THE USE OF FIRST LANGUAGE IN TEACHING SPEAKING FOR THE SECOND GRADE STUDENTS OF MARKETING DEPARTMENT AT SMK N 1 BANYUDONO IN 2013/2014 ACADEMIC YEAR

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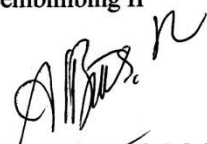Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

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ABSTRACT

This research paper is intended to describe the use of first language in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in 2013/2014 academic year. The source of the data are the English teacher and the students of XI Marketing 2 at SMK N 1 Banyudono. In research paper, the writer uses two instruments to collect the data, namely : observation and interview. The data consists of information about the functions, factors, and the students' perception to the use of first language by the teacher in teaching speaking. Based on the data analysis, the writer gets 173 data of L1 used by the teacher in teaching speaking. The writer classifies them into 17 functions. The functions of L1 are mostly for joking 13,87%. Only 0,53% L1 is used to manage the classroom. The finding also shows that there are 17 factors why the teacher uses L1. The highest precentage is making the students enjoy the material and help learners to be stress-free (13,87%). The lowest percentage is managing the classroom (0, 58%). Based on the students' perception, the use of L1 by the teacher has some functions, namely (1) explaining the material (2) giving correction (3) explaining the homework (4) explaining the task (5) telling the teacher's past (6) joking (7) explaining grammar. As for the factors' perceptions causing the teacher uses L1, the factors can be classified into 7 factors: (1) to make the students understand the explanation of material, task, and homework (2) to make the students understand when the teacher explains in English (3) to decrease the students' shyness to speak (4) to correct students answer (5) to make the students relax and enjoy to study (6) to make the students are not bored.

Key word: first language, teaching speaking, functions, factors, students perception.

A. INTRODUCTION

In teaching English, in the countries where English is taught as foreign language, it is inevitable for the teacher to use mother tongue (first language) when they are teaching. For Indonesian students, L1 is Indonesia language. Nowdays it is common for EFL teachers to use the students' mother tongue as a tool for conveying meaning as a means of interaction both in English language institutes and in the classroom.

In Indonesia, the use of L1 may also be found in teaching English. English is one of the subjects taught in every school both in state schools and private schools. Teaching English consists of four skills, namely listening, speaking, writing, and reading. In 2013 curriculum, English is taught starting from junior high school. It is also for the students of senior high school and vocational high school.

Vocational high schools focus on speaking skill because the graduation of vocational high schools are prepared for fieldwork. There are many departments in vocational high school. Marketing is one of departments in vocational high school. The graduation of marketing department must be able to promote their products. Marketing is the key of companies progress. So, the speaking skill of marketing department is much better that another department in vocational high school.

SMK N 1 Banyudono is a state vocational high school in Banyudono Boyolali.As focus of the study, the writer chooses the second grade students of marketing department in SMK N 1 Banyudono. The writer chooses the second grade students because it is the most important grade to practice their skill in real work industry.Based on the situation above, the writer wants to conduct the research entittle *"The Use of First Language in Teaching Speaking for the Second Grades Students of Marketing Department at SMK N 1 Banyudono in 20132014 Academic Year"*.

The problem statements raised by the writer in this study are (1) What are the functions of first language used by the teacher in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in

2013/2014 academic year? (2) What are the factors that make the teacher use first language in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in 2013/2014 academic year? (3) How is the students' perception to use of first language in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in 2013/2014 academic year?

Based on the problem statements, the objectives of this study are: (1) To know the functions of first language used in teaching speaking for the second grade students of marketing depatment at SMK N 1 Banyudono in 2013/2014 academic year. (2) To describe the factors that make the teacher use first language in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in 2013/2014 academic year. (3) To describe the students' perception of the first languages used in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in 2013/2014 academic year.

B. RESEARCH METHOD

Based on the problem statements and the objectives of the study, the writer uses descriptive study as the type of this research. In this study, the writer only wants to describe the use of first language in teaching speaking for XI marketing 2 of SMK N 11 Banyudono. The object of the research is the first language used by the teacher in teaching speaking of marketing department at SMK N 1 Banyudono.

The data of this research are interview script and recording field notes. Threre are three sources of the data, namely: event, respondent, and documents. The writer uses 3 techniques in collecting data, they included inteview, observation, and documentation. After collecting the the data, the writer analyses the data by using content analysis technique, the steps are: (1) data reduction, (2) data display, and (3) concluding drawing or verification. The writer also uses Trianggulation data to check the crediability of the data, She

selects 2 of 4 kind of triangulation. They are data triangulation and method triangulation.

