**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter covers two sections, the first section deals with conclusion and another one deals with suggestion.

1. **Conclusions**

Based on the findings and the discussions in the previous section, it can be concluded that:

1. Translanguaging in EFL classroom of SMAN 11 Bulukumba occurred between teachers to students and students to other students in teaching and learning process. Both the teacher and students of SMAN 11 Bulukumba used translanguaging in three languages. They are English as the foreign language, Indonesia language as the national language, and Konjo language as the local language. In the teaching and learning process, translanguaging was produced by the teacher commonly when introducing the lesson, drawing students’ attention, explained the material, asked questions, giving tasks, giving feedback, and closing the lesson which shows the importance of it during lesson delivery. And also Translanguaging was produced by students commonly when talking to their teachers especially when greeting the teacher, asking a question to the teacher, answering a question to the teacher, and also when they interacted to their friends, discussed to their colleagues, and asked other students. Translanguaging as strategy was very important for the teacher and students during teaching and learning process. The teacher has considered translanguaging as a need for flexibility in language usage in classroom.

113

1. The teacher always used Translanguaging during teaching and learning process because there were some teacher’s reasons namely: teacher’s translanguaging could help the students to be a more active in teaching-learning process, to create the effective communication between teacher and students in classroom, helping the low students in English vocabulary, and as need to accommodate local language.
2. There are significant benefits of translanguaging used by the teacher in classroom interaction. So, through the teacher’s translanguaging in EFL classroom made the students more active in learning, interested in learning and acquiring the knowledge easily, easy to speak up, created the fun learning and enjoy the classroom, add the students’ vocabulary, and interact well to their teacher.
3. **Suggestions**

Based on the conclusions that have been put forward above, the following implication and a recommendation for further related research are really suggested by the researcher. Those suggestions are drawn as follow:

1. Teachers can apply translanguaging as a strategy to create good communication and to build safe environment in the EFL classroom in order to make the students are enjoyable and prefer to speak up in the teaching-learning process.
2. Therefore, in my opinion there is a need for flexibility in language usage in the classroom to enhance interaction, learning, and the participation of students, because their lack of competence in English causes them to be quiet, passive, unmotivated, and less confident.
3. For the next researcher, the study of translanguaging can be extended by conducting the research in order different content and setting, because in many studies about translanguaging always investigated translanguaging in educational setting, especially in classroom context. Furthermore; the researcher recommends observing about translanguaging in out of the classroom.