

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents introduction of the current study. It consists of background of the study, research question, objective of study, limitation of study, significance of study, and research paper organization.

### **A. Background of the Study**

English is means of communication for people in several countries, including Indonesia. In schools, English is taught as a foreign language subject in Indonesia. Using first language (L1) in teaching English is unavoidable. The mother tongue for students in Indonesia is Indonesian and regional languages.

According to Nation (2011: 1) second language use in the foreign language classroom should be maximised if it is possible, by encouraging its use and by using it for classroom. However, recently, it is so important for teacher to use mother tongue in teaching English for delivering materials in classroom. Some studies showed that the first language has important role to play in communicating meaning and content (Jadallah & Hasan, 2009: 21); Nation (2011: 1) ; Wharton (2007: 2).

Teachers often used L1 in beginning and intermediate classes to give instructions, explain meanings of words, explain complex ideas, and explain complex grammar points (Tang, 2002). Many teachers believe that the use of some L1 provides more time to practice L2 because understanding was

achieved faster. Teachers used L1 for clarification purposes, after an effort has been made to communicate ideas in L2 and students still look confused.

Mart (2013: 12) stated that in making the students really understood what they have to do, giving instructions by using L1 is needed. Using L1 has advantages to deliver meaning and explain grammar. Moreover, it was beneficial for the students if they used L1 for achieving understanding of L2.

In teaching English, teacher does not always use English all the times to teach the students. Based on the preliminary observation at SMAN 1 Banyudono, the teacher used English, Indonesian, and Javanese to teach the students with Indonesian as the dominant language in the class. This was done by the teacher to make the students understand the materials. Departing from this phenomenon, this study was inspired to investigate the function of first language in teaching English to the eleventh grade of social students at SMAN 1 Banyudono.

## **B. Research Question**

The research questions in this study are formulated as follows:

1. What are the functions of first language in teaching English to the eleventh grade of social students at SMAN 1 Banyudono in 2015/ 2016 academic year?

2. What are the reasons that influence the teacher uses first language in teaching English to the eleventh grade of social students at SMAN 1 Banyudono in 2015/ 2016 academic year?

### **C. Objective of Study**

Based on the research question above, the objectives of the study are:

1. To describe the functions of first language in teaching English to the eleventh grade of social students at SMAN 1 Banyudono in 2015/ 2016 academic year.
2. To describe the reasons that influence the teacher uses first language in teaching English to the eleventh grade of social students at SMAN 1 Banyudono in 2015/ 2016 academic year.

### **D. Limitation of Study**

This study only focuses on the functions of first language (L1) in teaching English and the reasons that influenced the teacher used first language in teaching English to the eleventh grade of social students at SMAN 1 Banyudono. The first language here means any language (mother tongue) used by the teacher.

### **E. Significance of Study**

It is hoped that the result of the study bring several benefits:

1. It can add the body of knowledge in the field of TEFL.
2. For the teacher, it will help the English teachersto solve the problem faced by students in learning English.

3. For the learner, it will give knowledge and information about the use of first language in teaching and learning English process, especially in senior high school.
4. For the ELT practitioner, it will inform the importance of L1 in teaching English in Indonesian context.

## **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, research question, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of literated literature. This chapter is concerned with previous study, teaching English as foreign language, the role of using first language, advantages and 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, method of collecting data, technique for analyzing data, and credibility of the data.

Chapter IV concerns with research finding and discussion. This chapter discusses the function of using first language in teaching English that consists of using first language in teaching English, delivering a material, telling a story, joking, warning students. Furthermore, in this chapter will be

discussed several reasons that encourage the teacher to use first language, the teacher's perception about using first language in learning process.

Chapter V consists of 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 future studies.