

**THE ROLE OF NATIVE LANGUAGE IN ENGLISH
LEARNING AT SMAN 1 BANGKINANG
SEBERANG**

A Thesis

Submitted to Fulfill One of the Requirements

For Undergraduate Degree in English Education Department



By

BUDI HIDAYAT

NIM. 10514000269

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

ABSTRACT

Judul Penelitian ini : Peranan Bahasa Daerah dalam Pembelajaran Bahasa Inggris di SMAN 1 Bangkinang Seberang.

Bahasa Daerah adalah suatu bahasa selain dari Bahasa Inggris dan datang dari suatu lingkungan di mana suatu bahasa selain dari Bahasa Inggris adalah dominan. Bahasa Daerah adalah bahasa yang asli dari suatu area atau dapat disebut dengan bahasa lokal (Jean 2005: 4). Bahasa Daerah digunakan oleh orang-orang dalam komunikasi sehari-hari dan pastinya orang-orang lebih memahami Bahasa mereka dibanding lain bahasa di dunia.

Sekolah Menengah Atas Negeri 1 Bangkinang Seberang adalah salah satu dari sekolah dalam daerah Kampar. Sekolah Ini mempunyai lebih dari seratus para siswa, mereka adalah orang-orang Melayu daerah Kampar yang disebut dengan Orang Ocu. Mereka mempunyai suatu Bahasa Daerah dan disebut dengan Bahasa Ocu. Di samping, para siswa diajar Bahasa Inggris dalam kelas oleh guru Bahasa Inggris mereka dari daerah merkanya. Identifikasi Masalah adalah Apakah peranan Bahasa Daerah dalam pembelajaran Bahasa Inggris berpengaruh. Perumusan Permasalahan adalah apa peranan Bahasa Daerah dalam Pembelajaran Bahasa Inggris pada SMAN 1 Bangkinang Seberang?

Sasaran hasil Studi adalah untuk menemukan dampak dari Bahasa Pribumi mereka dalam instruksi Bahasa Inggris. Didalam studi ini, harapan penulis adalah kepada guru bahasa Inggris SMAN 1 Bangkinang Seberang terutama, apa dampak Bahasa Daerah Dalam pengajaran Bahasa Inggris. Perancangan penelitian ini adalah penelitian deskriptif.

Berdasarkan Lembar pertanyaan, persentase dari semua item dari Peranan Bahasa Daerah dalam Pembelajaran Bahasa Inggris adalah 44.4%% dan kriterianya tidak berpengaruh. Berdasarkan pada hasil itu dapat disimpulkan bahwa Peranan Bahasa Daerah itu tidak berpengaruh dalam pembelajaran Bahasa Inggris di Sekolah Menengah Atas Nomor 1 Bangkinang Seberang.

ACKNOWLEDGMENT

In the name of Allah SWT, the most beneficent and the most merciful.

All praise just belong to Allah Almighty, the creator of the universe, who has created man in the best form and who has given blessing and merciful to the writer so that he can accomplish this scientific writing. It is one the conditions that must be fulfilled by him for obtaining the award of undergraduate degree at English Education Department of Education and Teachers Training Faculty of UIN SUSKA RIAU. Then, congratulation to our prophet Muhammad (peace be upon him), who has brought us from darkness to lightness.

In this opportunity the writer would like to say a deep thanks to some people who have given him a lot of precise suggestions and significant helps until this paper can be published.

1. Prof. Dr. H. M. Nazir, MA, the Rector of State Islamic University Sultan Syarif Kasim Riau, who has provided the best dedication to the university.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty and all staffs for their hospitality and services during her study.
3. Dr. Hj. Zuhiddah, M.Pd, the Chairperson of English Education Department, thanks for guidance attention to the process of the teaching learning especially in guiding the students in writing paper and staffs.
4. Drs. H. Promadi MA., Ph.D, the supervisor of this work. Thank a lot for his corrections, helps and guidance in completing this scientific writing.
5. All my beloved lecturers at English Education Department for their contributions of their knowledge during the courses.

6. The most people who I loved very much, my beloved parents (Anasruddin and Roslaini), who have given me a great love, advice and everything for me. Also for my beloved Grand mothers; Hj. Syamsidar, Rohana, my brothers and sisters; Hendra Windi, Nurul Hidayati, Nurul Hikmah, Susi Susanti & Ria Anjeli, I love you all very much
7. My Aunt; Nurasmanila, Mis, Nurmayani, Nurhasanah, Rosmiati, S.Ag, Rosliana etc, and my Uncle: Hasbirullah, S.Th.I, Jamil, M.Ag, Hamidi S.Pd. Dailami, SE, S.Pd, Juliar, S.Pd, Junaidi, Yusmardi, SH.I, have supported me to finish this thesis.
8. All my Friends; M. Ridwan, S.Pd, M. F class, M. Syafi'i, SH.I, Rahmat Ahi, SH, the Association of Kampar Students-Riau (HMKK-R), Asosociation of Pulau Students (IPMAPU), Association of Bangkinang Seberang Students (IPMBS), LIMITIF and all my friends whose names cannot be mentioned one by one.

Finally, the writer realizes that this paper has a lot of weakness and shortcomings, therefore, comments, critics and constructive suggestions are seriously necessitated.

May Allah Almighty always give his blessing to us. Amin...

The Writer,

BUDI HIDAYAT
NIM.10514000269

LIST OF TABLE

Table I. The Distribution of the Population.....	21
Table II. The Sample of the Research.....	22
Table III. Structure of Curriculum of X class.....	27
Table IV. Structure of Curriculum SMAN 1 Bangkinang Seberang Class of XI and XII Science Program.....	30
Table V. Structure of Curriculum SMAN 1 Bangkinang Seberang Class of XI and XII Sosial Science Program.....	31
Table VI. The List of Teachers at SMAN I Bangkinang Seberang.....	32
Table VII. Population of Students.....	33
Table VIII. The facilities of SMAN 1 Bangkinang Seberang.....	34
Table IX. First Language Translations Are Usually Clear And Short.....	37
Table X. First Language Translations Make Familiar.....	37
Table XI. First Language Makes Qualities Which Are Very Important In Effective Definitions.....	38
Table XII. First Language Can Try to Connect Meaning With English Language.....	38
Table XIII. First Language Can Try to Connect Different Type of Task from the Ocu Language to English.....	39
Table XIV. First Language Provides a Familiar of Quickly Getting to Grips with the Content in the Second Language.....	39
Table XV. First Language Provides Effective Way of Quickly Getting to Grips with the Content in the Second Language.....	40
Table XVI. First Language Provides a Familiar of Quickly Getting to Grips with the Meaning in the Second Language.....	40
Table XVII. First Language Provides Effective Way of Quickly Getting To Grips With The Meaning In The Second Language.....	41
Table XVIII. Parents Help Their Children Acquire a Good Command of Their First Language.....	42
Table XIX. The First and Second Language, as Educated Parents are Obviously Better Equipped to Help You Learn Languages and Do Well at School.....	42

Table XX. Native Language Avoid the Failure Experience.	43
Table XXI. Native Language Can Be Used To Develop Literacy in the Content Areas and The Second Language.....	43
Table XXII. First Languages are Familiar with Their Lifestyle and Can Foster Intercultural Education	44
Table XXIII. You had the Opportunity Fully Understand the Content of the Task through the Medium of Their First Language	44
Table XXIV. Students Feel Recognized in The Classroom, Which Results in a Strong Sense of Self	45
Table XXV. Students Feel Validated in the Classroom, Which Results in a Strong Sense of Self.....	45
Table XXVI. Use Native Language to Gain Information can Easily Learn to Use a Second Language in Similar Ways	46
Table XXVII. Use Native Language to Communicate can Easily Learn to Use a Second Language in Similar Ways.....	46
Table XXVIII. Use Native Language to Solve Problems can Easily Learn to Use a Second Language in Similar Ways.....	47
Table XXIX. Use Native Language to Think can Easily Learn to Use a Second Language In Similar Ways	48
Table XXX. Recapitulation of The Impact of the Native Language in English Language	49

CHAPTER I

INTRODUCTION

A. Background

Language is a tool for communication. With the development of human society, the function of language has gone far beyond. According to Fishermen (1989), Language is a “potential symbol of ethnicity among heterogeneous cultural groups in contact¹.” The Oxford English dictionary defines the word language as the whole body of word and method of combination of words, used by Nation, people, or race; a “tongue”, and the language itself is used in many different ways². However, Language is not a natural phenomenon, but it is a creation of man’s social need. There are many varieties of language used by human being to make a good communication. In Indonesia, there are varieties of Native Language. Every province has local language and it is being used in daily activity.

English as an International language is learned in Indonesia. The learning process is done in the school, university, and the other courses. In the school, English is an important subject taught by the teachers to the students. It is to increase quality of education of students to enter globalization era. English is important in this era because there is much tourism that comes from other countries to make business and their communication is using English.

