CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the research problems, the research objectives, and the significance of the research, the scope and limitation and the definition of key terms.

A. Background of the research

Language phenomena are commonly happened in society. Language is very important things to communicate each other. People need a language to give a sign for what they need and to understand by using language, it means that languages is the system of communication. People around the world know that international language in the world is English. Because of international language, English is very important to be learned and to be understood. English is being language that must be known, especially for people who always go abroad or have a business with education or communication or other reason. For example in education area, English must be learned due to many reasons and the main reason is to educate students being successful people in future through English skill.

Thailand is a country full of customs, traditional and languages such as Malay language that used by people in the south and Esan language used by people in the north. But people in Thailand mostly use bilinguals that they sometimes use two language to communicate with others it is English and Thai. As we know that English is not first language in Thailand because

Thailand has own language which is Thai use at the moment but English has very important role for Thai people in doing business perhaps education and moreover Thailand has a good relationships with countries that has English as the first language such America, England, Canada or even Australia.

In everyday life, language is one of aspects in communicating to people weather spoken or written language. English has very important role in communication in creating relationship, exchanging information and of course in interacting with other people. At the moment English is adopted to be an international official language in communication between people in the tire world and it makes English has really important to English teacher in Thailand. Using English in Thai is increasing such as in business, education, politic or even in daily conversation in everyday life.

In teaching language, not only student have to know well about using English but it is also teacher has to make sure that they use English in the right way such as speak fluently ,good pronunciation and so on. Teacher must teach English their students to make them can produce their own language to reach the aim that student hoped in Thailand School, English is the one of subject as a foreign language. As foreign language, English is little bit difficult for students. Students have difficulties about English because they think that English is very difficult within how to pronounce and how to write. As we know that Thailand, students have Thai letters and English letters. English letters not all use in their daily life. That case makes teacher's challenge to teach. Teacher must have strategy how to make students interesting about

English in English learning process. The way to make students interesting to learn English are using role play, games, or jokes.

Sometimes students have limited vocabulary about English words and who spoken by English teacher. It will be a challenge also. English teacher must have quality and proficiency in teaching English learning process. When English teacher teaches in classroom, she/he will use two languages. First is native language as direction and English Language as the subject of the lesson. When two languages exist in the classroom, two languages lead to a situation in which codes are switched. Therefore, code-switching is usually a natural part of language classroom interaction.

Using two or more languages within an utterance or what linguists call code switching, is fairly common especially between two of the most used languages in the country which is the national language (Thailand) and the international language (English). Code switching is common in multilingual Asian countries such as Indonesian, where English as well as other foreign languages (EFL) are mixed in an utterance. In English Foreign Language (EFL) instruction, code switching comes into use either in the teachers' or the students' discourse. Although it is not favorite by many teachers, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened arenas of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language

instruction. So, code switching is used by the teacher in order to build solidarity and intimate relations with the students. Skiba, (1997) underscores that code-switching can be practiced by teachers by integrating it into the activities used to teach a second language. By having students get in pairs and switch languages at pre-determined points in conversation, it helps them to learn each other's language. Teachers can also begin a lesson in one language, then switch to another language, forcing the children to listen carefully and comprehend both languages.

Teaching English in Thailand mostly teacher actually use two languages , they are English and Thai which is call code switching because it is impossible to teach full of English to Thai student. If the teacher teaches English and use full English it makes students do not understand language well. We know that English is not the first language in Thailand. They usually use Thai in everyday life. Code switching can be said that use of two or more language in communication or one sentence

In educational setting, the use of code switching becomes a trend of many English teachers at Nahdatulsuban School in Thailand when they are involved in English teaching process. Sometimes code switching happens not only in part of explaining the lesson but also can used in conversation in the classroom between teacher and students as well. Generally, many teachers tends to change the language that is used to clarify the information submitted and the students tend to change the language that they use because of student's lack of mastering English as a foreign language.

As many of you know that, Thai student in Nahdatulsuban get problems in English such as they have not very much about vocabularies than university students of course. Sometimes they feel unconfident in using English because they do not know how to speak very well and difficult to understand the materials explained by English teachers when the teacher use full in English, use full of English here means the teacher only use English in the classroom with no Thai language. Beside this, many of students do not want to have class about English lesson anymore because it is not interest for them. So as a teacher need to have code switching in teaching English that is explain by using two languages English and Thai in order to make students understand about the lesson very well and very progressive.

