

**AN ANALYSIS OF CODE SWITCHING OCCURRED IN GRADE 9 AND
10 EDUCATIONAL VIDEOS IN "SOLO ENGLISH CENTER" YOUTUBE
CHANNEL**

THESIS

**Submitted as a Partial Requirements for the Degree of Undergraduate in
English Language Education**



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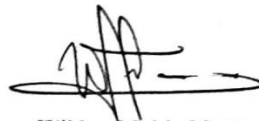
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RATIFICATION

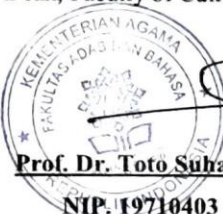

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DEDICATION

This thesis is dedicated to:

1. Thank you to my Allah SWT.
2. Thank you to my beloved parents
3. Thank you to my beloved sister
4. Thank you to all my lecturer for the kindness
5. Thank you to my friends for your sincerities and lots of prayer in supporting the researcher make this dream come true
6. Thanks to the people who always support me from the lowest point
7. Thanks to the Korean group BTS for encouraging me to complete my thesis.

MOTTO

“Life is a life that must be lived, good or bad; the end result is Allah's secret. As a human being, I can only fight through prayer and effort”

-By me-

“Be a useful human being for your religion, country, and the environment around you”

-My parents-

“The best revenge is to make yourself better”

-Ali Bin Abi Thalib-

“If we believe in possibility and hope, even when the unexpected happens, we will not lose our way. But found a new one”

-Kim Namjoon of BTS-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled; **An Analysis of Code Switching Occurred in Grade 9 and 10 Educational Videos In "Solo English Center" Youtube Channel** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, June 21th 2023

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

Sukoharjo, June 21th 2023

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ABSTRACT

Prila Amanda Serlyana. 2023 An Analysis of Code Switching Occurred in Grade 9 and 10 Educational Videos In "Solo English Center" Youtube Channel. Thesis. English Education Department Culture and Languages Faculty.

Almost everyone uses social media nowadays. YouTube is a social media platform for uploading, watching and sharing videos. "Solo English Center" is a YouTube channel that shares English learning videos using two English-Indonesian languages for each explanation of the material in the video. With the aim that the audience can learn English anywhere and anytime that can be adjusted according to the audience itself, as well as the use of two languages to make it easier for the audience to understand the topic being studied. The aims of this research are (1) to identify the types of code switching used by "Solo English Center" content creator, (2) to describe the reasons of code switching used by "Solo English Center" content creator.

In this study, researcher used a qualitative descriptive method to analyze the data. Descriptive analysis was applied in this data collection. Data were taken from three selected "Solo English Center" YouTube videos. The "Solo English Center" program was analyzed using the type of code switching and the reasons for using code switching based on Hoffman's theory (1991). The research data are in the form of utterances from video transcriptions. The identified results show the contribution of code-switching and a pie chart showing the predominant types and reasons for code-switching in the three "Solo English Center" videos.

The results of the study show that there are three types of code switching used by the content creators of "Solo English Center. The most common type that occurs in speaker utterances is inter-sentential switching, with the amount of data reaching 47%, and the least common type, with the amount of data reaching 20%, is tag switching. Then in this study, the researcher also found six reasons for using code switching in the YouTube video "Solo English Center", with the reason that is often used in videos being talking about a particular topic with the amount of data reaching 30% and the least used being expressing group identity with the amount of data reaching 9%. Content creators are more comfortable using code switching when explaining the topic of material presented in their videos so that viewers can easily understand the material being studied. The researcher also found that there are two types of tag switching in one utterance: inter-sentential switching and intra-sentential switching.

Keyword: *sociolinguistic, code switching, YouTube, Solo English Center, Educational videos.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important tool for communicating between people. By using language, people will be able to talk to other people easily and effectively. At this time, with the rapid development of technology and language, people tend to use two languages when communicating in everyday life. This phenomenon is also known as bilingualism. Speaking in two languages when communicating with each other can lead to natural language acquisition. This phenomenon is called code switching. When a person is said to be "bilingual," he is someone who is able to use two languages in communicating. Meanwhile, for this research, code switching was used in English learning videos to make it easier for the audience to understand the material presented.

According to Susmita (2015), code switching is a linguistic phenomenon that is sociolinguistics and is a common phenomenon in bilingual or multilingual societies. It can occur in schools during the learning process, both for teachers and students. The actual coding research can cover various things, such as code mixing, interference code switching, and integration. Chaer (2010:114) code switching is the use of two or more languages, or two variants of a language, in one speech community.

Brown and Attardo (2000) underlined that code switching can occur between different languages, dialects, or styles of language in one sentence or neighboring pairs. Hymes (1974) states that code switching have become a

general term to replace two or more languages, a variety of languages, or styles of speech events. From the theory of Hymes, Brown and Attardo, it can be concluded that code switching occurs when someone changes language. It can also happen when a person changes their dialect or style of speech.

According to Hymes (1974), code switching has replaced events involving two or more languages, a range of languages, or speech styles. According to the aforementioned hypotheses, code switching happens when a person switch language. It can also occur when someone changes their speech pattern or dialect.

The popularity of the internet is increasing, as is the ease with which it can be used. Many social media platforms, for example, are becoming increasingly sophisticated in their ability to encourage contact between people. YouTube is one of the most prominent social media platforms. YouTube is a social media platform that was launched in the United States in 2005. This social networking platform allows users to share movies with one another and is available for free worldwide. The author will use YouTube as a medium for conducting an examination of the code switching contained in YouTube videos in this study.

As a social media platform that is presented in the form of videos, YouTube is growing rapidly so that it has an important role in people's lives today. One type of content found on YouTube is learning videos that can broaden viewers' horizons. An example of a learning video is an English learning video, where viewers can choose from a variety of English learning topics available on YouTube. The researcher chose YouTube as a social media

platform where the research will be carried out as a function in education. YouTube media can make it easier to learn foreign languages and choose the topics or materials needed as desired.

Social media platforms have a very large influence in our lives; we use them almost every time we go online. This is the main reason researcher are conducting research to find code switching on a YouTube channel that teaches English using social media with the channel name "Solo English Center." It contains English subject matter as an example of English learning material for grade 9 and grade 10 students, expressions of sympathy, narrative texts, and introductions to oneself and others.

Code-switching has previously been discussed by several scholars. Lailina Zulfa's (2016) thesis, "Code-Switching in English Teaching-Learning Process of English as a Foreign Language (EFL) Classroom," served as the basis for the first prior study. She concentrated on examining how teachers and students used code-switching in the classroom. The study was descriptive qualitative in nature. Because the data are spoken, a qualitative methodology was used in this study. Interviews and observational data are both collected. The findings revealed that there were 24 code-switching utterances, including 6 tag-switching, 12 intra-sentential switching, and 6 inter-sentential switching. The study also showed that 47 utterances were recognized as having code-switching functions.

The second is a paper by Pascalyne Kimaiyo, (2014) titled "The Markedness Model Approach to the Motivation and Functions of Code-switching and Code Mixing: A Case Study of Selected Kipsigis Songs." In

collecting data from selected Kipsigis songs, he employs Myers-Scotton's theory to determine socio-psychological motivation and the purpose of code switching and code mixing. Code switching was discovered to be of three types: intra-word, intra-sentential, and inter-sentential. The markedness model is also applied to the role of switched code in related songs, such as filling linguistic gaps, bringing out comedy, cultural issues like euphemism, and economy and rhythm.

The last from Nurrohmah, (2020) with the title "An Analysis of Code Switching Used by English Teachers in The Classroom at The Eighth Grade at SMP Muhammadiyah 4 Surakarta in The Academic Year of 2019/2020." In this study, the types of code switching used by eighth grade teachers at SMP Muhammadiyah 4 Surakarta and the function of the use of code switching used by teachers for eighth grade students at SMP Muhammadiyah 4 Surakarta are examined. The reason for using code switching when explaining the material to students is that it can make it easier for students to catch the intent of the material being explained by the teacher.

In recent years, there has been a lot of research done on code switching. Numerous studies have looked at code-switching and produced some intriguing findings. Code-switching in TV shows classrooms during the Teaching and Learning process between students and teachers, in novels, etc. has been the subject of prior studies. The examination of code-switching under certain circumstances and the platforms employed were the only things covered in earlier research in this area.

The current research analyzes the types of code-switching that occur in the YouTube video. Previous studies also analyzed the data using the code-switching theory proposed by Gumperz (1982). The current study used Hoffman's theory to identify the data. The use of code-switching is increasing because many Indonesian people start learning English in both Academic and other fields.

In this study, researchers will use the YouTube channel "Solo English Center" as a research object. The reason for researching the YouTube channel is because the channel has English learning content aimed at school students and some learning content for the public. Another reason is because there is code switching in the video. Therefore, it is very interesting for researchers to analyze code switching based on the content creator's utterance in explaining each material. Therefore, researchers will conduct research under the title *An Analysis of Code Switching Occurred in Grade 9 and 10 Educational Videos In "Solo English Center" Youtube Channel.*

B. Identification of the Problems

Identification of the problem is the first step in the research process. In this study, the researcher finds some problems identification as follows:

1. Content creators on YouTube's "Solo English Center" as Indonesians deliver English material
2. The viewer's cannot have direct interaction with the content creator.

C. Limitation of the Problem

The research scope of this study is limited to examining the code-switching style used by the YouTube channel "Solo English Center." To find

out the reason for the occurrence of code switching, the researcher used indicators of the type of code switching developed from Hoffman's theory, as explained in the video. The focus of this research is three videos from the Youtube channel "Solo English Center," especially for grades 9 and 10, with the titles: Narrative text materi bahasa inggris kelas 9 smp dan 10 sma, expressing care and sympathy materi bahasa inggris sma kelas 10, introduction of oneself, and other materi bahasa inggris sma kelas 10, where the video used is only in the form of audio-visual material edited by the content creator. The main purpose of this research presentation was to identify the types of code switching used by speakers in YouTube explanation videos. This study uses an English literature teacher validator to check the validity of the data.

D. Problem Statement

This study aims to find or describe the code switching used in the YouTube video channel "Solo English Center". Based on the avoid this background, this research formulates the following problem statement:

1. What types of Code Switching are used in "Solo English Center" YouTube Channel?
2. What are the reasons for using code switching on the video "Solo English Center" YouTube Channel?

E. The Objectives of the Study

Based on the problem statement, there are two objectives of this research as follow:

1. To identify the types of code switching used in video “Solo English Center” YouTube Channel.
2. To describe the reasons of code switching used in video “Solo English Center” YouTube Channel.

F. Benefits of the Study

The result of this study is expected to give two kinds of benefits. The benefits of this study are as follow:

1. This research is expected to be able to enrich knowledge regarding sosioinguistics, especially in the study of Code Switching.
2. Partical benefits
 - a. For the teacher

Results and research are expected to be able to enrich development in understanding the syntactic patten of teacher in using Code Switching. This can also be used in a more effective learning process. On the other hand, teaching using YouTube can make the learning process more interesting and not boring for students.

- b. For the students

Students are expected to be able to understand more Code Switching and they can apply it in their daily lives. They can also practice it through their respective social media. The students referred to in this study are the “Solo English Center” YouTube Channel viewers, especially for grade 9 and 10 Senior High School.

c. For other researchers

This research can be used as a reference for interested parties to conduct research on the same topic but with different objects. Other researchers can analyze the Code-Switching that occurs on other social media.

G. Definition of Key Terms

In this study, there are key terms that are known to make is easier. The key terms of the research are as follow:

1. Code switching

According to Herk (2012), "The switching code is alternating between two languages or variations language in one conversation across borders sentence or clause".

2. YouTube

YouTube is a social media application that is loved by most people around the world. It is also a social media that can help someone in various fields, especially in the field of education. It has risen to become the most popular and widely used online video-sharing platform, and there has been a surge in interest in using YouTube for educational purposes (Snelson, 2011).

3. Solo English Center

This channel was created to help English learners more easily understand topics in English (Taken from the description in "solo English center" channel, 2020)

4. Educational Videos

According to Hakim (2021). Learning video media is a pair of parts of a learning device that can display moving images with sound simultaneously.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Sociolinguistics

Language, as previously explained, is a tool used to communicate between humans. Analysis of the use of code switching this time requires the use of language by people in society. The science that studies the relationship between language and society is called sociolinguistics. There are several definitions of sociolinguistics. According to Windiyanto (2019), sociolinguistics is a branch of linguistics that studies all aspects of the relationship between language and society. Hikmah (2020) is concerned with investigating the relationship between language and society with the aim of better understanding the structure of language and how language functions in communication. Therefore, language and society cannot be separated. The term is also used generally to study the relationship between language and society.

Based on the explanation above, it can be concluded that sociolinguistics is a branch of linguistics that studies language phenomena that occur in social life in society. Therefore, it aims to understand the linguistic structure and function of language in communicating.

According to Lexico (2021) Context is part of a description or sentence that can support or add clarity to the meaning of a situation that has to do with an event. There are several types of contexts. The physical context includes rooms, real objects, scenery, and so on. Context according

to socio-psychological factors concerns factors such as the status of the people involved in the communication relationship, their roles, and their level of seriousness. The dimensions of choosing the time or tempo of a context include the day and the sequence of events that are felt to occur before the communication event. In this study, the researcher will also use context analysis on the video.

2. Code

a. Definition of code

The term “code” applies to a wide range of languages. People convey code to the hearer, when they are having a discussion. They frequently use a specific code or variety while addressing a specific issue to make communication easier. In a bilingual society, code is a phenomenon. According to Ronald Wardhaugh and Janet M. Fuller (2021), code is the unique dialect or language one chooses to employ in any event, a system utilized for communication between two or more people. People are frequently required to select a certain code when they choose to talk, and they may choose to transition from one code to another or to mix codes.

According to (Wardhaugh, 2006:1), referenced by (Lubis, 2018:4), “we can name the method of communication that two or more people apply when they speak with each other in speech code.” In these situations, a code, a system utilized for communication between two or more parties, is the specific language that is chosen to be employed on any given occasion. People must use a specific code when speaking in

order to convey their thoughts and feelings. According to (Wardhaugh, 2006:8) which (Lubis, 2018:4) cites, we can name the mode of communication that two or more individuals use when they speak to each other in speech code, a code is a mechanism for communication between two or more parties, where the particular language that is decided to be used on each given occasion in certain circumstances. When speaking, people must adhere to a precise code in order to express their ideas and emotions. From some of the opinions above, researchers can conclude that code can be said to be a language. Code is a form of language variation that people use to communicate with others.

b. The definition of Code Mixing

According to Sukrisna (2019) due to Indonesia's history of using many languages in communication, the phenomenon of mixing two languages in a discussion has become widespread in the community, particularly in Indonesia. This is brought on by the fact that Indonesians fall under the umbrella of societies that can be described as bilingual or multilingual.

