

**CODE SWITCHING ANALYSIS IN NAILA FARHANA
YOUTUBE CHANNEL**

THESIS

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for the degree of *Sarjana*



By:

Suci Nurul Fitroh

SRN.19.61.2.1.236

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ADVISOR'S SHEET

Subject : Thesis of Suci Nurul Fitroh
SRN : 19.61.2.1.236

To:
Dean
Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Suci Nurul Fitroh

SRN : 19.61.2.1.236

Title : **Code Switching Analysis In Naila Farhana Youtube Channel**

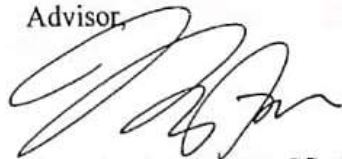
has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Sukoharjo, May 16th 2023

Advisor,



Ikke Dewi Pratama, SS., M.Hum.

NIP. 19890513 2017012 136

RATIFICATION

This is to certify the *Sarjana* thesis entitled “Code Switching Analysis In Naila Farhana Youtube Channel” by Suci Nurul Fitroh has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in UIN Raden Mas Said Surakarta.


Chairman : Maria Wulandari, M.Pd.
NIP. 19890518 201701 2 145

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Secretary : Ikke Dewi Pratama, SS., M.Hum.
NIP. 19890513 2017012 136

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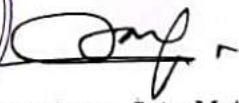
Main Examiner: Dr. Rochmat Budi S. S.Pd, M.Pd.
NIP. 19691111 200212 1 001

()

Sukoharjo, May 24th 2023

Approved by



Dean, Faculty of Cultures and Languages

Prof. Dr. Toto Suharto, S.Ag.M.Ag.
NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My lovely parents Mr. Cholid and Mrs. Jahro who always support me, pray for me all the time until I could finish this thesis.
2. My beloved sister and brother who are never tired to give me suggestion and advice to be better person in the future.
3. My dearest friends of G English Education Department 2019
4. My beloved Almamater, UIN Raden Mas Said Surakarta

MOTTO

"If you can dream it, you can do it."

- Walt Disney -

“Never make a decision in anger and never make a promise in happiness.”

- Ali bin Abi Talib -

"If you can not explain it simply, you do not understand it well enough."

- Albert Einstein -

PRONOUNCEMENT

Name : Suci Nurul Fitroh
SRN : 19.61.2.1.236
Study Program : English Language Education
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis titled “**Code Switching Analysis In Naila Farhana Youtube Channel**” is my real masterpiece. The things out my masterpiece this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, May 24th 2023

Stated by,



Suci Nurul Fitroh
SRN. 19.61.2.1.236

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*Code Switching Analysis In Naila Farhana Youtube Channel*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis cannot be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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10. The researcher's families and everyone who help the researcher that she cannot mention the name one by one. Thanks for everything.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, May 24th 2023

The researcher,



Suci Nurul Fitroh
SRN. 19.61.2.1.236

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ABSTRACT

Suci Nurul Fitroh. 2023. *Code Switching Analysis In Naila Farhana Youtube Channel*. Thesis. English Education Department, Cultures and Languages Faculty. Advisor : Ikke Dewi Pratama, SS., M.Hum

Bilingual are people who can speak two languages well, they commonly switch from one language to another in their conversation, and that is called code switching. This study focuses on analysing code switching employed by Naila Farhana on her YouTube videos, using theory of code switching proposed by Poplack (1980) and Gumperz (1982). The aims of this research are (1) to identify the types of code switching found in Naila Farhana's YouTube Channel and (2) to describe the speech functions of code switching found in Naila Farhana's YouTube Channel.

To conduct this research, the researcher used qualitative research method by observation and documentation. The subject of the study is Naila Farhana which is taken from three of Naila Farhana's YouTube videos with some considerations, those are: first, having an interesting topic, seconds, the videos contains of a lot of code switching, third, the number of the viewers must be one million or more than one million viewers, fourth, videos have lots of likes and comments. After collecting the data, the researcher selected and coded the data and then categorized them in the observation check-list.

The result of this research showed that, there are three types of code switching used by Naila Farhana on her YouTube videos: tag switching (6.25%), intra-sentential switching (56.25%), and inter-sentential switching (37.5%). There are six functions of code switching used by Naila Farhana on her YouTube videos, they are: quotation (3.75%), interjection (6.25%), message qualification (58.75%), reiterations (10%), addressee specification (12.5%) and personalization versus objectification (8.75%).

Key Words: *Bilingualism, Code Switching, Types, Speech Functions, English learning, Naila Farhana.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a major communication system for social interaction in every society. Many people around the world usually use two or more languages in a communication process. They blend one language with another language. It is a very common situation in a society. Most especially, in a bilingual society, the sociolinguistic phenomena itself called code switching. Such a common situation is often taken for granted. Most people think that how people switch the codes is a random act. However, it turns out that there are rules, theories, functions and reasons behind this phenomenon. The code switching occurs because sometimes people be faced with a community that has a different language. The speakers are usually required to select a specific code whenever they speak, and they may also decide to switch from one code to another code even within very short utterance and thereby create a new code in a communication process known as code switching (Wardhaugh, 2015).

Code switching is a linguistic phenomenon frequently occurring in bilingual speech communities. According to Haugen as cited in Maftoon, (2011), bilingualism is when the speaker of one language can produce complete meaningful utterances in the other language. Therefore, if a person who has mastered two languages, then that person can be considered as bilingual. In the process of learning a second language, the person will deal with the term of

code switching. The phenomenon known as "code switching" occurs when the speaker knowingly changes a code being utilized by switching from one code or language to another code or language. Bhatia & Ritchie (2013) say that code switching can happen because someone understands some languages, and those variations. As a result, it is impossible for people who do not understand a foreign or second language to switch their code. In other words, the speakers at least has the proficiency of the second language besides the first language. Therefore, they might switch from the first language to the second language and vice versa. In addition, the speakers use their abilities in other languages also depending on interlocutor's language comprehension.

The other phenomenon closely related to code switching is called code mixing. Code mixing is caused by a speaker who uses a specific language dominantly by inserting other language elements, usually without changing the topic. Shogren (2002) underlines that code mixing refers to embedding various linguistic units such as affixes, words, phrases, and clauses. On the other hand, Brown & Altarriba (2007) state that code switching has been defined as switching between two languages when the speech situation such as the conversation's topic or participants are changing. Based on the previous discussions of code switching and code mixing. It is possible to draw the conclusion that code-switching is a language material that consists of two language spoken by the speakers in the same conversation. In this situation, all of the involved participants also speak or at least understand both languages in use. Meanwhile, code mixing is the mix of language that inserts

another language in the dominant language in the same communication process without changing the topic or situation.

Indonesia becomes one of many nations that cannot escape from the phenomenon of code switching. Nowadays, the term code switching, both in the form of oral or written communication, can easily be found in daily life communication of Indonesian citizens, for instances, in business conversation, in casual conversation, and even on social media conversation. Currently, one of the most social phenomena of code switching is happening in Indonesia, called the *jaksel* accent (Jakarta Selatan accent). The teenagers, especially from the south of Jakarta, frequently switching their Indonesian language to English when they are communicating. According to Zulfikar (2022) on detik.com news, there are four causes of the *jaksel* accent happens: first, South Jakarta region dominated by productive age, second, surrounded by international education institutions, third the hierarchical factor, and the last many occupied high economy class.

Besides that, in the education context, English becomes one of the subjects in the Indonesian curriculum. Because of that, many Indonesians, especially students, are studying English formally, such as at school, or informally such as in tutoring or language courses. In the process of learning a foreign language, for example, English, students will often face a situation of code switching. The fundamental reason, code switching technique is the mainstay of tutors in conveying their material, because of that students can understand it well.

In the study, the researcher expands this research on the phenomenon of code switching that occurs in the education context, that is, in the English learning course on social media networks-based, especially on YouTube. As the definition of YouTube, according to Duffy (2007), YouTube is a popular video sharing website where users can upload, view, and share video clips. YouTube may also be utilized as a media to facilitate the learning process anywhere besides classroom learning, one of them is for studying English. Lestari (2017) states that YouTube can be used as a non-conventional learning medium where the material will be delivered in the form of audio-visual and beautiful designs. In the end, it will be easier for learners to assimilate the information provided by the tutor. Thus, YouTube is beneficial for people who want to learn English.

There are many "YouTubers", people who upload videos on the YouTube site, and one of them is educational YouTubers who share about English learning content. In their videos, they utilize the term code switching to convey the material to the viewers or learners. Naila Farhana is no exception, a young YouTuber from Indonesia, who share a lot of videos about tips and tricks for mastering English, her YouTube channel is called Naila Farhana, which has more than six hundred thousand subscribers. This researcher uses "Naila Farhana" Youtube channel as an object on this research, this is because most of Naila Farhana's YouTube videos content are filled with information of English learning. Therefore, the viewers can learn about English when they watch Naila Farhana's videos. Consequently, Naila Farhana's content videos

are always delivered by using code switching. In this research, the researcher will employ a total of three English learning videos by Naila Farhana, those consist of “Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)”, “Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI” and “American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]”.

Furthermore, in the English learning process, it is challenging to teach or learn English without implementing code switching. Therefore, many tutors use code switching in order to transfer the necessary knowledge to the learners for clarity. In other words, the tutors often transfer language to understand the material being taught, especially in specific terms, where the tutors must explain it in detail to understand it. Sert (2005) asserts that code switching can be viewed as an effort to overcome the challenges experienced in delivering foreign language material, especially English as a foreign language. The purpose of implementing code switching is to convey lessons in English correctly. It can be exemplified when a tutor explain about grammatical function in the native language (L1), Indonesian, and then apply some codes in the target or second language (L2) or vice versa. An essential component of language acquisition is focusing on input and output in the target language. Those codes are a typical phenomenon in bilingual courses, it does not prevent learners from acquiring their target or second language.

As an illustration, the researcher provides several examples of code switching by Naila Farhana on her youtube channel well-known "Naila Farhana". The examples are as follows:

Example 1: “*Dia memang suka belajar bahasa.* He likes to learn language.”

From the example 1 above, the utterance is a sign of the appearance of code switching because the speaker switches the language from Indonesian (L1) to English (L2). Based on a theory that the researcher uses as a reference, namely Polplack's theory about types of code switching, speaker's utterance belongs to inter-sentential code switching. It is because, the switch of two languages occurs at the sentence level or between sentences, has a perfect grammatical structure. Therefore, the example 1 is categorized as inter-sentential code switching. Furthermore, from a functional perspective, the researcher takes a theory of speech function code switching by Gumperz. Based on the Gumperz's theory the speaker's utterance belongs to the reiteration function because the speaker repeats her words, the sentence that is spoken in complete Indonesian, then the speaker repeats using full English. This switching is intended to clarify what speaker meant. The sentence is translated into the target language, English, because of that, the listeners know clearly without a doubt. In the English learning, it also can be used as a space to add the new English vocabulary for the learners.

Example 2: “*Kalo misalkan huruf V it's more a harder sound make some vibration between your lips kaya agak geli sedikit gitu*”.

To take a deep understanding of code switching. Therefore, the researcher presents example 2. From the utterance of the example 2 above, it can be concluded that the speaker's word belongs to intra-sentential code

switching by using the theory of Poplack about the types of code switching. It is because, the speaker switches language from one language to another language in the same sentence or within sentence. In addition, from a functional perspective, based on Gumperz's theory belongs to message qualification. It is because the speaker wants to give more detail from a previous message it is in the part "*Kalo misalkan huruf V*". Therefore, the speaker continue the next sentence and believe would be better understood in another language, it is in the part "*V it's more a harder sound make some vibration between your lips*".

In this research, code switching employed by Naila Farhana on Naila Farhana's YouTube channel was analyzed by considering the types of code switching by Poplack's theory (1980) and the functions of code switching by Gumperz's theory (1982). By those reasons, the researcher is interested in conducting a research entitled "CODE SWITCHING ANALYSIS IN NAILA FARHANA YOUTUBE CHANNEL".

B. Identification of the Problems

From the background of the study above, the researcher identified some problems, consist of:

1. In the English teaching process, tutor switches their languages in English and Indonesian.
2. Many people use social media especially YouTube as an online platform to learn English.

3. Naila Farhana's YouTube viewers do not know the types of code switching that is used by Naila Farhana in her YouTube channel named "Naila Farhana".
4. Naila Farhana's YouTube viewers do not know the speech functions of code switching that is used by Naila Farhana in her YouTube channel named "Naila Farhana".

C. Limitation of the Problems

To limit the study of this research, the researcher only focused on the discussion about types and speech functions of code switching that found in the three videos on Naila Farhana's YouTube channel. The researcher decided to choose the three video of two hundred YouTube videos Naila Farhana already has, it is because with several considerations, they are: (1) having an interesting topic such as a topic about English lesson. (2) the most watched videos or the number of viewers must be more than one hundred thousand. (3) the video contains of code switching and (4) has many likes, comments. Therefore, the researcher decided to analyze three videos, they are "Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)", "Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI" and "American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]". Code switching which that has been analyzed was limited to code switching from Indonesian to English or from English to Indonesian by using Poplack's theory (1980) for types of code switching and Gumperz's theory (1982) for functions of code switching.

D. Formulation of the Problems

Based on the background of the study, the researcher formulates the problem statements as follows:

1. What are the types of code switching found in Naila Farhana's YouTube Channel?
2. What are the speech functions of code switching found in Naila Farhana's YouTube Channel?

E. Objectives of the Study

Based on the formulation of the problems, there are two objectives of this research as follows:

1. to identify the types of code switching found in Naila Farhana's YouTube Channel.
2. to describe the speech functions of code switching found in Naila Farhana's YouTube Channel.

F. Benefits of the Study

The researcher hopes that this research would give some benefits for readers who read it in general. Besides that, the significant benefits of this study are as follows:

1. Theoretical Benefits

The benefits of the research are highly expected to make significant contributions to sociolinguistics research. In particular, the result of this research can be used as a reference for those who are interested in the study of code switching phenomenon research, or this thesis can be used as a

reference to do other research about code switching from the other point of view. Furthermore, this research is useful for studying the types and speech functions of code switching in the English learning process.

2. Practical Benefits

The result of this study is expected to give information or knowledge to every people, especially to the researcher itself, to learners, and to English tutors about the use of code switching in the English learning process, which is code switching is needed because it reduces students' difficulties in English learning process. Moreover, the research result is also expected to give information about learning English on other platforms, such as online media, especially YouTube.

G. Definition of Key Terms

In this research, there are several keywords used. The key terms of the research are as follows:

1. Sociolinguistics is formed from "socio" and "linguistics". According to Treudgill (1974), Sociolinguistics is part of linguistics which is concerned with language as a social and cultural phenomenon. In line with this research, sociolinguistics is the study of development and level of language use in society in which there is also discussion of bilingualism.
2. Bilingualism is a situation where a speaker can use two languages at the same time. Spolsky (1998) says that the simplest definition of bilingual is an individual who possesses some functional ability in a second language.

3. The term of code in code switching refers to a language or a variety of a language. According to Levine (2011), code switching is the systematic alternate use of two or more languages in a single conversational by bilinguals for communicative purposes. Code switching also often found in language learning processes, such as in teaching English by Indonesian learners. In the situation, the tutors or teachers as bilingual speakers may need to switch their language to communicate with their learners or to convey the material.
4. Duffy (2007) states that YouTube is a popular video sharing website where users can upload, view, and share video clips. Apart from sharing daily video videos, according to Bonk in Almurashi (2016), YouTube is considered an attractive social medium that contributes to global education. There are many content creators make teaching and learning content in their channel. Therefore, it is easy to find educational videos, English learning content is no exception.
5. "Naila Farhana" is a YouTube channel made by Naila Farhana which has more than six hundred thousand subscribers. The channel contains a lot of tips, tricks and how to learning English by her method. Therefore, related to this research, Naila Farhana uses code switching English Indonesian in delivering the English material learning in her video YouTube.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Sociolinguistics

A person definitely needs language when interacting with others in order to convey opinions, ideas, feelings, or anything else. As a result, language plays an important role in society. Besides that, language can also establish and maintain the social bonds. Discussing about language and society, there is a field of linguistic study, it is called sociolinguistic. Many linguists who define about sociolinguistic with the some perspectives. According to Sumarsono (2010), sociolinguistics is the study of language that is associated with social conditions. In accordance with Holmes (2013), sociolinguistics is the study of the relationship between society and language. Therefore, the term sociolinguistics consists of two words, namely socio is "society" and linguistics is "language."

To support the definition above, the researcher then takes a definition of sociolinguistics from Spolky. According to Spolky (1998), sociolinguistics is the study of the relationship between language and society, especially between the uses of language and the social structures in which language users live. In this case, sociolinguistics assumes every language has its own variations depending on the social structure. In other words, sociolinguistics

studies daily human lives and how language is used in conversation. The presence of societal norms, policies, and laws affects languages.

In this case, language is considered not only as a social phenomenon but also as a cultural phenomenon, which is sensible considering that every society must have a specific culture. The relationship between language and cultural phenomena is also evident in the explanation given by Criper & Widowson (1975), sociolinguistics is the study of language in operation, its purpose is to show language user agreement (which is agreed upon by society), is associated with the cultural aspects of the society. Furthermore, Fishman (1971) states sociolinguistics is the study of a language's variety, function, and speaker. They are changeable, interacting, and modification in language society.

Based on the some previous definitions about sociolinguistics which argued by experts, it may be summarized that sociolinguistics is a branch of linguistic which studies about language which is related with society, variety, function and the users of language. In order to communicate with one another, each group has its own language identity. Hence, Studying sociolinguistics can increase our perspective related to language with the social phenomenon.

2. Bilingualism

Every human speaks at least one language. Therefore, an individual will be regarded as bilingual if they are fluent in both their mother tongue and second language. Basically, bilingualism is an individual who can use two languages to interact with each other. Fromkin et al. (2011) define that the

ability to speak two languages with native or near native proficiency is referred to as bilingualism. To be able to use two languages, an individual has to be master in both the first language and second languages, which consists of the first and second languages. A first language is the one that is acquired subconsciously, and that is taught for the first time, such as the mother tongue. Meanwhile, a second language is the language that is acquired consciously and deliberately other than the mother tongue, such as learning English in an English language course. Hence, English became a second language.

Nowadays, bilingualism is a worldwide phenomenon of society, the indicated by the number of people who master two languages, both their first language with a foreign language or their first language with a regional language. Wei (2007) says that around the world, bilingualism is relatively widespread, with one in three people claiming to speak two or more languages. Globalization has made interactions between individuals from diverse cultures and languages unavoidable. The increasingly technological era is marked by social media. Through social media, an individual can communicate with others from various countries with different languages. This increase is an opportunity for individuals to be interested in learning to master a second language. Consequently, bilingualism is spreading and may be seen both on social media and in everyday life. Generally speaking, bilingualism as a social phenomenon plays a significant role in the enrichment and development of languages.