In linguistics, code switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Code switching happens when people have bilingual language or more doing conversation and getting influenced by other topic or environment which people change one language to other language. In classroom, switching language is still debatable. There are people who said that switching code has disadvantage and other said that code switching has advantage. The advantages of code switching are stated by Sert. Sert (2005) suggests that code-switching can be used for self-expression and is a way of modifying language for the sake of personal intentions. Sert suggests 3 that code-switching can have a positive effect when we code-switch, we build a bridge from the known, our native

language to the unknown, target language. He claimed that this may have a vital and positive effect on foreign language learning.

The disadvantages of code switching are stated by other researcher. Gumperz (1972) claim that those who code-switch make a mess out of the conversation and cannot speak the language properly. Thomas (2001) maintains that in some communities code-switching is even seen as something unacceptable. However, there are experts who support the use of code switching in the language teaching. Thus, because of the point of view about code-switching utility in the language classroom, the researcher is interested to research the use of code-switching in the classroom by the teachers. The researcher carries out in conducting a research on *CODE SWITCHING IN TEACHING ENGLISH AT NAHDATULSUBAN PATANI, THAILAND.*

B. The research problems

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

1. What type of code switching used by English teacher in teaching English at Nahdatulsuban?

2. What are the causes of code switching used by English teacher in teaching English at Nahdatulsubanschool Thailand?

C. Research objective

1. To explain the type code switching used by English teacher.

2. To explain the causes of code switching used by English teacher.

D. Significance of study

For the significance of this study, the researcher really hopes that the result will be useful:

1. English teacher

The result of the study can be used by English teacher in order to teach English and using code switching to make students easily understand the context. Especially the English teacher who uses code switched in teaching English to students in this school. The researcher believes that if the teacher teaching more effectively by using code switching for every students in any classes.

2. Students

As a student want to be good at English speakers, students might be able to use English in the right way .Students can learn how to use code switching in learning English. It makes students understand the material more effectively.

3. Readers

In the result of this research, the readers can understand using code switching in teaching and learning process and used it in daily life. For

this study is not only for teacher and students but it is for all who needs to have a good skills in English language as well.

4. Other researcher

This study will contributes to other researcher in conducting further research of similar topic. It will help them to have more addition knowledge.

E. Scope and limitation

1. Scope of research

   a. The researcher is focused on the type of code switching used by English teacher.

   b. The researcher is focused on the causes of code switching used by English teacher

   c. The researcher is focused on the benefits of code switching used by English teacher.

2. Limitation

   The concern of this research is only on English teacher's utterances, and students' utterance is only to support the observation process.

   a. The discussion about the type of code switching used by English teacher

   b. The discussion about the causes of code switching used by English teacher

c. The discussion about the benefits of code switching used by English teacher

F. The definition of keys term

1. Bilingualism

Bilinguals is defined as having or using two languages especially as spoken with the fluency characteristic of native speaker; a person using two languages especially habitually and with control like that of a native speakers and bilingualism as the constant oral use of two languages.

Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the language.

2. Code switching

Code switching is a linguistics phenomenon commonly occurring in bi-and multilingual speech communities. The term, which also appears as „code switching" and code switching in literature, broadly refers to the systematic use of two or more languages or varieties of the language during oral or written discourse (mahootain, 2006:2)

3. English teacher

English teacher is someone helps you in improving your English skills. It can be writing, speaking, spelling and others skills. Most English teachers Code switching are like this elementary and middle

school. English teacher who teach at Nadtulsubanschool mostly are from Thailand. They graduated in Thailand.

G. the organization of the study

To enable the writer arranges the research paper and to make it easy to understand, the writer divides this research into five chapters as follows.

Chapter I is introduction which deals with the background of the study, formulating of the study, the purposes of the study, significance of the study, scope and limitation, definition of the key terms, and research paper organization.

Chapter II is theoretical background or review of literature. It consists of underlying theories that include the definition of sociolinguistic code switching, type of code switching the cause of code switching and bilingual.

Chapter III is the research method. It covers: research design, data and data source, method of collecting data and instrument, and method of data analysis.

Chapter IV is presents Research Findings and Discussion of the Research. The findings of the research describe the result of the code switching used by English teacher

Chapter V in this chapter, the researcher presents the conclusions and suggesstions about the research.