

**CODE SWITCHING FOUND IN THE UTTERANCES PERFORMED BY  
THE ENGLISH TUTORS IN *JAGOBHASACOM* INSTAGRAM  
ACCOUNT**

**THESIS**

Submitted as a Partial Requirements  
for the degree of *Sarjana*



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Thank you for the attention.

*Wassalamualaikum. Wr. Wb.*

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved father Mr. Suyadi, someone who I call as a father, as well as his daughter's first love. A man who always works hard, responsible, and tries all the happiness for me.
2. My beloved mother Mrs. Saminem, a great woman who has given birth, cared for and raised me, where her love and affection I will never found in the other people.
3. My beloved Grand Father and Grand Mother Mr. Sono, Mrs. Kasiyem and Mrs. Tamti. My grandmother and grandfather who always love, support and pray for me all this time.
4. My beloved little brothers Ibnu Hadi Arrosid and Latif Annafi Syukur. My two little brothers who I love and hope to become more successful men than me.
5. My beloved family who I did not mention one by one.
6. Salma Hamidah Siti Pramesti S.Pd, my best friend who accompanied my sturnggles during college and made unforgettable memories from the beginning to the end of college.
7. My dearest friends who have been a part of my life journey during college.
8. All my lecturers of Raden Mas Said State Islamic University of Surakarta
9. Myself who has struggled and survived to finish this study.

## **MOTTOS**

“You know what makes you perfect? When you make someone smile. You know what makes you perfect? When you try to do something good for the people around you. You know what makes you perfect? When you feels someone’s pain.”

(Muniba Mazari)

“The secret of happiness is being grateful for what you have, not what you don’t have or what you have lost.”

(Muniba Mazari)

“Study hard. Work hard. Play harder. Do not be bound by rules, do not hurt anyone and never live in someone else's dream.”

(Shah Rukh Khan)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Code Switching Found in the Utterances Performed by the English Tutors in *Jagobahasacom* Instagram Account” is my real masterpiece. The things out of my masterpiece in 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 sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 31<sup>st</sup> May 2023

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## ACKNOWLEDGEMENT

*Alhamdulillah*, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, God almighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “Code switching Found in the Utterances performed by English Tutors in *Jagobahasacom* Instagram Account”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of revolution. The researcher is sure that this thesis would not be completed without the helps, supports, 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 thesis. This goes to:

1. Prof. Dr. Mudhofir, S.Ag., M.Pd., as the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty the Raden Mas Said State Islamic University of Surakarta.
3. Elen Inderasari, M.Pd., as the Head of language department of Cultures and Languages Faculty of the Raden Mas Said State Islamic University of Surakarta.
4. Wildan Mahir Muttaqin, MA. TESL., as the Coordinator of the English Language Education Study Program of the Raden Mas Said State Islamic University of Surakarta.

5. Ikke Dewi Pratama, SS., M.Hum, as the advisor for her permission, guidance, precious advices, corrections, and help to revise the mistake during the entire process of writing this thesis.
6. Dwi Cahyono M.Pd., as the validator of the research.
7. All the lecturer of English Languages Education of Cultures and Languages Faculty of the Raden Mas Said State Islamic University of Surakarta.
8. My beloved parents Mr. Suyadi and Mrs. Saminem and my big family who always give me advices, love, pray, support and patient.
9. The last but not the least, those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

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

Sukoharjo, 31<sup>st</sup> May 2023

The researcher,

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## ABSTRACT

Rahmawati, Devi. 2023. Code Switching Found in the Utterances Performed by the English Tutors in *Jagobahasacom* Instagram Account. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor : Ikke Dewi Pratama, SS., M.Hum.

Key words : *Code switching, Sociolinguistic, Instagram.*

Code switching is the alternate use of two languages by the speaker in particular situation. This study investigated the acts of code switching by the English tutors in *jagobahasacom* instagram account. The objective of this research are 1) to classify the types of code switching found in the utterances performed by the English tutors in *jagobahasacom* instagram account, 2) to find the most dominant type of code switching found in the utterances performed by the English tutors in *jagobahasacom* instagram account.

This research is descriptive qualitative method and the researcher is the main instrument of this research. The subject of this research are two tutors in *jagobahasa*. The data were collected by using observation and documentation. This research used investigator triangulation to gain the trust of the data. The data findings were reviewed and discussed with expert judgement. The techniques of analysis data used Miles and Huberman theory.

The result of the study showed that the researcher found 100 data about code switching, they are inter sentential code switching 9 data, intra sentential code switching 46 data, tag switching 5 data, and double code switching 40 data. Double code switching consist of tag switching with intra sentential code switching 38 data and tag switching with inter sentential code switching 2 data. From the data finding, the most dominant types of code switching's used by the English tutors in *jagobahasa* is intra sentential code switching which contain 46% data. It can be concluded that in this case, code switching occurs in live instagram *jagobahasa* because the tutors are bilingual, the tutors master two languages namely Indonesian and English.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the study**

In the phenomenon of sociolinguistics which relates to society in the use of languages, there are circumstances where many people can understand two or more languages. In sociolinguistics itself, it is referred to as bilingual and multilingual. Bilingual is someone who can speak two languages and multilingual is someone who can speak more than two languages. A speaker sometimes speaks one language and then switches to another because speakers do not only master one language. Bilingual are people who are able to switch more than one language perfectly. They can switch languages while having a conversation. When bilingual speakers switch back and forth between one language or dialect and another during the same conversation, this is known as code switching (Trudgill, 2000).

According to Mckey & Hornburger (1996), code switching is a phenomenon where a speaker switches language from one language to another because there are two or more languages in a community. Someone might start speaking one language and then switch to another in the middle of their speech, or sometimes even in the middle of a sentence. In a conversation, code switching arises because of the ability of someone who can use more than one language (Richard & Schmidt, 2010).

Herk (2012), states that code-switching refers to instances where people switch at least two languages or varieties of languages in a single conversation



(across sentence or clause boundaries). A speaker changes one language into another sometimes because of a purpose, one of which is for learning purposes. For example, when an English teacher explains to students using English and then switches the language to Indonesian with the aim that the student understands the explanation. This is clearly stated by Gerungan, et al. (2020), code switching is needed in learning English because it makes it easier for students to understand the lesson. Students who learn English will experience difficulties in learning if they do not know the language well. To overcome this, English teachers in Indonesia need to explain using their mother tongue, and there is a code switching from English to Indonesian or vice versa.

Code switching can be found in English teaching and learning events both directly and indirectly. Considering the importance of English, nowadays there are many courses that offer English learning easily. People can use social networks such as the course program from *jagobahasacom* which used Instagram as a medium for learning English. The presence of Instagram is an interesting phenomenon for its users. Yadegarfar & Simin (2016) stated that “Instagram offers a lot of contextualized visual information and can be very useful in the education setting because it provides visual elements for visual students”.

In this study, the researcher chooses to examine the code switching that occurs in the live Instagram video of online English courses on the *jagobahasacom* Instagram account. In *jagobahasacom* tutors use two languages when speaking and discussing in live streaming Instagram activity. The choice

of a particular language when speaking is influenced by several social factors, as stated by Holmes (2013), that there are several social factors that influence a person to choose a particular language such as the participants, the setting or social context, topic and the aim or purpose of the interaction.

In the live streaming instagram activities in *jagobahasacom*, there are several social factors that the researcher found. The first factor is the participants in the live streaming consist of a tutor who speaks to learners who want to learn English through instagram. The setting or social context is online via live streaming on the *jagobahasacom* Instagram account. The topics discussed about courses in *jagobahasa* and knowledge in English. The function of their interactions is to provide information related to English language courses in *jagobahasa* and discuss questions and answers about English knowledge from learners to tutor.

The researcher chooses *jagobahasacom* account for several reasons. The first is because previously many research related to code switching at UIN Raden Mas Said Surakarta was carried out directly in formal education such as in schools or campuses. Few have analyzed code switching in non-formal education such as courses, especially in social media. For this reason, the researcher wants to do a new research with a different subject and setting from the previous research.

The second reason to choose *jagobahasacom* instagram account is because it is one of the most well-known online English course accounts. The *jagobahasacom* instagram account has many followers, namely around 900

thousand followers. *Jagobahasacom* has been officially verified or has a blue tick, it is more trusted than other English course accounts. The last reason is the phenomenon of code-switching carried out by online English course tutors on the *jagobahasacom* instagram account.

The tutors on this course often switch their language when communicating. Like when doing live streaming on instagram to share knowledge or discussion about English, many of them switch their language when speaking. The researcher had conducted pre-research regarding code switching by the tutors in *jagobahasacom*. The researcher made observations by watching live streaming videos on instagram and found that tutors used code switching from English to Indonesian and vice versa. Here are some examples of code switching:

*Seperti biasa, pastinya kita perlu yang namanya praktik.* You have to practice every day, your English every day, don't stop learning, don't stop practicing, it makes you better and better.

The utterance above shows the use of code switching by an English tutor in *jagobahasacom* where he switches his language from Indonesian to English in his speech. Based on Poplack (1980), the example above classified as inter-sentential code switching because transition of the code occurs between sentences. In this case, tutor speaks in Indonesian language in the first sentence, but the tutor turns to English language in the next sentence.

Research on code switching has been carried out by many previous researchers. The first research was conducted by Sahabuddin (2019), in this

study the researcher analyzed the type of code switching used by speaking lecturers and students from English Language Education at IAIN Palopo. The results of the study show that there are three types of code switching namely inter-sentential code switching, intra sentential code switching and tag switching. The second research was conducted by Isnaini & Anindita (2022), in this study the researcher analyzed the types of code switching and the reasons for using code switching. Researcher classify the types of code switching used by Sunny Dahye into three types, namely inter-sentential code switching, intra-sentential code switching and tag switching/emblematic switching. Furthermore, researcher found that Sunny Dahye's instagram account generally has several reasons, namely softening and strengthening request or command.

Based on previous research and this research has similarities with the topic, namely code switching. However, this research has different subjects and settings from previous research, the data sources obtained will also be different. Researcher focused on the use of code switching in live streaming videos of online English courses based on the *jagobahasacom* instagram account. The researcher chose an English tutor at *jagobahasacom* because there is a potential for code switching to be used by the tutor. Therefore researcher conducted research with the title “Code Switching Found in the Utterances Performed by the English Tutors in *Jagobahasacom* Instagram Account.”

## **B. Identification of the problem**

1. Viewers did not understand about the types of code switching carried out by the tutors in *jagobahasacom*.

2. Most of tutors in *jagobahasacom* use English and Indonesian in their live streaming activities on instagram.
3. There are language switching when carrying out discussion activities and sharing knowledge about English in live streaming on the *jagobahasacom* instagram.
4. Code switching done by the tutor in *jagobahasacom* involving English and Indonesian and vice versa.

### **C. Limitation of the problem**

In this study, the researcher focused on analyzing the types of code switching and the most dominant types of code switching in live streaming video on the *jagobahasacom* instagram account. The researcher analyzed the types of code switching as mention by Poplack (1980), which mentions three types of code switching, namely tag switching, intra-sentential switching, and inter-sentential switching.

The content shared on *jagobahasacom* instagram includes image and video content which all contain knowledge about English. In this study, the researcher only focused on live instagram videos that conducted by tutors in *jagobahasa*. Researcher took live instagram videos because the duration is longer and there is a lot of potential for code switching to be used when compared to video reels which have a shorter duration. In this research, the researcher took two video live streaming instagram with Miss Cristin and Miss Mila because based on the topic that discuss question and answer everything about English, and the topic still related with English Education.

#### **D. Formulation of the problem**

In this research, the researcher discusses the following problems:

1. What are the types of code switching found in the utterances performed by the English Tutors in *jagobahasacom* instagram account?
2. What is the most dominant type of code switching found in the utterances performed by the English Tutors in *jagobahasacom* instagram account?

#### **E. Objective of the study**

1. To classify the types of code switching found in the utterances performed by the English Tutors in *jagobahasacom* instagram account.
2. To find the most dominant type of code switching found in the utterances performed by the English Tutors in *jagobahasacom* instagram account.

#### **F. Benefit of the study**

Hopefully, the result of the research would bring some benefits to the theoretical and practical use of language:

1. Theoretical significance

The result of this research are expected to enrich knowledge about code switching because there are many theories related to code switching used in this study and readers can understand the types of code switching and how to analyze it.

2. Practical significance

Practically, the research finding is expected to be useful for:

a. For the learner

This research will provide a new perspective on the use of code switching and make students familiar with code switching.

b. For the further researcher

The finding of this research can be used as a reference for other researcher and can give the inspiration for the next researcher who want to conduct research related to code-switching in the future.

## **G. Definition of key terms**

### **1. Code switching**

Code switching is when a speaker alternates between two or more languages (or dialects or varieties of languages) in one conversation (Erarslan, 2019).

### **2. Online learning/online course**

According to Mohamed Ally in Anderson (2011), online learning is the process of accessing learning resources, interact with content, teachers, and other students, all while gaining information.

### **3. Instagram**

Instagram is a social media platform that originally launched in 2010 by Kevin Systrom and Mark Krieger (Kamal, 2019).

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Review**

#### **1. Sociolinguistics**

Sociolinguistics is “the study of language in relation to society”. Sociolinguistics is part of language studies (Hudson, 1996). From this understanding it can be said that sociolinguistics is part of the study of language related to society. Furthermore, sociolinguistics is a branch of linguistics that studies the relationship between language and societal factors (Wijayana, 2021). Sociolinguistics related to language and society, related to how the language is used and functions in communication. Sociolinguistics is the study of our daily lives from how language is used in our ordinary conversations and the media we encounter, to the laws of society that address language, the existence of norms and policies (Wardhaugh & Fuller, 2015). Besides that, sociolinguistics is the study of language in relation to social factors, namely social class, level of education and type of education, age, gender, ethnic origin, etc (Richard & Schmidt, 2010).

Sociolinguistics is an attempt to find correlations between social structures and linguistic structures and observe any changes that occur. Sociolinguistics used to refer to all fields of the study of the interaction between language and society. In order to better comprehend the nature of human language in its social context and the nature of the relationship and interaction between language and society, sociolinguistics study aims to



better understand the nature of both (Trudgill, 2000). Sociolinguistics analyzes speech with the aim of making generalizations, questioning generalizations and examining how they can influence the way language is used (Wardhaugh & Fuller, 2015). In the field of sociolinguistics studying the relationship between language and society, why people speak differently in different social contexts, as well as identifying the social function of language and how it is used to convey social meaning (Holmes, 2013).

According to Herk (2012), sociolinguistics is study of the relationship between language and society. The sociolinguistic approach is empirical and relies on evidence found in the real world by describing and explaining what is heard from other people, and usually by recording it. Sociolinguistics can take very different forms depending on who is doing it and what they are looking to discover. Muchlis (2021), states that in communicating with certain people and certain situations, sociolinguistics provides a picture and guidelines for choosing and using language. Sociolinguistics is concerned with investigating the relationships between language and society with the goal of better understanding language structure and how languages function in communication (Wardhaugh, 2010).

Sociolinguistics is the scientific study of the social aspects of language. The relationship between language and society is complex, encompasses many different activities and is social and linguistic in many ways, as conversational analysis focuses on the language used in social interaction (McArthur, 1992). Sociolinguistics is a part of linguistics that

deals with language as a social and cultural phenomenon. It investigates the fields of language and society and has close ties to the social sciences, particularly social psychology, anthropology, human geography, and sociology (Trudgill, 2000). Sociolinguistics is a field that studies the relationship between language and society, between the use of language and social structures in which the user of the language of life (Spolsky, 1998).

From the various definitions of sociolinguistics put forward by previous experts, it can be concluded that sociolinguistics is part of the study of language which studies the relationship between language and its use in society, how language is used and functions in communication, why people speak differently in different social contexts, and how it is used to convey social meaning.

## **2. Hyme's SPEAKING Model**

Through the communication process, Hymes tried to understand the society and the ethnic group's culture and later developed a framework of "Speaking Model". According Hymes (1974), the following aspects are considered to the ethnography of communication study:

### **a. Setting**

The first letter ("S") designates situation, which includes both the scene and the setting. Scene refers to the abstract psychological setting, or the cultural definition of the occasion. "Setting refers to the time and place of a speech act and, in general, to the physical circumstances." Within a particular setting, of course, participants are free to change scenes, as they

change the level of formality (e.g., go from serious to joyful) or as they change the kind of activity in which they are involved (e.g., begin to drink or to recite poetry)

b. Participant

The second refers to the participants include various combinations of speaker–listener, addressor–addressee, or sender–receiver. They generally fill certain socially specified roles. A two-person conversation involves a speaker and hearer whose roles change; a ‘dressing down’ involves a speaker and hearer with no role change; a political speech involves an addressor and addressees (the audience); and a telephone message involves a sender and a receiver. Linguists will make distinctions within these categories; for example, the audience can be distinguished as addressees and other hearers.

c. Ends

Ends refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions (Wardhaugh & Fuller, 2015). End in this model are illustrated within the three main components which are the purpose of the speech event, the goals and finally the outcome of the conversation. Ends are containing purposes, goals, and outcomes.

d. Acts

Act refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the

actual topic at hand (Wardhaugh & Fuller, 2015). An act can be specified as the form and order of the event. Acts, or speech acts include both form and content. That is, any action can be considered a communicative action if it conveys meaning to the participants.

e. Key

The fifth term, refers to the tone, manner, or spirit in which a particular message is conveyed: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on. The key may also be marked non-verbally by certain kinds of behavior, gesture, posture, or even deportment.

f. Instrument

Instrumentality or the channel through which communication flows can be examined. Instrumentalities refers to the choice of channel, for example, oral, written, signed, or telegraphic, and to the actual forms of speech employed, such as the language, dialect, code, or register that is chosen.

g. Norms

The Norms of communication or the rules guiding talk and its interpretation can reveal meaning. Norms is Social rules governing the event and the participants' actions and reaction in these SPEAKING models. Hymes (1974) explained that it is the social rules governing the event and the participants' actions and reaction of the events.