Take a deeper understanding of bilingualism, according to Suwito in Wijana & Rohmadi (2006), bilingualism as a kind of language interaction phenomenon who has relative meaning, this happens because the definition of bilingualism changes over time. The change is due to the point of view, or the basic understanding of the language itself is different. The concept of Bloomfield in Hamers & Blanc (2002), defines bilingualism as a native like control of two languages. Meanwhile, according to Robert Lado in Chaer & Agustina (2014), bilingualism is the ability to use language equally or almost equally well, which technically refers to knowledge of two languages. The mastery of the two languages does not need to be as great as the first language, it can be less as well. Furthermore, Haugen in Chaer & Agustina (2014) states that a bilingual does not need to actively use both the languages, but it is enough if the individual can understand the second language only.

There are several types of bilingualism based on Chaer & Agustina (2014), they are, first, known as compound bilingualism, this kind of bilingualism that shows the ability of the first language is better than the ability of the second language. Second, called as balanced bilingualism/coordinate bilingualism, the bilingualism which shows the use of two languages equally well by an individual. Balanced bilingualism is related to the level of mastery of the first language and the second language. People who are equally proficient in two languages The last is subordinate bilingualism, Subordinate (complex) bilingualism, the kind of bilingualism that shows when an individual uses the first language and often insert

elements of the second language to the first language or otherwise. Based on the explanations, it can be concluded that every type of bilingualism has its own function to describe the type of bilingual individual.

From the comprehensiveness by some experts above, it can be construed that bilingualism is the ability of someone who can speak and understand more than one language. Multiple factors that have an impact lead to bilingualism. Education background is one of them. The level of education can give influence to someone to be able to speak more than one language.

3. Code

a. The Definition of Code

People studying sociolinguistics must be familiar with the term "code." According to Wardhaugh (2015), any kind of system utilized by two or more individuals for communication can be called code. Holmes (2013) says that code is a system used by people to communicate. A code is a sign of nationalism that allows individuals to communicate or talk in a particular language, dialect, register, accent, or style on different occasions and for different purposes. Code is language or a variety of language used in every opportunity to communicate between two or more parties.

People usually choose different codes in different situation. They may choose a particular code because it makes it easier for them to address a specific topic. Speaker genuinely transmit a code to one another when they speak. These codes must be well understood by both sides, if one of the

parties understands the other party's code, they will definitely make a decision and act following what they should do naturally. Rahardi (2021) states that code as a speech system and the application of a language element that has specific characteristics based on the speaker's background, the speaker's relationship with the interlocutor, and the situation

In this research, code will be taken as a system that individuals utilize to communicate with each other. When people want to interact with each other, people must select a specific code to express their ideas or anything else. Based on some experts' statements above, it may be inferred that code is a tool that individuals use to connect with others. Furthermore, human language is also a code consisting of words representing ideas, events, and objects. When it puts together in certain circumstances, it will help people to communicate.

Code is also a phenomenon in bilingual society. In a bilingual society, people may produce or utilize some code in their utterance to ensure that communication runs well. It is usual for a bilingual to be in a situation where the choice to speak two codes has to be made. The bilinguals will not use the second language if the interlocutors do not understand the language that they use. This signifies that code is a language preference that could be chosen by the speaker according to several circumstances and language ability.

From the comprehensiveness by some experts above, it can be construed that communication activities with interlocutors using a certain language (which is understood by both parties) are called code. In other words, code is a form of the language variation that is used by a society to communicate with other individuals. Furthermore, people who live in a bilingual community have a tendency to use two codes or more when they communicate with each other.

b. The Definition of Code Switching

Code switching is a language event that is closely related to sociolinguistics and has become a common phenomenon in bilingualism. According to Mahootian (2006), code switching is a linguistic phenomenon commonly occurring in bilingual and multilingual speech communities. It means that in a bilingual society has a high possibility of speaking using various codes in their communication. Code switching appears because of the ability of someone who can use more than one language in their conversation in daily life. In short, code switching is the process of switching from one code (language) to another code (language) in the same communication. As an example, a speaker uses Indonesian and then switches to English. Suandi (2014) argues that code switching is a term used to refer to a situation of changing the use of two languages or several variations of a language in a speech event. In addition, code switching is a phenomenon when there are two or more languages exist in a community, and it makes speakers frequently switch from one language to another

language (Hornberger & McKay (2010). The term code switching is often used to describe the phenomenon of changing an entire language in the middle of a communication.

An important issue is that code switching occurs in every same utterances where the use of specific language changes to another. Kujana (2001) mentions about the definition of internal code switching, which occurs between regional languages in a national language. Besides that, there is also external code switching, which is the language switching that occurs between a base language and a foreign language.

Many experts in linguistics give definitions of code switching cases. It provides us with the clarity required to comprehend the idea of meaning code switching. It may be inferred that code switching phenomenon often happens in a bilingual society. Code switching is the speakers switch their language to totally other language, where the speaker can do the switching because they have acquired understanding of the foreign language and occurs for several reasons. The reasons for the certain switching includes factors such as the relationship between the speaker and the interlocutors, the purpose of the communication, the topic discussed, the time and place of the conversation.

c. The Definition of Code Mixing

Code switching is not the only phenomenon that occurs in the bilingual community, the other phenomenon is well-known as code mixing. The most general description says that code mixing occurs when

one language predominates in a speech and is subsequently mixed with another language's components. In other words, code mixing is mixing a language into other languages by speakers in the same sentence. In this case, mixing in the definition can be using words, affixes, phrases, and clauses concurrently in the same sentence and in more than one language. According to (Bhatia TK, 2004), code mixing refers to mixing of multiple linguistic units, such as words, morphemes, phrases, modifiers, and clauses from two participating grammatical systems within one sentence.

Based on the explanation from some experts above, it can be concluded that code mixing is a phenomenon that occurs in the bilingual community and basically code mixing is the use of two language by inserting one language elements into dominant language in one utterance. An example, when referring to mixing in communication developed by a bilingual speaker, it involves the use of language elements X in the utterance of language Y, then code mixing will occur in the event.

d. The Difference between Code Switching and Code Mixing

Due to the prevalence of foreign language communication in today's culture, whether in daily interactions or on social media, the term code switching and code mixing are both easily found. Actually, the distinctions between code switching and code mixing are not always obvious. Fasold (1991) says one criterion to different code switching and code mixing. By this criterion, if an individual uses a word or a phrase from another language in the dominant language, that is called mixing, not switching.

But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another language that is called switching.

The researcher may conclude that when a speaker alternate two or more languages in the same conversation is a code switching. The speaker starts with a language and ends with a different language. Code switching sometimes happens when a speaker change the language intentionally and the speaker do it because of specific purposes such as the presence of third person that does not share the same language, or the change of topic. Meanwhile, code mixing occurs because a speaker mix both languages in one sentence. In code mixing, it means that there is a dominant language used, for example the dominant language is Indonesian and then the speaker inserts English language elements to the dominant language in this case is Indonesian language.

e. The Types of Code Switching

There are numerous experts in the field who have defined code switching, thus there are undoubtedly many experts who categorize the types of code switching. According to Jendra (2010), code switching can be classified with two different classification, they are grammatical and contextual classification. The grammatical classification of code switching is based on where in the sentence or utterance the switching appears, whereas the contextual classification of code switching is based on the reason why bilinguals switching their language.

From contextual classification perspective, according to Holmes (2001), divides code switching into two different types, situational code switching and metaphorical code switching. Furthermore, situational code switching is a sign when the speaker has particular purpose in changing the language within one utterance. In this case, the speaker is aware to do the switching, such as translation or anything. Metaphorical code switching is done when the speaker has no certain purpose in changing the language within one utterance. In this case, the speaker is not aware to do the switching.

Meanwhile, from grammatical classification perspective and in line with this research, the researcher uses the theory from an expert in linguistics field named Poplack. Referring to Poplack (1980), divides the type of code switching into three types, they are, tag switching, intra-sentential code switching, inter-sentential code switching. The following are the explanation:

a) Tag Switching

Tag switching involves the insertion of language tags in one language into an utterance that is entirely spoken in another language. According to Poplack (1980), tag switching is frequently found in the form of discourse markers. Similar to sentence filler, discourse markers only guide the conversation's direction without implying specific meaning. Inserting a tag into an utterance has virtually no effect on the rest of the sentence. The tags can be moved freely, and

they can be inserted almost anywhere in a discourse without violating any grammatical rules.

The tags include interjections or exclamations, such as wow!, oops!, hello!, stop!, okay!, and etc. Filler words, filler words are words that are used to fill the silence when speaking, such as um, oh, ah, well, like, actually, basically, seriously, you know, you see, i mean, okay, anyway, by the way, right?, and etc.

The example is shown below:

(Code switching from English to Indonesian)

“Of course, *ini aku harus omongin dong.*”

In the example above, the sentence is delivered in English and Indonesian. It can be seen that the English language “of course” is used as filler word. Because of that, the example above is considered as tag switching.

b) Intra-sentential code switching

The second type of code switching is called intra-sentential switching. Appel, R., & Muysken (2006) argue that intra-sentential switching occurs within a sentence or a clause. This indicates that this type of switching can be found if there is a code switching applied in a sentence. The switching appears in the middle of a sentence, with no interruptions, hesitations, or pauses. Intra-sentential code switching is found when a phrase or a clause of foreign language is found within the sentence in the base language (Jendra, 2010).

The following as an example:

(Code switching from Indonesian to English)

“Tapi sebelum itu make sure to follow Instagram Nailingua karena disitu aku sering posting berbagai tips.”

The example above shows that the use of an English in an Indonesian sentence. The indication used as the code switching is “make sure to follow Instagram”. This example is considered as intra-sentential switching because the English switch occurs inside or within the base sentence which is Indonesian, not in the different sentence. Moreover, this is obviously categorized as intra-sentential code switching since the code switching were not separated by full stop.

c) Inter-sentential code switching

The third code switching type which is called inter-sentential switching. This type of code switching takes place after a speaker completed a sentence in one language, then switches to another language in the next sentence. According to Poplack (1980), inter-sentential code switching as code switching that appears in two sentences or clauses that separated by sentence boundaries in the same discourse. The sentence boundaries can be in form of period. In line with Hoffman (1991), inter-sentential occurs when there is a switch between sentences. It may be said that this type of code switching occurs when the switch appears in different sentences.

The example as follows:

(Code switching from Indonesian to English)

"*Terimakasih sudah meluangkan waktu untuk saya.* I have so much fun today."

In the sentence above, there are two languages used in the example. The first sentence are delivered in Indonesian and then it switches at the second sentence with English. In the other words, the switch occurs not in the same sentence but it occurs in the different sentence with different language. Therefore, the sentence is considered as inter-sentential switching since the code switching occurs in the different sentence or between sentence.

f. The Speech Functions of Code Switching

Taking a theory from Gumperz (1982), a linguist and an academic, there are some functions of a bilingual using code switching, namely; quotation, interjection, message qualification, reiteration, addressee specification and personalization versus objectification. The following is the explanation:

a) Quotation

Code switching serves as a quotation when a speaker quotes other people's speech in a different language, such as a wise sentence, famous proverb, or saying.

The example as follows:

(Code switching from Indonesian to English)

“Banyak orang yang bilang money cannot buy happiness kamu percaya itu tidak?”

In the example above, the speaker speaks use Indonesian language, but then the speaker changes to using English when quoting the famous proverb that is "money cannot buy happiness." Therefore, it can be said that the function of the code switching is a quotation. The speaker chooses not to change it to another code/language and just does the direct quotation to emphasize and to sound more credible for the message that the speaker wants to convey.

b) Interjection

The second speech function of code switching is an interjection. According to Marasigan (1983), the interjection function is usually to express strong emotions or feelings. The speech function of this switching is to gain some attention from the addressee and to show strong emotion or to express surprise. An interjection is a short exclamation such as hi, well, yes, no, wow, etc. The interjection is also a kind of sentence filler or sentence connector used by people naturally, such as anyway, by the way and etc. They have no grammatical value, but a speaker uses them quite often.

The following is an example:

(Code switching from English to Indonesian)

“Oh dear, *kamu baik-baik saja kan?*.”

From the example above, the speaker uses an interjection in English, that is, "oh dear." The use of the interjection is to draw the addressee's attention and to show or to express good emotion.

c) Message Qualification

The third code switching function is message qualification. This function is to explain more detail from the main message conveyed in another code. In other words, the topic of the utterance is introduced in one language and then continued as commented part by switching to another language.

Below is an example:

(Code switching from Indonesian to English)

“*Kamu gak perlu mempelajari semua grammar atau semua vocab dari daftar-daftar kayak* five thousand vocabs to learn three hundred vocabs to learn”

Based on the example above, it is clear that the main message is conveyed in Indonesian, but then the speaker switches in English to explain the detail of the main utterance or main message and to give a better explanation of the main message. Therefore, the example above is considered as message qualification.

d) Addressee Specification

The fourth code switching speech function is addressee specification. This speech function is to convey the message directly

to the specific recipient or listener. Its speech function is to draw attention to the fact that the speaker invited the listener to participate in a conversation or a speech event.

The following is an example:

(Code switching from Indonesian to English)

“*Mudah-mudahan kalian enjoy videonya.* I will see you next week.”

From the example above, the speaker switches from Indonesian to English in order to convey the message directly to the specific addressee or listener. Therefore, the example above is considered as addressee specification.

e) Reiteration

The sixth code switching function is reiteration. Reiteration is a synonym for repetition. The switching is used to repeat from one language's utterance to another language. Repetition may also be used as a clarification, to make sure the listener understands the topic being discussed.

Below is an example:

(Code switching from English to Indonesian)

“Do you understand what I meant. *Kamu paham kan apa yang saya maksud.*”

The example above was considered as a form of reiteration. The speaker repeats the English sentence to the Indonesian sentence. This

is because the speaker wants to emphasize the meaning and make sure that the listener understands what is being talked about.

f) Personalization versus Objectification

The seventh code switching function is personalization versus objectification. This function is to express an opinion, whether it reflects the speaker's personal opinion or whether it has the authority of generally known fact.

The following is an example:

(Code switching from English to Indonesian)

"So, I think it's really fun to see another YouTuber doing it to and he went viral. *Sehabis aku nonton beberapa videonya...*"

Based on the example above, the speaker uses English to convey or to give the speaker's personal opinion about the thing being talked about. After finishing conveying their opinion, the speaker switches the language to Indonesian. Therefore, the example above is considered as personalization versus objectification.

4. Code Switching in English Teaching Process

English is an international language. Hence, English has become the first foreign language in Indonesia, and even English is one of the subjects taught to students from elementary to college level. Therefore, it is not surprising that many Indonesians are learning to master it. Language teaching is the process of transferring the language with the phenomenon by the teacher to learners. It should as a guide to obtain all aspects of language.

While, putting the phenomenon of code switching in education context. In the teaching process especially, English learning, both formal education such as school, or non-formal education such as tutoring, online course and etc. Code switching in teacher or tutor's learning process discourse will be introduced with its aspects such as topic switch, affective aspect, translation, and repetition aspect.

In the implementation of using the students' first language and second language simultaneously during the teaching and learning process in bilingual classroom, the switch from one language to another cannot be avoided. According to Gracia & Kleifgen (2018), code switching also occurs when teaching bilingual students who are in the process of developing their new language for academic purposes. In some cases, teachers or tutors as bilingual speakers may need to switch languages during the learning process. Therefore, this practice of switching language is called code switching. According to Jingxia (2010), code switching in English teaching learning is used a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and reducing learners' nervousness. Jingxia (2010) also adds that the use of both of these codes as a strategy in teaching and learning can make the first language encourage the learning of the target language and this first language should have contribution in EFL classrooms.

Moreover, in the learning process, tutors often transfer language to understand the material being taught, especially in certain terms, where the

tutor have to explain it in detail to understand it. In the translation of English into Indonesian, the language is switched in its use. The purpose of this language transfer is only to convey lessons or concepts in English correctly. Referring to Akhtar (2016), code switching become alternations in classroom interaction. It can be useful in filling the linguistic gap between tutors and learners in the teaching learning process. The tutor explain a grammatical function in the first language, Indonesian, and then apply those codes in the target language, English. Focusing on input and output in the target language is an important aspect of language acquisition. Since, code switching is a common phenomenon in the bilingual learning process, it does not prevent learners from acquiring their second language.

5. Teaching English through Video on YouTube

By growing of technology, it makes learning not only through offline courses or face to face but may also through online course, we can take an example on social media namely YouTube. According to Duffy (2007), YouTube is a popular video sharing website where users can upload, view, and share video clips". Barnes et al. (2011) state that numerous research have revealed the "internet generation" actually has a high learning orientation and enthusiasm, their method of knowledge acquisition is just different. The use of video YouTube in teaching learning process is one of the ways to make the condition of learning more interesting enjoyable and flexible. Learning in the form of visuals and attractive designs and it is very easy to download the video. The tutors provide the knowledge with

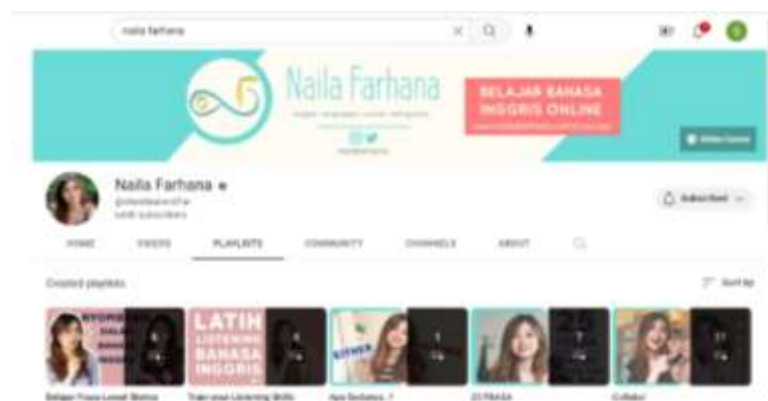
engaging images and visuals. Because of that, the learners will very readily absorb it.

For English learners or English tutors, YouTube will also have a huge selection of free videos that will inspire them to become independent learners. On YouTube there are many videos which related with the material of English lessons. YouTube is a powerful media because it contains a ton of videos that can assist us in our classroom teaching. YouTube video clips' depictions of scenes, motions, emotions, and gestures provide a powerful visual stimulus for language learning. Agazio & Bucklev in Sharoff (2011), YouTube may stimulate active learning and give information beyond the expected capabilities. In addition, Wilkins (2011) states that students' speaking, listening, and pronunciation abilities may improve by utilizing YouTube. Moreover, YouTube also provides a lot of English tutors both from Indonesia or native English tutors themselves.

