

**THE USE OF CODE SWITCHING IN “ZHAFIRA AQYLA” YOUTUBE**

**CHANNEL**

**THESIS**

**Submitted as A Partial Requirements**

**for the degree of *Sarjana***



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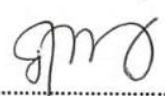
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## **DEDICATION**

Alhamdulillahhi robbil ‘alamiin all praises to Allah SWT, this thesis is dedicated to:

1. My beloved parents, Eni Kartika and Eko Haryadi who always support me, pray for me, attention, and giving me an expected as I want.
2. My dearest husband, Rochmad Banyu Biru, who always support me, give me spirit, help me, and kind.
3. All of my family who encourage me to finish my study.
4. My Almamater UIN Raden Mas Said Surakarta

## **MOTTO**

**“Allah will never change the condition of a people unless they strive to change themselves”**

(Q.S. Ar-Ra’d: 11)

*Man jadda wa jadda*

(Arabic proverb)

**“Failure only happens when we give up.”**

(B.J Habibie)

**“If you believe, you can achieve”**

*(Sophia Turner)*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“THE USE OF CODE SWITCHING IN “ZHAFIRA AQYLA” YOUTUBE CHANNEL”** is my real masterpiece. The things out my masterpiece this thesis are signed by citation and referred in the bibliography.

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

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

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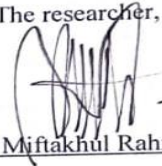
The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from



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

Surakarta, June 20<sup>th</sup> 2023

The researcher,



Putri Miftakhul Rahmani

SRN. 19.61.2.1.216

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## ABSTRACT

Putri Miftakhul Rahmani.2023. *The Use of Code Switching in “Zhafira Aqyla” YouTube Channel*. English Language Education. Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor : Nestiani Hutami, M.A.

Key Words : bilingualism, code switching, YouTube

This research is sociolinguistic study about code switching in “Zhafira Aqyla” YouTube channel. The aims of this research are (1) to analyze the types of code switching used in “Zhafira Aqyla” YouTube channel, (2) to describe the functions of code switching used in “Zhafira Aqyla” YouTube channel.

The research uses descriptive qualitative research. The main research instrument is the researcher herself. Techniques of collecting the data are (1) Watching the videos of “Zhafira Aqyla” YouTube channel, (2) Re-watching the videos and write down the transcript of it, (3) Selecting the Zhafira’s utterances from the transcript which based on the objectives of the study, (4) Decides the types of code switching based on Poplack’s theory (1980) that is presented in the transcript, (5) Giving codes to each datum in order to make the analysis process easily. To analyzing the data, the researcher uses Miles and Huberman theory (1994). There are (1) data reduction, (2) data display, (3) conclusion drawing and verification. The researcher used triangulation method in investigator triangulation to reach validation of the data by crosschecking the data analysis proposed by Poplack (1980).

The result of this research showed that: (1) there are three types of code switching found in “Zhafira Aqyla” YouTube channel. Those are intra-sentential switching, inter-sentential switching, and tag switching. The most dominant type of code switching that used by Zhafira on “Zhafira Aqyla” YouTube channel is intra-sentential switching which has 118 data, the second common type is inter-sentential switching which has 28 data, and the least common type is tag switching which has 20 data; (2) there are five function of code switching found in “Zhafira Aqyla” YouTube channel. The most frequent function is talking about particular topic with 85 data, followed by the second highest frequent is intention of clarifying the speech content for interlocutor with 43 data, interjection (interesting sentence fillers or sentence connectors) with 23 data, repetition used for clarification with 12 data, and the least frequent by being emphatic about something with 3 data.

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, benefits of the study, and definition of key terms.

#### **A. Background of the Study**

In this globalization era, mastering more than one language for people is important, especially in a country that English is not the mother tongue. People from all over the world need to be able to speak English as a need of globalization. Wardhaugh in Andayani (2016) stated that the phenomenon of people that mastering more than one language is called bilingualism or multilingualism. Someone that have this ability tend to switch their language when they are talking and it is called code switching.

Code switching is part of sociolinguistic study and one of the popular research topic in linguistics, because it is a common phenomenon in bilingual societies. Hymes in Ansar (2017) defines code switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles”. While Wardhaugh in Febryanti et al. (2019) stated that code switching can happen in conversation between speaker’s alternations or in single speaker’s alternation. It can be inferred that, code switching is a common



phenomenon that usually happens in conversation between speaker's turn or single speaker's turn and it happens in bilingual society.

According to Poplack in Hanafiah et al. (2021) stated that code switching is an action of jumping from a language to another in communication, and it is one of bilingualism phenomenon that has some types there are intra-sentential, inter-sentential, and tag switching. Inter-sentential switching occurs from one sentence to another. It involves switching at sentential boundaries in one clause or sentence which is in a language and the next in another language. Intra-sentential involves the grammar, the speaker knows how to use these two languages. Thus, the speaker will be careful and can avoid the grammatical error in utterances. Besides that, tag switching is switching that occurs with inserting an interjection, a tag, or sentence filler in the other language which the function as an ethnic identity.

In the communication, people using language according to the social context. Sometimes, bilingual people using code switching with certain people in the particular context. Based on Yuliana et al. (2015), the use of code-switching and code-mixing frequently occur in conversations of bilingual speakers and they may arise at the same time but they are often used in a different context. People using a language have to considering the social context such as the situation, the interlocutors or the audience, place, and the prevailing norms of the society. It is due to match with other people's speech

style. With considering the context can helps people to understand the meaning or information that conveyed.

Exploring the phenomenon of code switching in bilingual society, the main focus of this research is the types of code switching and the functions of using code switching. Hence, people will have better understanding about the structure of language and how the function of language in communication. The main focus on this research is to analyze code switching in YouTube videos is switching the language from English to Indonesian or vice versa. Nowadays, code switching phenomenon does not only occur in communication in real life, but it can also be found in various communication media such as online media. Code switching is often applied by YouTuber or influencers especially on online platforms such as YouTube, Instagram, Facebook, Twitter to communicate with their viewers or followers.

In this study, the researcher will use YouTube as an object of research code-switching. In this globalization era, YouTube is now transformed into a medium to share information and as a learning medium besides being an entertainment medium. According to Jalaluddin (2016), YouTube is a website that shares different kind of i.e., video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos, and educational videos. YouTube is one of audiovisual media for study nowadays, studying through this media makes learning more effective and people will be

more focus and motivated to follow the learning activity. Furthermore, in YouTube so much content are neatly presented and interesting. So that, students or YouTube viewers will absorb the information faster.

YouTube can be used as learning media particularly learning English. Based on Simanjuntak et al. (2021), YouTube in the world education is one of the platforms that can offer and provide various types of materials needed in various subject areas such as English. As we know, English may be one of the difficult subjects and may even be specter for some students. Difficulty in memorizing vocabulary, listening, reading, and writing become the reason for some students to dislike English. YouTube can be used as audiovisual media in learning English. Stempleski et.al (2001) in Zaidi et al. (2018) agreed that YouTube videos can attract the students' interest to pay attention better due to the audio and visual aids provided. Besides that, so many content creators like to talk using English or even combine their language with English in their YouTube videos. Many content creators that share their English learning tips, TOEFL tips, IELTS tips, etc. with a pleasant presentation. YouTubers who like to combine their language when they talk to their viewers such as Sacha Stevenson, Agung Hapsah, Jerome Poline, SkinnyIndonesian24, Leonardo Edwin, Nessie Judge, Deddy Corbuzier, Xaviera Putri, and Zhafira Aqyla.

In this research, the researcher choose "Zhafira Aqyla" YouTube channel as the research object. According to Santi, D.A. (2022) in Indozone.id

Zhafira Aqyla is a content creator who is known from YouTube collaboration with Jerome Polin. She often shares content videos about education especially about tips for studying and her education story in Japan. Zhafira Aqyla who has a full name Zhafira Aqyla Syadzya Syahidah was born in Japan, but her mother tongue is Indonesian. She is a multilingual person who has master three languages such as Indonesian, English, and Japan. According to Larashati, N.A (2023) in [mengerti.id](https://mengerti.id) Zhafira Aqyla is one of the students that get scholarship from Japan Government, Monbukagakusho or MEXT Scholarship. She take International program for bachelor's degree majoring human sciences in Osaka University in 2017-2021. And now, Zhafira is a student in Harvard Graduate School of Education and take master program of Learning Design, Innovation, and Technology. And she is join internship as Teacher Assistant in Harvard Innovation Lab. Besides that, Zhafira made her YouTube channel at November, 20<sup>th</sup> 2010 and in 2019 she started uploading her content that contains information about tips to enter school in Japan based on her experience. Until now, Zhafira still shares her journey through her YouTube channel.

The researcher decided to use “Zhafira Aqyla” YouTube channel as the research object because in every video Zhafira always uses code switching or even speaks English throughout the video and so many people are interested in discussion about technology like YouTube. Then, some of her videos contain English study such as IELTS, TOEFL, etc. So that, her YouTube viewers can

learn English when they watch her content. In this research, researcher will use three videos of “Zhafira Aqyla” Youtube channel that contains English learning content. There are “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”, “Game Listening English dengan 10 Aksen!”, and “Tambah dan Bahas English Vocab Lv. GRE”. In those three videos Zhafira often combines her language for example Indonesian language with English language and it is called code switching. It happens because the speaker used to being in a bilingual or multilingual environment, so it becomes their habit to speak.

As the illustration, the researcher will give some example of code switching that Zhafira did in “Zhafira Aqyla” YouTube channel. The examples are as follow;

- (1) *“Assalamu’alaikum, Precious people! Welcome back to my channel. Denger-denger temen-temen semua bakal UAS, nih, sebentar lagi.”*
- (2) *“Nomor satu C, nomor dua D, nomor tiga E, nomor dua puluh B. Yeey... so, I got twenty out of twenty correct.”*
- (3) *“Okay, jadi sekarang lima belas lima tujuh (15.57) I ended up working on this three minutes longer than I intended.”*

From the examples above the underline words in (1) and (2) refer to code switching and the type is inter-sentential switching because the change of language happens at the sentence level or switches a language to another

language (English-Indonesian) between different sentences. Besides that, the underline word in example (3) refers to code switching and there are two types that are intra-sentential switching and tag switching. Intra-sentential switching because the speaker switches language from one language to another (English-Indonesian) in the same sentence. And tag-switching because there are word “okay” in the beginning of the sentence and it means that the speaker inserting a tag from other language in an utterance without changing the meaning of the utterance. It indicates that the speaker masters two different languages or she is bilingual. She could easily turn the languages. The researcher wants to analyze code switching used by Zhafira in her YouTube channel “Zhafira Aqyla”.

There are so many researchers who have already conducted the study on code switching, such as Abaa (2016) who examines “*Lectures’ English-Indonesian-Javanese Code-Switching in English Students’ Classrooms*”. She analyzed the lecturer’s utterances in the classroom during the teaching and learning process. She analyzed the use of code switching between English-Indonesian, and English-Javanese code switching. Sajib (2020) investigate “*Code-switching in Advertisement Posters: A Sociolinguistic Analysis*”. He analyzed Bangla-English code switching in advertisement posters. Rahmaniah (2016) who examines “*Code Switching Used by Kimmy Jayanti in " iLook " Program on Net TV*”. She analyzed English- Indonesian code switching used by Kimmy Jayanti in TV program.

The differences between the first previous study and this study are the first study analyzing the use of code switching between English-Indonesian-Javanese by the lecturers in English classroom, but this study analyzes code switching in someone's YouTube channel and just English-Indonesian code switching. The differences between the second study and this study are the second study analyzing the use of code switching between Bangla-English in advertisements but this study analyzing the use of code switching between English-Indonesian in a YouTube channel. Meanwhile, the differences between the third previous study and this study is the third study analyzed the use of code switching in TV program, but this study in a YouTube channel.

Code switching by Zhafira will be analyzed by considering the types and the functions. And this research focuses on analysis to find out the types of code switching by Zhafira in her YouTube channel "Zhafira Aqyla". Due to the reason above the researcher is interested to conduct a research entitled "THE USE OF CODE SWITCHING IN "ZHAFIRA AQYLA" YOUTUBE CHANNEL".

## **B. Identification of the Problem**

From the background of the study above, the researcher identified some problems such as;

1. Formal education is more preferred as the way of learning.

2. People are not aware of code switching.
3. Sometimes people get confused when their interlocutors switch their language into another language.

### **C. Limitation of the Problem**

This study focuses on the use of code-switching (English to Indonesian or vice versa) and analyze the types and functions of code switching on “Zhafira Aqyla” YouTube channel. The researcher will analyze three videos that contain English learning as an object of this study. There are “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”, “Game Listening English dengan 10 Aksent!”, and “Tambah dan Bahas English Vocab Lv. GRE”. In this research, the researcher will use the theory of the types of code switching by Poplack (1980) and the functions code switching by Hoffman (1991).

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

Based on the research background above, the problem statements are;

1. What are the types of code switching used in “Zhafira Aqyla” YouTube channel?
2. What are the function of code switching used in “Zhafira Aqyla” YouTube channel?



### **E. Objectives of the Study**

Based on the problems statements above, the objectives of this study are;

1. To analyze the types of code switching used in “Zhafira Aqyla” YouTube channel.
2. To describe the function of code switching used in “Zhafira Aqyla” YouTube channel.

### **F. Benefits of the Study**

The benefits of this study are;

1. Theoretical benefits

The result of this study hopefully can be used as reference for those who are interested in analyzing code switching.

2. Practical benefits

- a. For the readers

This research can give more knowledge about code switching, types of code switching and the factors that are influencing people in using code switching. Also the readers can

implement code switching when they are facing difficulties of using English.

b. For the student

The result of this study can be inspiration for the student to use code switching when they are facing difficulties in using English. Also, they can use and practice English in another place such as online media YouTube.

c. For the teacher

This research can be used as additional information about code switching, the types of code switching and also the factors that are influenced in using code switching. Also teachers can use code switching during the lesson to make the explanation clearer and understandable by the students.

## **G. Definition of Key Terms**

### 1. Bilingualism

Bilingualism is a concept that often associated with code-switching as a speaker must be able to perform more than a language in order to code switch (Eldin, 2014).

### 2. Code Switching

Code switching is a phenomenon when people switch their language after they are done with their previous utterance. Code switching usually occurs intentionally in different sentences and depends on the speaker's situation.

### 3. YouTube Channel

YouTube channel is a tool in a YouTube account, it can be used for uploading a video, publishing a video that has been uploaded, and doing another activities such as deleting our own video, commenting on others videos, etc. According to Ilyas & Putri (2020) stated that YouTube channel is a video sharing website in which users can upload, share, and view videos.

## CHAPTER II

### THEORETICAL REVIEW

In this chapter, the researcher will discuss about theoretical review and previous study related to the study. The researcher will explain about code switching, code mixing, the differences between code switching and code mixing, functions of code switching, bilingualism and multilingualism, YouTube channel, context of sociolinguistics and the previous study of this research. The explanation of each theoretical is explained briefly as follows.

#### **A. Sociolinguistics**

There are some linguist that define about sociolinguistics with their own perspectives. According to Simatupang & Amalia (2019), sociolinguistics is concerned with the relationship between language and the context in which it is used. When people want to interact with others they have to use a language especially in communication. Sociolinguistics are the study about the relationship between language and society and it interested in explaining why people speaks differently in different social context and the sociolinguists concerned with identifying the social functions of language and the ways it is used to convey social meaning. Wardaugh in Zalukhu et al. (2022) stated that sociolinguistics is the study of our daily lives how language works in our everyday conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language.

Language as the object of sociolinguistics study not seen as language is seen by general linguistics who judge language as grammatical unit, but sociolinguistics seen language as media to interact and communicate in society. Yendra (2016) stated that sociolinguistics is the study about language characteristics, the characteristics about language functions and the characteristics of language users who interact continuously and eventually language changes in the speech community. So that, sociolinguistics can defined as a science that studies about the characteristics and the variations of language, as well as the relationship between the speakers of languages and the functional characteristics of language with functional characteristics of language variation in a language community.

According to Astri & Fian (2020), sociolinguistics divided into three characteristics, there are characteristics of function, characteristics of their speaker, and characteristics of language varieties. They are constantly interact and change each other in speech community. Moreover, Silaban & Marpaung (2020), sociolinguistics also the study that linking the structure of language and the structure of society. So, sociolinguistics is the field of language that have relation with the usage of language in the community.

Finally, Based on the definition from some linguist above, it can be concluded that sociolinguistics is a science that studies the relation between language and society with the goal being a better understanding about language structure and how the function of the language in communication.

Sociolinguistics is a branch of linguistics that takes language as an object of study. It means that sociolinguistics examines language in a social and cultural context. Also examines social function and language usage in society.

## **B. Bilingualism and Multilingualism**

Fabbro (1999), Ellis (1994) in Dolgunsön (2013) stated that bilingualism is the ability to speak two languages or the habitual use of two languages in daily life and bilinguals are individuals who have that ability in general. People that are bilingual have a good ability to speak two languages effectively. Bilingualism means that the first language is usually a native language and the second language is a non-native language of an individual (Kharisov & Kharisova, 2014). The example of bilingualism such as using regional language and national language in communication to get clear information or to convey the ideas effectively. Every person in society has bilingual ability as the pattern of communication that has certain variables to determine the type of bilingual society.

Multilingualism is people that has several languages such as mother tongue(B1), national language (B2), and added with foreign language (B3) (Sahrawi & Anita, 2019). Use of two languages or more in communication is a common phenomenon especially in Indonesia. It is said because people who involved in the act of communication should at least master more than one language for example regional language (Javanese, Madurese, Balinese, and so

on), first language (Indonesian), and foreign language (English, Arabic, Chinese, and so on). Jendra (2010) in Silaban & Marpaung (2020) stated that multilingual refers to the people who can use more than two languages. Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages. Troike (2006) cited in Fathimah (2016) people in multicultural society tend to encounter various settings requiring them to use languages based on speech communities they are talking to.

It can be concluded that, bilingualism is people that have ability to speak two languages and usually the first language is their mother tongue and their second language is foreign language or non-native language. They can speak and master two languages properly. Besides that, multilingualism is people that master more than one languages and even several languages. People with this ability can speak effectively in three or more languages. People that have this ability tend to live in multicultural society and they usually using the appropriate language according to the social context.

### **C. Code Switching**

Code switching is one of phenomenon that occurs around bilingual or multilingual speakers, they usually change over their language to communicate in their ventilation. Code Switching happens in bilingual and multilingual society while people switch from one language, variety, or dialect to another one (Dewi, 2021). According to Holmes (1992) cited in Wibowo et al. (2017)

code switching happens when the speaker turns their language from one to another language. Poplack (2001) in Febryanti et al. (2019), also states that code switching refers to the mixing, by bilinguals or multilingual, of two or more languages in discourse, sometimes with no change of interlocutor or topic. Spolsky (1998) in Octavita (2017) defines that code switching is a changing process from one language to another in the middle of utterance. Code switching is described as a skill of bilingual or multilingual speakers and it is a linguistics term that referring to using more than one language or variety in a conversation (Ansar, 2018).

Code switching is one of the alternative ways to communicate by bilingual and using one or more languages in the same conversation. According to Auer in Mabule (2015) in Arrizki et al. (2020) define that code switching as the alternating use of two or more codes within one conversational episode. Macaro (2014) in Kasim et al. (2019) code switching is a common communication skills among bilinguals and is known to be a naturalistic occurrence among these speakers . According to Andayani (2016) code switching is done to make the conversation runs smoothly, more acceptable to the listener and gets a clear understanding among the speaker and the listener. In addition, there are three types of code switching as formulated by Poplack (1980) in Arrizki et al. (2020), they are:

1. Tag-switching



According to Ansar (2018) tag-switching occurs when tags and certain set phrases in a language are inserted into an utterance alternatively in another. In addition, Arrizki et al. (2020) states it is simply the insertion of a tag in one language in an utterance to the other languages, and it can be inserted in many different places in one utterance without changing or disturbing the syntactic order, purpose, and meaning of the utterance. Tag-switching involves the insertion of a tag such as ‘isn’t it?’ or ‘you know’, in a sentence that is otherwise entirely in a different language also tag can be interjections or exclamations (Senaratne, 2009).