There are various experts who explain how code mixing works. According to Hakimov (2021), code mixing includes "all cases where the lexical elements and grammatical features of two languages occur in one sentence."

As long as they are having a conversation, Mujiono et.al (2017) believe that code-mixing is an effective method of communication in bilingual groups. Code mixing, according to Wulandari (2016), is the

usage of more than one language in which authors or speakers combine two codes or more languages in conversation.

With the help of the various definitions of code mixing provided by the experts above, it is possible to come to the conclusion that code mixing refers to the skill of someone who can change their language while conversing with another person, even though the context of their interaction remains the same. On the other hand, there are some variables that affect how people combine their languages, like their educational background, social background, culture, economic background, environment, and so forth (Wulandari, 2016).

c. The definition of Code Switching

Code switching is a phenomenon that arises from a person's capacity to converse in multiple languages on a daily basis. According to Adi (2018), code switching happens when a bilingual person uses two or more languages when interacting with another bilingual person. The third person in a conversation between two individuals causes code switching which, according to Yuliani, (2014), can affect the language that they use as well as the context and subject of the conversation.

According to Hudson (2001: 53), code-switching refers to the speaker's employment of many dialects of the same language in various contexts and at various times, which seems to be more indicative of a diglossic scenario. It is the practice of communicators using more than one language to carry out a speech act. Irawan Jenda, (2001:74) In other words, code-switching is the phenomenon of switching from one

language variety to another vocally or in writing to accommodate a variety of situations. Because someone has a thorough comprehension of various languages and these variations, code-switching may occur. As a result, those who lack a divine comprehension of language are unable to alter the language's code. However, most code-switching is spontaneous and occurs largely at random.

While Hoffman (1991:110), code-switching "involves the alternative use of two alternative linguistic languages in the same conversation," bilingual speakers occasionally run into trouble when speaking to other bilinguals and switch to a different language to make the interlocutor understand.

Hoffman (1991:113) stated that "In informal interactions between individuals who are acquainted with one another and have similar educational, racial, and socioeconomic backgrounds". Code-switching frequently takes place. People typically refrain from employing code-switching in formal communication, especially with those who lack commonalities in social relationships, language loyalty, and formality.

3. Types of code switching

Hoffman (1991) explains in detail "Code-switching can occur within sentences, (intra-sentential code-switching); between sentences, (inter-sentential); or at an extra-sentential level, which involves a circumstance in which a bilingual adds a tag from one language to an utterance in another language." According to Hoffman's *An Introduction to Bilingualism* (1991: 111), Code-switching is divided into three categories:

a. Tag Switching (Emblematic Code Switching)

Tag switching takes place when a tag in one language is inserted into the speech in another language. The speaker begins the sentence in another language but attaches a switch along with a tag (in English) at the cease of the sentence to indicate emphasis or to state that he/she is looking at the interlocutor's opinion.

Tag code-switching takes place while a speaker inserts short expressions (tag) from a distinct language on the cease of his/her utterances, e.g., "you know", "I mean", from one language proper into a clause or sentence in a different language. A tag may be effortlessly inserted at some points in a bilingual utterance without violating syntactic guidelines.

Tag switching takes place when a bilingual person makes use of a tag or short exclamation point within an identical utterance. This involves placing a tag from a certain language into an entirely different language.

For example:

An Indonesian bilingual switch from English into Indonesian,

“It is okay, no problem, *ya nggak?*”

It is code-switching because the utterance indicates that the speaker switches from English.

“It’s okay, no problem” to Indonesian “*ya nggak?*”.

This code-switching that is existed within the last sentences is an insertion of a tag from one language into an utterance that is absolutely in another language. Therefore, those utterances may be categorized into tag switching.

b. Inter-sentential Switching

Inter-sentential switching is switching that occurs in an entirely different sentence or clause, at sentences or phrases boundaries. Inter-sentential code switching takes place when there is a switch from a certain language into a different language between one sentence.

The switch occurs when the speaker switches to a different language in the next sentence after he or she has finished a sentence in one language or occurs within the same sentence, wherein every clause or sentence is in one language or any other language.

This will additionally function to emphasize the points made in different languages within the conversation. It is also supported by Hoffman (1991, p.112) “inter-sentential switching is the switch from one language into another language that occurs between sentence or speech acts as illustrated in the following examples demonstrating code-switching between English and Indonesian”.

For example:

An Indonesian bilingual switch from English into Indonesian,

“Ini lagu lama, tahun 60-an. *It is oldies but goodies, they say.* Tapi, masih enak kok didengerin.”

The example above includes inter-sentential switching. Because the first sentence said by the speaker is in the Indonesian language “Ini lagu lama tahun 60-an” then the speaker switch to English “*It is oldies but goodies, they say*” in the following sentence. Therefore, inter-sentential switching takes place when a speaker switches into another language in the next sentences after completing a sentence in one

particular language.

c. Intra-sentential Switching

Intra-sentential switching occurs when the switch takes place within the sentence boundary. In different words, an intra-sentential switch happens while the speaker changes the language, they use in one sentence. According to Hoffman (1991) that "it is a switch that occurs in a sentence." Intra-sentential switching means that the switching takes place inside a clause. It is when the speaker inserted a term, clauses from different languages within an equal sentence. It means that the speakers switch their language in the communication process from one language to another within an equal sentence. This frequently appears when a person makes use of one language and suddenly switches to a distinct language but in the same sentence.

For example:

An Indonesian bilingual switch from Indonesian into English,

“Kamu tuh figur yang *very interesting*.”

It is called code-switching included intra-sentential switching.

Because the utterance indicates that the speaker switches from Indonesian into English in the same sentences.

“*Can you please tell me* kalimat apa ini?”

The sentence above is an instance of intra-sentential switching due to the fact the utterance shows that the speakers switch the language from the English language into Indonesian in a single sentence.

4. The reasons of code switching

When code-switching occurs, the speaker's motivation or reason

becomes an important consideration in the process. According to Hoffman (1991), “there are several reasons for a bilingual or multilingual person to switch or mix their languages such as, talking about a particular topic, quoting somebody else, be empathetic about something, interjections (inserting sentence fillers or sentence connectors), repetition used for clarification, expressing group identity, clarifying speech content for the interlocutor”.

a. Talking about a particular topic

Talking about particular is often happens when the addresser and addressee talk to each other and have a particular topic that must be shared. People occasionally choose to talk about a particular topic in one language instead of in some other language. Every so often, a speaker enjoys and more comfortable expressing his/her feelings in a language that is not his/her regular language. According to Hoffman (1991, p.115), “talk about a particular topic may affect switch even though they lack facility, but they feel free to express their feeling, emotion, idea, thought even it is not their native language”.

The example below is taken from Rahmaniah (2016, p. 13) as follows:

“Bicara tentang fashion item wanita tidak akan ada habisnya. Especially this one, Bag.”

In the example above, the researcher determined that the reason Kimmy Jayanti switches her language is that she is talking about a particular topic. , the researcher determined that the reason Kimmy Jayanti switch her language is that she is talking about a particular topic.

People sometimes choose to use a different language rather than any other language while they are communicating about a particular topic.

b. Quoting somebody else

One of the reasons why a speaker changes their language while communicating is because they want to quote some famous phrases, proverbs, or sayings of some well-known figures. The language switch used only uses the words that are claimed by the speaker. Hoffman (1991) stated that “one of the reasons people switch their language is because they are quoting someone else”. Some people sometimes switch their language to quote famous expressions, proverbs, or the words of some famous figures. The switch only involves the words that are claimed by the speaker.

The following example is taken from Rahmaniah (2016, p. 13) as follows: “*Yes, of course, Audrey Hepburn pernah mengatakan sebuah quote*

“my look is a tenable, a woman can look like Audrey Hepburn by flipping out their hair with a large sunglass and a little sleeveless dress”.

The example above identified as quoting somebody else since Kimmy Jayanti told the audience about one of the famous quotes by Audrey Hepburn. For this reason, Hoffman (1991) stated that “people sometimes like to quote a famous expression or saying some well-known figures”.

c. Be empathetic about something

When someone who is speaking in a language other than his native language all of sudden wants to be emphatic about something, he

or she will deliberately or inadvertently transfer from the second language to the primary language. In some cases, people tend to use code-switching when they want to show their empathy towards others. The way people express their empathy is by switching their utterances by using other languages.

According to Hoffman (1991), “people which express empathy used to code-switch, then they are intentionally or unintentionally switch their language from the target language like other languages into the source language or their native language”.

The example below is from Rahmaniah (2016, p. 24):

"How about the colours? Warna-warna basic seperti putih, hitam, cream, dan abu-abu adalah pilihan utama pada masa itu. But don't worry saat ini warna hijab sudah bervariasi."

The utterance above is categorized as being emphatic about something because Kimmy wanted to explain the hijab color. Kimmy Jayanti tells the audience by saying "But don't worry" The phrases imply she shows her emphatic approximately to the girl's feelings.

d. Interjections (Inserting sentence fillers or sentences connectors)

An interjection is a phrase or expression that is inserted right into a sentence to convey surprise, sturdy emotion, or to get attention. The term interjection can be seen as a word or expression. It sometimes occurs in a sentence as a signal to surprise, emotion, to gain attention, or to convey something. For example: “Hey!”, “Damn!”, “Look!”, etc. They have no grammatical value, but the speakers use them quite often, usually, they use them more often when they are talking to the other person than in writing.

The code-switching that occurs between bilinguals or multilingual when they communicate can sometimes indicate interjections or conjunctions of sentences. This may have happened unintentionally.

The utterance below is an example of interjection that happens in a sentence.

“Dompetku ketinggalan di taksi! *Shitt!*”

From the example above, the researcher analyzes that the phrase “Shitt!” is to deliver his message. He attempts to deliver his strong emotion in the last sentence by using the phrase “Shitt!”.

e. Repetition used for clarification

When bilinguals or multilingual want to clarify their speech so that their intention can be easily understood by the listener, he or she can occasionally use both languages that he or she is good at to repeat the identical message so that the interlocutor will be able to easily understand the intention of the speaker. Repetition also happens when people want to emphasize or clarify their meaning or message, they will clarify their sentence so the listener will understand what is the point or the meaning of their speech. It may happen when bilinguals or multilingual try to convey or uttered their idea, thought, feeling, experiences, and so forth. Repetition is not always the simplest serves to make clear what became stated but additionally to enhance a message.

The example is from Rahmaniah in 'iLook program on Net TV' (2016, p. 25) as follows:

"Model potongan janggut atau kumis yang tebal dan berantakan membuatmu terlihat *cool? Think again*".

By saying "think again," she wanted to clarify the content of the speech to her audience. The word implies that he confirmed it with clear intentions. She tries to clarify the message so that the audience will understand her intentions by changing her speech from Indonesian to English.

f. Expressing group identity

Code-switching can also be used to express group identity. The way of communication of academics in disciplinary groupings differs markedly from exceptional organizations. In other words, the way a community communicates differs from the way people outside the community communicate. Besides, the different topics and the different styles to speak with different people in a certain group or society may be referred to as that they express their identity.

The example is from (Nuryandi & Rahardja, 2018) as Follow;

*"Saya dulu itu, dari dulu ngefans. **I think that is an amazing group.**"*

"And thus, maybe I don't care about that."

From the data above, the writer analyzed Deddy Corbuzier when he expressed his feelings.a group identity. In Data 9, he expresses his admiration for a group. He expresses no regard for a group. When we express a group, we sometimes use otherlanguages to be more impressed are very animated, including Deddy Corbuzier.

5. "Solo English Center" YouTube Channel

"Solo English Center" is a YouTube channel created on January 23, 2020, by an English education lecturer, Mr. Puput Arianto, M.Pd., at UIN

Raden Mas Said Surakarta. This YouTube channel has been watched by 816,460 views. with the number of subscribers reaching 7.91 million subscribers. On this YouTube channel there are 141 videos, which include some English learning materials, daily vlogs, and some other content. Based on the information listed on the YouTube channel, the channel was created to help English language learners more easily understand topics in English.

B. Previous Study

In the previous related research, the researcher explained the previous research related to this research. The first previous study that related to code switching study conducted by Pascalyne Kimaiyo, (2014) titled *"The Markedness Model Approach to the Motivation and Functions of Code-switching and Code Mixing: A Case Study of Selected Kipsigis Songs."* In collecting data from selected Kipsigis songs, he employs Myers-Scotton's theory to determine socio-psychological motivation and the purpose of code switching and code mixing. Code switching was discovered to be of three types: intra-word, intra-sentential, and inter-sentential. The markedness model is also applied to the role of switched code in related songs, such as filling linguistic gaps, bringing out comedy, cultural issues like euphemism, and economy and rhythm.

The similarity between the previous research mentioned above and this study is that they both discuss code switching. The difference is that this study uses the theory of Myers-Scotton and focuses on the use of code switching in songs. This study uses the theory of Hoffman and focuses on the use of code switching in YouTube video content.

Second previous study dealing with code switching conducted by Nurrohmah, (2020) with the title *"An Analysis of Code Switching Used by English Teachers in The Classroom at The Eighth Grade at SMP Muhammadiyah 4 Surakarta in The Academic Year of 2019/2020."* In this study, the types of code switching used by eighth grade teachers at SMP Muhammadiyah 4 Surakarta and the function of the use of code switching used by teachers for eighth grade students at SMP Muhammadiyah 4 Surakarta are examined. The reason for using code switching when explaining the material to students is that it can make it easier for students to catch the intent of the material being explained by the teacher.

The similarity between the above research and this research is that both are discussing code switching. The difference between the previous research above and this research is in this study, researchers only focused on the use of code switching carried out by teachers and students in the learning process in the classroom. As well as discussing the function of code switching, while in this study, it focuses on code switching that occurs or is spoken in youtube video content, and in this study, it discusses the reasons for using code switching when explaining material via youtube videos.

Third previous study conducted by (Ibar et al., 2021) with the title *"Types And Function Of Code Switching Found In Cinta Laura's Utterance In Selected Youtube Video."* in the research conducted by ibar, the research discusses the types of code switching and their functions. The method used is qualitative descriptive research.