C. FINDING RESEARCH AND DISCUSSION

1. Finding Research

a. Function of Using First Language

In analyzing the function of using first language by the teacher at SMK N 1 Banyudono, the writer found 173 data of first language used by teacher when teaching speaking. The teacher taught speaking about complementing person or something and giving opinion. The writer found 17 functions used by teacher in teaching speaking at XI marketing department of SMK N 1 Banyudono. They were (1) classroom management, (2) giving exploration (3) translating vocabulary, phrase, or sentences, (4) explaining grammar rule, (5) informal, friendly talk with learners, (6) checking understanding, (7) giving correction (8) explaining exercise (9) joking (10) asking a question relevantto the material (11) answering a question relevant or irrelevant to the lesson, (12) explaining the material, (13) repeating the explanation of a vocabulary or sentence item given earlier in English, (14) advising, (15) giving stimulus to speak, (16) commenting students performance, and (17) explaining the homework. The use of first language by the teacher could be seen at the table as follows:

Table 1

Function of Using First Language

No	Function	Frequency	Example
1	Classroom management	0,58%	*Kenapa tengok kanan tengok kiri?*
2	Giving exploration	4,62%	*Apakah kalian sudah pernah mendapat pujian?*

3	Translating vocabulary, phrase or sentences	2,31%	*Terrible dan terrific. Terrible itu buruk sekali kalau terrific itu dahsyat.*
4	Explaining grammar rule	6,36%	*Setelah after itu kata kerjanya di gerundkan*
5	Checking understanding to the material	4,62%	*Sudah faham?*
6	Informal, friendly talk with learners	3,47%	*Ini spidolnya kok mati semua? Punya banyak tapi kok mati semua*
7	Giving correction	11.56%	*What beautiful baby itu salah, yang bener what a beutiful baby she is*
8	Explaining exercise	3,47%	*Membuat situasi ya. Inget jangan buat kalimat pujiannya, Cuma buat situasinya saja*
9	Joking	13,87%	*Kalau ada yang tanya, gajah itu bentuk nya gimana? Kalau yang dipegang belalainya, pasti jawab nya gajah itu panjang, kalau yang dipegang gadingnya gajah itu keras, kalau yang dipegang buntutnya, gajah itu kelihatana kecil*
10	Asking a question relevant to the material	13,3%	*How the compliment expression of "Betapa gantengnya kamu malam ini" ?*
11	Answering a question relevant or irrelevant to the lesson	1,16%	*Yang mana yang mana? Oh yang itu, Kalau mau dilanjutkan buka kalimat baru*
12	Explaining the material	9,25%	*Memuji seseorang itu ada 2 cara atau pola yang agak sulit*
13	Repeating the explanation of a vocabulary or sentence item given earlier in English	6,94%	*"How is the compliment to Gilang?" Bagaimana pujian untuk Gilang?"*
14	Advising	1,73%	*Ucapan adalah doa, jangan bilang gak pny kalau*

			kenyataannya punya
15	Giving stimulus to speak	7,51%	*Ayo beri opinion*
16	Commenting students performance	2,90%	*Jadi kalau memberikan opini berpasangan, kalau si A sudah memberi opini tentang mata yang B jangan tentang mata nya juga, ganti opini yang lainnya.*
17	Explaining the homework	6,36%	*Buatlah kalimat 50 . masing-masing berpasangan jadi 25.25 dtulis juga situasinya*

The writer summarized the table based on the frequency the functions used. Joking had the most data from all data. It had the highest presentation (13,87%). The teacher used the fewest L1 to manage classroom (0,58%). She only spoke 1 Indonesian sentence to manage the classroom.

b. Factor of Using First Language

Answering the second problem statement, the writer would display the factors that make the teacher use first language in teaching speaking. She used observation and interview to know the factors of using L1. The writer got 173 data of Indonesian word, phrase, and sentence made by the teacher.