For example:

“Yeah...” So, I got twenty out of twenty correct.”

“Okay, *sekarang gue pengen liat, apakah jawaban gue bener atau nggak.*”

The words that underlined in the example above are included in the tag-switching category. When the speaker uses this kind of code switching, tag-switching will not change the meaning of the human speech. The use of tag-switching itself can be inserted in many different places in one utterance without changing the syntactic order.

## 2. Inter-sentential switching

According to Bandia (2007) inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or

sentence is in one language or another. Appel and Musyken (2006) in Fanani & Ma'u (2018) stated that inter-sentential code switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language or, on the other hand, means that inter-sentential code-switching occurs between a different number of sentences.

For example:

*“Kalian juga semangat semuanya. Hopefully I will see you again very very soon after you're done with you're exam.”*

The sentence that underlined above are categorized as inter-sentential switching. This kind of code is the type that rarely used, because it requires flexibility for the speakers to speak two languages at once in complex form in the form of clause or sentence.

### 3. Intra-sentential switching

According to Sari et al. (2021), intra-sentential code switching occurs when the alternation of language used is below sentential boundaries. According to Ansar (2018), intra-sentential switching can take the form such as, code changing, code mixing, insertion, and congruent lexicalization.

For example:

*“Yang pertama adalah numerical skills atau matematika, dan yang kedua adalah verbal skills atau comprehensive reading terus habis itu menulis essay dan lain sebagainya.”*

Intra-sentential switching usually occurs when the speaker can master their second language (L2). In other words, this type of code switching can occur because of a person's fluency in mastering more than one language. And the form is embedded in sentences of the first language. And it is usually found in the form of a word or phrase.

Finally, code switching is sociolinguistics phenomenon that happens in bilingual or multilingual society. Code switching occurs when the speaker switching their language into other language in the sentence level. And there are three types of code switching according Poplack (1980); tag-switching, inter-sentential switching, and intra-sentential switching. Code switching is one of the alternative ways to communicate among bilinguals. People usually switching their language to make the conversation more acceptable and the listener get a clear understanding.

#### **D. The Differences Between Code Switching and Code Mixing**

When we discuss about the differences between code switching and code mixing, it is actually difficult to find the difference between them. They both are looks similar, but of course there are some indicators that distinguish

them. According to Bokamba (1989) in Al-Azzawi et al. (2018) defines both terms (code-mixing and code-switching) code switching is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech events... code-mixing is the embedding of distinct linguistic units like affixes (bound morphemes), words (free morphemes), clauses, and phrases from a bilateral affair where the speakers, in order to show what is meant, must chance what they hear with what they understand.

Grosjean (1982) in Senaratne (2009) defines that code switching (even it is just a word, phrase, or sentence) as a complete move from other language, beside that borrowing is a word or short expression that is adopted phonologically and morphologically to the language being spoken. Besides that according to Thelander quoted by Ansar (2018) code switching is a speech event that becomes switched from one clause to another clause in different languages. Meanwhile, when a speech event happens, the clause or phrase consists of hybrid clause and hybrid phrase and they do not support each other is called code mixing.

So, the differences between code switching and code mixing is code switching is switch one language to other language and usually in the form of words, clauses, phrases, and sentences. Code switching happens across sentence boundaries and in the two different grammatical systems within the same speech events. Besides that, code mixing is embedding or inserting

distinct linguistic units such as affixes, words, clauses, and phrases without changing the topic.

### **E. Functions of Code Switching**

According to Hoffman (1991) in Risweni et al. (2021) there are a number of functions bilingual switch their language. Those are:

#### 1. Talking about particular topic

When talking about a particular topic, sometimes people prefer to switch from one topic language to another code in a different language. By expressing emotion, happiness or madness, the speakers feels more comfortable to using a language besides their everyday language.

#### 2. Quoting someone's word

Sometimes people switch their languages or codes when they are quoting someone's words or utterances because the phrase or speech comes from well known people who are usually not from their native language.

#### 3. Being emphatic about something (express solidarity)

People who speak not using their first language sometimes have desires to express their feeling about something and the speakers will deliberately switch their language from the second language to their native language or vice versa.

#### 4. Interjection (Interesting sentence fillers or sentence connectors)

Code switching can be an interjection because the speaker can feel more powerful than the interlocutors because they can use a language that not everybody can. With using interjections in code switching it can make the instruction more clear and people will be aware about their feelings.

#### 5. Repetition used for clarification

Hoffman said that if bilingual want to clarify their utterances, the listener will be more understand and they sometimes use both languages that their masters say the same speech repeatedly.

#### 6. Intention of clarifying the speech content for interlocutor

When bilingual people talk to another bilingual there will be so many code mixing and code switching that happen. And it means that make the content of their utterances runs smoothly and can be understand by the listener.

#### 7. Expressing group identity

The way of people in a community communicate to each other is obviously different from other groups.

So that, the factors that cause people using code switching are certainly influenced by some factors. Based on Hoffman (1991) people that using code switching apparently influenced by several things there are topic of conversation, situation, and condition both emotional and social. The use of

code switching aims to make the conversation clearer and easier to understand. Besides that, with using code switching people will be aware about the speaker feelings.

#### **F. YouTube Channel**

YouTube is a website that shares a large number of videos with different kinds such as video clips, TV clips, music video, movie trailers, and other content such as video blogging, short original videos, and educational videos (Jalaluddin, 2016). According to Ilyas & Putri (2020) YouTube channel is a video sharing website in which users can upload, share, and view videos. YouTube is exhaustive with complete video analysis, ranging from the number of visitors, the duration of time viewing the video, visitor segmentation, to search sources (Irawan et al., 2020). It can be inferred that YouTube channel are easy to monitor the progress of uploaded videos.

The dominant name of YouTube is [www.youtube.com](http://www.youtube.com), and it has developed and grown rapidly more than 100 million video views per day. YouTube is undoubtedly the most popular online video uploader that can be used for language learning (Ilyas & Putri, 2020). YouTube can be included in blended learning to substitute verbal input by the teacher to make the class more interactive. The videos can be used in speaking learning so that the students can watch the video and at the same time listen to the speech. Karch (2017) in Sinaga & Hutahaean (2020) stated that a YouTube channel is the home page

for a personal account, and a channel is required to upload videos, add comments or make a playlist. Everyone that want to join in YouTube as a member is available. After the user registers and approves the information, the channel shows the account name, the account type, a personal description, a list of members who become friends, comment section for members, and any user information the member enters. Kim & Kim (2021) states that here are some benefits of using YouTube in language learning; enhancing cross cultural sensitivity, building content knowledge and skills in L2, and refining an understanding of the global language.

So that, YouTube channel is a website that shares a lot of videos with different kinds. In YouTube channel people can share, upload, and view videos, and also easy to monitor the progress of uploaded videos. YouTube have the feature namely YouTube studio that complete with video analysis, the duration of time viewing the video, visitor segmentation, and ranging from the number of visitors. The use of YouTube channel not only for entertainment but it can be included in blended learning to make the learning more fun and interactive. YouTube have so many benefits, one of the benefits which is can be a medium for learning foreign languages.

### **G. Context of Sociolinguistics**

In the conversation, people use language according to its function. Sometimes, people using a language to communicate with certain people and



using different language to other people in order to match their speech style according to the context. Context helps people to understand the meaning of word, phrase, etc. In the context of Zhafira's utterances, the context actually has significant factors when she produces the languages. Zhafira have to considering the situation when she speaks, the audience, place, and the prevailing norms of the society. According to Wardaugh (1998) in Obiora (2009) Hymes (1974) has proposed ethnographic framework about the various factors that considered relevant represented by the word 'SPEAKING',

1. Setting and Scene (S)

Setting refers to the time and place, that is the concrete physical surroundings which the speaker take place. Scene refers to an abstract physiological setting, or cultural definition of the event.

2. Participants (P)

Participants include various speaker-listener, receiver-receiver, or sender-receiver combinations.

3. Ends (E)

Ends include of the result or the purpose of the individual of the speech event on a current occasion.

4. Act sequence (A)

The sequence of act refers to the actual form and content of what is said: the exact words used, how they are used, and the relationship between what is said and what the topic are discussed.

5. Key (K)

Key refers to the tone, manner, or spirit in a particular message is conveyed.

6. Instrumentalities (I)

Instrumentalities refer to choice of channel, for example: spoken, written, or telegraph, and to the actual form of speech used, such as the chosen language, dialect, code, or register.

7. Norm (N)

Norm refers to the behavior and specific traits inherent in speech as well as how this might be seen by someone who is not sharing.

8. Genre (G)

Genre is the last term, refers to a clearly delimited type of speech.

It can be inferred that, the use of code switching in social life must pay attention with the social context by paying attention to the situation, the audience, the place and the prevailing norms of the society. Based on Wardaugh (1998) that have represented in the word 'SPEAKING'. In the conversation people have to considering the social context. People use language not only to communicate but when they choose to speak with one language in order to match with the interlocutor's speech style and according to the context.

## **H. Previous Study of The Research**

The researcher provided some information from the other researchers to prove the originality of this research. There are two previous studies which conducted the similar study. The first previous study was taken from Utami et al. (2019)'s research entitled, " *Code Switching Analysis in The Notes Made By The Sales Assistants in Ripcurl* ". In their research, they analyze English-Indonesian code switching in the tourism area. Their research aims to identify the types of code switching, the functions of using code switching, and the factors that influence the occurrence of code switching. The data of their research are from collecting the data through observation methods from note taking by the staff. The data was analyzed through a descriptive qualitative method. They used Poplack's theory to classify the types of code switching, Apple and Musyken's theory were used to analyze the functions of code switching. The result of their research is the researchers found three types of code switching namely tag-switching, inter-sentential switching, and intra-sentential switching. Also the researchers found six functions of code switching in the notes made by the staff in Ripcurl (surf shop) Nusa Dua. And the factors that led to the staff using code switching is the English term is easier to remember and better to understand than Indonesian.

The second previous study was taken from Adi (2018)'s research entitled, " *Code Switching in Critical Eleven Novel* ". The objective of his research is to find out the types of code switching in the novel and to explain the reasons that influence the use of code switching in the novel. His research

using descriptive qualitative research. The analysis of his research is focused on three types of code switching (intra-sentential switching, inter-sentential switching, and interjection) using Poplack's theory. And the reason that influence the use of code switching was analyzed using Hoffman's theory. The result of his research are mostly inter-sentential switching of utterance used in the novel entitled 'Critical Eleven'.

The third previous study was taken from the thesis Adna (2016) which focuses on "*Code Switching as English Teaching Strategy; (A Descriptive Study at XII Grade of Multimedia Class of SMK Izzatul Islam-Bogor)*". This research was conducted to analyze code switching phenomenon in English classrooms throughout the teaching and learning process of XII Grade of Multimedia Class. The objectives of this study are to find out the types of code switching and the main function of using it and how the code switching used by the teacher affects students' learning process. The method used in this study was qualitative descriptive and the instruments of this study were classroom observation, interview, and questionnaire. The subjects of this study were a teacher of English and students of XII grade of Multimedia Class of SMK Izzatul Islam-Bogor of the 2015/2016 academic year. The data of code switching phenomenon were analyzed and classified using Hoffman's theory and the function of code switching using Sert's theory. The result of this study shows that code switching occurred 235 times during the learning process in the two meetings.

The fourth of the previous study was taken from a thesis Irpandi (2019) that focuses on “ *An Analysis Code Switching Word on Cinta Laura*”. This research was aimed to find out the types and functions of code switching. This research focuses in analyzing Cinta Laura’s utterances in a talk show program namely “BROWNIES”. This research used descriptive qualitative research method. And the technique of analyzing the data using Neumann’s theory. The procedures of collecting the data in this research are watching, identifying the transcript, classifying and tabulating the types and functions of code switching. The result of this study shows that were three types and functions of code switching and also found six functions of code switching.

The fifth previous study is from Awaluddin (2018) who examines, “*A Descriptive Analysis of English Indonesian Code Switching Spoken by English Teacher at the Eight Grade of MTs Muhammadiyah Lempangang*”. The objective of this study was to analyze the kinds and functions of English Indonesian code switching spoken by an English teacher in eighth grade of MTs Muhammadiyah Lempangang. This study using Qualitative Descriptive study. The subject of this study was one of the English teachers in the Eighth Grade of MTs Muhammadiyah Lempangang who teach in VIII A class. This research using Gumperz’ theory to analyze the aspects of code switching and using Appel and Musyken’s theory to analyze the functions of code switching. The technique of collecting the data was using the methods of recording and writing on note of what the teacher said in the teaching learning process, then collected

it and classified it based on sociolinguistics aspects and the function (phatic function) of code switching. The result of this research showed that sociolinguistics aspects of code switching are situational and metaphorical switching. The function of code switching is referential function. Moreover, this research just focused on phatic function to clarify a message.

Table 2.1 The Similarities And Differences Between The Previous Study With This Study

No	Title	Similarities	Differences
1.	<i>Code Switching Analysis in The Notes Made By The Sales Assistants in Ripcurl</i> ,(Utami et al., 2019)	The similarity of the first previous study with this study is both of them talk about code switching. Both of the research uses descriptive qualitative methods. And both of the research uses	This previous study conducted the research in tourism area while this research investigate the use of code switching in “Zhafira Aqyla” YouTube channel. The researcher of this previous study identify the types of code switching and the factors that makes sales

		<p>Poplack's theory to classify the types of code switching.</p>	<p>assistants code switching. Besides that, this study identify the types and the functions of using code switching in "Zhafira Aqyla" YouTube channel. The object of this previous study are log book of Ripcurl (surf shop) while this research are from video in "Zhafira Aqyla" YouTube channel. The technique of collecting the data of this previous study through note taking techniques, but this research by watching the video in a YouTube channel and make the transcript of it.</p>
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			<p>The last, the theory to analyze the functions of code switching in the first previous study use Apple and Musyken's theory but in this research using Hoffman's theory.</p>
2.	<p><i>Code Switching in Critical Eleven Novel</i>, (Adi, 2018)</p>	<p>The similarity between the second previous study and this study is both of them were analyzed about code switching. The objectives of the research from both studies are to find out the types of code switching and the reasons that</p>	<p>This previous study conducted the research in the novel entitled "Critical Eleven" to analyze the use of code switching in it. But, this research analyze the use of code switching in a YouTube channel. The technique of collecting the data of this previous study is reading the whole content of the</p>



		<p>influences the use of code switching. In analyzing the types of code switching both of them using Poplack's theory and the reasons that influenced the use of code switching using Hoffman's theory.</p>	<p>novel. Besides that, this study collects the data by watching the video in "Zhafira Aqyla" YouTube channel and making the transcript of it.</p>
3.	<p><i>Code Switching as English Teaching Strategy; (A Descriptive Study at XII Grade of Multimedia Class of SMK Izzatul Islam-Bogor), (Adna, 2016)</i></p>	<p>The similarities of the third previous study and this study is both of them were analyzed about code switching. The objectives of both the studies are</p>	<p>The third previous study analyzed the use of code switching in English Classroom and this study analyzed the use of code switching in a YouTube channel. The objectives of the third previous study to find out the</p>

		<p>to find out the types of code switching. The method that was used in the third previous study and this study is qualitative descriptive.</p>	<p>main function of using code switching and how the code switching used by the teacher affects students' learning process. Meanwhile, the objective of this study is to find out the functions of using code switching in a YouTube channel. The subject of the third previous study is English teacher and students of XII grade of Multimedia Class of SMK Izzatul Islam but, in this research the subject is YouTubers Zhafira Aqyla in her YouTube channel. The data of code switching in the</p>
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			third previous study was analyzed using Hoffman's theory and the function of code switching using Serts's theory.
4.	<i>An Analysis Code Switching Word on Cinta Laura</i> , (Irpandi, 2019)	The similarities between the fourth previous study with this study, both of them were analyzed code switching. The objectives of the research in fourth previous study and this study was to find out the types of code switching.	The differences between the fourth of previous study and this study are this study analyzed the use of code switching in a YouTube channel and the fourth previous study was analyzed the use of code switching on Cinta Laura's utterances in talk show program. Moreover, the theory of analyzing the data in the fourth previous study was used Neumann's

			theory but in this research using Poplack's theory and Hoffman's theory.
5.	<p><i>A Descriptive Analysis of English Indonesian Code Switching Spoken by English Teacher at the Eighth Grade of MTs Muhammadiyah Lempangang,</i> (Awaluddin, 2018)</p>	<p>The similarities between the fifth previous study and this study are both of them were analyzed code switching. The objective of the study both of them same in analyzing the types of code switching. This study and the fifth previous study using qualitative descriptive study.</p>	<p>The differences between this fifth previous study and this study are the objective of the study, in this study analyzing the function of English Indonesian code switching. The subject of the fifth previous study was one of English teachers but in this study was a YouTubers in "Zhafira Aqyla" YouTube channel. The fifth previous study using Gumperz' theory and Appel and</p>

			<p>Musyken's theory in analyzing the data but this research using Poplack's theory and Hoffman's theory. The technique of collecting the data of this fifth previous study was using the method of recording and writing on note, then collected it, and classified it. Besides that, the technique of collecting the data of this research was watching videos in "Zhafira Aqyla" YouTube channel and making the transcript of it.</p>
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## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, conduct some methods used to code switching in “Zhafira Aqyla” YouTube video. There are some sub – chapters consist of research design, data and source of data, research instruments, technique of collecting the data, technique of analyzing the data, and trustworthiness of the data.

#### **A. Research Design**

The type of this research is descriptive qualitative research. The researcher applied this research in the paper because it was the appropriate approach to describe the result of research. Qualitative study are used in research because the research is focused on the depth of the analysis rather than the quantity of the data that obtained. According to Creswell (2007) in Rahayu & Putri (2019) the study used quotes and themes in the form of words rather than numbers to provide evidence of different perspectives.

Descriptive research is meant to identify, analyze, and describe the data. According to Febryanti et al. (2019) the aim of descriptive design is to highlight the current issues or problem through the process of collecting the data that allows to describe the situation completely than was possible without using this method. Descriptive qualitative method is research that based on the facts or phenomena in real life around the speakers so that the data produced or recorded in the form of exposure (Asrifan et al., 2021). This kind of research described

the existing attitudes, behaviors, or the other characteristics of a group of subjects.

Based on the explanation above, this type of the study was used to analyze the use of code switching by Zhafira as the speaker in “Zhafira Aqyla” YouTube channel. In addition, the descriptive qualitative research was used in this research because the researcher wanted to describe the speaker’s code switching, especially the type and the factors the use of code switching.

## **B. Data and Source of Data**

Data are the ‘stuff’ you work with, the records of what you are studying (Richards, 2005). Qualitative data do not include counts and measures, but they do include just about any form of human communication-written, audio or visual-behavior, symbolism or cultural artefacts (Gibbs, 2007). In this research, the data collected from Zhafira’s utterances in the ‘Zhafira Aqyla’ YouTube channel. The form of data of this research might be a word, phrase, clause or sentence based on Zhafira’s utterance that contain code switching or the utterances when she switch their language to other language.

The source of data is the basic information in a research. Arikunto stated that source of data is person or place that provides information for a piece of research (Sinaga & Hutahaean, 2020). The sample of the data was collected by analyzing some videos that related with this study and the problems being

researched. In this study, researcher collected the data by observation method through content analysis to be the research sources.