6. Naila Farhana

One of many YouTubers, a term for those who upload videos to YouTube, that share kind of English learning is Naila Farhana. The name of the YouTube channel is Naila Farhana as well. She is from Bandung, West Java, Indonesia. On November 24th 2016, the channel was launched. The content is mostly about learning English using her special methods it makes fun and entertaining for viewers. Therefore, nowadays it already has a total audience of over twenty two million and also has more has more than six hundred thousand subscribers.

She is a bilingual, because she speaks Indonesian and English extremely well. Currently, she using technologies for language education, especially social media namely YouTube, and posting a lot about tips and tricks how to learn English by her method on her YouTube channel. These some tittle of her video about English learning: “Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)”, “Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI” and “American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]”. Besides that, Naila farhana also has a blog, namely nailafarhana.com. In her blog she build special courses, it is her English courses and has a slogan that is “learn a new way to learn English! Learn English independently online: fun, free, effective, relevant, immersive, all without relying on a teacher.”



Picture 2. 1 Niala Farhana YouTube Channel

B. Previous Studies

This research is not the only one that analyzes about code switching. There are some previous researchers similar to this one. For example, first, a research that conducted by Tamara (2018) with entitled “*Types And Speech Functions*

Of Using Code Switching By The Main Character In Critical Eleven Novel”.

This research was using a qualitative method and focus on analyzing about the types and the functions of code switching. The data of the type code switching is analyzed by using Hoffman's theory and for the function the researcher analyzed by using Gumperz's theory. By using those theory, as a result there are five types of code switching consist of code switching with the detail; 266 intra-sentential switching, 310 inter-sentential switching, 16 establish continuity with the previous speaker, 34 emblematic code switching, and 15 a change of pronunciation features. Furthermore, The result of the function code switching in her researcher consist of 19 quotation, 90 addressee specification, 44 interjection, 27 reiteration, 338 message qualification, and 123 personalization versus objectification. Comparing Tamara's study to this research, although it has similarity in the analysis function of the code switching, both using the Gumperz's theory, they also have a number of distinct distinctions. First, in the analysis of type code switching; Tamara's study employs the Hoffman's theory while this researcher uses Poplack's theory. Second, the research subjects are different, Tamara's research focuses on the main character of the Critical Eleven novel, whereas this research focuses on Naila Farhana's YouTube channel.

The second previous studies is coming from Fitriani (2019) with a research entitled “Code Switching Used by Students in Speaking At Assalam Al-Islamy Boarding School Sungai Lilin”. In the Fitriani's study the researcher used descriptive qualitative study as the research design. The study only focuses on

analyzing the types of code switching used by the students according to Romaine theory. As a result that is founded that there were the intersentential switching which occurred in student's utterances with 16 data, the second type which occurred in student utterance was tag switching with 13 data. And the last types occurred intra-sentential switching with 10 data.

The third previous studies taken from Cahya (2019) with a study entitled "Indonesian to English Code Switching in Raditya Dika Story Time on 15 July 2018". As written in his research that the research was conducted qualitative research by focusing on the types of code switching and the functions that appear in Raditya Dika's video. By applying the theory of code-switching types by Hoffman (1991) it is found that there were three types of code switching in the research those are 71 data of intra-sentential code switching, 22 data of inter-sentential code switching, and 7 data of tag code switching. Meanwhile, by using the theory of code-switching functions from Appel and Muysken (1987) there are 56 utterances which belong to phatic function, 37 utterances for referential function, 6 utterances belong to metalinguistic function, 1 utterances for expressive function and then, poetic function and directive function are the least frequent with 0 data.

Next, the fourth is a researcher conducted by Indria (2020) with the title of the research is "Code Switching Used in Coronavirus Podcast by Dedy Corbuzier". The research aims to find out about types and reasons of code switching occur in Coronavirus Podcast by Dedy Corbuzier. This research was using descriptive qualitatif approach. The result of the study shows that all the

data are divided into three types of code switching by using Romaine's theory, those are 12 utterances for type inter-sentential switching, 32 utterances for type intra-sentential switching, and 7 utterances for type tag switching. Meanwhile, the researcher used Hoffman's theory for the reasons why code switching happened in Dedy Corbuzier's and Anies Baswedan's utterances, with the result, there were 45 data those are 33 for talking about particular topic, 0 for quoting somebody else, 5 for showing empathy about something, 1 for interjection, 2 for repetition used for clarification, 4 for intention of clarifying the speech content for the interlocutor, and 0 for expressing group identity.

The last is a researcher came from Maidah & Nahrowi (2022) entitled "*Code Switching In English Teaching Learning Process At Year In Tenth Grade At The State Islamic High School 3 Jember*". The study used descriptive qualitative method that focus on analysis of code switching factors and code-switching functions which is using both theory from Hoffman. According to their research it can be concluded that there are several types of code switching those are; 29 inter sentential code switching, 36 intra sentential code switching, and 20 emblematic switching. Meanwhile, for the code switching function found 15 talking about particular topic, 4 quoting somebody else, 10 being emphatic about something, 3 interjection, 7 repetition used for clarification, 6 expressing group identity, and 7 intention of clarifying the speech content for interlocutor. Based on the data, the differences of this research with Maidah and Nahrowi's research is the subject of the research, and the theory that used by the researcher.

CHAPTER III

RESEARCH METHOD

A. Research Design

The aim of this study is to reveal a social phenomenon in a bilingual society in the form of code switching that used in an English online course on YouTube platform. Therefore, in conducting this research, the researcher used descriptive qualitative research based on the nature of situation. The researcher applied the kind of research to this study because that attempts to generate detail and valid data to figure out types and functions code switching that found in Naila Farhana YouTube video. According to Creswell (2009), qualitative research as a type of research that deals with human problem and it is used to understand the meaning of the human problem itself. Qualitative research is also called naturalistic research. It is because the research is carried out in natural conditions or natural setting, the research field situation is natural or reasonable, as it is, without being manipulated, or regulated by experiments. Qualitative research as a procedure research that produces descriptive data in the form of written words of people or observed behavior.

Based on the explanations above it can be concluded that the researcher conducts this study with qualitative approach by a natural background or in accordance with the actual circumstance. The descriptive qualitative research is used in the study to find out the answers of the research questions, which the researcher intended to describe the speaker's code switching, particularly for the types and functions of the speaker's code switching.

B. Subject and Object of the Research

Research subject is an individual that associates in a research or someone who are being researched as a data collection. The research subject of this research is Naila Farhana which was taken from three of Naila Farhana's YouTube videos, with some considerations, those are: first, having an interesting topic, second, the videos contains of a lot of code switching, third, the number of the viewers must be one million or more than one million viewers, fourth, videos have lots of likes and comments. Naila Farhana is a YouTube channel made by Naila Farhana which has more than six hundred thousand subscribers. The channel contains a lot of tips and how to learn English by her methods. Since then, the code switching occurs quite often in the videos, between Indonesian to English or vice versa. The following are the detailed information of the selected video for this research:

Video 1: "Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)"

There are several reasons the researcher chose the video: First, the video becomes the most watched videos on Naila Farhana's YouTube Channel with four million point six hundred thousand (4,600,000) viewers. Second, the video has an interesting topic, it is about English lesson. Third, the video contains of Naila Farhana's code switching. Fourth, the video also has many comments and likes from viewers, has more than four thousand comments and more than one hundred likes.

Video 2: “Belajar Bahasa Asing OTODIDAK kayak Fiki Naki”.

The video is chosen with some reasons: First, the video is the second most watched videos on Naila Farhana’s YouTube Channel with one million point four hundred thousand (1,400,000) viewers. Second, the video has an interesting topic about English learning process. Third, the video contains of Naila Farhana’s code switching. Fourth, the video also has many comments and likes from viewers, has more than two thousand comments and fifty thousand likes.

Video 3: “American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]”.

This video is the third video in this research, chosen with several considerations, they are, First, the video is the fourth most watched videos on Naila Farhana’s YouTube Channel with one million (1,000,000) viewers. Second, the video has an interesting topic about American accent learning method. Third, the video contains of Naila Farhana’s code switching. Fourth, the video also has many comments and likes from viewers, has more than two thousand comments and also more than forty thousand likes.

Meanwhile, the object of research means the problem that is being research. In this study, the researcher focuses on types of code switching that found in Naila Farhana’s utterance by using Poplack’s theory and speech functions of code switching that found in Naila Farhana’s utterance by using Gumperz’s theory.

C. Data and Source of the Data

The most crucial thing in the research field is data, it is impossible to carry out the research without data. Data is considered as the material of research. The data itself might take the form of discourse, sentences, clauses, phrases, or words that can be found in magazines, newspapers, books, and films. In this research, the data was obtained from Naila Farhana's utterances in the YouTube channel named "Naila Farhana".

Data sources are everything that can give information about related research. According to Sugiyono (2010), the data sources in a research are divided into two, namely primary data source and secondary data source. The primary data is data sources that directly provide data to data collectors. Data obtained by the researcher straight from the first or primary source or where the object of research is carried out. Specifically, for this research, the primary data source was taken from the document of "Naila Farhana" Youtube Channel which was transcribed. There were some videos that was analyzed by researcher to find out the research data and then answer this research questions. The researcher analyzed the types of code switching based on Poplack's theory (1980) and speech functions of code switching based on Gumperz's theory (1982) that found in Naila Farhana's utterance. Meanwhile, the secondary data is data source that do not directly provide data to data collectors or researcher. The secondary data of this research was taken from the books, journals, and some previous studies relating to the code switching research.

D. Research Instrument

Research instruments are basically tools used to collect data in research. In qualitative research, the researcher is functioned as researcher and data collector. Sugiyono (2010) states qualitative researcher as the human instrument, has a function to state the research focus, selecting informant as a data source, compiling the data, judging the quality of the data, analyzing the data, interpreting the data, and drawing conclusions.

Therefore, in this study, the instrument has been used in this research is human instrument or in the other words the researcher herself acts as the instrument. The researcher manages the research itself, the researcher acts as planners, data collectors, and reporters of research results. The researcher's knowledge about code switching becomes the most important subject that help the researcher in analyzing data and drawing conclusions.

E. Technique of Collecting Data

The collecting data technique is a technique or method used by a researcher to collect data related to the problems of the research. In this study, the researcher uses observation and documentation method to collect the data.

1. Observation

An observation is made to take a note all the symptoms that appear on the research object. According to Mahmud (2011), observation is a research conducted by observing objects, both directly and indirectly.

In this study, passive participant observation technique were used to obtain data about how a tutor namely Naila Farhana implements the use of

code switching or what are types and speech functions of code switching in Teaching English process. The observation in this study was carried out to observe the English learning process, the researcher intensively listens to the tutor's speech while teaching, without participating in the learning process. The researcher was only observing the prospective data that appear from the linguistic event.

2. Documentation

To support in gathering the data, the researcher also employed documentation method. The documentation technique is a data collection approach based on transcripts, books, newspapers, magazines, epigraphy, meeting notes, and agenda. Sugiyono (2010) states there are three sorts of documentation methods such as written document (diaries, life histories, biographies, and so on), picture documents (pictures, sketches, moving pictures (video), and so on), and art works documents (including picture, statue, movie, and etc). In this research, the researcher used documentation method to collect the data about the types and functions of code switching find in Naila Farhana YouTube Channel.

In collecting the data, there are some ways that must be done by researcher, as follow:

1. First, the researcher watched those videos by Naila Farhana in multiple times.
2. Second, while watching the videos the researcher typed the transcript of Niala Farhana's utterances on the videos.

3. Then, the researcher took a note to the utterances which contains the types of code switching by reading the transcript.
4. Next, giving codes to each datum in order to be easy in analyzing the data.
5. After the data have been gathered, the researcher grouping the data and also classifies and analyze the data based on types and functions of code switching in the observation checklist.
6. The last one was the researcher re-check the data which have been classified analyzed in the observation checklist.

Furthermore, to make easier of making classification of the data that have been gathered, the researcher made coding to each datum. According to Charmaz (2006), coding is a process that happens when conducting a research where the data that has been collected then categorized by grouping or by abbreviating names. The example of the data coding in this research is:

“D1/VI/00:05-00:12/Intra/MQ”.

The explanation of those codes are first is “D1” stands for the number of data have been collected. The second is “V1” stands for the number of video because in this study the researcher uses three videos by Naila Farhana’s video. The third is “00:05-00:12” stands for the time of the code switching that happens in Naila Farhana’s utterances. The fourth is “Intra” stands for intra-sentential code switching which is one of the three of code switching by Poplack, and the last one is “MQ” stands for message qualification which is one of the six functions of code switching by Gumperz. The data that has been

gathered then put on the listing check or the observation checklist based on the type and the functions of the data.

F. Technique of Analyzing the Data

The next step after the data has been successfully collected it was analyzing the data. According to Dardiri (2008), data analysis is the process of identifying, categorizing, and processing data in order to solve the problem research. The data analysis technique that is used in the research was using the Miles and Huberman model. The data analysis consist of three main things those are data reduction, data display and conclusion/verification. The following are the explanations:

1. Data Reduction

After the data has been collected from many sources, to facilitate the researcher in analyzing the data then the next step was data reduction. According to Sugiyono (2010), data reduction is summarizing, choosing the main thing, focusing on important thing that in line with the research topic, looking for theme and pattern, in the end providing a clearer view to make easier in making further data collection.

In this section, the researcher also did the “coding” process. The coding is a qualitative data analysis strategy in which some aspect of the data is assigned a descriptive label so that the data can be traced from the source. Also, coding is to reduce the data into symbol that represent it. Therefore, in this research, to make the classification of data analysis, the researcher developed a coding system to each datum. The data about the types code

switching and the speech functions of code switching related were given a number, symbol or codes. This is also done to determine the amount of data.

The following is the data coding:

a. Types of code switching

The first word are employed as symbol the types of code switching.

It is presented as follows:

Tag : Tag Switching

Intra : Intra-sentential code switching

Inter : Inter-sentential code switching

b. Speech function of code switching

The alphabetic capital letters are employed as symbol the functions of code switching. It is presented as follows:

Quo : Quotation

Inj : Interjection

MQ : Message Qualification

Rei : Reiteration

AS : Addressee Specification

P vs O : Personalization versus Objectification

c. In addition, beside the data symbols above, the researcher also develops supporting codes or symbols such as:

D1 : The number of data

V1 : The number of video

3. Conclusion/Verification

The final step in analyzing qualitative research is drawing conclusion or verification. Based on the data that has been reduced and displayed, the researcher draws conclusions supported by strong evidence at the data collection section. According to Sugiyono (2010), a conclusion in qualitative research can answer the problem formulation that was formulated from the beginning. The conclusion might take the form of a description of an object that was previously unclear so that after doing the research it becomes clear.

In this section, the researcher also made percentage of the data to know the use of types and the functions of code switching that appear in Naila Farhana videos. The researcher used Sudijono's formula (2006) to count the number of types and functions of code switching. Converting the data number into percentages by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage of type and function of code switching.

F = Frequency of the use of type and speech function of code switching.

N = Total item of type and function of code switching.

G. Trustworthiness of the Data

The data that has been successfully obtained, collected and analyzed, in research field must be proven for the truth. Therefore, the right method must be chosen to develop the validity of the data that has been obtained.

Trustworthiness of the data or the validity of the data is required in qualitative research. The use of validity in qualitative research is to define as the degree of trust in the data from the study conducted by researcher, and it may assist the researcher in checking the data analysis in order to decrease the researcher's biases and prejudices.

One of the ways to check into the data validation is using data triangulation technique. Triangulation is a technique that utilize data validity checking with something else. According to Moleong (2012), triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or comparing the data. Suwartono (2014) underlines that triangulation is collecting and checking the data using different perspective.

In this research, the researcher applied data triangulation technique to support the validity of the data. Triangulation was the way to check the validity of the data and give a proof about the data validation. The researcher employed the data triangulation technique for validating the types and functions of code switching that occur in Naila Farhana videos. Then, the researcher crossed check the script and analyze the data several time to achieve the validity. Furthermore, in checking the data, the researcher asked another perspective it is an expert sociolinguistics to check the data that have been collected by the researcher to reduce the researcher bias or prejudice. The validator was Mr. Wildi Adila. S.PI. M.A, he is an English literature lecturer in Raden Mas Said State Islamic University of Surakarta.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

In this section, the researcher provides the data findings that have been gathered in the English learning process by Naila Farhana. The data findings are presented based on the research problems, they are: the types of code switching and the functions of code switching used by Naila Farhana through three videos on her YouTube channel as already mentioned and explained in previous chapter, chapter III, the three videos are “Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)”, “Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI” and “American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]”.

In analyzing the data findings, the researcher used two theories proposed by Poplack (1980) and Gumperz (1982). In order to answer the first research problem about the types of code switching, the researcher used Poplack’s theory (1980). Poplack proposes the 3 (three) types of code switching, namely (a) tag-switching, (b) intra-sentential code switching, and (c) inter-sentential code switching. Meanwhile, the second research problem is concerned with the speech functions of code switching, the data is analyzed using Gumperz’s theory (1982) on the speech functions of code switching. Gumperz (1982) proposes the 6 (six) speech functions of code switching, they are (a) quotation, (b) addressee specification, (c) interjections, (d) reiterations, (e) message qualification, and (f) personalization versus objectification.

Based on the two theories, the researcher made a list of the data results and discovered there were 80 (eighty) code switching cases used by Naila Farhana through the three videos on her YouTube channel. The following are some analyzes conducted by researcher regarding the types and speech functions of code switching.

1. The Types of Code Switching Found in Naila Farhana's Youtube Channel

The researcher classified and analyzed the types of code switching that found in Naila Farhana's utterance through three videos on her YouTube channel. Previously, in Chapter II, it was discussed about the types of code switching proposed by Poplack (1980), there are tag switching, intra-sentential code switching, and inter-sentential code switching.

Table 4.1 Types of Code Switching that Found in three videos of Naila Farhana' YouTube Channel

No.	Types of Code Switching	Data	Percentage
1.	Tag Switching	5	6,25%
2.	Intra-sentential Switching	45	56,25%
3.	Inter-sentential Switching	30	37,5%
Total		80	100%

Based on table 4.1 above, presented the distribution number of the types of code switching used by Naila Farhana on her YouTube videos.

