CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents data presentation and findings of the research. The research findings show the data obtained from the result in order to see the use of code switching by English teacher in foreign language classroom at Muslim Wittaya Phuket School. The research presents the findings such as: 1) Data Findings 2) The reason why teacher switched the language.

A. Data Findings

The research findings of this study were collected from the data and data research at Muslim Wittaya Phuket School. It consists on the result of observation, documentation, and interview. The researcher observed in the classroom and recorded a video when the learning process happened. Then the researcher interviewed Thai teachers to get more data about the reason switching the language. The researcher analyzed the transcript of video. After, the researcher decided the type of code switching and the reason why Thai Teacher switched the language.

The Researcher presented the findings of switching code by Thai Teacher in Muslim Wittaya Phuket School. The researcher divided into three types of Code Switching according to Poplack such as Extra-sentential Code Switching, Inter-sentential Code Switching, and Intra-sentential Code Switching. The reasons why code switching happened proposed by Holmes(2013) are a) rhectoric reason, b) differences of status and c)the lack of vocabulary.

In English learning process, Teacher sometimes switched from the mother language into English or English into mother language. The code switching which occurs divided into varieties of type. The types of code switching which founded by researcher at Muslim Wittaya Phuket School are Intra-sentential code switching, inter-sentential code switching, and extra-sentential code switching.

1.   Intra-sentential Code Switching

Datum 1

Lines	Teacher/Students	Utterances
1	Teacher/ครู	Number four pronounce Describe บรรยาย (*manyai)*!
2	Students/นักเรียน	บรรยาย
3	Teacher/ครู	Describe word using kokai (ก) not koguai (ค)

Datum 1,line 1, Number four pronounce describe บรรยาย!

It was considered intra-sentential switching because it occured in within sentence, because teacher always useds this word, the students understood what teacher wanted. Teacher asked the students to pronounce number 4 "describe".

Datum 1 lines 3 describe word using *koka*i (ก)not *kogua*i (ค)

It was considered intra sentential switching because it occured in the sentence. The students understood what teacher wanted. Teacher wanted students to pronounce describe. And teacher explained that "describe" use *Kokai* not *Goguai.*

Datum 2

Lines	Teacher/Students	Utterances
1	Teacher/ครู	**Take the factory word which means** โรงงาน (***rongan***)
2	Students/นักเรียน	Factory
3	Teacher/ครู	โรงงาน (***Rongan***) factory
4	Students/นักเรียน	Yes sir

Datum 2 line 1, ครู : Take the factory word which means โรงงาน (*rongan*)

It was considered intra sentential code switching. In this sentence, teacher asked the students to pronounce factory. And here, has meaning that switching code within sentence. Teacher switched the word to make the students understand. Because the word was main stream, students comprehend the meaning.

Datum 2 line 3, ครู : โรงงาน factory

It was considered intra sentential code switching. Here, teacher asked students to speak word factory. He did not say factory in Thai because he wanted to make students be able to pronounce perfectly. But he used Thai first to make his students understand what he asked for.

Datum 3

Lines	Teacher/Students	Utterances
1	Teacher/ครู	In abroad, for example in Amerika, นักแปล(*Nak plae*) translator not only for making article or product but also translator can help the people who need for help.ฟังมัน!
2	Students/นักเรียน	Yes teacher.

Datum 3 line 1, In abroad, for example in Amerika นักแปล(*Nak plae)* **translator not only for making article or product but also translator can help the people who need for help.Listrn it!**

It was considered intra sentential code switching. Here, teacher explained about the importance of using English. He wanted to make students understand and try to study hard for being expert in future. He switch from Thai to English in the "translator "word because it was easier than using Thai. It was the way from the teacher to make the students having habit about English vocabulary.

