**CHAPTER I**

**INTRODUCTION**

1. **Background**

Nowadays the students should posses the skill due to other languages as the additional provision for them to compete in the job market. Hence in over the world in this globalization era, there are a number of people who, personally, in aesthetic, in academic and in economic reasons, are being multilingual invetably. Then it is obviously seen that there were more bilingual brains on the planet than monolingual ones. Whether it be to find new literatures, friends or business markets, or to maintain a connection with the historic past of a heritage language, there were many reasons to learn something of a second language (L2).

There are a number of advantages of being exposed to a second language, including cognitive advantages that could arise from achieving a particular level of proficiency in a second language. Furthermore, English is the most used language in the world turns to be the second language (L2) or foreign language of the students in Indonesia. Besides, English could be decided as the foreign language in Indonesia as well as defined as the L2 for the students. It can be defined as the L2 of the students because all of the language obtained after mother tongue is called L2 (Ellis, 2001:3). Furthermore, there are various ways of teaching the L2 in the classroom.

One of the popular way of teaching L2 in the classroom is teaching L2 trough L2. As Cook (2001:409) cut down on exposure to L2, while using only L2 makes the language real, and develops the learners’ own in-built language system. In some decades the use of the theory of teaching English through English is the way which is frequently utilized. Besides, the monolingual L2 used most intuitive mode of communicative in the classroom is commonly held belief. Nonetheless, Garcia (2009:89) argues that the failure in education is sure to occur if the students’ languaging is not included and if the communication using the students’ language practices is not maximised by the teacher.

In related as what happen in the reality of the use of L1 in this case in teaching L2 nowadays, there are some teachers or lecturer who force the use of L2 to teach L2 that instead of making the students master the L2, it just makes the students confuse. In particular Levine (2011:70) says that in any language class, even though the English class that referred by the Chinese student, in which L1 use was expressly forbidden, students’ L1 will be used. It could not be denied that the L1 of the students will inevitably occur in L2 class. For instance when the researcher teach his students when the students joined the program which forbids them to talk in L1, they still sometimes produced the L1 whether when talking to their friends or to the lecturer. Beside that, sometimes the lecturers need to explain the language, such as the meaning, the rule or function in L1 since the students get difficult to understand the explanation in L2. Hence, the L1 does not need to be banned since it will keep appearing in the L2 classroom. Otherwise, it is better utilize as the tool in the classroom interaction.

Canagarajah (2006:593) reveals that In such a pedagogy, the home/first language may not be a hindrance (or “interference,” as labeled in traditional TESOL discourse), but a resource. The First language of the students must have any functions and advantages in acquiring the second language. Always there is the influence of the L1 to the L2. As Dornyei and Murphey (2003:40):

“The teacher emphasised an environment of “No Chinese!”. Because Mandarin Chinese is our mother tongue, when we found we didn’t know how to say something in English, we would speak Chinese. But the teacher told us no to speak Chinese in the class” .

Since the L1 could influence the L2 means that will there are more than one languages use in the classroom interaction. Then the use of the L1 of the students in L2 classroom interaction is called translanguaging.

 Garcia (2009:140) states that translanguaging is the act performed by bilinguals of accessing different linguistic features or various models of what are described as autonomous languages, in order to maximize communicative potential. Translanguaging is the way of using the first language of the students to help the students learning the second language in the classroom. Translanguaging will optimalize the students mastery in L2 since the process of teaching and learning is effective. By using the L1, the L2 could be taught based on social, situatinal, and physical features well. That is because the successful communication depends on aligning the linguistic resources of the social, and physical features operative in a context.

 Based on the explanation above, the researcher was interested in investigating the translanguaging in the classroom context in the University level in Makassar. Since the grand theory that used here was Garcia (2014:3) which states that the translanguaging is not utilized to differenciate between two languages or the shift of the languages but it is used to mediate each other. Hence, the researcher also focused on the use of the translanguiging that based on the grand theory mentioned. Thus, the researcher conducted the research under the tittle “translanguaging in indonesian university classroom context: a discourse analysis at one university in South Sulawesi”.

1. **Research Questions**

According to the background explanation above, the researcher intended to focus this research on the following research questions, they were:

1. How did L1 and L2 interact each other in the classroom context?
2. How did the lecturers act toward the L1 and the L2 in the classroom?
3. What was the implication of translanguaging on TEFL?
4. **Objective of the Research**

In relationship with the research question formulated above, the objectives of the research were:

1. To find out how L1 and L2 interacted each other in the classroom context.
2. To find out how the lecturers acted toward the L1 and the L2 in the classroom.
3. To find out the implication of the translanguaging on TEFL.
4. **Significance of the Research**

The result of this research was expected to be the meaningful information and approach for the lecturer in optimizing the L1 used in teaching L2 in this case English for the students in order to ease the lecturers to improve the students’ ability of English. Besides, this research was expected to contribute as the campaign for being proud of the L1 especially Bahasa Indonesia of the students.

1. **Scope of the Research**

The researcher set this research due to the discipline of Second Language Acqusition area. This research focused on the lecturer and the influence of translanguaging in the speaking skill in classroom interaction of Makassar Muhammadiyah University in the Faculty of Training and Education, majoring of English Education.