

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

This study examined the forms and functions of translanguaging in three classroom discussions of the *Second Language Acquisition* course at the tertiary level. The analysis of classroom transcripts and checklist data showed the presence of three main forms: intra-sentential, inter-sentential, and tag translanguaging. All forms appeared in both teacher and student discourse, with varying frequency depending on the stage of the discussion and the communicative purpose. Intra-sentential translanguaging was found most often in definitions, theoretical explanations, and examples. Inter-sentential switching appeared during elaboration or clarification, while tag translanguaging occurred mainly in greetings and short conversational markers.

The functions identified in the data included clarifying academic concepts, providing culturally relevant examples, and maintaining social interaction in the classroom. Embedding English technical terms into Indonesian explanations preserved the precision of the terminology while making the content accessible. Switching to Indonesian when giving relatable examples helped connect abstract concepts to students' real-life experiences. Alternating languages in greetings and casual remarks supported a comfortable and inclusive classroom environment.

A notable finding is the dominance of intra-sentential translanguaging over other forms. This contrasts with patterns often found in similar contexts where inter-sentential switching is more frequent. The preference for intra-sentential integration in this study appears to be influenced by the nature of the course, which requires the frequent use of technical terms without exact equivalents in Indonesian. Incorporating these terms directly into Indonesian sentences allowed for both accuracy and clarity.

Overall, translanguaging in this classroom was used deliberately and strategically, rather than as random language mixing. The practice created an integrated bilingual discourse that balanced academic precision with

accessibility, indicating a tendency toward more fluid and embedded use of both languages in advanced-level content instruction.

5.2 IMPLICATION

The findings of this study carry several implications for students, lecturers, and the university. For students, the practice of translanguaging appears to be a powerful yet often under-recognized strategy in academic learning. On one hand, it enables students to better understand complex concepts, express ideas clearly, and engage more confidently in classroom discussions. On the other hand, if not guided properly, students may remain overly reliant on their first language, potentially slowing the development of English language proficiency and academic fluency.

For lecturers, the results highlight a growing need to acknowledge and accommodate students' multilingual practices during classroom interaction. This awareness can help educators respond more effectively not only by facilitating comprehension and participation but also by designing more inclusive teaching strategies that recognize students' full linguistic repertoires as academic resources rather than limitations.

At the institutional level, the frequent use of translanguaging in discussion classes suggests that English education programs should reconsider monolingual approaches in curriculum and assessment. The study suggests that without explicit recognition of multilingual practices, students' language identities may be marginalized, and opportunities for deeper learning may be lost. Institutions are encouraged to promote pedagogical models that validate translanguaging as part of effective teaching and learning in multilingual classrooms.

5.3 SUGGESTION

From this research, researcher provide some suggestions. The suggestions are:

1. For Lecturers

It is suggested that translanguaging be acknowledged as a valuable resource in the EFL classroom. Teachers should view translanguaging not as a weakness or interference, but as a strength that can be used strategically to enhance student understanding and engagement. Allowing students to use their full linguistic repertoire can help them better process information, develop confidence, and build stronger language competence.

2. For Students

Students are encouraged to utilize their entire linguistic repertoire during classroom activities as a means of supporting comprehension, expressing ideas, and participating actively. Translanguaging can serve as a tool to bridge knowledge gaps, increase confidence in using English, and develop critical language awareness through comparison and reflection.

3. For Future Researchers

It is recommended to explore translanguaging practices in other classroom contexts, such as writing tasks, group work, or digital learning platforms. Further research can also focus on the perceptions of lecturers and the impact of translanguaging on learning outcomes. A broader study involving participants from different levels of education or regions may also provide more comprehensive insight into how translanguaging functions in diverse EFL settings.