strategies were interconnected and supported the learning process. Collaborative translanguaging was utilized during group discussions to help students negotiate meaning, while scaffolded translanguaging guided students from understanding ideas in Indonesian to expressing them in English. Student-initiated translanguaging allowed students to maintain communication when facing difficulties, and visual and multimodal translanguaging supported comprehension through the use of pictures and story maps combined with bilingual explanation.

Overall, translanguaging was not used randomly, but utilized as an integrated instructional strategy that helped students move from understanding to production. It created a more interactive and supportive learning environment, enabling students to better understand narrative texts and participate more actively in classroom activities.

5.2 Suggestions

Based on the findings of this study, several suggestions are proposed for different parties. For English teachers, it is recommended to utilize translanguaging strategies as a structured and supportive approach in the teaching process. Teachers are encouraged to use English as the primary language of instruction, while strategically using students' first language to clarify difficult concepts, vocabulary, and grammar. It is also important to guide students gradually from understanding in their first language toward producing responses in English. In addition, the use of visual and multimodal resources, such as pictures and story maps, is recommended to support students' comprehension and engagement.

For students, it is suggested to utilize translanguaging as a learning strategy. Students can use their first language to understand the material and organize their ideas before expressing them in English. This process can help reduce anxiety, increase confidence, and improve their ability to participate in classroom activities.

For future researchers, it is recommended to conduct further studies on translanguaging strategies in different contexts, such as different grade levels, language skills, or types of texts. Future research may also focus on examining how translanguaging strategies are utilized in other classroom settings or investigate their impact on students' learning outcomes.