

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the research, the research problem, the research objective, 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 language 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.

Patani (in Malay (derived from Jawi: *ڤتاني*), also sometimes Patani Raya, or "Greater Patani") is a historical region in the northern part of the Malay Peninsula. It included the southern Thai provinces of Pattani, Yala (Jala), Narathiwat (Menara), and parts of Songkhla (Singgora).

The Patani region had historical affinities with the Singgora (Songkhla), Ligor (Nakhon Si Thammarat), and Lingga (near Surat Thani) sultanates dating back to the time when the Patani Kingdom was a semi-independent Malay sultanate paying tribute to the Siamese kingdoms of Sukhothai and Ayutthaya. After Ayutthaya fell to the Burmese in 1767, the Sultanate of Patani gained full independence, but under King Rama I, it again came under Siam's control.

In recent years a secessionist movement has sought the establishment of a Malay Islamic state, Patani Darussalam, encompassing the three southern Thai provinces. This campaign has taken a particularly violent turn after 2001, resulting in an intractable insurgency problem across southern Thailand and the imposition of martial law.

Patani is a country full of customs, traditional and languages, discussing about language, actually people in Patani born with Malay language that used by people in the south. But people in Patani mostly used bilinguals that they sometimes used two language to communicate with others, it's Malay and Thai. As we know that English was not first language in Patani because Patani had own language which was Malay use at the moment but English had very important role for Patani people in doing business perhaps education and moreover Patani had a good relationships with countries that has English as the first language such as America, England, Canada or even Australia.

In everyday life, language is one of aspects in communicating to people whether 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 students in Patani. Using English in Patani is increasing such as in business, education, politics or even in daily conversation in everyday life.

English language was first introduced in Thailand through contact with the British. Although Thailand was a monolingual society, the expansion of English and borrowing between Thai and English were first witnessed as early as 1612 when the king of Thailand recognized the importance of English (Yiamkammuan, 2010) In teaching language, not only students 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 was the one of subject as a foreign language. As foreign language, English was little bit difficult for students. The 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 had Thai letters and English letters. English letters not all use in their daily life. That case makes students challenge to learn. The students must have strategy how to make themselves interesting about English in English learning process. The way to make students interesting to learn English are using role play, games, or jokes.

Sometime 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. The 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 (Patani) 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 favoured 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 awareness 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 Patani south of 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 Patani south 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 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.

In educational setting, the use of code switching becomes a trend of many Patani students of English department at IAIN Tulungagung when they are involved in English learning 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.

Patani students at IAIN Tulungagung got problems in English such as they have not very much about vocabularies. 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 Malay, Indonesia, Thai and another languages. Beside this, many of students do not want to have class about English lesson anymore because they cannot speak English smoothly, shy and afraid for them to communication. So as students need to have code switching in learning English that is explaining by using many languages English, Malay, Indonesia in order to make students understand about the lesson very well and very progressive.

According to the seminar thesis class that researcher takes, it uses lecture method and question and answer method. In lecture method and question and answer method, the teacher will begin in teaching and the students will participate in the studied. So the students will switch among languages to explain and make clear the explanation.

Before doing research, the researcher did observation to know the situation in the classroom interactions between tutor Indonesian and Patani students of Englis department in seminar thesis at IAIN Tulungagung. The Indonesian tutor begin teach in the topic is basic pronoun in the teaching learning the teacher also used song and game for the students don't boring. In the learning the students focus and participle until finished well my observation.

The disadvantages of code switching are stated by other researcher. Gumperz and Hernandez (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 students. These are preview study in researcher use of code-switching. These are three in part previews of the studies I made for example. For the first by Nisa, Lutfiana Dewi Khoirun (2014), Title: Code Switching Performed By Sixth Semester Students In Classroom Discussions at IAIN Tulungagung. The researcher used descriptive qualitative as the research

design. The result of students' interview. There were to make repetition for clarification and to show emphatic about something. While by looking for the result of interview with the student. From the research finding, the researcher concluded that the factor of using code switching be influenced by the speaker.

The second was Nurunnisai. Khoirina (2015), Title: Code Switching Performed By Teacher and Students in Teaching and Learning Process at Jawahirul Hikmah Senior High School Tulungagung. The research design in this study was descriptive design with qualitative approach. The result of interview the researcher found the reason underlying code switching performed by English teacher and students at XI in Jawahirul Hikmah Senior High School in teaching learning process those are: (1) talking about particular topic (2) quoting somebody else (3) be emphatic about something (4) interjection (5) confirmation for repetition and confirmation for clarification.

The third was a study from UNCHALEE CHAIWICHIAN. (2007), Under the title: THAI – ENGLISH CODE SWITCHING OF STUDENTS IN THE MINI ENGLISH PROGRAM (MEP). This study was designed to be both quantitative and qualitative. The result from the study of CS from both Thai to English and from English to Thai CS, which took place inside and outside the classroom. The study also presented the functions of CS for both inside and outside the classroom as well as the factors, which motivate the students to use CS. Moreover, this study showed both similarities and differences between the two sets of data collected at an interval of two and a half years.



So, why the research should use this thesis because it's appropriate with his idea and also I am interested to know how Patani students can get understand in the learning English and how I can apply it as a reference in the future. It is why the researcher carries out in conducting a research on *CODE SWITCHING USED IN CLASSROOM INTERACTIONS BETWEEN INDONESIAN TUTOR AND PATANI STUDENTS OF ENGLISH DEPARTMENT AT IAIN TULUNGAGUNG*.

## **B. The Research Problems**

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

1. What types of code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung?
2. What are the causes of code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung?

## **C. Research Objective**

1. To explain the types code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung.

2. To explain the causes of code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung.

#### **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. 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.

3. Other researcher

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

## **E. Scope and Limitation**

### 1. Scope of research

- a. The researcher is focused on the types code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung.
- b. The researcher is focused on the causes of code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung.

### 2. Limitation

- a. The discussion about the type of code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung.
- b. The discussion about the causes of code switching used in classroom interactions between Indonesian tutor and Patani students of English department at IAIN tulungagung.

## **F. The definition of Key Terms**

From the research problem above, this study focuses on code switching used in classroom interactions between an Indonesia tutor and Patani students of English department at IAIN Tulungagung. In order to avoid ambiguity and misunderstanding, some of key terms used in this research are need to be defined as follows :

## 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 students

English students are learning English for helps themselves in improving English skills. It can be writing, speaking, spelling and others skills. Most English students used by Code switching in interactions are like code switching used in classroom interactions between an Indonesia tutor and Patani students of English department at IAIN Tulungagung.

## **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, bilingual, code switching, type of code switching and the cause of code.

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 the Research. The findings of the research describe the result of the code switching used by English students.

Chapter V : It includes discussion.

Chapter VI: in this chapter, the researcher presents the conclusions and suggestions about the research.