¹ Lingling Peng. (2005). *Guangdong University of Foreign Studies: The English Language in Hong Kong: Review and Prospect*. Retrieved on Saturday, November 8 2008 from [http://www.govt.edu/theses/English language in hongkong page.76](http://www.govt.edu/theses/English%20language%20in%20hongkong_page.76)

² Hornby, A S. (2000). *Oxford: Advanced Learner’s dictionary*. Sixth edition. New York. Oxford University Press. Page 256

In Indonesia, English has been taught in the school, but until now has not reached maximal result, even the students miss understanding in English. According to (Pérez & Torres-Guzmán, 1996, p. 96), Children who develop proficiency in using their native language to communicate, to gain information, to solve problems, and to think can easily learn to use a second language in similar ways³.

Direct interaction between teachers and students; and between students and the community are encouraged. Interaction between the lessons learned in class and real life experience are also stressed. The immediate physical environment is used to make subjects alive. If a school exists in the community, joint dialogues would be organized to influence educators to incorporate aspects of indigenous systems (for example resource management system that respects the harmony between people and nature, a social system that is based on good behavioral conducts, an economic system that is based on the principles of reciprocity, social responsibility and sustainability) into the formal curriculum or into their co-curriculum activities, as well as improving the overall standard of the school.

In the class of English, students also use their native language while they communicate with their friends or with their English teacher. Does their native language give advantages or negative effect for their English speaking? The native language can give advantages in learning language and can give negative effect. The influence of the native language in learning a foreign language is certainly

³ Clark (1997). *First and Second Language Acquisition in Early Childhood*. Retrieved on Monday, January 26, 2009 from http://jimflege.com/files/FlegeFrieda_firstlanguage_useJP_97.pdf page 183.

indispensable, this influence can be either positive or negative⁴. It can give the positive effect while the native language is used in understanding about meaning of the words or sentences. In contrary, it can give negative effect if the students always use native language without practicing their English. The native language is one other than English and comes from an environment where a language other than English is dominant and has sufficient difficulty speaking, reading, writing, or understanding the English and whose difficulties may deny such individual the opportunity to learn successfully in a classroom where the language of instruction is English or to participate fully in our society⁵.

A person learns a second language partly in terms of the kinds of meanings already learned in the first language (Carroll, 1964; Albert & Obler, 1978 and Larson-Freeman & Long, 1991)⁶. The native language is used correctly in educational programs, it can accelerate the second language acquisition process and help foster academic success⁷. In allowing students to use their native language in the classroom, speaking it, writing it, reading it, and even teaching others to speak some of it,

⁴ Bada Erdogan. (2001). *Reading Matrix: Native Language Influence on the Production of English Sounds By Japanese Learners*. Retrieved on Wednesday, November 12, 2008 from <http://www.fedu.uaeu.ac.ae/journal/PDF22/issue22-article6.pdf> page.1

⁵ Jean (2005). *Dissertation submitted to the Faculty of the Virginia Polytechnic Institute: Facilitating The Transition Of Limited English Proficient Students from Their Native Language to English*. Retrieved on Wednesday, November 12, 2008 from http://www.scholarlib.vt.edu/theses/available/etd04182005163323/unrestricted/Dissertation31nfn_tino411_05.pdf page 5

⁶ Bhela (1999). *Native Language Interference in Learning a Second Language: Exploratory Case Studies of Native Language Interference with Target Language Usage*. Retrieved on Monday, January 29, 2009 from <http://iej.cjb.net> page 23

⁷ Sonia Nieto (2004). *Office of English Language Learning and Migrant Education: Best Practices the Use of Native Language during Instructional and Non Instructional Time*. Retrieved on Monday, November 10, 2008 from <http://www.doe.in.gov/englishlanguagelearning> page 1

educators empower English learners (ELLs). Moreover, students can feel recognized and validated in the classroom, which results in a strong sense of self. To make a comfortable class, the teacher can use the Native Language in learning, and it can give spirit, then the students become brave to speak with their teacher and do not feel bored. The students always use the Native Language with their friends. It will be better for their speaking English in understanding meaning of the words if the teacher combines the English with their Native Language. It means, the Native Language can give support or advantage to increase quality in English.

State Senior High School or SMAN 1 Bangkinang Seberang had been built since two years ago. The school is the only one of Senior High School in Bangkinang Seberang. The distance is too far from the center of the regency. The School does not have good facilities to learning, and the quality of the School is still low. This state senior high school just has two classes until now, and the number of students is 36 persons and they are Malay people of Kampar Region called "Ocu" people. Ocu is local word means brother especially used for older brother. Based on this frequently used word in daily communication, they called themselves as "Ocu" people or "Orang Ocu". Kampar people have their own language, rooted from Malay Language and it can be called by Ocu Language. It is not so far different from Indonesian Language. In daily communication, students always use their native language and seldom use Indonesian Language, it mean the students understand more if the teacher can give meaning of the words in teaching English with the Ocu Language than

Indonesia language. It can be seen the symptoms using Ocu Language in teaching English as follows:

1. The Native Language of students is dominant than Indonesian Language.
2. The students understand more with their Native Language than Indonesian Language.
3. Students using their native language to communicate in English class.

Pertaining to the symptoms above, the writer is interested to investigate these problems entitled “THE ROLE OF NATIVE LANGUAGE IN ENGLISH LEARNING AT SMAN 1 BANGKINANG SEBERANG”.

B. The Reason of Choosing the Title

The writer is interested in carrying out the problems above because:

1. The research can be carried to Writer ability,
2. The research is interesting for the writer because native language of students is always used in the class by the students, and
3. As far the writer is concerned, this title has never been researched yet by other researcher.

C. The Definition of the Term

Based on the title of the research “the Role of Native Language in English Learning at SMAN 1 Bangkinang Seberang”. The terms are defined as follows:

1. Role

Role is a verb meaning "to have a function", the function of one thing or another.

2. Native language/Local Language

The native language is a language other than English and comes from an environment where a language other than English is dominant. The Native Language is the original language of an area or can be called by local language⁸.

D. The problems

1. The Identification of the Problem.

Based on the description above, the writer identifies the problems in this study;

- a. What are the Roles of Native Language in English Learning at SMAN 1 Bangkinang Seberang?
- b. Do the Roles of Native Language is influential in English Learning?

2. The Limitation of the Problem

The writer limits the problem and just focuses on the Role of Native Language in English Learning at SMAN 1 Bangkinang Seberang.

⁸ Jean Jean (2005). *Dissertation submitted to the Faculty of the Virginia Polytechnic Institute: Facilitating The Transition Of Limited English Proficient Students from Their Native Language to English*. Retrieved on Wednesday, November 12, 2008 from <http://www.scholarlib.vt.edu/theses/available/etd04182005163323/unrestricted/Dissertation3I nfn tino411 05.pf>, page 4

3. The Formulation of the Problems

The formulation of the problem will be appeared in some research question follows:

- a. What are the Roles of native language to the students?
- b. Do the Roles of native language is influential?

E. The Objectives and Need of the Study

1. The Objectives of the Study

To find out the Role of their Native Language in English Learning.

2. Need of The study

In this study, the writer's expectation is to the English teachers of SMAN I Bangkinang Seberang especially what are the Role of native language in English. Besides, it is to fulfill one of the requirements of academic demands and to deepen the writer's ability in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Language and the Native Language

Language is a way to make communication to each other. Without the language, human beings cannot interact to the others in society life. To make a good communication is needed a good language; it means the language that speakers give to listeners can be accepted, and then the listeners can feedback that the speakers speak. Language is man's most important means of communication, and in the modern world the problems of communication are increasing in importance¹. A person's language may be a means of identifying his position on a social or cultural scale. Language as a system of communication, we are speaking of human language. Creativity is an important characteristic of all stages in human language development. It is this feature which enables a speaker to understand and construct sentences which he has never heard before. Is there the same language of the people in a society?

Actually, at the first, in a society has the same language among them but after transmigration, a language can exchange or there are other languages in a society, but not all of transmigration area. Everybody in the society has exactly the same language. They know same constructions and the same words, with the same pronunciation and the same range of the meanings for every single word in the

¹ .Stork and Weindowson (1987). *Learning about Linguistics an Introductory Work Book: Language and Linguistic*. London: Hutchinson Publishing Group. page.7

language. Language is more than a mere mapping between cognitive or social categories and linguistic pattern. As human beings, this is a great and unique gift we share, and we cannot appreciate how difficult it is to actually use language until we examine it in a dispassionate and analytic way².

The origins of language, like those of many other aspect of culture are lost in antiquity. Early theories such as Platos' idea that there is an original perfect language which human beings are striving to re-discover have long since been discredited. The same is substantially true for the theory which regards the origin of language as an act of God. The native language is a local language always used in daily communication. It can be called by language of a group of human beings in a society. For instance, in Indonesia there are many kinds of native languages used by different social interaction. There are java, sunda, minang, batak, ocu, and others Native Language.