The similarities in the research above with this study are that they are both discussing the types of code switching and using qualitative descriptive research methods; the function of code switching; and both using YouTube as the object of research. The difference between the research above and this research is that the research above discusses the function of code switching. While this study discusses the reasons for using code switching, another difference is the subject of the research. Although they both use YouTube as an object of research, the research subjects are different.

Fourth, The third research was previously carried out by (Rachma, 2021) with the title "Code Switching in Boy William's YouTube Channel: NEBENG BOY". In the research conducted by Rachmah, the study discussed the types of code switching and the reasons for them with a total of 64 repetitions of data. The method used is descriptive qualitative research.

The similarities between the research above and this research are that they both discuss types of code switching and the reasons for them, use descriptive qualitative research methods, use code switching functions, and both use YouTube as a research object. The difference between the research above and this research is the theme of the video taken; previous research used podcast content, and in the video, there were several people who spoke two languages. While this study uses learning videos to find data for research, only one person speaks in the video, namely the content creator or teacher. Although both use YouTube as a research object, the research subjects are different.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used qualitative research methods with a descriptive approach. The purposes of the descriptive method are to describe, explain, and analyze the code switching found in English learning videos in the form of utterances in speech.

According to Creswell (2018), a qualitative research method is a method used to find the meaning of a phenomenon that comes from the views of the participants. Identifying the cultural sharing of a community, then examining how a community develops different behavior patterns at one time.

Based on the existing explanation, descriptive research is defined as a design to obtain data from a phenomenon to determine its natural state as it is at the time of the research, which is explained in written or oral words scientifically and systematically.

This study uses a qualitative method because it tries to describe the language phenomena found in YouTube videos. Researcher collects data in the form of words. Therefore, this research design uses a qualitative approach. The focus of this research was the code-switching utterances used by content creators in the "Solo English Center" YouTube video. Based on the explanation above, the application of qualitative descriptive in this study aims to explain and describe the phenomenon of code switching based on its type and function according to the code switching theory.

B. Research Setting

1. The Setting of Time

The time of the study was carried out in September 2022 to March 2023. The schedule of research conducted by researchers was as follows:

Table 1 Time Schedule of Research

No.	Activity	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023
1.	Pre-research							
2.	Writing a proposal chapter I, II, III and Revising proposal.							
3.	Seminar proposal and revising instruments.							
4.	Make of research instruments							
5.	Documenting the instruments use video recordings technique							
6.	Analyzing the data and create video transcription in to written text							
7.	Reporting the research or munaqosyah							

2. Research Subject

According to Arikunto (2016:26), the subject of research is to limit the subject of research to an object, thing, or person where the data for the research variable is attached and which is in question. The research subject is essentially a person or object that will be affected by the research findings. The object of this study is the learning videos on YouTube, specifically on the channel "Solo English Center" and the subject is the content creator of the channel. The videos taken are videos discussing English learning materials for grades 9 and 10, as well as conducting interviews with content creators who had channels. Mr. Puput Ariyanto is a professor at UIN Raden Mas Said Surakarta.

C. Data and Source of the Data

This type of research data focuses on qualitative research data, which is in the form of utterances, sentences and spoken, not in numbers. Based on Creswell (2018), the data taken from this study include video transcripts, interviews, and documentation. The data in this study are the results of utterances from three videos on the YouTube channel "Solo English Center" in the form of transcripts based on their YouTube content.

Arikunto (2006:126) defines data sources as "data sources are subjects from which data can be retrieved." A data source is a source whose data is taken from the research field. The data source of this research is the result of utterances from the YouTube content "Solo English Center" in the form of transcripts of several videos and interviews of content creator.

D. Research Instrument

Determining the research instrument in this study is very important. According to Polit and Beck (2012), research instruments are tools used to collect data. It was selected based on the research question. The credibility of an instrument depends on its validity and reliability. Each research instrument must capture each variable in terms of conceptual or theoretical definitions.

Human instruments were used in this study because the researcher herself was the main instruments for identifying and transcribing data. Since understanding is the goal of this study, human instruments, being responsive and adaptive, are ideal tools for collecting and analyzing data. Moleong (2005: 9) states that "human instruments are used in research because only humans can understand the real conditions of research subjects". Researchers play an important role in conducting this research. As the main research instrument, researchers collect and analyze data. Sugiyono (2016, p. 306) states, "Qualitative researchers as human instruments function to state the focus of research, select informants as data sources, compile data, assess data quality, analyze data, interpret data, and make conclusions about their feelings."

E. Techniques of Collecting The Data

According to Yin (2014), data collection techniques include interviews, observations (direct and participant), questionnaires, and relevant documents. The researcher served as a primary instrument in data collection. Therefore, the researcher collects and analyzes the data herself. Researchers use document

analysis as a method to collect data in documents or lists of evidence. In this case, data is collected from speech by content creators in learning videos.

Researchers performed the following steps in data collection:

1. download videos used for research
2. watch repeatedly to confirm the use of code switching
3. wrote a careful transcript of the video
4. match between the transcript and the speech in the video that was studied
5. check the video transcript and highlight the matching words
choose the appropriate word

The researcher then wrote the results of the analysis of the types and functions of code switching in the English learning video using the steps above. In addition, the researcher prepared data coding to make it easier to analyze the data.

Table 2 Types of Code Switching

No.	Names	Coding
1.	Inter-Sentential Switching	IE
2.	Intra-Sentential Switching	IS
3.	Tag-Switching	TS

Table 3 Function of Code Switching

No.	Names	Coding
1.	Talking about a particular topic	TT
2.	Quoting somebody else	QS
3.	Being emphatic about something/Expressing emphatic	BE
4.	Interjection	IT
5.	Repetition used for clarification	RC

6.	Expressing group identity	EI
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F. Trustworthiness of the Data

According to Creswell (2018), validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the point of view of the researcher, participant, or reader of a report. Terms abound in the qualitative literature discussing validity, such as trustworthiness, authenticity, and credibility, and they are topics that are widely discussed (Lincoln, Lynham, & Guba, 2011). Data accuracy aims to ensure that the data obtained in this study is accurate. In this study, researcher will need the help of an expert who becomes a validator in analyzing this research based on the type and function of code switching. Researcher provide data to the validator to check its validity.

G. Techniques of Analyzing the Data

According to Moleong (2017:280-281), data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data. Miles and Huberman in Sugiyono's book (2018:246) data analysis in qualitative research, carried out at the time data collection takes place and after completion of data collection within a certain period. Activities in qualitative data analysis are carried out interactively and take place continuously until completed, so that the data is saturated.

According to Creswell (2018:268-270), there are techniques for analyzing data as follows:

1. Organize and prepare data related to the type and reasons of code switching

for analysis.

2. Read or view all data types and reasons of code switching found in learning videos on the YouTube channel "Solo English Center."
3. Start coding containing utterances, types, contexts, and interpretations.
4. Advance how the types and reasons of code switching will be represented in qualitative descriptive.

Table 4 the model for analyzing types and function of code switching data.

No.	Utterances	Type/ Reason	Context	Interpretation
1.	Nah, itu tadi adalah bagaimana cara kita menyampaikan <i>care and also sympathy</i> beserta responnya.	IS	The content creator explains how to convey a sense of concern according to the learning materials regarding: Expressing Showing Care Sympathy.	The utterance shows the type of code switching and the type of intra-sentential switching. Where in the word "care and also sympathy" are words in English. Therefore, in one sentence it contains 2 elements of different languages.
2.	Nah, pada video kali ini kita akan mempelajari suatu materi yang cukup menarik ya,	TT	The content creator explains how to convey a sense of concern according to the	The function of code switching in the utterance is a function of talking about a

	<p>lanjutan dari materi kemarin yaitu tentang <i>expressing showing care or sympathy</i>.</p>		<p>learning materials regarding: Expressing Showing Care Sympathy.</p>	<p>particular topic. This is because there is a change in the language used to emphasize the discussion about expressing care or sympathy that will be studied.</p>
3.	<p>Nah, berikut adalah ungkapan-ungkapan <i>showing care</i> yang bisa kita gunakan ketika temen kita sedang mengalami kesusahan atau kesulitan, <i>check it out</i>.</p>	IS,IT, TT	<p>The video shows the creator's content explaining materials that can be used in everyday life. and confirm it at the end to see an example.</p>	<p>The utterance indicates a change of language from Indonesian to English. Namely, "showing care" and "check it out."</p>

H. Analysis

1. The sentence above shows the type of intra-sentential switching code. Because, in one sentence, two different languages are used: Indonesian and English.
2. The sentence above shows the function of code switching when talking about a particular topic. Where in the sentence "*Nah, pada video kali ini kita akan mempelajari suatu materi yang cukup menarik ya, lanjutan dari materi kemarin yaitu tentang....*" in Indonesian. Then it was changed to "expressing

showing care or sympathy." in English. For an explanation of the type of code switching function, talking about a particular topic is where the content creator wants to discuss the topic that will be in the language of the English material being taught. Therefore, the sentence that is translated into English is the title of the material that will be taught in English learning.

3. The sentence above shows the change of 2 languages from Indonesian to English. In that sentence, it is the type of code switching called Intra-Sentential Switching and Tag Switching, as well as the function of code switching talking about a particular topic. What shows the Intra-Sentential type of code-switching is that the initial sentence is then transferred to English "showing care". It is also included in the function of talking about a particular topic code-switching, which discusses a certain topic in one sentence. Then the type of code switching tag switching is in the last sentence after the comma "check it out."

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is divided into two parts; findings and discussion. The findings section presents the results of data analysis about the types of code switching used by content creator contained in learning videos on YouTube based on Hoffman's theory and the reasons for code switching used by content creator. The discussion section provides an in-depth and detailed description of the data findings.

A. Research findings

This section begins with an explanation by the researcher regarding the results found after conducting the research. The researcher presents the data in two parts. First, code switching was used by the creator of the content in the YouTube video. Second, there are possible reasons for code switching from English to Indonesian or Indonesian to English. Code switching in the video uses theory from Hoffman (1991). The data are the utterances in the video transcription "Solo English Center" with 3 videos entitled: *Narrative Text Materi BAHASA INGGRIS KELAS 9 SMP Dan KELAS 10 SMA, Expressing Showing Care Sympathy Materi Bahasa Inggris Sma Kelas 10, Introduction: Oneself and Others Materi Bahasa Inggris SMA Kelas 10*. The researcher also used a circle chart to analyze the data.

1. Types of Code Switching

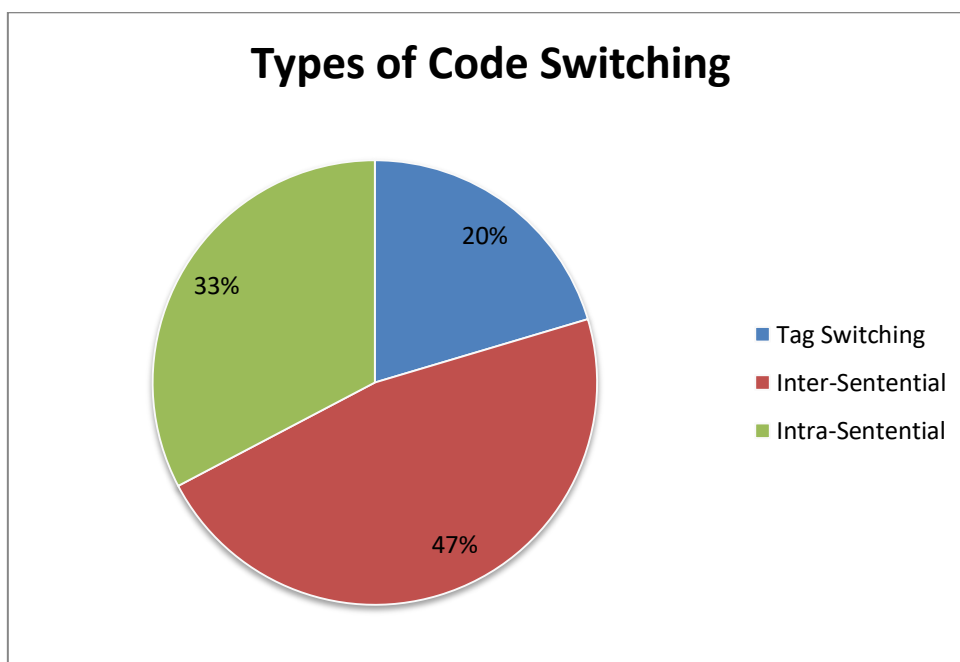
Researchers found all types of code switching in this study, namely, inter-sentential switching, intra-sentential switching, and tag-switching. There are 49 utterances code switching used by the "Solo English Center"

creator content in the video, consisting of 10 tag switching, 23 inter-sentential switching, and 16 intra-sentential switching.

Table 5 Types of Code Switching

No.	Types of Code Switching	Data	Percentage
1.	Inter Sentential Switching	23	47%
2.	Intra Sentential Switching	16	33%
3.	Tag-Switching	10	20%
Total		49	100%

The table above shows the amount of code switching data types and their percentage, with the elaboration of the pie chart below:



Picture 1 The Types of Code Switching

2. Tag Switching

Tag code switching occurs when a bilingual speaker adds a short expression (tag) of the language he or she speaks at the beginning of the

utterance (Hoffman, 1991). Changing tags occurs in learning videos. The results of the study show that tag switching data is the least common type of code switching, with a percentage of 10% of the 49 data. The following are some examples of tag switching:

a. 01/TS/TT

Well, pada video kali ini, kita akan membahas materi pembelajaran bahasa inggris untuk kelas 10, yaitu tentang narrative text.

In February 2023, the data was taken. The data is obtained from the content creator's speech explaining the topic of learning English in videos for grades 9 and 10. In the first speech, the content creator opens the video by telling what topics the viewers will learn.

In this data, the content creator enters the English tag before speaking in Indonesian when the content creator wants to tell the audience about the topic that will be studied. The word "well" inserted is familiar to the audience, so they can easily understand its meaning. The utterance is included in the English tag because the "Well" entered is a minimal syntactical limitation and does not violate syntactical rules.

b. 08/TS/QS

Ok. yang pertama adalah orientation, pada bagian orientation ini merupakan pengenalan dari isi cerita, disini membahas mengenai ceritanya itu apa, yaa, kemudian terjadinya dimana, pelakunya siapa dan kapan.