The table 4.1 showed that intra-sentential code switching took 45 (forty-five) out of 80 (eighty) cases and considered as the most frequently used by Naila Farhana. The second place is taken by inter-sentential code switching with 30 (thirty) cases. Furthermore, the third place and considered as the least common type of switching used by Naila Farhana is tag switching with 5 (five) out of 80 (eighty) cases. The following are some analysis types of code switching used by Naila Farhana on her YouTube videos:

a. Tag Switching

Tag Switching as the switch involving the insertion of a tag language into an utterance which is entirely spoken in another language. The tag language include interjections or exclamations and filler words. The data findings by the researcher showed that tag switching sometimes occurs in the learning process by Naila Farhana through videos on her YouTube channel, it is five (5) cases, although it has a low percentage only 6.25% (six point twenty five percent). But, this still can be used as an indication that in the English learning process, a tutor or teacher also uses tag language in delivering materials. Those data are:

**Table 4.2 Tag Switching Data Found In Naila
Farhana's Youtube Channel**

Video	Code	Data
Video 1	D1/VI/00:03 /Tag/Inj, D8/VI/03:54-03:59/Tag/Inj D19/V1/13:16/Tag/Inj	3
Video 2	D20/V2/00:32-00:34/Tag/Inj, D44/V2/12:18/Inter/Inj	2
Video 3	-	0
Total		5

The following are some examples of tag switching that found in Naila Farhana's utterance:

1) D1/VI/00:03/Tag/Inj

Hi guys. *Selamat tahun baru buat kalian semua dan divideoku yang pertama dalam tahun 2021*

The Naila Farhana's utterance is the first data of code switching that found by the researcher and also considered as tag switching. The datum is taken from video 1 "Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)".

From the datum above, Naila Farhana inserted an English tag, it is 'Hi' in her whole Indonesian sentence. The code switching

occurs in the beginning of the utterance, the indication is the word “Hi” used by Naila Farhana as greeting to all viewers. Because of that, the Naila Farhana’s utterance is included as tag switching.

2) D8/VI/03:54-03:59/Tag/Inj

Okay, *kamu punya suatu kegemaran atau ngefans ke seorang selebriti.*

The Naila Farhana’s utterance is the eighth data of this research and it is taken from video 1 “Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)”. The code switching cases occurs it the word ‘okay’ which after Naila Farhana said the word, she was continued by using whole Indonesian language. Naila Farhana used ‘okay’ as an English filler word in the dominant language, it is Indonesian sentence. Therefore, the datum is included in the type of code switching as tag switching.

b. Intra-sentential Code Switching

This kind of code switching that occurred within a sentence. In the English learning process by Naila Farhana, this type is often found and even became the most frequently used in her YouTube videos, it is forty five (45) cases with a percentage of fifty six point twenty five percent (56.25%). Those data are:

**Table 4.3 Intra-Sentential Data Found In Naila Farhana's
Youtube Channel**

Video	Code	Data
Video 1	D3/VI/01:46-01:56/Intra/MQ, D5/VI/02:19-02:24/Intra/MQ D7/VI/03:44-03:49/Intra/MQ, D9/VI/06:44-06:47/Intra/Quo D10/VI/06:59-07:02/Intra/MQ, D11/VI/08:07-08:14/Intra/MQ D12/VI/08:36-08:47/Intra/MQ, D13/VI/08:58-09:03/Intra/Quo D14/VI/09:25-09:32/Intra/MQ, D15/VI/09:33-09:41/Intra/MQ D16/VI/09:42-09:47/Intra/MQ, D17/VI/09:48-10:02/Intra/MQ D18/VI/10:14-10:16/Intra/AS.	13
Video 2	D26/V2/02:49-02:51/Intra/Quo, D28/V2/04:09-04:22/Intra/MQ D29/V2/06:17-06:21/Intra/MQ, D30/V2/07:02-07:11/Intra/MQ D31/V2/08:02-08:14 /Intra/MQ, D35/V2/08:58-08:59/Intra/Rei D36/V2/09:35-09:39/Intra/MQ, D37/V2/09:38-09:46/Intra/MQ D39/V2/10:49-10:55/Intra/MQ, D41/V2/11:38-11:52/Intra/MQ D42/V2/12:01-12:15/Intra/AS.	11
Video 3	D45/V3/00:20-00:25/Intra/PvsO, D51/V3/01:23-01:30/Intra/MQ D53/V3/02:10-02:17/Intra/MQ, D55/V3/02:38-02:41/Intra/MQ D57/V3/03:17-03:28/Intra/MQ, D58V3/03:29-03:40/Intra/MQ D59/V3/03:44-03:49/Intra/MQ, D62/V3/04:8-04:29/Intra/MQ D63/V3/04:30-04:32/Intra/MQ, D64/V3/04:38-04:45/Intra/MQ D65/V3/04:47-04:50/Intra/MQ, D66/V3/04:51-04:58/Intra/MQ	21

Video	Code	Data
	D68/V3/05:09-05:17/Intra/MQ, D69/V3/05:17-05:25/Intra/MQ D70/V3/05:26-05:41/Intra/MQ, D72/V3/05:58-06:10/Intra/MQ D74/V3/07:19-07:33/Intra/MQ, D76/V3/07:43-07:53/Intra/MQ D77/V3/08:06-08:15/Intra/AS, D78/V3/08:15-00:01/Intra/MQ D79/V3/08:23-08:29/Intra/AS.	
Total		45

Below are some examples of the type along with the discussion:

1) D39/V2/10:49-10:55/Intra/MQ

*Terus lama-lama dari situ kamu slowly expand slowly progress
dari topik ini ke topik itu.*

The sentence becomes the thirty ninth data in this research. The dantum taken from video 2 “Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI”. The setting happened when of Naila Farhana explained her English lesson.

From Naila Farhana’s utterance above, it can be said that the utterance belongs to intra-sentential code switching. This is because the switching occur in the middle of sentence and the switching occur in the same sentence. In the beginning of the sentence Naila Farhana spoke with Indonesian language “*Terus lama-lama dari situ kamu*”, then continued by switching into

English language “slowly expand slowly progress” and ended in Indonesia language “*dari topik ini ke topik itu*”. Because of that, the datum is included in the type of code switching as intra-sentential code switching.

2) **D63/V3/04:30-04:32/Intra/MQ**

*Tips terakhir tips ketiga adalah **glide on words**.*

The Naila Farhana’s utterance becomes the sixty third data in this study and taken from video 3 “American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]”. The situation happened when Naila Farhana mentioned the third tips of her English lesson material.

As can be seen in Naila Farhana’s utterance above, the sentence can be considered a type of code switching as intra-sentential code switching. Because the switching involved within a sentence or in the same sentence. Naila Farhana started her utterance with Indonesian language “*Tips terakhir tips ketiga adalah*”, then followed by English phrase “glide on words”. Those phrases are in the same sentence, therefore the datum is included in the type of code switching as intra-sentential code switching. Furthermore, in this case, Naila Farhana switched her language into English in order to convey the subject of a material. In English learning process, this case is often found because most English subjects are in the original language without translation.

c. Inter-sentential Code Switching

The inter-sentential code switching occurs between sentences. The data findings by the researcher showed that inter-sentential switching took the second highest type used by Naila Farhana through videos on her Youtube channel. The data presented that there were thirty (30) cases or thirty seven point five percent (37.5%) is considered as inter-sentential code switching. Those data are:

Table 4.4 Inter-Sentential Data Found In Naila Farhana's Youtube Channel

Video	Code	Data
Video 1	D2/VI/01:29-01:37/Inter/MQ, D4/VI/01:58-02:02/Inter/Rei D6/VI/02:59-03:00/Inter/Rei.	3
Video 2	D21/V2/00:47-00:52/Inter/PvsO, D22/V2/02:14-02:17/Inter/AS D23/V2/02:26-02:28/Inter/Rei, D24/V2/02:29-02:37/Inter/PvsO D25/V2/02:40-02:49/Inter/MQ, D32/V2/08:28-08:38/Inter/MQ D27V2/02:59-03:02/Inter/Rei, D33/V2/08:45-08:47/Inter/Rei D34/V2/08:48-08:56/Inter/MQ, D38/V2/09:53-09:59/Inter/Rei D40/V2/11:18-11:23/Inter/Rei, D43/V2/12:14-12:18/Inter/AS	12
Video 3	D46/V3/00:26-00:33/Inter/AS, D47/V3/00:36-00:43/Inter/MQ D48/V3/00:45-00:49/Inter/AS, D49V3/00:59-01:02/Inter/MQ D50/V3/01:16-01:21/Inter/AS, D52/V3/01:37-01:42/Inter/MQ, D54/V3/02:19-02:28/Inter/PvsO, D56/V3/02:57-03:03/Inter/PvsO D60/V3/03:52-04:00/Inter/MQ, D61/V3/04:01-04:15/Inter/MQ	15

Video	Code	Data
	D67/V3/04:59-05:08/Inter/MQ, D71/V3/05:49-05:59/Inter/MQ D73/V3/06:47-06:53/Inter/PvsO, D75/V3/07:34-07:42/Inter/PvsO D80/V3/08:31-08:41/Inter/AS.	
Total		30

Below are some examples of the type along with the discussion:

1) **D2/VI/01:29-01:37/Inter/MQ**

Lanjut ke tips pertama dan tips pertama ini adalah tes praktek.

You have to make sure to learn basic vocabulary and phrases.

The Naila Faraha's utterance becomes the second data of code switching that found in this research. The utterance is taken from video 1 "Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)". The situation happened when Naila Farhana explained about her tips or method on learning English.

Based on the Niala Farhana's utterance above, it can be concluded that the utterance belongs to inter-sentential code switching. The more explanation because the switching occurs in sentence level. First, Naila Farhana spoke in full Indonesian language "*Lanjut ke tips pertama dan tips pertama ini adalah tes praktek*", then followed by full English sentence "You have to make sure to learn basic vocabulary and phrases". Therefore, the

utterance can be classified as inter-sentential switching, because it involved switch from one language to the other between sentences.

2) D38/V2/09:53-09:59/Inter/Rei

You'll slowly expand your vocabulary. *Dari situ pelan-pelan meluaskan kosa kata kamu.*

The Naila Farhana' utterance is the thirty eighth data of this research. The datum taken from video 2 "Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI".

The datum above showed that the sentence can be considered a type of code switching as inter-sentential code switching. Because the switching involved in sentence level. Begins with a complete English sentence "You'll slowly expand your vocabulary" and then continued with a complete Indonesia sentence "*Dari situ pelan-pelan meluaskan kosa kata kamu*". Naila Farhana changed into Indonesian language in a full sentence. Because of that, the datum is included in the type of code switching as inter-sentential code switching.

2. The Speech Functions of Code Switching Found in Naila Farhana's YouTube Channel

The focus of this part explained and analyzed the speech functions of code switching that found in Naila Farhana's utterance through three videos on her YouTube channel. Gumperz (1982) proposed speech

functions of code switching were previously covered in Chapter II. They are quotation, addressee specification, interjection, reiterations, message qualification and personalization versus objectification.

Table 4.5 The Speech Functions of Code Switching Found in Naila Farhana's Youtube Channel

No.	The Speech Function of Code Switching	Data	Percentage
1.	Quotation	3	3,75%
2.	Interjection	5	6,25%
3.	Message Qualification	47	58,75%
4.	Reiterations	8	10%
5.	Addressee Specification	10	12,5%
6.	Personalization versus Objectification.	7	8.75%
Total		80	100%

Table 4.2 above showed the data findings about the speech functions of code switching that found in Naila Farhana YouTube videos. Based on the table 4.2, it can be concluded that message qualification has the highest quantity with the total number of 47 from 80 data collected. it indicated that Naila Farhana when delivering the material frequently switching her codes

or her languages by starting a topic in one language then commented or further qualified it in another language, to ensure the viewers understood the essential idea of what Naila Farhana was trying to express. Meanwhile, the least quantity only got three (3) cases from all the data findings which was the quotation speech function. The following are some analysis speech function of code switching found in Naila Farhana on her YouTube videos:

a. Quotation

The first speech functions of code switching that proposed by Gumperz (1982) that used in Naila Farhana when delivering her English material is quotation. The main purpose of quotation is to quote someone else's speech and the speaker prefers to use with the same code or the same language, therefore the message will be delivered well. In the English learning process by Naila Farhana, this function occurs even though it has a low percentage, it is only has three (3) cases or three point seventy five percent (3.75%). But, this still shows that sometimes people use code switching when quoting words. Those data are:

Table 4.6 Quotation Data Found In Naila Farhana's Youtube Channel

Video	Code	Data
Video 1	D9/VI/06:44-06:47/Intra/Quo D13/VI/08:58 09:03/Intra/Quo	2

Video	Code	Data
Video 2	D26/V2/02:49-02:51/Intra/Quo	1
Video 3	-	0
Total		3

The examples of quotation function of code switching will be discussed below:

1) D9/VI/06:44-06:47/Intra/Quo

Aku nemuin quote yang klise “growth happens outside of the comfort zone.”

The Naila Farhana’s utterance is the sixty third data of this research. It was taken from video 1 “Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)”.

Based on the datum, it can be seen clearly that Naila Farhana did code switching for quotation, because in the beginning she spoke with Indonesian "*Aku nemuin quote yang klise*" and then she switched to English when she was quoting a pearl of wisdom quote, it is “growth happens outside of the comfort zone.” Furthermore, Naila Farhana decided to use a direct quotation and did not try to change the quotes to another code. She just quoted it as what it was, in order to show the 'true', the 'original' meaning of the quotes. In

the learning process, this case can be used as an addition to learn vocabulary and training English listening skills.

2) D13/VI/08:58-09:03/Intra/Quo

Aku suka quote yang bilang **“you’ll learn grammar from language, not language from grammar”**.

The datum is Naila Farhana's utterance and becomes the thirteenth data of this research. It was taken from video 1 “Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)”. The code switching speech function of the datum is considered as quotation. It is because the speaker quoted a pearl of wisdom quote like the original language without being changed to another code. Naila Farhana started his utterance in Indonesian "*Aku suka quote yang bilang*" then followed by English when quoting words “you’ll learn grammar from language, not language from grammar”.

b. Interjection

The main function of this switching is to gain some attention from the addressee and to show strong emotion or to express surprise. In this research, the data finding showed that the interjection speech function of code switching used by Naila Farhana on her YouTube video only has five (5) cases or six point twenty five percent (6.25%). Even tough, it has a low percentage but it can be said that sometimes in the English learning process a tutor or teacher also using an interjection to give a strong emotions on their utterances. Those data are:

Table 4.7 Interjection Data Found In Naila Farhana's Youtube Channel

Video	Code	Data
Video 1	D1/VI/00:03 /Tag/Inj, D8/VI/03:54-03:59/Tag/Inj D19/V1/13:16/Tag/Inj	3
Video 2	D20/V2/00:32-00:34/Tag/Inj, D44/V2/12:18/tag/Inj	2
Video 3	-	0
Total		5

Some examples of interjection speech function of code switching will be discussed below:

1) D20/V2/00:32-00:34/Tag/Inj

Of course, *ini aku harus ngomongin dong.*

The Naila Farhana's utterance is the twenty data of this research. It was taken from video 2 "Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI".

Based on the datum above, it can be seen clearly that Naila Farhana did code switching for interjection. The indication is in the English word "of course" and the after that she continued by using Indonesian language. The interjection "of course" used to give strong emphasize about the idea of her material. She want to say

that it's important to us to take lessons from Fiki Naki who is fluent in many foreign languages.

2) D19/V1/13:16/Tag/Inj

Dan kita akan ketemu dimunggu deppan dengan vide baru. **Good luck!**

The datum becomes the nineteenth data of this research. It from Naila Farhana's utterance that was taken from video 1 "Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)".

Naila Farhana started with Indonesian "*Dan kita akan ketemu dimunggu deppan dengan vide baru*" and then followed by English "good luck". Because of that the code switching speech function of the datum is considered as interjection. The English phrases "good luck" that used by Naila Farhana is to draw the viewers's attention and also to show or express good emotion to the viewers.

c. Message Qualification

This speech function is to explain more detail from the main message conveyed in another code. Mostly, the topic of the utterances is introduced in one language and in the commented part the speaker switches to another code. In the English learning process by Naila Farhana, the data findings showed that this speech function becomes the most frequently used in her YouTube videos, it has forty seven (47)

with a high percentage with fifty eight point seventy five percent (58.75%). Those data are:

**Table 4.8 Message Qualification Data Found In
Naila Farhana's Youtube Channel**

Video	Code	Data
Video 1	D2/VI/01:29-01:37/Inter/MQ, D3/VI/01:46-01:56/Intra/MQ D5/VI/02:19-02:24/Intra/MQ, D7/VI/03:44-03:49/Intra/MQ D10/VI/06:59-07:02/Intra/MQ, D11/VI/08:07-08:14/Intra/MQ D12/VI/08:36-08:47/Intra/MQ, D14/VI/09:25-09:32/Intra/MQ D15/VI/09:33-09:41/Intra/MQ, D16/VI/09:42-09:47/Intra/MQ D17/VI/09:48-10:02/Intra/MQ.	11
Video 2	D25/V2/02:40-02:49/Inter/MQ, D28/V2/04:09-04:22/Intra/MQ D29/V2/06:17-06:21/Intra/MQ, D30/V2/07:02-07:11/Intra/MQ D31/V2/08:02-08:14 /Intra/MQ, D32/V2/08:28-08:38/Inter/MQ D34/V2/08:48-08:56/Inter/MQ, D36/V2/09:35-09:39/Intra/MQ D37/V2/09:38-09:46/Intra/MQ, D39/V2/10:49-10:55/Intra/MQ D41/V2/11:38-11:52/Intra/MQ.	11
Video 3	D47/V3/00:36-00:43/Inter/MQ, D49V3/00:59-01:02/Inter/MQ D51/V3/01:23-01:30/Intra/MQ, D52/V3/01:37-01:42/Inter/MQ D53/V3/02:10-02:17/Intra/MQ, D55/V3/02:38-02:41/Intra/MQ D57/V3/03:17-03:28/Intra/MQ, D58V3/03:29-03:40/Intra/MQ D59/V3/03:44-03:49/Intra/MQ, D60/V3/03:52-04:00/Inter/MQ	25

Video	Code	Data
	D61/V3/04:01-04:15/Inter/MQ, D62/V3/04:8-04:29/Intra/MQ D63/V3/04:30-04:32/Intra/MQ, D64/V3/04:38-04:45/Intra/MQ D65/V3/04:47-04:50/Intra/MQ, D66/V3/04:51-04:58/Intra/MQ D67/V3/04:59-05:08/Inter/MQ, D68/V3/05:09-05:17/Intra/MQ D69/V3/05:17-05:25/Intra/MQ, D70/V3/05:26-05:41/Intra/MQ D71/V3/05:49-05:59/Inter/MQ, D72/V3/05:58-06:10/Intra/MQ D74/V3/07:19-07:33/Intra/MQ, D76/V3/07:43-07:53/Intra/MQ D78/V3/08:15-00:01/Intra/MQ	
	Total	47

Some of the data will be discussed below:

1) **D55/V3/02:38-02:41/Intra/MQ**

Kalo misalnya kalian muter lidah kalian you'll automatically sound more Indonesian.

The Naila Farhana's utterance above is the fifty five data of this research. The datum was taken from video 3 "American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]".

Based on the datum, the utterance is classified as message qualification speech function of code switching. In the beginning Naila Farhana talked by using Indonesian "Kalo misalnya kalian

muter lidah kalian” then followed by English to give more explanation from the speech at the beginning “you’ll automatically sound more Indonesian.” In other words, the main messages are in Indonesian but when the speakers, Naila Farhana try to give a better explanation of the main message, she alters code to Indonesian to make the listener have a good understanding of what she tries to convey.

