

CHAPTER I

INTRODUCTION

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

A. Background of the Research

Language phenomena are common happened in society. Language is very important things to communicate each other. People need a language to give a sign for what they need. 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.

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

in 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. 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. 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.

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

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 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 teachers. The researcher carries out in conducting a research on ***“CODE SWITCHING USED BY THAI ENGLISH TEACHER AT MUSLIM WITTAYA PHUKET SCHOOL”***.

B. Statements of the Research problems

In relation to the problem statements above, the problems of the research are to find out:

1. What are the types of code switching used by teacher in Muslim Wittaya Phuket School?

C. Objectives of the Research

In relation to the problem statements above, the objectives of the research are to find out:

1. The types of code-switching commonly used by the English teachers in English language classroom at Muslim Wittaya Phuket School.

D. Significance of the Research

1. Reader

For the reader, this research will help to gain more knowledge about code switching, what are the types code switching teacher used, and what the reason code switching used by English teacher behind.

2. English Teacher

For English teacher, this research will give contribution about code switching used. It also raise the teacher awareness about code switching used and find out the most common types of code switching occurring in the English language classroom.

3. Other Researcher

For other researcher, this research is also expected to be meaningful information in the future.

E. Scope and Limitation of the Research

In this research, researcher give scope and limitation to make a reseach specifically. The researcher conduct the research limit on English classes at Muslim Wittaya Phuket School. For limitation, this research just

focuses on types and reasons why code switching used in the teaching learning process by teacher at Muslim Wittaya Phuket School.

F. Definition of the Key Terms

1. Bilingualism

Bilingualism is having some ability to use two or more languages. (Abdul Chaer, 1995) 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 languages and exposure to other users of the languages.

2. Type

As www.wikipedia.org, type is category of people or things having common characteristics.

3. Code

Ping Liu (2006) said that in communication, a code is a rule for converting a piece of information (for example, a letter, word, or phrase) into another form or representation, not necessarily of the same sort.

4. Code Switching.

Bokamba (1989) defines code switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event. Bloom and Gumperz (1972) stated that code switching is the alternating use of the two or more codes in the same conversational situation. Moreover, Code

switching is defined as the changing back and forth between two language varieties, especially in a single conversation (Trask, 1995).