The data was taken in February 2023. The data was obtained from the content creator's speech explaining the topic of learning English for grades 9 and 10 in a YouTube video. In this data, the content creator explains the sub-sections of the topics discussed in the video. Before

explaining the sub-topic section, the creator inserts a tag at the beginning of the sentence or the beginning of the "Ok" as an emphasis to start the conversation. The word "Ok" is included in the English tag, which is a minimal syntax limitation without violating the syntax rules.

c. 17/TS/RC

Ok, ini masih lanjutan dari. . . apa, cerita malin kundang tadi. Ini termasuk, ee. . . masih bagian dari complication.

The data was taken in February 2023. The data was obtained from the content creator's speech explaining the topic of learning English for grades 9 and 10 in a YouTube video. In this data, the content creator inserts an "Ok" tag at the beginning of the speech to emphasize that there is still a continuation of the material discussed in the previous slide. The word "Ok" that is familiar to the audience is included in the English tag, which is a minimalist syntax limitation without violating the syntax rules.

d. 45/TS/EI/RC

Well that word, the expression that we can use to introduce our self, yaa.

The data was taken in February 2023. The data was obtained from the content creator's YouTube videos explaining the topic of learning English for grades 9 and 10 learning English for grades 9 and 10. Here, the creator's content says that there are several words that can be used for introductions. The creator's content inserts "yaa" tags to emphasize the instructions that the content creator gives the viewer in making the main point of the instructions. Tags are subject to minimal syntax restrictions; the sided "yaa" has minimal syntax restrictions and does not violate any syntax rules. That's how creator content can be classified as a switching

tag.

Table 6 the other data of tag switching

No.	Coding	Utterance
1.	03/TS/IT	<i>Ok, pertama, apa itu narrative text?</i>
2.	19/TS/RC	<i>Ok, tadi paragraf terakhir ya.</i>
3.	32/TS/IN	<i>Ok, itu tadi adalah ungkapan yang bisa kita gunakan untuk Showing care or sympathy terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.</i>
4.	42/TS/EI	<i>Ok, kita semua pasti pernah berada di dalam lingkungan yang belum pernah kita kenal sebelumnya, yaa.</i>
5.	43/TS/RC	<i>Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. My name is kartika, hi, I am kartika. My nick name is kartika. Hello, my name is kartika. My I introduce myself? My name is kartika. Good morning, my name is kartika. Let me introduce maysself, my name is kartika. How do you do? My name is kartika. First of all, I would like to introduce myself, my name is kartika</i>
6.	46/TS/IN/EI	<i>What about, if we have friends and you'd like to ee. . . respond about the introduction, yaa.</i>

The above examples are given with the same subject or utterances and have the same explanation criteria when using tag switching.

3. Intra-Sentential Switching

Intra-sentential switching is a transition that occurs when someone uses two or more different languages to speak with another person, and this change occurs in sentences that are still related to the previous word (Hoffman, 1991). Alternation occurs between two or more different

languages in the same sentence or in one sentence using two or more languages. In the learning video "Solo English Center," there are three learning topics or more different languages to speak with another person, and this change occurs in sentences that are still related to the previous word (Hoffman, 1991). Alternation occurs between two or more different languages in the same sentence or in one sentence using two or more languages. In the learning video "Solo English Center," there are three learning topics. The researcher found code switching in one sentence. From the 49 utterances of data, the researcher found 16 intra-sentential utterances with examples:

a. 05/IS/QS

Ya, jadi narrative text adalah suatu teks cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca.

The data was taken in February 2023 from an English learning video for grades 9 and 10 with the theme of narrative text. The video content creator explains the topic of the material being discussed or an explanation of the material being discussed using code switching. The code used is intra-sentential. The beginning of the sentence uses Indonesian "ya, jadi..." then proceeds with code switching using English "narrative text" then code switching using Indonesian "... adalah suatu teks cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca".

b. 10/IS/TT

Nah, kemudian yang kedua adalah complication, pada bagian complication ini masalah-masalah mulai muncul ya, dan disini harus diselesaikan oleh tokoh utama pada cerita tersebut.

Data was taken in February 2023 on English learning videos on the YouTube application. In this data, the content creator explains several sections or sub-topics of the material being studied by explaining their meaning. Content creators use intra-sentential code switching, where in the sentences there are two languages used: Indonesian and English. The word "complication" or "komplikasi" (in Indonesian) is changed to English because that word is the title of the sub-topic being discussed.

c. 13/IS/TT

Kemudian menggunakan adjective yang membentuk noun phrase. Misalnya, the red riding hood, the poisoned apple. Nah ini memberikan suatu kesan dramatis terhadap cerita tersebut.

The data was taken in February 2023. In this data, the creator's content explains the topics studied in the video. As well as giving some examples that can be used to make sentences in English. The sentences spoken by the content creator contain two languages, which can be categorized into the type of code switching theme. In these expressions included in the intra-sentential, the purpose of using the two languages is to make it easier for the audience to understand the topic being studied.

d. 20/IS/TT

Nah, pada video kali ini kita akan mempelajari suatu materi yang cukup menarik ya, lanjutan dari materi kemarin yaitu tentang expressing showing care or sympathy.

The data was taken in February 2023. The data was taken from YouTube learning videos. In this video, content creators discuss advanced material topics from the previous video. The first sentence or initial expression of the creator's content starts in Indonesian and then is replaced with English. The purpose of using code switching is because

the title of the topic to be studied is in English. The sentence also contains intra-sentential code switching.

e. 33/IS/IN

Ok, itu tadi adalah ungkapan yang bisa kita gunakan untuk Showing care or sympathy terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.

Data was taken in February 2023 for the English learning video on YouTube "Solo English Center". Content creators use two languages in the sentence to explain learning topics that can be used to express or show feelings using English. This sentence is included in the intra-sentential code switching. This is done by content creators so that the audience understands the topic of the material explained in the video.

Table 7 the ther data of Intra-Sentential Switching

No.	Coding	Utterances
1.	02//IS/TT	Well, pada video kali ini, kita akan membahas materi pembelajaran bahasa inggris untuk kelas 10, yaitu tentang <i>narrative text</i> .
2.	04/IS/IT	Ok, pertama, apa itu <i>narrative text</i> ?
3.	06/IS/TT	<i>Narrative text</i> ini biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya.
4.	07/IS/TT	Nah, kemudian <i>generic structure</i> dari narrative text itu ada 3, ya.
5.	09/TS/QS	Ok. yang pertama adalah <i>orientation</i> , pada bagian <i>orientation</i> ini merupakan pengenalan dari isi cerita, disini membahas mengenai

		ceritanya itu apa, yaa, kemudian terjadinya dimana, pelakunya siapa dan kapan.
6.	11/IS/TT	Kemudian yang ketiga adalah <i>resolution</i> , <i>resolution</i> adalah dimana cerita ini berakhir ya, pada bagian ini biasanya itu masalah terselesaikan kemudian munculah suatu <i>moral value</i> ya, <i>moral value</i> dari cerita tersebut, yang disebut juga sebagai coda.
7.	14/IS/TT	kemudian ciri selanjutnya adalah menggunakan <i>time connection</i> dan juga <i>conjunction</i> untuk mengurutkan kejadian-kejadian yang ada dalam cerita. Misalkan, <i>before, after, then, next, soon</i> dan sebagainya.
8.	15/IS/TT	Yang kelima, yaitu menggunakan <i>adverbs</i> dan <i>adverbial phrase</i> untuk menunjukkan lokasi kejadian atau peristiwa. Misalkan begini ya, <i>on the sea, in the mountain, there, happily ever after</i> dan sebagainya. Ini adalah <i>ad</i> , <i>adverb</i> dan juga <i>adverbial phrase</i> yang digunakan dalam <i>narrative text</i> .
9.	16/IS/EI	Jadi silahkan temen-temen baca sendiri ya, judulnya adalah <i>the legend of malin kundang</i> .
10.	18/IS/RC	Ok, ini masih lanjutan dari. . . apa, cerita malin kundang tadi. Ini

		termasuk, ee. . . masih bagian dari <i>complication</i>
11.	21/IS/QS	Ungkapan <i>showing care</i> atau <i>sympathy</i> ini menunjukkan rasa kepedulian kita terhadap kondisi orang lain yang sedang merasa kesusahan, ya.
12.	22/IS/TT	Nah, berikut adalah ungkapan-ungkapan <i>showing care</i> yang bisa kita gunakan ketika temen kita sedang mengalami kesusahan atau kesulitan, <i>check it out</i> .
13.	37/IS/RC	Nah itu tadi adalah penjelasan ungkapan yang digunakan untuk <i>showing care</i> beserta responnya ya...
14.	39/IS/EI	Nah, ini adalah contoh percakapan yang bisa kita gunakan menggunakan <i>showing care or sympathy</i> ya
15.	40/IS/RC	Nah, itu tadi adalah bagaimana cara kita menyampaikan <i>care and also sympathy</i> beserta responnya.
16.	41/IS/TT/QS	<i>It is about, introduction oneself and others, ya. This material, it's for ten grade students of senior high school.</i>
17.	48/IS/RC	Bagaimana responnya, kita lihat ya. Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka

		How do you do? . how do you do, my name is Okka nice to meet you. Nah, itu tadi adalah <i>expression</i> yang kita gunakan ketika kita merespon perkenalan seseorang,
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The above examples are given with the same subject or utterances and have the same explanation criteria when using Intra-Sentential switching.

4. Inter-Sentential Switching

Inter-sentential Switching occurs when there is a switch from is language to another between two sentences. Indonesian is spoken by the speaker when talking to the other person, then the speaker diverts the language to English in the following sentences. A language shift occurs in a sentence that is different. It can be said that this type of code switching is also affected by a change in topic in a conversation. From the 49 utterances of data, the researcher found 23 inter-sentential utterances with examples:

a. 25/IE/BE

I sympathize with your condition, aku peduli dengan keadaanmu.

Data was taken in February 2023 by analyzing the YouTube learning video "Solo English Center". The creator's content explains examples of expressions of sympathy in English, and then the meaning is changed in Indonesian. The expression can be clarified as inter-sentential switching" because it involves switching code from one language to another between sentences. Content creators use two languages in explaining examples that can be used in expressions of sympathy to make

it easier for the audience to understand the topic of learning.

b. 35/IE/QS

You are truly good friends, kau benar-benar teman terbaik.

The data was taken in February 2023 from the English learning video on YouTube "Solo English Center". The creator's content explains examples of expressions of sympathy in English, and then the meaning is changed in Indonesian. The expression can be clarified as inter-sentential switching" because it involves switching code from one language to another between sentences. Content creators use two languages in explaining examples that can be used in expressions of sympathy to make it easier for the audience to understand the topic of learning.

c. 38/IE/RC

Setelahnya kita akan melihat contoh dialognya, check it out. Hallo prilly, hi riki. My deep condolences for your father loss. Thank you, but it feels like I'm really broken now. I know how it feels. I will be with you whenever you need me. I promise. Thank you, you are really my best friends I've ever had.

Data was taken in February 2023 from the YouTube video "Solo English Center". In this data, the content creator explains examples of dialogue from the topic of material expressing care and sympathy. Creator content uses two languages in the expression. The first sentence of the creator's content uses Indonesian and then continues to use English in providing examples of dialogue in the use of expressing and showing care. This speech is classified as inter-sentential switching because it involves switching from one language to another. The content creator changes to English with complete sentences. In this case, the content

creator uses inter-sentential switching to make it easier for the audience to understand examples of expressing and showing care.

d. 44/IE/RC

Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. My name is kartika, hi, I am kartika. My nick name is kartika. Hello, my name is kartika. My I introduce myself? My name is kartika. Good morning, my name is kartika. Let me introduce myself, my name is kartika. How do you do? My name is kartika. First of all, I would like to introduce myself, my name is kartika.

Data was taken in February 2023 from the YouTube video "Solo English Center". In this data, the content creator explains examples of dialogs from the topic of self-introduction material. Creator content uses two languages in the expression. The first sentence of the creator's content uses Indonesian and then continues using English to provide examples of dialogue in introducing oneself or others. This speech is classified as inter-sentential switching because it involves switching from one language to another. The content creator changes to English with complete sentences. In this case, the content creator uses inter-sentential switching to make it easier for the audience to understand the example of introduction oneself and others.

e. 47/IE/RC

Bagaimana responnya, kita lihat ya. Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka How do you do? . how do you do, my name is Okka nice to meet you. Nah, itu tadi adalah expression yang kita gunakan ketika kita merespon perkenalan seseorang.

The data was taken in February 2023 from the English learning video on YouTube "Solo English Center". In this data, the content creator explains the topic of introduction material to oneself and others. Creator

content uses two languages in the expression. The initial sentence of the creator's content uses Indonesian before giving an example of an introduction in English, after which the content creator changes it to English to provide an example of an introduction herself. Then change it back to Indonesian to make it clear that the audience understands the examples given by the content creators in the video. This sentence is classified as inter-sentential switching because it involves switching from one language to another. The use of code switching is used to clarify the material presented in the video.

Table 8 the Other Data of Inter-Sentential Switching

No.	Coding	Utterances
1.	23/IE/BE	<i>I'm extremely to hear that,</i> aku sangat berduka mendengarnya
2.	24/IE/BE	<i>I was deeply sorry to hear you sick</i> ya. aku sangat berduka mendengarmu sakit.
3.	26/IE/BE	<i>Please accept my condolences</i> turut berduka sungkawa.
4.	27/IE/BE	<i>I know how it feels,</i> saya tahu bagaimana rasanya.
5.	28/IE/BE	<i>I'm sorry to hear that,</i> turut berduka cita.
6.	30/IE/BE	<i>Don't worry, I'am here for you</i> jangan khawatir, aku disini untukmu.
7.	31/IE/BE	<i>It is going to be alright,</i> itu akan segera baik-baik saja.
8.	34/IE/QS	<i>thanks for your sympathy,</i> terima kasih banyak atas kepedulianmu

9.	36/IE/QS	<i>It is very kind of yo, kamu baik sekali.</i>
10.	49/IE/RC	<p>nah, lalu bagaimana kalau kita mau memperkenalkan orang lain? Katakanlah temen kita kepada temen kita yang lainnya, yaa. kita lihat, <i>do you know kartika?</i></p> <p><i>No, I don't think so.</i></p> <p><i>Have you meet kartika?</i></p> <p><i>No, I haven't.</i></p> <p><i>this is a friend of mine, Okki.</i></p> <p><i>Hi, glad to meet you, I am Ika.</i></p> <p><i>Ika, this is Okki my friend.</i></p> <p><i>Hello Okki, pleased to meet you.</i></p> <p><i>May I introduce my friend, Mrs. Suryani? I am glad to know you.</i></p> <p><i>Please allow me to introduce our new Administration Manager, it is nice to see you.</i></p>

The above examples are given with the same subject or utterances and have the same explanation criteria when using Inter-Sentential switching.

