

**CODE SWITCHING USED BY TUTOR ON YOUTUBE CHANNEL
KAMPUNG INGGRIS LC'S: *BENGKEL BAHASA INGGRIS***

THESIS

Submitted as A Partial Requirements

for the degree *sarjana*



By :

DANU PRIAMBUDI

SRN. 196121053

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID THE STATES ISLAMIC UNIVERSITY OF
SURAKARTA**

2023

ADVISOR SHEET

Subject : Thesis of, Danu Priambudi
SRN : 196121053

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

Assalamu'alaikum Wr. Wb.

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

Name : Danu Priambudi

SRN : 196121053

Title : "Code Switching Used by Tutor on Youtube Channel

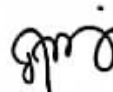
Kampung Inggris LC's: Bengkel Bahasa Inggris"

has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqasyah*) to gain Undergraduate Degree in English Languages Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Surakarta, 29 November 2023
Advisor,



Fitri Ana Ika Dewi, M.Hum.
NIP. 19900225 2023212 037

RATIFICATION

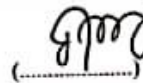
This is to certify the Undergraduate thesis entitled “Code Switching Used by Tutor on Youtube Channel Kampung Inggris LC’s: *Bengkel Bahasa Inggris*” by Danu Priambudi has been approved by the Board of Thesis Examiners as the requirement for the degree of sarjana in English Language Education, Faculty of Culture and Languages in Raden Mas Said State Islamic University of Surakarta.

The Board of Examiner:

Chairman : Maria Wulandari, M.Pd.
NIP. 19890518 201701 2145

()

Secretary : Fitri Ana Ika Dewi, M.Hum.
NIP. 19900225 2023212 037

()

Main Examiner : Prof. Dr. Drs. H. Givoto, M.Hum.
NIP. 19670224 200003 1 001

()

Sukoharjo, 14 December 2023

Approved by

Faculty of Cultures and Languages



Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.

NIP. 19710801 199903 1 003

DEDICATION

The thesis is dedicated to:

1. Allah SWT
2. My beloved family
3. My beloved big family
4. My beloved friends
5. My alma mater Raden Mas Said State Islamic University of Surakarta

MOTTO

“Punk mengajarkan kita tuk mandiri bekerja keras di atas kaki sendiri”

(MCPR)

“Yang penting kita belajar terus yang namanya hidup itu harus melakukan kesalahan kalau enggak kita gk akan belajar kebenaran”

(Sabrang mowo damar panuluh)

PRONOUNCEMENT

Name : Danu Priambudi
SRN : 196121053
Study Program : English Language Education
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled "Code Switching Used by Tutor on Youtube Channel Kampung Inggris LC's: *Bengkel Bahasa Inggris*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, 10 November 2023
Stade by,



Danu Priambudi
SRN. 196121053

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Code Switching Used by Tutor on Youtube Channel Kampung Inggris LC’s: Bengkel Bahasa Inggris”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

1. Prof. Dr. Toto Suharto, S. Ag., M. Ag., the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. H. Imam Makruf, S,Ag., M.Pd., as the Dean of Cultures and Languages Faculty of UIN Raden Mas Said Surakarta.
3. Dr. Fithriyani Nurul Hidayati, M.Pd., as the Head of English Language Education of Cultures and Languages Faculty.
4. Fitri Ana Ika Dewi, M.Hum., as the thesis consultant for his guidance, precious advices, corrections, and help to revise the mistake during the entire process of writing thesis, also motivation for the researcher.
5. Ikke Dewi Pratama, SS., M. Hum., as the academic counsellor of the research.
6. All of the lecturers in English Language Education of Cultures and Languages Faculty for the precious knowledge.
7. Mr. Feri Ali Syahbana, as the English Tutor in Kampung Inggris lc Youtube channel who kindly help the research in collecting data.