2) **D71/V3/05:49-05:59/Inter/MQ**

Mereka ngomongnya cepet sering gak jelas karena mereka itu menggabung gabungin banyak kata. It’s kinda sounds like it’s another different word.

The datum is the seventy one data of this research. It is from Naila Farhana’s utterance that is taken from video 3 “American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]”.

The Naila Farhana’s utterance above is considered as message qualification speech function of code switching. This is because Naila Farhana started speak by using Indonesian language “*Mereka ngomongnya cepet sering gak jelas karena mereka itu menggabung gabungin banyak kata*” and then she gave further explanation from her first utterance by using English “It’s kinda sounds like it’s another different word”. In other words, The reason why the Naila Farhana's utterance can be classified as message

qualification was because the topic introduced in Indonesian language and then commented or further qualified in English.

d. Reiterations

The next speech functions of code switching that proposed by Gumperz (1982) that used in Naila Farhana when delivering her English material is reiterations. In short, reiteration is a synonym of repetition. The switching is used to repeat utterance from one language to another language. In the English learning process by Naila Farhana also found the reiteration has eight (8) or ten percent (10%). Those data are:

Table 4.9 Reiteration Data Found In Naila Farhana's Youtube Channel

Video	Code	Data
Video 1	D4/VI/01:58-02:02/Inter/Rei, D6/VI/02:59-03:00/Inter/Rei	2
Video 2	D23/V2/02:26-02:28/Inter/Rei, D27V2/02:59-03:02/Inter/Rei D33/V2/08:45-08:47/Inter/Rei, D35/V2/08:58-08:59/Intra/Rei D38/V2/09:53-09:59/Inter/Rei, D40/V2/11:18-11:23/Inter/Rei	6
Video 3	-	0
Total		8

Below are the data examples along with explanations:

1) **D38/V2/09:53-09:59/Inter/Rei**

You'll slowly expand your vocabulary. *Dari situ pelan-pelan meluaskan kosa kata kamu.*

The datum above is the thirty eight data of this research. It was taken from video 2 “Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI” .

Based on the datum above, it can be said that the speech function of code switching is reiterations. The indications is because the speaker, Naila Farhana, started talked with English “You’ll slowly expand your vocabulary” then she repeat it the utterance with Indonesian language that has the same meaning of the English utterance “*Dari situ pelan-pelan meluaskan kosa kata kamu.* If we look at the Gumperz’s theory the utterance is considered as reiteration. In the English learning process sometimes this speech function is needed in order to increase student vocabulary and train their listening skills.

2) **D40/V2/11:18-11:23/Inter/Rei**

Kamu akan mencari waktu atau meluangkan waktu untuk melakukannya. **You will make the time or you will find the time to do it.**

The Naila Farhana's utterance is the forty data of this study. It was taken from video 2 "Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI".

From the datum above, it can be seen clearly that the datum is considered as reiterations. It is because, the first Naila Farhana's utterance is conveyed by Indonesian "*Kamu akan mencari waktu atau meluangkan waktu untuk melakukannya*" then she repeated it again with English "You will make the time or you will find the time to do it." The purpose of this reiteration is to emphasize the meaning of the message that the speaker said before. Therefore, Naila Farhana repeat her utterance in English.

e. Addressee Specification

The fifth speech functions of code switching that proposed by Gumperz (1982) that used in Naila Farhana when conveying her English material is addressee specification. This speech function of code switching occurs because to draw attention to the fact that the addressee is being invited to participate in the conversation. In this research, the data collected showed that there found ten (10) cases or twelve point five percent (12.5%) addressee specification. Those data are:

Table 4.10 Addressee Specification Data Found**In Naila Farhana's Youtube Channel**

Video	Code	Data
Video 1	D18/VI/10:14-10:16/Intra/AS	1
Video 2	D22/V2/02:14-02:17/Inter/AS, D42/V2/12:01-12:15/Intra/AS D43/V2/12:14-12:18/Inter/AS	3
Video 3	D46/V3/00:26-00:33/Inter/AS, D48/V3/00:45-00:49/Inter/AS D50/V3/01:16-01:21/Inter/AS, D77/V3/08:06-08:15/Intra/AS D79/V3/08:23-08:29/Intra/AS, D80/V3/08:31-08:41/Inter/AS	0
Total		10

The following are some examples along with explanations:

1) **D42/V2/12:01-12:15/Intra/AS**

So, Fiki if you're watching this good luck mudah-mudahan you will get it very soon and I would love to collab with you very soon and I could teach you a little bit of Spanish and I think will be super fun and I'm looking forward to it.

The datum is the forty-two data of this research. It was Naila Farhana's utterance and taken from video 2 "Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI".

Based on the datum above, it can be seen clearly that the utterance is considered as addressee specification. It is because the speaker, Naila Farhana, switches from Indonesian to English in order to direct the message to the addressees, Fiki, who is fluent with English. It is lined with Gumperz theory, which claimed that the purpose of the addressee specification is to emphasize the fact that the addressee specification is being asked to take part in the conversation.

2) **D22/V2/02:14-02:17/Inter/AS**

*Karena disitu aku sering posting berbagai tips. **Now we're gonna get to the video.***

The Naila Farhana's utterance is the twenty two data of this research. It was taken from video 3 "**American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]**".

The datum above is considered as addressee specification speech function of code switching. This is because the speaker, Naila Farhana, switches from Indonesia to English when conveyed a message to the specific addressee or listener, it is to her viewers. The speaker, Naila Farhana, asked directly to viewers to enter the main discussion. Therefore, the datum above is considered as addressee specification.

f. Personalization versus Objectification

The last speech functions of code switching that proposed by Gumperz (1982) that used in Naila Farhana when delivering her English material is personalization versus objectification. In short, this speech function is to express an opinion, whether it reflects the speaker's personal opinion or whether it has the authority of generally known fact. In the English learning process by Naila Farhana also found personalization versus objectification has seven (7) cases or eight point seventy five percent (8.75%). Those data are:

**Table 4.11 Personalization Versus
Objectification Data Found In Naila Farhana's**

Video	Code	Data
Video 1	-	0
Video 2	D21/V2/00:47-00:52/Inter/PvsO, D24/V2/02:29-02:37/Inter/PvsO	2
Video 3	D45/V3/00:20-00:25/Intra/PvsO, D54/V3/02:19-02:28/Inter/PvsO D56/V3/02:57-03:03/Inter/PvsO, D73/V3/06:47-06:53/Inter/PvsO D75/V3/07:34-07:42/Inter/PvsO	3
Total		5

The following are some data examples and the explanations:

1) **D56/V3/02:57-03:03/Inter/PvsO**

I feel like the V in the Indonesia alphabet is practically useless.

Coba deh kalo misalkan kamu punya temen yang namanya Vera.

The Naila Farhana's utterance is the fifty six data of this research. The datum was taken from video 3 "American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]"

From the datum above, it can be seen that the datum is considered as personalization. This is because the speaker, Naila Farhana, used English to give her personal opinion about something "I feel like the V in the Indonesia alphabet is practically useless" the statement reflects personal opinion. Sometimes people tend to speak with English when express their opinion.

2) **D54/V3/02:19-02:28/Inter/PvsO**

*Kalian kan udah ngerti kan bedanya ya. **I also kinda feel like this R thing is kinda difficult cause once you roll your R once you wanna say something in English you are automatically sound for it.***

The Naila Farhana's utterance is the fifty four data of this research. The datum was taken from video 3 "American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG SUB]".

Based on the datum above, it clearly showed that the speech function of the utterance is personalization. This is because the speaker, Naila Farhana, started speak with Indonesian then switches by using English when she would like to convey her personal opinion about the material. In other words, the speaker used English to convey or to give the speaker's personal opinion about the thing being talked about.

B. Discussion

After finding, classifying and analyzing the data in the section above. Therefore, in this part, the researcher focuses on a discussion about the data findings of code switching used by Naila Farhana during the English learning process on her YouTube videos. The discussion were based on the research questions that were presented by the researcher in the Chapter I.

1. The Types of Code Switching Found in Naila Farhana's Youtube Channel

The researcher's first goal was to identify the types of code switching employed by Naila Farhana through three videos on her YouTube channel. In order to achieve the result, the researcher used a theory or refer to the Poplack's theory. Based on the theory, the researcher found 80 (eighty) cases of code switching. The highest number belongs to intra-sentential switching with 45 (forty-five) cases or equal to 56.25% (fifty six point twenty five percent). Next, the second place taken by inter-sentential with 30 (thirty) cases or equal to 37.5%

(thirty seven point five percent). The last place taken by tag switching with only 5 (five) cases or 6.25% (six point twenty five percent).

The conclusion by using Poplack's theory, it can be said that in the process of learning English by Naila Farhana the most widely used code switching is intra-sentential code switching. The type of code switching mostly occurred when Naila Farhana explained her English material, switching from English to Indonesian or vice versa in the same sentence or within a sentence, as the definition intra-sentential itself. This type is useful for learners, because the learners can understand both languages well. As a bilingual learning, the tutor must use English as a means of instruction but, in fact, some learners do not understand all of the terms in the content. Therefore, the tutors choose to use English and then switching to the first language within a sentence or in other words, the tutors combining two languages in one sentence. In order to make the learners understand more about the content of the material. This is in line with the assumption of Ene (2006) stated that code switching occurs more frequently in the speech of less fluent bilinguals. Nevertheless, this phenomena happened during the interaction and might facilitate the classroom teaching and learning process.

On the other hand, tag switching has a few occurrences of the data. Tag switching is the same thing like filler words, because of that, it is rarely used in English learning process. This might be because the learning activity was structured, which means that there were not much space for free speaking or adding many filler words. This type of code switching aims only to emphasize

sentences the sentence and the insertion of tag switching in the sentence may not violating the structure of the sentence. As mentioned by Poplack's theory, tag they may be easily inserted at a number of points in an utterance without violating syntactic rules (Romaine, 1995).

2. The Speech Functions of Code Switching Found in Naila Farhana's YouTube Channel

The researcher's second goal was to describe the speech functions of code switching used by Naila Farhana through three videos on her YouTube channel. In this case, the researcher refers to the Gumperz's theory. From the theory, the researcher found that the most common speech function of code switching used by Naila Farhana is message qualification, the total are 47 (forty seven) cases or equal to 58% (fifty eight point seventy five) percent. This is because, in learning English process which mostly discusses explanation about material, therefore this function often occurs. From the findings it is clear that the function of message qualification occurs when the teacher explained the material and then gave further explanation in the next utterance. In line with Gumperz has mentioned that in this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduce in one language and then commented or further qualified in the other. As far as message qualification functions of code-switching are concerned, there is a clear tendency in these cases for the tutor to make use of the students' first language. One of the essential reasons is to make learners understand about the material and to ensure that learns with limited and varied English proficiency understand the teaching

points while achieving considerable efficiency. This is in line with finding of Tonbury in Muslim (2018) when he says that code switching is one of communication strategy that the member of learners community use to be better understand the lesson or concept.

The second place of the speech function of code switching is taken by addressee specification with 10 (ten) cases or 12.5% (twelve point five) percent. This function occurs when Naila Farhana tried to interact with viewers or other. Next, the third place of the speech function of code switching belongs to reiterations with 8 (eight) cases or 10% (ten) percent. The reiterations happened when Naila Farhana repeat her utterance with another code, which is common thing in English learning process, the tutor should repeat or switches the materials to Indonesian language to make it clear for the learners. In line with Gumperz (1982) and Brice (2000) also emphasize that one function of repetition in code switching is to check understanding. Furthermore, the fourth place is taken by personalization versus objectification, there were 7 (seven) cases or 8.75% (eight point seventy five) percent. This function also occurs in the English learning process, which sometimes was used when Naila Farhana uttered objective fact and personal opinion to her English material. Next to the fifth place belongs to interjection with 5 (five) case or 6.20% (six point twenty) five percent. The interjection speech function of code switching found in Naila Farhana English learning process happened when Naila Farhana did opening or closing greeting her video or sometimes happened when she used filler words to give emotional emphasis to her utterance. The last place or the sixth place was

taken by quotation with only 3 (three) cases or 3.75% (three point seventy five) percent. This speech function become the least common data which uttered by Naila Farhana because the main function of quotation is to quote other people's speech which is rarely used in English learning process.

As mentioned the speech functions above, the speaker, Naila Farhana practiced code switching both from English to Indonesian and from Indonesian to English. When the speaker switches from English to Indonesian their reasons might be to make sure everyone understands what she is saying to them (explaining) or to check that everyone understands the words in a topic discussion. This is understandable since the speaker's duty is to teach the learners and a part of this teaching is making sure everyone knows what they are supposed to do or understand the topic discussion they are about to listen to. Meanwhile, when the speaker does code switching from Indonesian to English, it can be used by learners to get English vocabulary input during learning process.

Based on the whole discussion above, the researcher believed that code switching is a helpful way that provides many benefits in English learning process. The result or the product of learning English is someone who has an ability to speak, write, read, listen English well. For that reason, the code switching cases in Teaching and Learning English process occurs frequently to make it easier for the learner to understand the target language. Similarity, finding of Weng (2010) found in their study that the use of code switching and first language would facilitate the learning of a second language.

During the learning process, first language can be a beneficial and crucial part in assisting second language learners to learn a foreign language. Naila Farhana also did code switching in her English teaching process because to make the material explained clearer. Basically, code switching may be considered as an effective method for learning a language. It is suitable with Sert (2005) said that the teacher or tutor use code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in target language, the teacher code switches to native language in order to clarify meaning and in this way stresses importance on the foreign language content for efficient comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this part, the researcher provides the conclusions of this research which are derived from the data findings and the discussions that have been stated in the previous chapter above. Some conclusions can be drawn about the types and the speech functions in the English learning process by Naila Farhana in her YouTube videos.

1. The Types of Code Switching Found in Naila Farhana's Youtube Channel

In this research, the researcher used the theory of the types of code switching by Poplack (1980), there are (a) tag switching, (b) intra-sentential code switching, and the last one is (c) inter-sentential code switching. In line with this research, it can be drawn an conclusion that all those the types of code switching found and used by Naila Farhana in her English learning process through her YouTube videos. Based on the data findings, the data showed that the intra-sentential switching was the most frequent type of code switching which occurred in Naila Farhana's utterances with forty-five data of eighty data. Naila Farhana as speaker frequently switching code within a sentence or in the middle of a sentence. Meanwhile, the least common types of code switching that found in Naila Farhana's utterances is tag switching with only five cases of eighty cases. There, Naila Farhana inserted language tags to build emphasis on sentences.

2. The Speech Functions of Code Switching Found in Naila Farhana's YouTube Channel

The researcher used the theory of the speech functions of code switching by Gumperz (1982). Based on the theory, there are six speech functions of code switching, they are (a) quotation, (b) addressee specification, (c) interjection, (d) reiteration, (e) message qualification and the last one is (f) personalization versus objectification. Based on the findings, all of those functions used by Naila Farhana when she delivered an English material in her teaching English process. The data showed that message qualification became the largest amount or the most common function with forty seven of eighty cases. By this, it could say that Naila Farhana often did code switching in order to qualify, emphasize or strengthen the message she wanted to convey in another code or when Naila Farhana explained the material then gave further explanation in the next utterance with different languages. Meanwhile, the quotation speech function had the least number of frequencies with only five times Naila Farhana did this speech function of code switching. This occurred when Naila Farhana as bilingual reports and presents a direct speech such as wisdom words by using its original language.

B. Suggestions

The researcher would like to provide some suggestions based on the findings of the research and considering the previous conclusion. Some suggestions are pointed to:

1. English teacher

Based on the research, this study is highly expected to provide English teachers with knowledge about types and the speech functions of code switching that they should consider using in the teaching English process. English teacher might need to find some new fresh ideas when they are doing teaching and learning process to make the learners do not get bored easily, and it might decrease their high level of anxiety. English teachers or tutors may need to come up with some new creative ideas while teaching in order to keep learners from becoming bored and to reduce their high degree of anxiety. Because of that, while teaching, English teachers or tutors can switch the code from English to their first language or vice versa, this may help to reduce pupils' anxiety and depression when learning English. It also helps learners acquire or comprehend more because they are more comfortable learning English. It is recommended that English teachers use English optimally and with more awareness when selecting the most appropriate language to use when delivering material to learners.

2. To English learners

The researcher suggests to English learners that YouTube, as a learning media, can benefit them in their English learning process. Many English knowledge can be obtained from the film that the researcher analyzed, and watching the video may also increase English proficiency. Furthermore, for the English learners who want to get little bit knowledge

about code switching in teacher's utterance especially in the types and speech functions, the researcher does hope that this research can help the English learners in answering the questions which come to their mind.

3. To other researchers

For the next researchers who are interested in sociolinguistics especially code switching, the researcher would like to recommend and suggest that this research can be useful as the reference if the next researchers want to conduct the research about code switching which is happened on someone's utterance especially in the English learning process. Besides that, it is much better, the researcher hoped that next researchers would be interested in analyzing sociolinguistics in different classifications to improve and complete this study. Therefore, the researcher hopes that one day there will be more variations of theories employed in conducting a research on code switching.

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APPENDIX

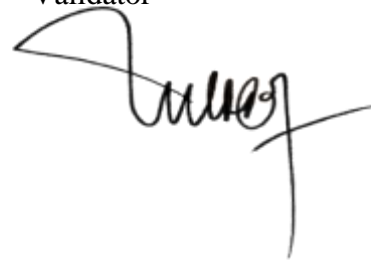
1

VALIDATION

The thesis titled CODE SWITCHING ANALYSIS IN NAILA FARHANA YOUTUBE CHANNEL has been validated in early May 2023 by Wildi Adila, S.PdI, M.A.

Sukoharjo, May 9th 2023

Validator

A handwritten signature in black ink, appearing to read 'Wildi Adila', with a long vertical stroke extending downwards from the end of the signature.