The source of the data of this research are consist of primary and secondary source of the data. The primary sources of the data are from the video of “Zhafira Aqyla” YouTube channel. The researcher watching the video of “Zhafira Aqyla” YouTube channel and re-wrote the transcript of the video which is consist of code switching on her three YouTube videos entitled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”, “Game Listening English dengan 10 Aksen!”, and “Tambah dan Bahas English Vocab Lv. GRE”. Moreover, the secondary sources of the data are from the journals, books, and some previous studies related to the research.

### **C. Research Instrument**

In this study, the research instrument of this research is the researcher herself. The researcher acts as an instrument as well as data collector (Ningsih & Setiawan, 2020). Seno stated that instrument is a tool that used by the researcher to collect the data from sample, informant or object that being examined (Ilyas & Putri, 2020). The most important instrument of the research is the researcher herself with or without help from another people. The researcher needs some supporting instruments like smartphone and video from “Zhafira Aqyla” YouTube channel.



#### **D. Technique of Collecting the Data**

In this research, the researcher observed verbal action in a YouTube channel. The data of this research is the use of code switching by Zhafira in some videos about learning English on the “Zhafira Aqyla” YouTube channel. The technique of collecting the data in this research will be explained as follows:

1. Watching the three YouTube videos of “Zhafira Aqyla” YouTube channel entitled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”, “Game Listening English dengan 10 Aksen!”, and “Tambah dan Bahas English Vocab Lv. GRE”
2. Re-watching the videos and write down the transcript of it and arrange the data into written data.
3. Selecting the Zhafira’s utterances from the transcript which based on the objectives of the study.
4. Decides the types of code switching based on Poplack’s theory that is presented in the transcript.
5. Giving codes to each datum in order to make the analysis process easily.

The researcher will make a classification of the data analysis and give codes to each datum in order to make the analysis process easily. The following is the data coding:

- b. The code for number of video

- First video : V1
- Second video : V2
- Third video : V3

c. The code for the time of video

00.01-00.15= “one sentence”

From example above when the researcher analyze an utterance in a video and the range of the time for the speaker to say one sentence is 00:01-00:15.

d. The code for the number of data

- D1: number of first data
- D2: number of second data
- D3: number of third data
- ect.

e. The code based on the types of code switching

- Tag : Tag-switching
- Inter : Inter-sentential switching
- Intra : Intra-sentential switching

f. The code based on the factors people using code switching

- T : Talking bilingual particular topic
- Q : Quoting someone’s word

- ES : Being empathetic about something (express solidarity)
- I : Interjection
- R : Repetition used for clarification
- ICSI : Intention of clarifying the speech content for interlocutor
- EGI : Expressing group identity

For example the data analysis is written: V1/00:10-00:15/D1/Tag/I

1. V1 : The number of video
2. 00:10-00:15 : The time of video
3. D1 : The number of data.
4. Tag : Tag-switching
5. I : Interjection

### **E. Technique of Analyzing the Data**

According to Creswell, et.al. (2007) Data analysis in qualitative research consist of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs for analysis then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion. To analyze the data that

was collected. The researcher uses the technique of analyzing the data proposed by Miles and Huberman (1994). The stages are 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 notes or transcriptions (Miles, et.al., 1994). As data collection proceeds, further data reduction occurs as well as writing summaries, coding, making clusters, and writing memos. Data reduction is analysis that sharpens, shorts, focuses, discards, and organizes data in order the final conclusion can be drawn and verified. In this study, the researcher collects the data from Zhafira's utterances that include code switching and makes the coding of it.

### 2. Data Display

The second major stream of analysis is data display. Data display is an organized, compressed assembly of information that consents conclusion drawing and action. Data display help us to understand and to do something or take action based on our understanding. In data display, the data are organized and managed very well so it can be analyzed easily. Designing data display usually in the form of bar charts, column charts, diagrams, waterfall charts, etc. Therefore, the researcher uses coding as technique in analyzing the data. Coding in research means the process of interpreting and

grouping the data into certain categories in order to make it easier when displaying the data (Priharsari & Indah, 2021).

### 3. Conclusion Drawing and Verification

The third flow of analysis activity is conclusion drawing and verification. The beginning of collecting data in qualitative analysis is to decide what things mean is noting regularities, patterns, explanations, causal flows, etc. The conclusion may not arise until data collection is over, depend on the size of field notes, the coding, and other data. Besides that, after the researcher displays the data, the researcher answers the research question. Moreover, the researcher makes conclusions based on the finding result of code switching used by Zhafira in “Zhafira Aqyla” YouTube channel. Finally, the researcher drew a conclusion that was verifiable for the rest of the study.

The researcher analyze the data based on the following steps. This procedure is intended to answer the research problem. The steps of analyzing the data in this research are as follows:

- a. The researcher watching to “Zhafira Aqyla” YouTube channel as the source of the data and makes the transcript of Zhafira’s utterances.

- b. Classifying the data based on the types and factors of using code switching.
- c. Coding the data
- d. Analyzing the data based on the types and factors of using code switching based on theory of code switching.
- e. Drawing conclusion based on the data analysis to answer the research problems.

The researcher make percentage of the data to know usage of types of code switching. The purpose of percentage calculation is to complete the findings so that the readers can easily get the appropriate comparison of each finding to others. The percentage calculation is used to know the types of code switching and the factors on the way conveying the information by Zhafira in her YouTube channel “Zhafira Aqyla”. Anas Sudijono (2014) in Aprilia et al. (2018) the formula in looking percentage as follows :

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

Notes:

$P$  = Percentage

$f$  = Frequency

$N$  = the sum of the frequencies

## **F. Trustworthiness of Data**

The researcher should be checking the data validity to get the valid data. In analyzing the data validity, the researcher used triangulation method to increase the credibility and validity of the data. Credibility refers to trustworthiness and how believable a study is ; validity is concern with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated (Noble & Heale, 2019). The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures (Heale & Forbes, 2013). Denzin in Noble & Heale (2019)stated that the triangulation method has four types as follows:

### **1. Data triangulation**

This type of triangulation use of combination different data sources, including time, space, and persons. Data triangulation is used to identify convergence of data obtained through multiple data sources and methods to avoid error or bias and optimize accuracy the data collection and analysis processes (Johnson et al., 2020). Data triangulation is process of comparing information that obtained from another sources. Findings can be confirmed and any weaknesses in the data can be compensated for by the strengths of other data, thus increasing the validity and reliability of the result.

### **2. Investigator triangulation**

Investigator triangulation which using of several researchers in a study. In this type use more than one investigator, interviewer, researcher, observer, and data analyst in a study. The ability to confirm findings across different observers or interviewers to control or decreasing bias in gathering, reporting , and analyzing the data without any collaboration between them.

### 3. Theory triangulation

Theory triangulation is the use of multiple theories or hypotheses to examine a phenomenon. Theory triangulation which encourages several theoretical schemes to enable interpretation of a phenomenon (Noble & Heale, 2019). It can be concluded that theory triangulation uses multiple theories to verify the hypothesis.

### 4. Methodological triangulation

Methodological triangulation is the use of multiple methods to examine a phenomenon. The point is to decrease the deficiencies and biases that come from any single method. Noble & Heale (2019) emphasize that methodological triangulation promotes the use of several data collection method.

Based on the explanation above, the researcher uses the investigator triangulation that will observe Indonesian-English code switching used by Zhafira to find out the types and functions of Zhafira using code switching.



After that, the researcher crosses check the script and analyze the data several times to achieve the validity. The last, the researcher needs another perspectives from other researcher of linguistic study to recheck the data. The researcher asked Mr. Wildi Adila, S.Pd.I., M.A. as the investigator. Investigator can give some comments and suggestions on the results of research conducted by the researcher. The validation results are used by the researcher to revise the results of the study.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter is divided into two parts, they are findings and discussion to answer the problem statement. The purpose is to answer the problem statement in the first chapter. There are two objectives of the problem: 1) to describe the types of code switching used in “Zhafira Aqyla” YouTube channel, 2) to describe the function of code switching used in “Zhafira Aqyla” YouTube channel. The findings section presented the result of the data analysis about the types of code switching by Zhafira in her YouTube channel based of the theory proposed by Poplack and the function of code switching by Zhafira in her YouTube channel based on Hoffman’s theory. The discussion section provided the deep and detailed description of the data finding.

#### **A. Research Findings**

According to the data analysis, the researcher has found 166 data of code switching, with the detail 20 data of tag-switching, 28 data of inter-sentential switching, and 118 data of intra-sentential switching. The researcher also found five factors that influence Zhafira in using code switching. The data was collected by the researcher from Zhafira’s utterances when she deliver her content in her three videos that contains of learning English on her YouTube channel named “Zhafira Aqyla” YouTube channel. The duration of each video is 8 to 16 minutes.

The researcher analyzed Zhafira's code switching on her YouTube channel named "Zhafira Aqyla" by using the types of code switching proposed by Poplack (1980). There are; tag switching, intra-sentential switching, and inter-sentential switching. And the researcher used Hoffman's theory (1991) of the function the speaker using code switching. There are; talking bilingual particular topic, quoting someone's word, being empathetic about something (express solidarity), Interjection (interesting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, and expressing group identity.

### 1. The types of code switching

In this research, the researcher analyzed the types of code switching that used by Zhafira in her YouTube channel. As mentioned before, the researcher used code switching theory that proposed by Poplack (1980); tag switching, intra-sentential switching, and inter-sentential switching.

**Table 4.1. Types of Code Switching**

<b>No.</b>	<b>Types of code switching</b>	<b>Data</b>	<b>Precentage</b>
1.	Tag switching	20	12,05%
2.	Intra-sentential switching	118	71,08%
3.	Inter-sentential switching	28	16,87%
<b>Total</b>		<b>166</b>	<b>100%</b>

The table above shows the types of code switching found in three videos in "Zhafira Aqyla" YouTube channel. From those classification above, it can

be seen that the most common type of code switching found in Zhafira's utterances in "Zhafira Aqyla" YouTube channel is intra-sentential switching with 118 data (71,08%) from 166 data, the second common type found is inter-sentential switching with 28 data ( 16,87%) from 166 data and the least common type of code switching is tag-switching with 20 data (12,05%) from 166 data. The following data are some examples of the analysis on the type of code switching found in Zhafira's utterances in "Zhafira Aqyla" YouTube channel based on Poplack's theory:

a. Tag switching

Tag switching happens when tags in a language are inserted into an utterance to another language. Due to the syntactic nature of tag, they can be inserted in many different places in an utterance without disturbing the syntactic order (Utami et al., 2019). In this research, the researcher found 20 data of code switching which the type is tag switching. The findings showed that the data of tag switching was the least common frequent type of code switching in Zhafira's utterances, which was as much as 12,05%.

The example of tag switching that used by Zhafira on her YouTube channel named "Zhafira Aqyla" will explained bellow:

a) V1/00.33- 00.36/D2/Tag/I

"Okay, soal nomer pertama."

(Okay, the first question.)

The datum taken from the first video titled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”. In this case, Zhafira asked her viewers to working on twelfth grade English question provided by Ruangguru app. Meanwhile, she asked her viewers to do the first question together. In this utterance, Zhafira inserted an English tag before she spoke in Indonesian language when she wanted to read the first question. Zhafira inserted the English word “Okay” in the beginning of the utterance before she said “*soal nomer pertama*”. Zhafira inserted “Okay” to emphasize the utterance when she was asked the viewers to do the question together.

b) V1/04.56- 04.58/D18/Tag/ES

“Ah, aku belum bilang *matematika*, sorry.”

(Ah, I haven't said math, sorry.)

The datum taken from the first video titled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”. In this case, Zhafira wanted to ask Roboguru account in Whatsapp to give the answer for the other subjects. She tried to send math question to Roboguru account, but she forgot to set the Roboguru that she will ask math question. Zhafira inserted an English tag “sorry” in the end of her utterance. Zhafira emphasize the word “sorry” to explain that she

forgot to change the subjects that she choose. So that, the Roboguru account doesn't gave respond as Zhaira wants.

c) V2/14.36-14.38/D136/Tag/I

“*Satu, dua, tiga, haa... correct! Hehe...*”

(One, two, three, haa...correct! Hehe...)

The datum taken from the second video titled, “Tambah dan Bahasa English Vocab Lv. GRE”. In this case, Zhafira wanted to check her answer after she explained to her viewers. Zhafira count from one till three and she got her answer was correct. Zhafira inserted an English Tag “correct” at the end of her utterance after she count in Indonesian language “*satu, dua, tiga*”. She emphasize her utterance “correct” because she so excited when saw her answer was correct.

d) V3/01.57-1.58/D149/Tag/I

“*Iya, throat and spasm. Ahaha...*”

(Yes, throat and spasm. Ahaha...)

The datum taken from the third video titled, “Game Listening English Dengan 10 Aksen!”. In this case, Zhafira and her guest star played a game named “Guess What They’re Saying”. The kind of game is listening English using several accent and the player have

to write what they hear. In this situation, Zhafira discussed with her guest star about what they hear. Zhafira inserted an Indonesian tag “*iya*” before she speak in English “throat and spasm”. Zhafira inserted an Indonesian tag in the beginning of her utterance in order to emphasize and confirm what her guest star heard is correct. So that, she inserted an Indonesian tag “*iya*” and repeated what her guest star heard.

b. Intra-sentential switching

This type of switching is a switch a language that occurs in a word, phrase, or a clause of a second language within the sentence. In another words, Intra-sentential switching refers to the switching that happens within the same clause or sentence which contains elements of both language (Wibowo et al., 2017). In this research, the researcher found 118 data of code switching which the type is intra-sentential switching. The findings shows that the data of intra-sentential switching was the most common frequent type of code switching in Zhafira’s utterance, which was much as 71,08%.

The example of intra-sentential switching that used by Zhafira on her YouTube channel named “Zhafira Aqyla” will explained bellow:

a) V1/03.49- 03.51/D15/Intra/T

“*Ini convenient banget, sih.*”

(It is very convenient)

The datum taken from the first video titled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”. In this case, Zhafira ask her viewers to do some English questions of twelfth grade together. In the video she also share tips leaning English through Ruangguru application. She explained to her viewers to using Roboguru when they are facing difficulty or when they want to check her answer. The utterance that Zhafira did is categorized intra-sentential switching. It can be seen from Zhafira inserted an English word “convenient” when she speak in Indonesian language. She used word “convenient” to express her feelings when she used Roboguru to check her answer.

b) V2/00.43- 00.55/D33/Intra/T

*“Untuk GRE sendiri yang di test ada dua utamanya, yang pertama adalah numerical skills atau matematika dan yang kedua adalah verbal skills atau comprehensive reading terus habis itu menulis essay dan lain sebagainya.”*

(For GRE itself there are two main tests, the first is numerical skills or mathematic and the second is verbal skills or comprehensive reading after that writing essay, etc.)

The datum taken from the second video titled, “Tambah dan Bahasa English Vocab Lv. GRE”. In this case, Zhafira explained to



her viewers about GRE. Zhafira told to her viewers that there are two main tests of GRE that we have to prepare. The data showed that the switch done in the middle of the utterance. Zhafira started her utterance in Indonesian language “*Untuk GRE sendiri*” then she switches her language in the middle of her utterance several times she said in English “numerical skills”, “verbal skills”, and “comprehensive reading”. And then she switched again into Indonesian language to complete her utterance. Zhafira switched her language into English language to deliver her important point of GRE, after she said the point in English she clarifying her explanation used Indonesian language again.

c) V3/00.30- 00.36/D146/Intra/T

*“Jadi bukan hanya American Accent atau British Accent yang sangat sering didengar dalam keseharian kita ya.”*

(So, not only American accent or British accent that very often to heard in our daily lives.)

The datum taken from the third video titled, “Game Listening English Dengan 10 Aksen!”. In this case, Zhafira explained to her viewers about the game that they would be played with her guest star. Zhafira would playing a game called “Guess What They’re Saying” which is they will listening English but with some accent

from another country. From the datum, it can be seen that Zhafira performed intra-sentential switching in her utterance. In the beginning of her utterance Zhafira started with Indonesian language “*Jadi bukan hanya*” and then she continued her sentence with English language “American accent” and she inserted Indonesian language “*atau*” before she said in English again “British accent”. Zhafira switched her utterance into English to deliver her point to her viewers.

d) V3/00.56- 01.02/D148/Intra/T

“We’re gonna type our answers in our phone because it’s really really quick, dan kalian bakal bisa liat kita nulis apa.”

(We’re gonna type our answers in our phone because it’s really quick, and you will be able to see what we wrote.)

The datum taken from the third video titled, “Game Listening English Dengan 10 Aksen!”. In this case, Zhafira explained to her viewers about the technique of this game. They would type the answer on the phone, and then she will show her answer in the video. So that, her viewers can see what they wrote. From the datum, it can be seen intra-sentential switching in Zhafira’s utterance. Zhafira started her utterance in English “We’re gonna type our answer” and then she switched her language into Indonesian language “*dan*

*kalian bakal bisa liat kita nulis apa*” to finished her sentence. The English inserted in the beginning of her utterance to make the explanation about this game and after that she switched her language into Indonesian language to make the explanation clearer and the viewer will be understand about her explanation.

c. Inter-sentential switching

This type of switching is a switch at a clause or sentence boundaries, where each clause or sentence in different language. Intra-sentential switching also occurs when there is a complete sentence in a foreign language be spoken between two sentences in a daily language (Adi, 2018). In this research, the researcher found 28 data of code switching which the type is inter-sentential switching. The findings shows that the data of intra-sentential switching was common frequent type of code switching in Zhafira’s utterance, which was much as 16,87%.

The example of inter-sentential switching that used by Zhafira on her YouTube channel named “Zhafira Aqyla” will explained bellow:

a) V1/00.00- 00.08/D1/Inter/I

“Assalamu’alaikum precious people! Welcome back to my channel.  
*Denger-denger teman-teman semua bakal ujian akhir semester, nih sebentar lagi.”*

(Assalamu'alaikum precious people! Welcome back to my channel. I heard that all of my friends will have final exam, soon.)

The datum taken from the first video titled, "Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS". The datum situation Zhafira started her video by greetings in English "Assalamu'alaikum, precious people". And she tried to start her video with told to her viewers that she heard her viewers will have final examination soon.

The datum was classified as Inter-sentential switching because it involved switching that occurred between sentences. The first sentence in English but in the next sentence in Indonesian language. Zhafira tried to start her video by greetings in English "Assalamu'alaikum precious people! Welcome back to my channel." And after that she switched her language into Indonesian Language in different sentence "*Denger-denger teman-teman semua bakal ujian akhir semester, nih sebentar lagi*". From this datum, it can be assumed that Zhafira switched her language from English to Indonesian language. The purpose she switched her language is to make the opening in English to her viewers and then she switched in Indonesian to start talking about the context of her video that she will share her tips learning English using Ruangguru application.

b) V2/10.57- 11.13/D111/Inter/ICSI

“The internet offer such a blank of news related stories that many find it difficult to know which story to read first. Berarti disini yang gue dapet internet itu menawarkan such a blank of news, berarti kayannya ngomongin kuantitas berita yang ditawarkan.”

(The internet offer such a blank of news related stories that many find it difficult to know which story to read first. So here that I get is the internet offer such a blank of news, it means that talk about the quantity of news that offered.)

The datum taken from the second video titled, “Tambah dan Bahas English Vocab Lv. GRE”. In this case, Zhafira read a question for her viewers to be discussed together. We have to fill the question with possible words to make the sentence complete. And in this situation Zhafira tried to explain the question used Indonesian language in order to clarifying the meaning of the word to her viewers.

Based on the data, it can be seen as inter-sentential switching and it happened in Zhafira’s utterances during the video because it covers a switched in the sentence boundaries and each sentence in different language. Zhafira switched her language from English language “The internet offer such a blank of news related stories that

many find it difficult to know which story to read first.” And the next sentence in Indonesian language “*Berarti disini yang gue dapet internet itu menawarkan such a blank of news, berarti kayanknya ngomongin kuantitas berita yang ditawarkan*”.