8. Mrs. Ikke Dewi Pratama, SS., M. Hum., as the data validator, who kindly help to advices the researces in analyzing the data of this reasearch.
9. The researcher's beloved parents (Mr. Pardi and Mrs.Istiqomah) who always love, support, pray, and everything they give to the researcher and motivates the researcher to finish this thesis.
10. The researcher's beloved brother thanks for all the support they give to the researcher to finish this thesis.
11. The researcher's big family thanks for all pray, support, and kindness to the researcher.
12. The researcher's beloved friends (Sidiq, Agista, Siwi, Fatimah, Alya, Dissa, Oka, Riski Untari, Susinta) thanks for all the kindness, happiness, sadness, and all of the support.
13. The researcher's beloved circle Kos Sesat friends. Thanks for all the good things to the researcher.
14. All of the researcher's friends and everyone who helps the researcher that cannot mention the name one by one. Thanks for everything.

Sukoharjo, 10 November 2023
The researcher,



Danu Priambudi
SRN. 196121053

TABLE OF CONTENTS

TITLE OF CONTENTS	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Problem Identification	8
C. Problem Limitation	8
D. Problem formulation	9
E. Research Objectives	9
F. Research Benefits	9
G. Definition of Key Terms	11
LITERATURE REVIEW	12
A. Theoretical Review	12
1. Sociolinguistics	12
2. Bilingualism	14
3. Definiton of Code	16
4. Definition Code-mixing	17
5. The Functios of Code Mixing	18
6. Factors cause of code mixing	19
7. Definition Code-switching	21
8. The Similarities and the Differences between Code Mixing and Code Switching	23
9. Types of Code switching	25
10. The Functions of Code switching	26
11. Factors cause of code-switching	28

12. Code Switching in Classroom	29
B. Previous Study	30
CHAPTER III	35
RESEARCH METHODOLOGY	35
A. Research Design	35
B. Research Setting	35
C. Research Subject	36
D. Data and Source of the Data	37
E. Research Instrument	38
F. Techniques of Collecting the Data	40
G. Trustworthiness of the Data	41
H. Techniques of Analyzing the Data	43
CHAPTER IV	46
RESEARCH FINDINGS AND DISCUSSION	46
A. Reseach Findings	46
B. Discussion	73
CHAPTER V	82
CONCLUSIONS AND SUGGESTION	82
A. Conclusions	82
B. Suggestion	85
BIBLIOGRAPHY	87
APPENDICES	92

LIST OF TABLES

Table 2.1 Similarities and Differences Previous Releated Studies.....	27
Table 3.1 Time of the Research.....	30
Table 4.1 Result of Classification Types of Code Switching	41
Table 4.2 Result of Classification Factors Cause of Code switchin	52

LIST OF APPENDICES

Appendix 1.....	84
Appendix 2.....	144
Appendix 3.....	216

ABSTRACT

Danu Priambudi. 2023. *Code Switching Used by Tutor on Youtube Channel Kampung Inggris LC's: Bengkel Bahasa Inggris*. Thesis. English Language Education Study Program, Faculty of Cultures and Language.

Advisor: Fitri Ana Ika Dewi, M.Hum.

This research is about type and factors cause of code-switching used by tutor in you tube channel Kampung Inggris LC: *Bengkel Bahasa Inggris*. The objectives of this research are: (1)To identify the type of code switching used by tutor in teaching process in two Youtube videos of Kampung Inggris LC's: Bengkel Bahasa Inggris. (2) To describe the factors cause of code switching used by tutor in two Youtube videos of Kampung Inggris LC's: Bengkel Bahasa Inggris.

The researcher used descriptive qualitative research. The subject this reseach are the tutor's utterances when using two languages, namely Indonesian-English or vice versa in the youtube channel Kampung Inggris LC videos Bengkel Inggris segment entitled: 1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini. The techniques of collecting the data are (1) Documents (2) Interview. Technique of analyzing the data are data reduction, data display, and drawing conclusion. The researcher used the investigator triangulation to ensure the trustworthiness of the data.

The result of this research is researcher found three types of code switching used by tutor in the youtube channel Kampung Inggris LC videos Bengkel Inggris segment entitled: 1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini, is tag-switching, Intra-sentential switching and Inter-sentential switching, The type of code switching that tutor most common used is tag-switching with 111 data, then intra-sentential switching with 51 data and last inter- sentential switching with 45 data and then researcher found three factors cause code switching, namely speaker, herarer and change of topic conversation, speaker was the most factors cause code switching, the researcher found speaker with 163 data, hearer 41 data and the last change of topic conversation 5 data.

