MULTILINGUAL INTERACTION IN THE EFL CLASSROOM AT SMA NEGERI 4 TAKALAR

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Abstract

This research was conducted to determine the multilingual interaction in the multilingual EFL classroom between students and teachers. This purpose of this study was to determine the multilingual interaction and the perception of 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 teacher-student interaction, teacher-student interaction (i) student-teacher interaction, and student-student interaction. Several student 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) whichis 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 at once. Maher (2017) 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 individualmultilingual 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; Sulaiman, R. 2021). For example, a person may speakmonolingual or mother tongue but that is read and writes in English. Multilingual canbe 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 insubtle yet important ways.

Jones and Martin (2017) a new sociolinguistic of multilingualism is now being forged one that takes account of the communication order and the particular cultural conditions of our times whileretaining a central concern the social differences and social inequality. It's possible that our learners' future success lies in communicating in a differentcontext with people from different cultures. Multilingual approaches to languagelearning require teachers to ask big questions. For language teachers assessment is more complex than for subject teachers (Baker, 2001).

LITERATURE REVIEW
Definition of Multilingual

Multilingual is at the same time an individual and a social phenomenon. It can refer to the acquisition, knowledge, or use of several languages by individuals or by language communities in a specific geographical area. 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 different perspective in linguistics,psycholinguistics, anthropology, orsociolinguistics.

Multilingual Education

Multilingual education has also been implemented in Indonesia about its importance and relation to the existing values for future development. Multilingualeducation, 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 targetlanguage as a subject, or the presence. Cenoz (2009) schools can also be considered a type of multilingual school because the term multilingual refers to multiple languages and this can understand as two or more languages like three languages.

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.

EFL Learning

English as a Foreign Language was used foraway in both learning and teaching. In the very early stages of learning most students recognize the value of a common or of lexisthat will be essential, and clear in all their interests to learn (Ruth & Stuart, 1986). Rogers' Humanistic Psychology in Brown (2000), human beings can adapt and grow in the directions that enhance theirexistence, in a nonthreatening environment;a person will form a picture of reality and will grow and learn. It is principles have important implications for education. Learning how to learn is more important than being taught. What is more, the need for teachers is to become facilitators of learning through the establishment of interpersonal relationships with learners.

Classroom Interaction

The ability of teachers to organize the classroom. Terms of teachers to control the classroom. Classroom interaction is a term teachers use to describe the teaching and learning process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens.

RESEARCH METHODOLOGY

Based on the tittle, this research uses the qualitative research. Sugiyono (2014) 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)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 this research were 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, ProvinceIndonesia of this research, because there areno 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) revelas 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 throughcomprehensive data processing. Analyzing data is the process of organizing and sorting data into a pattern of categories and basic units 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). The analysis flow of activity: (1) data condition, (2) data display,and (3) conclusion drawing/verification.

FINDINGS AND DISCUSSION

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 theinteraction and to whom it was addressed. Italso discussed about the condition why the interaction happened. To several findingsby way of the researchers all approximately circumstance within classroom interactionbetween 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 Makassarrese, 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 student-student interaction.Classes low interaction about foreign language. One simple measure of this the proportion of the class dedicated to studentstalking to one another. Classes where students have opportunities to communicatewict each other help students effectively construct 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 when the teacher explains the material given by the students, so that students can know is the teacher means. Indonesian language is also used when students ask the teachersomething they do not understand. Meanwhile foreign language is used when the teacher discusses or a discussion that is distributed to students, although rarely inthe EFL classroom. The discussion here consists of classroom interaction types that are: (1) Teacher- Student interaction, (2) Teacher-Students interaction, (3) Students-Teacherinteraction, and (4) Student-Student interaction. Meanwhile, to find out multilingual by students, interview sessionswere 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 Muhajir., Sulaiman, R., Ismail, U. (2018) educational interaction must describe an active relationship with a number of knowledge as a medium, so that this interaction is a meaningful relationship, because educational interaction is a picture of a two way active relationship between teachers and students that takes place in the bond of educational goals. However, the teacher expressed their concern as regards the many L1/mother tongues in their English classrooms. She mentioned the problem of having no single language in the classroom and she agreedon the importance of trying to help students with content based meaningful input from other subjects. However, the teacher also emphasized the problem of negativetransfer, whereby interference from the students' mother tongues could affect for example students' L2 development. The teacher also remarked that if students get used to the teachers' code-switching into Indonesian language, they would not pay attention when English instructions are given since they expect that the teacher will code-switch or translate anyway. This problem does not only cause disciplinary problems but affects L2 development too and thus results in poor proficiency in the end, the teacher lookeddifficult to ask the student to interact with her.

CONCLUSION

Based on the findings and discussion on the previous chapter, the research comes to conclusions. First, the use Makassarese is more dominant to students-students interaction compared to student-teacher interaction, because in this student-student interaction relies on languagethat is easier to understand than using foreignlanguage. Meanwhile, the multilingual interaction itself occurs when the teacher provides learning material to the processing and discussion, some findings, it appears thatstudents 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 in the classroom, even though the teacher and the students aware about interaction. The students just used habit for the interacting Makassarrese and Indonesian language. Some interview conducted the students most not understand usemultilingual interaction but they are want to improve their skill.

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