Datum 4

Lines	Teacher/Students	Utterances
1	Teacher/ครู	Students, make a comparative sentence. Usually use has + adjective + adverb แล้วก็ make an example.
2	Students	Yes teacher.
3	Teacher/ครู	"More" word which use for หนึ่ง and สอง person.
4	Students/นักเรียน	So the example is wasna is more than sarirat teacher.

Datum 4 line 1, Usually use has + adjective + adverb แล้วก็ **make an example**.

It was considered intra sentential code switching. Here teacher explained to his students that แล้วก็ means then in Thai**.** Teacher used this word to make students understand what teacher means. Here, is categorized intra sentential code switching because the teacher switch word within sentence.

Datum 4, line 3 "More" word which use for หนึ่ง and สอง person.

Here means that more used for two or more things. Teacher switched the language English to Thai . He used this because of automatically habit. It also considered as intra sentential code switching also because it is happened within sentence.

Datum 5

Lines	Teacher/Students	Utterances
1	Teacher/ครู	I give the material in the last meeting. Lets try to open and read the first page. You will face the final exam. Prepare for reading so you can do the test
2		If you ready, open the page 4
3	Teacher/ครู	Have you translate pager 4? แปลความ *(Pæl khwām)* page 4.
4	Students/นักเรียน	เสร็จเรียบร้อยแล้วค่ะ *(S̄er̆c reīybr̂xy læ̂w k̄ha)*

Datum 5 line 3, แปลความ (*Pæl khwām*) page 4?

In this sentence, teacher wanted the students to translate the page of number four. She used Thai. The main reason is Thai students cannot speak English better. Thai students used Thai letters more than English letters. That is why teacher used English to make the students understand. Here also is considered intra sentential code switching because it was happened within a sentence.

Datum 6

Lines	Teacher/Students	Utterances
1	Teacher/ครู	Repeat after me, ออกเสียง *(Xxks̄eīyng)* vocabulary.
2	Students/นักเรียน	Vocabulary
3	Teacher/ครู	Open the page 5 Nada. รื่องราว *(Reụ̄xngrāw)*, try to read this.
4	Students/นักเรียน	นาดาอ่าน "story" ตามคำสั่งคุณครู และอ่านเรื่อยๆจนถึงหน้า 10

Datum 6 line 1, Repeat after me, ออกเสียง *(Xxks̄eīyng)* **vocabulary.**

It means "pronounce vocabulary". Here teacher used Thai direction again. It's because of Thai students cannot speak English well. Code switching happened again. Due to happen in the sentence, this sentence categorized as intra sentential code switching.

Datum 6 line 3, Open the page 5 Nada. รื่องราว *(Reụ̄xngrāw)*, **try to read this !**

This sentence said that teacher asked her students named Nada to read the story. But, teacher used "story" word with Thai Language. It was not because of the lack vocabulary, but teacher wanted the students to hear in English word. It will make the students listen the story vocabulary well and they will automatically without thinking will; understand when teacher tell "story" word again. This sentence also categorized as intra sentential code switching also because the language which switched was within in sentence.

Datum 7

Lines	Teacher/Students	Utterances
1	Teacher/ครู	What it's the picture number 1?
2	Students/นักเรียน	It's mirror
3	Teacher/ครู	What the meaning mirror?mirrror อะไร(*Arai*)?
4	Students/นักเรียน	กระจก (kracok)
5		และถามเรื่อยๆจนถึงข้อสุดท้าย

Datum 7 line 3, mirrror อะไร(*Arai*)?.

Here teacher said what is mirror. He switched from English to Thai automatically due to he make a habit to students to hear English vocabulary. This sentence considered as intra sentential code switching.

Datum 8

Lines	Teacher/Students	Utterances
1	Teacher/ครู	If you wanna ask some question. Make the sentence like this. เขากำลังทำอะไร(kau eng lam tam arai) ? She / he doing อะไร(arai)?
2	Students/นักเรียน	Teacher, I put 'ing'or not at 'do'?
3	Teacher/ครู	ใช่(*chai*) " S + is/am/are + V$_{ing}$
4	Students/นักเรียน	เสร็จแล้วรวบรวมส่งบนโต๊ะครูนะค่ะนักเรียน (The submit to teachers table right)

Datum 8 line 1, She / he doing อะไร(*arai*)?