5. Reasons of Code Switching

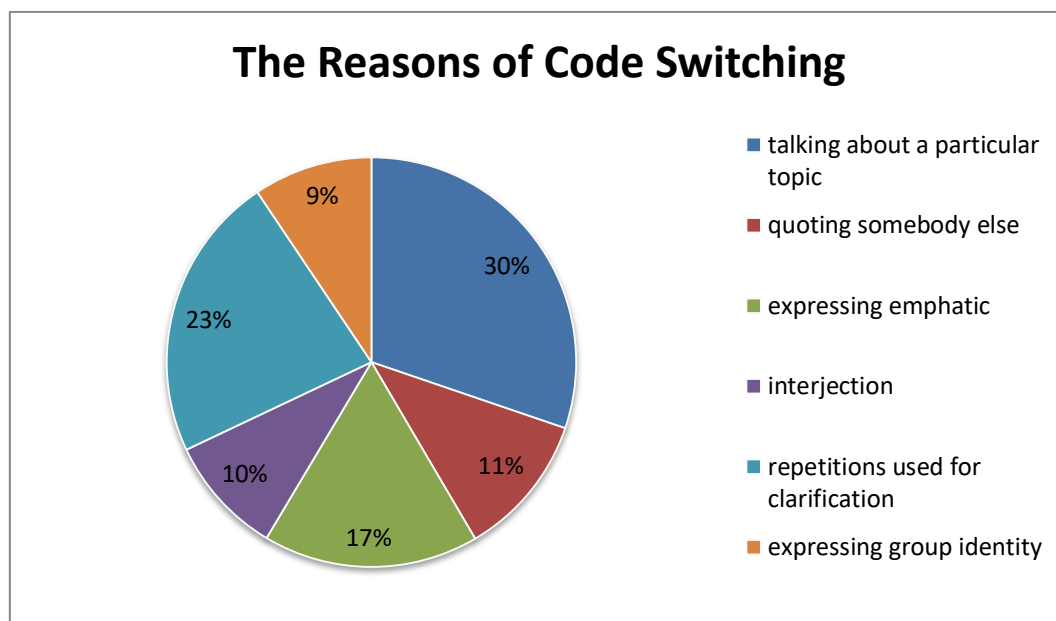
Hoffman (1991: 115) states that "there are several reasons bilinguals do code switching or change their language, such as talking about a certain topic, quoting other people, showing empathy about something, interjection

(insert sentence fillers or connector sentences), repetition is used for clarification, and revealing group identity. The researcher found 23 English-Indonesian code switches used by "Solo English Center" content creators in the learning videos. From some of the data, it can be seen that there are reasons for using code switching between them: 16 talking about a particular topic, 6 quoting somebody else, 9 expressing emphatic, 5 interjection, 12 repetitions used for clarification, and 5 expressing group identity.

Table 9 Reasons of Code Switching

No.	Reasons of Code Switching	Data	Percentage
1.	Talking about a particular topic	16	30%
2.	Quoting somebody else	6	11%
3.	Expressing emphatic	9	17%
4.	Interjection	5	10%
5.	Repetition used for clarification	12	23%
6.	Expressing group identity	5	9%
Total		53	100%

The table above shows the amount of data on reasons for using code switching and their percentages, with the elaboration of the pie chart below:



Picture 2 The Reasons of Code Switching in "Solo English Center"

6. Talking About a Particular Topic

There are some people who prefer to use certain languages over others when they talk about certain topics. Sometimes, speakers are more likely to express their emotions in a language other than their native language. Researchers found 16 pieces of data in the YouTube video "Solo English Center". From the 16 data, the researcher gave three examples that were included in the reasons for using code switching:

a. 04/IS/IT

Ok, pertama, apa itu narrative text?

The above statement was uttered by the content creator in the video when explaining the material to be discussed. The content creator asks the audience about narrative text material. He uses English in the first sentence "ok," then uses Indonesian in the sentence "*Pertama, apa itu. . .?*" then switches to English in the next sentence and gives the audience a hint about the topic to be discussed, namely "*narrative text.*"

It can be seen that the content creator gives instructions about the narrative text material that will be discussed by asking the audience if anyone knows about narrative text before the content creator explains it in the video. The word "narrative text" is spoken by the content creator in English because the material being studied is learning English for grades 9 and 10 with the topic of narrative text.

b. 07/IS/TT

Nah, kemudian generic structure dari narrative text itu ada 3, ya.

The above statement was uttered by the content creator in the video when explaining the material being discussed. The creator's content explains the subsections of the narrative text. In the initial sentence, the creator's content uses Indonesian "nah, kemudian" then switches to English "generic structure" then switches to Indonesian "dan", then switches to English "narrative text" then switches again to Indonesian "itu ada 3, ya". In this expression, it can be seen that the creator's content gives instructions regarding the material to be discussed, namely the generic structure that is part of the narrative text.

c. 20/IS/TT

Nah, pada video kali ini kita akan mempelajari suatu materi yang cukup menarik ya, lanjutan dari materi kemarin yaitu tentang expressing showing care or sympathy.

The above statement was uttered by the content creator at the beginning of the video after the introduction, indicating that in the video it will discuss an interesting topic of learning English, a continuation of the topic of the previous video. At the beginning of the sentence, the content creator uses Indonesian. "Nah, pada video kali ini kita akan

mempelajari suatu materi yang cukup menarik ya, lanjutan dari materi kemarin yaitu tentang" then switches to English to instruct the audience regarding the learning topic to be discussed "*expressing showing care or sympathy*".

Table 10 the Other Reasons of Talking about a particular topic

No.	Coding	Utterances
1.	02//IS/TT	Well, pada video kali ini, kita akan membahas materi pembelajaran bahasa inggris untuk kelas 10, yaitu tentang <i>narrative text</i> .
2.	06/IS/TT	<i>Narrative text</i> ini biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya.
3.	09/TS/QS	Ok. yang pertama adalah <i>orientation</i> , pada bagian <i>orientation</i> ini merupakan pengenalan dari isi cerita, disini membahas mengenai ceritanya itu apa, yaa, kemudian terjadinya dimana, pelakunya siapa dan kapan.
4.	11/IS/TT	Kemudian yang ketiga adalah <i>resolution</i> , <i>resolution</i> adalah dimana cerita ini berakhir ya, pada bagian ini biasanya itu masalah terselesaikan kemudian munculah suatu <i>moral value</i> ya, <i>moral value</i> dari cerita tersebut, yang disebut juga sebagai coda.
5.	12/IS/QS	yang kedua adalah menggunakan nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalkan <i>the princess, the girl, the queen</i> . "The" ini merujuk kepada eee. . .orang tertentu jadi orangnya jelas ya? <i>The girl</i> . Misalkan sang . . . <i>princess</i> itu sang putri, sang ratu, sang perempuan begitu ya?.
6.	14/IS/TT	kemudian ciri selanjutnya adalah menggunakan <i>time connection</i> dan juga <i>conjunction</i> untuk mengurutkan kejadian-kejadian yang ada dalam cerita. Misalkan, <i>before, after, then, next, soon</i> dan sebagainya.
7.	15/IS/TT	Yang kelima, yaitu menggunakan <i>adverbs</i> dan <i>adverbial phrase</i> untuk

		menunjukkan lokasi kejadian atau peristiwa. Misalkan begini ya, <i>on the sea, in the mountain, there, happily ever after</i> dan sebagainya. Ini adalah <i>ad, adverb</i> dan juga <i>adverbial phrase</i> yang digunakan dalam <i>narrative text</i>
8.	22/IS/TT	Nah, berikut adalah ungkapan-ungkapan <i>showing care</i> yang bisa kita gunakan ketika temen kita sedang mengalami kesusahan atau kesulitan, <i>check it out.</i>
9.	41/IS/TT/QS	<i>It is about, introduction oneself and others, ya. This material, it's for ten grade students of senior high school.</i>

In the example above, it is given with the same subject or expression and has the same explanatory criteria when using the reason for code switching, namely Talking About a Particular Topic.

7. Quoting Somebody Else

Some people have changed their language when quoting someone and then sometimes switch languages to quote famous expressions or discuss something that needs to be used in another language.

a. 21/IS/QS

Ungkapan showing care atau sympathy ini menunjukkan rasa kepedulian kita terhadap kondisi orang lain yang sedang merasa kesusahan, ya.

The example sentence above, when the content creator explains the Expressing Showing Care and Sympathy material. In his words, the content creator emphasizes the use of expressions of showing care and sympathy to show concern for others. The other person referred to here is when someone is meeting someone who is in trouble; they can use the expression of sympathy to show it in English.

b. 41/IS/TT/QS

It is about, introduction oneself and others, ya. This material, it's for ten grade students of senior high school.

The sentence above is said at the beginning of the video and explains the material to be discussed. Specifically, about an introduction oneself and others material. The beginning of the creator's content sentence uses English, "It is about an introduction oneself and others," then switches to Indonesian, "yaa," this word as an emphasis on the material being discussed. Then switch back to English: "*This material, it's for ten grade students of senior high school.*" To give an indication that the material discussed is for senior high school.

Table 11 the Other Reasons of Quoting somebody else

No.	Coding	Utterances
1.	05/IS/QS	Ya, jadi <i>narrative text</i> adalah suatu teks cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca.
2.	34/IE/QS	<i>thanks for your sympathy</i> , terima kasih banyak atas kepedulianmu.
3.	35/IE/QS	<i>You are truly good friends</i> , kau benar-benar teman terbaik.
4.	36/IE/QS	<i>It is very kind of yo</i> , kamu baik sekali.

In the example above, it is given with the same subject or expression and has the same explanatory criteria when using the reason for code switching, namely Quoting Somebody Else.

8. Expressing Emphatic

Occurs when the speaker is talking and wants to empathize. A

speaker will switch from one language to another because they feel more comfortable empathizing in another language. This factor can also be an affirmation. According to Hoffman (1991), "people who express empathy usually code switch, then intentionally or unintentionally change the language from the target language, like any other language, into the source language or their native language". From the 6 data, the researcher gave three examples that were included in the reasons for using code switching:

a. 25/IE/BE

I sympathize with your condition, aku peduli dengan keadaanmu

The sentence above is an example of English learning material with the topic expressing showing care sympathy. From this example sentence, it contains two languages: English "I sympathize with your condition" which is translated into Indonesian "aku peduli dengan keadaanmu", Even though the meaning of each language is the same, its use to show empathy for someone is related to the topic of learning English. Another goal is to make it easier for the audience to understand the meaning of sentences for example sentences when expressing a sense of empathy for others.

b. 29/IE/BE

It would be ok soon, itu akan segera membaik.

The sentence above is an example of English learning material with the topic expressing showing care sympathy. From this example sentence, it contains two languages: English " *It would be ok soon,* " which is translated into Indonesian "*itu akan segera membaik.*", Even

though the meaning of each language is the same, its use to show empathy for someone is related to the topic of learning English. Another goal is to make it easier for the audience to understand the meaning of sentences for example sentences when expressing a sense of empathy for others.

c. 31/IE/BE

It is going to be alright, itu akan segera baik-baik saja.

The sentence above is an example of English learning material with the topic expressing showing care sympathy. From this example sentence, it contains two languages: English "*It is going to be alright*" which is translated into Indonesian "*itu akan segera baik-baik saja.*", Even though the meaning of each language is the same, its use to show empathy for someone is related to the topic of learning English. Another goal is to make it easier for the audience to understand the meaning of sentences for example sentences when expressing a sense of empathy for others.

Table 12 the Other Reasons of Expressing Emphatic

No.	Coding	Utterances
1.	23/IE/BE	<i>I'm extremely to hear that,</i> aku sangat berduka mendengarnya
2.	24/IE/BE	<i>I was deeply sorry to hear you sick ya.</i> aku sangat berduka mendengarmu sakit.
3.	26/IE/BE	<i>Please accept my condolences,</i> turut berbela sungkawa.
4.	27/IE/BE	<i>I know how it feels,</i> saya tahu

		bagaimana rasanya.
5.	28/IE/BE	<i>I'm sorry to hear that</i> , turut berduka cita.
6.	30/IE/BE	<i>Don't worry, I'am here for you</i> jangan khawatir, aku disini untukmu.

In the example above, it is given with the same subject or expression and has the same explanatory criteria when using the reason for code switching, namely Expressing Emphatic.

9. Interjection

Interjections are functions when people give some instructions or even ask others to do something. From the 5 data, the researcher gave one example that was included in the reasons for using code switching:

a. 32/TS/IN

Ok, itu tadi adalah ungkapan yang bisa kita gunakan untuk Showing care or sympathy terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.

In the sentence above, the content creator explains the expressions that can be used by the audience to empathize with other people in English. The creator's content uses two languages in the sentence. The word "ok" is used for initial confirmation using English; the word "ok" is a familiar word used by content creators for audiences to ensure the material being discussed, then switches to Indonesian: "*itu tadi adalah ungkapan yang bisa kita gunakan untuk showing care or sympathy terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.*", can see in this sentence that there is a question mark used there; this is also used to get the audience's attention regarding the

material being discussed, namely expressions that can be used to respond to other people's expressions of sympathy.

Table 13 the Other Reasons of Interjection

No.	Coding	Utterances
1.	03/TS/IT	<i>Ok</i> , pertama, apa itu narrative text?
2.	08/TS/QS	<i>Ok</i> . yang pertama adalah <i>orientation</i> , pada bagian <i>orientation</i> ini merupakan pengenalan dari isi cerita, disini membahas mengenai ceritanya itu apa, yaa, kemudian terjadinya dimana, pelakunya siapa dan kapan.
3.	33/IS/IN	Ok, itu tadi adalah ungkapan yang bisa kita gunakan untuk <i>Showing care or sympathy</i> terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.
4.	46/TS/IN/EI	What about, if we have friends and you'd like to ee. . . respond about the introduction, <i>yaa</i> .

In the example above, it is given with the same subject or expression and has the same explanatory criteria when using the reason for code switching, namely Interjection.