The data were classified into 17 factors. The factors were (1) to manage classroom, (2) to make the students predict the material that will learnt, (3) to clarity the meaning of difficult word, (4) to correct grammar mistakes made by the students, (5) to respond that the students looked unclear and confuse to the material, (6) to facilitate communication and relationship to the students, (7) to correct students answer, (8) to increase comprehension to the instruction of exercise, (9) to make the students enjoy the material and help learners to be stress-free (10) to check comprehension to the material, (11) to answer students' questions

relevant to the material, (12) to increase comprehension to the material, (13) to make the students understand the input of target language until it translates in L1, (14) to motivate the learners, (15) to decrease the students' shyness to speak, (16) to correct students' speaking practice (17) to increase comprehension to the instruction of homework. The detail of factors that make the teacher used L1 could be seen at the table as follows:

Table 2

Factors of Using First Language

No	Factor	Frequency
1	To manage classroom	0,58%
2	To make the students predict the material that will learnt	4,62%
3	To clarity the meaning of difficult word	2,31%
4	To correct grammar mistakes made by the students	6,36%
5	To respond that the students looked unclear and confuse to the material	4,62%
6	To facilitate communication and relationship to the students	3,47%
7	To correct students answer	11.56%
8	To increase comprehension to the instruction of exercise	3,47%
9	To make the students enjoy the material and help learners to be stress-free	13,87%
10	To check comprehension to the material	13,3%
11	To answer students' questions relevant to the material	1,16%
12	To increase comprehension to the material	9,25%
13	To make the students understand the input of target language until it translates in L1	6,94%
14	To motivate the learners	1,73%
15	The students are shy to speak	7,51%

16	To correct students' speaking practice	2,90%
17	To increase comprehension to the instruction of homework.	6,36%

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The writer summarized the table based on the frequency the factors the teacher used L1 in teaching speaking. To make the students enjoy the material and help learners to be stress-free had the most data from all data. It had the highest precentation (13,87%). The teacher used the fewest L1 to manage the classroom. She only spoke 1 Indonesian sentence in this factor. It gets 0.58%.

c. **Students' Perception**

Answering the last problem statement, the writer took the data from interview to the students. The writer interviewed 10 of 34 students. Based on the interview, the writer found that the English teacher used Indonesian and English in teaching speaking. The teacher commanly used English in the classroom. Most of students were prefer liked when the teacher used Indonesian because they did not understand if the teacher spoke in English.

Based on the students perception, the writer found7 function and 6 factors that make their teacher used L1 in teaching speaking. 7 function were (1) explaining the material (2) giving correction (3) explaining the homework (4) explaining the task (5) telling the teacher's past (6) joking (7) explaining grammar. Most of the students gave their perception that the teacher used L1 to explain the material and make a joke. There were 9 students who gave its percepetions. Only a students who gave perceptions that the teacher used L1 to tell her past.

Based on the students' perception, the writer found 6 factors that make the teaher using L1 in teaching speaking. The most factors used by the teacher was make the students understand the explanation of material, task, and homework. There were 10 students who said its perceptions. There were only 2 students who gives their perception that

the teacher used L1 because make the students are not bored when studying.The factors used L1 based on the sttudents perception are (1) make the students understand the explanation of material, task, and homework (2) make the students understand when the teacher explain in English (3) decrease the students' shyness to speak (4) correct students answer (5) make the students relax and enjoy to study (6) make the students are not bored.

2. Discussion

The writer discussed the finding research into 3 points. The points were functions of using L1, factors of using L1, and the students' perception to the used of first language in teaching speaking. The writer found 173 data of L1. The writer classified the data into 17 functions and 17 factors. Based on the students' perceptions, the writer concluded 6 functions and 7 factors that make the teacher uses L1 in teaching speaking. Each point would be discuss below:

The first function was manage classroom. The teacher only used 1 L1 to manage the classroom. The teacher spoke *Kenapa tengok kanan tengok kiri?* to manage the classroom. This function was supported the finding by Al-Hinai and Piasecka. Al-Hinai (2010) and Piasecka (1988 in Kafes 2011) stated that the use of L1 to manage and control classroom. This L1 was spoken by the teacher in the early activity when she would begin the teaching speaking about compliment. The teacher spoke using L1 because the students are noisy, so the teacher asked the students to be quite.

The second function was giving exploration. Exploration activity was given by the teacher after opening. Before the teacher explained the material, the teacher gave some question relevant to the material, the teacher used L1 to give exploration, so the students would predict what they qould learn in that day. This function and this factor were the new finding because there was no finding about it before. The example of this function is *"Apakah kalian sudah pernah mendapat pujian?" "Bagaimana perasaanmu*

mendapat pujian? Another data of L1 which had the function giving exploration could be read in the appendix.