#### h. Genre

The final term, refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. Finally, one can look at cultural or traditional speech Genres. Genres are the kind of speech act or event, for our course and the kind of story. Genre is more like the kind of the conversation that is associated with speech event but must be treated as analytically independent of them.

### 3. Bilingualism and Multilingualism

Bilingualism is a person's ability for speaking two languages. The phrase is also used to describe any speaker who is at least reasonably proficient in a language other than their mother tongue (Trudgill, 2000). Besides that Spolsky (1998), says the simple definition of bilingualism is “person who has some functional ability in a second language.” Bathia & Ritchie (2013), said that a simple definition related to bilingualism namely bilingualism refers to knowledge and use of two languages. Furthermore Richard & Schmidt (2010), states that bilingual is someone who uses at least two languages with several levels of skills. In daily use bilingual usually means someone who speaks, reads or understands two languages equally good, but bilingual people usually have better knowledge about one language than another language.

Bilingualism is the use of at least two languages either by an individual or by a group of speakers, such as the inhabitants of a particular region or a nation. Bilingualism is the norm in the majority of the countries

of the world (Richards & Smidh, 2002). According to Webster dictionary cited in Hamers & Blanc (2000), bilingualism defined as "the constant oral use of two languages" and defined as "having or using two languages, especially as spoken with the fluency characteristic of a native speaker; a person using two languages, especially routinely and with control like that of a native speaker."

Bilingualism is the ability to use two languages in turn (and sometimes mixtures) (McArthur, 1992). Furthermore Baker (2001), said that bilingualism is the use of two languages in turn because of certain situations and conditions. Bilinguals often use their two languages in different situations, with different audiences, and for various goals. This was clearly explained by Iqbal in Muchlis (2021), anyone who can speak more than one language they will choose a language that suits the situation. According to Hudson (1996), the first consideration is which language is easily understood by the intended person, in general the speaker will choose the language understood by others.

According to McArthur (1992), multilingualism is the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each varying according to such factors as register, occupation, and education. In a multilingual state, such as India, most individuals have a knowledge of several languages, but not uniformly nor in the same combinations across the nation: in Bombay, people may have a varying acquaintance with Marathi

(the state language of Maharashtra), Hindi (the national official language), English (the national associate official language and an important language of business and culture in the city), and Gujarati (the language of two important minority groups, the Gujaratis and Parsis) (McArthur, 1992). Multilingualism is the use of three or more languages by an individual or by a group of speakers such as the inhabitants of a particular region or a nation (Richard & Schmidt, 2010).

From some of the understandings above, the researcher concludes that bilingualism is a person's ability to speak two languages alternately because of certain situations and conditions. While multilingual is the use of three or more languages.

#### **4. Code**

In sociolinguistics, code is a communication system, oral or written, such as language, dialect, or variation (McArthur, 1992). From this statement it can be said that the code is a human communication system in the form of language. This is clarified by the understanding of Herk (2012), which says that the code is a general term for different languages and dialects. The term code is used as a substitute for language, greeting varieties, or dialects. Sometimes considered a more neutral term than others. People also use "code" when they want to emphasize the use of language or variations of language in certain communities (Richards & Smidth, 2002). Certain codes are considered more suitable for certain messages than other codes. People must choose certain codes when they want to talk, and they might also decide

to switch from the code to others or mix the code even in words that are sometimes very short (Wardhaugh & Fuller, 2015).

According to Wardhaugh (2010), “when two or more people communicate with each other in speech, we can call the system of communication that they employ code.” In this case the code is a system used for communication between two or more people with certain languages chosen for use on every opportunity. Sinaga & Hutahaean (2020), states that people can use different codes in different situations. When people want to speak, they must choose certain codes to express their thoughts and feelings. Certain codes in this case can be in the form of language, dialect, style, register, or certain variety. The term code cannot be separated from the mixing code and switching code, because a language or variety of languages may be referred to as the code in every communication.

From the various meanings of the code according to experts, it can be said that the code is a communication system that is used and chosen by humans in the form of language, dialect, style, register or a certain variety in a conversation. People can choose certain codes to express their thoughts and feelings.

According to Holmes (2013), states there are several social factors why people choosing certain code :

a. Participant

Participant are the speakers or language users, who involve in particular interactions or conversation which consist of who is/are



speaking, and who are they speaking to? Therefore, choice of a particular code rather than another is determined by the participants involved in the course of a particular interaction.

b. Social context

The context here refers to any social setting or background where the interaction is taking place between the participants. This covers where they (participants) are speaking at the moment of the conversation, which can be in or outside a classroom, office or official meeting, or at home. The setting or social context of the interaction is where are they speaking?

c. Topic

Topic here refers to the subject matter that is being spoken about or discussed in the very moment of the conversation between the participants. A topic may be a religious sermon, formal speech, news casting, or exchange of pleasantries between peers. Thus, selection of a code is mostly determined by the topic of discussion.

d. Function

This denotes interactive goals that the individual participants aim at achieving during or after the conversation. The purpose of any communicating exchange between speakers is the expression of oneself socially.

## **5. Code switching**

Code switching is the use of several languages alternately by bilingual speakers, usually does not show a lack of speakers in one of the languages

concerned, but is caused by complex bilingual skills. Someone who mastered two or more languages can use it at the same time by shifting the language when speaking. Code switching is the use of alternatives by the language of two or more languages in the same conversation. Sometimes the transition occurs between the changes of different speakers in the conversation, sometimes between speech in one turn, and sometimes even in one speech (Milroy & Muysken, 1995).

In code switching language changes according to the point where the situation changes, either by itself or precisely because the language changes (Hudson, 1996). A similar statement is also mentioned by Chaer & Agustina in Alimin & Ramaniyar (2020), code switching is a language replacement event from one language to another, from one variety to another, or changes from official situations to casual situations. From this statement it can be said that code switching can occur where the situation changes like from the official situation turn into a casual situation. Code switching is language exchange, language variation, and language style in a conversation. Code switching can occur between or even in sentences that involve phrases or words or parts of the event of the word (Spolsky, 1998).

Based on the various understandings above, the researcher concludes that code switching is the use of language in communication by switching from one language to another in a conversation, both within clause boundaries and sentence boundaries.

## 6. Types of code switching

There are several types of code switching proposed by experts, one of which is the type of code switching mentioned by Poplack (1980). This type of code switching can assist researcher in analyzing the occurrence of code switching. Researcher will use this theory to analyze the type of code switching in this study. Below are the types of code switching:

### a. Intra-sentential code switching

According to Milroy & Muysken (1995), intra-sentential used to switch in sentences. This statement was also said by Wardhaugh & Fuller (2015), switches within a single sentence called intra-sentential code-switching. This type is most frequently kind of code switching that found in bilingual conversation. Intra-sentential switching occurs within the same sentence or sentence fragment (Myers-Scotton, 2002). Code switching in clauses or sentences, where in this case the code switching occurs in one sentence. It can be said that intra-sentential switching is a type of code switching that occurs when a phrase or clause uses two different languages in one sentence. The changes in phrases or clauses can occur at the beginning, middle, or end of a sentence.

#### **Example 1:**

*Intinya satu bulan itu harus ada vocabulary yang saya hafalkan, tapi ga cuma dihafalin aja* but I try to practice it in speaking and also in writing.

The example above is intra-sentential code switching, because the speaker used Indonesian at that time, but he/she used English in completing the utterance.

**Example 2:**

*Tapi sebelum eee I announce you something kita sapa-sapa dulu yah temen-temen.*

This example is type of intra-sentential code switching because the utterance shows that the speaker switches two different languages in the middle of a single sentences.

**Example 3:**

Actually it is depends on you, *kalau misalkan pengen belajar* privately *sama tutor-nya* you want to have more time with your teacher, so you can take a private class.

The example above shows that the speaker switch the language in the middle of utterance, so it called intra-sentential code switching.

b. Inter-sentential code switching

Milroy & Muysken (1995), said inter-sentential used for changes between sentences. Inter-sentential switching is the transition of the code that occurs between clauses or sentence limits. In this case, all clauses or sentences in one language, but the speaker turns to another language for the next clause or sentence. This transition is not limited to the insertion of one or two words, it must occur between at least two clauses, which can also mean two sentences. According to Scotton inter-sentential switching

“involves switches from one language to other between sentence; a whole sentence or more than one sentence is produced entirely in one language before there is a switch to other language (Myers-Scotton, 2002). Inter-sentential switching is the type of code-switching that occurs when languages are changed in different sentences. In the other words, there is a change in language between one sentence with another sentence.

**Example 1:**

If you wanna ask some question about English please give your comment. *Kita akan jawab-jawabin pertanyaan seputar bahasa Inggris.*

The example above is a type of inter-sentential code switching because the utterance shows that the speaker switches two different languages at the sentence level.

**Example 2:**

It is not only how about you manage your time, but is about manage your mindset. *Jadi pola pikirnya juga harus dirubah untuk menjadi orang yang terus belajar.*

The example above is a type of inter-sentential code switching. There are two different languages in the speaker's utterance which is every sentence stands alone in each different language.

**Example 3:**

*Setiap orang pasti beda-beda cara nangkepnya, dan cara cara belajarnya.* Actually I do not really know how long it is, I do not know how long it is, it depends on you.

Based on the example above, inter-sentential switching is the change from a complete sentence in Indonesian into a complete sentence in English.

## c. Tag switching

Sometimes the terms "tag switching", emblematic switching, or extra sentential switching are used to refer to the switching between an utterance and a sign or exclamation attached to it (Milroy & Muysken, 1995). Extra-sentential code-switching, or the insertion of a tag, from one language into an utterance which is entirely in another language. The insertion of a tag such as e.g. 'you know', 'I mean', 'so', 'right', then it becomes an utterance entirely in another language (Poplack, 1980). Transition is simply an interjection, tag, or sentence filler in another language that functions as a marker of ethnic identity. Tag switching is a free element and usually put in the beginning or of the end of the sentence, an interjection.

**Example 1:**

Oh my God, *aku lupa bawa bukunya Sonia.*

Based on the example above it can be classified in tag switching because the speaker inserting English tag "Oh my God," into an utterance which is entirely in Indonesian.

**Example 2:**

Ok fine! *Besok kita bisa pergi ke pantai bersama-sama.*

From the second example above it can be classified in tag switching because the speaker inserted an exclamation “Ok fine!” in a base language of Indonesian.

**Example 3:**

I mean, *besok kita bisa ketemu lagi.*

The example above is a type of tag switching. The speaker inserting English tag into an utterance which is entirely in Indonesian.

**7. Learning English through instagram**

Instagram was one of the first social media platforms that let users share, upload, and search a large number of photographs and brief videos. Instagram has a lot of potential to develop into a different kind of learning tool, despite the fact that it is a social media. Instagram is decent to be teaching and learning instrument in education case. With it, learners could find out several accounts related to their needs (Rasyiid et al., 2021). One of the example is when the students/learners need courses for English they can find many related accounts on instagram.

Instagram could be a useful resource for students who want to assist their own study. Many features on instagram make it very interesting when used as a learning media. Instagram was designed to allow users to upload and share digital images, videos and filters to the social networking site. Over

time, Instagram added new capabilities including story sharing, which significantly helped its development. Instagram has a comment feature that allows interaction between students, making it a useful alternate learning media (Kamal, 2019). One example is the live streaming feature which can be used to interact, discuss or convey knowledge face to face online. Teachers or tutors can explain material and answer questions directly through this feature.

According to Handayani in Erarslan (2019), argues that in language learning, instagram can be used as a resource to implement a number of activities in language classes such as digital storytelling, grammar activities through photos, role playing, reading, video speaking activities etc. Users can share knowledge through posting pictures that are made quite interesting. In instagram there is also a reels feature which is similar to Tiktok so that it can also be used to make short videos related to learning material. Currently, there are many instagram accounts that are used as learning resources, such as online English course accounts.

## **8. About *Jagobahasacom***

According to website [www.jagobahasa.com](http://www.jagobahasa.com) *jagobahasa* was founded on 11 November 2019 by Frandy Taqwa Subachtiar who is also the CEO of *jagobahasa* until now. The background to establishing *jagobahasa* was because Frandy saw an opportunity for an online English learning method that could be accessed by everyone everywhere while still getting the benefits of learning offline. Finally, *Jagobahasa* was born with the spirit of creating



online learning but feeling offline. At the beginning of its establishment, with only 7 team members, *Jagobahasa* tried to create its own ecosystem for learning English, starting from the applications used, learning methods, to the competence of the tutors. This online English course uses the natural learning improvement method to shape and improve speaking skills related to mastery of grammar and pronunciation. The tutors in this course are certified and experienced in teaching.

This English course has several advantages where the language expert comes with the concept of "speak like a pro" with the aim of forming the mindset of students and hopes the students can produce and understand each sentence accurately. This is supported by a curriculum and level that can be accessed according to abilities and the teacher will deliver it coherently. In *jagobahasacom*, teachers are guided by professionals and use face-to-face meeting technology in the network, it will feel like an offline class because it can interact with classmates and teachers. In addition, there are members of the E Learning Area to complete the facilities and make it easy to access all unlimited *jagobahasacom* materials for 24 hours anytime and anywhere.

*Jagobahasacom* instagram account shares a lot of knowledge about English in its posts. Many instagram features are used in this account to share knowledge apart from being a media for promoting their courses. In the posts in the form of pictures provide knowledge related to vocabulary in written form. Short videos also teach a lot of vocabulary and live streaming is used for more question and answer discussions related to English material.

## **B. Previous Related Studies**

This study is based on references and theoretical connections from previous studies. The similarities and differences between some previous studies and this study are explained in the following sections below:

The first study was conducted by Kasim, et al. (2019), entitled “The types and functions of code switching in a thesis defense examination.” A qualitative research that examines the code switching carried out by lecturers and students in the thesis defense examination. Based on research findings, there are three types of code switching used, namely intra sentential code switching, inter sentential code switching and tag switching. The most occurred type of code switching from the data is intra-sentential code switching. Findings on the functions of code switching, the researcher found 9 function as proposed by Gumperz (1981), Hoffman (1991) and Holmes (1991) namely addressee specification, interjection, loanwords, message qualifications, transfer of the subconscious markers, proper name, quotations, message reiteration, personalization vs objectification, and researcher also found one more function namely specific features of Islamic terms. There are some similarities between the previous study and this study.

The second study conducted by Sitinjak, et al. (2020), entitled “An Analysis of Code Switching and Code Mixing on Teacher’s Function of Language Utterances.” In teachers' utterances during the English teaching learning process, the researcher identified three different types of code switching. They were continuity of the previous speaker, emblematic code

switching, and inter-sentential code switching. The researcher conclude that teachers used two different types of code mixing in their utterances. They involved both intra-sentential and intra-lexical code mixing. The researcher only found four functions of language that used by the teachers in their utterances, they were personal function, interpersonal function, directive function and referential function. The researcher also found five reasons why the teachers used code switching and code mixing, they were: interjection (inserting sentence fillers or sentence connectors), intention of clarifying the speech content for interlocutor, because of real lexical need, expressing group identity and influencing of the first speaker.

The third study was conducted by Afifah, et al. (2020), entitled “An Analysis of Code Switching Used by an English Teacher in Teaching Process.” The approach of this research was a qualitative method aimed to know the types and functions of code-switching that used by an English teacher at MAN 1 Pidie. The teacher used code-switching in the frequency of ‘occasionally’ for intra-sentential, tag switching and inter-sentential code-switching. The teacher in MAN 1 Pidie used three functions of code switching, there are topic switch function, affective function, and repetitive function.

The next study was conducted by Haryadi (2020), entitled “An analysis of code switching used by the examiners and supervisors during the student’s thesis presentation at the English Department of FKIP UIR.” The researcher found that the examiners as informants used three types of code switching namely intra sentential code switching, inter sentential code switching and tag

switching. The researcher also found seven reasons to switch languages namely the need to discuss a particular topic, the necessity of quoting somebody else, being emphatic about something, the essentials of using interjections, the need to use repetition for clarification, the necessity of intention in clarifying the speech content of interlocutor, the need to express identity.

The last study conducted by Bugis (2020), a descriptive qualitative study entitled “An analysis of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.” The study analyzes the types of code switching and the reason of used code switching by the English teachers. Based on the finding the researcher found that there are three types of code switching used by the English teachers namely inter sentential switching, intra sentential switching and tag switching. Then the reason for code switching showed there are seven reasons for code switching used by English teachers are repetition used for clarification, intention of clarifying the speech content for interlocutor, talking about a particular topic, being emphatic about something, interjections, and ect. The similarities and differences between previous study and this study is written in the next page.

**Table 2.1 The similarities and differences between previous study and this research**

No.	Title	Similarities	Differences
1	The types and functions of code switching in a thesis defense examination.	Descriptive qualitative method, used Poplack's theory (1980).	The subject are student and four lecturers, focus of study the types and function of code switching.
2.	An Analysis of Code Switching and Code Mixing on Teacher's Function of Language Utterances.	Descriptive qualitative method.	The subject are English teachers in Global Prima School Medan, focus of study are code switching and code mixing, used Hoffman's (1991).
3.	An Analysis of Code Switching Used by an English Teacher in Teaching Process.	Descriptive qualitative method.	Subject and setting are English teacher at MAN 1 Pidie, focus of study types and functions of code-switching.
4.	An analysis of code switching	Descriptive qualitative method.	Subject and setting are examiners and supervisors

	used by the examiners and supervisors during the student's thesis presentation at the English Department of FKIP UIR.		at the English Department of FKIP UIR, focus of study are types and reasons of code switching.
5.	An analysis of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.	Descriptive qualitative method, used Poplack's theory (1980).	Subject and setting are English teachers at SMP PGRI Pekanbaru, focus of study are types and reasons of code switching

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Plans and procedures for conducting research are known as research designs, and they cover everything from general assumptions to specific techniques for gathering and analyzing data (Creswell, 2009). In conducting this research the researcher took descriptive qualitative research. Qualitative research is research in which the data is in the form of descriptive in spoken or written form and then interpreted in a descriptive way as well. Qualitative research is used to examine and understand individual or group behavior and social phenomena under natural conditions (Sutikno & Hadisaputra, 2020). Descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interviews, questionnaires, observations, and text (Fraenkell & Wallen, 1993). This research was conducted by using descriptive qualitative research because it was aimed at understanding about the types of code-switching used by an English tutors in *jagobahasacom* instagram account.