Here, teacher asked what she or he did. In this context , teacher absolutely switched language because teacher is already habit for อะไร words without thinking the meaning. Teacher sure that if he used this

word, students automatically understood the teacher means. This conversation switched occurred in sentence. So, it called intra sentential code switching.

Datum 8 line 3, ใช้*(chai)*** ะ " S + is/am/are + Ving.**

Here teacher explained English lesson about simple present tense. Teacher switched a language from Thai to English due to the lesson. Teacher anwered that students should use S+is/am/are + v ing to make a sentence. Because switching language within sentence, it can be considered as intra sentential code switching.

Datum 9

Lines	Teacher/Students	Utterances
1	Teacher/ครู	The last assignment, we learn about preposition but many students didn't come. So, we do the new question.
2		I will write on the white board today. We learn about Who, where, what, why, แล้วก็ about negative pronoun.
3		The word whose used when asking the things
4		Such as number 1 we can use that. Add "what, where, whose, which, that" in that sentence correctly.
6	Students/นักเรียน	ค่ (yes)
7	Teacher/ครู	อธิบาย *(Atibai)* all the assignment in the chapter 6. All this number using what and why!

Datum 9 line 2, I will write on the white board today. We learn about Who, where, what, why, แล้วก็ about negative pronoun.

Here teacher explained about using of "5 w and 1 H " word. Here is considered intra sentential code switching because switching language happened within sentence. Teacher explained the lesson and automatically switched the language to make student understand.

Datum 9 line 7, อธิบาย (*Atibai*) all the assignment in the chapter 6.

Here teacher asked the student to explain about the assignment in the chapter 6.. Teacher switched the language again from Thai to English. Because happened in a sentence, it's considered as language switching categorized inter-sentential code switching.

Datum 10

Lines	Teacher/Students	Utterances
1	Teacher/ครู	Prepare the book and write the material for final exam!
2	students/นักเรียน	เขียนกับดินสอได้ไม่ค่ะ?
3	Teacher/ครู	ได้ค่ะเขียน (Dai kha qiyan) Pencil.

Datum 10 line 3, ได้ค่ะเขียน (Dai kha qiyan) Pencil.

Here, teacher asking to his students what was pencil in Thai. Teacher wanted students answer automatically without thinking. Teacher wanted students answer directly without open dictionary. That is why teacher switch language due to that reason. Here, teacher switched language within sentence. It's also considered intra-sentential code switching.

Datum 11

Lines	Teacher/Students	Utterances
1	Teacher/ครู	Past Simple Tense ยังไม่ลืมใช่ไม่ค่ะ?
2	students/นักเรียน	ยังค่ะ *(yang kha)*
3	Teacher/ครู	What verb to change past event?
4	students/นักเรียน	V_2

5	Teacher/ครู	So, v2 use อะไร(*arai*)
6	Students/นักเรียน	did

Datum 11 line 1, Past Simple Tense ยังไม่ลืมใช้ไม่ค่ะ

This sentence is considered intra sentential code switching because the switch language happened in a sentence. Here teacher explained what simple past tense use for.

Datum 11 line 5, So, v2 use อะไร(*arai*)

This sentence is considered as intra sentential code switching. Teacher switched the language in a sentence. Teacher asked about the position of Verb 2 what use for. Teacher want to ask wether the students understand the direction of not.

Datum 12

Lines	Teacher/Students	Utterances
1	Teacher/ครู	(keep silent while write the material on the whiteboard)
2	students/นักเรียน	Is final exam…mmmmmm.. difficult teacher?
3	Teacher/ครู	No, if you always pay attention in the class and write what teacher teach. What is future?
4	Teacher/ครู	Future คืออะไรค่ะ (ke arai kha??
5	students/นักเรียน	เวลาในอนาคต
6	Teacher/ครู	Future จะใช่ will และ was ในการเขียนประโยค

Datum 12 line 4, Future คืออะไรค่ะ ?