Third was translating vocabulary, phrase or sentences In teaching speaking, the teacher usually asked the students to speak English. But, the students sometimes found the difficult word when speaking. So, the teacher helped them to translate the difficultword, phrase, or sentences. This function had ever been found by Al-Hinai and Tang. According to Al-Hinai (2010) and Tang (2002), the use of L1 had a function to translate the difficult word, vocabulary, phrases, questions, sentences, and instruction.

The teacher needed to translate using Indonesian because she wanted clarity the maeaning of difficult vocabulary. This factor was suported to the finding of Al-Hinai and Shrma. Sharma (2006), and Al-Hinai (2010) stated that the reason of using L1 was to clarity the meaning of anstract and word. The teacher also used L1 to translate because she wanted increasing new vocabulary to the students. This factors has proposed before by Carter and Al-Nofaie. Carter 1987 stated that using L1 equivalents alongside L2 words was also seen as a useful approach to memorize new vocabulary. Al-Nofaie (2010) explain new vocabulary. Based on the explanation above, the writer concluded that the use of L1 to translate the difficult word because to clarity the meaning the difficult word. So, this finding had been ever found before by another researchers.

The next function was explain grammar rules. The teacher used L1 to explain the grammar rules because the students made grammar mistakes. Th reason was the new finding because it was not found before. The students made grammar mistakes when they practice speaking to compliment and gave opinion to the person or thing. The teacher spoke "*Setelah after itu kata kerjanya di gerundkan"* to explain grammar rules. Another example of L1 could be seen at appendix. There were many researchers state that the function of using L1 was to explain grammar rules. They were Al-Hinai (2010), Sharma (2006), Tang (2002), Al-Nofaie (2010). They explain that the use of L1 in the classroom was to explain grammar rule.

The fifth function was checking understanding to the material. In teaching and learning process, the teacher also used L1 to check the understanding of the students to the material. The students were looked unclear and confused to the material, so the teacher checked that the students have understood the material or not. This reason was the new finding but the function was not the new finding. The function had ever been proposed by some researchers. They were Atkinson (1987), Al-Hinai (2010), and Tang (2002). They stated that the use of L1 was to check the understanding. Checking understanding was included checking the understanding of of concepts, talk, text or instructions. The example of first language was *Sudah faham?*. Another L1 could be seen at appendix.

Then, the function was informal, friendly talk with learners. When teaching and learning process in the classroom, the teacher and the students needed to do Interaction. It needed because the teacher and the students needed communication to make them closer. It was relevant to the theory from Harbord and Sharma. Harbord (1992) stated that using L1 is facilitate communicaton and relationship to the students. Sharma (2006) also stated that using L1 could estabilish close relationship between the students a nd the teacher. This factor was also supported by Paul Notion. He stated that it was easier and more communicatively effective to use the L1. This function was proposed before by Tang. Tang (2002) stated that the teacher needed using L1 to informal, friendly talk with the learner. The teacher and the students communicated each other in the classroom using L1.

The seventh function was giving correction When the teacher gave the students questions relevant or irrelevant to the material, the students tried to answer her question. But the students were not aware that their answer was incorrect. So, the teacher needed to give correction using L1 because she wants correct the students answer. This factor was the new finding.

The function of using L1 to give correction was also found by Piasecka and the previous study of Kafes. According to Kafes (2011) and

Piasecka (1988), the use of L1 was to correct mistakes. It could correct grammar, or vocabulary made by the learner. The example of L1 used to correct mistake was **"***What beautiful baby itu salah**, yang bener what a beutiful baby she is"*. Another example could be seen at appendix.

The next function was explaining exercise After explaining the material, the teacher gave the students exercise relevant to the material. The teacher used slide as the media to explain the exercise. When explaining the exercise on the slide, the teacher explained using L1. So the use of L1 was also used to explain the exercise. It was also found by Al-Hinai Al-Hinai (2010), the use of L1 was able to explain the exercise.

The teacher explained using L1 because she wanted the students increase their comprehension to the instruction of exercise. It supported to Atkinson. Atkinson (1987) stated that another use of the mother tongue involves learners communicating with one another about a task. The teacher repeated the role of exercise because the students could not understand the input of the target language. The example of L1 in this function was *"Membuat situasi yaa ... inget jangan buat kalimat pujiannya, Cuma buat situasinya saja."*. Another example can be seen at appensix.

The ninth function was joking. When teaching and learning process, the students sometime felt bored to the material. So, the teacher needed to make joking so that the students felt relax in studying English. This function was supported by previous study by Kafes and Al-Hinai According to Kafes (2011) and Al-Hinai (2010), the function of using L1 in the classroom was to tell a joke or anecdotes for humor.