2. The English Learning

English is required course in most Asian nation especially in Indonesia. It is introduced early and generally emphasized as an important tool to success. It is a accompanying cultural baggage may be left at the doorstep. English is truly the language of opportunity for today's immigrants: it opens the door to jobs that pay family sustaining wages and allows immigrants to communicate with their neighbors, their children, teachers, health care providers, landlords, and others with whom they

² Hudson (1986). *Sociolinguistic*: Cambridge: Cambridge University Press. Page 6

must interact on a regular basis³. Because English is learned in Indonesia as an important subject in the class. Piaget's theory (Piaget 2000; Atherton, 2005) describes the application of schema (prior knowledge) to the learning of new material as an *assimilative* process. The concept of assimilation can be used to refer to learning a second language that is linguistically related to one's native language⁴.

Vygotsky (1986) describes, learning a second language requires higher-order thinking skills, whereas the development of first language skills is a more of a rote process⁵. In English learning includes the four skills, they are listening, speaking, reading and writing. The goals of the English Standards of Learning are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the work place, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English, evidenced by their use of Standard English and their rich speaking and writing vocabularies. The primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum.

³ McHugh, Gelatt, and Fix (2007). *Adult English Language Instruction In The United States: Determining Need and Investing Wisely*. Retrieved on Monday, January 26, 2009 from http://www.migrationpolicy.org/pubs/NCIIP_English_Instruction07310. Page 3.

⁴ Caccavale (2007). *Language Learning volume VIII Number I: Correlation between Early Second Language Learning and Native Language Skill Development*. Retrieved on Monday, January 26, 2009 from <http://www.gov.lib.vt> Caccavale *Journal Article.pdf*. page.1

⁵ *Ibid*

3. The Advantages of the Native Language

We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult (Lado 1957: 2)⁶. According to reports currently available, the use of children's First Language at pre-school level has a positive Role on language acquisition (Apeltauer : 2004)⁷. Encouraging parents to help their children acquire a good command of their first language. Education programmes for parents in both the first and second language, as educated parents are obviously better equipped to help their children learn languages and do well at school. The children's first languages are also familiar with their lifestyle and can foster intercultural education⁸. The native language is used correctly in educational programs, It can accelerate the second language acquisition process and help foster academic success⁹. In allowing students to use their native language in the classroom, speaking it, writing it, reading it, and even teaching others to speak some of it, educators empower English learners (ELLs). Moreover, students can feel recognized and validated in the classroom, which results in a strong sense of self. According to (Pérez & Torres-Guzmán, 1996,

⁶ Swan, Michael. (1997). *Description, Acquisition and Pedagogy*. the influence of the mother tongue on second language vocabulary acquisition and use. Retrieved on Friday, Mei 11, 2012 from <http://www.mikeswan.co.uk/elt-applied-linguistics/influence-second-language.htm> page 5

⁷ Knapp (2006). Preliminary Study: *Language and Learning Disadvantages of Learners with a Migrant Background in Germany*. Retrieved on Friday, Mei 11, 2012 from <http://www.stanford.edu/~yuanzhao/tesol07> Page 10.

⁸ Ibid

⁹ Sonia Nieto (2004). Office of English Language Learning and Migrant Education: *Best Practices the Use of Native Language during Instructional and Non Instructional Time*. Retrieved on Monday, November 10, 2008 from <http://www.doe.in.gov/englishlanguagelearning> page 1

p. 96) Children who develop proficiency in using their native language to communicate, to gain information, to solve problems, and to think can easily learn to use a second language in similar ways¹⁰.

The construct the language of origin is tested validity and potential positive influence for English studies. The native language has long been the assumption of many in the field of second language teaching that learning a second language helps promote and enhance native language skill development, and that this correlation is direct and positive. Language professionals have assumed that learning a second language directly supports the development of better skills, overall, in one's first language¹¹. Evidence supports the assertion that students who study a second language score higher on verbal sections of the SAT than students who do not. A review of the current research related to second language acquisition in children can offer new insights into this seemingly direct relationship. The nature of the two languages in the classroom is developmental, where the native language is used to develop literacy in the content areas and the second language (English) is used to develop English proficiency. Developing and maintaining a home language as the foundation for knowledge about language will support the development of English

¹⁰ Clark (1997). *First and Second Language Acquisition in Early Childhood*. Retrieved on Monday, January 26, 2009 from http://jimflege.com/files/Flege_Frieda_First_language_use_JP_97.pdf page 183.

¹¹ Caccavale (2007). *Language Learning volume VIII Number I: Correlation between Early Second Language Learning and Native Language Skill Development*. Retrieved on Monday, January 26, 2009 from http://www/.gov/.lib.vt/Caccavale_Journal_Article.pdf. page 30

and should be encouraged¹². Lameta-Tufuga (1994) examined the effects of having learners discuss a task in their first language before they had to carry it out in writing in the second language. That is, they had the opportunity to fully understand the content of the task through the medium of their first language, before they performed the written task in English. This is probably because first language translations are usually clear, short and familiar, qualities which are very important in effective definitions (McKeown 1993). In most of the roles of the First Language that we have looked at, there is the common theme that the First Language provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the Second Language.

The teachers can also offer primary language support by focusing on the similarities and differences between English and students' native language. For example, if using the Roman alphabet, many letters represent the same sounds in English and other languages¹³. The standard relates to the teacher's understanding of subject matter and student development, and the teacher's ability to organize curriculum to facilitate students' understanding of the subject area¹⁴. To make understanding to the students, the teacher can translate meaning of the words using

¹² Paul Nation. (2003). *The Role of the First Language in Foreign Language Learning* Retrieved on Friday April 25, 2009 from <http://www.victoria.ac.nz/lals/staff/paul-nation/Publications/2003%20Role%20of%20FIRST%20LANGUAGE%20Asian%20EFL.pdf> page 3.

¹³ Goldenberg. (2008). American Educator. *Teaching English Language Learners* Retrieved on Monday, January 29, 2009 from http://www.aft.org/pubs-report/american_educator/issues/summer08/goldenberg.pdf page 20.

¹⁴ Winter (2001). *Teacher Education Quarterly, Volume 28 Number 1: Success for English Language Learners: Teacher Preparation Policies and Practices*. Retrieved on Monday, January 26, 2009 from <http://www.scholarlib.vt.edu.ellsuccess.pdf> page 5

the native language of students. State policy should favour an illiteracy model where in both languages, coexisting in the classroom, can support cognitive growth in both native and second language, and serve other educational purposes as well. Subsequently, students engage the content areas in English, at no loss of content knowledge already gained in their native language, and with a higher proficiency in English to handle academic text written in the English.

Learning a new language that lacks a linguistic connection to one's native language may be considered more of an *accommodative* process. *Accommodation* is the process of cognitively "making room" for new information in the brain without the benefit of schema, or prior knowledge. For example, trying to connect meaning between English words and Malay words is a different type of task from the Ocu Language to English connection. This accommodation of new information is also considered to be a type of cognitive problem-solving activity, and seems to enhance cognitive abilities of students learning foreign language from an early age. According to Bialystok (2001) the cognitive advantages that result from the development of bilingualism at an early age seem to diminish in adolescents and adults undergoing the same bilingual development. This is important to note when determining the starting point of an additive second language program in school settings¹⁵.

Teaching students to read in their first language promotes higher levels of

¹⁵ Caccavale (2007). *Language Learning volume VIII Number I: Correlation between Early Second Language Learning and Native Language Skill Development*. Retrieved on Monday, January 26, 2009 from [http://www/.gov/.lib.vt/Caccavale Journal Article.pdf](http://www/.gov/.lib.vt/Caccavale%20Journal%20Article.pdf).

reading achievement in English¹⁶. Proponents of native language instruction, argues that while children are learning to speak English, they should be taught to read in their native language first, to avoid the failure experience that is likely if children are asked to learn both oral English and English reading at the same time¹⁷. There is a great deal of evidence that children's reading proficiency in their native language is a strong predictor of their ultimate English reading performance (Garcia, 2000; Reese, Garnier, Gallimore, & Goldenberg, 2000)¹⁸.

B. Relevant Research

1. Native Language Influences on Word Recognition in a Second Language: A Mega study by Pienie Zwitserlood (University of Mu'nster : Journal of Experimental Psychology: Copyright 2008 by the American Psychological Association Learning, Memory, and Cognition 2008, Vol. 34, No. 1, 12–31). Three major conclusions can be drawn from the present results. First, bilingual speakers of different native languages process Second Language words in largely the same way. Second, and in line with the first conclusion, the extent of cross-language influences in Second Language word recognition, when investigated across a large, unbiased set of words, is small. Finally, the data indicate that word

¹⁶ Goldenberg. (2008). American Educator. *Teaching English Language Learners* Retrieved on Monday, January 29, 2009 from http://www.aft.org/pubs-report/american_educator/issues/summer08/goldenberg.pdf page 14

¹⁷ Slavin (2003). *Effective Reading Programs for English Language Learners*. Report No. 66. Retrieved on Monday, January 29, 2009 from <http://www.csos.jhu.edu/crespar/techReports/Report66.pdf> page 2.