#### B. Research Setting

##### 1. Research setting

This research conducted on *jagobahasacom* instagram account. The office of *jagobahasa* is located at Jl. Langkat No.99, Singgahan, Pelem, Kec. Pare, Kediri, Jawa Timur 64213. The setting for this research is the instagram

account of *jagobahasa*, especially on live instagram videos in *jagobahasacom* instagram account.

## 2. Research time

Researcher selected two live instagram videos with Miss Cristin and Miss Mila. The first video live instagram with with Miss Cristin held on 19 August 2022 and the second video live instagram with Miss Mila held on 1 July 2022. The table schedule of the research is written in the next page.



**Table 3.1 Schedule of the research**

No	Activity	Month						
		Sep	Oct – Dec	Jan	Feb	Mar	Apr	May
		2022	2022	2023	2023	2023	2023	2023
1.	Make an observation, pre research and research outline							
2.	Analysis data from pre research to make a proposal							
3.	Seminar Proposal							
4.	Research							
5.	Draw the finding and discussion.							

### **C. Research subject**

The subject in this research are tutors who have done live streamed on the *jagobahasacom* instagram account. Researcher decided to analyze two tutors namely Miss Cristin and Miss Mila. Researcher choose Miss Cristin and Miss Mila because based on the topic of their videos. The second reason to choose them as the subjects, because they are usually used two different languages namely English and Indonesian at the same time in the live streaming instagram. Researcher saw that there was a possibility of code switching that can be analyzed from the videos.

### **D. Data source and data**

Research data is understood as actual information, according to facts or what it is, which is obtained through a collection process, observations which can be used as a source of analysis in a scientific research, which aims to validate findings and produce original research (Sutikno & Hadisaputra, 2020).

In this research, the source of data took from the English tutor who conduct a live streaming instagram in *jagobahasacom* instagram account. The data of this research were in the form of tutor's utterances that contain types of code-switching in video live streaming *jagobahasacom* instagram account. The utterances taken as data are utterances that contain code-switching, and the topics discussed are about knowledge in English. The utterances that have code-switching but talk about the promoting courses in *jagobahasa* will not be taken as data.

### **E. Research instrument**

According to Ghony & Almanshur (2009), states that in qualitative research uses the human research. It means, the instrument of the research is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in doing inquisition. In this study the researcher was the main instrument, yet to make the researcher easier in conducting the research, the researcher needed supporting instruments such as book, pen, mobile phone, digital dictionary, and laptop. Furthermore Sugiyono (2013), said that in qualitative research, which becomes an instrument or tool research is the researcher itself. To be able to become an instrument, the researcher must have a broad theoretical background and insight, so that he/she is able to ask questions, analyze, photograph, and construct the social situation under study to be clearer and more meaningful. In this study the researcher is the research instrument itself. Apart from the researcher, there are several supporting instruments used in this study, namely laptop, headsets, books and pencils for taking notes.

### **F. Technique of collecting the data**

Data collection techniques are the most important step in research, because the main purpose of research is to get data. Data collection techniques in this study are observation and documentation.

#### **1. Observation**

According to Gray as cited in Sutikno & Hadisaputra (2020), observation is a data collection technique that uses sensing either directly or indirectly on

the object under study. It is intended that the resulting data can describe the research setting, people, events, events and the meanings conveyed by the participants (informants) about these matters. The researcher observed the occurrence of the code switching phenomenon in the live streaming video held by the *jagobahasacom* instagram account.

## 2. Documentation

According to Sugiyono (2013), what is included in documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of writing, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, for example photos, live images (video), sketches and others. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and others.

The data collection technique in this study uses documentation because the source of the data taken is from the *jagobahasacom* instagram live streaming video. The video used is taken from the words of the tutors which contain code switching. In this research, the researcher wrote down tutor utterances from the live streaming video that contains code switching into a word or document.

In collecting the data, there are some steps that had done by researcher, as follows:

1. The researcher watched the video live streaming in *jagobahasacom* instagram account many times.

2. Then the researcher wrote a transcript of the speech which contained the code switching on the video.
3. Then the researcher identifies the types of code switching by reading the transcripts that have been made.
4. The researcher made a group of the data that had been identified.
5. Last, the researcher classified the data based on the form the types of code switching.

### **G. Trustworthiness of the data**

In qualitative research data validity is needed. Validity is used in qualitative research to explain the level of confidence in studies conducted by researcher. Validity can assist researcher in checking analyzes and reducing bias in research. In this study, researcher will use triangulation techniques to support data validity. Triangulation has proved to be an effective tool for reviewing and corroborating findings in the surveys, assessments, appraisals, etc., that are an essential part of effective monitoring and evaluation. Triangulation involves checking information that has been collected from different sources or methods for consistency of evidence across sources of data (Mertens, 2010). To create a comprehensive understanding of a phenomenon, triangulation in qualitative research refers to the use of multiple observers, theories, methods, and data sources. According to Patton (1999), propose that triangulation technique is divided into four types: data triangulation, investigator triangulation, methodological triangulation, and theory triangulation.

In this study, the researcher used the type of investigator triangulation. Investigator triangulation is the ability to confirm findings across investigators, without prior discussion or collaboration between them, can significantly enhance the credibility of the findings. Having two or more researchers independently analyze the same qualitative data set and then compare their findings provides an important check on selective perception and blind interpretive bias. Another common approach to investigator triangulation is to have those who were studied review the findings. Researchers and evaluators can learn a great deal about the accuracy, fairness, and validity of their data analysis by having the people described in that data analysis react to what is described (Patton, 1999).

To reduce the researcher bias or prejudice, the researcher asked expert to check the data that have been collected by researcher. After the researcher collects the data from transcription of the video, the data is delivered to the prove validator to gain the trust of the data. The characteristics of validator are lecturer who expert in sociolinguistics field, the validator teaches on several campuses, one of which is at UIN Raden Mas Said Surakarta and the validator is a journal writer. The data findings were reviewed and discussed with the Mr. Dwi Cahyono, M.Pd as the validator. The lecturer reviewed and recheck the data about code switching that have been classified based the types of code switching by the researcher. Then, if the data was validated by the expert, the findings were describe and discussed in the research report.

## **H. Technique of analyzing data**

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be learned, and make conclusions so that it is easily understood by oneself and others (Sugiyono, 2013).

In this study the researcher did some steps of analyzing the data. First the researcher watch video live streaming and then transcript the utterances that contain code switching, because it will help the researcher to classify the form of code switching. The researcher used some steps proposed by Miles & Huberman (1994), to analyze the code switching data as follows:

### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field note of transcription. Researchers will reduce data that is not important and is not needed in this study. The researcher will only take the data needed in the research, namely in the form of the tutor's utterances that contain code switching and discuss about English, other utterances that do not contain code switching will discuss about English not be taken.

### **2. Data display**

After reducing unnecessary data, the researcher will manage the data so that it is easy to analyze. According to Miles & Huberman (1994), states that

a display is an organized, compressed, assembly of information that permits conclusion drawing and action. Researcher developed a coding system to each datum to make the classification of data analysis. Code is to reduce the data into symbol that represent it. Code can be word or phrase used to identify and outline researcher sentence, paragraphs, or block of text (Rustanto, 2015). The researcher gave code each datum based on the number of data, the types of code switching and the video as bellow:

- a. CS = Code switching
- b. IRCS = Inter sentential code switching
- c. IACS = Intra sentential code switching
- d. TS = Tag switching
- e. V = Refers to video
- f. V1 = First video
- g. V2 = Second Video
- h. 1,1,3 = Data number

There are data number, type, and video. For example: *Okay so, latihan aja dan biar cepet lancar itu adalah selain kita belajar teorinya, kita belajar juga praktiknya.* (CS/TS/V1/11:00/1)

From the coding above, CS means code switching, TS means the types of code switching namely tag switching, V1 means first video, 11:00 means time of utterance from the tutor, and 1 means data number. After the researcher analyzed the types of code switching that appear on the video, the



researcher used Sudijono (2015) formula, to count the number of types of code switching.

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

Note:

P= Total frequency code switching in percent

F= Frequency of types of code-switching

N= Total all code switching categories

100% = standard percentage

The researcher presented the distribution of the data in the form of table to determine the most dominant type of code switching found in the utterances performed by the English tutors in *jagobahasacom* instagram account.

**Table 3.3 distribution of code switching**

No	Types of code switching	Amount of code switching	Percentage
1.	Inter sentential code switching		
1.	Intra sentential code switching		
3.	Tag switching		
TOTAL			

### 3. Conclusion drawing and verification

The researcher will answer the research question of this research after displaying the data. Researcher will make conclusions based on the findings of code switching results. As a result, the researcher draws conclusions that can be verified for credibility.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussion. The research findings show the data obtained from the result in order to see the use of code-switching by the English tutors in jagobahasa. The discussion contains the description and interpretation of the research findings.

#### **A. Findings**

In this chapter, the researcher represented answer of problem statement such as : 1) The types of code switching found in the utterances performed by the English tutors in *jagobahasacom* instagram account 2) The most dominant types of code switching performed by the English tutors in *jagobahasacom* instagram account. The observation was conducted two times with duration of each observation is 50-60 minutes. The data was transcribed and found 100 times of code switching. The data in this research classified based on the types of code switching by Poplack's theory. In this research the data were analyzed based on the data classification. Steps to get the data were listening the video, transcript the data and analysis of the data based on the theory. The result gave the illustration of code switching phenomena in live instagram in *jagobahasa*. The details list of the tutor's utterances which contained of code switching can be seen in the appendix. The following explanations were some analysis that made by researcher related to the types and the most dominant types of code switching.

## **1. Types of code switching found in the utterances performed by the English tutors in jagobahasacom Instagram account.**

The researcher analyzed the types of code switching that found in tutor's utterances. Previously in chapter II there was a discussion about types of code switching proposed by Poplack, in this research the researcher found that there are three types of code switching by Poplack's theory, namely:

1. Inter sentential code switching 9 data.
2. Intra sentential code switching 46 data.
3. Tag switching 5 data.

Researcher also found 40 data of double code switching in this study. It is consist of 38 data combination from tag switching with intra sentential code switching, and 2 data combination from tag switching with inter sentential code switching. Double code switching appears when the utterances spoken by the tutor contains two types of code switching. The following are some examples of analysis on the types of code switching:

### **a. Inter sentential code-switching**

Milroy & Muysken (1995), said inter-sentential used for changes between sentences. Inter-sentential switching is the transition of the code that occurs between clauses or sentence limits. In this case, all clauses or sentences in one language, but the speaker turns to another language for the next clause or sentence. This transition is not limited to the insertion of one or two words, it must occur between at least two clauses, which can also mean two sentences. According to Scotton inter-sentential

switching “involves switches from one language to other between sentence; a whole sentence or more than one sentence is produced entirely in one language before there is a switch to other language (Myers-Scotton, 2002). Inter-sentential switching is the type of code-switching that occurs when languages are changed in different sentences. In the other words, there is a change in language between one sentence with another sentence.

From the datum CS/IRCS/V2/02:51/37 can be seen below:

Tutor : “For example, if I study hard I will get good score. ***Kalau jika aku belajar dengan giat gitu aku akan mendapatkan nilai yang baik.***

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. At that time one of the viewers asked about the conditional sentence then the tutor explained and gave the example.

As can be seen from the utterance, the utterance can be classified as inter sentential switching. Based on the sentence at the first tutor used English language ‘**For example, if I study hard I will get good score.**’ After that, she used Indonesian language in the next sentence namely ‘***Kalau jika aku belajar dengan giat gitu aku akan mendapatkan nilai***

*yang baik.*' The utterance can be classified as inter sentential switching because the tutor switched two different languages at the sentence level.

From the datum CS/IRCS/V2/19:21/81 can be seen below:

Viewer :Kak tips dong mau belajar bahasa Inggris tapi bingung mulai darimana?

Tutor :You have to start from right now! *Harus mulai dari sekarang!* You learn about the vocabulary, try to have a partner to talk to, watching a movie, eee watch eee English lesson on YouTube or maybe joining jagobahasa course, you have a partner to talk to here.

The datum was taken on 1 July 2022 in live instagram of jagobahasacom with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. One of the viewers asked about how to start learning English because the viewer was confused about starting to learn English. Then the tutor responded it by providing suggestions regarding this matter.

The utterances can be classified as inter sentential switching because the tutor switched two different languages at the sentence level. The first sentence tutor used English '**You have to start from right now!**' The second sentence tutor used Indonesian '*Harus mulai dari sekarang!*' The last sentence tutor used English again namely '**You learn about the vocabulary, try to have a partner to talk to, watching a movie, eee**

**watch eee English lesson on YouTube or maybe joining jagobahasa course, you have a partner to talk too here.'** In this case the insertion of Indonesian sentence in English utterance made it classified into inter-sentential switching because it covers a switched at a clause or sentence boundary.

From the datum CS/IRCS/V1/16:38/6 can be seen below:

Tutor: ***"Belajar dari cara-cara sederhana yang mungkin itu adalah sesuatu yang kita suka. So we can start by that."***

The datum was taken on 19 August 2022 in live instagram of *jagobahasacom* with Miss Cristin. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. One of the viewers asked to the tutor about tips for learning English, and then the tutor gave some advices to learn English from the simple things that we like.

The tutor switched two different languages at the sentence level. The first sentence tutor used Indonesian ***'Belajar dari cara-cara sederhana yang mungkin itu adalah sesuatu yang kita suka.'*** After that, the tutor switched in English in the second sentence ***'So we can start by that.'*** The utterances can be classified as inter sentential switching because the tutor used two different languages in two different sentence.

From the datum CS/IRCS/V2/23:55/90 can be seen below:

Viewer : Kalau aku satu hari 10 vocab.

Tutor : Ooow that's good! *Itu bagus!*

The datum was taken on 1 July 2022 in live instagram of jagobahasacom with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. One of the viewers said that he/she memorized ten vocab in one day. Then the tutor gave compliment to respond it.

The tutor switched two different languages at the sentence level. The first sentence tutor used English for the compliment '**Ooow that's good!**' After that, the tutor switched in Indonesian in the second compliment '*Itu bagus!*' The utterances can be classified as inter sentential switching because the tutor used two different languages in two different sentence.

From the datum CS/IRCS/V1/28:24/19 can be seen below:

Viewer : "Passive voice yang future gimana kak?"

Tutor : "Woow good question! *Kita sambil belajar bahasa Inggris ya.*"

The datum was taken on 19 August 2022 in live instagram of *jagobahasacom* with Miss Cristin. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. One of the viewers asked about passive voice and then the tutor gave compliment to respond it.

The tutor switched two different languages at the sentence level. The first sentence tutor used English for the compliment ‘**woow good question!**’ After that, the tutor switched in Indonesian in the second sentence ‘*Kita sambil belajar bahasa Inggris ya.*’ The utterances can be classified as inter sentential switching because the tutor used two different languages in two different sentence.

#### **b. Intra sentential code-switching**

According to Milroy & Muysken (1995), intra-sentential used to switch in sentences. This statement was also said by Wardhaugh & Fuller (2015), switches within a single sentence called intra-sentential code-switching. This type is most frequently kind of code switching that found in bilingual conversation. Intra-sentential switching occurs within the same sentence or sentence fragment (Myers-Scotton, 2002). Code switching in clauses or sentences, where in this case the code switching occurs in one sentence. It can be said that intra-sentential switching is a type of code switching that occurs when a phrase or clause uses two different languages in one sentence. The changes in phrases or clauses can occur at the beginning, middle, or end of a sentence.

From the datum CS/IACS/V2/35:10/94 can be seen below:

Viewer: “Aplikasi apa yang menunjang untuk belajar bahasa Inggris?”

Tutor : “I don’t really know about eee honestly *saya ga tahu aplikasi apa yang untuk menunjang Bahasa Inggris,*



*tapi* eee but the only application that I have is dictionary  
 eee its Cambridge and also Longman dictionary.

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. In this utterances the tutor was responding to a question about application that support learning English.

The data was utterance by the tutor can be classified as intra sentential code switching. In the beginning the tutor used English language “**I don’t really know about eee honestly,**” then she switched in Indonesian “*saya ga tahu aplikasi apa yang untuk menunjang Bahasa Inggris tapi eee,*” and then to complete her utterance she used English again “**but the only application that I have is dictionary eee its Cambridge and also Longman dictionary.**” In one sentence there are two languages that were switched, and it is intra intra sentential code switching.

From the datum CS/IACS/V2/20:05/83 can be seen below:

Tutor : “Even though like a lot a people try to give you motivation,  
 but if you don’t want it, so you can not make it. **Jadi meskipun mau dikasih motivasi kaya apa tapi kalau hatinya atau diri kita belum tergerak,** so it’s doesn’t work.”

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. The tutor gave an example regarding the enthusiasm of learning that exists within oneself.

There are two sentences. Intra sentential code switching occur in the second sentence, because it shows two different languages in a sentence to explain the course. In the beginning the tutor used Indonesian language ***“Jadi meskipun mau dikasih motivasi kaya apa tapi kalau hatinya atau diri kita belum tergerak,”*** and then to complete her utterance the tutor switched to English ***“so it doesn’t work.”*** In one sentence there are two languages that were switched. The tutor used intra sentential code switching because this is occurs within sentence.

