CHAPTER V

DISCUSSION

In this Chapter, the researcher would like give the result of the research. The discussion based on data findings performed by Thai English teacher in teaching learning process at Muslim Wittaya Phuket School. This chapter consist on A) The types of code switching used by Thai English Teacher at Muslim Wittaya Phuket School. B) The Reason to Use Code switching by Thai English Teachers

A. The types of Code Switching used by Thai English Teacher at Muslim Wittaya Phuket School

From the result of data findings, researcher found three types of code switching that used by Thai English Teacher based on Poplack theory. Poplack (1980) explains that the types of the code-switching are inter sentential code switching, intra sentential code switching and extra sentential code switching. The three types of code switching which founded were:

1. Intra-sentential Code Switching

The researcher found that this type of code switching showed frequently. It showed from datum 1 until datum 12. Intra-sentential code switching which involves switches of different types occurring within the clause boundary, including within the word boundary.

For example at Datum 7, **mirrror อะไร?** The sentences showed the 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.

2. Inter-sentential Code Switching

Inter-sentential code switching is switching the code at clause/sentence boundary. In this case one clause is in one language and the other in another language. Researcher found the inter-sentential code switching in the data findings. For example at datum 13.

What can we use for 3 person? "คุณรู้หรือไม่(khun ru ru mai)?" (

Recorded at December, 16 2015)

In that example, Teacher asking What word used for third person. Then automatically teacher said using English whether the students know or not. Here switching language happened from Thai to English. But, it happened not in the same sentence, in other sentence. So it called inter sentential code switching.

From that example teacher wanted the students will automatically understand what teacher said in English. Code switching helps the students to recognize the language.

3. Extra-sentential Code Switching

Researcher found the types of code switching based on the data findings at datum 22.

Do the task. บัดนี้(*badni*) (Recorded at December, 16 2015)

Here teacher ask to the students to do the task. Then teacher use now word. It was categorized as extra sentential code switching. This word came out from teacher without realized by him.

Extra-sentential code switching is one type of code switching which occurred because inserting tag word. Means that the switching code while inserting tag word from one language to an utterance entirely. It happened when teacher inserting tag word in a different language automatically.

B. The Reason to Use Code switching by Thai English Teachers

In this chapter, the researcher found some reason why Thai English Teacher switched the language. Based on the data findings and the interviews also, researcher found some statement which showed the reason of code switching based on Holmes theory (2013). The reason teacher switched the language were:

1. Rhetoric reason

Rhetoric means speech or writing intended to influence people but that is insincere. In the classroom setting, teachers need to be aware about students' situation. To influence students, teacher used some methods like switch the language from Thai to English. Sometime teacher warned students to make students aware for studying in English. We can see at the statement below:

> "If both of you always keep on talking, I will give you Rho score. I know you did not get rho score yet, but surely you will get that score in my subject for next report according your attitude. Understand!")

(Observed 15 December 2016)

From that statement, teacher warned the students that teacher will get bad score if they were kept on talking. Actually, teacher did not want to give bad score. But, actually it was not. It was a treatment for students to study hard.

2. Differences of status and formalities

Teacher sometime switched the code to make the students comfort and enjoy with the teacher teach. It can lower the status between teacher and students. If the students feeling enjoy with the classroom activity, student will accept the lesson well. Actually, that is the point that teacher wants. Teacher thought that if there was a gap between students and teacher, teacher will have difficulties about transform the information to students. It shown from the interview season with teacher Changwat Thonglor below:

> "Just because you know that I am not native, so I have to use media like you tube sometime like that."(Interviewed at 14 December 2015)

In that statement, the teacher used media to make students understood and lost the gap between teacher and student. When the students felt comfortable in the classroom, students would enjoy the class and accepted the lesson fast. It could be a way to decrease the gap between teacher and students.

3. Lack of vocabularies

Researcher found some statement which made teacher switched the language from English to Thai It was not like teacher has lack of vocabularies. It was just because teacher did not find proper world.

Researcher found this point when interviewing happened. It could be seen from interviewed session with Teacher Changwat Thonglor below:

> "For speaking class, aaaaaa, we mix thai and English. Not
> 100% English because Thai students are not good at English.
> They don't know too much about vocabularies." (interviewed
> at December, 14 2015)

From that statement showed that Thai students were not good in English because they did not know about vocabularies. It means, lack of vocabularies was the one of the reason why teacher switched the language. Not from the teacher itself but the lack was from the student.