

MULTILINGUAL INTERACTION IN THE EFL CLASSROOM AT SMA NEGERI 4 TAKALAR

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Abstract

These studies turned into carried out to determine multilingual interaction in the multilingual EFL classroom between students and teachers. This purpose of this takes a look at was to decide the multilingual interaction and perception EFL teachers on students' multilingual interactions in EFL. This research used a descriptive qualitative. The subjects were six students and one English teacher in setting SMAN 4 Takalar. Researchers used classroom observations and interviews as research instruments. This reveals and illustrates that multilingual interaction in students' EFL classes is very rarely used because in general students mostly use the Makassarese compared than combining Indonesian with English. That the interaction in classroom is, classified into categories, namely the teacher-student interaction, the teacher-student interaction (i) the student-teacher interaction, and the student-student interaction. Several students' interviews also found that some students use social media as a method of mastering their language so that they are not rigid in terms of interaction even by using multiple languages at once. Meanwhile, the teacher's perception that stands out about the interactions carried out by students is the lack of vocabulary they use, so that the teacher can distinguish which students have high and weak levels of multilingual interactions in the classroom.

Keywords— *Multilingual, Interaction, Perception, EFL Classroom.*

INTRODUCTION

Multilingual is a fact of life across all continents multilingual is the same as the term multilingual (multilingualism) which is a term used to describe the state of using more than one language by individuals, groups, or communities (regional, national, nation, and state). Multilingual refers more to the description of a speaker who speaks more than two languages can be three languages or four even five languages at once. Maher (2017:10) multilingual is a language is crossing the boundaries of nations, contents, and cultures like Spanish in Europe and the Americas. It has a very important role in some aspects of life such as science,

technology, and educational fields as well in other nations individual multilingual may be more common, but additional language skills could be beneficial, particularly in expanding opportunities to interact with the world outside their local communities (Baker, 2006:12). For example, a person may speak monolingual or mother tongue but that is read and writes in English. Multilingual can be said if the important language of the people because, often used in the activity. Such classrooms-based activities place value on multilingual, multiculturalism and contribute to the inclusion of families in subtle yet important ways.

Jones and Martin (2017) a new sociolinguistic of multilingualism is now being solid one that takes account of the conversation order and the unique cultural situations of our instances whilst maintaining an important situation the social differences and social inequality.

It's possible that our learners' future success lies in communicating in a different context with people from different cultures. Multilingual approaches to language learning require teachers to ask big questions. For language teacher's assessment is more complex than for subject teachers (Baker, 2001).

LITERATURE REVIEW

1. Multilingual

a. Definition of Multilingual

Multilingual is at the same time a person and a social phenomenon. It could consult with the acquisition, understanding, or use of numerous languages by way of people or by way of language communities in a particular geographical region. Aronim and Singleton (2012) if children are to be brought to a state of multilingual through formal education, thus sequentially teachers and learners need to consider the impact of the other languages, L1, L2, or L3 on one another. Multilingual is a very complex phenomenon and it can be studied from a specific perspective at linguistics, psycholinguistics, anthropology, or sociolinguistics.

b. Multilingual Education

Multilingual education has also been implemented in Indonesia about its importance and relation to the existing values for future development. Multilingual education, categorize as one language that uses in the world that could be three languages. Multilingual education classifies some variables that are educational such as the final exam, the use of the goal language as a subject, or the presence. Cenoz (2009) faculties can also be taken into

consideration as a type of multilingual faculty because the period multilingual refers to more than one language and this may recognize as or extra languages like three languages.

c. Type of Multilingual

There are two types of multilingual that is additive and subtractive approach. Additive approach is that students have high proficiency levels in the first language and the other language.

In this area could provide an additional explanation of additive multilingual by attributing advantages in multilingual education to the learning of highly developed communicative sensitivity (Cenoz & Genesee, 1998). Subtractive approach is to enable the learner to acquire the official language as the medium of instruction as soon as possible.

2. EFL Learning

English as a Foreign Language changed into used for away in each getting to know and teaching. Inside the very early levels of learning most students recognize the value of a common or of lexis that will be essential, and clear in all their interests to learn (Ruth & Stuart, 1986:55). Rogers' Humanistic Psychology in Brown (2000: 89-90), humans can adapt and develop within the instructions that decorate their life, in non-threatening surroundings; someone will shape a photograph of truth and could develop and research. It is standards have vital implications for training. Gaining knowledge of how to learn is more important than being taught. What is more, they want teachers are to grow to be facilitators of mastering thru the establishment of interpersonal relationships with learners.

3. Classroom Interaction

The ability of teachers to organize the classroom. Terms of teachers to control the classroom. Classroom interaction is a term instructor use to describe the teaching and getting to know the system of ensuring that schoolroom training runs easily without disruptive conduct from students compromising the shipping of education. The period also implies the prevention of disruptive behavior preemptively, in addition to effectively responding to it after it takes place.

