THE USE OF FIRST LANGUAGE IN THE ENGLISH CLASS:
FUNCTIONS AND REASONS
(A Case Study at SMP Negeri 2 Cisayong in the Academic Year of 2015/2016)

THESIS
Written to Fulfill One of the Requirements for Obtaining the Graduate Degree in English Education

By
DEA SILVANI
S891408007

GRADUATE PROGRAM
ENGLISH EDUCATION DEPARTMENT
SEBELAS MARET UNIVERSITY
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ABSTRACT


This study tries to investigate the frequency and the functions of L1 used by the teachers and the students, including the reasons for using L1 in English class. A case study is used as the research design, with observation and interview as the techniques to collect the data. The result of classroom observations showed that the teachers used L1 limitedly, while the students used it more dominantly. In addition, L1 use has seven functions for the teachers in conducting teaching and learning process in English class, which cover (1) giving instruction, (2) explaining the meaning of words, (3) explaining complex idea or concept, (4) motivating the students, (5) checking for comprehension, (6) explaining error and (7) maintaining teacher-students relationship. Meanwhile, there are ten functions of L1 used by the students in English class, namely (1) clarifying meaning of English words, (2) finding new vocabulary items, (3) expressing their frustration in learning English, (4) processing complex concept, (5) creating enjoyable learning atmosphere, (6) motivating each other, (7) discussing some problems in accomplishing the tasks, (8) clarifying pronunciation, (9) clarifying spelling and (10) clarifying instruction. Furthermore, the teachers used L1 based on their consideration that L1 plays some supportive role in language teaching. They also used it to avoid students’ confusion and because they believe that using L1 can make the students feel more comfortable. On the other hand, the students used L1 because of their habit, the ease of using communicating their ideas, their shyness and fear of making mistakes due to their lack of English proficiency. In conclusion, L1 in English class must be re-examined and used appropriately in order to support the more effective teaching and learning process in order to attain the better learning outcome.

Keywords: first language, English class, EFL context, language teaching and learning

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “THE USE OF FIRST LANGUAGE IN THE ENGLISH CLASS : FUNCTIONS AND REASONS (A Case Study at SMP Negeri 2 Cisayong in the Academic Year of 2015/2016)”. It is not a product of plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves false, I am ready to accept any academic punishment, including the withdrawal or cancelation of my academic degree.

Surakarta, Januari 2016

Dea Silvani
MOTTO

“Prove Everything and Hold Good Things”
DEDICATION

This thesis is dedicated to:

- My beloved parents Ir. Ela Suroso and Elis Mulyawati, S.Pd
- My beloved lover, Brigpol Dian Candra, S.H.
- My lovely sister and brother Ega Fausta and Aldo Anandita
- The honorable thesis supervisors, Prof. Dr. Sri Samiati Tarjana and Dr. Hersulastuti, M.Hum
- My incredible friends of class B (2014)
- The teachers and the students of SMP Negeri 2 Cisayong
- My alma mater Sebelas Maret University
- My big family and friends who cannot be mentioned one by one
ACKNOWLEDGEMENT

All praise given to Allah swt., who has given His blessing and guidance so, the writer can accomplish this thesis entitled “The Use of First Language in English Class: Functions and Reasons (A Case Study at SMP Negeri 2 Cisayong in the Academic Year of 2015/2016)”.

In this opportunity, the writer thanks to all parties who help her in accomplishing this thesis, especially for the honourable:

1. Rector of Sebelas Maret University;
2. Director of Graduate Program Sebelas Maret University;
3. Head of English Education Department for his permission to conduct this research;
4. Prof. Dr. Sri Samiati Tarjana and Dr. Hersulastuti M.Hum., the supervisors, for their guidance and valuable suggestions during the thesis writing;
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7. Her beloved family, friends, and all parties who have helped and supported her in writing this thesis.

The writer realizes that this thesis is not perfect. Therefore, she expects criticism and suggestions for the perfection of this study in the future.

Surakarta, 2016
The Writer
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CC</td>
<td>Checking for Comprehension</td>
</tr>
<tr>
<td>CE</td>
<td>Creating Enjoyable Learning Atmosphere</td>
</tr>
<tr>
<td>CI</td>
<td>Clarifying Instruction</td>
</tr>
<tr>
<td>CM</td>
<td>Clarifying Meaning of English Words</td>
</tr>
<tr>
<td>CP</td>
<td>Clarifying Pronunciation</td>
</tr>
<tr>
<td>CS</td>
<td>Clarifying Spelling</td>
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<tr>
<td>DS</td>
<td>Discussing some Problems in Accomplishing the Tasks</td>
</tr>
<tr>
<td>ECC</td>
<td>Explaining Complex Concepts</td>
</tr>
<tr>
<td>EE</td>
<td>Explaining Errors</td>
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<tr>
<td>EF</td>
<td>Expressing Frustration</td>
</tr>
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<td>English as Foreign Language</td>
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<tr>
<td>EM</td>
<td>Explaining the Meaning of Words</td>
</tr>
<tr>
<td>FN</td>
<td>Finding New Vocabulary Items</td>
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<td>GI</td>
<td>Giving Instruction</td>
</tr>
<tr>
<td>I</td>
<td>Interview</td>
</tr>
<tr>
<td>L1</td>
<td>First Language / Mother Tongue</td>
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