After the teacher told a joke, the students were looked enjoy to the material. It supported to the finding of some researcher that the use of Indonesian in the classroom could make the students commmfortable and enoy studying English. Aubach (1993), Bowen (2004), Butzkamm (2003), Atkinson (1987), and Sharma (2006) stated that using L1 in the classroom

because it could help the learner feels secure, less secured. It also made students feel easy and comfortable when they were provided with L1 equivalents. The use of L1 saved learners from a feeling of frustation they might have within their FL learning.

The next function was asking a question relevant to the material. When teaching and learning process, the teacher asked the students some questions relevant with the material. This function was related to the function found by the previous study, Kafes (2011). The teacher had the reasons why she asks the students using L1. She wanted check comprehension of the students to the material. This reason was supported by the finding of Atkinson. Atkinson (1987) also stated that using L1 could be be used for checking comprehension to the material.

Then, the function was answering a question relevant or irrelevant to the lesson In teaching speaking, the teacher gave the students exercise. When the teacher explained the exercise, there were many students who unclear to the instruction of exercise. So, they asked to the teacher how to do the exercise. The teacher answered the students question using L1 so that the students understood to the teacher's answer. This function was also found by the previous study. According to Kafes (2011), the use of L1 was to answer a question relevant to the lesson course.

Explaining material was the twelveth function. It was the new finding. Explaining the material was the main activity of teaching and learning process. Because of that, the teacher often used L1 to deliver the material to increase comprehension of the students to the material. Morahan (2009) and Cook (2009) had found it before. So, it was not new finding. Morahan, (2009) and Cook (2001), using L1 could increase both comprehension and learning of L2. So, the use of L1 was to explain the material. The example was *"Memuji seseorang itu ada 2 cara atau pola yang agak sulit"*. Another example could be seen at appendix.

The next function was repeating the explanation of a vocabulary or sentence item given earlier in English In explaining of a vocabulary or sentence, the teacher also used L1 to repeat her explanation. She repeated because the students did not understand her explanation in English before. So, she needed to repeat her explanation. This factor was suitable to the theory by Atkinson (1987) "The key for the teacher seems to be using the L1 appropriately and avoiding the over-use which would make learners feel that they cannot understand the input of the target language until it is translated into their L1 ". This function was also suitable to the theory by Kafes (2011) who states that the use of L1 was to repeat the Explanation of a Vocabulary or Sentence Item Given Earlier in English. The example of thisfunction was displyed below:

English   : *"You can express your compliment. You can capable write compliment using how and what .*
Indonesian   :*"Kamu bisa menulis pujian memakai 2 pola tadi how dan what*

The teacher explained in English how to express compliment. Then the teacher repeated her explanation so that the students understood what the teacher said.

Advising was the next function. It was the new finding. In teaching and learning English, the teacher also used L1 to advise the students. The teacher used L1 to advise the students because she wanted motivate the students. It was suitable to the theory by Deller (2003). He stated that "motivate learners by helping them enjoy materials".

The next function was give stimulus to the studets. It was the new finding of the function using L1 in teching English. In teaching speaking, the teacher asked the students to practice speaking. But when the teacher asked them to perform in front of the class, they were shy to speak. So, the teacher needed to give stimulus to make them practice speaking in front of the class. It was related to the finding of Paul Notion. Paul Nation (2001) stated using the L2 could be a source of embarrassment particularly for shy learners and

those who feel they are not very proficient in the L2.The example of this function was *"Ayo maju"*

The next function was commenting the students performance. The teacher guided the students when the students practiced to speak. The students gave commenting to the students perform using L1. The students' practice did not perfect or complete So, the teacher commented using L1 because she wanted the students understand what the teacher said. It was suitable the theory by Eldridge (1996) observed in his classroom, using the mother tongue to (1) comment, (2) evaluate and (2) discuss the task at hand.

The last function was explaining homework. It was the new finding. The teacher explained the homework in the end of teaching. She used L1 when explaining the homework. The teacher used L1 to explain the material because she wanted the students understand the instruction of homework. This reason was also found by Faltis. According to Faltis (1990), L1 used to introducing concept. So, the writer concluded that the use of L1 could be used for explaining the material because it could introduce the concept of homework.The example of this function was *"Buatlah kalimat 50 . masing-masing berpasangan jadi 25.25 dtulis juga situasinya"* The teacher explained the homework using L1. She explained using L1 because she wanted the students understand with the homework.

