

CHAPTER I

INTRODUCTION

A. Background of the Study

Living in globalization era, people learn many languages. They realize that language is very important in many aspects especially to communicate and get information. English is the international language which is taught as a foreign language in some countries including in Indonesia. Realizing that English is important for developing countries, the government can not neglect its role. The government established English for educational field. So, English is taught in all grades of school.

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.

First language is this term refers to the language a person learn from birth. Mother tongue is one's first language. It is used for the language that a person learnt at home (usually from his parents), and L2 is a term used to refer to both foreign and second language. This term is used to refer to a language which is not a mother tongue but which is used for certain communication functions in a society. It is learned after first language (L1) or mother tongue. There are usually programs designed for students learning a certain language as an additional language. (<http://forum.wordreference.com/showthread>)

For Indonesian students, L1 is Indonesia language. Nowadays 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. Brown (2000: 68) claims that "first

language can be a facilitating factor and not just an interfering factor”. Schweers (1997: 7) encourages teachers to incorporate the native language into lesson to influence the classroom dynamic, and suggests that “ starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves”.

According to Mufaeed (2009: 3) “many teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much more rapidly”. The purpose of the teachers use of L1 is used for clarification purposes, after an attempt has been made to communicate ideas in L2 and students still appear to be confused. The idea is that L1 serves a “supportive and facilitating role in the classroom” (Tang, 2002 in Meghan Morahan: 2009: 01).

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.

There is a difference between teaching English in senior high school and vocational high school. Senior high school uses general English but vocational high school is English specific purpose. Hutchinson and Water (1987: 3) states that ESP is designing courses to meet learner’s

need. It is not general English learning but more specific that concerns to learners' in vocational schools or job. So, the teaching English is more focused on teaching speaking. Nunan (2003: 48) states that teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking is a language other than our own is anything but simple.

Vocational high schools focus on speaking skill because the graduation of vocational high schools are prepared for fieldwork such as tour guide, receptionist, marketing, accounting. So, speaking ability of vocational high school is more prepared. There are many departments in vocational high school, namely technical computer and networking, office administration, machine, automotive, marketing, accounting, nursing and another department. 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 than another department in vocational high school.

SMK N 1 Banyudono is a state vocational high school in Banyudono Boyolali. There are 26 classes consisting of 5 departments, namely technical computer and networking, office administration, marketing, accounting, and nursing. 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.

Because of teaching speaking at vocational high school may also use first language and based on the situation above, the writer is inspired to investigate the use of first language in the English speaking skill of marketing department at SMK N 1 Banyudono. The title of this research is **“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”**.

B. Problems Statement

Based on the research background, the problems proposed in this research are as follows:

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 by the teacher in teaching speaking for the second grade students of marketing department at SMK N 1 Banyudono in 2013/2014 academic year?

C. Objectives of the Study

Based on the research problems, the writer has the following objectives as follows:

1. to know the functions of first language used in teaching speaking for the second grade students of marketing department 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 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.

D. Limitation of the study

In conducting the research, the writer limits the problems that are going to be discussed. The research only deals with the function of the first language used in teaching speaking, the factors that make the teacher use first language and the students' perception to the use of first language by the teacher in teaching speaking of marketing department for the second grade students at SMK N 1 Banyudono.

E. Significance of the Study

This study will have two significance, they are theoretical and practical significance.

1. Theoretical Significance

- a. The result of research can give contribution as input in English teaching learning process, especially teaching speaking.
- b. The research can be useful for English teacher to add more information about the role first language in teaching English for vocational high school.

2. Practical Significance

There are some practical significance:

- a. For the writer

She can get larger knowledge about first language used in teaching and learning English speaking in vocational high school.

- b. For the reader

They will get the enlargement of knowledge and information the use of first language in teaching and learning English process especially in vocational high school.

- c. For the teacher and the learners

The result of this study will help the English teachers and the learners to solve the problem of first language in teaching and learning English especially in teaching and learning speaking.

F. Research Paper Organization

The organization of this research paper is given in order to make the reader understand the content of the paper as follows:

Chapter I is Introduction. This chapter deals with the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research organization.

Chapter II is underlying theory. This chapter is concerned previous study, notion of speaking, notion of teaching speaking, component of speaking, types of speaking, characteristics of a successful speaking activity, principle of teaching speaking, the role of using first language, advantages of using first language, disadvantages of using first language, and theoretical framework.

Chapter III is research method. It consists of type of the study, subject of the study, object of the study, data and data source, technique of collecting data, technique of analyzing data, and credibility of the data.

Chapter IV concerns with research finding and discussion. This chapter discusses the use of first language in teaching speaking.

Chapter V is conclusion, pedagogical implication, and suggestion. Conclusion deals with the answer of the problem statements and the other findings. This chapter also relates to pedagogical implication and some suggestions for other researchers and readers.