10. Repetition Used For Clarification

According to Hoffman (1991, 54) states, "when a bilingual wishes to clarify his speech so that it is better understood by the listener, he may sometimes use both languages that he knows to speak the same utterance". In other words, the information is repeated in two different languages with

the same meaning. From the 12 data, the researcher gave two examples that were included in the reasons for using code switching:

a. 17/TS/RC

Ok, ini masih lanjutan dari. . . apa, cerita malin kundang tadi. Ini termasuk, ee. . . masih bagian dari complication.

The sentence above shows that the slide contained in the video is a continuation of the material or story on the previous slide. In the word "ok," the content creator uses English for initial confirmation, then switches to Indonesian: "*ini masih lanjutan dari... apa, cerita malin kundang tadi. Ini termasuk, ee... masih bagian dari*". Then it was switched back to English "*complication*" as a form of clarification that the slide was still part of the complication.

b. 19/TS/RC

Ok, tadi paragraf terakhir ya.

In the sentence above, the creator's content is used to clarify that the material shown on the slide in the video is the last sentence of the Malin Kundang story. The sentence uses the word "ok" for initial affirmation, and then switches to Indonesian to clarify the material in the video.

Table 14 the Other Reasons of Repetition Used For Clarification

No.	Coding	Utterances
1.	18/IS/RC	Ok, ini masih lanjutan dari. . . apa, cerita malin kundang tadi. Ini termasuk, ee. . . masih bagian dari <i>complication</i>
2.	37/IS/RC	Nah itu tadi adalah penjelasan ungkapan yang digunakan untuk

		<i>showing care</i> beserta responnya ya...
3.	38/IE/RC	setelahnya kita akan melihat contoh dialognya, <i>check it out. Hallo prilly, hi riki. My deep condolences for your father loss. Thank you, but it feels like I'm really broken now. I know how it feels. I will be with you whenever you need me. I promise. Thank you, you are really my best friends I've ever had.</i>
4.	40/IS/RC	Nah, itu tadi adalah bagaimana cara kita menyampaikan <i>care and also sympathy</i> beserta responnya.
5.	43/TS/RC	<i>Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. My name is kartika, hi, I am kartika. My nick name is kartika. Hello, my name is kartika. My I introduce myself? My name is kartika. Good morning, my name is kartika. Let me introduce mayself, my name is kartika. How do you do? My name is kartika. First of all, I would like to introduce myself, my name is kartika.</i>
6.	44/IE/RC	<i>Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. My name is kartika,</i>

		<p><i>hi, I am kartika.</i></p> <p><i>My nick name is kartika.</i></p> <p><i>Hello, my name is kartika.</i></p> <p><i>My I introduce myself? My name is kartika.</i></p> <p><i>Good morning, my name is kartika.</i></p> <p><i>Let me introduce myself, my name is kartika.</i></p> <p><i>How do you do? My name is kartika.</i></p> <p><i>First of all, I would like to introduce myself, my name is kartika.</i></p>
7.	45/TS/EI/RC	Well that word, the expression that we can use to introduce our self, <i>yaa</i> .
8.	47/IE/RC	<p>Bagaimana responnya, kita lihat ya. <i>Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka How do you do? . how do you do, my name is Okka nice to meet you.</i> Nah, itu tadi adalah <i>expression</i> yang kita gunakan ketika kita merespon perkenalan seseorang,</p>
9.	48/IS/RC	<p>Bagaimana responnya, kita lihat ya. <i>Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka How do you do? . how do you do, my name is Okka nice to meet you.</i> Nah, itu tadi adalah <i>expression</i> yang kita gunakan ketika kita merespon perkenalan seseorang,</p>
10.	49/IE/RC	<p>nah, lalu bagaimana kalau kita mau memperkenalkan orang lain? Katakanlah temen kita kepada temen</p>

		<p>kita yang lainnya, yaa. kita lihat, <i>do you know kartika?</i> <i>No, I don't think so.</i></p> <p><i>Have you meet kartika?</i> <i>No, I haven't.</i></p> <p><i>this is a friend of mine, Okki.</i> <i>Hi, glad to meet you, I am Ika.</i></p> <p><i>Ika, this is Okki my friend.</i> <i>Hello Okki, pleased to meet you.</i></p> <p><i>May I introduce my friend, Mrs. Suryani? I am glad to know you. Please allow me to introduce our new Administration Manager, it is nice to see you.</i></p>
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In the example above, it is given with the same subject or expression and has the same explanatory criteria when using the reason for code switching, namely Repetition Used for Clarification.

11. Expressing Group Identity

There are some people who speak two or more languages to express group identity, social identity, etc. Discussion of different topics and styles to communicate with other people in certain groups or communities can be called expressing their identity. Researchers found five data points in the video "Solo English Center". From the 5 data, the researcher gave two examples that were included in the reasons for using code switching:

a. 16/IS/EI

Jadi silahkan temen-temen baca sendiri ya, judulnya adalah the legend of malin kundang.

In the sentence above, the content creator gives instructions in Indonesian to the audience to read Malin Kundang's story in English. This aims to express the group's identity as a content creator who provides narrative text material for the audience by reading the story of Malin Kundang.

b. 46/TS/IN/EI

What about, if we have friends and you'd like to ee. . . respond about the introduction, yaa.

The sentence above shows the creator's content in discussing an introduction oneself and others material. The creator's content uses English and Indonesian to identify the group. This is used by content creators to provide information on how to respond if a friend introduces himself. The last word "yaa" as a final emphasis before creator content provides an example of how to respond if someone is introducing themselves.

Table 15 the Other Reasons of Expressing Group Identity

No.	Coding	Utterances
1.	39/IS/EI	Nah, ini adalah contoh percakapan yang bisa kita gunakan menggunakan <i>showing care or sympathy</i> ya
2.	42/TS/EI	<i>Ok</i> , kita semua pasti pernah berada di dalam lingkungan yang belum pernah kita kenal sebelumnya, yaa.
3.	45/TS/EI/RC	Well that word, the expression that we

		can use to introduce our self, <i>yaa</i> .
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In the example above, it is given with the same subject or expression and has the same explanatory criteria when using the reason for code switching, namely Expressing Group Identity.

B. Discussion

In this sub-chapter, the researcher presents a discussion to find out the results of the research findings. The result of the code switching used by the "Solo English Center" creator content in the video entitled "Narrative Text Materi BAHASA INGGRIS KELAS 9 SMP Dan KELAS 10 SMA, Expressing Showing Care Sympathy Materi Bahasa Inggris Sma Kelas 10, Introduction: Oneself and Others Materi Bahasa Inggris SMA Kelas 10" The three videos contain two languages used by speakers, namely English and Indonesian. These two languages are used alternately from the beginning to the end of the video.

The reason why there are two languages used in this video is to make it easier to explain English material to the viewers of the YouTube "Solo English Center", so that the audience will easily understand the material presented in the video. In other videos on the YouTube channel "Solo English Center," it also uses two languages to explain English learning material. The "Solo English Center" YouTube channel is also a fun or learning place for loyal viewers, where in the video it uses two languages that are easy to understand coupled with the visualization of the video, which can be seen directly by viewers of the "Solo English Canter" YouTube channel. Code switching is

classified into three types and six reasons.

The researcher found that the use of Indonesian-English code-switching by video speakers had a wider range. However, the results shown through the pie chart show that intentional switching is more dominant, and talking about certain topics is the dominant reason for code switching. The researcher found a total of 49 code-switching utterances in the video "Solo English Center" in the three English learning videos. Researchers found 23 inter-sentential switching utterances and 16 intra-sentential switching utterances and 10 tag switching. As a result, the findings show that content creators more often use inter-sentential switching in explaining English learning material topics. It can be seen that when the content creator provides an example of the material being discussed, he tends to use two languages in his delivery. The researcher found 16 utterances talking about a certain topic, 6 quotations of someone's words, 9 data points of empathy for something, 5 data points of interjection, 12 data points of repetition used for clarification, and 5 data points revealing group identity. Content creators are seen changing their language more often to talk about certain topics; the topic in question is the material explained in the video for grades 9 and 10. In this research, the researcher also found two types and reasons for using code switching in the speech contained in the video. For example, in the utterance "*Ok, pertama, apa itu narrative text?*". The word "ok" is included in the type of code switching for tag switching, while for "narrative text," it is included in the type of code switching for intra-sentential switching.

This research has similarities with Rachma's research (2021), which

uses YouTube videos as data to analyze types of code switching and the reasons for them. The results of this study reveal that William tends to change his language within sentence limits. This shows that intra-sentential switching is the type of code switching most frequently used by William in his videos. But here it is different; research on code switching in "Solo English Center" is different from previous research. This can be seen from the data sources in this study: researchers use monologues conducted by content creators at "Solo English Center" in explaining English learning material through YouTube videos. Meanwhile, previous research conducted by Rachma, (2021) used video conversations between hosts and guests. Differences can also be seen in the reasons for using code switching. Rachma, (2021) finds several reasons by analyzing conversations between hosts and guest stars. This research reinforces the findings and results to provide readers with important information about the benefits of learning code switching. Multilingual code switching, or bilingualism, has advantages for everyone when they are trying to learn two or more languages, along with languages that are difficult to understand. It can make it easier to explain the topic of the material to be conveyed and can avoid falsification of information and ambiguity in its meaning.

This video uses Hoffman's theory about types of code switching and reasons for code switching. The content creator switches between two languages, namely English and Indonesian, when explaining the material he conveys in his learning videos. The qualitative descriptive method used in this study the main reason the researcher uses this method is that the research data comes from the utterances conveyed by the "Solo English Center" creator

content. The researcher found detailed problems in the method when collecting data, which is a source of data taken from YouTube videos, which means researchers have to transcribe it manually.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research focuses on analysis with the main focus on the types of code switching and the reasons for code switching used by content creators from the YouTube channel "Solo English Center" with the video title "*Narrative Text Materi BAHASA INGGRIS KELAS 9 SMP Dan KELAS 10 SMA, Expressing Showing Care Sympathy Materi Bahasa Inggris Sma Kelas 10, Introduction: Oneself and Others Materi Bahasa Inggris SMA Kelas 10*". In line with the research objective, which is to find out the types of code switching and the reasons for using code switching in English learning videos, The researcher presents the following conclusions:

1. According to Hoffman's theory, there are three types of code switching: tag switching, intra-sentential switching, and inter-sentential switching. From the video that was analyzed, the researcher found that there were 49 data points that belonged to the type of code switching.
2. There are six reasons for using code switching by the content creators of "Solo English Center", According to Hoffman's theory, there are six reasons for using code switching, namely: talking about a particular topic, quoting somebody else, expressing emphatic interjection, repetition used for clarification, and expressing group identity. The results of the research on the video studied show 53 reasons why content creators use code switching to explain the material. Another reason for creator content during interviews is to make it easier for viewers to understand the topic of the material

explained in the video. The reason for talking about a particular topic is the reason for code switching, which is the most widely used when explaining English learning materials with a total of 16 data points. In this research, the researcher also found that there were two or more types of code switching in the same utterance or in one utterance.

B. Suggestions

Based on the conclusions and implications of several suggestions submitted to someone as follows:

1. The students

The results of this study can provide students with knowledge about the types and reasons for code switching used by English teachers or content creators in the teaching and learning process. By understanding the types and reasons for code switching used in English, students can avoid misunderstandings and miscommunications in interpreting the English teacher's intentions.

2. For English teachers and content creators

It is hoped that this research can provide insight for English teachers about the types and reasons for code switching that should be used when teaching English in class or through learning videos on YouTube. It is recommended for English teachers and content creators to use English optimally and be more conscious of choosing the most appropriate language to use when delivering material to students or audiences.

3. To other researchers

There are some limitations to this research. It is suggested to future researchers who are interested in sociolinguistics, especially code-switching, in this study to use different analytical methods to get more accurate findings. In addition, the researcher hopes that other researchers are interested in analyzing sociolinguistics in other classifications so that this research becomes better and more perfect.

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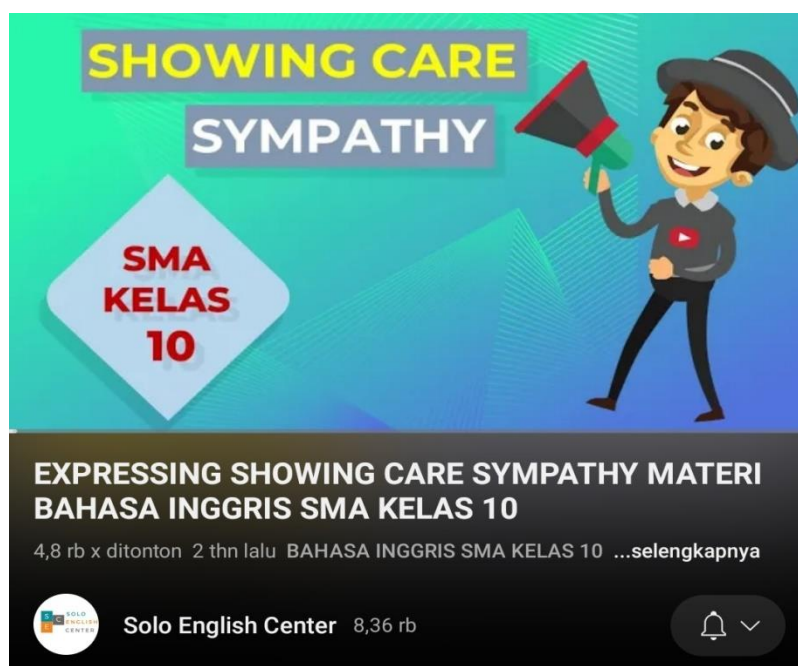
Appendix 1 Video Source

VIDEO SOURCE

1. NARRATIVE TEXT MATERI BAHASA INGGRIS KELAS 9 SMP dan KELAS 10 SMA



2. EXPRESSING SHOWING CARE SYMPATHY MATERI BAHASA INGGRIS SMA KELAS 10



3. INTRODUCTION ONESELF and OTHERS MATERI BAHASA INGGRIS
SMA KELAS 10



Appendix 2 Transcription Data

**TRANSCRIPTION DATA OF "SOLO ENGLISH CENTER" YOUTUBE
CHANNEL****1. NARRATIVE TEXT MATERI BAHASA INGGRIS KELAS 9 SMP dan
KELAS 10 SMA**