From the datum CS/IACS/V1/34:07/29 can be seen below:

Viewer: “Miss enaknya materi apa ya yang pertama diajarkan untuk pemula?”

Tutor : ***“Kalau benar-bener zero English berarti kita harus kasih dulu dia cara membaca abjad oh*** alphabet sorry, and then yeah more about pronunciation.

The datum was taken on 19 August 2022 in live instagram of *jagobahasacom* with Miss Cristin. The setting was on online meeting used instagram. The situation happened during question and answer

session between viewers and tutor in live instagram *jagobahasa*. The tutor answered question about material that was suitable for beginners. From the utterances above the tutor used two languages namely Indonesian and English within sentence. The data was utterance by the tutor can be classified as intra sentential code switching because the tutor switched the language within a single sentence.

From the datum CS/IACS/V2/07:06/49 can be seen below:

Tutor: “*Jadi kalau saya, saya lebih prefer ke vocabulary dulu, jadi*

I am good at speaking first and then I will learn the grammar or the tenses.”

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. Tutor concluded that was better to learn vocabulary first and good at speaking, then learning grammar and tenses. From the utterances above the tutor used two languages namely Indonesian and English within sentence. The data was utterance by the tutor can be classified as intra sentential code switching because the tutor switched the language within a single sentence.

### c. Tag switching

Sometimes the terms "tag switching", emblematic switching, or extra sentential switching are used to refer to the switching between an

utterance and a sign or exclamation attached to it (Milroy & Muysken, 1995). Extra-sentential code-switching, or the insertion of a tag, from one language into an utterance which is entirely in another language. The insertion of a tag such as e.g. ‘you know’, ‘I mean’, ‘so’, ‘right’, then it becomes an utterance entirely in another language (Poplack, 1980). Transition is simply an interaction, tag, or sentence filler in another language that functions as a marker of ethnic identity. Tag switching is a free element and usually put in the beginning or of the end of the sentence, an interjection.

From the datum CS/TS/V1/21:29/13 can be seen below:

Tutor: “Okay, ***jadi lebih ke pengaplikasian bukan menghafal.***”

The datum was taken on 19 August 2022 in live instagram of jagobahasacom with Miss Cristin. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. One of the viewers asked to the tutor about how to understand grammar formulas. Then the tutor respond it with some explanation and then concluded that learning grammar is more about application rather than memorization.

In this utterance the tutor inserted an English tag ‘**okay**’ before she speaks in Indonesian language when she answer the question from one of the viewers. The tutor inserting English tag ‘**okay**’ into an utterance which is entirely in Indonesian ‘**jadi lebih ke pengaplikasian bukan**

**menghafal.** The English tag ‘**okay**’ used by the tutor to emphasize that her statement is a conclusion from the previous statements. This data was included into tag or emblematic code switching because the speaker put English tag into Indonesian sentence.

From the datum CS/TS/V1/28:56/22 can be seen below:

Tutor: “**So**, my phone will be taken by someone, *kaya gitu.*”

The datum was taken on 19 August 2022 in live instagram of *jagobahasacom* with Miss Cristin. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. The utterance occurs when one of the viewers asked to the tutor about passive voice. In the utterance above the tutor gave an example of passive voice. The data can be classified as tag switching because the tutor inserted English tag ‘**so**’ and Indonesian tag ‘*kaya gitu*’ in the utterance which is entirely in English to explain the material. The English tag ‘**so**’ and the Indonesian tag “*kaya gitu*” used by the tutor emphasize her explanation when she gave an example about passive voice.

From the datum CS/TS/V2/35:38/96 can be seen below:

Tutor: “Eee *ya*, those are application that I have, to help me that I don’t understand.”

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session

between viewers and tutor in live instagram *jagobahasa*. The utterance happen when the tutor explained her English application that she had. The data can be classified as tag switching because the tutor inserted Indonesian tag *'ya'* in the utterance which is entirely in English to explain the material. The Indonesian tag *'ya'* is a free element because there is a coma and made the word *'ya'* not included in the sentence. The Indonesian tag *'ya'* also used by the tutor to emphasize the application that she had.

#### **d. Double code switching**

Double code switching occurs when utterances spoken by the tutor contains two types of code switching. Double code switching appears when the utterances spoken by the tutors can be categorized into two types of code switching. Below are example of double code switching:

From the datum CS/TS/V1/32:58/27 & CS/IACS/V1/32:58/27 can be seen below:

Viewer: “Kenapa ya orang-orang itu bisa bagus gitu pronunciationnya? Aku udah bertahun-tahun ngomong English tapi masih medok Jawa banget.”

Tutor : “Oh My God, it’s okay. Which mean you has been really good, but maybe you need eemm more practice for speaking, so your pronunciation is getting better. *Cara improve-nya mungkin kita sering-sering eeem nonton* movie eeem western movies *kemudian kita coba tirukan dan* sometimes

*untuk cek* pronunciation *juga kita juga bisa* open dictionary, because sometimes even me personally, I am not that confident.

The datum was taken on 19 August 2022 in live instagram of *jagobahasacom* with Miss Cristin. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. The utterances occur when the tutor responded to one of the viewer's complaints about bad pronunciation and then the tutor gave some suggestions for improving pronunciation. The datum above can be classified as double code switching because there are two types of code switching in this data. The first is tag switching of '**oh my God,**' the tutor used English tag '**oh my God**' because she was shock about the question and complaint from one of the viewers. The English tag '**oh my God**' is a free element and not include in a sentence, it is just a sign and the function is to express emotions or sudden feeling. The second is intra sentential code switching because it has two different languages within a sentence to explain the course.

This datum also contain code mixing in the second sentence. Kachru in Situmorang et. al., (2020) explained that code mixing refers to the transfer of linguistic units from one language into another and the units may be morphemes, words, phrases, clauses or sentences. From this datum found that code mixing is a part of code switching. It can be seen

from the tutor's utterance "*kemudian kita coba tirukan dan* sometimes *untuk cek* pronunciation *juga kita juga bisa* open dictionary" According to Muysken (2000), it can be classified as congruent lexicalization. This type refers to two languages which share grammatical structure fully or in part by shifting from one to another. It means in one sentence there are two words or phrases from each language. The main code that using in the sentence is Indonesian and it is inserted by English word such as "sometimes" and "pronunciation" and English phrase "open dictionary."

From the datum CS/TS/V2/13:45/71 can be seen below:

Viewer: "Yang susah dalam bahasa Inggris itu cara mengaplikasiannya, sama kalau misal penulisannya agak belibet."

Tutor : (Laugh) "Okay, *cara mengaplikasiannya, contoh nih ternyata temen-temen suka nulis gitu*, like you have diary and then you try to write your daily activities, *nah itu juga bisa.*"

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during question and answer session between viewers and tutor in live instagram *jagobahasa*. The utterances of the tutor happen when the tutor responded to a viewer's complaint regarding difficulties in applying and writing English. The data above can be classified as double code switching because there are two types in



this data. The first is tag switching, because the tutor inserted free element of the word ‘**okay**’ as the tag in English. The tutor used English tag ‘**okay**’ as simply interaction and a sign. The second is intra sentential code switching because it has two different language within a sentence to explain the course.

From the datum CS/TS/V2/15:46/74 & CS/IACS/V2/15:46/74 can be seen below:

Viewer : “Kak yang bener preposisinya at school atau at in this school?”

Tutor : “Okay, eem *jadi kalau pakai at untuk sekolah biasanya eee ketika temen-temen itu belajarnya setiap hari* you can say at school, *tapi kalau in this school itu konteksnya kaya aku lagi di sekolah nih*, I am in this school, *kaya gitu*, or for example eem *kalau untuk at contohnya* I am study at school.”

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during a question and answer session between viewers and tutor in live instagram *jagobahasa*. The tutor explained the differences between the use of “at school” and “in this school” in a sentence. The data above can be classified as double code switching because there are two types in this data. The first is English tag switching of ‘**okay**’ and Indonesian tag ‘*kaya gitu.*’ The tutor inserted

free element of the word ‘**okay**’ as the tag in English. The tutor used English tag ‘**okay**’ as simply interaction and a sign. Then Indonesian tag ‘*kaya gitu*’ used by the tutor to emphasize the example that she explained. The second type is intra sentential code switching because it has two different languages to explain the course.

From the datum CS/TS/V2/19:51/82 & CS/IRCS/V2/19:51/82 can be seen below:

Viewer: “Kak gimana biar bisa semangat belajar?”

Tutor : “Oh my God, I have no idea. *Saya juga terkadang suka males temen-temen, jadi dari diri sendiri sih sebenarnya.*”

The datum was taken on 1 July 2022 in live instagram of *jagobahasacom* with Miss Mila. The setting was on online meeting used instagram. The situation happened during a question and answer session between viewers and tutor in live instagram *jagobahasa*. The tutor responded to one of the viewer's asked for tips to learn with enthusiasm. The data above can be classified as double code switching because there are two types in this data. The first type is tag switching of “**Oh my God.**” the tutor used English tag ‘**oh my God**’ because she was shock about the question from one of the viewers. The English tag ‘**oh my God**’ is a free element and not include in a sentence, it is just a sign and the function is to express emotions or sudden feeling. The second type is inter sentential code switching because it has two different sentences, and different languages.

**2. The most dominant types of code switching found in the utterances performed by the English tutor in *jagobahasacom* instagram account.**

After analyzed code switching used Poplack's theory, researcher counted the data and got the percentage of the data by using Sudijono's formula to answer the second research problem. In the first video found 33 data, the second video found 67 data and total of data are 100 data. The percentage of the data based on the types of code switching presented below:

**Table 4.1**

**The percentage of types of code switching in the video**

No	Types of code switching	Amount of code switching	Result
1.	Inter sentential code switching	9	9%
1.	Intra sentential code switching	46	46%
3.	Tag switching	5	5%
4.	Double code switching	40	40%
TOTAL		100	100%

From the result of the analyzed by using Poplack's theory in classifying the types of code switching and after counting the percentage by using formula that proposed by Sudijono, the researcher found that the most dominant types of code switching used by the English tutors in *jagobahasa* is intra-sentential code switching with the highest percent, namely 46%.

The tutor mostly used intra sentential code switching when explained the material and answer the viewer's question. The tutor in *jagobahasa* are bilingual, the tutors are master two languages namely Indonesian and English.

When did live instagram they are usually switch two languages back and forth from Indonesian to English or vice versa. The tutor did not used English only because to avoid misunderstanding and make sure the viewers understand with her explanation, the tutor also used Indonesian. Tutors used code switching because code switching has several function in learning English. As stated by Bugis (2020), the use of code switching may be useful for the concern of students learning process as long as the teacher has enough consideration to use it properly.

## **B. Discussion**

The researcher tried to interpret the code switching used by the English tutor in *jagobahasacom* instagram account in the live instagram activity. It's also wanted to know the most dominant types of code switching found in the utterances performed by the English tutor in *jagobahasacom* instagram account. In this research, the researched observed the code switching found in the utterances performed by the English tutors in *jagobahasacom* instagram account. After conducting this research, the researcher found some data included in the use of code switching. These data were analyzed by using the descriptive qualitative method. The researcher used the theory of poplack and Sudijono to answer the research problem.

The researcher selected Poplack's theory to answer question number one. There are three types of code switching states by Poplack, those are intra sentential code switching, inter sentential code switching and tag switching. From the analysis, the researcher has found out that the English tutors in

*jagobahasa* used all types of code switching namely inter sentential code switching, intra sentential code switching and tag switching. Researcher also found double code switching, which is in the utterances spoken by the English tutors has two types of code switching. The finding are relevant to the theory classification of code switching based on the Poplack's theory.

The researcher found that the most common type of code switching used by English tutors in *jagobahasa* is intra sentential code switching with occurs forty six times. Poplack (1980), has mentioned that intra sentential code switching used to switch in a sentence. In this type of code switching, the speaker switched from one language to another in a single sentence, the shift can be in the form of words, clauses of phrases. The change can occur at the beginning, middle, or end of a sentence. This types of code switching mostly occurs when the tutor explaining the material to answer the question from the viewers when live instagram. Intra sentential code switching occurs in live instagram *jagobahasa* because the tutors are bilingual.

The second common type of code switching used by English tutors in *jagobahasa* were double code switching. Double code switching appears when the utterances spoken by the tutors can be categorized into two types of code switching. In this study, the double code switching that is often found is tag switching and intra-sentential code switching in tutors' utterances which are taken as the data. Tutors usually used tag switching and intra-sentential code switching when explained the material to answer the viewer's question. Tag switching spoken by the tutors are in the form of Indonesian tags such as “*ya*,

*kaya gitu, gitu, kan.*” For English tag such as “okay, so, oh my god, and like that.” The tutors used tag switching sometimes as markers, to emphasize material that explained, as sentence fillers or just as simple interactions and to express emotions or sudden feeling. Meanwhile, intra-sentential switching is usually used to explain the material. From the explanation above, it can be concluded that the use of double code switching between tag switching and intra-sentential code switching is the tutor's way of explaining and emphasizing the material presented, but sometimes tag switching is also only used as filler sentences or simple interactions between tutors and viewers and to express emotions or sudden feeling.

The third code switching that found in the tutor's utterances in *jagobahasa* is inter-sentential code switching. There are only nine utterances which classified as inter-sentential code switching. According to Poplack (1980), inter-sentential switching occurs when languages are changed in different sentence. In other words, there is a change in language between one sentence with another sentence. In this type occurs when the tutor speak in Indonesian in one sentence and then turns into English in the next sentence. Inter-sentential code switching occurs in live Instagram *jagobahasa* because the tutors master two languages namely English and Indonesian.

The last type of code switching used by the English tutors in *jagobahasa* is tag switching. This type of code switching occurs less than the previous types. There are only five utterances which classified as tag switching. The tutors used both English and Indonesian tag in her utterances. Poplack (1980), has

mentioned that tag switching are used to the switching between an utterance and a sign or exclamation attached to it. Tag switching is a free element and usually put in the beginning or of the end of the sentence, an interjection. The tutors mostly used tag switching to stress or make sure that the viewers understand about material that she told.

The tutor used Indonesian and English when spoke and explained material by switched between the two languages when did live Instagram activities. The tutors used Indonesian because Indonesian is the official language in Indonesia, it is aimed to viewers from various ethnic groups can communicate well and understand what the tutor is said. Situmorang et al., (2020), stated that Indonesian was used to construct a comfortable learning environment that makes the students enjoy learning English. The use of Indonesian might facilitate the learners' understanding. The tutor also used English in live Instagram in *jagobahasa* because this activity is a way to learn English. When live Instagram with Miss Cristin there are two activities, namely a question and answer about English and live instagram together with a viewer who wants to develop speaking skills. The second live Instagram with Miss Mila only has one activity, namely questions and answers about English, such as grammar, tenses, and all tips for learning English.

The tutor used code switching in conversations when live Instagram has several functions such as interjection. According to Gumperz (1982), interjection function means the speaker inserts an interjection or sentence filler, such as Look! Well, Anyway, So into the utterance to convey emotions or to

gain attentions. The second function is reiteration, frequently a message in one code is repeated in the other code, either literally or in somewhat modified form. The aim of this switching is to repeat the particular message or part of it into the other language (Gumperz, 1982). In this study tutors also used code switching which functions as reiteration. The third function is message qualification, it depends on the speaker's understanding of particular topic of conversation (Gumperz, 1982). Sometimes, the topic is introduced in one language and commented on the other one. The tutor switches the language when explaining grammar and emphasizes important points in his explanation, this is called the pedagogic function. According to Situmorang et al., (2020), pedagogical functions were used to teach grammar, to explain new vocabulary (translation), to check students' comprehension, to emphasize certain points in the lesson, and to explain the lesson goal.

In this study, code switching performed by the English tutors in *jagobahasa* generally has at least three functions based on Gumperz's theory. From the data obtained by the researcher, the most function of code switching is interjection because the tutor often inserts interjections or sentence fillers in the utterances. In interjections, the switch is to mark an interjection or sentence filler to get the attention of the interlocutor; this function is similar to tag-switching (Romaine, 1995). Code switching is a phenomenon that cannot be avoided in the process of learning English, such as during live Instagram in the *jagobahasa*. Tutors often switched Indonesian and English, this has purpose such as viewers who learn English can understand well. The tutor does not use full English because it aims



to prevent viewers from being confused, the tutor also used Indonesian, so that viewers from various ethnic groups can communicate well and understand what the tutor is said , then there is code switching.

## CHAPTER V

### CONCLUSION AND SUGESSTION

In this chapter, the researcher presents the conclusions and the suggestions of the research. The conclusion is drawn according to the result of this research, while suggestion is intended to give information for future researchers who interested in similar study.

#### **A. Conclusion**

This study investigated the using of code switching by English tutors in *jagobahasacom* instagram account. The researcher analyzed the phenomena particularly in the type code switching by English tutors in the video live streaming instagram. From this study it can be concluded that code switching occurs in questions and answer everything about English in live instagram videos. It showed that code switching happened in the video live instagram in *jagobahasa*. The tutors switched into English or Indonesian during live instagram activity.

The finding showed the type of code switching by Poplack theory. The research finding are 100 data, inter-sentential switching 9 data, intra-sentential 46 data, tag switching 5 data, and double code switching 40 data. Double code switching consist of tag switching with intra sentential code switching 38 data and tag switching with inter sentential code switching 2 data. The data showed that intra-sentential of code switching is the most dominant types of code switching in the video, and it is about 46%. In the below of intra-sentential code

switching, there is double code switching with the percentage 40%, and then inter sentential code switching with the percentage 9%. The lowest percentage is tag switching, with the percentage 5%.