Keywords: Bilingualism, Code switching, Bengkel Bahasa Inggris

CHAPTER I

INTRODUCTION

A. Background of the Study

Language in education is very important because it is used by teachers to convey learning material, teachers often use two languages in delivering learning material. The event when the teacher uses two languages is called bilingualism. According to Bloomfield (Rachma, 2021), bilingualism is proficiency in using two languages in conversation. And according to Lambert (Kremin & Byers-Heinlein, 2021), bilingualism is the use of two languages by speakers who are very balanced in their use. Teachers who use two languages usually switch from one language to another when learning in class, the event of switching from one language to another is called code-switching. According to (Yosi & Sadia, 2019) Code-switching is included in the section on sociolinguistics which discusses language transfer, from one language to another in speech. According to (Nur & Astutik, 2020) Conversations that use one language and then switch to another language are called Code Switching.

Code Switching events often occur in the classroom and are also carried out by the teacher. According to (Hanif Nurrohman, 2020), code-switching is a natural event that occurs when making language contact or communicating in the classroom. The incident of changing language variations from one language to another (code-switching) often occurs in learning English. Where teachers

often change language variations from Indonesian to English or English to Indonesian in teaching.

Code-switching in the world of education can occur directly face-to-face in class or indirectly, namely through online learning media and online classes, one of which is via social media on Youtube. According to (Handayani, 2020) Learning media are tools used in carrying out teaching and learning activities. Therefore, Youtube is used as a learning medium because Youtube is a very well-known social media and because Youtube is one of the social media that can be accessed anywhere and anytime because it can reach the whole world, in Indonesia itself, Youtube has become a subscription to the general public which has many users. According to (Junawan & Laugu, 2020) Youtube is one of the dominating social media most frequently accessed by Indonesian people with 88% of the number accessing YouTube. It is the same as what was done by Tutor at Kampung Inggris LC, who uses the YouTube Channel to teach. The Tutor still uses Indonesian in teaching English on the Channel Kampung Inggris LC. The YouTube live streaming that tutor use is more one-way communication from tutor to students, but students can also communicate or interact with tutor by commenting in the comments column in live streaming while the live streaming is taking place, so there is still interaction from tutor to student or vice versa, however more from tutor to student because the use of youtube live streaming by tutor is mostly one-way communication.

The implementation of English learning by tutor still uses Indonesian, where the language used or emphasized in its use should be English because the

learning context is English learning, so it should focus on using English in conducting learning. However, tutor still uses Indonesian when teaching English classes.

The researcher found the phenomenon of code-switching in learning videos conducted by tutors. The tutors still use two language variations, where tutors switch from one language to another, namely Indonesian-English or English-Indonesian when teaching in Bengkel Bahasa Inggris video on the Kampung Inggris LC Youtube Channel. Code-switching here can be seen when the tutor speaks in the context of greeting his students and in delivering material. Therefore the sociolinguistic context in this study is when tutors speak with their students using two language variations (code-switching), namely Indonesian-English or English-Indonesian. The researcher believe there are strong factors why an English teacher uses Indonesian in teaching English.

Code-switching has many aspects that can be studied, but the researcher only limited this research by examining the types of code-switching and the factors that cause code-switching of code-switching used by tutor, and This research will be one of the references that will open up understanding for new English teachers. The researcher believes that the use of English-Indonesian in learning English conducted by Tutor is appropriate because it will certainly provide many advantages for students in learning English, therefore the researcher analyze the tutor learning videos in online classes Bengkel Bahasa Inggris Youtube Channel Kampung Inggris LC.

The reason the researcher chooses the Kampung Inggris LC YouTube Channel for analysis was that the Kampung Inggris LC YouTube Channel had a large number of subscribers, namely 1.81 million subscribers on the Youtube Channel. The researcher chooses two videos of Bengkel Bahasa Inggris segment on the Kampung Inggris LC Youtube channel because many tutors still use two variations of the language, namely Indonesian-English or English-Indonesian in conducting learning in the classroom. Therefore the researcher chose two Bengkel Bahasa Inggris videos at Kampung Inggris LC for analysis.