Wildi Adila, S.PdI, M.A
NIP. 19911107 202012 1011

APPENDIX

2

Table Sheet of the Types and the Speech Functions of Code Switching

Found in Naila Farhana's YouTube Channel

Tag	: Tag Switching	Rei	: Reiteration
Intra	: Intra-sentential code switching	AS	: Addressee Specification
Inter	: Inter-sentential code switching	Inj	: Interjection
Quo	: Quotation	D1	: Data 1
MQ	: Message Qualification	V1	: Video 1
P vs O	: Personalization versus Objectification	00:00-00:00	: Time

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
1.	D1/VI/00:03 /Tag/Inj	Hi guys. <i>Selamat tahun baru buat kalian semua</i>	✓				✓					Naila Farhana did opening by

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		<i>dan divideoku yang pertama dalam tahun 2021</i>											greeting "Hi guys" to the viewers.
2.	D2/VI/01:29-01:37/Inter/MQ	<i>Lanjut ke tips pertama dan tips pertama ini adalah tes praktek. You have to make sure to learn basic vocabulary and phrases.</i>			✓			✓					Naila Farhana explained the first tips of the material in the video.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
3.	D3/VI/01:46-01:56/Intra/MQ	<i>Contoh kamu pengen ke toilet dengan grammar yang benar kamu bisa tanya excuse me do you know happen to know where the bathroom is located?</i>		✓				✓					Naila Farhana gave an example so the material easier to understand.
4.	D4/VI/01:58-02:02/Inter/Rei	<i>Bathroom where? toilet dimana?</i>			✓				✓				Naila Farhana repeated her utterance with

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
												Indonesian language.
5.	D5/VI/02:19-02:24/Intra/MQ	<i>Kamu bisa google</i> most common vocabulary in English.		✓				✓				Naila Farhana told to search common vocabulary material on google.
6.	D6/VI/02:59-03:00/Inter/Rei	Based on your need. <i>Berdasarkan keperluan kamu</i>			✓				✓			Naila Farhana repeated her utterance with

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
												Indonesian language.
7.	D7/VI/03:44-03:49/Intra/MQ	<i>Kalau kamu pengen mempelajari frasa make sure check out playlist 25 frasa di channel aku ini.</i>		✓				✓				Naila Farhana told to check her videos if want to know more the material
8.	D8/VI/03:54-03:59/Tag/Inj	<i>Okay, kamu punya suatu kegemaran atau</i>	✓				✓					Naila Farhana talked about hobby.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		<i>ngefans ke seorang selebriti.</i>										
9.	D9/VI/06:44-06:47/Intra/Quo	<i>Aku nemuin quote yang klise "growth happens outside of the comfort zone."</i>		✓		✓						Naila Farhana told a pearl of wisdom quote.
10.	D10/VI/06:59-07:02/Intra/MQ	<i>Tips yang ketiga get familiar with grammar.</i>		✓				✓				Naila Farhana told the third tips.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
11.	D11/VI/08:07-08:14/Intra/M Q	<i>Kamu lagi nonton bahasa Inggris terus kamu nggak ngerti kenapa dalam situasi ini pakai I have been dan bukan I had been dari situ kamu pelajari tenses.</i>		✓				✓					Naila Farhana talked an example situation to learn tenses.
12.	D12/VI/08:36-08:47/Intra/M Q	<i>Tapi ketika kamu udah mulai kenal bahasanya, udah mulai tahu tata</i>		✓				✓					Naila Farhana told an easy way to learn English.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		<i>bicaranya, intonasinya udah mulai merasa apa ya connected with the language, baru grammarnya akan mulai lebih make sense.</i>										
13.	D13/VI/08:58-09:03/Intra/Quo	<i>Aku suka quote yang bilang "you'll learn grammar from language, not language from grammar".</i>		✓		✓						Naila Farhana told a pearl of wisdom quote.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
14.	D14/VI/09:25-09:32/Intra/M Q	<i>Kamu bisa pelajari part of speech kaya verbs, nouns. adjective, interjections, pronouns pokoknya SPOKnya bahasa Inggris</i>		✓				✓					Naila Farhana told to learn part of speech in English.
15.	D15/VI/09:33-09:41/Intra/M Q	Articles: an apple, a table, the apple, the apples <i>itu kamu pelalajari kapan pake yang mana.</i>		✓				✓					Naila Farhana told to learn articles in English.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
16.	D16/VI/09:42-09:47/Intra/M Q	Prepositions: in, on, of, at <i>dengan proposisi ini kamu bisa pelajari kapan pakai yang mana.</i>		✓				✓					Naila Farhana told to learn prepositions in English.
17.	D17/VI/09:48-10:02/Intra/M Q	Pronouns: he, she, they, you, her, his, it, its. Conjunctions: and, or, but, however <i>dan lain lain</i> . Tenses: past tense, present tense, future tense <i>dan lain lain</i> .		✓				✓					Naila Farhana explained about some common material in English.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
18	D18/VI/10:14-10:16/Intra/AS	Feel free <i>untuk video ini buat nyatet.</i>		✓						✓		Naila Farhana told to the viewers that it is allowed to take a note.
19.	D19/V1/13:16/Tag/Inj	Dan kita akan ketemu dimunggu deppan dengan video baru. Good luck!	✓				✓					Naila Farhana closed the video.
20.	D20/V2/00:32-00:34/Tag/Inj	Of course, <i>ini aku harus ngomongin dong.</i>	✓				✓					The "of course" used to give strong emphasize about

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
												the idea of the material.
21.	D21/V2/00:47-00:52/Inter/Pvs O	So, I think it's really fun to see another YouTuber doing it to and he went viral. <i>Sehabis aku nonton beberapa videonya.</i>			✓						✓	Naila Farhana conveyed her opinion about Fiki Naki
22.	D22/V2/02:14-02:17/Inter/AS	<i>Karena disitu aku sering posting berbagai tips.</i>			✓					✓		Naila Farhana told the viewers that we entered into the

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		Now we're gonna get to the video.										topic of discussion in this video.
23.	D23/V2/02:26-02:28/Inter/Rei	<i>Dia itu emang suka belajar bahasa.</i> Like he likes to learn languages.			✓				✓			Naila Farhana repeated her utterances in Indonesian-English about one of reasons Fiki Naki is fluent in various languages.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
24.	D24/V2/02:29-02:37/Inter/Pvs O	<p><i>Dalam komunitas polyglot, dimana banyak orang-orang yang bisa ngomong berbagai bahasa ini adalah sesuatu yang sangat common gitu.</i></p> <p>It's very common for people to like learn languages.</p>			✓							✓	Naila Farhana told the viewers about a general fact that often occur in the polyglot community.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
25.	D25/V2/02:40-02:49/Inter/M Q	<p><i>Ini rasanya tuh wah banget gitu dan keseringan kalau ditanya kok bisa ngomong lima bahasa.</i></p> <p>Like how did you learn so many langauges, like how did you speak so many langauges.</p>			✓			✓				Wondering why some people speak many languages.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
26.	D26/V2/02:49-02:51/Intra/Quo	<i>Pasti dibilangnya</i> "I don't know I just like languages".		✓		✓							Quoting the answers of people who like to learn languages.
27.	D27V2/02:59-03:02/Inter/Rei	<i>Nggak tau gue suka aja.</i> Like I don't know I just simply like it.			✓				✓				Naila Farhana explained why she likes languages.
28.	D28/V2/04:09-04:22/Intra/MQ	<i>Tapi,</i> that's not what I want to talk about in this point.		✓						✓			Naila Farhana informed the viewers that the one reason it's not the

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
													focus of discussion from this video.
29.	D29/V2/06:17-06:21/Intra/M Q	Nomor 3 adalah resourcefulness, apa maksudnya resourceful?		✓				✓					Naila Farhana mentioned the third tips.
30.	D30/V2/07:02-07:11/Intra/M Q	<i>Ome TV itu diciptakan fungsi aslinya tuh bukan buat belajar bahasa kan itu diciptakan untuk supaya kamu bisa ngomong sama</i>		✓				✓					Naila Farhana explained about the original function of Ome TV.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		strangers on the internet over the world gitu.										
31.	D31/V2/08:02-08:14 /Intra/MQ	<i>Kamu bisa belajar bahasa inggris itu dari forum game atau dari discord atau dari apa sih I don't know gaming yang biasanya kamu bisa ngomong ngomong sama strangers on the internet karena</i>		✓				✓				Naila Farhana told the viewers that learning English also can through game.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		multiplayer I don't know I don't know I am not gammer.											
32.	D32/V2/08:28-08:38/Inter/M Q	<i>Kalian itu sebenarnya udah punya sumber banyak yang bisa kalian pakai buat melatih bahasa inggris kalian atau belum bahasa asing kalian. So, it doesn't matters the tools</i>			✓			✓					Naila Farhana told the viewers that there are many ways to learn English.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		that you have but what matter is how you use it.										
33.	D33/V2/08:45-08:47/Inter/Rei	Just an excuse. <i>Itu tuh cuman alasan doang gitu.</i>			✓				✓			Naila Farhana repeated her utterance in English-Indonesian.
34.	D34/V2/08:48-08:56/Inter/M Q	<i>Kalian gak perlu jauh-jauh harus tinggal di luar negeri untuk fasih sebuah bahasa asing.</i> Because the tools that			✓					✓		Naila Farhana explained that learning English can be done everywhere.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		you need to improve your language learning skills is just right at your doorstep.										
35.	D35/V2/08:58-08:59/Intra/Rei	<i>Nomor 4 adalah priority atau prioritas.</i>		✓					✓			Naila Farhana repeated her word in English - Indonesian.
36.	D36/V2/09:35-09:39/Intra/MQ	Contrary to popular belief <i>kamu gak perlu mempelajari semua</i>		✓					✓			Naila Farhana explained to avoid

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		<i>grammar atau semua vocab.</i>										the popular belief in learning English.
37.	D37/V2/09:38-09:46/Intra/M Q	<i>Kamu gak perlu mempelajari semua grammar atau semua vocab dari daftar-daftar kayak five thousand vocabs to learn three hundred vocabs to learn.</i>		✓				✓				Naila Farhana explained about the way to learn English.
38.	D38/V2/09:53-09:59/Inter/Rei	<i>You'll slowly expand your vocabulary. Dari</i>			✓				✓			Naila Farhana repeated her

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		<i>situ pelan-pelan meluaskan kosa kata kamu.</i>											utterance in English -Indonesian.
39.	D39/V2/10:49-10:55/Intra/M Q	<i>Terus lama-lama dari situ kamu slowly expand slowly progress dari topik ini ke topik itu.</i>		✓				✓					Naila Farhana explained about the way to learn English.
40.	D40/V2/11:18-11:23/Inter/Rei	<i>Kamu akan mencari waktu atau meluangkan waktu untuk melakukannya. You will</i>			✓				✓				Naila Farhana repeated her utterance to English.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		make the time or you will find the time to do it.										
41.	D41/V2/11:38-11:52/Intra/M Q	<i>Jadi</i> , be honest is possible for yourself and then stepback reevaluate your priority.		✓				✓				Naila Farhana explained that you have to be honest with yourself that learn English should be prioritized in life.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
42.	D42/V2/12:01-12:15/Intra/AS	So, Fiki if you're watching this good luck <i>mudah-mudahan</i> you will get it very soon and I would love to collab with you very soon and I could teach you a little bit of Spanish and I think will be super fun and I'm looking forward to it.		✓							✓		Naila Farhana conveyed the message to Fiki Naki that she wants to collaborate with him oneday.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
43.	D43/V2/12:14-12:18/Inter/AS	<i>Itu aja buat minggu ini mudah-mudahan kalian suka videonya. I will see you next week.</i>			✓						✓		Naila Farhana informed the viewers that she would upload a video next week.
44.	D44/V2/12:18/tag/Inj	Bye.	✓				✓						Naila Farhana closed the video by saying "bye"
45.	D45/V3/00:20-00:25/Intra/Pvs O	Just some disclaimer <i>ini bukan kaya professional research gitu ini cuman</i>		✓								✓	Naila Farhana informed that the theory of the video

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		<i>kaya</i> a personal observation so just take it with grain of salt.											is just her personal observation.
46.	D46/V3/00:26-00:33/Inter/AS	I just hope that this may be helpful for you guys who are learning English or who want to improve your pronunciation a little bit. So, let's get started			✓					✓			Naila Farhana told the viewers hoping the video is valuable for them.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
47.	D47/V3/00:36-00:43/Inter/M Q	<i>Di video kali ini aku hanya bisa berbagi tiga tips atau gak bakal terlalu lama kalo misalnya lebih dari itu.</i> But, it's like three out of one hundred something you know.			✓			✓					Naila Farhana told that actually she still has more tips.
48.	D48/V3/00:45-00:49/Inter/AS	So, if you guys like this kind of video give it thumbs up.			✓					✓			Naila Farhana suggested the viewers to give like

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
													if they like the video.
49.	D49V3/00:59-01:02/Inter/MQ	<i>Tips pertama adalah huruf 'R'. So, I start with this tips.</i>			✓			✓					Naila Farhana explained the first tips.
50.	D50/V3/01:16-01:21/Inter/AS	<i>Orang yang berlogat Amerika itu 'R' nya harus yang berkumur kumur. How do you achieve the sound?</i>			✓					✓			Naila Farhana asked the viewers how to produce R in American accent.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
51.	D51/V3/01:23-01:30/Intra/M Q	<i>Lidah kalian harus ada kebelakang tenggorokan sedikit kaya ke langit-langitnya mulut kaya 'rrrrr' gitu, in order to achieve that.</i>		✓				✓					Naila Farhana practiced to say 'R' in American accent.
52.	D52/V3/01:37-01:42/Inter/M Q	<i>I will show you an example. Coba kamu perhatiin gimana cara dia bilang.</i>			✓			✓					Naila Farhana gave an example how to say 'R'.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
53.	D53/V3/02:10-02:17/Intra/MQ	<i>The ways she pronounce bogor is that kind R you know lidah R nya kebelakang kalo dia bilang bogor.</i>		✓				✓					Naila Farhana provided an explanation of the example.
54.	D54/V3/02:19-02:28/Inter/PvsO	<i>Kalian kan udah ngerti kan bedanya ya. I also kinda feel like this R thing is kinda difficult cause once you roll your R once you wanna say</i>			✓						✓		Naila Farhana told her personal opinion about 'R' pronunciation in American accent.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		something in English you are automatically sound for it.										
55.	D55/V3/02:38-02:41/Intra/M Q	<i>Kalo misalnya kalian muter lidah kalian</i> you'll automatically sound more Indonesian.		✓				✓				Naila Farhana explained R sounds in Indonesian accent.
56.	D56/V3/02:57-03:03/Inter/Pvs O	I feel like the V in the Indonesia alphabet is practically useless. <i>Coba deh kalo misalkan</i>			✓						✓	Naila Farhana gave her opinion about alphabet V in Indonesin accent.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		<i>kamu punya temen yang namanya Vera.</i>										
57.	D57/V3/03:17-03:28/Intra/MQ	<i>Kalo misalkan dalam logat amerika huruf V dan huruf F itu bener-bener berbeda jadi huruf F, jadi huruf F itu lebih kaya is more of a softer sound it's kinda like F you know you're</i>		✓				✓				Naila Farhana gave an explanation about F sounds in American accent.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		letting a little bit of air escape your mouth											
58.	D58V3/03:29-03:40/Intra/MQ	<i>Kalo misalkan huruf V it's more a harder sound make some vibration between your lips kaya agak geli sedikit gitu.</i>		✓				✓					Naila Farhana gave an explanation about V sounds in American accent.
59.	D59/V3/03:44-03:49/Intra/MQ	<i>Coba aku bakal coba pronounce this sentence in an Indonesian accent.</i>		✓				✓					Naila Farhana gave an example in Indonesian accent.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
60.	D60/V3/03:52-04:00/Inter/M Q	<i>Dimana gak ada perbedaan antara huruf V dan huruf F. "Driving Franks Volvo in silicon valley is very fun". Perhaps that's how Indonesia normally say and Indonesian accent.</i>			✓			✓					Naila Farhana practiced the example and gave the explanation.
61.	D61/V3/04:01-04:15/Inter/M Q	But, know let's see if I say same sentence in American accent where			✓			✓					Naila Farhana practiced the example in

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		there is a different between the V and F. "Driving Franks Volvo in silicon valley is very fun". <i>Jadi, kalian bisa denger bedanya kan.</i>											American accent, in order to give clear difference between V and F.
62.	D62/V3/04:8-04:29/Intra/M Q	<i>Misalnya temen kalian ada yang namanya huruf V nya gitu kaya devi atau vera</i> try to pronounce their names		✓				✓					Naila Farhana told that's the concept of V sounds in American accent.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		with the V like Devi Vera pasti 100% kalian bakal dibilang sok bule and that's how we know it works.											
63.	D63/V3/04:30-04:32/Intra/M Q	<i>Tips terakhir tips ketiga adalah glide on words</i>		✓									Naila Farhana mentioned the last tips of this video.
64.	D64/V3/04:38-04:45/Intra/M Q	<i>Kita bakal move on ke sentence which means that orang-orang</i>		✓									Naila Farhana explained the habits

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		<i>amerika suka banget ngegabungin dua atau tiga kata dan</i> make it sound it's like one word.											of American people in speaking.
65.	D65/V3/04:47-04:50/Intra/M Q	<i>Misalkan ada dua kata</i> the first word end with vowel and the second word start with vowel.		✓				✓					Naila Farhana explained more about glide on words.
66.	D66/V3/04:51-04:58/Intra/M Q	<i>Coba contohnya ya</i> olive oil the first word ends with E and		✓				✓					Naila Farhana gave an example with an explanation.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		continue to the second word which start with O.										
67.	D67/V3/04:59-05:08/Inter/MQ	So, you wanna combine together that is sound like one word. <i>Kalo misalkan orang Indonesia kan bilangnya olif-oil tapi orang amerika nggabungin aja.</i>			✓			✓				Naila Farhana told the sound difference in English and Indonesian.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
68.	D68/V3/05:09-05:17/Intra/M Q	<i>Terus another example kalo misalkan ada dua kata dan kata pertama ends with a consonant and continue to the second word that start with vowel itu juga sering di gabungin.</i>		✓				✓					Naila Farhana gave more explanation about the material.
69.	D69/V3/05:17-05:25/Intra/M Q	<i>Kalo misalnya kaya American accent itu kaya satu kata gitu kaya</i>		✓				✓					Naila Farhana gave more detail explanation about

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		<i>gak ada</i> space between to words.											the material in American accent.
70.	D70/V3/05:26-05:41/Intra/MQ	<i>Coba kalo misalnya aku baca kalimat ini pake bahasa Indonesia "she has an American accent" tapi kalo misalkan dalam logat amerika ini tuh dihabungin jadi kaya</i>		✓									Naila Farhana practiced example in Indonesian accent and American accent

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		"she hasanamericanaccent".										
71.	D71/V3/05:49-05:59/Inter/M Q	<i>Mereka ngomongnya cepet sering gak jelas karena mereka itu menggabung gabungin banyak kata. It's kinda sounds like it's another different word.</i>			✓			✓				Naila Farhana told about the way native American speakers speak.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
72.	D72/V3/05:58-06:10/Intra/M Q	<i>Bakal kasih contuh Chelsea islan yang dia ngomong bahasa inggrinya bagus banget word by word pronunciation, grammar udah bagus tapi dia masih kedengeran logat Indonesiannya</i>		✓				✓				Naila Farhana gave more detail explantion by providing the real example.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
73.	D73/V3/06:47-06:53/Inter/Pvs O	<i>But of course obviously all rules has an exception. Gak setiap kali orang kalo misalkan ngomong logat amerika itu bener-bener digabungin semua.</i>			✓							✓	Naila Farhana informed that not all American people apply this rule.
74.	D74/V3/07:19-07:33/Intra/M Q	In order to achieve this I would recommend kaya baca artikel <i>artikel</i> atau		✓								✓	Naila Farhana told some recommendations

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		<i>paragraf dalam bahasa inggris and read it out loud dan coba praktekin buat glide on some words together.</i>											for training the third tips.
75.	D75/V3/07:34-07:42/Inter/Pvs O	It does take a lot of practice but I'm pretty sure it's quite achievable it would be easier if you surround			✓						✓		Naila Farhana gave her personal opinion that her method is quite achievable.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		yourself with people who are native speaker.											
76.	D76/V3/07:43-07:53/Intra/MQ	<i>Kalo misalkan kalian beruntung punya kesempatan buat diluar negri coba force yourself to go out there and try yourself with native speaker in order to pick up their accent.</i>		✓									Naila Farhana explained to try speak with native speaker.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
77.	D77/V3/08:06-08:15/Intra/AS	<i>Kalo misalkan kalian pengen lagi tau tips tips berlogat amerika kaya gini give my video a thumbs up and maybe comment if you any question to know that.</i>		✓						✓		Naila Farhana asked the viewers to like and comment if they like it
78.	D78/V3/08:15-00:01/Intra/MQ	<i>Soalnya, if I know that a lot of people like this kind of content. I would be making more because</i>		✓						✓		Naila Farhana informed would make more if many like videos like this.