“ hai, adik-adik. Bertemu lagi dengan saya. Arianto, di solo English center. Well, pada video kali ini, kita akan membahas materi pembelajaran bahasa inggris untuk kelas 10, yaitu tentang narrative text. Ok, pertama, apa itu narrative text? Ya, jadi narrative text adalah suatu teks cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text ini biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya. Tujuan utama dari narrative text adalah untuk menghibur pembacanya, ya. Nah, kemudian generic structure dari narrative text itu ada 3, ya. . . yang pertama, nanti akan kita masuk ke bagian yang pertama ya. Ok. yang pertama adalah orientation, pada bagian orientation ini merupakan pengenalan dari isi cerita, disini membahas mengenai ceritanya itu apa, yaa, kemudian terjadinya dimana, pelakunya siapa dan kapan. Yaa, jadi ini memberikan pendahuluan memberikan sekilas, kira-kira nanti dalam text itu akan membahas tentang apa, gitu ya. Nah, kemudian yang kedua adalah complication, pada bagian complication ini masalah-masalah mulai muncul ya, dan disini harus diselesaikan oleh tokoh utama pada cerita tersebut. Kemudian yang ketiga adalah resolution, resolution adalah dimana cerita ini berakhir ya, pada bagian ini biasanya itu masalah terselesaikan kemudian munculah suatu moral value ya, moral value dari cerita tersebut, yang disebut juga sebagai coda. Nah, kemudian ciri-ciri dari narrative text adalah yang

satu menggunakan action 81 verb tapi dalam bentuk past tense, kenapa past tense? Karena ini merupakan cerita ya, cerita dongeng. Maka, seolah-olah ceritanya sudah berlalu. Kemudian, yang kedua adalah menggunakan nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalkan the princess, the girl, the queen. "The" ini merujuk kepada eee. . .orang tertentu jadi orangnya jelas ya? The girl. Misalkan sang . . . princess itu sang putri, sang ratu, sang perempuan begitu ya?. Kemudian menggunakan adjective yang membentuk noun phrase. Misalnya, the red riding hood, the poisoned apple. Nah ini memberikan suatu kesan dramatis terhadap cerita tersebut. Nah, kemudian ciri selanjutnya adalah menggunakan time connection dan juga conjunction untuk mengurutkan kejadian-kejadian yang ada dalam cerita. Misalkan, before, after, then, next, soon dan sebagainya. Yang kelima, yaitu menggunakan adverbs dan adverbial phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalkan begini ya, on the sea, in the mountain, there, happily ever after dan sebagainya. Ini adalah ad, adverb dan juga adverbial phrase yang digunakan dalam narrative text. Nah, kemudian selanjutnya itu tadi adalah ciri-cirinya. Kemudian kita akan melihat contoh naratiks narrative text yang ada. Nah, nanti untuk latihannya temen-temen. Kami minta temen-temen untuk bisa mengidentifikasi ciri kebahasaan dari narrative text tersebut, yaa. Karena nanti kita akan, sudah membaginya kedalam jenis structurenya masingmasing. Ini nanti akan panjang, paragrafnya. Jadi silahkan temen-temen baca sendiri ya, judulnya adalah the legend of malin kundang. Pada orientationnya ini diceritakan a long time ago, in a small village near the beach in West Sumatra, dan sebagainya dan sebagainya, ini adalah orientation. . . . kalau ndak nganu nanti di pause aja boleh. Kemudian, ok, selanjutnya adalah complication, silahkan nanti 82 temen-temen di baca sediri ya, ada beberapa paragraph dalam

complication, silahkan kalau untuk mengidentifikasi ciri kebahasaan yang pertama ditemukan ada was disini, kemudian ada would, kemudian ada sold, kemudian ada was yaa, ada was ada sold juga, silahkan nanti temen-temen diidentifikasi sesuai dengan ciri kebahasaan yang sudah kita sampaikan di awal tadi ya, silahkan dibaca dulu. Ok, ini masih lanjutan dari. . . apa, cerita malin kundang tadi. Ini termasuk, ee. . . masih bagian dari complication, silahkan di baca lagi. sekarang, yaitu pada paragraf terakhir yaitu resolution, silahkan temen-temen baca juga dan cari moral value dari cerita ini nanti. Ok, tadi paragraf terakhir ya. Nah, temen-temen setelah kita berikan ee . . . , apa? Jenis structure, kemudian ciri-ciri, kemudian contoh. Nanti temen-temen kalau masih ada pertanyaan silahkan dituliskan di kolom komentar atau bisa contact us, nah ini adalah nomer kami. Terimakasih, dan jalani jalan ninjamu.

2. EXPRESSING SHOWING CARE SYMPATHY MATERI BAHASA INGGRIS SMA KELAS 10

“Alright guys, ketemu lagi bersama saya Ariyanto di Solo English Center, ya. Nah, pada video kali ini kita akan mempelajari suatu materi yang cukup menarik ya, lanjutan dari materi kemarin yaitu tentang expressing showing care or sympathy. Nah, ungkapan kepedulian adalah sebuah ungkapan perasaan peduli ketika kita mengetahui dan melihat orang-orang yang tidak beruntung, ya. . mempunyai masalah, atau sedang didalam kesusahan. Contohnya begini ya, ketika teman kita sedih, karna kakeknya sakit kita bisa menghiburnya dengan menunjukkan rasa kepedulian kita. Ungkapan showing care atau sympathy ini menunjukkan rasa kepedulian kita terhadap kondisi orang lain yang sedang merasa kesusahan, ya. . . Nah, berikut adalah ungkapan-ungkapan showing care yang bisa kita gunakan ketika temen kita sedang mengalami kesusahan atau kesulitan, check it out.

I'm extremely to hear that, aku sangat berduka mendengarnya. I was deeply sorry to hear you sick ya. . . aku sangat berduka mendengarmu sakit. Please accept my condolences turut berbelas sungkawa. I know how it feels saya tahu bagaimana rasanya. I'm sorry to hear that turut berduka cita. I sympathize with your condition, aku peduli dengan keadaanmu. It would be OK soon, itu akan segera membaik. Don't worry, I'am here for you jangan khawatir, aku disini untukmu. It is going to be alright itu akan segera baikbaik saja. Ok, itu tadi adalah ungkapan yang bisa kita gunakan untuk Showing care or sympathy terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa, thanks for your sympathy terima kasih banyak atas kepedulianmu. You are truly good friends kau benar-benar teman terbaik. It is very kind of you kamu baik sekali. That's a pity isn't it? Kasihan kan? Thanks for your support terima kasih atas dukunganmu. That's what friends are for inilah artinya teman. Thanks for your concern terima kasih atas perhatianmu. Thank you, I'd really appreciate that terima kasih, aku sangat menghargai itu. I would be OK, thank you very much for your support aku akan baik-baik saja, terima kasih atas dukunganmu. Nah itu tadi adalah penjelasan ungkapan yang digunakan untuk showing care beserta responnya ya... setelahnya kita akan melihat contoh dialognya, check it out. Hallo prilly, hi riki. My deep condolences for your father 84 loss. Thank you, but it feels like I'm really broken now. I know how it feels. I will be with you whenever you need me. I promise. Thank you, you are really my best friends I've ever had. Nah, ini adalah contoh percakapan yang bisa kita gunakan menggunakan showing care or sympathy ya. . . nanti temen-temen bisa kembangan dengan menggunakan ee. . . apa? Menggunakan expression tadi, bisa digunakan dengan temennya. Nah, itu tadi adalah bagaimana cara kita menyampaikan care and also sympathy beserta responnya. Kalau temen-temen masih ada

pertanyaan, silahkan dituliskan di kolom komentar atau contact us ya. thank you so much.

3. INTRODUCING ONESELF and OTHER MATERI BAHASA INGGRIS SMA KELAS 10

“ Alright ges. . . welcome back to Solo English Center with me Ariyanto, ya. In this video, we will like to learn something very basic, ya. It is about, introduction oneself and others, ya. This materials, it's for ten grade students of senior high school. Ok, kita semua pasti pernah berada di dalam lingkungan yang belum pernah kita kenal sebelumnya, yaa. Di dalam situasi tersebut, tentunya kita harus bersosialisasi dengan orang lain, yang berada di sekitar kita yang mana mestinya, belum kita kenal sebelumnya. Nah, apa yang harus kita ucapkan jika ingin berkenalan dengan orang-orang tersebut? Yang baru di lingkungan kita. Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. My name is kartika, hi, I am kartika. My nick name is kartika. Hello, my name is kartika. My I introduce myself? My name is kartika. Good morning, my name is kartika. Let me introduce myself, my name is kartika. How do you do? My name is kartika. First of all, I would like to introduce myself, my name is kartika. Well that word, the expression that we can use to introduce our self, yaa. What about, if we have friends and you'd like to ee. . . respond about the introduction, yaa. bagaimana responnya, kita lihat ya. Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka How do you do? . how do you do, my name is Okka nice to meet you. Nah, itu tadi adalah expression yang kita gunakan ketika kita merespon perkenalan seseorang, yaa. nah, lalu bagaimana kalau kita mau memperkenalkan orang lain? Katakanlah temen kita kepada temen kita yang lainnya, yaa. kita lihat, do you know kartika? No, I don't think so. Have you

meet kartika? No, I haven't. this is a friend of mine, Okki. Hi, glad to meet you, I am Ika. Ika, this is Okki my friend. Hello Okki, pleased to meet you. May I introduce my friend, Mrs. Suryani? I am glad to know you. Please allow me to introduce our new Administration Manager, it is nice to see you.

Nah, itu tadi adalah expression yang bisa kita gunakan untuk memperkenalkan orang lain. Nah, sekarang kita lihat bagaimana menggunakan expression tersebut dalam sebuah dialog. That's Sinta. Do you know him?. No, I don't. Hello, Sinta. How are you?. Hello, Tono. I'm fine thanks. Sinta, this is a friend of mine, Rita Aprianti. Hello Rita. Pleased to meet you Hi Sinta, pleased to meet you too. Itu tadi adalah expression yang digunakan untuk introducing oneself and others beserta contoh dialog-nya.

Nah, kalau temen-temen masih merasa ada pertanyaan, nanti bisa dituliskan di kolom komentar yaa, atau nanti bisa langsung contact kami di nomer yang tertera di bawah ini. Nah, ini adalah nomernya, instagramnya dan juga webnya, yaa. tetap semangat, tetap belajar, jalani jalan ninjamu.

Appendix 3 Interview

INTERVIEW WITH “SOLO ENGLISH CENTER” CONTENT CREATOR

1. What do you think is about code switching?

Code switching is when we are in the process of teaching English, we change the language used from English to Indonesian. When explaining the material, there were some students who did not understand my explanation, so in certain words or sentences, I needed to change them into Indonesian. For example, I could change sentence A in that part to Indonesian or another language

2. Why do you use code switching in explaining the topic material?

If I understand, if we are the main goal of learning, we can convey the meaning or content of lectures or the content of a material. When in the process, if we use all English, maybe there are students, collages. If the data is from YouTube, the main target is mostly junior high or high school students. I use code switching there so that certain parts are easier to understand. Because I realize that my viewers is not only children who attend middle school and above. But there are also students who have a limited level of English; therefore, code switching can make it easier for them to understand the material I explain.

3. In what situations do you use code switching?

I used code switching in the previous situation. when there might be something I need to consider that is important. This is something important. So, then, I'm trying to give more of an explanation of what it is with input languages in English and also in Indonesia. There for the meeting of the content of the video or the materials, what is it? Understood by the viewers or students is especially important input senior and junior high school.

4. How do you use code switching when explaining material?

Just an examples like that: I use English first, and then in some parts where I think it's important for me to switch to another language, I immediately switch. But I didn't change all the sentences, only in certain parts that needed special emphasis. So, that part becomes an important part that must be understood by students. Suppose I said today we are going to learn about narrative, and in both narrative texts we have several structures. There are several structures in Indonesian; we might call them parts of a paragraph, for example. I can switch from "several structures" into "bagian-bagian paragraf".

5. How does the audience respond after seeing the English learning video that you made on YouTube?

As for the direct response, I don't know because the response was not direct to the video or during those hours. But then the response will be given, for example, at different times in different periods according to their different schedules, depending on their schedule. There was also a response that, after I uploaded the video, after a few hours, they gave a response. There was also a period of one month or one year. The most likely response is that they don't respond to the code switching but respond to the material. Some said it was very helpful; some said it was quite helpful; some just wrote down the name; maybe the teacher was told to be absent; there were responses that worked there. Because the setting is throughout Indonesia, we can accommodate this response through both online and offline activities. If you ask whether there has been an increase or not, we don't know because we don't do before and after assessments, but we do focus on what their goals are for learning. There are those whose goal is specifically to learn grammar, and there are those who ask non-students, like their mothers, how to speak English. The students are preparing for the Olympiad. So if you ask whether there has been an increase or not, we don't do that assessment, but the most important thing is that we provide services according to their needs.

