

Tag and Intersentential Code Switching Found in English Young Learners Classroom Interaction

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Abstract. *The objective of the research was to describe tag and intersentential code switching found in English young learners classroom interaction at Ganesha English Courses Lubuklinggau. The research questions in this research was they were what were tag and intersentential code switching found in English young learners classroom interaction. Setting of this research were Ganesha English Courses Lubuklinggau. The qualitative approach in descriptive qualitative research design was used in this research because the data was in the form of words rather than the number. The data were collected by means of the observation and interviews. Then the data were analyzed by using transcribing and analyzing. The result of this research show, there were found 31 data; (1) 15 tag codes switching, and (2) 16 intersentential codes switching.*

Keywords Classroom Interaction, English Young Learners, Intersentential, Tag.

1. INTRODUCTION

According to Wardhaugh (2010), code can be used to refer to any kind of system that two or more people employ for communication. As the system that two or more people employ for communication, it is normal for bilingualism or multilingual to be situation where a choice between two or more codes has to made People are nearly always faced with choosing an appropriate code when they speak. It means that in general, however when you open your mouth, you must choose a particular code.

Furthermore Code switching is a situation where the speakers deliberately change a code being used by switching from one to another code. In line with Wardhaugh (2010) describes that code switching is a conversational used to establish, cross or destroy boundaries, to create, evoke or change interpersonal relation with their rights and obligations. It means that when a situation in which part of language enters another language. Then, the parts the are united in the language are included in one utterance, both in speech or in writing it can happen. Jendra (2010), show many types of code switching the grammatical classification result in three types of code switching, such as tag code switching, intersentential code switching, and intrasentential code switching. In this research, the researcher focused on analysing of two types code switching that is tag and intersentential code switching found in EYL classroom interaction at Ganesha English Courses Lubuklinggau.

In this research, the researcher also adds the previous study. It was written by Kausar from English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic University year 2022. Entitled *An Analysis Using Code Switching on Najwa Shihab's Vidio Youtube Channel*. His research focused on the types and function of code switching that appear on Najwa Shihab's video. Based on the interview result between the researcher and teacher at Ganesha English Courses Lubuklinggau on December 20th 2023, the facts showed that:

firstly, there were some students that used Bahasa Indonesia and some students were motivated to use English in the classroom interaction. For the teacher, code switching is very important in the teaching and learning process. Secondly, there were some students who did not understand when the teacher used English in the teaching learning process, the students were misunderstanding to answer the questions and difficult to compose the words. The students were very helpful when the teacher taught them using code switching.

The most important reason were some students at Ganesha English Courses did not know what the teacher explained when the teacher used English. So, the teacher taught in the classroom by using code switching. The teacher used two languages, English and Bahasa Indonesia. In this research, the researcher analyzed tag and intersentential code switching found in English young learners classroom interaction at Ganesha English Courses Lubuklinggau. Based on the Explanation above, the researcher was interested in conducting a research about tag and intersentential code switching found in English young learners classroom interaction.

2. THEORETICAL STUDY

Code Switching

Jendra (2010) stated that code switching is found more with bilingual or multilingual speakers, although monolinguals may actually be said to switch from a variety or style to another. A communicator may use some languages in a communication to catch another's understanding. It is usually used when both of communicators are from different tribe that have different language. When they speak about a topic, they may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. Sometimes, both of them are not very proficient in a second language. Best choice to face that condition is using language that both of them understand. Switches motivated by the identity and relationship between participants often express above along the solidarity or social distance dimension.

According to Holmes (1999), a switch may also reflect a change in the other dimension, such as the status relations between people or the formality of their interaction. Code switching is potentially the most creative aspect of bilingual speech. Code switching is the use of multiple language in the words, phrases and sentences even in a paragraph (Sumarsih, et. al, 2014).

Tag Code switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances.

For examples:

- a. It's okay, no problem, *ya nggak?*
- b. Are you going to take English major in future? *Ide bagus!*
- c. Not pok but fok, *ya!*

Intersentential Code Switching

An intersentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language.