## **B. Suggestion**

Based on the result of the research and considering the previous conclusion, the researcher would like to provide some of suggestions. Some suggestions are pointed to:

1. The next researchers

For the next researchers, the researcher hopes that this research can be useful as the reference if the next researchers who want to conduct the research about code switching which is happened on someone's utterance. It is better, if the next researchers look for the appearance of code switching in other media or the next researcher can look for the phenomena of code switching in the education field but still in the other social media such as in Tik Tok or YouTube, in order there is the distinction between this research and the next research.

2. The readers

For the readers who want to get little bit knowledge about code switching in someone's utterance especially in the types of code switching, the researcher hopes that this research can help the readers in answering the questions which come to their mind. The researcher thinks that learning new language is essential to face the modern era. There is a lot of thing that we

can use in improving our ability in new language one of them is social media exactly on Instagram.

### 3. The English tutor and English teacher

This research expected to give insight for the English tutor and English teacher about code switching when they teach to the students. As the result of the analysis the video, the researcher gives the suggestion for the English teacher that Instagram can also give the advantages for him/her in teaching learning process as media to teach his/her students. Many English knowledge can be taken in the video that researcher analyzed, and it also can improve the English ability of students because a lot of knowledge about English that discuss in this video research.

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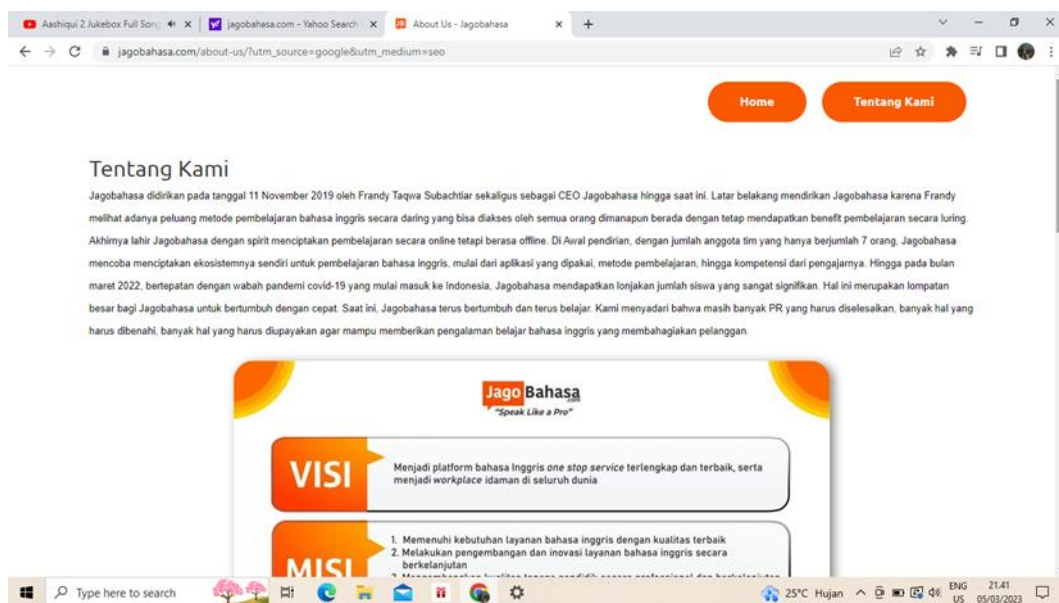


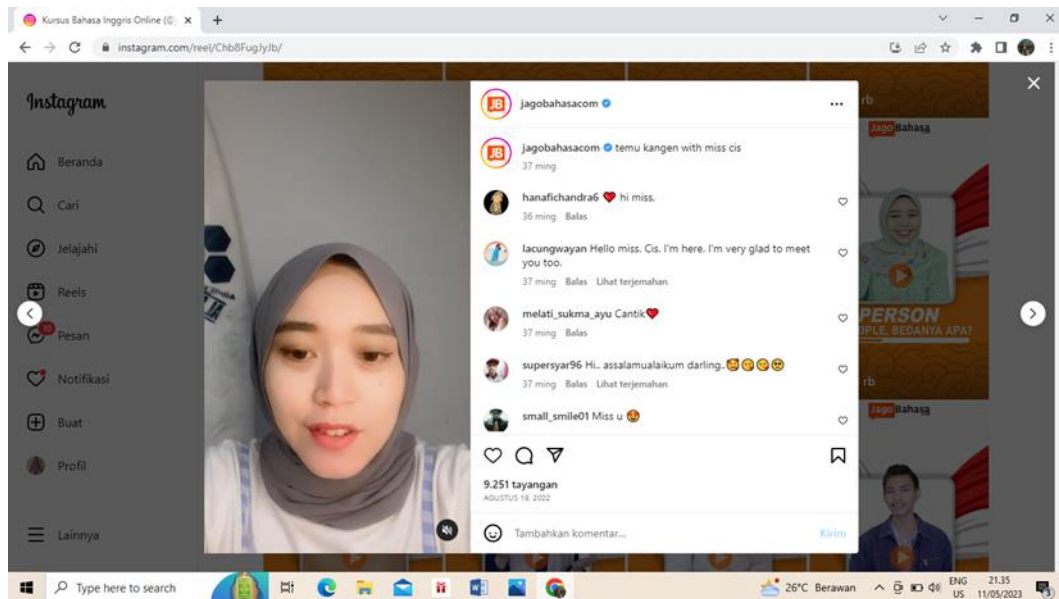
# APPENDICES

## APPENDIX 1

## DOCUMENTATION

## PICTURE

Picture 1. *Jagobahasacom* instagram account.Picture 2. About the profile of *Jagobahasa*.



Picture 3. Live instagram with Miss Cristin



Picture 4. Live instagram with Miss Mila

## APPENDIX 2

### TRANSCRIPT LIVE INSTAGRAM WITH MISS CRISTIN

#### (VIDEO 1)

Date : 19 August 2022

Miss Cristin: Okay, so as usual, *seperti biasa kita bakal* live and talk everything in English and so you may ask some questions, if probably you are curious about yes English or maybe some program related to jagobahasa I will help you to answer the questions. (02:49-03-09)

Viewer : Better learn vocabulary or grammar?

Miss Cristin : Both (smile) so *ga ada yang* better which one is better. That's I want to suggest you, of course *kita harus punya banyak* vocab *dulu dan eee kita juga disamping belajar* vocab *kita juga harus belajar* grammar, because yeah we want to speak English accurately and fluently, so of course we need to master all the English components. (07:40-08-06)

Miss Cristin : So, eee you can also give your questions. *Tanya-tanya aja seputar English atau mungkin* if you guess intent to go abroad for studying English, I can also help you to answer the questions, *jadi ngobrol santai*. (09:47-10:02)

Viewer : Tips belajar bahasa Inggris Miss.

Miss Cristin : *Nah kalau tipsnya, kalau yang bisa kita eee* do by our self *itu mungkin* listening, it can be listening to yes English song or even English podcast in English, watching western movies of course. *Belajar dari cara-cara sederhana yang mungkin itu adalah sesuatu yang kita suka*. So we can start by that. (16:16-16:44)

Viewer : Miss cara belajar bahasa biar PD ngomong

Miss Cristin : *Ya kita harus PD dulu. Jadi anggap aja bahasa Inggris kita udah bener, tapi dengan dibantunya kita atau dengan ee kita take English course kita bakal lebih PD karena kita pasti yakin kalau bahasa Inggris yang kita ucapkan secara grammar, pronunciation, vocab-nya dan lain-lain itu udah accurate, jadi yah try, practice. (17:47-18:16)*

Viewer : Cara mudah pahami semua rumus grammar?

Miss Cristin : Okay, *untuk grammar sebenarnya kalau belajar grammar kalau conventionally secara traditional way, kita pasti menghafal* as what I experienced, *dulu ya* I learned grammar by the memorization. Eemm a long after that, yeah because we need to adjust the modern way for learning English, *sepertinya lebih ke aplikasi, jadi mungkin kita tahu grammar itu* let say for example simple present. Simple present *rumusnya, kita punya rumus, rumusnya* Subject + V1 (S/es) and then + Object, but *kalau kita menghafalkan aja tanpa kita bikin kalimat* it's gonna be way less, so we need to habit like *mungkin kita udah tahu belajar rumusnya seperti itu*, so we try to make sentences and we try to apply it for speaking. And also it's more about the function, *sebenarnya* function *sendiri dari belajar* grammar especially for simple present *itu apa sih? Nah* we can learn that by the function, *oh ternyata* function-nya *lebih ke* telling about the facts, or general truth, telling about daily activities, daily life. *Jadi kalian harus adjust itu kalau kalian mau cerita sesuatu yang fakta atau sesuatu yang berulang-ulang kali diucapkan maka kalian harus pakai yang seperti itu tadi.* Okay, *jadi lebih ke pengaplikasian bukan menghafal. (19:51-21:31)*

Viewer : Susah buat sentence dan structure. Gimana cara melatihnya ya?

Miss Cristin : Eee make sentences, *jadi kita bisa latih dengan* writing. So eem *mungkin* for what I have experienced, ee at the first time when I learn grammar, I of course, because, like yeah some years ago in the past. So I learn it by the pattern *atau rumus. Aku punya rumusnya aku tulis oh* subject *itu ini*, verb *itu ini tapi aku tulis* I write it down. And then *setelah itu mungkin kita harus* show to our teacher or someone that learn or that master English *kita minta mereka cek*, miss *bener ga structurenya seperti ini atau* Sir *bener ga ini seperti ini*. So based on what I learned, *cara pengaplikasian* grammar *dan* structure *itu lebih ke menulis itu, setelah kita menulis mungkin bisa kita aplikasikan ke kalimat setiap kita berbicara.* (25:20-26:21)

Viewer : Passive voice yang future gimana kak?

Miss Cristin : Woow good question. *Kita sambil belajar bahasa Inggris ya. Kalau active kan* let say I will take my phone, *itu kalau* active but *kalau* passive *berati kalau di bahasa Indonesia HP akan aku ambil*. So, *kita tinggal menambahkan be setelah* will *dan juga* verb-nya take *diganti menjadi* verb *tiga*. So, my phone will be taken by someone, *kaya gitu.* (28:24-29:03)

Viewer : Give some advices gimana saat kita conversation with native kita bisa dengan cepat menyusun kalimat dalam kepala untuk dikatakan dengan grammar yang benar dan cepat.

Miss Cristin : Okay, it's from mindset, *jadi kalau kita ngomong sama orang* native *jadi ya udah* have to have like a fast responds to answer the question. *Gimana caranya biar kata-katanya itu bisa cepat keluar* let practice, *karena mungkin*

*lama ga bicara bahasa inggris kemudian kita ketemu native pasti di kepala kita mentranslate dulu* okay eem aaam like that, *tapi kalau kita* practice every day *ya udah apapun pertanyaannya dalam bahasa Inggris* even if comes from native you will be able to answer that. (28:16-30:10)

Viewer : Miss tips TOEFL reading.

Miss Cristin : Okay, so tips TOEFL reading, *kalau* reading *berarti kita eee banyak* vocab *dulu karena kita harus tahu* vocab-vocab *untuk* reading even if TOEFL or IELTS *itu seperti apa kaya gitu. Kemudian eem mungkin ini* very general tips, *jadi untuk* reading *kita harus baca dulu* questions-nya *kan kemudian kita cari kata kunci di* questions *itu apa kita lihat jawaban dan kita baru baca teks.* So that it will not waste your time. (30:51-32:22)

Viewer : Kenapa ya orang-orang itu bisa bagus gitu pronunciationnya? Aku udah bertahun-tahun ngomong English tapi masih medok jawa banget.

Miss Cristin : Oh my God, it's okay. Which mean you has been really good but maybe you need eem more practice for speaking so your pronunciation is getting better. *Cara* improve-nya *mungkin kita sering-sering eem nonton* movie eem western movies *kemudian kita coba tirukan, dan* sometimes *untuk* cek pronunciation *juga kita juga bisa* open dictionary, because sometimes even me personally I am not that confident. So sometimes I open the dictionary to check the pronunciation, because *kita punya* stress or intonation, so we need to make sure about it. (32:58-33:55)

Viewer : Miss enakya materi apa ya yang pertama diajarkan untuk pemula?

Miss Cristin : ***Kalau benar-bener*** zero English ***berarti kita harus kasih dulu dia cara membaca abjad oh*** alphabet sorry, and then yeah more about pronunciation.  
(34:07-34:24)

Viewer : Maksud dari what are you into?

Miss Cristin : Okay, what are you into is a question that means like ***sebenarnya kamu itu lebih sukanya apa?*** So, something maybe about hobby, or interest.  
(34:28-34:40)

Viewer : Kak tips improve biar ga gini-gini aja bahasa Inggrisnya!

Miss Cristin : You have to go out of your comfort zone! So yeah improve, practice. ***Kalian bisa juga*** check your English ability by taking IELTS or even TOEFL. ***Dari situ kalian bisa tahu Inggris kalian itu sudah gimana sih? Kalau butuh*** improvement, so yes you have to go for maybe for practice or courses. (38:24-38:52)

Viewer : Kak kalau bahasa Inggris itu dihafal atau diingat kosakatanya?

Miss Cristin : ***Boleh, tapi lebih efektifnya di aplikasikan entah itu kalian mau aplikasikan*** vocab ***itu untuk*** speaking or even you want to apply your vocab for caption for instagram, ***bikin story bahasa Inggris***, it's okay. (39:29-39:48)



### APPENDIX 3

#### TRANSCRIPT LIVE INSTAGRAM WITH MISS MILA

(VIDEO 2)

Date: 2 July 2022

Viewer : Kak bedanya man and men?

Miss Mila : *Jadi kalau* man it's singular *tapi kalau* men *itu* plural. *Jadi kalau* man *itu cuma satu kalau misalkan lebih dari satu* you can say men, like that. (01:46-02:00)

Viewer : Miss tell me the explanation about conditional sentence!

Miss Mila : Okay, *jadi kalau* conditional sentence *itu eeeem dia* conjunction-nya *pakai if yah temen-temen dan jenisnya banyak, ada* conditional type one two *sama* three, *kaya gitu. Jadi biasanya sih untuk berandai-andai*, type one *itu lebih ke sesuatu yang akan terjadi di masa yang akan datang kaya gitu*. For example if I study hard I will get good score. *Kalau jika aku belajar dengan giat gitu aku akan mendapatkan nilai yang baik*. That's for the example *kaya gitu, itu untuk* conditional sentence. (02:25-03:05)

Viewer : Kak gimana sih cara belajar bahasa Inggris?

Miss Mila : *Cara belajar bahasa Inggris harus dimulai dari sekarang* whatever it is. *Eem mungkin temen-temen bisa belajar* speaking *dulu* and then in speaking you have to know vocabulary, *gitu. Yang penting harus ada niat dulu* and then you are confident and you may connection, *harus ada aksinya, kaya gitu*. You can watching movie, *eee bisa nonton dari* film like that, *gitu* or maybe watching some

videos on youtube *karena sekarang banyak banget video-video tentang bahasa Inggris di youtube kaya gitu.* (03:24-04:07)

Viewer : Kak mau tanya penulisan yang bener well know it dan know it well.

Miss Mila : Eee it depends on the usage. *Tergantung penggunaannya yah gitu. Kalau misalkan* someone ask you to do something so you can say well know it, *tapi kalau misalkan temen-temen kaya* you know something really well, you can say I know it well *kaya gitu. Jadi* it depends on the function, *tergantung konteksnya juga, gitu.* (05:03-05:43)

Viewer : Kak lebih baik belajar vocab dulu atau tenses?

Miss Mila : Eeem in my opinion yah it's my way to study, I like to study the vocab first because vocabulary can help me to speak, *karena* vocab *itu ngebantu saya banget untuk bicara* instead of tenses, *kaya gitu. Kalau kita fokus ke* grammar *dulu atau ke* tenses dulu *yang ada jadi* it's hard to talk, *kaya sebelum ngomong itu kita mikir dulu, ini susunanya gimana ya kaya gitu.* It's gonna make you feel not confidence. *Jadi itu bikin temen-temen ga PD kaya gitu. Jadi kalau saya, saya lebih* prefer ke vocabulary *dulu, jadi* I am good at speaking first and then I will learn the grammar or the tenses. Eeeee for example like this *temen-temen, kalau misalkan nih temen-temen mau bilang eee aku makan aku makan nasi,* like that. *Eee ketika temen-temen ga tahu bahasa Inggrisnya makan,* can you speak English? like that, *pasti susah kan?* So, the most important one is vocabulary first *kaya gitu, nanti baru kita belajar tentang* tenses gitu. (06:22-07:51)

Viewer : Cara bedain an sama a apa kak?

Miss Mila : *Kalau an itu digunakan ketika kata bendanya itu adalah eee pronounce-nya vowel. For example apple and then orange, nah itu baru pakai an. Kalau misalkan cuma satu contohnya sebuah apel, it's an apple, gitu. Tapi kalau dia pronunciation-nya cara bacanya itu bukan vowel jadi huruf huruf mati atau konsonan baru pakai a. Contohnya sebuah buku. A book, like that. Kalau university karena dia cara pronunciation-nya adalah pakai y so it's use a jadi pakainya a university, kaya gitu. Jadi bukan huruf depannya tapi how to pronounce, kaya gitu. (07:56-08:50)*

Viewer : Kak kira-kira belajar bahasa Inggris itu harus giat?

Miss Mila : *Eee bukan belajar bahasa Inggris aja ya, tapi belajar semua hal emang harus giat if you want to know more, gitu. For example mungkin eee Miss-nya suka eee matematika so you will always study mathematics right? Jadi posisiin itu sama kaya bahasa Inggris, gitu. (10:00-10:22)*

Viewer : Apakah kita harus menghafal banyak vocab untuk bisa speaking?

Miss Mila : *Kalau cuma dihafalin aja it seem so useless, jadi you have to memorize it and you have to practice it, gitu. Jadi juga harus di apply juga ga cuma dihafalin aja, karena kalau dihafalin aja tanpa di apply we will usually forget, kita eem sering lupa, gitu. (10:53-11:18)*

Viewer : Menurut kakak dengerin lagu itu bisa jadi tips belajar bahasa Inggris ga sih?

