

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

The results show that translanguaging resemblance, complementary translanguaging, and congruent-lexicalization translanguaging are the three translanguaging procedures used by ELT students while writing argumentative essays. The most commonly used approach among them is translanguaging resemblance which suggest that students regularly use common knowledge of Indonesian argumentative patterns while creating arguments in English. Further evidence that students employ their language repertoire to enhance meaning formulation, vocabulary use, and sentence creation throughout the writing process comes from complementary translanguaging and congruent-lexicalization translanguaging.

The results of the interview demonstrate that students purposefully use translanguaging to organise arguments, come up with ideas, get around language barrier, and make it easier to translate from Indonesian to English. these results suggest that translanguaging serves as a cognitive tool that helps students with the planning and drafting phases of writing. The results also show that a heavy dependence on Indonesian leads to cross-linguistic effect on English writing, including literal translation, grammatical transfer, and Indonesian argumentative patterns. As a result, translanguaging plays two roles: it influences the final English text's linguistic expression while also aiding in the formation of ideas.

B. Suggestion

Based on the findings of this study, several suggestions are proposed. First, English lectures are encouraged to recognise translanguaging as a valuable pedagogical resource in argumentative writing. Rather than discouraging the use of students' first language during the planning stage, lectures may provide opportunities for students to use their full linguistic repertoire to generate ideas, organise arguments, and overcome vocabulary difficulties before producing their final essays in English. At the same time, lectures should guide students to gradually reduce their dependence on literal translation and encourage them to develop more natural English expressions.

Second, students are encouraged to conduct to use translanguaging strategically to support the writing process, particularly during brainstorming, outlining, and organizing arguments. However, they should also continue improving their English vocabulary, grammatical knowledge, academic writing skills so that they can express their ideas more accurately and independently in English while maintaining the quality of their arguments.

Finally, future researchers are encouraged to conduct similar studies with a larger number of participants to obtain more comprehensive data. Future studies may also investigate translanguaging in different writing genres, educational levels, or learning contexts to provide broader insights into multilingual writing practices. In addition, future researchers are

encouraged to implement stricter procedures for verifying the authenticity of students' writing, particularly regarding the potential use of artificial intelligence (AI), to enhance the credibility of the findings.