¹⁸ Ibid

recognition in First Language and Second Language differ primarily with respect to the sensitivity to frequency-related variables (such as written vs. spoken frequency, morphological family size, and number of syntactic categories). Thus, even though there are not many First Language specific effects on Second Language word recognition, Second Language speakers differ from monolinguals in terms of frequency-related aspects of the organization of their language processing system¹⁹.

2. The Use of First Language in Developing Ideas in Second Language Writing. European Journal of Social Sciences – Volume 7, Number 4 (2009) by Siti Hamin Stapa and Abdul Hameed Abdul Majid (School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities University Kebangsaan Malaysia). The conclusion, the research findings reveal that it is by no means harmful to use First Language in teaching Second Language writing especially among the low proficiency students. The important issue is really when to use First Language rather than whether to use it or not. As Corder (in Snyder) says, learners are not slaves to their First Language in learning Second Language, but use it selectively, in situations where they feel it will be helpful based on various considerations. Therefore, classroom teachers should use their discretion on deciding when to use First Language and when not to. Since writing involves complex cognitive skill, every effort to facilitate the learning of writing should be

¹⁹ Pienie Zwitserlood. (2008). *Journal of Experimental Psychology : Native Language Influences on Word Recognition in a Second Language: A Mega study*. Retrieved on Monday, January 26, 2009 from <http://www.nmk/linguistics/pgr/egspll/volume9/PDFs/83.vt.edu.lemhofer.pdf>

given to the students. Hence, it is hoped that the findings of this study with regards to the use of First Language to generate ideas in Second Language writing will throw some light for classroom practitioners in teaching writing for students with low English proficiency²⁰.

3. Facilitating the Transition of Limited English proficient students from their native language to English by Jean a. Infantino (2005). A dissertation submitted to the Faculty of Virginia Polytechnic Institute and State University In fulfilment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Studies. The purpose of this research was to show how teachers, school division policies, and community influences facilitated the transition of middle school Limited English Proficient students from their native language to English. The reviewed the current Sunny School District program using interviews with teachers and students as well as a review of policies to discover how the ESL students in this district learned English²¹.

C. Operational Concept

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept operated in an abstract from the research planning which

²⁰ Stapa, Siti Hamin and Majid, Abdul Hameed Abdul. (2009). *European Journal of Social Sciences – Volume 7, Number 4 the Use of First Language in Developing Ideas in Second Language Writing*. Retrieved on Friday April 25, 2009 from http://www.eurojournals.com/ejss_7404.pdf

²¹ Jean Jean (2005). *Dissertation Submitted to the Faculty of the Virginia Polytechnic Institute: Facilitating The Transition Of Limited English Proficient Students from Their Native Language to English*. Retrieved on Wednesday, November 12, 2008 from http://www.scholarlib.vt.edu/theses/available/etd04182005163323/unrestricted/Dissertation31nfn_tino411_05.pf.

to be interpreted into particular words in order to be easy to measure. Its means that operational concept is needed to avoid misinterpreting about the thesis content by another reader. Operational is an action that mean as special senses that are only used in this research,

There is a variable in this research that is the Roles of native language in English Learning.

1. First Language translations are usually clear and short.
2. First Language translation make familiar.
3. First Language makes qualities which are very important in effective definitions.
4. First Language can try to connect meaning with English.
5. First language can try to connect different type of task from the Ocu Language to English.
6. First Language provides a familiar of quickly getting to grips with the content in the Second Language.
7. First Language provides effective way of quickly getting to grips with the content in the Second Language.
8. First Language provides a familiar of quickly getting to grips with the meaning in the Second Language.
9. First Language provides effective way of quickly getting to grips with the meaning in the Second Language.
10. Parents help their children acquire a good command of their first language.

11. The first and second language, as educated parents are obviously better equipped to help you learn languages and do well at school.
12. Native language avoids the failure experience.
13. Native language can be used to develop literacy in the content areas and the second language.
14. First languages are familiar with their lifestyle and can foster intercultural education.
15. You had the opportunity fully understand the content of the task through the medium of their first language.
16. Students can feel recognized in the classroom, which results in a strong sense of self.
17. Students can feel validated in the classroom, which results in a strong sense of self.
18. Use native language to gain information can easily learn to use a second language in similar ways.
19. Use native language to communicate can easily learn to use a second language in similar ways.
20. Use native language to solve problems can easily learn to use a second language in similar ways.
21. Use native language to think can easily learn to use a second language in similar ways.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research is a descriptive research. This type of research is used to describe data in order to get a generalization or a conclusion to population. Isacc and Michael (1986), the descriptive research is done to describe the facts and the characteristics of a given population or area interest factuality and accurately¹. The descriptive research is also carried out to find the answer the question concerning with the current status of the subject of the study². Then, it is useful to investigate a variety of educational problem. In Syafi'I, Ansyari and Kasdi (2007: 43) described that a descriptive paragraph describes ideas and examples focused on a particular subject³.

B. Subject and Object

The subject of this research was the students of SMAN 1 Bangkinang Seberang, and the specific objective of this study was the role of Native Language of Kampar in learning English at SMAN 1 Bangkinang Seberang.

¹ Hendrizal (2003). *Study on Guessing on the Meaning of the Difficult Words at the First Year of SMU 4 Pekanbaru*. Pekanbaru Unri. Page 46

² Gay (1987). *Educational Reasearch*. New York. Marrie Publishing Company. Page 11.

³ Syafi'I, Ansyari and Kasdi (2007). *The Effective Paragraph Development: The Process of Writing for Clasroom Settings*. Pekanbaru. Lembaga Bimbingan Belajar Syaf Intensive (LBSI). Page 43.

C. The Location and Time of the Research

This research was carried out at SMN 1 Bangkinang Seberang Located at jl. Body Kel. Pulau Bangkinang Seberang, Kampar, Riau Province. It is far from the centre of regency, it is about 15 KM, and it is so far from noisy and society. The time of the research was within the period of July 2011.

D. The Population and Sample of the Research

Population is the group interest of the research or to which she or he would like result of the study to be generalizable. In this research, the population included the students of SMAN 1 Bangkinang Seberang in academic year 2010/2011. There was a class of the second year students.

Table. I
The Distribution of the Population

Class	Population		Total
	Male	Female	
I	10	18	28
II	4	5	9
III	25	42	<u>67</u>
			SUM = 104

The number of the population was 104 Person. They consisted of 39 males and 65 females. In this research, the writer used classer sampling. It was about 57 students. There was an English teacher at SMAN 1 Bangkinang Seberang as sample in this research.

Table. II
The Sample of the Research

Class	Population		Total
	Male	Female	
I	5	9	14
II	4	5	9
III	13	21	<u>34</u>
			SUM = 57

The total of samples in this research was 57. They were 22 male and 35 female.

E. Data Collection Technique

To collect the data, the writer uses questioner that given to the students.

Questioner is a research instrument consisting of series of questioner to be answered by the respondent. Questioner consists of multiple choice answers. This technique was used to know the role of Native Language in English Learning.

F. Data Analysis

In analyze of data, the writer used descriptive research intended to describe the current condition by collecting numeral data to answer the questions about the current status of the object of the study. Then, to classify, the writer used the formula as follows;

$$P = \frac{f}{n} \times 100\%$$

Where;

P = Percentage

f = Frequency

n = Sum of item

(Sudiyono, 2007: 43)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

In the previous chapter, it has been explained that the goal of the research is to know the Role of Native Language in English Learning at SMAN 1 Bangkinang Seberang. To collect the data needed in this study, the writer took the data involved the information and explanation, gained from the field. Those data were acquired by using questionnaire.

A. Data Presentation

1. The History Of SMAN 1 Bangkinang Seberang

State Senior High Scholl Number I Bangkinang Seberang is the newest Scholl and the only one SMA in Kecamatan Bangkinang Seberang of Kampar regency. This School was built in 2005 Body Street of Pulau Village. It is far from center of kampar Regency, Bankinang Town. It is about ten kilometers from that town. Before Bangkinang Seberang became a new area, it was included into Bangkinang. After the Bangkinang Seberang has built, the government built the first State Senior High Scholl in Bangkinang Seberang.

2. The Curriculum

The curriculum refers to the course of study or taught in a school, college, etc. On the other hand, the curriculum had been specifically arranged by the government for the learning process¹. Curriculum as a set of global intentions,

¹ Hornby (2000). *Oxford: Advanced Learner's dictionary*. Sixth edition. New York. Oxpord University Press. Page 308

perhaps a formal plan or organizational structure, and anyone of a number of delivery mediums.

There are two kinds of educational though in this school, they are general and Islamic education.

General education consists of:

1. Mathematics
2. Civic Education
3. English Laguage
4. Indonesia Language
5. Biology
6. Civic
7. History
8. Physic
9. Art and Cultural
10. Sports Education
11. Chemical
12. Anthropology
13. Geography
14. Sociology
15. Economy and Acutance
16. Tecnology of Information and communication

Islamic education consists of

1. Islamic Education

2. Arabic Language/Foreign Language

Curriculum structure of SMAN 1 Bangkinang Seberang cover substansy of learning which is gone through in one education ladder during three year start class of X up to class of XII. Structure Curriculum compiled pursuant to grad interest standard and subject interest standard.