In this case, Zhafira tried to clarify or make the answer clearer to her viewers with explained the meaning of the question. It can be assumed that, Zhafira switched her language to make her viewers could have better understanding with the question.

c) V3/00.37- 00.50/D147/Inter/T

“But it can be from all over the world and I’m actually not as comfort about this. *Dan di akhir kita bakal liat siapa diantara kita yang lebih jago nangkep kalimat bahasa Inggris yang diutarakan dalam berbagai aksen.*”

(But, it can be from all over the world and I’m actually not as comfort about this. And at the end, we would see who the one between us that more master in catching the English utterance from several accent.)

The datum taken from the third video titled, “Game Listening English Dengan 10 Aksent!”. In this case, Zhafira explained to her guest star about the games. She told the accent that they would be hearing it can be all over the world. So that, the winner of this game

is the one who can catch English language delivered by several accent from all over the world.

In this case, the datum categorized as inter-sentential switching because the speaker switched her language from English to Indonesian language at sentential boundaries. Zhafira used English in the first sentence “But it can be from all over the world and I’m actually not as comfort about this”. And in the next sentence she used Indonesian language “*Dan di akhir kita bakal liat siapa diantara kita yang lebih jago nangkep kalimat bahasa Inggris yang diutarakan dalam berbagai aksen.*”. Zhafira switched her language from English to Indonesian language to give the additional information to her guest star and her viewers.

d) V3/06.12- 06.18/D152/Inter/T

*“Total skornya adalah tiga setengah dan dua setengah. So, you’re leading by one point”*

(The total score is three point five and two point five. So you’re leading by one point)

The datum taken from the third video titled, “Game Listening English Dengan 10 Aksent!”. In this situation, Zhafira announced the total score of each player in the middle of the game. She got two pint five and her guest star got three point five.

In this case, it can be seen as inter-sentential switching because Zhafira switched her language from Indonesian to English language at the sentence boundaries. Zhafira announced the total score provisory in Indonesian language “*Total skornya adalah tiga setengah dan dua setengah.*” And then she switched her language in the next sentence in English language “So, you’re leading by one point”. Zhafira switched her language from Indonesian to English just for gave her viewers additional information that her guest star leading the game in the middle of game.

## 2. The functions of code switching

The researcher analyzed the function of code switching found in Zhafira’s utterance in “Zhafira Aqyla” YouTube channel. As mentioned before in Chapter II Literature Review the researcher used functions of code switching by Hoffman’s theory (1991). There are, talking bilingual particular topic, quoting someone’s word, being empathetic about something (express solidarity), Interjection (interesting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, and expressing group identity.

Table 4.2. The functions of code switching

No.	The functions of Code Switching	Data	Percentage
1.	Talking about particular topic	85	51,21%



2.	Quoting someone's word	0	0%
3.	Being emphatic about something (express solidarity)	3	1,81%
4.	Interjection (interesting sentence fillers or sentence connectors)	23	13,85%
5.	Repetition used for clarification	12	7,22%
6.	Intention of clarifying the speech content for interlocutor	43	25,91%
7.	expressing group identity	0	0%
<b>Total</b>		166	100%

The table above shows the function of the use of code switching found in Zhafira's utterances in "Zhafira Aqyla" YouTube channel. The most frequent function is talking about particular topic with 85 data (51,21%), followed by the second highest frequent is intention of clarifying the speech content for interlocutor with 43 data (25,91%), interjection (interesting sentence fillers or sentence connectors) with 23 data (13,85%), repetition used for clarification with 12 data (7,22%), and the least frequent by being emphatic about something with 3 data (1,81%) from 166 data. The following data are some examples of analysis on the function used by Zhafira in using code switching based on Hoffman's theory:

a. Talking about particular topic

Code switching can be function as talking about particular topic while the speaker using two language in communication and talking about a current topic. In this research, the researcher found 85 data of code switching which the function that influence the use of code switching is talking about particular topic in Zhafira's utterance in her YouTube channel "Zhafira Aqyla". The findings shows that the data of talking about particular topic was the most

common frequent type of code switching in Zhafira's utterance, which was much as 51,21%.

The example of talking about particular topic that used by Zhafira on her YouTube channel named "Zhafira Aqyla" will explained bellow:

a) V1/00.33-00.39/D3/Inter/T

"Okay, *soal nomer pertama*. Which caption best describes the picture above?"

(Okay, the first question. Which caption best describes the picture above?)

The datum taken from the first video titled, "Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS". In this case, Zhafira wanted to ask her viewers to do the exercise of twelfth grade English question on Ruangguru together. Also she wanted to demonstrate how to use Roboguru which is Roboguru is the part of Ruangguru to check the answer. In this situation, Zharifa ask her viewers to working on the first question together and then Zhafira read the question for her viewers.

This datum was classified as talking about particular topic since Zhafira ask her viewers to working on the first question together and she read the question for her viewers. From the datum it can be seen that Zhafira told her viewers about particular topic. Firstly, she ask her viewers about question number one "Okay, *soal nomer*

*pertama*” and then she read the question for her viewers “Which caption best describes the picture above?”. Zhafira also using two language in communicate with her viewers.

b) V3/06.12-06.18/D152/Inter/T

“*Total skornya adalah tiga setengah dan dua setengah*. So, you’re leading by one pint”

(The total score is three point five and two point five. So, your’re leading by one point.)

The datum taken from the third video titled, “Game Listening English Dengan 10 Aksen!”. In this case, Zhafira asked her guest star to play a game namely “Guess What They’re Saying” which is the game about listening English with several accent. And in this situation when they in the middle of game Zhafira announce the total score to her viewers. She also explained to her guest star that he was leading by one point in this game.

This datum was classified as talking about particular topic since Zhafira announced to her viewers about the total score of the game between she and her guest star. From the datum it can be seen that Zhafira told to her viewers about a current topic. Zhafira told to her viewers about the total score in the middle of the game to her viewers in Indonesian language “*Total skornya adalah tiga*

*setengah dan dua setengah.*”. After that, she clarify her utterance in English language “So, you’re leading by one pint” to finished her utterance.

b. Being emphatic about something (express solidarity)

The function of being emphatic about something (express solidarity) is used to express the speakers feeling about something. For example the speaker expressing their feelings by say “sorry”, “thank you” to interlocutor and they usually deliberately switch their language from a language to another. The finding showed that the data of being emphatic about something (express solidarity) is not common frequent in Zhafira’s utterances. The finding of this function has 3 data (1,81% percentage from all 166 data).

The following are some analyses of being emphatic about something (express solidarity) as the function of code switching:

a) V1/04.56-04.58/D18/Tag/ES

*“Ah, aku belum bilang matematika, sorry.”*

(Ah, I have not saying math, sorry.)

The datum taken from the first video titled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”. In this case, Zhafira wanted to ask her viewers to do the exercise of twelfth grade English question on Ruangguru together. Also she wanted to demonstrate how to use Roboguru which is Roboguru is the part of Ruangguru to check the answer.

The datum classified as being emphatic about something (express solidarity) since Zhafira told to her viewers that she didn't change Roboguru's settings from English subject to Math subjects in Indonesia language "*Ah, aku belum bilang matematika*". So that, Zhafira said "sorry" to her viewers because she forgot to switch the Roboguru's settings.

b) V3/13.37-13.42/D166/Intra/ES

*"Terimakasih buat temen-teman semuanya yang udah join main game bareng kita hari ini."*

(Thankyou for all of my friends who have joined to play the game with us)

The datum taken from the third video titled, "Game Listening English Dengan 10 Aksen!". In this case, Zhafira ask her followers to play a game namely, "Guess What They're Saying" together with her guest star. The game is listening English with several accent. And this situation is Zhafira thanked to her viewers that was joined the game and ply together with her.

The datum classified as being emphatic about something (Express solidarity) since Zhafira thanked to her viewers that was joined to the game. Zhafira said "*Terimakasih buat temen-*

*teman semuanya yang udah join main game bareng kita hari ini*” to express her feeling. She express her emphatic to her viewers.

c. Interjection (interesting sentence fillers or sentence connectors)

Code switching can be function as interjection because the speaker inserted a word or expression into an utterance to express the emotion and to gain the attention. Interjection is a short exclamation like : Darn!, Hey!, Well!, Look!, etc (Silaban & Marpaung, 2020). This function happens in Zhafira’s utterance in “Zhafira Aqyla” YouTube channel. The finding showed that the data interjection is the third most frequent functions found in Zhafira’s utterances about 23 data (13,5% percent occurrences from 166 data).

The function of interjection analysis shown at the following discussion:

a) V2/02.05-02/06/D39/Tag/I

“Okay, *kita langsung mulai, ya*”

(Okay, let’s start right now)

The datum taken from the second video titled, “Tambah dan Bahas English Vocab Lv. GRE”. In this case, Zhafira ask to her viewers to increase and discuss about vocabulary Lv. GRE. She recommend her viewers to use application namely ‘Magoosh’ to exercise. Zhafira discuss the question lv.GRE from Magoosh application.

The datum classified as Interjection since Zhafira ask her viewers to start working on GRE exercise in Magoosh apps. Zhafira's utterance "Okay, *kita langsung mulai*,ya " classified as interjection because her utterance contain an instruction. With using an interjection make the instruction more clear and people will know about the speakers meant.

b) V3/08.35-08.37/D162/Tag/I

*"Sekornya saat ini tiga setengah dan dua setengah, okay!"*

(The current score is three point five and two point five, okay!)

The datum taken from the third video titled," Game Listening English Dengan 10 Aksen!". In this case, Zhafira ask her followers to play a game namely, "Guess What They're Saying" together with her guest star. The game is listening English with several accent. And in this situation Zhafira announce the temporary score while they played the game.

The datum classified as Interjection since Zhafira make emphasize on her utterance by adding an English tag at the end of her utterance "okay". It means that, Zhafira delivered her utterance "*sekornya saat ini tiga setengah dan dua setengah*" more powerfull because in this case Zhafira announce to her viewers about the score between she and her guest star. With

using the interjection the utterance or instruction more clear and people will be aware about the situation.

d. Repetition used for clarification

Repetition used for clarification is the function where the message in one code is repeated in other code. It aimed to clarify the speech for interlocutor in order the listener will be understood. The function of repetition used for clarification found in Zhafira's utterances. Based on the finding, the function of repetition used for clarification has 12 data (7,22% percent occurrences from 166 data).

The function of repetition used for clarification analysis shown at the following discussion:

a) V1/01.39-01.38/D8/Intra/R

*“Nanti disini tertulis semua jawaban gue dari nomor satu sampai nomor dua puluh, from one to twenty, dan kita lihat sama-sama benar atau nggak.”*

(All my answers will be written here from number one till number twenty, from one to twenty, and we will see together the answer are correct or not.)

The datum taken from the first video titled, “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”. In this case, Zhafira wanted to ask her viewers to do the exercise of twelfth



grade English question on Ruangguru together. Also she wanted to demonstrate how to use Roboguru which is Roboguru is the part of Ruangguru to check the answer.

This datum classified as repetition used for clarification because in this case Zhafira explained to her viewers that her answer will be written and showed in this video and she said in Indonesian language “ *dari nomor satu sampai nomor dua puluh*”. After that, she repeated her words using English language to clarify her utterance “from one to twenty”. Zhafira repeat her utterance in the same words but in the different language from Indonesian language to English language to make the listener more understand what she said.

b) V2/05.39-05.41/D67/Intra/R

“Didactic *itu mendikte*”

(Didactic is didacting)

The datum taken from the second video titled,” Tambah dan Bahas English Vocab Lv. GRE”. In this case, Zhafira ask to her viewers to increase and discuss about vocabulary Lv. GRE. She recommend her viewers to use application namely ‘Magoosh’ to exercise. Zhafira discuss the question lv.GRE from Magoosh application.

This datum classified as repetition used for clarification because in this case Zhafira explained to her viewers about the meaning of word ‘didactic’ in Indonesian language. It can be seen Zhafira said the word “didactic” and after that she clarify the meaning of the word in Indonesian language “*itu mendikte*”. Zhafira repeated her word in the same words but in the different language English language to Indonesian language to make the listener more understand what the meaning of the word.

e. Intention of clarifying the speech content for interlocutor

Code switching can be function as intention of clarifying the speech content for interlocutor because the speaker when talk to another bilingual there will be so many code switching especially. And this function is aimed to clarifying the speech to the listener using another language in order the interlocutor will be understand and their conversation runs smoothly. The function of intention of clarifying the speech content for interlocutor found in Zhafira’s utterance in “Zhafira Aqyla” YouTube channel. Based on the finding, the function of intention of clarifying the speech content for interlocutor has 43 data (25,91% percent occurrences from 166 data) which is the second frequent function found in Zhafira’s utterances.

The function of intention of clarifying the speech content for interlocutor analysis shown at the following discussion:

a) V2/00.20-00.25/D32/Intra/ICSI

*“Buat teme-temen semua di rumah yang belum tahu, GRE adalah singkatan dari Graduate Record Examination (GRE).”*

(For all of my friends at home who don't know, GRE is an acronym from Graduate Record Examination (GRE).)

The datum taken from the second video titled, "Tambah dan Bahas English Vocab Lv. GRE". In this case, Zhafira ask to her viewers to increase and discuss about vocabulary Lv. GRE. She recommend her viewers to use application namely 'Magoosh' to exercise. Zhafira discuss the question lv.GRE from Magoosh application.

This datum classified as intention of clarifying the speech content for interlocutor because in this case Zhafira clarifying the acronym of GRE to her viewers. Firstly, Zhafira said in Indonesian language *“Buat teme-temen semua di rumah yang belum tahu, GRE”*. And then, she clarifying her utterance in English language *“Graduate Record Examination (GRE)”*. In this case the function of code switching is to make the listener understand and her utterance runs smoothly.

c) V2/14.01-14.05/D130/Intra/ICSI

“*Dia bisa* carry conversation in a very flexible nice easy way.”

(He can carry conversation in a very flexible nic easy way.)

The datum taken from the second video titled, “Tambah dan Bahas English Vocab Lv. GRE”. In this case, Zhafira ask to her viewers to increase and discuss about vocabulary Lv. GRE. She recommend her viewers to use application namely ‘Magoosh’ to exercise. Zhafira discuss the question lv.GRE from Magoosh application.

This datum classified as intention of clarifying the speech content for interlocutor because in this case Zhafira discussed to her viewers about the answer of the last question. She described about people’s character who is opposite with introvert. It can be seen, she switch her language from Indonesian language “*Dia bisa*” to English language to described people’s character “carry conversation in a very flexible nice easy way.”. Zhafira using English language to clarifying her speech to her viewers in order to make her viewers more understand.

## **B. Research Discussion**

This section discusses about the findings of code switching found in Zhafira’s utterance in “Zhafira Aqyla” YouTube channel. The findings are based on the formulation of the problem that presented by the researcher in the

first chapter. First, the researcher tried to find out the type of code switching in Zhafira's utterance in "Zhafira Aqyla" YouTube channel. Second, the researcher tried to find the function of code switching used by Zhafira in "Zhafira Aqyla" Youtube channel.

Based on the data findings of the types of code switching found in Zhafira's utterance in "Zhafira Aqyla" YouTube channel. The researcher classified the types of code switching by Poplack's theory (1980). Poplack proposed the types of code switching, those are tag switching, intra-sentential switching, and inter-sentential switching. Based on the observation, the researcher found three types of code switching in Zhafira's utterance in "Zhafira Aqyla" YouTube channel. Zhafira applied all of the types of code switching by Poplack they were tag switching, intra-sentential switching, and inter-sentential switching.

Intra-sentential switching become the most frequent type found in this research. Poplack stated that intra-sentential switching occurs within the clause boundaries, including within the word boundary (Irpani, 2019). It is in line with some research that examined about code switching. The most dominant type of code switching is in the form of intra-sentential switching from lingual units in the form of word, and phrase and involved in clauses and sentences (Thesa et al., 2017). Intra-sentential switching become the most common type of code switching that occurs within a sentence (Abaa, 2016). So that, this type

of code switching is the type that often used by Indonesian people especially they that have bilingual abilities.

Based on the observation, Zhafira as the speaker is a bilingual person and she used to speak two languages in her daily life. Poplack (1982) stated that intra-sentential switching is more intimate type and it usually happens in the most fluent bilinguals that show the characterization of the ideal bilingual (Solikah, 2022). It indicate that Zhafira is a fluent bilingual. The use of intra-sentential switching that found in this research it aimed to conveying the information to her viewers in order to make the utterance runs smoothly. And also the use of this type of code switching must be according to the context. Based on the observation on “Zhafira Aqyla” YouTube channel, in video about learning English Zhafira adjust her language sometimes she used Indonesian language and suddenly switch to English language because she knows that her audience are mostly people that want to learn English and maybe not fluent in English. So that, Zhafira considering the audience when she speaks.

In this research, the least frequent type of code switching found in Zhafira’s utterances in “Zhafira Aqyla” YouTube channel is tag switching. Tag switching occurs when in the utterance involves the insertion of an exclamation, a tag or parenthetical in a language into an utterance which is the whole utterance in other language (Zalukhu et al., 2022). Moreover, this type found in Zhafira’s utterance and usually she use tag switching as sentence filler, discourse marker, or interjection to make the conversation runs smoothly.

This type of code switching found in Zhafira's utterance was the least frequent. Based on the observation, Zhafira as the speaker rarely use tag switching in her utterances. It because of Zhafira just several times express her emotion or emphasize her utterance using this type of code switching. Also she rarely inserting a word from different language at the beginning of her sentence or at the end of her sentence. The use of tag switching was the least frequent found in this research because the speaker is a bilingual and she was often speaking both language thoroughly or just inserting other language in the middle of her utterance.

The next question is concerning on the second research question about the function of code switching used by Zhafira in her YouTube channel "Zhafira Aqyla". The researcher classified the theory of the function of code switching used by Zhafira in "Zhafira Aqyla" YouTube channel based on theory proposed by Hoffman (1991). Hoffman mention seventh reason people using code switching, they are: talking about particular topic, quoting someone's word, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for the interlocutor, and expressing group identity.

The most frequent function of code switching found in Zhafira's utterance in "Zhafira Aqyla" YouTube channel was talking about particular topic. It is the same vibes with Kadek et al. (2021) found that talking about particular topic is the most common function of code switching used by people.

The subject of the research feels free and more comfortable to express their emotion in a language not in everyday language. So that, the type of this function of code switching is common use by people to feel free in expressing their feelings.

The use of code switching in the conversation occurs when the speaker is consciously use another language for a particular purpose. The function of talking about particular topic occurs when Zhafira told to her viewers about a current topic. This type occurs for talking some topic to Zhafira's viewers or to her guest star. She usually used this type when she was discussed about English question, delivering her thought about something and give information about something. Code switching can happens not only in one topic but it can be occurs when the speaker suddenly switch from one topic to another topic. And a bilingual usually more comfortable to using a language besides their base language when they are talking a particular topic.

The function of code switching that proposed by Hoffman's theory (1991) but are not found in Zhafira's utterances were quoting someone's word and expressing group identity. Based on the observation the speakers didn't quoting someone's word and expressing her group identity at all. She just read the question and just explaining the material based on her thought. Even in discussion with her viewers she always focus on talking about the material or question and several times clarifying the meaning of utterance or word in order her viewers understand about the topic.



Based on the discussion above, the researcher believe that code switching is the phenomenon that familiar around this era. Nowadays, so many people sometimes used two language in her conversation or in her speech. Code switching phenomena demands us to learn so many language in the world especially English language. The usage of code switching serves many benefits and advantage in communication for example to clarifying something, to make the instruction clear, etc.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and the suggestion of the research. The conclusion summarized the findings and that have been discussed in Chapter IV. In addition, the conclusion as made to answer the research problem formulated in Chapter I based on the research findings and discussion. While, the suggestion given for the further research that may be carried out for the practical and any purposes to related parties.