Discussing the students perception, the writer interviewed 10 students to answer the problem statement. The students are the students of XI Marketing 2. The writer focused interview to the function and factors that make thir teacher using L1 when teaching speaking.

The teacher used Indonesian and English when taught them. The teacher commonly used English when teaching. The students were prefer like the teacher used Indonesian when teaching because they could catch the material.

Based on the students perception, the writer found 7 functions and 6 factors that make the teacher uses L1 in the classroom. The functions were (1) Explaining the material (2) Giving correction (3) Explain the homework (4) Explain the task (5) Telling the teacher's past (6) Joking (7) Explaining grammar. Most of the function had been found by previous study. According to the theory by Al-Hinai (2010) and Kafes (2011), the use of L1 can be used to explain the material, explain the task, explain grammar, make a joke.

The writer found 6 factors based on the students perception. They were (1) Make the students understand the explanation of material, task, and homework (2) The students do not understand when the teacher explain in English (3) The students are shy to speak (4) Correct students answer (5) Make the students relax and enjoy to study (6) Make the students are not bored. This reason was found by Atkinson before. Atkinson (1987) states that learners feel that they cannot understand the input of the target language until it is translated into their L1. The students said that they feel enjoy studying English. It is relevant to the theory by Butzkamm (2003) who states the use of L1 saves learners from a feeling of frustation they might have within their FL learning.

The writer summarized that the writer finds 6 new functions and 7 factors that make the teacher used Indonesian when teaching English. So, 11 functions and 10 factors had ever found before by another researchers.

D. CONCLUSION

Based on the research finding, the writer can draw conclusion about the use of first language in teaching speaking for maketing department at SMK N 1 Banyudono, Boyolali.

1. The teacher applies 17 functions to use first language in teaching speaking for marketing department in SMK N 1 Banyudono. The data is found are 173 data of Indonesian word, phrase, and sentence made by the teacher in teaching speaking.The functions that used by the teacher in teaching speaking are (1) classroom management, (2) giving exploration (3) translating

vocabulary, phrase, or sentences, (4) explaining grammar rule, (5) informal, friendly talk with learners, (6) checking understanding, (7) giving correction (8) explaining exercise (9) joking (10) asking a question relevant to the material (11) answering a question relevant or irrelevant to the lesson, (12) explaining the material, (13) repeating the explanation of a vocabulary or sentence item given earlier in English, (14) advising, (15) giving stimulus to speak, (16) commenting students performance, and (17) explaining the homework. The functions which have the most frequency are making make a joke (13,87%), asking questions relevant to the material (13,30%), giving correction (11,56%).

2. The teacher uses 17 reasons that make her using L1 in teaching speaking. The factors are (1) to manage classroom, (2) to make the students predict the material that will learnt, (3) to clarity the meaning of difficult word, (4) to correct grammar mistakes made by the students, (5) to respond that the students looked unclear and confuse to the material, (6) to facilitate communication and relationship to the students, (7) to correct students answer, (8) to increase comprehension to the instruction of exercise, (9) to make the students enjoy the material and help learners to be stress-free (10) to check comprehension to the material, (11) to answer students' questions relevant to the material, (12) to increase comprehension to the material, (13) to make the students understand the input of target language until it translates in L1, (14) to motivate the learners, (15) to decrease the students' shyness to speak, (16) to correct students' speaking practice, and (17) to increase comprehension to the instruction of homework. The functions which have the most frequency are making the students enjoy the material and help learners to be stress-free (13,87%), correcting the students answer (13,3%), checking comprehension to the material (11.56%)

3. The students perceive that English teacher uses Indonesian and English in teaching speaking. The teacher commanly used English in the classroom. Most of students think that L1 is neccesary to make them understand the material. So, they prefer like the teacher using L1. Based on the students

perception, the writer finds 7 functions that make the teacher used L1 in teaching speaking. They are (1) explaining the material (2) giving correction (3) explaining the homework (4) explaining the task (5) telling the teacher's past (6) joking (7) explaining grammar. Based on the students' perception, the writer finds 7 reasons that make the teacher used L1 in teaching speaking. They are (1) make the students understand the explanation of material, task, and homework (2) make the students understand when the teacher explain in English (3) decrease the students' shyness to speak (4) correct students answer (5) make the students relax and enjoy to study (6) make the students are not bored.

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