Organizing of Classes at SMAN 1 Bangkinang Seberang divided by two groups, they are class of X represent common program which is followed by all educative participant, and class of XI and of XII represent majors program which consist of two programs. They are Natural Sciences Program and Social Science Program.

a. Curriculum of SMA for class of X

1. Curriculum of SMA for class of X consist of 16 subject, payload of local, and development of self like as described at Tables 4. Payload of local is curricular activity to develop competence by characteristic and area potency, including excellence of area, which is the items cannot be grouped into existing subject. Substansi of local Payload determined by a set of education. Development of x'self is not a subject which must be mothered by the teacher. The aim of Development of x'self is to give opportunity to educative participant to develop and express theirself as according to requirement, talent, and enthusiasm every educative participant as according to condition of school. Activity of x'self development is facilitated and guided by conselor, teacher, or educator which can conducted in the form of extracurricular activity. Activity of

development of x'self through activity of respective service of conseling by personal problem and life of social, learn, and developing of educative participant career.

2. Hours of learning for every allocation subject as described in Curriculum structure. Set of conducive education added maximum four hours of learning in a week as a whole.
3. Time allocation of one hour is 45 minutes.
4. The effective weeks in an academic year (two semesters) is 34-38 weeks.

Structure of Curriculum at SMAN 1 Bangkinang Seberang in class of X is presented by Table I.

Tabel. III
Structure of Curriculum of X class

No	Components	Time Allocation	
		Smstr 1	Smstr 2
A	Subjects		
1	Education of Religion	2	2
2	Civic Education	2	2
3	Indonesia Language	4	4
4	English	4	4
5	Mathematics	4	4
6	Physic	2	2
7	Biology	2	2
8	Chemical	2	2

No	Components	Time Allocation	
		Smstr 1	Smstr 2
9	History	1	1
10	Geography	1	1
11	Economy	2	2
12	Sociology	2	2
13	Art and Cultural	2	2
14	Sport Education	2	2
15	Tecnology of Information and communication	2	2
16	Skill/Foreign Language	2	2
B	Local Payload	2	2
C	x'self development	2	2

b. Curriculum of SMA for class of XI dan XII

1. Curriculum of SMAN 1 Bangkinang for class of XI and class of XII

Program of science and Program of Social, the subjects consist of local payload and development of x'self. The curriculum is presented by Tables 5 and 6. Payload of local is curricular activity to develop competence by characteristic and area potency, including excellence of area, which is the items cannot be grouped into existing subject. Substansi of local Payload determined by a set of education.

Development of x'self is not a subject which must be mothered by the teacher. The aim of Development of x'self is to give opportunity to educative participant to develop and express themselves as according to requirement, talent, and enthusiasm every educative participant as according to condition of school. Activity of x'self development is facilitated and guided by counselor, teacher, or educator which can be conducted in the form of extracurricular activity. Activity of development of x'self through activity of respective service of counseling by personal problem and life of social, learn, and developing of educative participant career.

2. Hours of learning for every allocation subject as described in Curriculum structure. Set of conducive education added maximum four hours of learning in a week as a whole.
3. Time allocation of one hour is 45 minutes.
4. The effective weeks in an academic year (two semesters) is 34-38 weeks.

Structure of Curriculum at SMAN 1 Bangkinang Seberang in class of XI and XII Science Program and Social Science Program is presented by Table II and Table III.

Table. IV
Structure of Curriculum SMAN 1 Bangkinang Seberang
Class of XI and XII Science Program

No	Components	Time Allocation			
		Class of XI		Class of XII	
		Smt 1	Smt 2	Smt 1	Smt 2
A	Subjects				
1	Religion Education	2	2	2	2
2	Civic Education	2	2	2	2
3	Indonesian Language	4	4	4	4
4	English	4	4	4	4
5	Mathematics	4	4	4	4
6	Physic	4	4	4	4
7	Chemical	4	4	4	4
8	Biology	4	4	4	4
9	History	1	1	1	1
10	Art and cultural	2	2	2	2
11	Sport Education	2	2	2	2
12	Tecnology of Information and Communication	2	2	2	2
13	Skill/Foreign Language	2	2	2	2
B	Local Payload	2	2	2	2
C	X'self development	2	2	2	2
	Sum	39	39	39	39

Table. V
Structure of Curriculum SMAN 1 Bangkinang Seberang
Class of XI and XII of Social Science Program

No	Components	Time Allocation			
		Class of XI		Class of XII	
		Smt 1	Smt 2	Smt 1	Smt 2
A	Subjects				
1	Religion Education	2	2	2	2
2	Civic Education	2	2	2	2
3	Indonesian Language	4	4	4	4
4	English	4	4	4	4
5	Mathematics	4	4	4	4
6	History	3	3	3	3
7	Geography	3	3	3	3
8	Economy	4	4	4	4
9	Sociology	3	3	3	3
10	Art and Cultural	2	2	2	2
11	Sport Education	2	2	2	2
12	Tecnology of Information and Communication	2	2	2	2
13	Skill/Foreign Language	2	2	2	2
B	Local Payload	2	2	2	2
C	X'self development	2	2	2	2
	Sum	39	39	39	39

3. The Condition of the Teachers

Teacher has an important role in educational institution either formal or informal institution. The teachers are needed to convey various knowledge to the students. They are asked to educate mental of students, as a result the students do not only have good knowledge and skills, but they also have good attitudes and characters. The result of study is also determined by ability of teacher in appearing spirit of student's study. Besides, the teachers should have ability and good readily in facing teaching and learning process. The teachers' statuses at SMAN I Bangkinang Seberang are public servant and honor. The teachers who teach in academic year 2009/2010 is 20 teachers, 11 public servants and 9 honorees. The following is the list of the teacher at SMAN I Bangkinang Seberang in academic year of 2009/2010.

Table. VI
The List of Teachers at SMAN I Bangkinang Seberang
In Academic Year 2009/2010

NO	Name	Specialization	Explanation
1	Drs. Mardawi Saleh	Head Master	Public servant
2	Nuraida, A.Md	Head of TU	Public servant
3	Novitri Karmila, S.Pd	English Teacher	Public servant
4	Nurhasanah, S. Pd	Physic	Public servant
5	Ummul Khairi, Spd	Sociology	Public servant
6	Ismanita, S.Pd	Art	Public servant
7	Jho Kenedi, A.Md	Chemical	Public servant

8	Rini Putriani, S.Pd	History	Public servant
9	Yurmailis, S.Pd	Biology	Public servant
10	Heriyati, S.Ag	Islamic Education	Public servant
11	M. Juni, S.Si	Mathematics	Honorar
12	Tamsir, A. Md	Sport Education	Honorar
13	Hendri, S.Pd	Arabic	Honorar
14	Risky Amelia, SPd	Civic Education	Honorar
15	Inna rahmawati, SPd	Biology	Honorar
16	Faisal, Sped	Geography	Public servant
17	Abu Bakar, SE	Economy	Honorar
18	Hendra, SPd	Mathematic	Honorar
19	Meliyana Dewi, SPd	Indonesian Teacher	Honorar

(Data Resources: SMAN I 2010)

4. Condition of the Students

Table. VII
Population of Students

Class	Population		Total
	Male	Female	
I	25	42	67
II	4	5	9
III	10	18	<u>28</u>
			SUM = 104

From the table above, we can see the number of students SMAN 1 Bangkinang Seberang in academic 2009/2010, the first year consists of two classes and has 67 students, the second year consists of one class too and it has 9 students, and the third class has 28 students, so the total number of all the students is 36 person.

5. Facilities and Infrastructure

A facility is one of the factors to support the teaching and learning progress. SMAN 1 Bangkinang Seberang has quite completed facilities. The following items are the facilities of SMAN 1 Bangkinang Seberang.

Table. VIII
The facilities of SMAN 1 Bangkinang Seberang
In the academic Year of 2009/2010

No	Facilities	Amount
1	Normal class	5
2	Ceremony field	1
3	Rattan Ball Field	1
4	Teacher's room	1
5	Cafeteria	3
6	Bulletin board	1
7	Volley ball field	1
8	Parking area	1

To know the Role of native language, the writer also used questionnaire that has been explained in chapter III above. Based on the questionnaire that the writer had given to the students, there are 21 questions in the questionnaire. The data presentation using questionnaire as follows;

1. First Language translations are usually clear and short.
2. First Language translation make familiar.
3. First Language makes qualities which are very important in effective definitions.
4. First Language can try to connect meaning with English Language.
5. First language can try to connect different type of task from the Ocu Language to English.
6. First Language provides a familiar of quickly getting to grips with the content in the Second Language.
7. First Language provides effective way of quickly getting to grips with the content in the Second Language.
8. First Language provides a familiar of quickly getting to grips with the meaning in the Second Language.
9. First Language provides effective way of quickly getting to grips with the meaning in the Second Language.
10. Parents help their children acquire a good command of their first language.
11. The first and second language, as educated parents are obviously better equipped to help you learn languages and do well at school.