#### A. Conclusion

This study investigated about code switching in “Zhafira Aqyla” YouTube channel. The researcher analyze the type of code switching and the factors that influence the use of code switching by Zhafira in “Zhafira Aqyla” YouTube channel. Based on the research findings, it can be concluded that code switching found in Zhafira’s utterance in her video in “Zhafira Aqyla” YouTube channel. The summary based on the research as follow:

1. The type of code switching found in “Zhafira Aqyla” YouTube channel.

There were three types of code switching based on Poplack’s theory (1980) found in Zhafira’s utterances there are tag-switching, intra-sentential switching, and inter-sentential switching. Based on the findings, the most frequent type was intra-sentential switching

about 118 data (71,08%), the second frequent type was Inter-sentential switching about 28 data (16,87%), and the least frequent was tag switching about 20 data (12,05%).

Based on the findings and discussion, intra-sentential switching is the most frequent type found in Zhafira's utterance in "Zhafira Aqyla" YouTube channel. It can be concluded that, Zhafira is fluent in English and she can deliberately switch her language from Indonesian language to English language or vice versa. Zhafira use both language to finish what she want to convey to her listener without interruption or pauses her utterance. She can instantly switch her language.

## 2. The functions of code switching in "Zhafira Aqyla" YouTube channel.

There were fifth functions that influence the use of code switching as proposed by Hoffman (1991) found in Zhafira's utterance in "Zhafira Aqyla" YouTube channel. There were: the most frequent function is talking about particular topic with 85 data (51,21%), followed by the second highest frequent is intention of clarifying the speech content for interlocutor with 43 data (25,91%), interjection (interesting sentence filers or sentence connectors) with 23 data (13,85%), repetition used for clarification with 12 data

(7,22%), and the least frequent by being emphatic about something with 3 data (1,81%) from 166 data.

The most frequent type of functions of code switching by Zhafira was talking about particular topic with 118 data (51,21%). Zhafira used this functions of code switching to convey a material or current topic to her viewers. She use this functions for delivering the information, discuss about English question, and to explain about something related with learning English when talking about particular topic, sometimes Zhafira prefer to switch the language from a language to another.

## **B. Suggestion**

Based on the conclusion, finally the researcher presented some suggestion addressed to:

### **a. For teacher**

The research hopes for the teacher who read this thesis it can be used as additional information about sociolinguistics especially code switching, the types of code switching and the factors that influenced people in using code switching. So that, teacher will be aware about what language is used during teaching learning process. Teacher can considering to use code switching during the lesson to facilitate the students in gaining good conversation in classroom. Meanwhile, the researcher suggests the teacher to use language

optimally to make the explanation clearer and understandable by the students.

b. For students

The researcher suggests for the students that this study can be inspiration for them to use code switching to convey the information during teaching learning process when they are facing difficulty in using English language. In the other hands, the researcher recommends the students to learn more and practice more their English skills in order to make better interaction during English class.

c. For other researcher

The researcher hopes for the other researcher who interested with sociolinguistics especially code switching to find more theory and references that are relevant. The researcher also suggest to other researcher to exploring more about research problem in code switching phenomenon to create new discussion and the next researcher needs to be carried out with different subject, so that it discovered a new findings.

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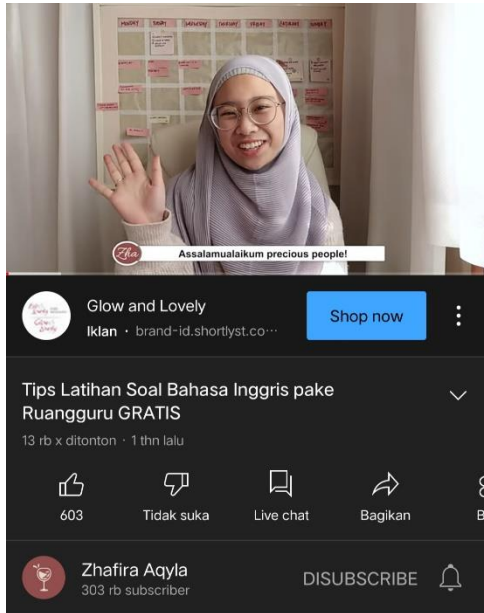
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# APPENDICES

## Appendix 1: The Three Video of “Zhafira Aqyla” YouTube Channel



Picture 1. Video 1 “Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS”



Picture 2. Video 3 “Game Listening English Dengan 10 Aksent”



Picture 2. Video 2 “Tambah dan Bahas English Vocab Lv. GRE”

## Appendix 2: Transcript of Video 1

Tips Latihan Soal Bahasa Inggris pake Ruangguru GRATIS

Assalamualaikum precious people! Welcome back to my Channel. Dengar-dengar teman-teman semua bakal ujian akhir semester, nih sebentar lagi. Nah, karena di sini aku pengen ngajak teman-teman untuk belajar bareng. Hari ini aku pengen ngerjain 20 latihan soal untuk penilaian akhir semester mata pelajaran Bahasa Inggris. Nah, ini soalnya aku dapetin dari internet dari ruang guru dari tahun 2019. Aku bakal ngerjain bareng-bareng dan kita bakal liat apakah aku bisa dapetin semua jawabannya dengan benar. Oke soal nomer pertama. Which caption best describes the picture above? Japan's Emperor Akihiko flanked by empress Michiko delivers a speech to well-wishers (C). Number two. Which caption best describes the picture? Humming... (A) The people's of republic of China... No. Many Chinese students and scholars in US has been subjected to lengthy investigation known as "administrative processing" ... No. (c) Chinese political... No! Dragon Chinese New Year celebration in London. That one. Number two D. Number three.

[Musik]

Okay, jadi sekarang lima belas lima tujuh (15.57), I ended up working on this three minutes longer than I intended. So, about fiveteen minutes but I have my answer here. Okay, sekarang gue pengen liat apakah jawaban gue benar atau nggak. Nanti disini sini tertulis semua jawaban gue dari nomor 1 sampai nomor 20, from one to twenty dan kita lihat sama-sama benar atau nggak. Nomor satu c. Dua D, tiga E, dua puluh B. Yeah,...so, I got twenty out of twenty correct. Nah, disini gue pengen lihat pembahasannya bareng-bareng sama kalian untuk salah satu nomor yang ada. Kenapa? karena biasanya untuk aku pribadi ngerjain soal bahasa Inggris tuh selalu lebih rely on Feelings daripada karena benar-bener memahami materinya. Jadi di sini aku pengen ngambil salah satu nomor. Apa ya... kita ambil salah satu nomor misalnya nomor tiga dan aku pengen coba cek pembahasannya bareng-bareng sama kalian. Kali ini gue pengen coba ngecek pembahasannya pakai WhatsApp dimana ada satu akun namanya roboguru dari ruangguru. Yang dimana kalau misalnya kita ngirim soal yang kita enggak tahu jawabannya gimana atau kita pengen tahu pembahasannya kayak gimana. Itu kita tinggal ngirim fotonya aja. Terus nanti dari dari aplikasinya atau dari textnya mereka bakal ngebales chat kita dan ngasih jawaban yang benar dengan pembahasannya dan juga dengan link ke materi terkait. Jadi gue pengen coba liat, ya, kita lihat. Tadi nomor 3, em... nih Send! Kita liat jawabannya. Halo Zhafira Aqyla roboguru di sini. Kamu mau tanya mata pelajaran apa nih? Em... bahasa Inggris nomor 3. Sip sekarang roboguru mau liat soal bahasa Inggris kamu dong Silahkan ketik atau foto Soal yang mau kamu tanya, Oke. Kita kirim fotonya. Oh... yes! Kita liat ya. jeng jeng jeng... [Musik]

Oke, oke ini jawaban dari Roboguru kita buka. Nah di sini udah ada pembahasannya dan pembahasannya menggunakan bahasa Indonesia. Ini convenient banget sih. Informasi yang terdapat pada tabel berisi keterangan dan abcd itu tidak tepat

karena, Okay... Okay terus... Okey... Jadi di sini selain foto jawaban ada link untuk video yang ngajarin konsep yang sama. Coba kita buka videonya ya

[Musik]

Sebenarnya buat temen-temen, nih yang nanya apakah ini Via wa doing? enggak . karena ini bisa via app juga cuman karena gue belum download-nya gue pengen via w.a aja. Jadi buat teman-teman langsung di-download aja ya. Oke sekarang aku pengen coba tanya soal lain karena di roboguru dia nggak cuman bahasa Inggris. doang. Tapi dia ada dari matematika geografi sosiologi fisika pokoknya bisa banyak lengkap banget. Di sini aku pengen coba kirim soal matematika buat lihat kira-kira beda enggak sistemnya. Oke Udah kita kirim. Ah aku belum bilang matematika sorry. Jangan lupa Hahaha Oke terus habis itu roboguru mau lihat soal matematika silahkan ketik atau foto soal yang mau kamu tanyakan. Nah disini temen-temen ditulis bahwa fotonya pastikan bukan tulis tangan terus enggak burem Nggak blur. Pokoknya enggak ada tulisan lain selain soal dan hanya satu soal dalam satu foto. Di sini aku udah ada foto soal matematikanya kita kirim ya kita coba lihat.

Hmmhmmhmmhmm

Okey... Asyik ada jawabannya juga, hah. Nah buat teman-teman semuanya yang pengen pakai roboguru bukan via wa tapi via aplikasi. Buat teman-teman yang udah ada nih aplikasinya bisa langsung aja ikutin 9 step berikut. Yang pertama kalian masuk ke aplikasi ruang guru dan klik icon roboguru. Terus kalian pilih mata pelajaran yang pengen kamu tanyain. Terus kamu pilih Apakah kamu ingin ketik soalnya atau upload foto. Terus kalian foto soalnya crop dengan lurus dan klik ke Tanya. Terus kalian pastiin soalnya diketik atau diprint dan terlihat jelas dalam posisi portrait. Setelah itu kamu bakal langsung dapetin pembahasan soal yang detil dan juga dapat 10 rekomendasi soal yang mirip. Selanjutnya kamu juga bisa diberi video rekomendasi pembahasan dan rangkuman konsep yang infografis. Nah untuk ini pastiin dulu kamu udah punya akun ruang guru ya. Setelah itu jika pembahasan yang kamu cari tidak ada atau belum sesuai kamu bisa pos pertanyaanmu ke forum tanya-jawab. Nah kamu juga bisa menjawab pertanyaan teman-teman lain di forum tanya-jawab. Jadi itulah roboguru sebuah AI yang bisa menjawab dan memberikan video pembahasan untuk soal-soal yang nggak bisa kamu temuin pembahasannya dimanapun. Menurut aku ini simple banget dan terutama buat teman-teman yang sekarang lagi belajar yang lagi ngerjain banyak latihan soal untuk persiapan ujian cocok banget. Jadi bisa langsung coba aja add roboguru via.wa maupun download aplikasinya di ruang guru. Nah semangat buat temen-temen semuanya untuk ujiannya. Kalau misalnya ada apa-apa soal bahasa Inggris yang bisa aku bantu boleh dm aja ke aku atau tulis di comment section di bawah dan aku coba bantu Kalian juga sangat semuanya! Hopefully I will see you Again very very soon after you're done with your exam. So, matiin YouTube-nya Bikin schedule belajar Pastiin waktu Belajar kalian produktif dan jangan lupa juga untuk tetap banyak dan banyak istirahat Sampai ketemu di video selanjutnya Assalamua llaikum

[Musik]



### Appendix 3: Transcript of Video 2

Transcript Tambah dan Bahas English Vocab Lv. GRE

Assalamu'alaikum folks, welcomeback to my channel.

[Music]

Seperti yang kalian semua tau gue saat ini sedang mempersiapkan untuk pendaftaran S2 atau master di beberapa sekolah yang membutuhkan berbagai kualifikasi. Salah satunya adalah Tokyo University yang membutuhkan requirement untuk nilai GRE. Buat temen temen semua di rumah yang belum tahu, GRE adalah singkatan dari Graduate Record Examination (GRE). Dan nilai ini biasanya diminta buat temen temen yang pengen nglanjutin master di Universitas-universitas di US atau untuk di Jepang khususnya adalah di Tokyo University. Nah, gue saat ini sedang mempersiapkan untuk GRE dan hari ini pas banget H-1 sebelum ujiannya. Untuk GRE sendiri yang di test ada dua utamanya. Yang pertama adalah numerical skills atau matematika, dan yang kedua adalah verbal skills atau comprehensive reading terus habis itu menulis essay dan lain sebagainya. Gue sudah mempersiapkan GRE selama beberapa bulan terakhir ini saat ini gue sedang drilling lagi dan sedang nge review review lagi yang kira-kira bakal ditanyakan besok ketika ujian. Nah hari ini gue tadi pagi udah nge review buat matematikanya dan gue pengen ngereview lagi untuk vocab-vocab yang kemungkinan bakal keluar besok. Gue pengen ngerjain vocab ini dengan kalian untuk nambah pengetahuan vocab bahasa Inggris kalian juga dengan menggunakan satu app yang selama ini udah ngebantu gue banget untuk drilling vocab. Nama app ini adalah Magoosh. dan gue udah make app ini dari sekitar bulan juni sampe sekarang karna ini ngebantu banget untuk drilling. Jadi gue targetnya di video ini akan mengerjakan 10 soal dan gue bakal ngebahas soalnya masing-masing supaya bisa jadi tambahan ilmu buat kalian juga. Kita lihat ya.

[music]

Sebelum kita mulai, gue mau endorse sedikit hijab bergo yang gue pakai sekarang ini adalah dari azbana.id namanya bergo luna. Buat temen-temen yang pengen bisa ke link di description box down bellow. Okay. [music]Okay, kita langsung mulai ya. Nomer satu, despite many bookstores closing expert predict that some form of book dealing will still be blank generations from now. Kalaupun banyak toko buku yang tutup, expert, para ahli memprediksi bahwa some form of book dealing. Jadi semacam jual beli buku itu bakal tetep blank di tahun-tahun generasi kedepan. Bakal tetep ada. Berarti itu ya. Kalo misal kita nebak jawabannya. Sekarang kita cari kata yang artinya kurang lebih mirip sama itu. Iconoclastic bukan gue tau iconoclastic itu related to something that is iconic. Extant menurut gue ini artinya karena extent itu yang gue tau artinya adalah existing ada. Martial, bukan. Kayak martial??.... Gitu ya Kayaknya nggak. Crestfallen . itu gue tau itu banyak keluar di buku-buku fiksi untuk mendeskripsikan seseorang yang sedih. Crestfallen. Dan rudimentary menurut gue itu bukan . tapi gue nggak tau persis ini artinya. tapi gue tau artinya extent itu jawaban yang paling dekat dengan apa yang gue cari. kita liat.okey, it's done. Still in existence . yup. Kita liat crestfallen, no. Rudimentary. Aaa... early stages of development. Okay.

Nomer dua. Sam was blank about studying for the exam because doing so ate a lot of his time, yet he was able to improve his analytical skills. Aa sam was blank about studying for the exam. Kalo misalnya yang gue dapet dari sini Sam itu nggak begitu suka studying buat exam karena menurut dia belajar kebanyakan itu makan waktu dia. Tapi dia tetep bisa improve analytical skillsnya dia. Ambivalent, grandiloquent, tenacious, antic, leery. Menurut gue bukan tenacious dan antic. Tenacious itu semangat dan gue tau sam disini nggak semangat belajar. Grandiloquent gue jujur nggak tau artinya. Tapi menurut gue bukan. Gue dapet impression bahwa itu sesuatu yang grand /grand Leery and ambivalent. Menurut gue jawabannya ambivalent, tapi arti ambivalent yang gue tau adalah kayak, emm... kayak eh gitu. Aah... mixed or conflicting emotions, eh... Kita liat antic, ludicrously odd..emm..Leery, distrustful and unwilling to confide, okay. Lanjut nomer tiga. Lana knew her father could be blank at times, having once insisted on teaching her his step-by-step method for taking out the trash. Lana tau bahwa bapaknya bisa blank karena having once insisted, maksa, ngajarin lana cara buang sampah secara step-by-step. Berarti bapaknya ini mungkin strict atau disiplin atau bapaknya punya cara sendiri untuk melakukan sesuatu yang harus sama persis. Berarti didactic, vast, inerd, gue nggak tau itu cara pronounsnya apa, picay..picay... ehehe picay...picayune, picayune, disaffected. Gue tau jawabannya kalo misalnya melihat dari sini kita berarti ngeliat dia bapaknya itu suka ichi ichi, ichi ichi itu bahasa jepang, apa ya. Suka ngasih tau satu persatu. Kalo dari kosa kata yang ditawarkan untuk jawaban ini, menurut gue jawabannya didactic. Didactic itu mendikte. Dan kenapa gua merasa itu adalah jawabannya karena bapaknya disini ditulis kalimatnya adalah step-by step, Itu hintnya. Vast Itu maksudnya luas, innerd menurutku bukan itu. Picay gue nggak tau artinya apa sejujurnya. Disaffected itu menurut gue bukan juga. Kita lihat ya. Didactic, instructive, itu artinya didactic. Okay okay kita lihat picayune, hehe. Traveling or party to person, kita dengar caranya. Picayune, picayune, picayune okay okay. That will be the vocab of the day, make sure to write the sentences down below using the word picayune. Nomer 4. Sally's parties are blank affairs, and instead of the usual beer and music, there is tea and intellectual conversation. Party, pesta nya sally adalah blank affairs. Kalok dari yang gue liat dari perbandingan yang dikasih yaitu instead of beer and music, tea and intellectual conversation, berarti dia ngehint party nya sally itu sesuatu yang high class maybe, classic, atau sesuatu yang intellectual. Disini menurut gue decorous, decorous itu yang gue tau proper, prim and proper. Didactic kita tadi udah liat bukan. Potential itu potensi, kita tau bukan itu jawabannya. Superfluous itu gue tau sesuatu yang berlebih, superfluous, flowing in a large proportion, gue sih mikirnya ngafalinnya gitu, Superfluous. Anomalies itu anomaly tidak normal. Menurut gue decorous kita liat. Okay correct by good taste in manners and conduct that's what decorous is. Lanjut nomer 6. With the presidential primaries well underway, the the air is thick with blank and the mud already waist-high. Presidential primaries well underway itu berarti primaries, seperti election awal ya. Untuk presiden karena udah berjalan, the air is thick with blank. Menurut gue ini sesuatu yang negative konotasinya. And the mud already waist-high. Em, kalo misalnya dilihat dari sini. Columny curmudgeon. I don't know how to pronounce that.