After watching Video *Bengkel Bahasa Inggris*, the researcher found that Tutor used two language variations, for example:

Tutor: Hai semuanya. Good afternoon everyone.
<i>(Hai semua. selamat siang semuanya)</i>
Tutor: Anyone come from Surabaya. Ada yang dari Surabaya?
<i>(Ada yang datang dari Surabaya. Ada yang dari Surabaya)</i>
Tutor: Nah ketika dua silabel ini ya ketika kata dengan <i>two syllables</i> diakhiri dengan huruf y Okay.
<i>(Nah ketika dua silabel ini ya ketika kata dengan dua silabel diakhiri dengan huruf y Okay.)</i>

From the example above, there is some evidence. The Tutor uses Inter-sentential code-switching when speaking "*Hai semuanya. Good afternoon everyone.*" because it involves transition between sentence boundaries, where

one sentence in one language and another among other languages. The tutor first uses Indonesian when tutor saying “*Hai semuanya.*” then switched to English when tutor saying “*Good afternoon everyone?*”. The factor that causes code switching in utterance “*Hai semuanya. Good afternoon everyone.*” Is the speaker himself, because to gain an advantage or benefit from the actions taken by the speaker. The speaker here, namely the tutor, tutor do code-switching to his students so that the atmosphere in the classroom becomes relaxed and for the purpose of getting closer to his students by in a small talk way asking if any of the students come from the same area as the tutor.

The Tutor uses Inter-sentential code-switching when speaking “*Anyone come from Surabaya. Ada yang dari Surabaya?*” Because because it involves transition between sentence boundaries, where one sentence in one language and another among other languages. The tutor first uses English when tutor saying “*Anyone come from Surabaya.*” then switched to Indonesian when tutor saying “*Ada yang dari Surabaya?*”. The factor that causes code switching in utterance “*Anyone come from Surabaya. Ada yang dari Surabaya?*” Is the speaker himself, because to gain an advantage or benefit from the actions taken by the speaker. The speaker (tutor), tutor do code-switching to his students so that the tutor have purpose of getting closer to his students by in a small talk way asking if any of the students come from the same area as the tutor.

In the next example, tutor uses Intra-sentential code-switching when saying “*Nah ketika dua silabel ini ya ketika kata dengan two syllables diakhiri dengan huruf y Okay.*” because it involves in a sentence. The tutor first uses

Indonesian in the the first sentence he uttered “Nah ketika dua silabel ini ya ketika kata dengan” then switched to English in the middle of the sentence ”two syllables” and the tutor returned to Indonesian again with said “diakhiri dengan huruf y Okay.” The factors that cause code switching in utterance “*Nah ketika dua silabel ini ya ketika kata dengan two syllables diakhiri dengan huruf y Okay*” Is the speaker himself, because to gain an advantage or benefit from the actions taken by the speaker. The speaker (tutor), tutor do code-switching to his students the tutor used code switching in the data above because the tutor have purpose to emphasize words with “two syllables” so that students will focus on those words.

Many studies have examined code-switching before. The first previous study from the Thesis of Sholikaturun Yusnaini Khasanah in 2019 was *entitled “An Analysis of Code Switching Used by Lecturer In Teaching Translation of Sixth Semester in English Language Education of IAIN Surakarta.”* The researcher examined the types of code-switching and the reason of the lecturer used code-switching. Second from Thesis Ikke Novita Sari in 2019 entitled *“An analysis of Code Switching Used by Boy Wiliam in Breakout Program on Net.Tv.”* The researcher examined the types of code-switching, what type of code-switching is dominantly done by boy William and what is the function of code-switching. The last is from Jurnal Marselina Helita Alus, Wahyu Nugraha Putra, and Putu Devi Maharani in (2021) entitled *“The Study of Code Switching in “Arasa Algorithm” Novel”*. The researchers focuses on examining the types of code-switching used by the character in the Novel Algoritma Rasa.