Miss Mila : *Eeeem as far as I know, karena lagu bahasa Inggris itu kan seperti eee puisi yah it's from the singer or the writer. Jadi itu kaya from the singer or the*

writer's mind and then they try to express into the song, *gitu*. I don't I am not really sure it's effective, *tapi kalau mau coba boleh sih*. (11:35-12:10)

Viewer : Kak ingin tanya bedanya get it dan did it.

Miss Mila : Eem it depends on the context, *kalau* did it *berarti temen-temen udah selesai* for example you have a homework and then you said like I did it *berarti temen-temen mengerjakan tugas gitu, tapi kalau* get it, it seem that you understand something. *Jadi temen-temen paham sesuatu*. So you can say I get it. You get something. (12:19-12:51)

Viewer : Kak gimana caranya kita biar cepet banyak hafal vocab?

Miss Mila : Woow woow I don't know *karena setiap orang belajarnya beda-beda ya. Kalau saya dulu saya target, jadi berapa bulan saya harus hafal berapa* vocab, *tapi ga cuma menghafal tapi saya praktikkan juga, kaya gitu. Kalau dulu saya 1 bulan karena masih percobaan ya jadi masih* step by step *satu bulan itu ga terlalu banyak masih 30 dulu* vocabulary *terus bulan kedua 50 terus bulan seterusnya a* hundred *kaya gitu, tapi setelah itu eee* as long as you practice it so you can do it. (12:58-13:40)

Viewer : Yang susah dalam bahasa Inggris itu cara mengaplikasiannya, sama kalau misal penulisannya agak belibet.

Miss Mila : (Laugh) Okay, *cara mengaplikasiannya, contoh nih ternyata temen-temen suka nulis gitu*, like you have diary and then you try to write your daily activities, *nah itu juga bisa. Tapi untuk* speaking you can try it, *kadang kan kita kaya punya eem* we always think what we will do in a day. *Kaya kita suka mikir hari ini aku mau ngapain ya? Hari ini aku mau ngapain ya? Nah itu coba di*

*aplikasikan dalam bahasa Inggris.* Today, I want to go to restaurant, and I will study, *bisa kaya gitu*, there are a lot of ways. (13:45-14:34)

Viewer : Kak yang bener preposisinya at school atau at in this school?

Miss Mila : Okay, eem *jadi kalau pakai at untuk sekolah biasanya eee ketika temen-temen itu belajarnya setiap hari* you can say at school, *tapi kalau* in this school *itu konteksnya lebih kaya aku lagi di sekolah nih*, I am in this school *kaya gitu*, or for example eem *kalau untuk at contohnya* I am study at school. *Jadi kalau* regular activity you can say at, *kalau belajarnya terus menerus bisa pakai at gitu.* (15:46-16:24)

Viewer : Kak ada aplikasi yang gratis gitu ga buat belajar bahasa Inggris?

Miss Mila : I don't really know about this one, the only application that I have *itu cuma* dictionary. *Eeeem saya punya* Longman, Cambridge dictionary, *gitu. Biasanya itu untuk make sure sih eeee cara bacanya udah bener atau belum, kaya gitu*, or maybe the example *apakah kata ini artinya seperti apa, terus contohnya seperti apa*, like that. (16:26-16:56)

Viewer : Les vocab online ada?

Miss Mila : Is only vocabulary? Eeee you have to speaking too, you have to try to take speaking course too, *biar bisa dipraktikin juga. Kalau* vocab you can study by yourself, *kaya* for example *temen-temen nonton film, terus pakai subtitle bahasa Inggris nih yang* you don't really know the meaning you can search the meaning, *kaya gitu, nah itu bisa dihafalin, kaya gitu.* (18:03-18:30)

Viewer : Kak tips dong mau belajar bahasa Inggris tapi bingung mulai darimana?

Miss Mila : You have to start from right know. **Harus mulai dari sekarang.** You learn about the vocabulary, try to have a partner to talk to, watching a movie, eee watch eee English lesson on youtube or maybe joining jagobahasa course, you have a partner to talk too here. (19:21-19:47)

Viewer: Kak gimana biar bisa membangun semangat belajar?

Miss Mila: Oh my God, I have no Idea. **Saya juga terkadang suka males temen-temen, jadi dari diri sendiri sih sebenarnya.** Even though like a lot a people try to give you motivation, but if you don't want it so you can not make it. **Jadi meskipun mau dikasih motivasi kaya apa tapi kalau hatinya atau diri kita belum tergerak,** so it's doesn't work. (19:51-20:23)

Viewer : Kak kalau how do you do itu ungkapan untuk nanya kabar atau sekedar ungkapan di awal perkenalan?

Miss Mila: Eeem it's for introduction, **jadi biasanya untuk perkenalan sih. Kalau for tanya kabar** you can say how are you, how's life, how is it going, how are you doing, how are you going, what's the matter. (21:16-21:41)

Viewer : According to you which one is more important? Confidence or grammar?

Miss Mila : Confidence is the first, **harus PD!** You have to be confident to yourself, you have to trust yourself that you can. **Eeem ini pengalaman saya ya pengalaman saya, dulu itu waktu saya pertama kali belajar bahasa Inggris itu saya** because I don't really like to talk, I didn't really like to talk at first. **Jadi saya lebih suka grammar daripada** speaking, **dan** it makes me hard to speak, **karena sebelum ngomong itu saya kaya ga PD gitu,** ini grammarnya **gimana ya susunannya gimana ya gitu.** But, time by time it changes me like I have to study eee I have to

speak more. *Nanti berjalannya waktu eeem* grammar-nya *juga bisa ngikutin dibenerin, kaya gitu.* (22:49-23:41)

Viewer : Kalau aku satu hari 10 vocab.

Miss Mila : Ooow that's good! *Itu bagus.* That's good start, but yeah it depends on yourself. *Balik lagi ke temen-temen sih karena setiap orang kan cara belajarnya beda-beda, kaya gitu, kita ga bisa* equal all of them. (23:55-24:14)

Viewer : Bedanya good night sama good evening

Miss Mila : *Kalau* good evening *itu* when you just met. *Kalau temen-temen baru ketemu* in the evening you can say good evening, *tapi kalau* good night *itu untuk perpisahan jadi udah nih mau pulang,* so you can say good night, like that. (31:19-31:37)

Viewer : Aplikasi apa yang menunjang untuk belajar bahasa Inggris?

Miss Mila: I don't really know about eee honestly *saya ga tahu aplikasi apa yang untuk menunjang Bahasa Inggris tapi eee* but the only application that I have is dictionary eee its Cambride and also Longman dictionary. *Jadi disitu ada cara bacanya* the pronunciation, *jadi temen-temen bisa sambil dengerin,* and also *ada contoh kalimatnya juga* and there is a meaning. Eee ya those are the application that I have, to help me if I don't understand. *Kalau saya ga paham tentang artinya atau* I am not really sure abot the pronunciation, *saya selalu cek di kamus itu, gitu.* (35:10-35:54)

Viewer : Just join. What is dictionary app?

Miss Mila: Oh it's eee longman dictionary *atau* Cambridge dictionary *temen-temen, itu juga bisa diakses langsung di* website-nya, so if you don't want

download the application eem you can go to the website, like that. Cambridge dictionary or Longman dictionary. (37:31-37:52)

Miss Mila: Okay, so thank you guys for watching jagobahasa live right now. So I hope we can meet again. ***Kalau temen-temen pengen kursus pengen belajar bahasa Inggris bisa langsung DM ke jagobahasa instagram,*** or maybe you can check on the bio like that. Okay, thank you guys for watching. I will see you soon and have a good day everyone, enjoy your weekend. (44:09-44:34)



**APPENDIX 4****VALIDATION SHEET****VALIDATION**

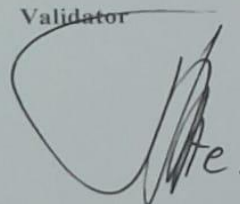
This thesis data entitled "Code Switching Found in the Utterances Performed by the English Tutors in *Jagobahasacom* Instagram Account," has been validated by Dwi Cahyono, M.Pd in:

Day : Tuesday

Date : May 16<sup>th</sup> 2023

Surakarta, May 16<sup>th</sup> 2023

Validator

A handwritten signature in black ink, appearing to be 'Dwi Cahyono', written over a horizontal line.

Dwi Cahyono, M.Pd

## APPENDIX 5

### Result of Data

No	Code	Utterances	Context	Types	Reasons
1.	CS/TS/V1/ 02:49/1 & CS/IACS/ V1/02:49/ 1	Miss Cristin: Okay, so as usual, <i>seperti biasa kita bakal</i> live and talk everything in English and so you may ask some questions, if probably you are curious about yes English or maybe some program related to <i>jagobahasa</i> I will help you to answer the questions.	The tutor started live Instagram and informed followers who had joined to ask questions about English or <i>jagobahasa</i> 's program.	Tag Switching & Intra Sentential Code-switching	There are two types in this example. The first is tag switching of "okay." The second is intra sentential code switching because it has two different languages to explain the course.
2.	CS/IACS/ V1/07:40/ 2	Viewer: Better learn vocabulary or grammar?	The tutor answered question from one of the viewers about	Intra Sentential	This example is intra sentential code switching because it shows two different languages

		Miss Cristin : Both (smile) so <i>ga ada yang</i> better which one is better.	which one was better to learn vocabulary or grammar first.	Code-switching	in a sentence to explain the course.
3.	CS/IACS/ V1/07:47/ 3	Miss Cristin: That's I want to suggest you, of course <i>kita harus punya banyak vocab dulu dan eee kita juga disamping belajar</i> vocab <i>kita juga harus belajar</i> grammar, because yah we want to speak English accurately and fluently, so of course we need to master all the English component.	The tutor gave some advices besides learning vocabulary, also had to learn about grammar.	Intra Sentential Code-switching	This example is intra sentential code switching because it shows two different languages in a sentence to explain the course.
4.	CS/TS/V1/ 09:47/4 &	Miss Cristin : So, eee you can also give your questions. <i>Tanya-tanya aja seputar</i> English <i>atau mungkin</i> if you guess intent	The tutor invited viewers to ask	Tag Switching &	There are two types in this example. The first is tag switching of "so." The second

	CS/IACS/ V1/09:47/ 4	to go abroad for studying English, I can also help you to answer the questions, <i>jadi ngobrol santai.</i>	questions about English.	Intra Sentential Code-switching	is intra sentential code switching because it has two different language to explain the course.
5.	CS/IACS/ V1/16:16/ 5	Viewer : Tips belajar bahasa Inggris Miss. Miss Cristin : <i>Nah kalau tipsnya, kalau yang bisa kita eee</i> do by our self <i>itu mungkin</i> listening, it can be listening to yes English song or even English podcast in English, watching western movies of course.	The tutor answered a question from one of the viewers about tips for learning English.	Intra Sentential Code-switching	This example is intra sentential code switching because it shows two different languages in a sentence to explain the course.

6.	CS/IRCS/ V1/16:38/ 6	<b><i>Belajar dari cara-cara sederhana yang mungkin itu adalah sesuatu yang kita suka.</i></b> So we can start by that.	The tutor gave some advices to learn English from the simple things that we like.	Inter Sentential Code- switching	This example is inter sentential code switching because it has two different sentences, and different languages.
7.	CS/IACS/ V1/17:47/ 7	Viewer : Miss cara belajar bahasa Inggris biar PD ngomong. Miss Cristin : <b><i>Ya kita harus PD dulu. Jadi anggap aja bahasa Inggris kita udah bener, tapi dengan dibantunya kita atau dengan eee kita take English course kita bakal lebih PD karena kita pasti yakin kalau bahasa Inggris yang kita ucapkan secara</i></b> grammar, pronunciation,	Tutor gave some advices to be confident when speaking English.	Intra Sentential Code- switching	This sentence is intra sentential code switching because it shows two different languages in a sentence to explain the course.

		vocab-nya <i>dan lain-lain itu udah</i> accurate, <i>jadi yah</i> try, practice.			
8.	CS/TS/V1/ 19:51/8 & CS/IACS/ V1/19:51/ 8	Viewer : Cara mudah pahami semua rumus grammar? Miss Cristin : Okay, <i>untuk</i> grammar <i>sebenarnya kalau belajar</i> grammar kalau conventionally <i>secara</i> traditional way, <i>kita pasti menghafal</i> as what I experienced, <i>dulu ya</i> I learned grammar by the memorization.	The tutor explained her experience in learning grammar in the traditional way by memorizing.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “okay.” The second is intra sentential code switching because it has two different language to explain the course.
9.	CS/IACS/ V1/20:15/ 9	Eemm a long after that, yeah because we need to adjust the modern way for learning English <i>sepertinya lebih ke aplikasi, jadi mungkin kita tahu</i>	The tutor explained about learning grammar in a modern way.	Intra Sentential code- switching	This example is intra sentential code switching because the tutor used English at the beginning of the utterance and

		grammar itu let say for example simple present.			then she switched into Indonesian and English to complete the utterance.
10.	CS/IACS/ V1/20:33/ 10	Simple present <i>rumusnya, kita punya rumus, rumusnya</i> Subject + V1 (S/es) and then + Object, but <i>kalau kita menghafalkan aja tanpa kita bikin kalimat</i> it's gonna be way less, so we need to habit like <i>mungkin kita udah tahu belajar rumusnya seperti itu</i> , so we try to make sentences and we try to apply it for speaking.	The tutor explained the simple present formula and gave some explanation about it.	Intra Sentential code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

11.	CS/IACS/ V1/20:58/ 11	And also it's more about the function, <i>sebenarnya</i> function <i>sendiri dari belajar</i> grammar especially for simple present <i>itu apa sih?</i>	The tutor explained that learning grammar could through its functions.	Intra Sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
12.	CS/IACS/ V1/21:07/ 12	Nah we can learn that by the function, <i>oh ternyata</i> function-nya <i>lebih ke</i> telling about the facts, or general truth, telling about daily activities, daily life. <i>Jadi kalian harus</i> adjust <i>itu kalau kalian mau cerita sesuatu yang fakta atau sesuatu yang berulang-ulang kali diucapkan</i>	The tutor explained some functions of grammar for the simple present.	Intra Sentential code- switching	There are two sentences. They are intra sentential code switching because every sentence shows two language within it to explain the course.



		<i>maka kalian harus pakai yang seperti itu tadi.</i>			
13.	CS/TS/V1/ 21:29/13	Okay, <i>jadi lebih ke pengaplikasian bukan menghafal.</i>	The tutor concluded that learning grammar is more about application rather than memorization.	Tag Switching	The tutor inserted the word “okay” as the tag in English before completing the utterance in Indonesian to explain the conclusion.
14.	CS/IACS/ V1/25:20/ 14	Viewer : Susah buat sentence dan structure. Gimana cara melatihnya ya? Miss Cristin : Eee make sentences, <i>jadi kita bisa latih dengan</i> writing. So eem <i>mungkin</i> from what I have experienced, at the first time when I learn grammar, I	One of the viewers had difficulty in making sentences and mastering structures, then the tutor gave some tips on how to practice making	Intra Sentential Code- switching	There are two sentences. They are intra sentential code switching because every sentence shows two language within it to explain the course.

		of course, because, like yeah, some years ago in the past.	sentences and mastering structures.		
15.	CS/IACS/ V1/25:44/ 15	So I learn it by the pattern <i>atau rumus</i> .	The tutor explained her experience of learning writing through formulas.	Intra sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
16.	CS/IACS/ V1/25:50/ 16	<i>Aku punya rumusnya aku tulis oh</i> subject <i>itu ini</i> , verb <i>itu ini tapi aku tulis</i> , I write it down.	The tutor explained her experience of learning writing through formulas.	Intra sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

17.	CS/IACS/ V1/25:57/ 17	And then <i>setelah itu mungkin kita harus</i> show to our teacher or someone that learn or that master English <i>kita minta mereka cek</i> , miss <i>bener ga</i> structurenya <i>seperti ini atau</i> Sir <i>bener ga ini seperti ini</i> .	The tutor explained that after making a sentence, she asked someone to check the sentence.	Intra sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
18.	CS/IACS/ V1/26:10/ 18	So based on what I learned, <i>cara pengaplikasian</i> grammar <i>dan</i> structure <i>itu lebih ke menulis itu, setelah kita menulis mungkin bisa kita aplikasikan ke kalimat ketika kita berbicara</i> .	The tutor concluded that the application of grammar and structure is more in writing and then applied to speaking.	Intra sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

19.	CS/IRCS/ V1/28:24/ 19	Viewer : Passive voice yang future gimana kak? Miss Cristin : Woow good question. <b><i>Kita sambil belajar bahasa Inggris ya.</i></b>	The tutor gave a compliment to the viewer who asked question about passive voice.	Inter sentential Code- switching	This example is inter sentential code switching because it has two different sentences and languages to explain the course.
20.	CS/IACS/ V1/28:36/ 20	<b><i>Kalau</i></b> active kan let say I will take my phone, <b><i>itu kalau</i></b> active, but <b><i>kalau</i></b> passive <b><i>berarti kalau di bahasa Indonesia HP akan aku ambil.</i></b>	The tutor explained about passive voice and gave the example.	Intra sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
21.	CS/TS/V1/ 28:50/21	So, <b><i>kita tinggal menambahkan</i></b> be <b><i>setelah</i></b> will <b><i>dan juga</i></b> verb-nya take <b><i>diganti menjadi</i></b> verb <b><i>tiga.</i></b>	Tutor explained about passive voice and gave the example.	Tag switching	The tutor inserted an English tag “so” into an utterance

					which is entirely in Indonesian to explain the material.
22.	CS/TS/V1/ 28:56/22	So, my phone will be taken by someone, <i>kaya gitu.</i>	The tutor gave an example of passive voice.	Tag switching	The tutor inserted English tag “so” and Indonesian tag “ <i>kaya gitu</i> ” in the utterance which is entirely in English to explain the material.
23.	CS/TS/V1/ 28:16/23 & CS/IACS/ V1/28:16/ 23	Viewer : Give some advices gimana saat kita conversation with native kita bisa dengan cepat menyusun kalimat dalam kepala untuk dikatakan dengan grammar yang benar dan cepat! Miss Cristin : Okay, it’s from mindset, <i>jadi kalau kita ngomong sama orang</i>	The tutor responded to viewer's requests for advice on how to communicate fluently with native speakers.	Tag switching & Intra sentential Code-switching	There are two types in this example. The first is tag switching of “okay.” The second is intra sentential code switching because it has two different language to explain the course.