Proportion, turmerity, and millie. Gue tau columny itu artinya negative, dan gue tau columny itu sesuatu yang sering digunakan untuk situasi seperti ini. Untuk empatnya lagi selain proportion gue sejujurnya nggak tau artinya secara spesifik. Tapi gue tau arti columny jadi gue bakal lihat columnny. Columny itu kayak tension atau ill will, bitterness and ill will ... Ah false statement meant to injure a person's oh ya sering sih ya Lanjut. As a blank person being stuck in a broken elevator full of chatty strangers was Christian's worst nightmare. Kalo misalnya kaya gini itu berarti Christian itu personnya yang disebut disini dia nggak suka trap in a broken elevator dengan banyak orang karena dia seseorang yang merasa bahwa itu adalah nightmare. Berarti ini adalah salah satu yang memdeskripsikan sifat tersebut. Pragmatic menurut gua bukan. Gue tau pragmatic itu em pretty friendly and comfortable I think. Reticent itu sedikit banget ngobrolnya. Saturnine gue lupa ini artinya apa sejujurnya. Soporific itu artinya sleep inducing, gue tau bukan ini jawabannya. Imponderable, nggak bisa di pounder. Menurut gua kalau misalnya ngeliat kaya gini berarti Christian itu seseorang yang introvert maybe dan dia seseorang yang nggak banyak ngomong. Berarti jawabannya reticent, bener nggak? Okay, satu, dua tiga. Aah... Disinclined to talk itu artinya reticent. Okay, kita lihat saturnine morous of gloomy. Em.. negative juga ya konotasinya. Lanjut nomer 7. Even though she did not like the outdoors, Shirley was generally blank and so her brother was able to persuade her to go camping. Walaupun Shirley nggak suka keluar nggak suka outdoor activity tapi dia orangnya blank, karena itu waktu diajak sama brothernya shirely mau mau aja kmping. Berarti disini ngomongin sifatnya shirely yang mudah dibujuk mungkin ya atau nggak punya pendirian, misalnya. Kalau dari sini yang bisa menjawab adalah dormant jelas bukan kalian tau sendiri artinya apa lata -kata dormant dari ngerliat pegunungan em bukan pegunungan gunung berapi yang aktif dan dormant atau tidur non aktif. Vinal menurut gue bukan jawabannya. Amiable ini adalah artinya menurut gue sih ini. Amiable itu adalah artinya mudah dibujuk. Diverse bukan artinya berbeda beda. Dan debonair itu sesuatu yang kek misterius fancy fronts debonaire. Kaya iklan parfum debonair. Okay, menurut gue jawabannya amenable satu dua tiga ting... Correct easily persuaded, itu adalah sifatnya Shirley. Nomer 8. he internet offer such a blank of news related stories that many find it difficult to know which story to read first. Berarti disini yang gue dapet internet itu menawarkan such a blank of news, berarti kayanknya ngomongin kuantitas berita yang ditawarkan. Sehingga banyak yang merasa bahwa susah nih memilih cerita yang mana yang harus dibaca duluan. Kalo misalnya kita ngomongin kuantitas menurut gue ini ngomongin berarti banyak kata sedikit. Kalo misalnya kita melihat dari yang jadi opsi jawaban yang ngomongin masalah kuantitas itu glut. Karena gue tau glut itu artinya banyak banget Consiliye, gue nggak tau itu jawabannya apa. Feriet itu binatang. Demean itu n itu menurut gue adalah negatively talking to someone. Appropriate itu hint buat temen-temen semua nggak bisa berlaku disini karena disini dia menggunakan a kalau misalnya an maka bisa dia verb atau dengan kosa kata yang depannya adalah vowel. Tapi karena disini dia a berarti kosa kata yang bisa digunakan itu adalah vocab yang depannya berupa konsonan. Berarti kalo disini the internet offer such a glut of news menurut gue itu jawabannya. Kita liat. Supply with an excess. Excess itu berlebih ya berarti ya bukan

Cuma banyak doang tapi berlebih. Ini corona banget sih. Waktu di awal-awal bulan april the internet offer such a glut of news. Kita lihat artinya conciliate, to make peace with . demean , to insult. Okay okay. Lanjut nomer 9. I blank you win. I concede. Undertake bukan. Turnish itu menjelek jelekkan Turnish repetition. Mesmerize itu kayak terpana , terpukau. Concede itu nyerah Confound itu kayak pushing. Jadi menurut gua jawabannya concede. Kyaknya ini juga lulumayan clear buat teman-teman semua juga yaa. Concede. Haah.. lah bener, Oh... gue kayaknya mencet yang lain ya. Tidak... Tapi bener jawabannya concede. Next. Tetot hehehe. Nomer terakhir. Often we think that great leaders are those who are blank. Terkadang kita berpikir bahwa great leaders pemimpin yang hebat adalah mereka-mereka yang blank always in the middle of a large group of people, selalu berada di tengah-tengah orang yang banyak jumlahnya. Yet, as mahatma Gandhi and many others have shown us, seperti yang telah ditunjukkan oleh mahatma Gandhi dan orang-orang lain diluar sana . Leaders can also be introverted. Em... Berarti kita nyari kata yang berkebalikan dengan introvert ini. Berarti seseorang yang mungkin ramah, suka berkumpul dengan banyak orang. Dia bisa carry conversation in a very fleksible nice easy way. Menurut gue yang menjelaskan sifat sifat tersebut adalah satu kata diakhir yaitu gurgerious. Gue tau gurgerious adalah orang yang friendly sociable. Tendentious good tendentious tendency tendency hm... keknya enggak. Maudlin, gue sejujurnya nggak tau itu jawabannya adpaa artinya apa. Precipitous juga kayaknya enggak Concomitant juga kayaknya nggak. Gue tau gurgerious artinya apa, jadi gue bakal pilih itu. Satu, dua, tiga, Haa.. correct hehe. Likely socialize with others ... okay. Kita liat tendentious likely to lean towards a controversial fee, okay. Maudlin overly emotional and sad. Precipitous done with very great haste and without due deliberation buru buru Okay, folks. Kita udah ngerewiew 10 vocab dari practice GRE yang bisa kita check di app nya magoosh Dan dari 10 ini kita udah ngeliat banyak banget vocab-vocab diluar sana yang bisa jadi tambahan bekel buat kita. Dari practice yang udah kita lalkukan hari ini, satu kata yang bakal gue jadiin untuk vocab of the week adalah kata picayune yang artinya of little significant, atau patty. Gue tantang temen-temen semua untuk tulis sebanyak mungkin kalimat yang kepikiran oleh kalian di komen section di bawah menggunakan kata picayune dan sentence yang paling menarik buat gue akan gue posting di video selanjtnya. Selamat menulis selamat belajar. Terimakasih juga udah nemenin gue untuk review GRE. Gue minta doanya semua dilancarkan. Dan sampai ketemu lagi di video selanjutnya. Assalamu'alaikum.

### Appendix 4: Transcript of Video 3

Transkrip video Game Listening English Dengan 10 Aksan

Assalamu'alaikum precious people! Welcome to my video ! Hari ini tumben-tumbennya aku ngajak kak Syafiq . Hari ini aku ngajak kak Syafiq untuk ikutan aku main games dalam bahasa Inggris dan nama gamesnya adalah “ Guess What They're Saying”. Kita bakal ngedengerin beberapa kalimat dalam bahasa Inggris yang dimana kalimat itu diucapkan menggunakan aksan yang berbeda-beda. Jadi bukan hanya American Accent atau British Accent yang sangat sering kita dengar dalam keseharian kita ya. But it can be from all over the world and I,m actually not as comfort about this.

Dan di akhir kita bakal liat siapa diantara kita yang lebih jago nangkep kalimat bahasa Inggris yang diutarakan dalam berbagai aksan.

[music]

No cheating. Sportif. We're gonna type our answers in our phone because it's really really quick, dan kalian bakal bisa liat kita nulis apa.Let's go!

[Listening Accent #1 Irish]

Z= How much did you get?

S= they're not without risk. Disorientation dizziness nausea and paranoia ...It also affects in the long term...I didn't even spell dizziness correct

Z= me too. Did you used to as insert disease ?

S = hahaha

Z= so I got disorientation and dizziness as well as feeling of nausea as well as blank I didn't get the rest

S= I got they're not without risk. Disorientation dizziness nausea and paranoia... it also affects in the long term... and something todo with gatau throat or smth.

Z= iya, throat and spasm. Ahaha..

Okay, I think you got more than me. So, we are gonna give you one point. Tring...!

Okay next one. I really bad at this

[listening accent #2 indian]

Z= okay, what did you get?

S= Not establishing at all. In my time I think I'll call it a golden era. today its just 2-3 years and they're all. Theres nothing wrong in my life. Something gak tau apa.

Z= okay, I got and my name. kayanya bukan my name but it sounds like and my name is not establishing at all, in my time, I thought I would call it a golden era, and then – there's nothing in my life that I have to hide something.

S= she's talking about memory she cannot recall like long, anything longert than 2-3 years.

Z= okay

S= before like in the golden era that she said she can basically recall everything from her past but not anymore

Z= oh, that's the context?

Z= okay, I'll give you that one. I that's like completely out of my head , I don't even know what she's talking about in what context shes talking about these things , okay. Lanjut ke pertanyaan ke 3

[listening accent #3 English]

Z= hehehe

S= aduh! Hehe

S= I couldn't type everything, but I get all of this

Z= I know I know..

Z= I managed to skip Italy, so I thought when I was skipping Italy, that's my bad, sorry about that. As for Armenia and Bulgaria.

Nothing else.

S= I'm going to skip Italy so when I did it blabla blab la we're not Italy, like ah that's my bad. Sorry about that but that's for Armenia and Bulgaria yeah so I think we're tied on they .

Z= can we both get a point?

S= sure.

Z= yeeey . my first point.

Next one

[ Listening #4 American]

Z= so that was American accent new York more specifically.

S= okay, to be modeled by knowing too much about. We started by 9 in the morning and end at 3 in the afternoon. And we do bka bla bla.

Z= I think I got more. To be muddled by my knowing too much, I won't know generally know what the case is about, we started at 9.15 in the morning and we usually finish 3.15 in the afternoon.

S= yeah, I think kamu benar.

z= Yeeyy... our fifth one.

[Listening Accent #5 welsh]

Z= what did you get?

S= either don't know the way home or they just wanna stay in the mountain. So, it's a little bit more difficult with the weather so hot. The Shepard just. Blabla I didn't get that.

Z= okay, stay in the mountain makes more sense than what I wrote . I wrote stare at the mountain. So, it's a little bit more difficult with the weather so hot, the sheep gets tired very quickly, the shepherds are really tired . I think I got more than you. You skip the sheep.

S= right yeah, but you skipped the first month and there's the first sentence

Z= what's each book get half a point heheheh

What accent do you think that is?

S= somewhere from Europe I guess

Z= well, that makesense. Total skornya adalah tiga setengah dan sua setengah. So, you're leading by one pint

S= sure.

Sebelum kita lanjut lima pertanyaan lagi, I wanna say a huge shoutout thank you kepada ELSA speak. Elsa speak adalah aplikasi belajar bahasa inggris yng focusnya adalah di pronounciation atau pengucapan setiap kosa katanya. Elsa speak ini menggunakan teknlgi Artificial intelligence and speech recognition system . Jadi nanti kita berusaha untuk melatih beberpa akosa kata yang ke record di app nya. Terus nanti appnya bakal kasih response. Apakah kita mengucapkan kalimat atau kata kata tersebut

dengan baik dan benar atau tidak. Kita cobain ya. Taraa ini akun elsa aku untuk level yang very difficult dan kita iat ya. Em there's beauty, wellness, and welcome topic . which one do you wanna do? Beauty / okay. Best vlogger. Let's try it.

S= michelle phan

Z= kalian bisa liat kalo misalnya pronunciation kita belum terlalu sesuai dengan targetnya . kita bisa liat kita masih salahnya ada di bagian mana. Terus kta bisa liat kita tuh udah sedeketapa sih dengan the ideal, dengan native speaker. Jadi kalao disini kak syafiq delapan puluh empat persen. The shells she sells are surely seashells.

S= okay

Z= it was difficult hehe.

Z= buat temen-temen yang pengen ngelatih pronunciation kalian, kalian bisa dapetin tujuh hari free trial dengan menggunakan link yang ada di description box di bawah. Dan kalo misalnya kalian pengen topic belajar yang lebih luas lahi . kalian bisa join pro membershipnya dengan diskon up to 85% menggunakan link yang ada di description box di bawah. For everyone who was playing this games with us, dan kalian ngerasa susah banget ngedengernya. Disitulah kita tau bahwa penting banget pengucapan bahasa inggris kita itu sejels mungkin. Jadi menggunakan elsa apeak kalian bisa melatih pronunciation kalian dan dengan itu orang-orang di sekitar kalian ppun bisa menjadi lebih mudah memahami apa yang kalian katakana. Ketika kalian have a conversation in English. Round 2. Sekornya saat ini 3setengah dan dua setengah. Okay.

[Listening accent #6 jamaican]

S= what?? okay, what you got?

Z= I really appreciate your coming at such a short notice your son position, we were given an anonymous tip and so we're doing a random search, I promise you it's not mine. And than that's it. That's all what I got

S= shut your mouth

Z= shut your, is that what he said shut your mouth?

S= yes,

Z= okay, go ahead.

S= appreciate your comment on a short notice. And so we need a random search. I'm following your sons' position. The following. And the guy say something and than Shut your mouth.



Z= I think context-wise. I got more than you.

S= yeah

Z= score is three point five and three point five. okay, ready?

[listening accent 7# American]

Z= you first

S= my husband and I we inspire each other all the time. It can be daily things where we both on a workout check and we keep each other focus. Its really anything . we just motivate each other.

Z= my husband and I we inspire each other all the time, it could be focused, or just anything we really talk it through with each other, motivate each other, get each other's advice.

S= can we check that again?

Z= yes, I got it right, I got it right

S= a little bit

S= we keep each other focus on the workout

Z= Yeah, well I skiped the workout bit. We can listen to it again one more time Can I get a point?

S= yeah,

Z= yeey

[listening accent #8 English]

Z= I think you're so much more confident about this than than I am . this is really hard.

S= as Miralda you know this isn't Disney but we did princess from Egypt. Cause I've seen they did a musical on it on the west end. I'll be down frpm that you know what I mean.

Z= Esmeralda , this isn't DDisney, we did prince of Egypt because I've seen the musical at West End, I'd be down for that do you know what I mean?

S= yeah, I guess it's tighten,

Z= okay we need to get a. can we get ech point or half a point?

S= probably a point.

Z= five point five and four point five.

[listening accent #9 Singaporean]

S= never mind, so fast. My goodness.

Z= I wrote if you're a good website designer, what you want to do is you want to work with someone who understands SEO, that's it.

S= if youre a good website designer. You want to work ith someone who understands SEO. You do marketing o facebook on social media and stuff like that.

Z= can we each get half a point?

S= yeah

Z= Yeey.Pertanyaan terakhir kalau misalnya aku dapet ini bener. Aku bakal menang.

Kalo misalnya nggak yaudah. We could be tied still. Are you ready?

[listening accent #10 American]

Z= I didn't get all of it but it's been a calling card for us

S= I didn't get the first sentence.

Z= , Proud that proud of our grop standing together, big moment for us this year regardless of the score.

S= And that's been blab la bla proud of that. Proud of our group to standing together. You can see big moment in the game. Tough hit at the corner and than Taylor 's got to stand up.

Z= okay I'll give you that one. Jadi itu adlaah pertanyaan terakhir dan total skornya adlaah enam vs enam, yeeaaay. Pelajaran yang bisa aku petik dari video ini adlaah speak slowly, speak clearly.Terimakasih buat temen2 semuanya yang udan join main game bareng kita hari ini.

S=If you can do it also. Write down how much you got down here in the comment.

Z= Makasih juga buat kak syafiq yang udah nemenin main game hari ini. Sampai ketemu di video selanjutnya. Assalamu'alaikum...

S= Waalaikumussalam...

## Appendix 5: The Validation Sheet

### VALIDATION

The thesis data titled THE USE OF CODE SWITCHING IN "ZHAFIRA AQYLA" YOUTUBE CHANNEL has been validated by Wildi Adila, S.Pd.I., M.A.

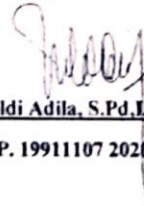
in:

Day : Monday

Date : June 5<sup>th</sup>, 2023

Sukoharjo, June 5<sup>th</sup>, 2023

Validator,



Wildi Adila, S.Pd.I., M.A.

NIP. 19911107 202012 1011

## Appendix 6: List of the Data of Zhafira's utterance

### Data of The Types of Code Switching And The Factors Influencing The Use of Code Switching

#### Found In "Zhafira Aqyla" Youtube Channel

Tag	: Tag Switching	R	: Repetition used for clarification
Inter	: Inter-sentential Switching	ICSI	: Intention of clarifying the speech content for interlocutor
Intra	: Intra-sentential Switching	EGI	: Expressing group identity
T	: Talking about particular topic	D1	: Data 1
Q	: Quotation	V1	: Video 1
ES	: Being emphatic about something (express solidarity)	00.00	: Time
I	: Interjection		

No.	Code	Utterances	Types of Code Switching	Factors of Code Switching	Context
1.	V1/00.00-00.08/D1/Inter/I	Assalamu'alaikum <u>precious people! Welcome back to my channel.</u> <i>Denger-denger</i>	Inter-sentential Switching	Interjection	Zhafira started her video and she used English for the

		<i>teman-teman semua bakal ujian akhir semester, nih sebentar lagi.</i>			greeting of the opening of her video.
2.	V1/00.33-00.36/D2/Tag/I	<u>Okay</u> , soal nomer pertama.	Tag Switching	Interjection	Zhafira started to answer the first question.
3.	V1/00.33-00.39/D3/Inter/T	Okay, soal nomer pertama. <u>Which caption best describes the picture above?</u>	Inter-sentential Switching	Talking about particular topic	Zhafira read the first question in Ruangguru application.
4.	V1/01.18-01.21/D4/Tag/I	<u>Okay</u> , jadi sekarang lima belas lima tujuh...	Tag Switching	Interjection	Zhafira told to the viewers her current time when she was finished to answer all of the questions.
5.	V1/01.18-01.27/D5/Inter/T	Okay, jadi sekarang lima belas lima tujuh, <u>I ended up working on this three minutes longer than I intended.</u>	Inter-sentential Switching	Talking about particular topic	Zhafira expressed her feeling in English that she was finished to answer all of the questions longer than she want.
6.	V1/01.28-01.38/D6/Inter/T	<u>So</u> , about fifteen minutes but <u>I have my answer here</u> . Okay, sekarang gue pengen liat apakah jawaban gue bener atau nggak.	Inter-sentential Switching	Talking about particular topic	Zhafira told to the viewers that she will be check her answers.
7.	V1/01.33-01.38/D7/Tag/I	<u>Okay</u> , sekarang gue pengen liat apakah jawaban gue bener atau nggak.	Tag Switching	Interjection	Zhafira would check all of her answers.
8.	V1/01.39-01.38/D8/Intra/R	Nanti disini tertulis semua jawaban gue dari nomor satu sampai nomor dua puluh, <u>from one to twenty</u> , dan kita lihat sama-sama bener atau nggak.	Intra-sentential Switching	Repetition used for clarification	Zhafira showed her answer sheet to her viewers.
9.	V1/01.57-02.00/D9/Tag/I	Yeeyy... <u>so</u> , I got twenty out of twenty correct.	Tag Switching	Interjection	Zhafira told to her viewers that all of her answers was correct.

10.	V1/02.07-02.17/D10/Intra/T	<i>Kenapa? Karena biasanya untuk aku pribadi ngerjain soal bahasa Inggris tuh selalu lebih <u>rely on feelings</u> daripada karena benar-bener memahami materinya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers about her feeling when she learning English.
11.	V1/02.48-02.58/D11/Intra/T	<i>Terus nanti dari aplikasinya atau dari <u>text-nya</u> mereka bakal ngebales <u>chat</u> kita dan ngasih jawaban yang benar dengan pembahasannya dan juga dengan <u>link</u> ke materi terkait.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers about Roboguru application for learning English.
12.	V1/03.02-02.06/D12/Tag/I	<i>Tadi nomor tiga, em... nih. <u>Send!</u></i>	Tag Switching	Interjection	Zhafira sanding her text to Roboguru in Whatsapp.
13.	V1/03.25-03.28/D13/Tag/I	<i>Silahkan ketik atau foto soal yang mau kamu tanya, <u>Okay.</u></i>	Tag Switching	Interjection	Zhafira read the instruction on Roboguru Application in Whatsapp.
14.	V1/03.31/D14/Tag/I	<i>Oh...<u>yes!</u></i>	Tag Switching	Interjection	Zhafira's reaction when she was read the instruction on Roboguru.
15.	V1/03.49-03.51/D15/Intra/T	<i>Ini <u>convenient</u> banget, sih.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told her feeling when using Roboguru application to her viewers.
16.	V1/04.19-04.31/D16/intra/T	<i>Sebenarnya buat temen-temen, nih yang nanya, 'apakah via W.A doang?', enggak, karena ini bisa via <u>app</u> juga cuman karena gue belum <u>download app-nya</u> gue pengen via W.A aja.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers about Roboguru application.