The researcher found several gaps where previous research also analyzed code-switching, previous research that examined code-switching found in TV programs, in classrooms during the learning process between students and teachers, and in novels. However, previous research did not use the YouTube platform as the data being analyzed, so the difference between this research and previous research that researcher have known so far is that previous research did not use the YouTube platform as the data source analyzed. Even Though Youtube is one of the largest audio-visual media that has penetrated the world. According to (J. Yudha, 2021) Youtube is the largest video-sharing platform in the world. Another difference from the three previous studies is that the previous research examined the types of code-switching, what dominant type of code-switching was used, and the function of code-switching, there is a difference in this study namely, the researcher also researched what the factors that cause of code-switching by tutor in two youtube videos of Kampung English LC's: *Bengkel Bahasa Inggris*.

Code-switching is the discussion in this study. The researcher chooses the topic of code-switching because the tutor used code-switching when teaching. The tutor's speech is the focus of this research. The Tutor used English-Indonesian in conducting learning through the kampung Inggris LC Channel: *Bengkel Bahasa Inggris*. The researcher focus on analyzing the types of code-switching and the factors that cause of code-switching used by tutor. Therefore the researcher is interested in researching the title “Code Switching

Used By Tutor On YouTube Channel Kampung Inggris LC's: *Bengkel Bahasa Inggris*"

B. Problem Identification

The researcher found several problems in the teaching and learning process namely:

1. During the teaching learning process, the tutor use two language or as a bilingual speaker.
2. Students have limited vocabulary so they sometimes don't understand the teacher's explanation or instructions. Therefore, teachers need to explain in language that is familiar to students.
3. Students are lacking in speaking ability because it is not their first language, and they get confused if the teacher speaks full English.

C. Problem Limitation

The limitation of this study is that the researcher chooses two videos from the Kampung Inggris LC YouTube channel. The two videos are Bengkel Bahasa Inggris segment. Many tutors teach in the Bengkel Bahasa Inggris class, but the researcher limits this by choosing one tutor who teaches the Bengkel Bahasa Inggris class. Two Bengkel Bahasa Inggris videos entitled: 1. *Cari tahu cara bilang paling dalam bahasa Inggris* and, 2. *Lebih peka dengan bahasa Inggris dengan bedah soal ini*. This research focus on analyzing the code-switching from utterances Tutor when speaking Indonesia-Inggris or Inggris-Indonesia to his students in the context of greeting his students or in delivering

material and the researcher limits this research by discussing the types of code-switching according theory from Poplack in Romaine, (1995) and factors cause code switching according theory from Chaer and Agustina (2010), the factors cause code-switching that will be analyzed according to theory Chaer and Agustina (2010) are non-linguistics factors.

D. Problem formulation

1. What types of code-switching are used by tutor in two youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris* ?
2. What factors cause of code-switching in two youtube videos of Kampung Inggris LC's : *Bengkel Bahasa Inggris*?

E. Research Objectives

The purpose of this study, according to the formulation of the problem above is:

1. To identify the type of code switching used by tutor in teaching process in two Youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris*.
2. To describe the factors cause of code switching used by tutor in two Youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris*

F. Research Benefits

Researcher hope that from the conclusions of this study, there will be benefits which are divided into 2 benefits: theoretical benefits and practical benefits.

a) Theoretical Benefits

This research is expected to provide benefits to contribute to the phenomenon of code-switching, which can be used as a reference if other researchers have an interest in researching the field of sociolinguistics regarding code-switching. So they can use this thesis as one of the references that can be used to examine code-switching from their point of view. Because in this research will provide:

- a. An overview to the next researcher on the same topic
- b. Information related to Code Switching can be used as a reference.

2. Practical Benefits

a. For English Teacher

Teachers can use research to increase knowledge about code-switching because teachers often change their language to explain something and check their understanding.

b. For Students

Students gain new knowledge about code-switching and can practice it in their daily life.

c. For other Researcher

In this study, a lot of knowledge and information can increase understanding of code-switching so this research can be used as a reference for further research.

G. Definition of Key Terms

1. Sociolinguistics

Sociolinguistics is linguistics that tries to find the life values contained in the language (Siregar, 2021).

2. Bilingualism

Bilingualism is interaction with other people using two languages (Hanafiah et al., 2021).

3. Code-switching

Code-switching is a change from one language to another in communication (Hanafiah et al., 2021).

