

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Concerning the research findings, the conclusions were drawn as follows:

1. There are two main approaches to translanguaging observed in English classroom practice at SMK Telkom 2 Medan: pedagogical translanguaging, which is planned and structured, and spontaneous translanguaging, which emerges naturally during student interactions. Translanguaging as a strategic pedagogical tool is predominantly employed by teachers in planned instruction to scaffold learning, clarify abstract content, and foster metalinguistic awareness. This intentional bilingual approach significantly enhances student engagement and cognitive development in English classrooms.
2. The pedagogical purpose of translanguaging in English classrooms at SMK Telkom 2 Medan is to foster inclusive and meaningful learning experiences. With translanguaging, students find it easier to understand difficult material, increase vocabulary, and relate new lessons to experiences they already have.

Teachers consider translanguaging effective for overcoming language barriers, encouraging students to be more active, and helping them think critically and analytically. Translanguaging is not just a way to communicate but also a teaching approach that helps students feel more confident and empowered in a classroom that uses more than one language.

B. Suggestions

Based on the results of this study, several suggestions are offered for future research in the field of education.

1. Future research should focus more on exploring how students use and experience translanguaging in both formal and informal interactions. This is important to gain a better understanding of how translanguaging affects students' learning from their perspectives.
2. Future studies could investigate the impact of translanguaging on specific language skills, including speaking, writing, reading, and listening. More structured and experimental research could provide stronger evidence regarding the effectiveness of translanguaging in improving English language skills.
3. It would also be valuable to conduct studies comparing the practice and impact of translanguaging across different educational levels, ranging from primary school and secondary school to university. Since students at each level have varying comprehension abilities and language backgrounds, such research could offer new insights into how translanguaging can be adapted to meet their specific needs.