17.	V1/04.31-04.33/D17/intra/I	<i>Jadi buat teman-teman langsung di-<u>download</u> aja, ya!</i>	Intra-sentential Switching	Interjection	Zhafira asked her viewers to download Roboguru.
18.	V1/04.56-04.58/D18/Tag/ES	<i>Ah, aku belum bilang matematika, <u>sorry</u>.</i>	Tag Switching	Being emphatic about something (express solidarity)	Zhafira told to her viewers that she forgot to text the Roboguru to switch into Mathematic.
19.	V1/05.07-05.15/D19/Intra/T	<i>Nah, disini teman-teman ditulis bahwa fotonya pastikan bukan tulis tangan terus enggak burem, nggak <u>blur</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira reminded to her viewers to makesure the photo that would be uploaded is not hand-writing and not blur.
20.	V1/05.32-05.36/D20/Tag/I	<i><u>Okay</u>...asyik ada jawabannya juga, hah...</i>	Tag Switching	Interjection	Zhafira expressed her feeling when she found the answer.
21.	V1/05.50-05.53/D21/Intra/T	<i>Yang pertama kalian masuk ke aplikasi ruangguru dan <u>klik icon Roboguru</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira guided her viewers to follow the nine step to use Roboguru.
22.	V1/05.57-06.04/D22/intra/T	<i>Terus kamu pilih apakah kamu ingin ketik soalnya atau <u>upload foto</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira guided her viewers to follow te nine step to use Roboguru.
23.	V1/06.05-06.10/D23/Intra/T	<i>Terus kalian foto soalnya <u>crop</u> dengan lurus dan klik ke tanya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira guided her viewers to follow the nine step to use Roboguru.
24.	V1/06.11-06.18/D24/Intra/T	<i>Terus kalian pastiin soalnya diketik atau di-<u>print</u> dan terlihat jelas dalam posisi <u>portrait</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira guided her viewers to follow the nine step to use Roboguru.
25.	V1/07.14-07.19/D25/Intra/T	<i>Jadi bisa langsung coba aja <u>add</u> roboguru via W.A maupun <u>download</u> aplikasinya di ruang guru.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira suggested her viewers to download and to try the nine step to use Roboguru via Whatsapp or Application.

26.	V1/07.23-07.32/D26/Intra/T	<i>Kalau misalnya ada apa-apa soal bahasa Inggris yang bisa aku bantu boleh dm aja keaku atau tulis di <u>comment section</u> di bawah dan aku coba bantu kalian juga.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira offered help to her viewers when they got difficult question in learning English.
27.	V1/07.33-07.38/D27/Inter/T	<i>Semangat semuanya! <u>Hopefully I will see you again very very soon after you're done with your exam.</u></i>	Inter-sentential Switching	Talking about particular topic	Zhafira delivered her wish to her viewers.
28.	V1/07.39-07.40/D28/Tag/I	<i><u>So, matiin YouTube-nya!</u></i>	Tag Switching	Interjection	Zhafira suggested her viewers to off from YouTube.
29.	V1/07.41-07.43/D29/Intra/I	<i>Bikin <u>schedule belajar.</u></i>	Intra-sentential Switching	Interjection	Zhafira suggested her followers to make schedule for study to facing the exam.
30.	V2/00.02-00.13/D30/Inter/I	<i>Assalamu,alaikum <u>folks,</u> welcome back to my channel! Seperti yang kalian semua tau gue saat ini sedang mempersiapkan untuk pendaftaran S2 atau master di beberapa sekolah yang membutuhkan berbagai kualifikasi.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira started her video with greeting in English.
31.	V2/00.13-00.20/D31/Intra/T	<i>Salah satunya adalah <u>Tokyo University</u> yang membutuhkan <u>requirement</u> untuk nilai <u>GRE.</u></i>	Intra-sentential Switching	Talking about particular topic	Zhafira said about requirement to entering master program in Tokyo University
32.	V2/00.20-00.25/D32/Intra/ICSI	<i>Buat teme-temen semua di rumah yang belum tahu, <u>GRE</u> adalah <u>singkatan</u> dari</i>	Intra-sentential Switching	Intention of clarifying the	Zhafira clarified the abbreviation of GRE to the viewers.



		<u>Graduate Record Examination (GRE).</u>		speech content for interlocutor	
33.	V2/00.43-00.55/D33/Intra/T	<i>Untuk <u>GRE</u> sendiri yang di test ada dua utamanya, yang pertama adalah <u>numerical skills</u> atau matematika dan yang kedua adalah <u>verbal skills</u> atau <u>comprehensive reading</u> terus habis itu menulis essay dan lain sebagainya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained about GRE to her viewers.
34.	V2/00.56-01.07/D34/Intra/T	<i>Gue sudah mempersiapkan <u>GRE</u> selama beberapa bulan terakhir ini, saat ini gue sedang <u>drilling</u> lagi dan nge-review <u>review</u> lagi yang kira-kira bakal ditanyakan besok ketika ujian.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that she was prepared for GRE for several months ago.
35.	V2/01.11-01.29/D35/Intra/T	<i>Nah, hari ini gue tadi pagi udah nge-<u>review</u> buat matematikanya dan gue pengen nge-<u>review</u> lagi untuk <u>vocab-vocab</u> yang kemungkinan bakal keluar besok.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to the viewers that she was review GRE's questions especially Mathematics and she would review about English.
36.	V2/01.19-01.29/D36/Intra/T	<i>Gue pengen ngerjain <u>vocab</u> ini dengan kalian untuk nambah pengetahuan <u>vocab</u> bahasa Inggris kalian juga dengan menggunakan satu <u>app</u> yang selama ini udah</i>	Intra-sentential Switching	Talking about particular topic	Zhafira wanted to do vocabulary question with her viewers and to increase the viewers' vocabulary.

		<i>ngebantu gue banget untuk <u>drilling vocab.</u></i>			
37.	V2/01.30-01.38/D37/Intra/T	<i>Nama <u>app</u> ini adalah Magoosh dan gue udah make <u>app</u> ini dari sekitar bulan juni sampai sekarang karna ini ngebantu banget untuk <u>drilling.</u></i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers about the application that will used to drilling vocab to prepare GRE.
38.	V2/01.51-02.03/D38/Intra/T	<i>Sebelum kita mulai, gue mau <u>endorse</u> sedikit hijab bergo yang gue pakai sekarang ini adlh dari azbana.id namanya bergo luna. Buat temen-temen yang pengen bisa <u>link</u> di- <u>description box</u> down bellow, okay!</i>	Intra-sentential Switching	Talking about particular topic	Zhafira gave the information or endorsement about the hijab that she wear.
39.	V2/02.05-02/06/D39/Tag/I	<i><u>Okay</u>, kita langsung mulai,ya.</i>	Tag Switching	Interjection	Zhafira invited her viewers to start working on GRE question.
40.	V2/02.06-02.16/D40/Inter/T	<i>Nomer satu. <u>Despite many bookstores closing expert predict that some form of book dealing will still be blank generations from now.</u></i>	Inter-sentential Switching	Talking about particular topic.	Zhafira read the first question of GRE.
41.	V2/02.16-02.25/D41/Intra/R	<i>Walaupun banyak toko buku yang tutup, <u>expert</u>, para ahli memprediksi bahwa <u>some from of book dealing.</u></i>	Intra-sentential Switching	Repetition used for clarification	Zhafira translated the question.

42.	V2/02.26-02.31/D42/Intra/ICSI	<i>Jadi semacam jual beli buku itu bakal tetep <u>blank</u> di tahun-tahun generasi kedepan.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira explained the purpose of the first question
43.	V2/02.39-02.44/D43/Intra/ICSI	<i><u>Iconoclastic</u>, bukan. Gue tau <u>iconoclastic</u> itu <u>related to something that is iconic</u>.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira explained the meaning of the word iconoclastic.
44.	V2/02.45-02.50/D44/Intra/ICSI	<i><u>Extant</u> menurut gue ini artinya karena <u>extent</u> itu yang gue tau artinya adalah <u>existing, ada</u>.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira explained the meaning of word Extant based on her knowledge.
45.	V2/02.52-02.54/D45/Intra/ICSI	<i><u>Martial</u>, bukan. Kayak <u>martial??</u>.... Gitu ya Kayaknya nggak.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the meaning of a word
46. .	V2/02.55-03.02/D46/Intra/ICSI	<i><u>Crestfallen</u> itu gue tau itu banyak keluar di buku-buku fiksi untuk mendeskripsikan seseorang yang sedih. <u>Crestfallen</u>.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tied to explain the meaning of a word.
47.	V2/03.03-03.07/D47/Intra/ICSI	<i>Dan <u>rudimentary</u> menurut gue itu bukan tapi gue nggak tau persis ini artinya.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the meaning of a word
48.	V2/03.08-03.11/D48/Intra/T	<i>Tapi gue tau artinya <u>extent</u> itu jawaban yang paling dekat dengan apa yang gue cari.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira tried to answer the question.

49.	V2/03.12-03.14/D49/Tag/I	<i>Kita liat <u>okey</u>, it's done!</i>	Tag Switching	Interjection	Zhafira checked the answer
50.	V2/03.14-03.16/D50/Tag/I	Still in existence, <i>yup!</i>	Tag Switching	Interjection	Zhafira read the meaning of word
51.	V2/03.17-03.18/D51/intra/I	<i>Kita liat <u>crestfallen</u>, no!</i>	Intra-sentential Switching	Interjection	Zhafira read the meaning of word 'crestfallen'.
52.	V2/03.19-03.23/D52/Tag/I	Aaa... early stages of development, <i>Oke!</i>	Tag Switching	Interjection	Zhafira read the meaning of a word
53.	V2/03.23-03.32/D53/Inter/T	<i>Nomer dua. <u>Sam was blank about studying for the exam because doing so ate a lot of his time, yet he was able to improve his analytical skills.</u></i>	Inter-sentential Switching	Talking about particular topic	Zhafira read the second question.
54.	V2/03.36-03.45/D54/Intra/ICSI	<i>Kalo misalnya yang gue dapet dari sini Sam itu nggak begitu suka <u>studying buat exam</u> karena menurut dia belajar kebanyakan itu makan waktu dia.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the purpose of the second question.
55.	V2/03.45-03.49/D55/Intra/ICSI	<i>Tapi dia tetep bisa <u>improve analytical skillsnya</u> dia.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the purpose of the second question.
56.	V2/03.49-04.00/D56/Inter/T	<i><u>Ambivalent, grandiloquent, tenacious, antic, leery.</u> Menurut gue bukan tenacious dan antic.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira shared her opinion about the answer for second question.
57.	V2/03.55-03.57/D57/Intra/T	<i>Menurut gue bukan <u>tenacious</u> dan <u>antic</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira shared her opinion about the answer for second question.

58.	V2/03.57-04.00/D58/Intra/ICSI	<u>Tenacious</u> itu semangat dan gue tau Sam disini nggak semangat belajar.	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the meaning of a word.
59.	V2/04.01-04.04/D59/Intra/ICSI	<u>Grandiloquent</u> gue jujur nggak tau artinya.	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the meaning of 'grandiloquent'.
60.	V2/04.05-04.08/D60/Intra/T	Gue dapet <u>impression</u> bahwa itu sesuau yang <u>grand</u>	Intra-sentential Switching	Talking about particular topic	Zhafira shared her opinion regarding the meaning of word 'grandiloquent'.
61.	V2/04.09-04.16/D61/Inter/ICSI	<u>Leery and ambivalent</u> . Menurut gue jawabannya ambivalent, tapi arti ambivalent yang gue tau adalah kayak, emm... kayak eh gitu.	Inter-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the meaning of word 'ambivalent'.
62.	V2/04.21-04.26/D62/Intra/T	Kita liat <u>antic, ludicrously, odd</u> , emm...	Intra-sentential Switching	Talking about particular topic	Zhafira read the list of answer.
63.	V2/04.32-04.33/D63/Inter/T	Lanjut nomer tiga. <u>Lana knew her father could be blank at times, having once insissted on teaching her his step-by-step method for taking out the trash.</u>	Inter-sentential Switching	Talking about particular topic	Zhafira read the third question.
64.	V2/04.45-04.48/D64/Intra/ICSI	Lana tau bahwa bapaknya bisa <u>blank</u> karena <u>having once insisted</u> , maksa, ngajarin lana cara buang sampah secara <u>step-by-step</u> .	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira tried to explain the meaning of the third question.

65.	V2/05.07-05.22/D65/intra/T	<i>Berarti <u>didactic</u>, vast, <u>inerd</u>, gue nggak tau itu cara <u>pronounce-nya apa</u>, picay. picay... eheehe picay...picayune, <u>picayune</u>, <u>disaffected</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira read the answer choices and try to pronounce the word correctly.
66.	V2/05.32-05.39/D66/Intra/T	<i>Kalo dari kosa kata yang ditawarkan untuk jawaban ini, menurut gue jawabannya <u>didactic</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira tried to answer the question.
67.	V2/05.39-05.41/D67/Intra/R	<i><u>Didactic itu mendikte</u>.</i>	Intra-sentential Switching	Repetition used clarification	Zhafira explained the meaning of didactic.
68.	V2/5.42-5.47/D68/Intra/T	<i>dan kenapa gua merasa itu adalah jawabannya karena bapaknyadisini ditulis kalimatnya adalah <u>step-by step</u>, Itu <u>hint-nya</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira shared her opinion about the question.
69.	V2/05.47-05.51/D69/Intra/ICSI	<i><u>Vast Itu maksudnya luas</u>, <u>innerd menurutku bukan itu</u>.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira explained the meaning of word 'vast' and 'innerd'.
70.	V2/05.54-05.57/D70/Intra/ICSI	<i><u>Disaffected, itu menurut gue bukan juga</u>.</i>	Intra-sentential Switching	Intention of clarifying the speech content for the interlocutor	Zhafira considered the answer of the question.
71.	V2/06.00-06.02/D71/Intra/T	<i><u>Didactic, instructive, itu artinya didactic</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained the meaning of word 'didactic'.

72.	V2/06.03-06.05/D72/Intra/T	<u>Okay,okay, kita lihat picayune, hehe...</u>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers to see what is the meaning of word 'picayune'.
73.	V2/06.06-06.10/D73/Intra/T	<u>Or patty to person, kita dengar caranya.</u>	Intra-sentential Switching	Talking about particular topic	Zhafira read the meaning of word 'picayune'.
74.	V2/06.30-06.38/D74/Inter/T	<u>Nomer empat. Sally's parties are blank affairs, and instead of the usual beer and music, there is tea and intellectual conversation.</u>	Inter-sentential Switching	Talking about particular topic	Zhafira read the Fourth question.
75.	V2/06.44-06.59/D75/Intra/T	<u>Kalo dari yang gue liat dari perbandingan yang dikasih yaitu instead of beer and music, tea and intellectual conversation, berarti dia nge-hint party-nya sally itu sesuatu yang high class maybe,classic, atau sesuatu yang intellectual.</u>	Intra-sentential Switching	Talking about particular topic	Zhafira tried to explain the meaning of the fourth question.
76.	V2/07.00-07.05/D76/Intra/ICSI	<u>Disini menurut gue decorous, decorous itu yang gue tau proper, prime and proper.</u>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the meaning of word 'decorous'
77.	V2/00.06-07.08/D77/Intra/T	<u>Didactic kita tadi udah liat bukan.</u>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that they have knew what is didactic.
78.	V2/07.09-07.10/D78/Intra/R	<u>Potential itu potensi, kita tau bukan itu jawabannya.</u>	Intra-sentential Switching	Repetition used for clarification	Zhafira told to her viewers about the meaning of word 'potential'.

79.	V2/07.11-07.21/D79/Intra/R	<u>Super flows itu gue tau sesuatu yang berlebih, super flows, flowing in a large proportion, gue sih mikirnya ngafalannya gitu, super flows.</u>	Intra-sentential Switching	Repetition used for clarification	Zhafira tried to explain the word 'super flows'.
80.	V2/07.22-07.24/D80/Intra/R	<u>Anomalies itu anomali tidak normal</u>	Intra-sentential Switching	Repetition used for clarification	Zhafira told to her viewers the meaning of word 'anomalies'.
81.	V2/07.25-07.26/D81/Tag/I	<u>Menurut gue decorous kita liat. Okay, correct! By good taste in manners and conduct that's what decorous is.</u>	Inter-sentential Switching	Interjection	Zhafira told to the viewers that her answer is correct.
82.	V2/07.32-07.44/D82/Inter/T	<u>Lanjut nomer enam. With the presidential primaries well underway, the the air is thick with blank and the mud already waist-high.</u>	Inter-sentential Switching	Talking about particular topic	Zhafira read the sixth question.
83.	V2/07.44-07.50/D83/Intra/ICSI	<u>Presidential primaries well underway itu berarti primaries, seperti election awal ya.</u>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to understand and explain the meaning of the question.
84.	V2/07.51-07.55/D84/Intra/T	<u>Untuk presiden karena udah berjalan, the air is thick with blank.</u>	Intra-sentential Switching	Talking about particular topic	Zhafira tried to explain the meaning of the question.
85.	V2/07.56-08.01/D85/Inter/T	<u>Menurut gue ini sesuatu yang negatif konotasinya.</u>	Inter-sentential Switching	Talking about particular topic	Zhafira tried to explain the meaning of the question



		<u>And the mud already waist-high.</u>			
86.	V2/08.01-08.08/D86/Intra/T	<i>Em, kalo misalnya dilihat dari sini, <u>columny</u>, <u>curmudgeon</u>?</i>	Intra-sentential switching	Talking about particular topic	Zhafira tried to pronounce the word in English but she don't know how to pronounce the word correctly.
87.	V2/08.10-08.16/D87/Intra/ICSI	<i>Gue tau <u>columny</u> itu artinya negatif, dan gue tau <u>columny</u> itu sesuatu yang sering digunakan untuk situasi seperti ini.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira told to her viewers about the meaning of word 'columny'.
88.	V2/08.17-08.22/D88/Intra/T	<i>Untuk empatnya lagi selain <u>proportion</u> gue sejujurnya nggak tau artinya secara spesifik, tapi gue tau arti <u>columny</u> jadi gue bakal lihat <u>columny</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira considered the answer. And she decided to choose 'columny' as the answer.
89.	V2/08.26-08.32/D89/Intra/ICSI	<i><u>Columny</u> itu kayak <u>tension</u> atau <u>ill will</u>, <u>bitterness</u> and <u>ill will</u>...</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira shared her opinion to her viewers about the meaning of word 'columny'.
90.	V2/08.34-08.37/D90/Intra/T	<i><u>Ah false statement</u>, meant to <u>injure a person</u> oh ya sering sih ya</i>	Intra-sentential Switching	Talking about particular topic	Zhafira read the meaning of word 'columny'.
91.	V2/08.38-08.45/D91/Inter/T	<i>Lanjut. <u>As a blank person being stuck in a broken elevator full of chatty strangers</u> was <u>Christian's worst nightmare</u>.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira read the next question.
92.	V2/08.46-08.58/D92/Intra/ICSI	<i>Kalo misalnya kaya gini itu berarti <u>Christian</u> itu <u>personnya</u> yang disebut disini dia</i>	Intra-sentential Switching	Intention of clarifying the	Zhafira explained the meaning of the seventh question.