METHODS

Based on the title, this research uses the qualitative research. Sugiyono (2014:11) in this case, researchers need to collect the data and describe what happens in field. This method shows or explains about circumstances, conditions, situations, events, and other activities that are reported in research report. Rahman (2017:102) stated that qualitative methodology is a method in which a writer does not involve measurements or statistic but focus on people's own thought, feeling, opinion, beliefs, and perception.

The subjects of these studies have been one English teacher and six students, because is considered to have an important role in the use of multilingual interaction in the classroom. Subject that is most suitable to find out, how much use multilingual interaction are carried out. Meanwhile, the setting at secondary school in Takalar regency, South Sulawesi, Province Indonesia of this research, because there are no researchers who have conducted research of multilingual interaction, and also become a leading school in Takalar.

The instrument of the research is observation and interview. Observation is a technique of collecting data through observation, and the observation in question is a technique of systematic observation and recording of symptoms, phenomena or objects to be studied. Syamsuddin (2017) reveals that data that given of the interview in general form explaining described experience, knowledge, opinion and private feeling. Interviews are intended to obtain data in the form of information from informants that can be described through comprehensive data processing.

Analyzing data is the system of organizing and sorting records into a sample of classes and basic gadgets of description. The purpose of the analysis to simplify the data into a form that is easy to read and implement. In this study, the author uses a descriptive approach which is a process of describing the actual state of the target. After collection the data from observation and interviews, it will be analyzed qualitative data analysis as supported by Miles and Huberman (2014:33). The analysis flow of activity: the first data condition, second data display, and third conclusion drawing/verification.

RESULTS AND DISCUSSIONS

To investigate the observation done by the researchers, the students just said uses Indonesian language or local language with the teacher, students' only multilingual interaction

in this ask to the teacher such as asking the lesson yesterday. Multilingual interaction by the students still uses local language or the first language an often uses foreign language.

The interaction found in the classroom was discussed based on who started the interaction and to whom it was addressed. It also discussed about the condition why the interaction happened. To several findings by way of the researchers all approximately circumstance within classroom interaction between the students and the teacher. Meanwhile, a few questions that to provide thorough research there are the students but understand what's multilingual, which can be known is Makassarese, Indonesian and overseas language.

This part discusses the analysis of the data presentation from the research question addressed. This discussion about the students and the teacher multilingual interaction, in which uses multilingual mostly the scholar-student interaction. Instructions low interplay about overseas language. One simple measure of this is the percentage of the magnificence dedicated to college students speaking to one another. Lessons in which college students have opportunities to communicate with every other help college student efficiently assemble their knowledge, even though without multilingual just Makassarese.

Makassarese is used when the begin activities teaching and learning process. That when, students-students interact even though it is not in the learning but discussing something else. Meanwhile for use of Indonesian language whilst the instructor explains the material given by using the students so that students can know is the teacher means. Indonesian language is also used when students ask the teacher something they do not understand. Meanwhile foreign language is used when the teacher discusses or a discussion that is distributed to students, although rarely in the EFL classroom.

The discussion here consists of classroom interaction types that are: trainer-scholar interaction, instructor-students interaction, students-teacher interaction, and student-student interaction. Meanwhile, to find out multilingual by students, interview sessions were also used.

The discussion is entirely an interview with the teacher about his response regarding multilingual interaction during the teaching and learning process. According to Soetomo (1997) instructional interaction needs to describe a lively dating several knowledges as a medium so that this interaction is a significant dating because instructional interaction is a photograph of a way energetic courting among instructors and students that takes region inside the bond of educational dreams.

However, the teacher expressed their situation as regards the various L1/mother tongues of their English lecture rooms. She cited the problem of having no unmarried language inside the lecture room and she agreed with the significance of seeking to assist students with content-based meaningful enter from other subjects. however, the instructor additionally emphasized the problem of negative transfer, whereby interference from the scholars' mother tongues ought to have an effect on for instance students' L2 development.

The teacher also remarked that if students get used to the teachers' code-switching into the Indonesian language, they might now not pay interest while English instructions are given on account that they count on that the trainer will code-switch or translate anyway. This problem does not simplest motive disciplinary problems but impacts L2 improvement too and as a result, results in negative talent in the end. Kusuma et.al (2021) the teacher looked difficult to ask the student to interact with her.

CONCLUSIONS

Based on the findings and discussion on the previous chapter, the research comes to conclusions.

First, use Makassarese is more dominant to students-students interaction compared to student-teacher interaction, because in this student-student interaction relies on language that is easier to understand than using foreign language. Meanwhile, the multilingual interaction itself occurs when the teacher provides learning material to the processing and discussion, some findings, it appears that students rarely ask the teacher how to speak in foreign language. The rest when they are challenged to speak English, they will use the translate application, which leads them to both in terms of material or assignments given by the teacher.

Second, Multilingual interaction is not often used at the classroom, even though teacher and students aware about interaction. The students just used habit for the interacting Makassarese and Indonesian language. Some interview conducted the students most not understand use multilingual interaction but they are wanted to improve their skill.

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