12. Native language avoids the failure experience.
13. Native language can be used to develop literacy in the content areas and the second language.
14. First languages are familiar with their lifestyle and can foster intercultural education.
15. You had the opportunity fully understand the content of the task through the medium of their first language.
16. Students can feel recognized in the classroom, which results in a strong sense of self.
17. Students can feel validated in the classroom, which results in a strong sense of self.
18. Use native language to gain information can easily learn to use a second language in similar ways.
19. Use native language to communicate can easily learn to use a second language in similar ways.
20. Use native language to solve problems can easily learn to use a second language in similar ways.
21. Use native language to think can easily learn to use a second language in similar ways.

The presentation of questionnaire as follows;

Table. IX
First Language Translations are Usually Clear and Short

Items	Alternative Answer	Frequency	Percentage
A	Always	20	35%
B	Often	16	28%
C	Sometimes	9	15.8%
D	Seldom	12	21.2%
E	Never	0	0%
TOTAL		57	100%

Based on the table above, first language translations are usually clear and short, there are 35% of respondents choose always, 28% of respondents choose often, 21.2% of respondents choose seldom, 15.8% of respondents choose sometimes and 0% of respondents choose never.

Table. X
First Language Translations Make Familiar

Items	Alternative Answer	Frequency	Percentage
A	Always	10	17.6%
B	Often	15	26.3%
C	Sometimes	19	33.3%
D	Seldom	13	22.8%
E	Never	0	0%
TOTAL		57	100%

Based on the table above, first language translations make familiar, there are 33.3% of respondents choose sometimes, 26.3% of respondents choose often, 22.8% of respondents choose seldom, 17.6% of respondents choose always and 0% of respondents choose never.

Table. XI
First Language Makes Qualities Which are Very Important in Effective Definitions

Items	Alternative Answer	Frequency	Percentage
A	Always	2	3.5%
B	Often	5	8.7%
C	Sometimes	15	26.3%
D	Seldom	14	24.6%
E	Never	21	36.8%
TOTAL		57	100%

Based on the table above, first language makes qualities which are very important in effective definitions, there are 36.8% of respondents choose never, 26.3% of respondents choose sometimes, 24.6% of respondents choose seldom, 8.7% of respondents choose often and 3.5% of respondents choose always.

Table. XII
First Language Can Try to Connect Meaning with English Language

Items	Alternative Answer	Frequency	Percentage
A	Always	2	3.5%
B	Often	5	8.7%
C	Sometimes	5	8.7%
D	Seldom	17	29.8%
E	Never	28	49.3%
TOTAL		57	100%

Based on the table above, first language can try to connect meaning with English language, there are 49.3% of respondents choose never, 29.8% of respondents choose seldom, 8.7% of respondents choose often, 8.7% of respondents choose sometimes and 3.5% of respondents choose always.

Table. XIII
First Language Can Try to Connect Different Type of Task from the Ocu Language to English

Items	Alternative Answer	Frequency	Percentage
A	Always	0	0%
B	Often	2	3.5%
C	Sometimes	5	8.7%
D	Seldom	7	12.3%
E	Never	43	75.5%
TOTAL		57	100%

Based on the table above, first language can try to connect different type of task from the Ocu language to English, there are 75.5% of respondents choose never, 12.3% of respondents choose seldom, 8.7% of respondents choose sometimes, 3.5% of respondents choose often and 0% of respondents choose always.

Table. XIV
First Language Provides a Familiar of Quickly Getting to Grips with the Content in the Second Language

Items	Alternative Answer	Frequency	Percentage
A	Always	2	3.5%
B	Often	3	5.3%
C	Sometimes	7	12.3%
D	Seldom	19	33.3%
E	Never	26	45.6%%
TOTAL		57	100%

Based on the table above, first language can provide a familiar of quickly getting to grips with the content in the second language, there are 45.6% of respondents choose never, 33.3% of respondents choose seldom, 12.3% of

respondents choose sometimes, 5.3% of respondents choose often and 3.5% of respondents choose always.

TABLE. XV
First Language Provides Effective Way of Quickly Getting to Grips with the Content in the Second Language

Items	Alternative Answer	Frequency	Percentage
A	Always	2	3.5%
B	Often	2	3.5%
C	Sometimes	5	8.7%
D	Seldom	21	36.8%
E	Never	27	47.5%
TOTAL		57	100%

Based on the table above, first language can provide effective way of quickly getting to grips with the content in the second language, there are 47.5% of respondents choose never, 36.8% of respondents choose seldom, 8.7% of respondents choose sometimes, 3.5% of respondents choose always and 3.5% of respondents choose often.

Table. XVI
First Language Provides a Familiar of Quickly Getting to Grips with the Meaning in the Second Language

Items	Alternative Answer	Frequency	Percentage
A	Always	3	5.3%
B	Often	6	10.5%
C	Sometimes	13	22.8%
D	Seldom	15	26.3%
E	Never	20	35.1%
TOTAL		57	100%

Based on the table above, first language can provide a familiar of quickly getting to grips with the meaning in the second language, there are 35.1% of respondents choose never, 26.3% of respondents choose seldom, 22.8% of respondents choose sometimes, 10.5% of respondents choose often and 5.3% of respondents choose always.

Table. XVII
First Language Provides Effective Way of Quickly Getting to Grips with the Meaning in the Second Language

Items	Alternative Answer	Frequency	Percentage
A	Always	0	0%
B	Often	3	5.3%
C	Sometimes	4	7.2%
D	Seldom	13	22.8%
E	Never	47	64.7%
TOTAL		57	100%

Based on the table above, first language can provide effective way of quickly getting to grips with the meaning in the second language, there are 64.7% of respondents choose never, 22.8% of respondents choose seldom, 7.2% of respondents choose sometimes, 5.3% of respondents choose often and 0% of respondents choose always.

Table. XVIII
Parents Help Their Children Acquire a Good Command of Their First Language

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7.1%
B	Often	10	17.5%
C	Sometimes	17	29.8%
D	Seldom	20	35.1%
E	Never	6	10.5%
TOTAL		57	100%

Based on the table above, parents can help their children acquire a good command of their first language, there are 35.1% of respondents choose seldom, 29.8% of respondents choose sometimes, 17.5% of respondents choose often, 10.5% of respondents choose never and 7.1% of respondents choose always.

Table XIX
The First and Second Language, as Educated Parents are Obviously Better Equipped to Help You Learn Languages and Do Well at School

Items	Alternative Answer	Frequency	Percentage
A	Always	0	0%
B	Often	2	3.5%
C	Sometimes	4	7.1%
D	Seldom	5	8.7
E	Never	46	80.7%
TOTAL		57	100%

Based on the table above, the first and second language, as educated parents are able obviously better equipped to help you learn languages and do well at school, there are 80.7% of respondents choose never, 8.7 of respondents choose seldom, 7.1% of respondents choose sometimes, 3.5% of respondents choose often and 0% of respondents choose always.

Table. XX
Native Language Avoids the Failure Experience

Items	Alternative Answer	Frequency	Percentage
A	Always	0	0%
B	Often	0	0%
C	Sometimes	3	5.3%
D	Seldom	3	5.3%
E	Never	51	89.4%
TOTAL		57	100%

Based on the table above, native language can avoid the failure experience, there are 89.4% of respondents choose never 5.3% of respondents choose seldom 5.3% of respondents choose sometimes 0% of respondents choose always and 0% of respondents choose often.

Table. XXI
Native Language Can be Used to Develop Literacy in the Content Areas and the Second Language

Items	Alternative Answer	Frequency	Percentage
A	Always	1	1.8%
B	Often	2	3.6%
C	Sometimes	4	7.2%
D	Seldom	6	10.6%
E	Never	44	76.8%
TOTAL		57	100%

Based on the table above, language can be used to develop literacy in the content areas and the second language, there are 76.8% of respondents choose never, 10.6% of respondents choose seldom, 7.2% of respondents choose sometimes, 3.6% of respondents choose often and 1.8% of respondents choose always.

Table. XXII
First Languages are Familiar with Their Lifestyle and Can Foster Intercultural Education

Items	Alternative Answer	Frequency	Percentage
A	Always	8	14.1%
B	Often	7	12.3%
C	Sometimes	12	21%
D	Seldom	14	24.6%
E	Never	16	28.1%
TOTAL		57	100%

Based on the table above, first languages are able familiar with their lifestyle and can foster intercultural education, there are 28.1% of respondents choose never, 24.6% of respondents choose seldom, 21% of respondents choose sometimes, 14.1% of respondents choose always, 12.3% of respondents choose often.

Table. XXIII
Students Had the Opportunity Fully Understand the Content of the Task through the Medium of Their First Language

Items	Alternative Answer	Frequency	Percentage
A	Always	15	26.3%
B	Often	13	22.8%
C	Sometimes	12	21%
D	Seldom	9	15.8%
E	Never	8	14.1%
TOTAL		57	100%

Based on the table above, Students had the opportunity fully understand the content of the task through the medium of their first language, there are 26.3% of respondents choose always, 22.8% of respondents choose often, 21% of

respondents choose sometimes, 15.8% of respondents choose seldom and 14.1% of respondents choose never.

