

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion in the final of the research. The researcher makes the conclusion of the research that relates with the use and the weaknesses also the strengths of the use of translanguaging as a teacher strategy in writing classroom for eight-grade in Junior High School. The researcher dedicates the suggestion for the teacher, students, school, and the future researchers. The conclusion and suggestion are explained as follows.

A. Conclusion

Translanguaging is used in the writing class to teach and learn in more than two languages, such as Indonesian, English, and Javanese. The teacher primarily uses Indonesian, followed by English and Javanese, which are only used for spontaneity. As a result, when the teacher explains only in English, students tend to remain silent and uninterested. In contrast, when the teacher uses the translanguaging strategy, which alternates between English and Indonesian, students become more engaged and pay attention to the explanations.

However, some of the weaknesses listed below should be considered if the teacher decides to use the translanguaging strategy. The weaknesses include, during the teaching and learning process, the teacher tends to use Indonesian rather than English, translanguaging takes too much time while the time available is limited, and students are less capable of working

independently and have lower levels of confidence. Nevertheless, translanguaging does have some strength, as evidenced by the results of previous research relevant to this research, such as translanguaging strategies can be combined with other media, students become more engaged in the teaching and learning process, and students can think critically and communicate their ideas in writing.

After understanding the use, weaknesses, and strengths of translanguaging as a teacher strategy in the writing classroom for eighth-grade students at SMPN 1 Maospati, the researcher can set the research's limitations. The limitations of this research include the research design, instruments, triangulation, participants, and researcher. First, this is qualitative research, which means that the researcher focuses in depth on one or two topics rather than the entire study. Second, the instrument used adjusts the type of research, so there is no exact data calculation and instead depends on participant points of view. Third, the researcher uses methodological triangulation, which also adapts to the research instrument, ensuring that the researcher only focuses on data from various perspectives. Next, the researcher selects participants based on which classes that suitable for the research, raising concerns about objectivity in analyzing data and the role of the researcher as an analyzer in this qualitative research.

In conclusion, translanguaging as a teacher strategy may result in positive results and is appropriate for use in writing classes. Nonetheless, the teacher should consider this strategy's weaknesses and strengths. Thus, when

teaching and learning activities take place, both the teacher and the students can achieve the same objectives.

B. Suggestion

Based on the result of this research, the researcher gives some suggestion as follows.

1. For the English Teacher

The shortcoming in this research related to the use of translanguaging is the use of the mother tongue (L1), which is more dominant than the target language (L2). The researcher suggests teachers use the target language more than their mother tongue when implementing translanguaging strategies in order to provide students with a wide range of vocabulary. Furthermore, the teacher must provide feedback to students while also inviting other students to discuss their friends' work.

2. For the Students

The researcher made suggestions to students based on the research's limitations, which included students not focusing on the teaching and learning process and a lack of confidence when writing without the assistance of others. Some students' writing results shared similarities because they asked each other. The researcher suggests that students should pay attention during the teaching and learning process and complete their work individually if the teacher asks them to, so that the

researcher can objectively evaluate the use of translanguaging as a teaching strategy in the writing classroom.

3. For the Future Researchers

This study has limitations, which can be used to guide future researchers. Future researchers may include additional research instruments, such as questionnaires and quantitative data calculations to determine the use of translanguaging on students' writing skills. Furthermore, future researchers are expected to be able to implement this translanguaging strategy at various levels within the institution.