Here teacher asked "what is future?" But teacher asked it with switching from Thai to English. Teacher wanted students understand what teacher means. Teacher explained that future in grammar, what is that? Then teacher not using totally Thai, but Teacher switched from English to Thai.

Datum 12 line 6, Future จะใช่ will และ was ในการเขียนประโยค

Here is categorized intra sentential code switching. Teacher said that future using will and was for the sentences. Actually, here teacher wanted to test students using question. To make easy, teacher switch language from English to Thai. Its categorized intra sentential code switching because its happened in the same sentence when teacher said.

2.   **Inter-sentential Code Switching**

Datum 13

Lines	Teacher/Students	Utterance
1	Teacher/ครู	What can we use for 3 person? "คุณรู้หรือไม่(khun ru ru mai)?"
2	Students/นักเรียน	more

Datum 13, line 1, What can we use for 3 person? "คุณรู้หรือไม่(khun ru ru mai)?"

Here teacher asking how to spell the number three. Then automatically teacher said using Thai "do you know"whether the students

know or not. Here switching language happened from English to Thai. But, it happened not in the same sentence, in other sentence. So it called inter sentential code switching.

Datum 14

Lines	Teacher/Students	Utterances
1	Teacher/ครู	If you wanna ask some question. Make the sentence like this. เขากำลังทำอะไร(kau eng lam tam arai? She / he doing อะไร(arai)?
2	Students/นักเรียน	Teacher, I put 'ing'or not at 'do'?
3	Teacher/ครู	ใช่(chai) " S + is/am/are + V_ing
4	Students/นักเรียน	เสร็จแล้วรวบรวมส่งบนโต๊ะครูนะค่ะนักเรียน (The submit to teachers table right)

Datum 14, line 1 Make the sentence like this. "เขากำลังทำอะไร (*kau eng lang tam arai*)?"

Here teacher said about what he did. Teacher spoke used Thai that he (the subject) asked by other to write sentence. Then teacher automatically asking to students using Thai. Teacher wanted students answer using English. Teacher used Thai sentence to make students understand. Than teacher ask used English. It classified as intra sentential code switching because this sentence happened in other sentence. I mean, not in the same sentence.

Datum 15

Lines	Teacher/Students	Utterance
1	Teacher/ครู	I will write on the white board today. We learn about Who, where, what, why, แล้วก็ about negative pronoun. ตัวอย่างเช่นเขาเป็นใคร(*Tạwxỳāng chèn k̄heā pěn khır*)
2	Students/นักเรียน	ค่ะ

Datum 15 line 1, We learn about Who, where, what, why, แล้วก็ about negative pronoun. ตัวอย่างเช่นเขาเป็นใคร(*Tạwxỳāng chèn k̄heā pěn khır*)

Teache r said about sentence. Then teacher explained using English then teacher switched automatically using Thai. It called intra sentential code switching because it happened not in the same sentence.

Datum 16

Lines	Teacher/Students	Utterances
1	Teacher/ครู	In abroad, for example in Amerika, นักแปล(*Nak plae)* translator not only for making article or product but also translator can help the people who need for help.ฟังมัน!
2	Students/นักเรียน	Yes teacher.

Datum 16 line 1, In abroad, for example in Amerika, นักแปล(*Nak plae)* translator not only for making article or product but also translator can help the people who need for help.ฟังมัน!