Table. XXIV
Students Feel Recognized in the Classroom, Which Results in
A Strong Sense of Self

Items	Alternative Answer	Frequency	Percentage
A	Always	5	8.7%
B	Often	5	8.7%
C	Sometimes	6	10.5%
D	Seldom	7	12.3%
E	Never	34	59.8%
TOTAL		57	100%

Based on the table above, Students can feel recognized in the classroom, which results in a strong sense of self, there are 59.8% of respondents choose never, 12.3% of respondents choose seldom, 10.5% of respondents choose sometimes 8.7% of respondents choose always and 8.7% of respondents choose often.

Table. XXV
Students Can Feel Validated in the Classroom, Which Result in a Strong
Sense of Self

Items	Alternative Answer	Frequency	Percentage
A	Always	6	10.5%
B	Often	7	12.3%
C	Sometimes	7	12.3%
D	Seldom	8	14.1%
E	Never	29	50.8%
TOTAL		57	100%

Based on the table above, Students can feel validated in the classroom, which results in a strong sense of self, there are 50.8% of respondents choose

never, 14.1% of respondents choose seldom, 12.3% of respondents choose often, 12.3% of respondents choose sometimes and 10.5% of respondents choose always.

Table. XXVI
Students Use Native Language to Gain Information Can Easily Learn to Use A Second Language in Similar Ways.

Items	Alternative Answer	Frequency	Percentage
A	Always	7	12.3%
B	Often	12	21%
C	Sometimes	13	22.8%
D	Seldom	17	29.8%
E	Never	8	14.1%
TOTAL		57	100%

Based on the table above, Students use native language to gain information can easily learn to use a second language in similar ways, there are 29.8% of respondents choose seldom, 22.8% of respondents choose sometimes, 21% of respondents choose often, 12.3% of respondents choose always and 14.1% of respondents choose never.

Table. XXVII
Students Use Native Language to Communicate Can Easily Learn to Use A Second Language in Similar Ways

Items	Alternative Answer	Frequency	Percentage
A	Always	5	8.7%
B	Often	10	17.5%
C	Sometimes	17	29.8%
D	Seldom	17	29.8%
E	Never	8	14.1%
TOTAL		57	100%

Based on the table above, Students use native language to communicate can easily learn to use a second language in similar ways, there are 29.8% of respondents choose seldom, 29.8% of respondents choose sometimes, 17.5% of respondents choose often, 14.1% of respondents choose never and 8.7% of respondents choose always.

Table. XXVIII
Students Use Native Language to Solve Problems Can Easily Learn to Use A Second Language in Similar Ways.

Items	Alternative Answer	Frequency	Percentage
A	Always	7	12.3%
B	Often	9	15.8%
C	Sometimes	18	31.6
D	Seldom	16	28%
E	Never	7	12.3%
TOTAL		57	100%

Based on the table above, Students use native language to solve problems can easily learn to use a second language in similar ways, there are 31.6 of respondents choose sometimes, 28% of respondents choose seldom, 15.8% of respondents choose often, 12.3% of respondents choose always and 12.3% of respondents choose never.

Table. XXIX
Students Use Native Language to Think Can Easily Learn to Use A Second Language in Similar Ways.

Items	Alternative Answer	Frequency	Percentage
A	Always	8	14.1%
B	Often	13	22.8%
C	Sometimes	15	26.3%
D	Seldom	15	26.3%
E	Never	6	10.5%
TOTAL		57	100%

Based on the table above, Students use native language to think can easily learn to use a second language in similar ways, there are 26.3% of respondents choose sometimes, 26.3% of respondents choose seldom, 22.8% of respondents choose often, 14.1% of respondents choose always and 10.5% of respondents choose never.

B. Data Analysis

As stated previous chapter, this chapter is discussing about the data analysis. In this research, descriptive quantitative method is used. In the previous chapter, the writer has presented the data gathered in the research. So, in this chapter the writer will analyze them based on the last chapter. According to the title of this research, The Role of Native Language in English Learning at SMUN 1 Bangkinang Seberang, the writer will analyze frequency of the teacher and the students using the Native Language in Learning. The formula as follow;

$$P = \frac{f}{n} \times 100\% \text{ (Sudiyono, 2007: 43)}$$

P = Percentage

f = Frequency

n = Sum of answer the questionnaires

Where;

A. Always = 5

B. Often = 4

C. Sometimes = 3

D. Seldom = 2

E. Never =1

a. If the total percentage > 50% = the Role is influential.

b. If the total percentage < 50% = the Role is not influential.

Table. XXX
Recapitulation of the Role of
Native Language in English Learning

No	A		B		C		D		E		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	20	35%	16	28%	9	15.8%	12	21.2%	0	0%		
	100		64		27		24		0		215	75.4%
2	10	17.6%	15	26.3%	19	33.3%	13	22.8%	0	0%		
	50		60		57		26		0		193	67.7%
3	2	3.5%	5	8.7%	15	26.3%	14	24.6%	21	36.8%		
	10		20		45		28		21		124	43.5%
4	2	3.5%	5	8.7%	5	8.7%	17	29.8%	28	49.3%		
	10		20		15		34		28		107	37.5%
5	0	0%	2	3.5%	5	8.7%	7	12.3%	43	75.5%		
	0		8		15		14		43		80	28%
6	2	3.5%	3	5.3%	7	12.3%	19	33.3%	26	45.6%		
	10		12		21		38		26		107	37.5%
7	2	3.5%	2	3.5%	5	8.7%	21	36.8%	27	47.5%		
	10		8		15		42		27		102	35.7%
8	3	5.3%	6	10.5%	13	22.8%	15	26.3%	20	35.1%		

	15		24		39		30		20		128	45%
9	0	0%	3	5.3%	4	7.2%	13	22.8%	47	64.7%		
	0		12		12		26		47		97	34%
10	4	7.2%	10	17.6%	17	29.8%	20	35.1%	6	10.5%		
	20		40		51		40		6		157	55%
11	0	0%	2	3.5%	4	7.2%	5	8.7%	46	80.7%		
	0		8		12		10		46		76	26.6%
12	0	0%	0	0%	3	5.3%	3	5.3%	51	89.4%		
	0		0		9		6		51		66	23.1%
13	1	1.8%	2	3.5%	4	7.2%	6	10.5%	44	76.8%		
	5		8		12		12		44		81	28.4%
14	8	14.1%	7	12.3%	12	21.2%	14	24.6%	16	28.1%		
	40		28		36		28		16		148	52%
15	15	26.3%	13	22.8%	12	21.2%	9	15.8%	8	14.1%		
	75		52		36		18		8		189	66.3%
16	5	8.7%	5	8.7%	6	10.5%	7	12.3%	34	59.8%		
	25		20		18		14		34		111	39%
17	6	10.5%	7	12.3%	7	12.3%	8	14.1%	29	50.8%		
	30		28		21		16		29		124	43.5%
18	7	12.3%	12	21.2%	13	22.8%	17	29.8%	8	14.1%		
	35		48		39		34		8		164	57.5%
19	5	8.7%	10	17.5%	17	29.8%	17	29.8%	8	14.1%		
	25		40		51		34		8		158	55.4%
20	7	12.3%	9	15.8%	18	31.6%	16	28%	7	12.3%		
	35		36		54		32		7		164	57.5%
21	8	14.1%	13	22.8%	15	26.3%	15	26.3%	6	10.5%		
	40		52		45		30		6		173	57.5%
Total											2657	

Based on the table of recapitulation of the Role of the native language in English Learning at SMUN 1 Bangkinang as follows;

1. The Percentage of First Language translations are usually clear and short is 75.4% and it is influential.
2. The Percentage of First Language translations make familiar is 67.7% and it is influential.

3. The Percentage of First Language make qualities which are very important in effective definitions is 43.5% and it is not influential.
4. The Percentage of First Language can try to connect meaning with English Language is 37.5% and it is not influential.
5. The Percentage of First Language can try to connect different type of task from the Ocu Language to English is 28% and it is not influential.
6. The Percentage of First Language can provide a familiar of quickly getting to grips with the content in the Second Language is 37.5% and it is not influential.
7. The Percentage of First Language can provide effective way of quickly getting to grips with the content in the Second Language is 35.7% and it is not influential.
8. The Percentage of First Language can provide a familiar of quickly getting to grips with the meaning in the Second Language is 45% and it is not influential.
9. The Percentage of First Language can provide effective way of quickly getting to grips with the meaning in the Second Language is 34% and it is not influential.
10. The Percentage of Parents can help their children acquire a good command of their first language is 55% and it is influential.
11. The Percentage of The first and second language, as educated parents are able obviously better equipped to help you learn languages and do well at school is 26.6% and it is not influential.