		<i>nggak suka <u>trap in a broken elevator</u> dengan banyak orang karena dia seseorang yang merasa bahwa itu adalah <u>nightmare</u>.</i>		speech content for interlocutor	
93.	V2/09.06-09.10/D93/Intra/ICSI	<i>Gue tau <u>pragmatic</u> itu em <u>pretty friendly and comfortable</u> I think.</i>	Intra-sentential Switching	Intention of clarifying the speech content for the interlocutor	Zhafira tried to explain the meaning of 'pragmatic'
94.	V2/09.11-09.14/D94/Intra/ICSI	<i><u>Reticent</u> itu sedikit banget ngobrolnya.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the meaning of word 'reticent' to her viewers.
95.	V2/09.14-09.17/D95/Intra/T	<i><u>Saturnine</u> gue lupa ini artinya apa sejujurnya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that she forgot, what is the meaning of word 'saturnine'.
96.	V2/09.18-09.21/D98/Intra/ICSI	<i><u>Soporific</u> itu artinya <u>sleep inducing</u>, gue tau bukan ini jawabannya.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the meaning of word 'soporific'.
97.	V2/09.21-09.23/D97/Intra/R	<i><u>Imponderable</u>, nggak bisa di-ponder.</i>	Intra-sentential Switching	Repetition used for clarification	Zhafira tried to understand the meaning of word, 'imponderable'.
98.	V2/09.24-09.30/D98/Intra/ICSI	<i>Menurut gua kalau misalnya ngeliat kaya gini berarti <u>Christian</u> itu seseorang yang <u>introvert maybe</u> dan dia seseorang yang nggak banyak ngomong.</i>	Intra-sentential Switching	Intention of clarifying the speech for interlocutor	Zhafira shared her opinion about the seventh question.
99.	V2/09.33-09.34/D99/Tag/I	<i><u>Okay</u>, satu, dua, tiga...</i>	Tag-switching	Interjection	Zhafira counted one to three while submitting her answer for number seven.

100.	V2/09.35-09.38/D100/Intra/ICSI	Aah... <u>disinclined to talk</u> <i>itu artinya reticent.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira read the meaning of word 'reticent'
101.	V2/09.39-09.44/D101/Intra/T	<i>Oke, kita lihat saturnine, morous of gloomy.</i>	Intra-sentential switching	Talking about particular topic	Zhafira read the meaning of saturnine.
102.	V2/9.48-10.05/D102/Inter/ICSI	<u>Even though she did not like the outdoors, Shirley was generally blank and so her brother was able to persuade her to go camping.</u> <i>Walaupun Shirley nggak suka keluar nggak suka outdoor activity tapi dia orangnya blank, karena itu waktu diajak sama brother-nya shirely mau mau aja kamping.</i>	Inter-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira read the question and try to explain the meaning of the question.
103.	V2/9.56-10.05/D103/Intra/ICSI	<i>Walaupun Shirley nggak suka keluar nggak suka outdoor activity tapi dia orangnya blank, karena itu waktu diajak sama brother-nya shirely mau mau aja kamping.</i>	Intra-sentential switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the meaning of the question.
104.	V2/10.13-10.26/D104/Intra/ICSI	<i>Kalau dari sini yang bisa menjawab adalah dormant jelas bukan kalian tau sendiri kata –kata dormant dari ngeliat pegunungan em bukan pegunungan gunung</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira told to her viewers about the meaning of word 'dormant'.

		<i>berapi yang aktif dan dormant atau tidur non aktif.</i>			
105.	V2/10,27-10.30/D105/Intra/ICSI	<i><u>Venial</u> menurut gue bukan jawabannya.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira shared her opinion about the answer of the question to her viewers.
106.	V2/10.31-10.35/D106/Intra/ICSI	<i><u>Amenable</u> ini adalah artinya menurut gue, <u>amenable</u> itu adalah artinya mudah dibujuk.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira shared to her viewers about the meaning of word 'amenable'.
107.	V2/10.35-10.37/D107/Intra/R	<i><u>Diverse</u>, bukan, artinya berbeda-beda.</i>	Intra-sentential Switching	Repetition used for clarification	Zhafira said to her viewers about the meaning of word 'diverse'.
108.	V2/10.37-10.46/D108/Intra/ICSI	<i>Dan <u>debonair</u> itu sesuatu yang kek <u>misteriuos fancy fronts debonaire</u> kaya iklan parfum, <u>debonair</u>.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to describe the meaning of word 'debonaire'.
109.	V2/10.47-10.49/D109/Intra/ICSI	<i>Oke, menurut gue jawabannya <u>amenable</u> satu dua tiga ting...</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira submitted her answer.
110.	V2/10.50-10.54/D110/Intra/T	<i><u>Correct easly persuaded</u>, itu adalah sifatnya Shirley.</i>	Intra-sentential switching	Talking about particular topic	Zhafira read the correct answer.
111.	V2/10.57-11.13/D111/Inter/ICSI	<i><u>The internet offer such a blank of news related stories that many find it difficult to know which story to read first</u> .Berarti disini yang gue dapet internet itu menawarkan <u>such a blank of news</u>, berarti kayanknya</i>	Inter-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira read the next question and tried to explain it to the viewers.

		<i>ngomongin kuantitas berita yang ditawarkan.</i>			
112.	V2/11.04-11.13/D112/Intra/ICSI	<i>Berarti disini yang gue dapet internet itu menawarkan such a blank of news, berarti kayanknya ngomongin kuantitas berita yang ditawarkan.</i>	Intra-sentential switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the question to her viewers.
113.	V2/11.26-11.34/D113/Intra/T	<i>Kalo misalnya kita melihat dari yang jadi opsi jawaban yang ngomongin masalah kuantitas itu <u>glut</u>, karena gue tau <u>glut</u> itu artinya banyak banget.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira shared her opinion about the answer to her viewers.
114.	V2/11.41-11.46/D114/Intra/ICSI	<i><u>Demean</u> itu menurut gue adalah <u>negatively talking to someone</u>.</i>	Intra-sentential switching	Intention of clarifying the speech content for interlocutor	Zhafira shared her opinion about the meaning of word 'demean'.
115.	V2/11.46-12.01/D115/Intra/ICSI	<i><u>Appropriate</u> itu <u>hint</u> buat temen-temen semua nggak bisa berlaku disini karena disini dia menggunakan 'a' kalau misalnya 'an' maka bisa dia <u>verb</u> atau dengan kosa kata yang depannya adalah <u>vowel</u>.</i>	Intra-sentential switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the hint of the question.
116.	V2/12.09-12.12/D116/Intra/ICSI	<i>Berarti kalo disini, <u>the internet offer such a glut of news</u>, menurut gue itu jawabannya.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to answer the question.

117.	V2/12.14-12.19/D117/Inter/ICSI	<u>Supply with an excess.</u> Excess itu berlebih ya berarti ya bukan Cuma banyak doang tapi berlebih.	Inter-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira read the next question and tried to explain the meaning of word 'Excess'.
118.	V2/12.12-12.27/D118/Intra/T	Ini korona banget sih, Waktu di awal-awal bulan april <u>the internet offer such a glut of news.</u>	Intra-sentential Switching	Talking about particular topic	Zhafira read the next question and she remembered the situation during the corona pandemic.
119.	V2/12.28-12.34/D119/intra/T	Kita lihat artinya <u>conciliate, to make peace with, demean, to insult, okay... okay...</u>	Intra-sentential Switching	Talking about particular topic	Zhafira saw the meaning of the words 'conciliate' and 'demean'.
120.	V2/12.37-12.47/D120/Inter/T	Lanjut nomer Sembilan. <u>I blank you win. I concede</u>	Intra-sentential Switching	Talking about particular topic	Zhafira read the next question.
121.	V2/12.49-12.53/D121/Intra/ICSI	<u>Turnish itu menjelek jelekkan, turnish repetition.</u>	Intra-sentential switching	Intention of clarifying the speech content for interlocutor	Zhafira told to the viewers the meaning of word 'turnish'.
122.	V2/12.54-12.55/D122/intra/R	<u>Mesmerize itu kayak terpana, terpukau.</u>	Intra-sentential Switching	Repetition used for clarification	Zhafira tried to explain the meaning of word 'mesmerize'.
123.	V2/12.56-12.57/D123/Intra/R	<u>Concede itu nyerah.</u>	Intra-sentential Switching	Repetition used for clarification	Zhafira tried to explain the meaning of word 'concede'
124.	V2/12.58-13.01/D124/Intra/ICSI	<u>Confound itu kayak pusing, jadi menurut gua jawabannya concede.</u>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the meaning of 'confound' and answer the question.
125.	V2/13.02-13.04/D125/Intra/T	Kayaknya ini juga lumayan <u>clear</u> buat teman-teman semua juga yaa.	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that the answer is clear for everybody.

126.	V2/13.20-13.26/D126/Inter/T	<i>.Nomer terakhir. Often we think that <u>great leaders are those who are blank.</u></i>	Inter-sentential Switching	Talking about particular topic	Zhafira read the last question.
127.	V2/13.27-13.38/D127/Intra/R	<i>Terkadang kita berpikir bahwa <u>great leaders pemimpin yang hebat adalah mereka-mereka yang blank always in the middle of a large group of people,selalu berada di tengah-tengah orang yang banyak jumlahnya.</u></i>	Intra-sentential Switching	Repetition used for clarification	Zhafira tried to explain the meaning of the last question.
128.	V2/13.39-13.48/D128/Intra/R	<i>Yet, as mahatma Gandhi <u>and many others have shown us, seperti yang telah ditunjukkan oleh mahatma Gandhi dan orang-orang lain diluar sana .</u></i>	Intra-sentential Switching	Repetition used for clarification	Zhafira tried to translate the question.
129.	V2/48-13.56/D129/Inter/T	<i><u>Leaders can also be introverted.</u> Em...Berarti kita nyari kata yag berkebalikan dengan introvert ini.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira tried to answer the last question.
130.	V2/14.01-14.05/D130/Intra/ICSI	<i>Dia bisa <u>carry conversation in a very flexible nice easy way.</u></i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira tried to explain the meaning of the last question.
131.	V2/14.12-14.17/D131/Intra/ICSI	<i>Gue tau <u>gregarious adalah orang yang friendly sociable.</u></i>	Intra-sentential Switching	Intention of clarifying the	Zhafira told to the viewers about the meaning of word 'gregarious'.

				speech content for interlocutor	
132.	V2/14.18-14.22/D132/Intra/T	<u>Tendentious good tendentious tendency tendency</u> hm... <i>keknya enggak.</i>	Intra-sentential switching	Talking about particular topic	Zhafira was considered the correct answer.
133.	V2/14.22-14.25/D133/Intra/T	<u>Maudlin</u> , <i>gue sejujurnya nggak tau itu jawabannya adpaa artinya apa.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that she don't know what's the meaning of word 'maudlin'.
134.	V2/14-25-14.30/D134/Intra/T	<u>Precipitous</u> juga <i>kayaknya enggak concomitant juga kayaknya nggak.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira was considered the correct answer.
135.	V2/14.31-14.35/D135/Intra/T	<i>Gue tau gregarious artinya apa, jadi gue bakal pilih itu</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that she chose 'gregarious' as the answer for the last question.
136.	V2/14.36-14.38/D136/Tag/I	<i>Satu, dua, tiga, haa... Correct!</i> hehe...	Tag Switching	Interjection	Zhafira was checked the answer and her answer is correct.
137.	V2/14.42-14.46/D137/Intra/T	<i>Kita liat <u>tendentious, likely to lean towards a controversial fee, okay.</u></i>	Intra-sentential Switching	Talking about particular topic	Zhafira read the meaning of tendentious.
138.	V2/14.50-14.55/D138/Intra/ICSI	<u>Precipitous done with very great haste and without due deliberation</u> , <i>buru buru.</i>	Intra-sentential Switching	Intention of clarifying the speech content for interlocutor	Zhafira read the meaning of word 'precipitous'.
139.	V2/14.57-15.04/D139/Tag/I	<i>Oke, folks!</i>	Tag Switching	Interjection	Zhafira told to her viewers that they were done to review ten vocabularies for GRE.
140.	V2/14.59-15.04/D140/Intra/T	<i>Kita udah ngereview 10 vocab dari practice GRE</i>	Intra-sentential switching	Talking about particular topic	Zhafira told to her viewers that they were done to review ten vocabularies for GRE.



		<i>yang bisa kita check di app nya magoosh</i>			
141.	V2/14.58-15.04/D141/Intra/T	<i>Dan dari 10 ini kita udah ngeliat banyak banget <u>vocab-vocab</u> diluar sana yang bisa jadi tambahan bekel buat kita.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told to her viewers that they have done to learn ten vocabularies today.
142.	V2/15.11-15.22/D142/Intra/T	<i>Dari <u>practice</u> yang udah kita lakukan hari ini, satu kata yang bakal gue jadiin untuk <u>vocab of the week</u> adalah kata ‘<u>picayune</u>’ yang artinya <u>of little significant</u>, atau <u>patty</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira declared that the word ‘picayune’ would be the vocab of the week.
143.	V2/15.23-15.36/D143/Intra/T	<i>Gue tantang temen-temen semua untuk tulis sebanyak mungkin kalimat yang kepikiran oleh kalian di <u>comment section</u> di bawah menggunakan kata <u>picayune</u> dan <u>sentence</u> yang paling menarik buat gue akan gue <u>posting</u> di video selanjtnya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira challenged her viewers to make a sentence using the word ‘picayune’ and send it to the comment section.
144.	V3/00.00-00.06/D144/Inter/T	<i>Assalamu’alaikum, <u>precious people</u>! Welcome to my video! Hari ini tumben-tumbennya aku ngajak kak Syafiq</i>	Inter-sentential Switching	Talking about particular topic	Zhafira started her video and she used English for the greeting of the opening of her video.
145.	V23/00.07-00.17/D145/intra/T	<i>Hari ini aku ngajak kak Syafiq untuk ikutan aku main <u>games</u> dalam bahasa Inggris dan nama gamesnya adalah</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained to her viewers that today they will play a game called “Guess What They’re Saying”.

		<u>“Guess What They’re Saying”</u> .			
146.	V3/00.30-00.36/D146/Intra/T	<i>Jadi bukan hanya <u>American Accent</u> atau <u>British Accent</u> yang sangat sering kita dengar dalam keseharian kita ya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained to her viewers about the game.
147.	V3/00.37-00.50/D147/Inter/T	<i>But it can be from all over <u>the world</u> and <u>I’m actually not as comfort</u> about this. Dan di akhir kita bakal liat siapa diantara kita yang lebih jago nangkep kalimat bahasa Inggris yang diutarakan dalam berbagai aksen.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira explained to her viewers about the game.
148.	V3/00.56-01.02/D148/Intra/T	<i>We’re gonna type our <u>answers in our phone</u> because it’s really really <u>quick</u>, dan kalian bakal bisa liat kita nulis apa.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained to her viewers the rules of the game and tells to her viewers that they could see Zhafira and Syafiq’s answer.
149.	V3/01.57-1.58/D149/Tag/I	<i>Iya, <u>throat and spasm</u>. Ahaha...</i>	Tag Switching	Interjection	Zhafira discussed what she heard with Syafiq.
150.	V3/02.43-02.59/D150/Intra/T	<i>Okay, I got and my name. <u>kayanya bukan my name</u> but <u>it sounds like</u>, and <u>my name is not establishing at all</u>, in <u>my time</u>, I thought I would <u>call it a golden era</u>, and then –there’s nothing in my life that I have to hide <u>something</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira read what she heard to syafiq.

151.	V3/03.15-03.25/D151/Inter/T	Okay, I'll give you that one. <u>I that's like completely out of my head</u> , I don't even <u>know what she's talking about in what context shes talking about these things</u> . <u>okay</u> . Lanjut ke pertanyaan ke 3	Inter-sentential Switching	Talking about particular topic	Zhafira expressed her confusion in listening to Indian accent.
152.	V3/06.12-06.18/D152/Inter/T	<i>Total skornya adalah tiga setengah dan dua setengah.</i> So, you're leading by one <u>pint</u>	Inter-sentential Switching	Talking about particular topic	Zhafira read each the total score that they got.
153.	V3/06.18-06.32/D153/Intra/ES	<i>Sebelum kita lanjut lima pertanyaan lagi, I wanna say a huge shoutout thank you kepada ELSA speak.</i>	Intra-sentential Switching	Being emphatic about something (Express solidarity)	Zhafira said thanks to the Elsa Speak application that help her in learning about pronunciation.
154.	V3/06.33-06.38/D154/Intra/T	<i>Elsa speak ini menggunakan teknologi <u>Artificial intelligence and speech recognition system</u> .</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained to her viewers about ELSA Speak application.
155.	V3/06.39-06.53/D155/Intra/T	<i>Jadi nanti kita berusaha untuk melatih beberpa kosa kata yang ke <u>record di app nya</u>. Terus nanti <u>app-nya</u> bakal kasih <u>response</u>. Apakah kita mengucapkan kalimat atau kata kata tersebut dengan baik dan benar atau tidak.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained to her viewers about how ELSA Speak application works.
156.	V3/06.55-07.00/D156/Intra/T	<i>Taraa ini akun elsa aku untuk level yang <u>very difficult</u> dan kita iat ya.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira showed to the viewers her account in ELSA Speak.

157.	V3/07.00-07.10/D157/Intra/T	<i>Kalian bisa liat kalo misalnya <u>pronunciation</u> kita belum terlalu sesuai dengan targetnya . kita bisa liat kita masih salahnya ada di bagian mana. Terus kita bisa liat kita tuh udah sedeketapa sih dengan the ideal, dengan <u>native speaker</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira practiced how to use the ELSA Speak application to her viewers.
158.	V3/07.43-08.06/D158/Intra/T	<i>Buat temen-temen yang pengen ngelatih <u>pronunciation</u> kalian, kalian bisa dapetin tujuh hari <u>free trial</u> dengan menggunakan <u>link</u> yang ada di <u>description box</u> di bawah.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira suggested the viewers to download Elsa Speak application.
159.	V3/08.07-08.17/D159/Intra/T	<i>For everyone who was <u>playing this games</u> with us, dan kalian ngerasa susah banget ngedengernya. Disitulah kita tau bahwa penting banget pengucapan bahasa inggris kita itu sejelas mungkin.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained to the viewers that clear and good English pronunciation is very important.
160.	V3/08.18-08.30/D160/Intra/T	<i>Jadi, menggunakan ELSA Speak kalian bisa melatih <u>pronunciation</u> kalian dan dengan itu orang-orang di sekitar kalian pun bisa menjadi lebih mudah memahami apa yang kalian</i>	Intra-sentential Switching	Talking about particular topic	Zhafira explained the advantages of learning pronunciation with using ELSA Speak

		<i>katakan ketika kalian <u>have a conversation in English.</u></i>			
161.	V3/08.33-08.37/D161/Inter/T	<i><u>Round two.</u> Sekornya saat ini tiga setengah dan dua setengah, okay.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira read each the total score that they got.
162.	V3/08.35-08.37/D162/Tag/I	<i>Sekornya saat ini tiga setengah dan dua setengah, <u>okay!</u></i>	Tag-switching	Interjection	Zhafira read each the total score that they got.
163.	V3/12.27-12.38/D163/Inter/T	<i>Pertanyaan terakhir kalau misalnya aku dapet ini bener. Aku bakal menang. Kalo misalnya nggak yaudah. <u>We could be tried still.</u> Are you ready?</i>	Inter-sentential Switching	Talking about particular topic	Zhafira explained that they have arrived at the last question.
164.	V3/13.19-13.29/D164/Inter/T	<i><u>Okay I'll give you that one.</u> Jadi itu adalah pertanyaan terakhir dan total skornya adlaah enam vs enam, yeeaaay.</i>	Inter-sentential Switching	Talking about particular topic	Zhafira read each the total score that they got.

165.	V3/13.31-13.36/D165/Intra/T	<i>Pelajaran yang bisa aku petik dari video ini adalah <u>speak slowly, speak clearly</u>.</i>	Intra-sentential Switching	Talking about particular topic	Zhafira told the audience the message that can be taken from this game.
166.	V3/13.37-13.42/D166/Intra/ES	<i>Terimakasih buat temen-teman semuanya yang udah <u>join main game</u> bareng kita hari ini.</i>	Intra-sentential Switching	Being emphatic about something (Express solidarity)	Zhafira said thank to her viewers that have joined to play game together.