		native <i>jadi ya udah</i> have to have like a fast responds to answer the question.			
24.	CS/IACS/ V1/29:46/ 24	<i>Gimana caranya biar kata-katanya itu bisa cepat keluar? Let practice, karena mungkin lama ga bicara bahasa inggris kemudian kita ketemu native pasti di kepala kita men-translate dulu</i> okay eeem aaam like that, <i>tapi kalau kita practice every day ya udah apapun pertanyaannya dalam bahasa inggris</i> even if comes from native you will be able to answer that.	The tutor gave some suggestions for more speaking practices to answer native speaker questions easily.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
25.	CS/TS/V1/ 30:51/25	Viewer : Miss tips TOEFL reading?	The tutor responded to a viewer's request to	Tag switching	There are two types in this example. The first is tag

	& CS/IACS/ V1/30:51/ 25	Miss Cristin : Okay, so tips TOEFL reading, <i>kalau</i> reading <i>berarti kita banyak</i> vocab <i>dulu karena kita harus tahu</i> vocab-vocab <i>untuk</i> reading even if TOEFL or IELTS <i>itu seperti apa kaya gitu.</i>	give some tips for answer reading questions on TOEFL.	& Intra Sentential Code- switching	switching of “okay.” The second is intra sentential code switching because it has two different language to explain the course.
26.	CS/IACS/ V1/32:04/ 26	<i>Kemudian eem mungkin ini</i> very general tips, <i>jadi untuk reading kita harus baca dulu</i> questions-nya <i>kan kemudian kita cari kata kunci di</i> questions <i>itu apa kita lihat jawaban dan kita baru baca teks.</i> So that it will not waste your time.	The tutor explained some tips that commonly used to answer reading questions on the TOEFL.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
27.	CS/TS/V1/ 32:58/27	Viewer : Kenapa ya orang-orang itu bisa bagus gitu pronounciationnya? Aku udah	The tutor responded to one of the viewer's	Tag switching	There are two types in this example. The first is tag

	& CS/IACS/ V1/32:58/ 27	bertahun-tahun ngomong English tapi masih medok jawa banget. Miss Cristin : Oh my God, it's okay. Which mean you has been really good but maybe you need eem more practice for speaking so your pronunciation is getting better. <i>Cara</i> improve-nya <i> mungkin kita sering-sering eem nonton</i> movie eem western movies <i>kemudian kita coba tirukan, dan</i> sometimes <i>untuk cek</i> pronunciation <i>juga kita juga bisa</i> open dictionary, because sometimes even me personally I am not that confident.	complaints about bad pronunciation and gave some suggestions for improving pronunciation.	& Intra Sentential Code- switching	switching of "Oh my God," The second is intra sentential code switching because it has two different language to explain the course.
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28.	CS/IACS/ V1/33:44/ 28	So, sometimes I open the dictionary to check the pronunciation because <i>kita punya</i> stress or intonation so we need to make sure about it.	The tutor said that sometimes she also opened the dictionary to check pronunciation.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “so.” The second is intra sentential code switching because it has two different language to explain the course.
29.	CS/IACS/ V1/34:07/ 29	Viewer : Miss enaknya materi apa ya yang pertama diajarkan untuk pemula? Miss Cristin : <i>Kalau bener-bener</i> zero English <i>berarti kita harus kasih dulu dia cara membaca abjad oh</i> alphabet sorry, and then yeah more about pronunciation.	The tutor answered question about material that was suitable for beginners.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

30.	CS/TS/V1/ 34:28/30 & CS/IACS/ V1/34:28/ 30	Viewer : Maksud dari what are you into?  Miss Cristin : Okay, what are you into is a question that means <i>kamu itu lebih ke sebenarnya kamu sukanya apa?</i> So, something maybe about hobby, or interest.	The tutor answered a question about the meaning of what you are into.	Tag  Switching &  Intra  sentential  code-  switching	There are two types in this example. The first is tag switching of “okay and so.”  The second is intra sentential code switching because it has two different language to explain the course.
31.	CS/IACS/ V1/38:24/ 31	Viewer : Kak tips improve biar ga gini-gini aja bahasa Inggrisnya!  Miss Cristin : You have to go out of your comfort zone! So yeah improve, practice!  <i>Kalian bisa juga</i> check your English ability by taking IELTS of even TOEFL.	The tutor gave some tips to improve English through practice and measure English ability	Intra  Sentential  Code-  switching	There are three sentences. Intra sentential code switching occur in the third sentences because it shows two different languages in a sentence to explain the course.

			through IELTS or TOEFL.		
32.	CS/IACS/ V1/38:43/ 32	<i>Dari situ kalian bisa tahu Inggris kalian itu sudah gimana sih? Kalau butuh improvement, so yes you have to go for maybe for practice or courses.</i>	The tutor explained that English ability could be seen from the TOEFL or IELTS tests, and if it needs improvement, they can take courses and practice more.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
33.	CS/IACS/ V1/39:29/ 33	Viewer : Kak kalau bahasa Inggris itu dihafal atau diingat kosakatanya? Miss Cristin : <i>Boleh, tapi lebih efektifnya di aplikasikan entah itu</i>	The tutor answered the viewer's question about learning vocabulary and	Intra Sentential Code- switching	This example is intra sentential code switching because it shows two different languages

		<i>kalian mau aplikasikan</i> vocab <i>itu untuk</i> speaking or even you want to apply your vocab for caption for instagram, <i>bikin</i> story <i>bahasa Inggris</i> , it's okay.	informed them that learning vocabulary is more effective for application in speaking or writing.		in a sentence to explain the course.
34.	CS/IACS/ V2/01:46/ 34	Viewer : Kak bedanya man and men? Miss Mila : <i>Jadi kalau</i> man it's singular <i>tapi kalau</i> men <i>itu</i> plural.	The tutor answered the question about the differences between man and men.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
35.	CS/TS/V2/ 01:50/35 &	<i>Jadi kalau</i> man <i>itu cuma satu kalau</i> <i>misalkan lebih dari satu</i> you can say men, like that.	The tutor concluded the differences	Tag switching &	There are two types in this example. The first is tag switching of "like that." The

	CS/IACS/ V2/01:50/ 35		between man and men.	Intra Sentential Code-switching	second is intra sentential code switching because it has two different language to explain the course.
36.	CS/TS/V2/ 02:25/36 & CS/IACS/ V2/02:25/ 36	Viewer : Miss tell me the explanation about conditional sentence!  Miss Mila : Okay, <i>jadi kalau</i> conditional sentence <i>itu eeeem dia</i> conjunction-nya <i>pakai</i> if <i>yah temen-temen dan jenisnya banyak, ada</i> conditional type one, two <i>sama</i> three <i>kaya gitu. Jadi biasanya sih untuk berandai-andai</i> , type one <i>lebih ke sesuatu yang akan datang kaya gitu.</i>	The tutor answered a question from viewer about conditional sentence by giving explanations.	Tag switching & Intra Sentential Code-switching	There are two types in this example. The first is tag switching of “okay.” The second is intra sentential code switching because it has two different language to explain the course.

37.	CS/IRCS/ V2/02:51/ 37	For example if I study hard I will get good score. <i>Kalau jika aku belajar dengan giat gitu aku akan mendapatkan nilai yang baik.</i>	The tutor gave an example of conditional sentence.	Inter sentential code- switching	The tutor switched two different languages at the sentence level. The tutor used English in the first sentence, and Indonesian in the second sentence.
38.	CS/IACS/ V2/03:00/ 38	That's for the example <i>kaya gitu, itu untuk</i> conditional sentence.	The tutor gave a conclusion about conditional sentence.	Intra Sentential code- switching	The tutor switched two different languages in the middle of a single sentence to explain the course, it is intra sentential code switching.
39.	CS/IACS/ V2/03:24/ 39	Viewer : Kak gimana sih cara belajar bahasa Inggris?	The tutor explained how to learn English	Intra Sentential	The tutor switched two different languages in the middle of a single sentence to

		Miss Mila : <i>Cara belajar bahasa Inggris harus dimulai dari sekarang</i> whatever it is.	because one of the viewers asked for it.	code-switching	explain the course, it is intra sentential code switching.
40.	CS/TS/V2/ 03:36/40 & CS/IACS/ V2/03:36/ 40	<i>Eem mungkin temen-temen bisa belajar</i> speaking <i>dulu</i> and then in speaking you have to know vocabulary, <i>gitu</i> .	The tutor gave some advices to learn speaking first.	Tag Switching & Intra Sentential code-switching	There are two types in this example. The first is tag switching of “ <i>gitu</i> .” The second is intra sentential code switching because it has two different language to explain the course.
41.	CS/TS/V2/ 03:42/41 &	<i>Yang penting harus ada niat dulu</i> and then you are confident and you may connection, <i>harus ada aksinya, kaya gitu</i> .	The tutor explained that it is important to learn English with intention first.	Tag switching &	There are two types in this example. The first is tag switching of “ <i>kaya gitu</i> .” The second is intra sentential code

	CS/IACS/ V2/03:42/ 41			Intra Sentential code- switching	switching because it has two different language to explain the course.
42.	CS/TS/V2/ 03:51/42 & CS/IACS/ V2/03:51/ 42	You can watching movie, <i>eee bisa nonton dari</i> film like that, <i>gitu</i> or maybe watching some videos on youtube <i>karena sekarang banyak banget video-video tentang bahasa Inggris di youtube, kaya gitu.</i>	The tutor explained how to learn English through watching movies or videos about English on YouTube.	Tag switching & Intra Sentential code- switching	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.
43.	CS/IRCS/ V2/05:03/ 43	Viewer : Kak mau tanya penulisan yang bener well know it dan know it well.	The tutor answered a question about the differences between	Inter Sentential	The tutor switched two different languages at the sentence level. The tutor used



		Miss Mila : Eee it depends on the usage. <i>Tergantung penggunaanya yah gitu.</i>	well know it and know it well.	Code- switching	English in the first sentence, and Indonesian in the second sentence.
44.	CS/TS/V2/ 05:15/44 & CS/IACS/ V2/05:15/ 44	<i>Kalau misalkan</i> someone ask you to do something so you can say well know it, <i>tapi kalau misalkan temen-temen kaya</i> you know something really well, you can say I know it well, <i>kaya gitu.</i>	The tutor gave some examples of the use of well know it and know it well in sentences.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.
45.	CS/TS/V2/ 05:29/45 &	<i>Jadi</i> it depends on the function, <i>tergantung konteksnya juga, gitu.</i>	The tutor concluded about the use of well know it and know it well.	Tag switching &	There are two types in this example. The first is tag switching of “ <i>gitu.</i> ” The second is intra sentential code

	CS/IACS/ V2/05:29/ 45			Intra Sentential Code- switching	switching because it has two different language to explain the course.
46.	CS/TS/V2/ 06:22/46 & CS/IACS/ V2/06:22/ 46	Viewer : Kak lebih baik belajar vocab dulu atau tenses?  Miss Mila : Eeem in my opinion yah it's my way to study, I like to study the vocab first because vocabulary can help me to speak, <i>karena</i> vocab <i>itu ngebantu saya banget untuk bicara instead of tenses, kaya gitu.</i>	The tutor answered the viewer's question about which was better to learn vocabulary or tenses first.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of " <i>kaya gitu.</i> " The second is intra sentential code switching because it has two different language to explain the course.

47.	CS/IACS/ V2/06:44/ 47	<i>Kalau kita fokus ke grammar dulu atau ke tenses dulu yang ada jadi it's hard to talk, kaya sebelum ngomong itu kita mikir dulu, ini susunanya gimana ya kaya gitu.</i>	The tutor explained that learning tenses first would have difficulties when speaking.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence to explain the suggestion, so it is intra sentential code switching.
48.	CS/IRCS/ V2/06:55/ 48	It's gonna make you feel not confidence. <i>Jadi itu bikin temen-temen ga PD kaya gitu.</i>	The tutor explained that difficulty in speaking English was caused by less confidence.	Inter Sentential Code- switching	The tutor switched two different languages at the sentence level. The tutor used English in the first sentence, and Indonesian in the second sentence.
49.	CS/IACS/ V2/07:06/ 49	<i>Jadi kalau saya, saya lebih prefer ke vocabulary dulu, jadi I am good at</i>	Tutor concluded that was better to learn vocabulary first and	Intra Sentential	The tutor switched two different languages in the middle of a single sentence to

		speaking first and then I will learn the grammar or the tenses.	good at speaking, then learning grammar and tenses.	Code-switching	conclude the explanation, so it is intra sentential code switching.
50.	CS/TS/V2/ 07:27/50 & CS/IACS/ V2/07:27/ 50	Eeeee for example like this <i>temen-temen, kalau misalkan nih temen-temen mau bilang eee aku makan aku makan nasi,</i> like that.	Tutor gave an example of difficulties if we did not memorize a lot of vocabularies.	Tag switching & Intra Sentential Code-switching	There are two types in this example. The first is tag switching of “like that.” The second is intra sentential code switching because it has two different language to explain the course.
51.	CS/TS/V2/ 07:35/51 &	<i>Eee ketika temen-temen ga tahu bahasa Inggrisnya makan,</i> can you speak English? like that, <i>pasti susah kan?</i>	The tutor gave an example of difficulties if we did not	Tag switching &	There are two types in this example. The first is tag switching of “ <i>kan?</i> ” The second is intra sentential code

	CS/IACS/ V2/07:35/ 51		memorize a lot of vocabularies.	Intra Sentential Code- switching	switching because it has two different language to explain the course.
52.	CS/TS/V2/ 07:40/52 & CS/IACS/ V2/07:40/ 52	So, the most important one is vocabulary first <i>kaya gitu, nanti baru kita belajar tentang</i> tenses, <b>gitu</b> .	The tutor concluded that learning vocabulary was more important, then continued by learning about tenses.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “so and <i>gitu</i> .” The second is intra sentential code switching because it has two different language to explain the course.
53.	CS/IACS/ V2/07:56/ 53	Viewer : Cara bedain an sama a apa kak?	The tutor answered the question about the	Intra Sentential	The tutor switched two different languages in the middle of a single sentence, so

		Miss Mila : <i>Kalau an itu digunakan ketika kata bendanya itu adalah eee</i> pronounce-nya vowel.	differences between articles a and an.	Code-switching	it is intra sentential code switching to explain the course.
54.	CS/IACS/ V2/08:08/ 54	For example apple and then orange, <i>nah itu baru pakai an.</i>	The tutor gave an example about the use of article (an) in a sentence.	Intra Sentential Code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
55.	CS/TS/V2/ 08:14/55 &	<i>Kalau misalkan cuma satu contohnya sebuah apel, it's an apple, gitu.</i>	The tutor gave an example about the use of article (an) in a sentence.	Tag switching & Intra Sentential	There are two types in this example. The first is tag switching of “ <i>gitu.</i> ” The second is intra sentential code switching because it has two

	CS/IACS/ V2/08:14/ 55			Code- switching	different language to explain the course.
56.	CS/IACS/ V2/08:20/ 56	<i>Tapi kalau dia</i> pronunciation-nya <i>cara bacanya itu bukan</i> vowel <i>jadi huruf huruf mati atau konsonan baru pakai a.</i>	The tutor explained the use of article (a) in a sentence.	Intra Sentential Code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
57.	CS/IRCS/ V2/08:28/ 57	<i>Contohnya sebuah buku.</i> A book, like that.	The tutor gave an example about the use of article (a) in a sentence.	Inter sentential code- switching	This example is inter sentential code switching because it has two different sentences, and different languages.

58.	CS/TS/V2/ 08:36/ 58 & CS/IACS/ V2/08:36/ 58	<b>Kalau</b> university <b>karena dia cara</b> pronunciation-nya <b>adalah pakai</b> y so it's use a <b>jadi pakainya</b> a university, <b>kaya gitu.</b>	The tutor explained the use of article (a) and gave another example in a sentence.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.
59.	CS/TS/V2/ 08:46/59 & CS/IACS/ V2/08:46/ 59	<b>Jadi bukan huruf depannya tapi</b> how to pronounce, <b>kaya gitu.</b>	The tutor gave conclusions regarding the use of articles (a) and (an).	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.



60.	CS/TS/V2/ 10:00/60 & CS/IACS/ V2/10:00/ 60	Viewer : Kak kira-kira belajar bahasa Inggris itu harus giat? Miss Mila : <i>Eee bukan belajar bahasa Inggris aja ya, tapi belajar semua hal emang harus giat</i> if you want to know more, <i>gitu</i> .	The tutor answered a question from one of the viewers about learning English had to enterprising.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>gitu</i> .” The second is intra sentential code switching because it has two different language to explain the course.
61.	CS/TS/V2/ 10:10/61 & CS/IACS/ V2/10:10/ 61	For example <i> mungkin eee</i> Miss-nya <i>suka eee matematika</i> , so you will always study mathematics right? <i>Jadi posisiin itu sama kaya bahasa Inggris, gitu</i> .	The tutor gave an example related to questions from the viewer.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>gitu</i> .” The second is intra sentential code switching because it has two different language to explain the course.