12. The Percentage of Native language can avoid the failure experience is 23.1% and it is not influential.
13. The Percentage of Native language can be used to develop literacy in the content areas and the second language is 28.4% and it is not influential.
14. The Percentage of First languages are familiar with their lifestyle and can foster intercultural education is 52% and it is influential.
15. The Percentage of You had the opportunity fully understand the content of the task through the medium of their first language is 66.3% and it is influential.
16. The Percentage of Students can feel recognized in the classroom, which result in a strong sense of self is 39% and it is not influential.
17. The Percentage of Students can feel validated in the classroom, which results in a strong sense of self is 43.5% and it is not influential.
18. The Percentage of Use native language to gain information can easily learn to use a second language in similar ways is 57.5% and it is influential.
19. The Percentage of Use native language to communicate can easily learn to use a second language in similar ways is 55.4% and it is influential.
20. The Percentage of Use native language to solve problems can easily learn to use a second language in similar ways is 57.5% and it is influential.
21. The Percentage of Use native language to think can easily learn to use a second language in similar ways is 57.5% and it is influential.

Total of percentage as follows;

As known,

$$f = \text{Frequency}$$

$$= 2657$$

n = Sum of answer the questionnaires.

$$= (\text{sum of answer}) \times \text{Total Number of Students}$$

$$= (21 \times 5) \times 57$$

$$= 5985$$

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{2657}{5985} \times 100\%$$

$$P = 0.4439 \times 100\%$$

$$P = 44.4\%$$

So, the percentage of the Roles of native language in English Language is 44.4 %, and the Roles are not influential.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the data analysis in chapter IV, the conclusion can be drawn as following:

The Roles of Native Language in English Learning at SMAN 1 Bangkinang Seberang are 9 Items from 21 Items, They are 44.4 %. The Items are;

1. First Language translations are usually clear, short and familiar.
2. Parents can help their children acquire a good command of their first language.
3. First languages are familiar with their lifestyle and can foster intercultural education
4. Fully understand the content of the task through the medium of their first language.
5. Use native language to gain information can easily learn to use a second language in similar ways.
6. Use native language to communicate can easily learn to use a second language in similar ways.
7. Use native language to solve problems can easily learn to use a second language in similar ways.
8. Use native language to think can easily learn to use a second language in similar ways.

B. Suggestion

Based on the conclusions stated above, here the writer tries to give some suggestions as follows:

1. The students may not always use the native language because the students can forget the English.
2. The teacher does not always use the native language in the class, because the students will not be serious in learning.
3. Students should practice their speaking English wherever combining with the native language.
4. The teacher should be friendly to the students.

BIBLIOGRAPHY

- Anas Sudiyono. (2007). *Pengantar Statistik Pendidikan*. Jakarta. PT Raja Grafindo Persada.
- Board of Education. (2002). *English Standards of Learning*. Retrieved on Saturday, January 2009 from <http://www.doe.virginia.gov/VDOE/Superintendent/Sols/2002/EnglishK-12.pdf>
- Baljit Bhela. (1999). *Native Language Interference in Learning a Second Language: Exploratory Case Studies of Native Language Interference With Target Language Usage*. Retrieved on Monday, January 29, 2009 from <http://iej.cjb.net>
- Bada, Erdogan. (2001). *Reading Matrix: Native Language Influence on the Production of English Sounds By Japanese Learners*. Retrieved on Wednesday, November 12, 2008 from <http://www.fedu.uaeu.ac.ae/journal/PDF22/issue22-article6.pdf>
- Caccavale, Therese. (2007). *Language Learning volume VIII Number I: Correlation between Early Second Language Learning and Native Language Skill Development*. Retrieved on Monday, January 26, 2009 from <http://www.gov.lib.vt> Caccavale Journal Article.pdf
- Gay, L.R. (1987). *Educational Research*. New York. Marrie Publishing Company
- Goldenberg, Claude. (2008). *American Educator. Teaching English Language Learners* Retrieved on Monday, January 29, 2009 from http://www.aft.org/pubs-report/american_educator/issues/summer08/goldenberg.pdf
- Hendrizal. (2003). *Study on Guessing on the Meaning of the Difficult Words at the First Year of SMU 4 Pekanbaru*. Pekanbaru Unri.
- Hornby, A S. (2000). Oxford: *Advanced Learner's Dictionary*. Sixth edition. New York. Oxford University Press.
- Hudson. R. A. (1986). *Sociolinguistic*: Cambridge: Cambridge University Press.
- Indiana Department of Education. (2005). Office of English Language Learning and Migrant Education: *Best Practices the Use of Native Language during Instructional and Non Instructional Time*. Retrieved on Monday, November 10, 2008 from <http://www.doe.in.gov/englishlanguagelearning>
- Infantino, Jean A. (2005). *Dissertation submitted to the Faculty of the Virginia Polytechnic Institute: Facilitating the Transition of Limited English*

Proficient Students from Their Native Language to English. Retrieved on Wednesday, November 12, 2008 from <http://www.scholarlib.vt.edu/theses/available/etd04182005163323/unrestricted/Dissertation3Infntino41105.pf>

Knapp, Werner. (2006). *Preliminary Study: Language and Learning Disadvantages of Learners with a Migrant Background in Germany*. Retrieved on Friday, Mei 11, 2012 from <http://www.stanford.edu/~yuanzhao/tesol07>

Lasimbang, Anne. (2008). *International Expert Group Meeting On Indigenous Languages. Teaching Indigenous Language through Early Childhood Care and Education (ECCE) for Indigenous Children in Sabah, Borneo*. Retrieved on Friday, Mei 11, 2012 from <http://groups.csail.mit.edu/sls/publications/2004/jamikimICSLP.pdf>

McHugh, Margie. Gelatt, Julia & Fix, Michael. (2007). *Adult English Language Instruction in the United States: Determining Need and Investing Wisely*. Retrieved on Monday, January 26, 2009 from http://www.migrationpolicy.org/pubs/NCIIP_English_Instruction07310

Nakatsuhara, Fumiyo. (2007). *Essex Graduate Student Papers in Language & Linguistics 9. Developing a Rating Scale to Assess English Speaking Skills of Japanese Upper-secondary Students*. Retrieved on Saturday, January 2009 from <http://www.essex.ac.uk/linguistics/pgr/egspll/volume9/PDFs/83-103%20Fuiyo.pdf>

Nation, Paul. (2003). *The Role of the First Language in Foreign Language Learning* Retrieved on Friday April 25, 2009 from <http://www.victoria.ac.nz/lals/staff/paul-nation/Publications/2003%20Role%20of%20L1%20EFL.pdf>

Negishi, Junko and Nakano, Michiko. (2003). *Background Information for Interactive English Forum*. Retrieved on Monday, January 26, 2009 from <http://www.dspace.wul.waseda.ac.jp/dspace/bitstream/2065/5863/1/Background.pdf>

Peng, Lingling. (2005). Guangdong University of Foreign Studies: *The English Language in Hong Kong: Review and Prospect*. Retrieved on Saturday, November 8 2008 from [http://www.govt.lib.vt.edu/theses/English language in hongkong](http://www.govt.lib.vt.edu/theses/English%20language%20in%20hongkong)

Slavin, Robert E. (2003). *Effective Reading Programs for English Language Learners*. Report No. 66. Retrieved on Monday, January 29, 2009 from <http://www.csos.jhu.edu/crespar/techReports/Report66.pdf>

- Stapa, Siti Hamin and Majid, Abdul Hameed . (2009). *European Journal of Social Sciences – Volume 7, Number 4 the Use of First Language in Developing Ideas in Second Language Writing*. Retrieved on Friday April 25, 2009 from http://www.eurojournals.com/ejss_7404.pdf
- Stork, F. C and Weindowson, J. D. A. (1987). *Learning about Linguistics an Introductory Work Book: Language and Linguistic*. London: Hutchinson Publishing Group.
- Sumadi Suryabrata. (2003). *Psikologi Kepribadian*. Jakarta: PT Raja Grafindo Persada.
- Swan, Michael. (1997). *Description, Acquisition and Pedagogy. The Influence of the Mother Tongue on Second Language Vocabulary Acquisition and Use*. Retrieved on Friday, Mei 11, 2012 from <http://www.mikeswan.co.uk/elt-applied-linguistics/influence-second-language.htm>
- M. Syafi’I, Ansyari, M.Fauzan and Jonri Kasdi. (2007). *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. Pekanbaru. Lembaga Bimbingan Belajar Syaf Intensive (LBSI).
- Winter. (2001). *Teacher Education Quarterly, Volume 28 Number 1: Success for English Language Learners: Teacher Preparation Policies and Practices*. Retrieved on Monday, January 26, 2009 from <http://www.scholarlib.vt.edu.ellsuccess.pd>
- Zwitserslood, Pienie. (2008). *Journal of Experimental Psychology : Native Language Influences on Word Recognition in a Second Language: A Mega study*. Retrieved on Monday, January 26, 2009 from <http://www.nmk/linguistics/pgr/egspll/volume9/PDFs/83.vt.edu.lemhofer.pdf>