Appendix 4 Validator Sheet

VALIDATOR SHEET**Validator Sheet****Validation**

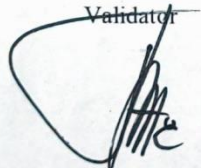
The thesis data of Prila Amanda Serlyana (183221274) "**An Analysis of Code Switching Occurred in Solo English Center**" has been validated by Dwi Cahyono, M.Pd., in:

Day : Selasa

Date : 11 April 2023

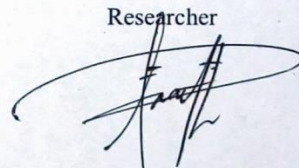
Surakarta, 11 April 2023

Validator



Dwi Cahyono, M.Pd

Researcher



Prila Amanda S

Appendix 5 Data Coding

DATA CODING

1. Code in the types of code switching

IE : Inter-Sentential Switching

IS : Intra-Sentential Switching

TS : Tag-Switching

2. Code in the reasons of code switching

TT : Talking about a particular topic

QS : Quoting somebody else

BE : Being emphatic about something/Expressing emphatic

IT : Interjection

RC : Repetition used for clarification

EI : Expressing group identity

Appendix 6 Finding The Data In The Types And Reasons Of Code Switching

FINDING THE DATA in THE TYPES AND REASONS of CODE SWITCHING

Topic 1 : NARRATIVE TEXT MATERI BAHASA INGGRIS KELAS 9 SMP dan KELAS 10 SMA

No.	Code	Utterance	Context	Types of code switching			Reasons of code switching	True	False
				Tag switching	Inter-sentential switching	Intra-sentential switching			
1.	01/TS/TT	<i>Well</i> , pada video kali ini, kita akan membahas materi pembelajaran bahasa inggris untuk kelas 10, yaitu tentang narrative text.	The content creator opened the video by providing English language explanation	✓			Talking About A Particular Topic	✓	
2.	02//IS/TT	Well, pada video kali ini, kita akan membahas materi pembelajaran bahasa inggris untuk kelas 10, yaitu tentang <i>narrative text</i> .	The content creator opened the video by providing English language explanation			✓	Talking About A Particular Topic	✓	
3.	03/TS/IT	<i>Ok</i> , pertama, apa itu narrative text?	The Content creator asked a question about	✓			Interjection	✓	

			the theme discussed						
4.	04/IS/TT	Ok, pertama, apa itu <i>narrative text</i> ?	The Content creator asked a question about the theme discussed			✓	Talking about particular topic	✓	
5.	05/IS/QS	Ya, jadi <i>narrative text</i> adalah suatu teks cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca.	The content creator explained the material discussed, and it was narrative text.			✓	Quoting Somebody Else	✓	
6.	06/IS/TT	<i>Narrative text</i> ini biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksional lainnya.	The content creator added an explanation about narrative text. That could be found in the form of fairy tales, folklore and others.			✓	Talking About A Particular Topic	✓	
7.	07/IS/TT	Nah, kemudian <i>generic structure</i> dari narrative text itu ada 3, ya.	The content creator explained the generic structure			✓	Talking About A Particular Topic	✓	

			of narrative text						
8.	08/TS/QS	Ok. yang pertama adalah <i>orientation</i> , pada bagian <i>orientation</i> ini merupakan pengenalan dari isi cerita, disini membahas mengenai ceritanya itu apa, yaa, kemudian terjadinya dimana, pelakunya siapa dan kapan.	Content creator described the generic structure of narrative text.	✓			Interjection	✓	
9.	09/TS/QS	Ok. yang pertama adalah <i>orientation</i> , pada bagian <i>orientation</i> ini merupakan pengenalan dari isi cerita, disini membahas mengenai ceritanya itu apa, yaa, kemudian	Content creator described the generic structure of narrative text.			✓	Talking About a Particular Topic	✓	

		terjadinya dimana, pelakunya siapa dan kapan.							
10.	10/IS/TT	Nah, kemudian yang kedua adalah complication , pada bagian complication ini masalah-masalah mulai muncul ya, dan disini harus diselesaikan oleh tokoh utama pada cerita tersebut.	The content creator described the second generic structure of narrative text.			✓	Talking About A Particular Topic	✓	
11.	11/IS/TT	Kemudian yang ketiga adalah resolution , resolution adalah dimana cerita ini berakhir ya, pada bagian ini biasanya itu masalah terselesaikan kemudian munculah suatu	The content creator described the third generic structure of narrative text and characterized the ending of the story.			✓	Talking About A Particular Topic	✓	

		<i>moral value</i> ya, <i>moral value</i> dari cerita tersebut, yang disebut juga sebagai coda.							
12.	12/IS/QS	yang kedua adalah menggunakan nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalkan <i>the princess, the girl, the queen</i> . “ <i>The</i> ” ini merujuk kepada eee. . .orang tertentu jadi orangnya jelas ya? <i>The girl</i> . Misalkan sang . . . <i>princess</i> itu sang putri, sang ratu, sang perempuan begitu ya?.	The content creator explained the language features the narrative text by using nouns or pronouns.			✓	Talking About a Particular Topic	✓	
13.	13/IS/TT	Kemudian menggunakan	The content creator			✓	Talking About A	✓	

		<i>adjective</i> yang membentuk <i>noun phrase</i> . Misalnya, <i>the red riding hood, the poisoned apple</i> . Nah ini memberikan suatu kesan dramatis terhadap cerita tersebut.	explained the language features of narrative text by using adjectives				Particular Topic		
14.	14/IS/TT	kemudian ciri selanjutnya adalah menggunakan <i>time connection</i> dan juga <i>conjunction</i> untuk mengurutkan kejadian-kejadian yang ada dalam cerita. Misalkan, <i>before, after, then, next, soon</i> dan sebagainya.	The content creator explained the language features by using time connection and conjunction in narrative text according to the example given.			✓	Talking About A Particular Topic	✓	
15.	15/IS/TT	Yang kelima, yaitu	The content creator			✓	Talking About A	✓	

		menggunakan <i>adverbs</i> dan <i>adverbial phrase</i> untuk menunjukkan lokasi kejadian atau peristiwa. Misalkan begini ya, <i>on the sea, in the mountain, there, happily ever after</i> dan sebagainya. Ini adalah ad, <i>adverb</i> dan juga <i>adverbial phrase</i> yang digunakan dalam <i>narrative text</i>	explained the language of narrative text by using adverbial phrases.				Particular Topic		
16.	16/IS/EI	Jadi silahkan temen-temen baca sendiri ya, judulnya adalah <i>the legend of malin kundang</i> .	The content creator commanded instructed viewers to read specific narrative text.			✓	Expressing Group Identify	✓	
17.	17/TS/RC	<i>Ok</i> , ini masih lanjutan dari. . .	The content creator	✓			Repetition Used For	✓	

		apa, cerita malin kundang tadi. Ini termasuk, ee. . . masih bagian dari complication.	explained that there was still in story from the previous slide in the video.				Clarification		
18.	18/IS/RC	Ok, ini masih lanjutan dari. . . apa, cerita malin kundang tadi. Ini termasuk, ee. . . masih bagian dari complication .	The content creator explained that there was still in story from the previous slide in the video.			✓	Repetition Used For Clarification	✓	
19.	19/TS/RC	Ok , tadi paragraf terakhir ya.	The content creator explained that the narrative text story example was over.	✓			Repetition Used For Clarification	✓	

TOPIC II : Expressing Showing Care Sympathy Materi Bahasa Inggris Sma Kelas 10

No.	Code	Utterance	Context	Types of code switching			Reasons of code switching	True	False
				Tag switching	Inter-sentential switching	Intra-sentential switching			
20.	20/IS/TT	Nah, pada video kali ini kita akan mempelajari suatu materi yang cukup menarik ya, lanjutan dari materi kemarin yaitu tentang <i>expressing showing care or sympathy</i> .	The content creator opened the learning video by providing information about the material to be learned.			✓	Talking About A Particular Topic	✓	
21.	21/IS/QS	Ungkapan <i>showing care</i> atau <i>sympathy</i> ini menunjukkan rasa kepedulian kita terhadap kondisi orang lain yang sedang merasa kesusahan, ya.	The content creator explained the meaning of the objected material.			✓	Quoting Somebody Else	✓	
22.	22/IS/TT	Nah, berikut adalah ungkapan-ungkapan <i>showing care</i> yang bisa kita	The content creator explained the function of the			✓	Talking About A Particular Topic	✓	

		gunakan ketika temen kita sedang mengalami kesusahan atau kesulitan, <i>check it out</i> .	material discussed.						
23.	23/IE/BE	<i>I'm extremely to hear that</i> , aku sangat berduka mendengarnya	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
24.	24/IE/BE	<i>I was deeply sorry to hear you sick</i> ya. . . aku sangat berduka mendengarmu sakit.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
25.	25/IE/BE	<i>I sympathize with your condition</i> , aku peduli dengan keadaanmu.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
26.	26/IE/BE	<i>Please accept my condolences</i> turut berduka sungkawa.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
27.	27/IE/BE	<i>I know how it feels</i> , saya tahu bagaimana rasanya.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	

28.	28/IE/BE	<i>I'm sorry to hear that</i> turut berduka cita.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
29.	29/IE/BE	<i>It would be OK soon,</i> itu akan segera membaik.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
30.	30/IE/BE	<i>Don't worry, I'am here for you</i> jangan khawatir, aku disini untukmu.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
31.	31/IE/BE	<i>It is going to be alright</i> itu akan segera baik-baik saja.	The content creator gave relevant example.		✓		Expressing Emphatic	✓	
32.	32/TS/IN	<i>Ok,</i> itu tadi adalah ungkapan yang bisa kita gunakan untuk Showing care or sympathy terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.	The content creator explained that the previous sentences were examples of the theme discussed. It was showing care and sympathy, and the content	✓			Interjection	✓	

			creator also provides an example of responding to it.						
33.	33/IS/IN	Ok, itu tadi adalah ungkapan yang bisa kita gunakan untuk <i>Showing care or sympathy</i> terhadap ee kesusahan orang lain. Lalu bagaimana responnya? Kita lihat yaa.	The content creator explained that the previous sentences were examples of the theme discussed. It was showing care and sympathy, and the content creator also provides an example of responding to it.			✓	Interjection	✓	
34.	34/IE/QS	<i>thanks for your sympathy</i> , terima kasih banyak atas kepedulianmu.	The sentence was the example of sympathy			✓	Quoting Somebody Else	✓	
35.	35/IE/QS	<i>You are truly good friends</i> , kau benar-	The sentence was the			✓	Quoting Somebody	✓	

		benar teman terbaik.	example of sympathy				Else		
36.	36/IE/QS	<i>It is very kind of yo, kamu baik sekali.</i>	The sentence was the example of sympathy		✓		Quoting Somebody Else	✓	
37.	37/IS/RC	Nah itu tadi adalah penjelasan ungkapan yang digunakan untuk <i>showing care</i> beserta responnya ya...	The content creator demonstrated the clear examples.			✓	Repetition Used For Clarification	✓	
38.	38/IE/RC	setelahnya kita akan melihat contoh dialognya, <i>check it out. Hallo prilly, hi riki. My deep condolences for your father loss. Thank you, but it feels like I'm really broken now. I know how it feels. I will be with you whenever you need me. I promise.</i>	The content creator provided an example dialogue from the material that had been explained.		✓		Repetition Used For Clarification	✓	

		<i>Thank you, you are really my best friends I've ever had.</i>							
39.	39/IS/EI	Nah, ini adalah contoh percakapan yang bisa kita gunakan menggunakan <i>showing care or sympathy</i> ya	The content creator clarified that the previous dialogue was example of a conversation about showing care and sympathy.			✓	Expressing Group Identify	✓	
40.	40/IS/RC	Nah, itu tadi adalah bagaimana cara kita menyampaikan <i>care and also sympathy</i> beserta responnya.	The content creator emphasized that the explanation above is about showing care and sympathy.			✓	Repetition Used For Clarification	✓	

TOPIC III : Introduction ONESELF and OTHERS Materi Bahasa Inggris SMA Kelas 10

No.	Code	Utterance	Context	Types of code switching			Reasons of code switching	True	False
				Tag switching	Inter-sentential switching	Intra-sentential switching			
41.	41/IS/TT/QS	<i>It is about, introduction oneself and others, ya. This material, it's for ten grade students of senior high school.</i>	The content creator explained about the target of the material.			✓	Talking About A Particular Topic and Quoting Somebody Else	✓	
42.	42/TS/EI	<i>Ok, kita semua pasti pernah berada di dalam lingkungan yang belum pernah kita kenal sebelumnya, yaa.</i>	The content creator emphasized the audience experience.	✓			Expressing Group Identify	✓	
43.	43/TS/RC	<i>Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. My name is kartika, hi, I am kartika. My nick name is</i>	The content creator explained about examples of phrases that could be used to introduce our self.	✓			Repetition Used For Clarification	✓	

		<p>kartika. Hello, my name is kartika. My I introduce myself? My name is kartika. Good morning, my name is kartika. Let me introduce myself, my name is kartika. How do you do? My name is kartika. First of all, I would like to introduce myself, my name is kartika.</p>							
44.	44/IE/RC	<p>Ok, berikut adalah contoh dari ungkapan-ungkapan yang bisa kita gunakan dalam bahasa inggris. <i>My name is kartika, hi, I am kartika. My nick name is kartika.</i></p>	<p>The content creator explained about examples of phrases that could be used to introduce our self.</p>		✓		Repetition Used For Clarification	✓	

		<p><i>Hello, my name is kartika.</i></p> <p><i>My I introduce myself? My name is kartika.</i></p> <p><i>Good morning, my name is kartika.</i></p> <p><i>Let me introduce myself, my name is kartika.</i></p> <p><i>How do you do? My name is kartika.</i></p> <p><i>First of all, I would like to introduce myself, my name is kartika.</i></p>							
45.	45/TS/EI/RC	Well that word, the expression that we can use to introduce our self, yaa.	The content creator explained that the example words that could be used to introduce your self	✓			Expressing Group Identify and Repetition Used For Clarification	✓	
46.	46/TS/IN/EI	What about, if we have friends and you'd like to ee. . .	The content creator asked about how to	✓			Interjection and Expressing	✓	

		respond about the introduction, <i>yaa</i> .	respond to self-introduction.				Group Identify		
47.	47/IE/RC	Bagaimana responnya, kita lihat ya. <i>Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka How do you do? . how do you do, my name is Okka nice to meet you.</i> Nah, itu tadi adalah <i>expression</i> yang kita gunakan ketika kita merespon perkenalan seseorang,	The content creator gave an example of a response to a friend's self-introduction.			✓	Repetition Used For Clarification	✓	
48.	48/IS/RC	Bagaimana responnya, kita lihat ya. Hi, I'm okka, glad to meet you. Hello, my name is Okka pleased to meet you. Good morning, I'm Okka How do	The content creator gave an example of a response to a friend's self-introduction.			✓	Repetition Used For Clarification	✓	

		<p>you do? . how do you do, my name is Okka nice to meet you. Nah, itu tadi adalah expression yang kita gunakan ketika kita merespon perkenalan seseorang,</p>							
49.	49/IE/RC	<p>nah, lalu bagaimana kalau kita mau memperkenalkan orang lain? Katakanlah temen kita kepada temen kita yang lainnya, yaa. kita lihat, <i>do you know kartika?</i> <i>No, I don't think so.</i></p> <p><i>Have you meet kartika?</i> <i>No, I haven't.</i></p> <p><i>this is a friend of mine, Okki.</i> <i>Hi, glad to meet you, I am Ika.</i></p>	<p>The content creator asked what if you want to introduce a friend to another friend, and then the content creator gave an example of the conversation.</p>		✓		Repetition Used For Clarification	✓	

		<p><i>Ika, this is Okki my friend. Hello Okki, pleased to meet you.</i></p> <p><i>May I introduce my friend, Mrs. Suryani? I am glad to know you. Please allow me to introduce our new Administration Manager, it is nice to see you.</i></p>							
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