Teacher said that in abroad, for example America, translator not only make article or the work but also sometime translator can help the other who need. In the last sentence, Teacher noticed students to listen

what he said. Here is categorized intrasentential code switching because

teacher switched language in other sentence. ฟังมัน **means listen it**

Datum 17

Lines	Teacher/Students	Utterance
1	Teacher/ครู	For example, I loved you. Now loving you. ฉันรักคุณตลอดไป. Use v3 (while smiling widely)
2	Students/นักเรียน	Huuuuuhuuuu (while give applause)

Datum 17 line 1, For example, I loved you. Now loving you. ฉันรักคุณตลอดไป. Use v3 (while smiling widely).

Here teacher said that in the past teacher love her, now love her

and automatically switched language into Thai that teacher will love her

forever. It was categorized as intra sentential code switching because

happened not in the same sentence.

3. **Extra-sentential Code Switching**

Datum 18

Lines	Teacher/Students	Utterance
1	Teacher/ครู	if both of you always keep on talking, I will give u Rho score. I know you don't get rho score yet, but surely you will get that score in my subject for the next report according your attitude. *(Rho is like zero score. It will give in the report in final by teacher for the students who can't complete their works)*. เข้าใจ(*kau cai mai*)!
2	Students/นักเรียน	พรุ่งนี้ไปถามได้ไม่ค่ะ*(I will wait for tomorrow teacher, how much you give me the score)*
3	Teacher/ครู	I am busy

Datum 18 line 1, if both of you always keep on talking, I will give u Rho score. I know you don't get rho score yet, but surely you will get that score in my subject for the next report according your attitude. *(Rho is like zero score. It will give in the report in final by teacher for the students who can't complete their works)*. เข้าใจ*(kau cai mai)*!

Here teacher said that if the students (students who talking each other when earning happened), teacher will give Rho score. Here is classified as extra sentential code switching because teacher involves the insertion of a tag. Teacher inserted "เข้าใจ (Understand)" words from one sentence to other a different language.

Datum 19

Lines	Teacher/Students	Utterance
1	Teacher/ครู	Warning! ตกลง. I warn you that I am talking the truth. If it's happened, you can't complain to me because I already give you time to study. And I give you extra lesson also. But, you are still lazy. Do you know that your mom feeling sad after.

Datum 19 line 1, "warning! ตกลง(to klong)"

Teacher inserted a tag "Ok". It called extra sentential code switching which classified by Poplack. It happened because teachers switch language from Thai to English by insertion word. Actually this sentence not focus in the learning process, it happened because students asked to the teacher and teachers automatically answer with insert OK in Thai word.

Datum 20

Lines	Teacher/Students	Utterance
1	Teacher/ครู	"อ่านค่ะ (an kha) please."
2	Students/นักเรียน	ใช้
3	Teacher	Which is full pitch
4	Students	factory

Datum 20 line 1, "อ่านค่ะ please."

Teacher asked the students to read the book. Automatically teacher said "please"to the students. Even though teacher did not realize what he said, he switched the language with insert a "please" tag. It is categorized as extra sentential code switching because the switching language happened with insertion of tag in different clause.

Datum 21

Lines	Teacher/Students	Utterance
1	Teacher/ครู	"More" word which use for หนึ่ง and สอง person.
2	Students/นักเรียน	Yes, So the example is wasna is more than sarirat teacher.
3	Teacher/ครู	Use also มากที่สุด(**Maktisut**)!

Datum 21, lines 3. Use also "มากที่สุด(Maktisut)" .

Teacher explained that the highest level of the word. Then teacher automatically said most in Thai. It was happened because teacher involved a tag word. It called extra sentential code switching.

Datum 22

Lines	Teacher/Students	Utterance
1	Teacher/ครู	Do he task. บัดนี้(*badni*)!
2	Students/นักเรียน	Yes teacher, ok. Calm.

Datum 22 line 1, "Do the task. บัดนี้(*badni*)!

Teacher asked to the students to do the task. Then teacher use now in Thai word. It was categorized as extra sentential code switching. Teacher inserted Tag world. This word came out from teacher without realized by him. Inserting tag world categorized as extra-sentential code switching.