CHAPTER I

INTRODUCTION

This chapter discusses some sections. It consists of background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation and definition of the key terms.

1.1 Background of the study

Language has an important role in the social life. It supports people when they communicate with others to deliver their purpose through language. Language cannot be separated from social life because it helps people to adopt the social language that the society use. Language and society are one unity which is part of language knowledge called as sociolinguistics.

According to Wardhaugh “Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication” (2006:13). Another definition says that sociolinguistics is the way a speaker uses a language based on where the situation is (Meyerhoff, 2006). In short, sociolinguistics is related with the society on their language which have some characteristics due to the situation. It also focuses on all aspects of language which are used the society in their activities. Language and society are related
each other. It is too ambiguous whether we just concern one aspect without the others because the society and language are integrated in the daily life and have an essential function.

Nowadays, language in the society is influenced by some aspects, such as; education, profession, social economy, religion, and etc. These aspects cause the different languages in the society. Moreover, these aspects tend to make people learn another language of the society. These factors make people use two languages in one situation. It is called by bilingual people. According to Cantone, someone can be named as bilingual person is he or she speaks more than one language (2003). Besides, bilingualism is the ability of communication which uses more than one language (Wardhaugh, 2006). However, the bilingualism tends to stimulate people use some different languages in one situation. Mainly, they mix the languages in form a sentence. The mixing of language into a sentence is called by code switching.

Based on Chloros (2009: 4):

Such varied combinations of two or more linguistic varieties occur in countless bilingual societies and communities, and are known as code-switching (CS). It refers to the use of several languages or dialects in the same conversation or sentence by bilingual people. Code switching helps people how the language can be comprehended. It can convey about the information or topic that the speaker says. In our society, majority we use code switching for delivering our purpose. It also occurs in the institution of education. One of institution education which used code switching is English course.
English course is one of source for learning English because as a foreign language in our society. Majority, the reason of the students take the English course in order that they can master English well. Moreover, the tutor needs an appropriate technique of teaching English for the students. They can use a code switching for teaching English due to the functions. In the previous research conducted by Mona (2005), it was found that code switching is used when the teacher feels tired, wants to emphasize the important point of the material, wants to refresh the class situation by making some jokes and wants to raise the student’s motivation. In short, code switching is useful for teaching English in English course because mostly the students still get difficulties to understand when the tutors speak English fully. Besides, it can be a solution for the tutors to make creative ways in teaching English.

One of English courses which use code switching is REC (Received English Course) in Bondowoso. The tutors of REC mostly use code switching when they teach the students. It is hoped the students can get good understanding about the lesson. Besides, the students are able to enjoy the teaching process without skipping the main topic of the lesson. The code switching is one of the ways that the tutors of REC use in teaching English for creating the interesting situation in the class.

The researcher chooses REC (Received English Course) because this institution is the biggest English course which has four (4) branches in Bondowoso. Besides, the students at REC course are Maduranesse. They are
difficult to understand about foreign language like English language. They just use two languages in daily activity. They are Bahasa Indonesia and Maduranesse. Besides, the students are shy when they try to speak with English language. In term of this case, the tutors of REC often use two languages (Bahasa Indonesia and English language) when they teach students. In short, the tutors switch the language in teaching activity in order the students can understand about English language and they accustomed to use English language.

According to the background above, the writer tries to analyze about the code switching used by the tutors of REC (Received English Course) Bondowoso in teaching English. The researcher hopes code switching can give some information for the readers and give a significant contribution for the sociolinguistic field.

1.2 Statement of the Problem

Based on the background of study above, the writer formulated the problems as follows:

1.2.1 What are the code switching used by the tutors of REC Bondowoso?
1.2.2 What kinds of code switching are used by the tutors of REC Bondowoso?
1.2.3 Why do the tutors of REC switch the code on their teaching?

1.3 The purpose of the Study

The purpose of study is stated below:

1.3.1 to find the code switching used by the tutors of REC Bondowoso.
1.3.2 to know the kinds of code switching used by the tutors of REC Bondowoso.

1.3.3 to describe why the tutors of REC Bondowoso switch the code on their teaching

1.4 Significance of the Study

The writer expects that this study can give great values contribution in sociolinguistics field and have some advantages for several persons who are related this study. The first is the lecturers who teach this subject can get the additional information about the code switching which is used by the tutors of REC (Received English Course) Bondowoso in teaching English. So, they can apply it in the class with the systematic ways. The second is for the students who learn the sociolinguistics, they can get the important information about code switching and enlarge their knowledge about it.

1.5 Scope and Limitation

This study is focused to analyze the code switching used by the tutors of REC (Received English Course) Bondowoso in teaching English. Besides, the limitation of this study is the tutors of REC which used the code switching on their teaching activity.

1.6 Definition of Key Terms

To avoid misunderstanding in this study, the writer gives the definition of key terms that are used in this study. The terms are defined as follows:
1. *Code switching* is a code which is used bilingual people and switch the code into several languages in from a sentence (Wardhaugh, 2006:101).

2. *Tutor* is one who has the change to instruct or teach the students in the classroom (www.thinkexist.com, Retrived, November 5, 2012).

3. *Teaching* is the way of delivering the knowledge to the people which used the kind of methods (Indrakusuma. 2003:28).