62.	CS/TS/V2/ 10:53/62 & CS/IACS/ V2/10:53/ 62	Viewer : Apakah kita harus hafal banyak vocab untuk bisa speaking?  Miss Mila : <i>Kalau cuma dihafalin aja</i> it seem so useless, <i>jadi</i> you have to memorize it and you have to practice it, <i>gitu.</i>	The tutor answered a question about learning to memorize vocabulary to speak in English.	Tag switching & Intra Sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.
63.	CS/TS/V2/ 11:01/63 & CS/IACS/ V2/11:01/ 63	<i>Jadi juga harus di aply juga ga cuma dihafalin aja, karena kalau dihafalin aja tanpa di apply we will usually forget, kita sering lupa, gitu.</i>	The tutor concluded that learning vocabulary was not only memorized but also had to practiced.	Tag switching & Intra Sentential	There are two types in this example. The first is tag switching of “ <i>gitu.</i> ” The second is intra sentential code switching because it has two

				Code-switching	different language to explain the course.
64.	CS/IACS/ V2/11:35/ 64	Viewer : Menurut kakak dengerin lagu bahasa Inggris itu bisa jadi tips belajar bahasa Inggris ga sih?  Miss Mila : Eeeem as far as I know, <b><i>karena lagu bahasa Inggris itu kan seperti eee puisi yah</i></b> it's from the singer or the writer.	The tutor answered a question about learning English through songs.	Intra Sentential Code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
65.	CS/TS/V2/ 11:54/65 &	<b><i>Jadi itu kaya</i></b> from the singer or the writer's mind and then they try to express into the song, <b><i>gitu.</i></b>	The tutor gave some opinion related to song.	Tag switching & Intra Sentential	There are two types in this example. The first is tag switching of " <i>gitu.</i> " The second is intra sentential code switching because it has two

	CS/IACS/ V2/11:54/ 65			Code- switching	different language to explain the course.
66.	CS/IACS/ V2/12:01/ 66	I don't I am not really sure it's effective, <i>tapi kalau mau coba boleh sih.</i>	The tutor was not sure that songs could be used to learn English.	Intra Sentential Code- switching	This example is intra sentential code switching because it shows two different languages in a sentence to explain the course.
67.	CS/IACS/ V2/12:19/ 67	Viewer : Kak ingin tanya bedanya get it dan did it. Miss Mila : Eem it depends on the context, <i>kalau</i> did it <i>berarti temen-temen udah selesai</i> for example you have a homework and then you said like I did it,	The tutor answered a question about the differences between “get it” and “did it.”	Intra Sentential code- switching	The tutor switched two different languages in the middle of a single sentence to explain the course, it is intra sentential code switching.

		<i>berarti temen-temen mengerjakan tugas gitu, tapi kalau</i> get it, it seem that you understand something.			
68.	CS/IRCS/ V2/12:19/ 67	<i>Jadi temen-temen paham sesuatu.</i> So you can say I get it. You get something.	The tutor explained the differences between “get it” and “did it.”	Inter Sentential Code- switching	The tutor switched two different languages at the sentence level. The tutor used Indonesian in the first sentence, and English in the second sentence.
69.	CS/TS/V2/ 12:58/69 &	Viewer : Kak gimana caranya kita biar cepet hafal vocab? Miss Mila : Woow woow I don’t know, <i>karena setiap orang belajarnya beda-beda ya. Kalau saya dulu saya target,</i>	The tutor responded to a question from one of the viewers about tips on learning to	Tag switching & Intra sentential	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is intra sentential code switching because it has two

	CS/IACS/ V2/12:58/ 69	<i>jadi berapa bulan saya harus hafal berapa vocab, tapi ga cuma menghafal tapi saya praktikkan juga, kaya gitu.</i>	memorize vocabularies.	code- switching	different language to explain the course.
70.	CS/IACS/ V2/13:08/ 70	<i>Kalau dulu saya satu bulan karena masih percobaan ya jadi masih step by step satu bulan itu ga terlalu banyak masih 30 dulu vocabulary terus bulan kedua 50 terus bulan seterusnya a hundred kaya gitu, tapi setelah itu eee as long as you practice it so you can do it.</i>	The tutor explained her experience on learning to memorize vocabularies.	Intra sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
71.	CS/TS/V2/ 13:45/71 &	Viewer : Yang susah dalam bahasa Inggris itu cara mengaplikasiannya, sama kalau misal penulisannya agak belibet.	The tutor responded to a viewer's complaint regarding difficulties	Tag switching &	There are two types in this example. The first is tag switching of “okay.” The second is intra sentential code

	CS/IACS/ V2/13:45/ 71	Miss Mila : (Laugh) Okay, <i>cara mengaplikasiannya, contoh nih ternyata temen-temen suka nulis gitu</i> , like you have diary and then you try to write your daily activities, <i>nah itu juga bisa</i> .	in applying and writing English.	Intra sentential code switching	switching because it has two different language to explain the course.
72.	CS/IACS/ V2/14:06/ 72	<i>Tapi untuk</i> speaking you can try it, <i>kadang kan kita kaya punya eeem</i> we always think what we will do in a day.	The tutor gave example of applying English in speaking.	Intra sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
73.	CS/IACS/ V2/14:20/ 73	<i>Kaya kita suka mikir hari ini aku mau ngapain ya? Hari ini aku mau ngapain ya? Nah itu coba di aplikasikan dalam</i>	The tutor gave some examples of applying English in speaking.	Intra sentential	The tutor switched two different languages in the middle of a single sentence, so

		<i>bahasa Inggris</i> . Today, I want to go to restaurant, and I will study, <i>bisa kaya gitu</i> , there are a lot of ways.		code-switching	it is intra sentential code switching to explain the course.
74.	CS/TS/V2/15:46/74 & CS/IACS/V2/15:46/74	Viewer : Kak yang bener preposisinya at school atau at in this school? Miss Mila : Okay, <i>eem jadi kalau pakai at untuk sekolah biasanya eee ketika temen-temen itu belajarnya setiap hari</i> you can say at school, <i>tapi kalau</i> in this school <i>itu konteksnya kaya aku lagi di sekolah nih</i> , I am in this school <i>kaya gitu</i> , or for example <i>eeem kalau untuk</i> at <i>contohnya</i> I am study at school.	The tutor explained the differences between the use of “at school” and “in this school” in a sentence.	Tag switching & Intra sentential code-switching	There are two types in this example. The first is tag switching of “okay.” The second is intra sentential code switching because it has two different language to explain the course.



75.	CS/TS/V2/ 16:16/75 & CS/IACS/ V2/16:16/ 75	<b>Jadi kalau</b> regular activity you can say at, <b>kalau belajarnya terus menerus bisa pakai at, gitu.</b>	The tutor concluded the use of the preposition (at).	Tag switching & Intra sentential code- switching	There are two types in this example. The first is tag switching of “ <i>gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.
76.	CS/IACS/ V2/16:26/ 76	Viewer : Kak ada aplikasi gratis gitu ga buat belajar bahasa Inggris? Miss Mila : I don't really know about this one, the only application that I have <b>itu cuma</b> dictionary.	The tutor answered the question from one of the viewers about application to learn English.	Intra sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

77.	CS/TS/V2/ 16:40/77 & CS/IACS/ V2/16:40/ 77	<i>Eeeem saya punya</i> Longman, Cambridge dictionary, <i>gitu</i> .	The tutor mention dictionary that she had.	Tag switching & Intra sentential code- switching	There are two types in this example. The first is tag switching of “ <i>gitu</i> .” The second is intra sentential code switching because it has two different language to explain the course.
78.	CS/TS/V2/ 16:44/78 & CS/IACS/ V2/16:44/ 78	<i>Biasanya itu untuk</i> make sure <i>sih eeee cara bacanya udah bener atau belum, kaya gitu</i> , or maybe the example <i>apakah kata ini artinya seperti apa, terus contohnya seperti apa</i> , like that.	The tutor explained the function of the dictionary.	Tag switching & Intra sentential code- switching	There are two types in this example. The first is tag switching of “like that.” The second is intra sentential code switching because it has two different language to explain the course.

79.	CS/IACS/ V2/18:03/ 79	Viewer : Les vocab online ada?  Miss Mila : Is only vocabulary? Eeee you have to speaking too, you have to take speaking course too, <b>biar bisa dipraktikin juga.</b>	The tutor responded to the viewer's question about the online vocab course.	Intra sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
80.	CS/TS/V2/ 18:17/80 & CS/IACS/ V2/18:17/ 80	<b>Kalau</b> vocab you can study by yourself, <b>kaya</b> for example <b>temen-temen nonton film, terus pakai subtitle bahasa Inggris nih yang</b> you don't really know the meaning you can search the meaning, <b>kaya gitu, nah itu bisa dihafalin, kaya gitu.</b>	The tutor explained how to learn vocabulary through watching movies.	Tag  Switching &  Intra sentential code- switching	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.

81.	CS/IRCS/ V2/19:21/ 81	<p>Viewer : Kak tips dong mau belajar bahasa Inggris tapi bingung mulai darimana?</p> <p>Miss Mila : You have to start from right now! <i>Harus mulai dari sekarang!</i> You learn about the vocabulary, try to have a partner to talk to, watching a movie, eee watch eee English lesson on YouTube or maybe joining <i>jagobahasa</i> course, you have a partner to talk too here.</p>	<p>The tutor responded to one of the confused viewer to start learning English.</p>	<p>Inter Sentential Code-switching</p>	<p>This example is inter sentential code switching because it has three different sentences, and different languages.</p>
82.	CS/TS/V2/ 19:51/82 &	<p>Viewer: Kak gimana biar bisa semangat belajar?</p> <p>Miss Mila: Oh my God, I have no idea.</p> <p><i>Saya juga terkadang suka males temen-</i></p>	<p>The tutor responded to one of the viewer's asked for tips to learn with enthusiam.</p>	<p>Tag switching &amp;</p>	<p>There are two types in this example. The first is tag switching of “Oh my God.” The second is inter sentential</p>

	CS/IRCS/ V2/19:51/ 82	<i>temen, jadi dari diri sendiri sih sebenarnya.</i>		Inter Sentential Code- switching	code switching because it has two different sentences, and different languages.
83.	CS/IACS/ V2/20:05/ 83	Even though like a lot a people try to give you motivation, but if you don't want it, so you can not make it. <i>Jadi meskipun mau dikasih motivasi kaya apa tapi kalau hatinya atau diri kita belum tergerak</i> , so it's doesn't work.	The tutor gave an example regarding the enthusiasm of learning that exists within oneself.	Intra sentential code- switching	There are two sentences. Intra sentential code switching occur in the second sentence, because it shows two different languages in a sentence to explain the course.
84.	CS/IACS/ V2/21:16/ 84	Viewer : Kak kalau how do you do <i>itu ungkapan untuk nanya kabar atau sekedar ungkapan di awal perkenalan?</i>	The tutor answered viewer's question about the expression "how do you do."	Intra Sentential code- switching	This example is intra sentential code switching because it shows two different languages

		Miss Mila: Eeem it's for introduction, <i>jadi biasanya untuk perkenalan sih.</i>			in a sentence to explain the course.
85.	CS/IACS/ V2/21:28/ 85	<i>Kalau</i> for <i>tanya kabar</i> you can say how are you, how's life, how is it going, how are you doing, how are you going, what's the matter.	The tutor gave some examples of expressions to asked "how you are doing" in English.	Intra sentential code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
86.	CS/IACS/ V2/22:49/ 86	Viewer : According to you what is the most important? Confidence or grammar? Miss Mila : Confidence is the first, <i>harus PD!</i>	The tutor answered the most important related question, whether confidence or grammar.	Intra sentential Code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

87.	CS/IACS/ V2/22:56/ 86	You have to be confident to yourself, you have to trust yourself that you can. <i>Eeem ini pengalaman saya ya pengalaman saya, dulu itu waktu saya pertama kali belajar bahasa Inggris itu saya</i> because I don't really like to talk, I didn't really like to talk at first.	The tutor shared about her experience that she did not like to talk.	Intra sentential code- switching	There are two sentences, and intra sentential code switching occurs in the second sentence because it shows two different languages in a sentence to explain the course.
88.	CS/IACS/ V2/23:14/ 88	<i>Jadi saya lebih suka</i> grammar <i>daripada</i> speaking, <i>dan</i> it's makes me hard to speak, <i>karena sebelum ngomong itu saya kaya ga PD gitu, ini</i> grammarnya <i>gimana ya susunannya gimana ya gitu.</i>	The tutor shared her experience that she did not confident.	Intra sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

89.	CS/TS/V2/ 23:27/89 & CS/IRCS/ V2/23:27/ 89	But, time by time it changes me like I have to study eee I have to speak more. <i>Nanti berjalannya waktu</i> grammarnya <i>juga bisa ngikutin dibenerin, kaya gitu.</i>	The tutor explained her experience for more speaking so that grammar could be improved too.	Tag switching & Inter sentential Code- switching	There are two types in this example. The first is tag switching of “ <i>kaya gitu.</i> ” The second is inter sentential code switching because it has two different language in different sentence.
90.	CS/IRCS/ V2/23:55/ 90	Viewer : Kalau aku satu hari 10 vocab. Miss Mila : Ooow that’s good! <i>Itu</i> <i>bagus!</i>	The tutor gave compliment for responding to one of the viewers.	Inter sentential Code- switching	This example is inter sentential code switching because it shows two different languages in two different sentence to give compliment.



91.	CS/TS/V2/ 24:00/91 & CS/IACS/ V2/24:00/ 91	That's good start, but yeah it depends on yourself. <i>Balik lagi ke temen-temen sih karena setiap orang kan cara belajarnya beda-beda, kaya gitu, kita ga bisa</i> equal all of them.	The tutor responded to how to learn vocabulary.	Tag switching & Intra sentential Code- switching	There are two types in this example. The first is tag switching of " <i>kaya gitu.</i> " The second is intra sentential code switching because it has two different language to explain the course.
92.	CS/IACS/ V2/31:19/ 92	Viewer : Bedanya Good night sama good evening? Miss Mila : <i>Kalau</i> good evening <i>itu</i> when you just met.	The tutor answered question about the differences between good night and good evening.	Intra sentential code- switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

93.	CS/TS/V2/ 31:24/93 & CS/IACS/ V2/31:24/ 93	<b><i>Kalau temen-temen baru ketemu</i></b> in the evening you can say good evening, <b><i>tapi kalau</i></b> good night <b><i>itu untuk perpisahan jadi udah nih mau pulang</i></b> , so you can say good night, like that.	The tutor explained the differences between good night and good evening.	Tag switching & Intra sentential code-switching	There are two types in this example. The first is tag switching of “like that.” The second is intra sentential code switching because it has two different language to explain the course.
94.	CS/IACS/ V2/35:10/ 94	Viewer : Aplikasi apa yang menunjang untuk belajar bahasa Inggris? Miss Mila: I don't really know about eee honestly <b><i>saya ga tahu aplikasi apa yang untuk menunjang Bahasa Inggris tapi eee</i></b> but the only application that I have is	The tutor was responding to a question about application that support learning English.	Intra sentential code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.

		dictionary eee its Cambridge and also Longman dictionary.			
95.	CS/IACS/ V2/35:29/ 95	<i>Jadi disitu ada cara bacanya</i> the pronunciation, <i>jadi temen-temen bisa sambil dengerin</i> , and <i>also ada contoh kalimatnya juga</i> and there is a meaning.	The tutor explained the function of the dictionary application that she had.	Intra sentential code-switching	The tutor switched two different languages in the middle of a single sentence, so it is intra sentential code switching to explain the course.
96.	CS/TS/V2/ 35:38/96	Eee <i>ya</i> , those are application that I have, to help me that I don't understand.	The tutor explained her English application.	Tag switching	The tutor inserted the word " <i>ya</i> " as the Indonesian tag before completing the utterance in English to explain the conclusion.

97.	CS/TS/V2/ 35:45/97 & CS/IACS/ V2/35:45/ 97	<b><i>Kalau saya ga paham tentang artinya atau</i></b> I am not sure about the pronunciation, <b><i>saya selalu cek di kamus itu, gitu.</i></b>	The tutor explained her English application and its use in helping her to learn English.	Tag switching & Intra sentential code- switching	There are two types in this example. The first is tag switching of “ <i>gitu.</i> ” The second is intra sentential code switching because it has two different language to explain the course.
98.	CS/TS/V2/ 37:31/98 & CS/IACS/ V2/37:31/ 98	Viewer : Just join. What is dictionary app? Miss Mila: Oh it’s eee Longman dictionary <b><i>atau</i></b> Cambridge dictionary <b><i>temen-temen, itu juga bisa diakses langsung di</i></b> website-nya, so if you don’t	One of the new viewer joined Live Instagram and asked the tutor about the dictionary app, and the tutor explained the	Tag switching &Intra sentential code- switching	There are two types in this example. The first is tag switching of “like that.” The second is intra sentential code switching because it has two different language to explain the course.

		want download the application eem you can go to the website, like that.	application that she had.		
99.	CS/TS/V2/ 44:09/99 & CS/IACS/ V2/44:09/ 99	Miss Mila: Okay, so thank you guys for watching jagobahasa live right now. So I hope we can meet again. <i>Kalau temen-temen pengen kursus pengen belajar bahasa Inggris bisa langsung DM ke jagobahasa</i> instagram or maybe you can check on the bio, like that.	The tutor ended live instagram and promoted courses in jagobahasa.	Tag switching & Intra sentential code- switching	There are two types in this example. The first is tag switching of “okay.” The second is intra sentential code switching because it has two different language in a sentence.
100.	CS/TS/V2/ 44:09/100	Okay, thank you guys for watching. I will see you soon and have a good day everyone. Enjoy your weekend.	The tutor ended live instagram and promoted courses in jagobahasa.	Tag switching	The tutor inserted the word “okay” as the switching between an utterance and a sign as a sentence filler.