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context	
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O		
		that a lot of tips that was probably three out of hundred.											
79.	D79/V3/08:23-08:29/Intra/AS	<i>Jadi, kalo misalkan kalian suka</i> give it a thumbs up and comment and also if you wanna see more definitely subscribe.		✓						✓			Naila Farhana asked the viewers to like and comment and subscribe.
80.	D80/V3/08:31-08:41/Inter/AS	I hope you guys like it and I will see you about			✓					✓			Naila Farhana conveyed the

No	Code	Naila Farhana's Utterances	Types of Code Switching based on Poplack's Theory			Functions of Code Switching based on Gumperz's Theory						Context
			Tag	Intra	Inter	Quo	Inj	MQ	Rei	AS	P vs O	
		in ten days and until then take it easy.										viewers her closing greetings.

APPENDIX

3

NAILA FARHANA'S UTTERANCES TRANSCRIPT

Video : 1

Title : Cara Belajar Bahasa Inggris PEMULA OTODIDAK (2023)

Hi guys, selamat tahun baru buat kalian semua dan divideoku yang pertama dalam tahun 2021 ini, aku pengen ngasih kalian tips gimana cara mulai belajar bahasa inggris dari nol, jadi nih buat kalian semua yang memang enggak punya enggak berbahasa Inggris sama sekali. Jadi, kita langsung mulai tanpa basa-basi lagi. Yang pertama adalah tips nol. Ini aku kasih tips nol karena ini adalah tips yang kalian tuh sering banget dengerin di berbagai video dan mungkin sampai sekarang ini udah terdengar klise banget tapi ini tetap penting. Jadi, ini adalah tips psikologi atau tips mental dibanding tips praktek. Nah, jadi ini adalah kalian harus mempunyai niat atau motivasi yang kuat untuk belajar bahasa inggris. Nah, kenapa ini penting kamu itu harus mempunyai alasan atau motivasi yang kuat karena disaat kamu itu males atau udah pengen nyerah buat belajar bahasa inggris kamu akan selalu teringat dengan motivasi awal kamu, kayak gue pengen belajar bahasa inggris karena gue pengen kerja diluar negri, gue pengen belajar bahasa inggris supaya pendapatan gue lebih bisa gitu. Jadi, alasan yang kuat itu akan bisa membangunkan kamu disaat kamu itu asalnya pengen jatuh.

Yang kedua, kamu harus tahu gimana cara membuat gol yang realistis untuk mencapai target bahasa inggris kamu. Tahun lalu aku bikin video gimana cara membuat smart goals supaya bisa mencapai target bahasa inggris kamu. Kamu bisa

cek video aku yang ini. Ketiga, kamu harus mempunyai mindset yang benar aku nggak bakal ngomong ini secara dalam, aku sih ngomong ini di online course aku ya, kalau kamu tertarik kamu bisa check-out siapa tau cocok. Nah, sekarang kita lanjut ke tips pertama dan tips pertama ini adalah tes praktek. You have to make sure to learn basic vocabulary and phrases. Nah, vocabulary itu lebih penting daripada grammar karena dengan vocabulary yang bahkan terbatas pesan kamu masih bisa tersampaikan walaupun grammernya acak-acakan contoh kamu pengen ke toilet dengan grammar yang benar kamu bisa tanya: excuse me do you know happen to know where the bathroom is located?, tapi, dengan vocabulary terbatas pesan kamu juga bisa tersampaikan: bathroom where? toilet dimana? Nah, dua-duanya kan pesannya sama gue pengen toilet toiletnya dimana gitu nah bahkan dengan vocabulary yang terbatas bathroom where itu lawan bicara pasti bakal tetap ngerti maksud kamu apa gitu. Jadi, vocabulary itu lebih penting daripada grammar. Vocabulary itu banyak gimana mulainya? kamu bisa google most common vocabulary in English, itu kamu mungkin bisa pelajari sekitar 100-500 vocabulary paling umum dalam bahasa Inggris. Nah, mungkin kamu ciut gila ini 500 kata gimana gue mulai ngafalinnya gitu. Di video aku yang ini aku ngajarin kamu gimana cara mempelajari vocab tanpa lupa-lupa lagi. Jadi make sure kamu cek video yang itu dan di online course aku juga ngomongin beberapa vocab yang paling penting buat dipelajari, karena sejujurnya setiap orang tuh keperluan pokoknya tuh beda-beda karena setiap orang pasti mempunyai hidup yang beda atau keperluan berbahasa Inggris yang beda dan lain-lain. Jadi based on your need. berdasarkan keperluan kamu atau life style kamu setiap orang itu pasti vocabulary

itu beda-beda itu pokoknya singkatnya mulailah pelajari vocab yang relevan dengan hidup kamu hal yang kamu alami setiap hari kamu pelajari dari situ, dulu vocabnya gitu dan saat kamu udah mulai oke vocabnya, kamu bisa mulai pelajari frasa. Frasa itu lebih penting buat dipelajari karena ini akan membantu kamu meningkatkan comprehension kamu dalam bahasa Inggris. Aku enggak bakal ngomongin cara dalam kenapa perasaan itu lebih baik daripada vocab tapi kalau misalnya kamu pengen tahu lebih kamu bisa ke video ini, karena aku diskusi lebih dalam di situ dan juga di channel ini aku punya seri namanya 25 frasa dimana aku ngomongin beberapa frasa paling umum dalam bahasa Inggris beserta arti bahasa Indonesianya. Jadi, kalau kamu pengen mempelajari frasa make sure check out playlist 25 frasa di channel aku ini. Nah, tips kedua adalah cari sesuatu yang kamu suka dalam bahasa Inggris kamu pasti punya hobi kan. Okay, kamu punya suatu kegemaran atau ngefans ke seorang selebriti, misalnya kamu suka bikin kopi atau suka main make up atau ngefans sama Billie Eilish, suka fotografi pokoknya banyak gitu. Nah, sebelum kita lanjut coba kamu pikir ke diri sendiri apa yang gue suka gue tuh ngefans sama siapa dan kegemaran gue itu apa coba pikirin dulu. Nah, udah nah coba kalau saya kalau udah kegemaran kalian coba kamu ke YouTube dan cari video tentang hal ini, tapi caranya pakai bahasa Inggris dan bukan bahasa Indonesia karena kalau kamu search pakai bahasa Indonesia yang keluar ya video-video bahasa Indonesia. Jadi, make sure kamu searchnya pakai bahasa Inggris supaya resource yang keluar itu bahasa Inggris yang biasanya di bawah semua orang-orang native. Contoh misalnya aku ngefans Billie Eilish dan pengen pelajari lebih tentang billie eilish ini. Nah, dari sini kamu bisa cari video tapi make sure kamu cari video

yang ada C-nya karena disini kamu bisa nyalain subtitle dan kamu bisa belajar dari saat subtitle. Jadi, buat kalian yang enggak tau sekarang nih YouTube udah ada fitur autotranslate jadi dimana setiap ada video yang ada C nya yang kamu bisa klik auto translate dan klik bahasa indonesia di situ kamu bisa langsung dapat setel dalam bahasa Indonesia, emang terjemahannya enggak begitu sempurna tapi lebih baik daripada enggak ada subtitle sama sekali. Nah, kalau misalnya kamu pengen pelajari lebih gimana kamu bisa mempelajari bahasa inggris hanya dari subtitle aku recommend kamu untuk cek online course aku karena di online course aku ada modul dimana aku membahas ini lebih dalam dan memberi kamu teknik-teknik gimana kamu bisa mempelajari bahasa Inggris hanya dari subtitle dan next adalah kamu rutin carilah video-video bahasa inggris yang kamu suka dan nonton setiap hari karena ini akan melatih listening skills kamu dan akan membuat tahu mulai terbiasa dengan suara-suara bahasa inggris dengan intonasi bahasa Inggris. Setiap hari carilah video baru buat nonton setiap hari seenggaknya 10-15 menit perhari, Kalau kalau misalnya beberapa video orang situ susah buat level kamu kamu bisa cari level lebih rendah mungkin level buat anak kecil atau mungkin speednya bisa dipelanian supaya kamu bisa mengerti lebih dan ini adalah cara untuk membuat lingkungan yang immersive ini mungkin buat kamu akan merasa nggak nyaman kalau misalnya kamu sering-sering nonton video yang nggak ngerti sama sekali gitu dan ini adalah wajar ini memang harus kayak gitu karena ini artinya kamu itu keluar dari zona nyaman kamu. Ini yang dirasain sama orang-orang yang merantau ke luar negeri yang bahasanya itu bahasa asing gitu, kalo misalnya orang-orang tiba-tiba keluar negeri terus dikelilingi sama bahasa yang asing itu pasti akan merasa nggak

nyaman, ini yang dirasain sama orang-orang yang tiba-tiba masuk ke lingkungan yang berbeda gitu. Jadi, make sure kamu biasain untuk enggak nyaman kayak begini karena disinilah kamu bisa berkembang. Aku nemuin quote yang klise: growth happens outside of the comfort zone. Gimana kamu itu mulai berkembang kalau kamu emang keluar dari zona nyaman kamu. Jadi, make sure kamu saat belajar hal baru saat belajar bahasa Inggris kamu harus selalu siap mental untuk merasa nggak nyaman sesering mungkin.

Tips yang ketiga get familiar with grammer. Sejujurnya aku emang enggak suka grammer tapi saat belajar bahasa asing itu grammer tuh nggak bisa dihindari 100% tapi bisa diminimalisir. Nah, kalau kamu tipe orang yang suka struktur aku recommend buat cari textbook maupun itu online atau offline untuk dipelajari grammar dari situ, mungkin kamu juga tipe orang yang pengen punya buku yang physical gitu buat dipelajari kalau saya kamu suka gitu silakan ke toko buku terdekat kamu buat cari textbook yang menurut kamu cocoklah buat kamu sendiri. Tapi, yang aku pengen pentingin adalah jangan menjadikan grammar sebagai prioritas kamu, jadi kamu bisa belajar grammar ini dijadiin sambilan aja, jadi sambil kamu mengimplementasikan tips nomor satu dan tips nomor dua yang vocabulary sama selalu nonton ini. Jadi, kamu bisa menjadikan grammar ini sebagai sambilan dari tips nomor satu dan tips nomor 2 yang kita ngomongin barusan, jadi setiap hari kami bisa sering nonton bisa mempelajari vocab-vocab baru dan saat mulai enggak ngerti kenapa sebuah sentence atau sebuah itu dikatakan sebagai berikut kamu bisa mempelajari grammar yang berkaitan dengan hal tersebut. Nah, misalnya kamu lagi nonton bahasa Inggris terus kamu nggak ngerti kenapa dalam situasi ini pakai I have

been dan bukan I had been dari situ kamu pelajari tenses, kapan pakai tenses yang mana gitu karena dengan begini pelajarin grammar itu akan lebih nangkep inilah kenapa aku enggak taruh gramamr ini sebagai tips awal-awal yang pertama, karena kalau misalnya kamu pelajarin grammarnya dulu sebelum kenal bahasanya itu enggak bakal nangkep sama sekali itu, kamu cuman sekedar mempelajari rumus tanpa tahu buat apa gitu. Tapi, ketika kamu udah mulai kenal bahasanya udah mulai tahu tata bicaranya, intonasinya dan lain lainnya udah mulai merasa apa ya connected with the language baru grammarnya akan mulai lebih make sense dan juga kalau misalnya kamu mulai dari grammar kamu pasti mulai bosan dan bakal terbebani gitu dan penting buat belajar bahasa Inggris tuh belajar bahasa lainnya buat enggak merasa beban dan aku suka quote yang bilang: “you’ll learn grammar from language, not language from grammar” Maksudnya kamu itu belajar grammar dari sebuah bahasa bukan sebaliknya kamu enggak belajar sebuah bahasa dari mempelajari grammar jadi make sure kamu pelajari bahasanya mempelajari suara suaranya, budayanya intonasinya baru mempelajari grammarnya habis itu jadi beberapa grammer rule menurut aku penting buat dipelajari adalah sebagai berikut, kamu bisa pelajari part of speech kaya verbs, nouns, adjective, interjections, pronouns, pokoknya SPOKnya bahasa Inggris atau articles: an apple, a table, the apple, the apples itu kamu pelalajari kapan pake yang mana, prepositions: in, on, of ,at dengan proposisi ini kamu bisa pelajari kapan pakai yang mana. Pronouns: he, she, they, you, her, his, it, its. Conjunctions: and, or, but, however dan lain lain. Tenses: past tense, present tense, future tense dan lain lain. Nah, aku di channel ini juga pernah kita bikin video yang lumayan lengkap tentang tenses kalau misalkan

pengen pelajarin kamu bisa cek videonya. Sentence constructions: clauses, subclauses, negation, interrogation dan lain lain. Feel free untuk video ini buat nyatet.

Kita akan ke tips terakhir dan itu adalah speaking. Nah, tips keempat praktek speaking sebanyak-banyaknya jadi ingat goal kalian untuk bisa berbahasa Inggris itu akhirnya adalah untuk bisa berbicara bahasa Inggris, jadi make sure kalian sering-sering latihan speaking misalnya nih kalian dalam satu bulan kalian udah sering mengimplementasikan tips 0, 1, 2, dan 3 udah sering nonton udah ngafalin vocab udah pelajari grammar juga jangan sampai speakingnya dilupakan. Gimana cara mulai latihan speaking kalian bisa mulai untuk latihan secara sendiri dan di video yang ini aku ngasih tahu kalian gimana kamu bisa latihan speaking tanpa mempunyai teman ngobrol. Nah, kalau misalnya kamu udah mempunyai ngobrol itu udah bagus banget dan make sure kalian sama teman ngobrol ini ngomong seenggaknya seminggu sekali lah, kalau misalnya kamu masih tahap untuk mencari teman sepejuangan buat kalian yang enggak pengen bayar dengan gratis aku bisa rekomen Ome-tv buat kamu cari-cari orang seluruh dunia, buat kamu ngobrol tentang hal apapun itu atau kalau misalnya buat kalian yang emang ada dana buat bisa ngomong sama tutor bahasa Inggris. Aku saranin italki karena disini kamu bisa cari tutor dari seluruh dunia dengan harga yang cenderung murah apalagi kalau misalnya kamu cari tutor dari filipina singapura dan lain-lain gitu. Dari sini kalau misalnya kamu daftar lewat link ini kamu bisa dapat 10 dollar gratis atau sekitar 140.000 gratis membuat beberapa lessons kamu yang pertama. Jadi, apapun cara kamu bayar apa enggak make sure kamu rutin buat latihan speaking setiap hari buat

membiasakan lidah-lidah kamu buat apa namanya ngomong beberapa kata dalam bahasa Inggris kalau misalnya kamu pengen tahu lebih teknik tentang speaking, aku recommed online course aku karena disitu aku juga bicara yang lebih dalam teknik-teknik speaking yang bisa kamu lakukan untuk bisa ngomong bahasa Inggris lebih natural. Nah, sebenarnya masih banyak yang bisa kamu lakukan tergantung hobi kamu atau preference kamu kalau bisa baca komik atau nonton film atau apa namanya dengerin lagu. Pokoknya tergantung kesukaan kamu tapi empat hal yang aku apa namanya omongin di video ini adalah hal-hal yang basic kalau misalnya kamu rutin setiap hari lakukan ini selama tiga bulan aku bisa jamin aku bisa berani jamin kamu pasti akan ada dalam level dimana kamu itu bisa nyaman ngomong bahasa Inggris tentang hal sehari-hari kamu akan bisa mengutarakan basic phrases kamu akan bisa melatih speaking skills kamu. Kalau misalnya kamu masih perlu guidens aku bener-bener recommed online course aku karena aku mendesain online course ini berdasarkan metode ini. Nah, jadi mungkin masih awal tahun saat kamu masih berkibar-kibar masih semangat untuk merubah hidup kamu untuk mencapai baru-baru manfaatkanlah momentum ini untuk membuat kebiasaan baru dan menjadikan bahasa Inggris sebagai harian kamu. Jadi, itu aja dari aku buat video ini semoga kalian belajar hal baru dan termotivasi dan kita akan ketemu di minggu depan dengan video baru. Good luck. I'll see you next week. Bye bye!

NAILA FARHANA'S UTTERANCES TRANSCRIPT

Video : 2

Title : Belajar Bahasa Asing OTODIDAK kayak FIKI NAKI

Hi guys, di video ini aku pengen ngomongin gimana kalian bisa belajar bahasa asing seperti Fiki Naki, kalau misalnya kalau udah lama follow aku kalian pasti tahu kalau aku itu enggak pernah ngomongin video-video yang lagi viral di Indonesia. Tapi, ini pengecualian karena ini memikat aku banget karena ini viral karena dia bisa belajar berbagai bahasa asing ia bisa fasih banyak bahasa asing dan aku suka banget dan of course, ini aku harus ngomongin dong. Nah, ternyata Fiki Naki itu bisa ngomong dalam empat bahasa. Jadi, dia itu bisa ngomong bahasa bahasa Inggris, bahasa Indonesia bahasa Rusia, bahasa Rumania dan sekarang lagi belajar bahasa Spanyol dan menurut aku ini interesting banget karena aku sekarang juga lagi belajar bahasa Spanyol. So, I think it's really fun to see another youtuber doing it to and he went viral. Sehabis aku nonton beberapa videonya ternyata dia itu belajar bahasa asing secara otodidak termasuk bahasa Spanyol dan mungkin sekarang kamu mikir kan? kok bisa baru belajar 7 hari tapi udah bisa sefasih itu gitu. Nah, di video ini aku pengen ngasih tahu kalian bahwa ini adalah sesuatu yang bisa kalian capai juga tanpa bakat spesial. Jadi, kita langsung mulai aja tapi sebelum itu make sure to follow instagramnya Nailalingua karena disitu aku sering posting berbagai tips and now we're gonna get to the video.