For example:

- a. Good morning students, *Materi Terakhir sampai mana?*
- b. Ini lagu lama, tahun 60an. It's oldies but goodies, they say. *Tapi, masih enak kok didengerin.*
- c. Nine words for the first time meeting, *ya ini sudah cukup baik, tetapi lebih baik lagi untuk yang kedua.*

Code Switching In classroom Interaction

Based on Koole (2015) classroom interaction is studied from a social interaction perspective to unearth the mechanism teachers and students use to conduct their classroom. Classroom is a place where students who come from different ethnic groups gathered together. Of course, they have different language backgrounds. They are still influence by their mother tounges, especially to the students who live in villages. It is because they have no place, besides school, which allow to use English consequetly, a good teacher shall pay attention to this case.

In the classroom, there are two aspects that may cause the appearance of code switching. The first, sociological aspects covers age, social level, sex, behavior, culture, education, etc. Teacher and students should consider how to speak with different age and sex that may cause the occurring of code switching. For the students they should know how to

speak with their teacher and how to speak with their friends. Behavior and culture of both of the teacher and students are an important role causing they do code switching. The second is psychological aspects. If sociological aspects are the ones that came from outside of speaker himself in doing switching, so the psychological ones are in the contrary. It is the aspects that came from inside. This aspects concern about knowledge of tongue owned by students and teacher will take part in producing code switching in classroom interaction.

3. RESEARCH METHOD

In conducting this research, the researcher used qualitative approach in descriptive qualitative research design. The data was in the form of words rather than the number. Setting of this research were Ganesha English Courses Lubuklinggau. The researcher took the data from may until june 2024. There were 15 students who joined the class. The teacher who taught the student was Indriani,S.Pd. In this research, the researcher collected of the data by using observation and interview.

Finding And Discussion

In this part, the researcher presented data related to the proposed present question covering: What were tag and intersentential code switching found in English Young Learners classroom interaction at Ganesha English Courses Lubuklinggau. The data obtained is an explained in the table below :

Table 1. The Finding of Kinds of Code Switching

No	Kinds of Code Switching	Indriani”s Class
1	Tag Code Switching	Teacher : 15
2.	Intersentential Code Switching	Teacher : 14 Students : 2
Total:		31

Discussion

The first problem in this research is “Kind of tag and intersentential code switching found in English Young Learners classroom interaction”. To analyze the data, the researcher use theory by Jendra (2010) about code switching. In this discussion, the researcher discussed about generalization of tag switching firstly. The researcher found fifteen tag code switchings that used by the teacher, one of the example like “*the day and the date ya*” these utterances occur when the teacher switched the codes from English into Indonesia with short expression.

Tag code switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances.

The second is intersentential code switching. The researcher found sixteen intersentential codes switching that uttered by the teacher and students, one of the example utterances by the teacher like “*make sure when you make **kata tanya**, you use lima W satu H, ya*”. These utterances occur when the teacher explains instruction about the material presented and then the teacher switch the code from English to Bahasa Indonesia. And one of the example utterances by students like “*Miss what is **meletakkan** in English?*” these utterances occur when the students ask to the teacher about the translation of Indonesian word into English. This is the category of intersentential code switching. Based on Jendra (2010) inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language.

4. CONCLUSION AND SUGGESTIONS

Based on the finding, some conclusions could be presented. It was found code switching by the teacher in classroom interaction at Ganesha English Courses, as follow: 15 tag codes switching and 16 intersentential codes switching. From the conclusion, some suggestions can be dedicated to the teachers of English, the students and the other researcher.

a. To the teacher of English

- 1) Be aware when they do the code switching during teaching and learning process. Just use them to make the students easily understand the materials presented
- 2) Think the importance of code switching during the teaching and learning processes which they are useful or not code switching the language from into other language and vice versa

b. To the Students

- 1) Pay attention to the teachers explanation, especially when the teachers switch their language
- 2) Do a lot of exercise to improve the abilities in understanding oral spoke, including the ones with code switching
- 3) Consult to the teachers of English courses when they finding the difficulties

c. To other Researcher

The researcher hopes this thesis will be useful for the other researchers. It is suggested that there will be another researcher who will investigate this topic further and deeper in the future by exploring other variable.

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