Nah, nomor satu adalah hobi pertama Fiki Niki emang suka belajar bahasa. Di beberapa videonya fiki naki itu emang bilang kalau dia itu emang suka belajar bahasa like he likes to learn languages. Dalam komunitas polyglot, dimana banyak orang-orang yang bisa ngomong berbagai bahasa ini adalah sesuatu yang sangat common gitu it's very common for people to like learn languages. Tapi, buat orang-orang yang enggak kebiasa akan hal ini, ini rasanya tuh wah banget gitu dan keseringan kalau ditanya kok bisa ngomong lima bahasa like how did you learn so many languages like how did you speak so many languages pasti dibilangnya "i don't know i just like languages". Sebenarnya sama kaya aku juga, kalo misalnya aku ditanya kok lu bias ngomong empat bahasa. Pasti gue bilangnye nggak tahu gue suka aja like I don't know I just simply like it dan menurutku ini adalah hal yang penting untuk bisa mencapai sesuatu, enggak cuman belajar bahasa asing doang tapi dalam berbagai hal. Ada orang yang hobi main gitar, main game, nyanyi, masak gitu dan dengan sering melakukan hal itu dia pasti lama-lama akan meningkatkan skillsnya sama juga dengan Fiki Naki, dia ya suka belajar bahasa gitu dan kalau misalnya kalian suka melakukan suatu hal kamu pasti bakal pengen terus-menerus melakukan itu dan akhirnya lebih sering praktis lebih sering meluangkan waktu untuk melakukan hal itu dan akhirnya bisa menjadi fasih atau bisa menjadi mahir gitu dan untuk bisa terus-menerus melakukan sesuatu kalian itu harus menyukai hal itu dan ini adalah hal yang Fiki Naki punya yang bisa ngebantu dia bisa fasih dalam level segitu di beberapa bahasa ini dan ini adalah dia karena suka.

Yang kedua adalah confidence. Aku kurang tahu ya kalau misalnya Fiki Niki itu belajar bahasa Rusia dan bahasa romania itu sejak kapan tapi dari videonya aku lihat bahwa dia itu baru belajar bahasa Spanyol tujuh hari doang dan kok bisa dia udah bisa ngomong kaya begitu dalam bahasa Spanyol, padahal baru tujuh hari doing. Of course, ada banyak alasannya mungkin aja dia itu latihan sebelum record atau nggak dia itu udah tahu apa yang dia ingin katakana, jadi dia lebih lancar udah latihan sering itu tapi that's not what I want to talk about in this point. Yang aku pengen bahas dari poin ini adalah rasa kepedeannya rasa percaya dirinya atau confidencenya. Nah, walaupun level bahasa Spanyolnya itu masih relatif pemula level confidencenya itu dia itu relatif tinggi dibanding level bahasanya. Nah, di videonya tuh dia kelihatan pede pede aja gitu ngomong Bahasa Spanyol dan nggak malu-malu kaya minder gitu loh dan kebanyakan orang-orang lain itu malah sebaliknya banyak banget komen yang komplain gini gua udah bisa ngerti bahasa Inggris udah bisa baca udah bisa dengerin tanpa subtitle Tapi giliran gue ngomong tuh ngeblank gue tuh nggak bisa ngomong apa-apa gitu. Of course, ini karena jarang latihan juga tapi ini juga mental kamu karena kamu yang nggak pede aja gitu sedangkan Niki yang baru belajar tujuh hari aja udah bisa ngomong secara pede kaya begitu. Jadi, ini kebalikan kalau misalnya orang lain itu level bahasanya lumayan tinggi tapi confidence levelnya rendah sedangkan Fiki Niki level bahasanya masih pemula tapi rasa pedenya tinggi. Jadi, yang membedakan ini sebenarnya mentalnya aja jadi yang bisa kalian contoh dari Fiki Niki ini adalah ambil rasa pedenya ambil confidence nya ambil mentalnya. Jadi, coba kalian

analisis diri sendiri dan taruh di komen, apakah ini alasan kenapa kalian gak bisa ngomong rasa pede atau minder atau masih gugup.

Nah, nomor 3 adalah resourcefulness. Apa maksudnya resourceful? ini artinya pintar-pintar mencari jalan keluar ini maksudnya apa ya pinter ngakalin gitu cerdas, jadi ada suatu persamaan diantara kebanyakan polygot mereka tahu gimana cara belajar bahasa asing secara efektif dengan caranya sendiri jadi cara belajar orang itu berbeda-beda kan, jadi ada yang lebih suka baca ada yang lebih suka nonton ada yang lebih suka ini itu dan lain-lain. Polyglot itu termasuk Fiki Naki tahu cara belajar apa yang cocok buat dia nah Fiki Naki itu belajar secara otodidak lo dia enggak ngambil kelas dia enggak masuk les buat belajar grammar apapun itu dia semua belajar secara otodidak dia itu pakai Ome TV untuk belajar bahasa asing gitu. Padahal nitip Ome TV itu diciptakan fungsi aslinya tuh bukan buat belajar bahasa kan itu diciptakan untuk supaya kamu bisa ngomong sama strangers on the internet over the world gitu. Ome TV itu aslinya enggak dibuat untuk belajar bahasa tapi karena Fiki Naki itu resourceful atau cerdas atau bisa ngakalin dia pakai ome-tv untuk ningkatin skills bahasa asingnya dan ini adalah hal penting yang aku juga omongin online course aku sumber itu banyak untuk dipakai biar bisa ningkatin skill bahasa Inggris kamu, tapi buat tahu mana yang tepat buat kamu mana yang tepat buat ketetapan keinginan kamu mana yang kamu suka mana yang pokoknya mulai darimana dan gimana milihnya. Nah, jadi coba kalian pikir sumber apa sih yang bisa gue pakai sekarang buat bisa belajar bahasa asing. Nah, buat Fiki Naki mungkin yaitu emang hobi buat ngobrol-ngobrol sama strangers on the internet dan dia pakai itu untuk ningkatin skill bahasa asingnya buat kamu apa? Jadi buat kalian

tuh beda-beda gitu tergantung diri sendiri ini aku dapat contoh misalnya kamu tipe orang tua gaming kamu bisa belajar bahasa Inggris itu dari forum game atau dari discord atau dari apa sih I don't know gaming yang biasanya kamu bisa ngomong sama strangers on the Internet karena multiplayer I don't know I don't know I am not gamer atau enggak kamu misalnya hobi scroll di Instagram kamu bisa pakai kolom komen di Instagram itu untuk komen di bahasa Inggris di postingan-postingan influencers dari orang dari luar negeri gitu. Jadi, kalian itu sebenarnya udah punya sumber banyak yang bisa kalian pakai buat melatih bahasa Inggris kalian atau belum bahasa asing kalian. So, it doesn't matter the tools you have but what matter is how you use it. Jadi, kalau misalnya kalian mikir gue nggak bisa bahasa ini karena belum pernah tinggal di situ itu tuh just an excuse. Itu tuh cuman alasan doang gitu. Kalian gak perlu jauh-jauh harus tinggal di luar negeri untuk fasih sebuah bahasa asing. Because the tools that you need to improve your language learning skills is just right at your doorstep.

Nomor 4 adalah priority atau prioritas. Nah, jadi prioritas itu bisa dibagi dua ya jadi satu prioritas apa yang dipelajari dan prioritas hidupnya. Untuk bisa lancar dalam level segitu dalam jangka waktu yang pendek itu harus pinter-pinter harus tahu apa yang diprioritaskan untuk dipelajari duluan. Jadi, dia itu tahu mulai dari mana dan hal-hal apa yang harus dipelajari duluan ada satu modul di online course aku dimana aku bilang kalau misalnya kamu pengen mulai belajar dari nol kamu harus tahu mulai dari mana gitu dan the thing is setiap orang itu beda-beda gitu, tergantung keinginannya tergantung kamu ini pengen menggunakan bahasa asing ini buat apa gitu. Contrary to popular belief kamu gak perlu mempelajari

semua grammar atau semua vocab dari daftar-daftar kayak five thousand vocab to learn three hundred vocabs to learn. Nah, untuk mulai kamu harus tahu dulu apa sih yang bakal kamu pakai sehari-hari gitu baru dari situ you slowly expand your vocabulary dari situ pelan-pelan meluaskan kosa kata kamu. Nah, dalam kasus Naki dia itu belajar bahasa Spanyol karena dia itu pengen ngobrol sama orang-orang di Ome TV gitu. Jadi karena dia udah sering di Ome tv dia tuh udah mulai tahu udah mulai meraba-raba topik-topik, apa sih yang dia bakal omongin sama orang-orang asing ini dan yang aku lihat dari video-videonya dia dia itu sering ngomongin hal-hal kayak oh lo lagi ngapain itu lagi makan apa itu dari mana atau atau gak eh itu situasi di negara lo tuh kayak gimana atau mungkin dia juga flirting-flirting sedikit. Jadi, dari situ dia udah tahu topik apa yang dia akan obrolin dan dia bisa mulai dari situ dan ini adalah hal yang kalian bisa contoh juga. Jadi, kamu harus memprioritaskan obrolan-obrolan apa yang pengen kamu dapatkan dalam bahasa asing ini. Nah, habis tahu obrolan apa baru dari situ kamu mulai belajar, gimana sih cara ngomong ini dalam bahasa Spanyol, gimana cara ngomong ini dalam bahasa Inggris gitu terus lama-lama dari situ kamu slowly expand slowly progress dari topik ini ke topik itu, pokoknya setiap orang itu beda kamu itu ngomongin apa aja sehari-harinya and then mulai dari situ aja. Nah, prioritas yang kedua ini maksudnya prioritas hidup nih rasanya berat banget ya, tapi ini agak terkait dengan hobi juga sih karena Fiki Naki memang suka belajar bahasa itu dia jadikan prioritas dan kalau sesuatu hal itu kamu jadi prioritas itu kamu akan mencari waktu atau meluangkan waktu untuk melakukannya you will make the time or you will find the time to do it gitu, kamu nggak akan ada alasan-alasan kaya gue nggak bisa nggak ada waktu

kalau ini adalah prioritas yang memang penting dihidup kamu kamu pasti akan meluangkan waktu kok. Nah, jadi mungkin dari sini kalian bisa tanya diri sendiri, gue ini nggak fasih dalam bahasa X apa bener ya apa gue udah di prioritasin di hidup gue ya, apa kalo misalnya gue jujur gue ini agak males gitu sebenarnya belum gue pentingin hidup gue. Jadi, be honest is possible for yourself and then stepback reevaluate your priority dan sekian analisa aku tentang Fiki Naki aku pengen banget sebenarnya kalau sama dia saat YouTube nya udah direcover lagi karena saya dia lagi dihack. So, Fiki if you're watching this mm good luck mudah-mudahan you will get it very soon yeah and I would love to collab with you very soon and I could teach you a little bit of Spanish and I think will be super fun and I'm looking forward to it. Jadi, itu aja buat minggu ini mudah-mudahan kalian itu videonya. I will see you next week bye.

NAILA FARHANA'S UTTERANCES TRANSCRIPT

Video : 3

Title : American Accent: Cara Berbahasa Inggris dengan Aksen Amerika [ENG
SUB]"

Hi semua, jadi di video kali ini aku bakal kasih tau kalian gimana cara bisa berbahasa inggris pake logat-logat amerika yang kaya seleb-seleb YouTuber diluar negri atau beberapa youtuber diindonesia kaya nessie judge, agung hafisah, fathia izzati, dll. Tapi just some disclaimer ini bukan kaya profesional research gitu ini cuman kaya a personal obsevation so just take it with grain of salt and i just hope that this may be helpful for you guys who are learning English or who want to improve your pronunciation a little bit so let's get started. Tapi di video kali ini aku hanya bisa berbagi 3 tips, atau gak bakal terlalu lama kalo misalnya lebih dari itu but it's like three out of one hundred something you know. So, if you guys like this kind of video give it thumbs up and let's get started. Kenapa sih kita orang Indonesia kalo misalnya ngomong bahasa inggris ada logatnya? itu karena saat kita ngomong pake bahasa Inggris kita masih pake tatacara, ejaan, dan cara prononciation dalam Bahasa Indonesia.

Tips pertama adalah huruf 'R' So, I start with this tip karena ini adalah salah satu karateristik logat amerika yag paling gampang di spot gitu loh, biasanya orang Indonesia kalo ngomong R tuh R nya harus di puter lidahnya kaya hari rabu gitu kan ya tapi kalo misalkan orang yang berlogat Amerika itu R nya harus yang berkumur kumur. Jadi, kaya how do you achieve the sound? Jadi lidah kalian harus

ada kebelakang tenggorokan sedikit kaya ke langit-langitnya mulut kaya rrrrr gitu in order to achieve that, menurut aku ini yang paling gampang dan paling obvious banget tapi ini vital banget aku bilang karena once you roll your R you are automatically sound for it, i will show you an example, coba kamu perhatiin gimana cara dia bilang afternoon itu R nya itu di puter banget jadi kedengeran banget itu logat indonesianya dan sekarang coba kita degerin host nya saat bilang your name and your real name, itu R nya juga di puter jadi bener kedengeran banget, dan coba kalo misalkan kita bedain sama cinta lura walaupun dia ngomong pake bahasa Indonesia tapi logat amerika nya masih terdengar banget karena the way she pronounce bogor is that kind R you know lidah R nya kebelakang kalo dia bilang bogor. Nah, kalian kan udah ngerti kan bedanya ya. I also kinda feel like this R thing is kinda difficult cause once you roll your R once you wanna say something in English you are automatically sound for it gitu loh. Jadi, aku gak pernah denger orang yang native speaker yang mutar lidahnya buat ngomong bahasa inggris gitu karena ya I don't know jadi kalo misalkan kalian muter lidah kalian you'll automatically sound more Indonesian, jadi tips pertama adalah ngomong R yang kumur- kumur.

Tips kedua adalah huruf V dan F. Jadi, menurut aku ini adalah salah satu perbedaan terbesar karena kalo misalkan di bahasa indonesia itu huruf V itu sama sekali hampir gak pernah dipake gitu. I feel like the V in the Indonesia alphabet is practically useless. Coba deh kalo misalkan kamu punya temen yang namanya Vera atau Devi atau Vio atau Arvel yang ada huruf V nya gitu, coba kalian ganti huruf V nya dengan huruf F pasti gak ada bedanya dengan pronounciationnya gitu, jadi V

itu sebenarnya gak dipake gitu. Tapi, kalo misalkan dalam logat amerika huruf V dan huruf F itu bener- bener berbeda, jadi huruf F itu lebih kaya is more of a softer sound it's kinda like F you know you're letting a little bit of air escape your mouth. Tapi kalo misalkan huruf F it's more a harder sound make some vibration between your lips kaya agak geli sedikit gitu. Jadi, ada perbedaan diantara kedua huruf itu. Coba aku bakal coba pronounce this sentence in an Indonesian accent dimana gak ada perbedaan antara huruf V dan huruf F "Driving Franks Volvo in silicon valley is very fun", perhaps that's how Indonesia normally say and Indonesian accent. But know let's see if I say same sentence in American accent where there is a different between the V and F "Driving Franks Volvo in silicon valley is very fun". Jadi kalian bisa denger bedanya kan?, Nah, sekarang kalian kan udah tau bedanya, Coba kalian praktekin kalo misalnya temen kalian ada yang namanya huruf V nya gitu kaya Devi atau Vera try to pronounce their names with the V like Devi Vera pasti 100% kalian bakal dibilang sok bule and that's how we know it works.

Sekarang tips terakhir tips ketiga adalah glide on words. Tadikan dua tips sebelumnya kita fokusnya lebih ke huruf individual letter gitu ya sekarang kita bakal move on ke sentence which means that orang-orang amerika suka banget ngegabungin dua atau tiga kata dan make it sound it's like one word. Misalkan ada 2 kata the first word end with vowel and the second word start with vowel. Coba contohnya olive oil jadi the first word ends with E and continue to the second word which start with O, so you wanna combine together that is sound like one word kalo misalkan orang Indonesia kan bilangya olif-oil tapi orang amerika neggabungin aja. Trus another example, kalo misalkan ada dua kata dan kata pertama ends with

a consonant and continue to the second word that start with vowel itu juga sering di gabungin kalo misalnya kaya American accent itu kaya satu kata gitu kaya gak ada space between to words. Coba kalo misalnya aku baca kalimat ini pake bahasa Indonesia "she has an American accent" tapi kalo misalkan dalam logat amerika ini tuh dihabungin jadi kaya "she hasanamericanaccent". Jadi, kalian bias dengerkan cara ngegabungin gitu. Nah, kalo misalnya orang native speaker American itu mereka ngomongnya cepet sering gak jelas karena mereka itu menggabung gabungin banyak kata dan it's kinda sounds like it's another different word. Coba aku bakal ngasih contoh klip berikut Chelsea islan yang dia ngomong bahasa inggrinya bagus banget word by word pronunciation nya nya udah bagus, grammar udah bagus tapi dia masih kedengeran logat indonesianya karena dia itu ngomongnya masih agak patah-patah. But of course obviously all rules has an exception gak setiap kali orang kalo misalkan ngomong logat amerika itu bener-bener digabungin semua. Ini salah satu exception ini Michelle Phan bilang caster oil tapi ada sedikit jeda di antara dua kata itu, jadi ya tergantung orangnya tapi orang amerika itu punya kecenderungan menggabungin dua kata together ini juga menurut aku salah satu yane membedaiin logat amerika dengan logat Indonesia tapi yang ini memang agak susah di paraktekin apalagi kalo misalnya kalian masi belum lancer berbahasa inggris in order to achieve this I would rocemmend kaya baca artikel atau paragraph dalam bahasa inggris and read it out loud dan coba praktekin buat glide on some words together. Tapi it does take a lot of practice but I'm pretty sure it's quite achievable it would be easier if you seround yourself with people who are natuve speaker. Kalo misalkan kalian beruntung punya kesempatan buat

diluar negri coba force yourself to go out there and try yourself with native speaker in order to pick up their accent. Tapi buat kalian masih belum ada kesempatan buat ke luar negri mudah mudahan video ini bias membantu kalian.

Nah, buat minggu ini tips nya tiga itu aja ini juga agak kepanjangan videonya tapi kalo misalkan kalian pengen lagi tau tips-tips berlogat amerika kaya gini give my video a thumbs up dan maybe comment if you any question to know that soalnya if I know that a lot of people like this kind of content I would be making more because that a ot of tips that was probably three out of hundred. Jadi kalo misalkan kalian suka give it a thumbs up and commnet and also if you wanna see more defenitly subscribe. I hope you guys like it and I will see you about in ten days until then take it easy. Good luck.