4. Youtube

Youtube is a video-sharing website created by former Paypal employees, the Youtube application makes it possible to watch, upload and share videos (Parinata, 2021).

5. English teacher

A person who provides learning about knowledge to his students is called a teacher, an English teacher is he who provides specific knowledge about the English language (Hanif Nurrohman, 2020).

CHAPTER II

LITERATURE REVIEW

This chapter is intended to present the underlying theories studies and some previous researchers about this research. That The underlying theory consists of Sociolinguistics, Bilingualism, Code Mixing, Code Switching, and the previous of Research.

A. Theoretical Review

1. Sociolinguistics

Sociolinguistics is a field of science that studies the relationship between language and society. Holmes state in (Holmes, 2013) Sociolinguistics is a science that examines the relationship between language and society. They are interested explain why we speak differently in different social contexts, and they are concerned by identifying the social function of language and how it is used to convey social messages meaning. Sociolinguistics is a field of science that studies the relationship between language and society, where language is used and the social structure in which language users live (Llamas et al., 2006).

Sociolinguistics is indeed often encountered in everyday life because it discusses language related to society. According to Wardaugh in (Wardhaugh & Fuller, 2015) state Sociolinguistics is a study that discusses our daily lives, how language works in the ordinary conversations we encounter, policies, and social laws that deal with language. Trudgill states

in (Khasanah, 2020) Sociolinguistics is the study of the effects of any and all aspects society, including cultural norms, expectations, and the context on the street the language used. According to M. Rasel Howlader in (Faizin, 2019) state there are several social factors that correlate to language teaching in sociolinguistics perspective as follows:

a. Ethnicity

Ethnicity can earn significant linguistic variation. Second adoption language and grammatical phrases constructions into the first language symbolize languages of many ethnic minorities. Studies language variation due to colonization has generated general acceptance of theory that where two languages mingle pidgin form, the dominant language group is the biggest evidence in vocabulary and language of most visible subordinate group in grammar.

b. Gender

Gender show that whatever linguistic skills are highly valued in society, society tends to view men as have them and women lack them. Peter Trudgill (2000) points out, "Language is very different in terms of gender differences lexicalized.

c. Geography

All languages show geographically variation. Regional differences can be strong or smooth. The problem is getting complicated in an industrialized society where geographic mobility is common. Multiple languages experienced strong regional variations (Northern

German and Bavarian, for examples) to make understanding real problem. It is important to distinguish between Regional variations are known as "dialects". Refers to lexical and grammatical variations for standard language and "accent" ones refers to the pattern of pronunciation.

d. Social Class

The language used by the expert class is labeled "correct" and promoted by government, education and media as "standard" form. In contrast, other forms of language, therefore, labeled as "false" and considered substandard then it must be based on experts so that the language used is correct.

e. Occupation and Role

The use of language can vary according to the work being done, therefore language can be affected by one's profession but differences should not be seen in a limited way by professions with formal or technical variations, such as law or science but rather as covering the field of life. As can be seen clearly in the language of the craftsmen, school children, shop assistants, politicians and sports commentators the use of language can vary according to the work being done and therefore language can be influenced by the profession.

2. Bilingualism

According to Webster Dictionary in Hamers & Blanc (1989) bilingual defined as having or using two languages especially as spoken

with the fluency characteristic of a native speaker, a person using two languages especially habitually and oral use of two languages. In the other hand, bilingualism is someone who possesses a very high competence in a second language without necessarily being perceived as a native speaker on account out of a foreign accent (Hamers & Blanc, 1989).

According to Diebold in Romaine (1995) bilingualism is when he uses the term "incipient bilingualism" to characterize the early stages of contact, the absolute minimal proficiency required to become bilingual and allows for the fact that one may be bilingual to some degree, but not be able to generate complete meaning. saying. Haugen suggests that bilingualism begins at the point where a speaker of one language can produce complete and meaningful utterances in another. (Liddicoat, 2018).

Marckey in Romaine Romaine (1995) shows that there are four questions that a description of bilingualism should address: degrees, function, alternation, and interference. About degrees bilingualism concerns proficiency. Because bilingual skills possible not be the same for both languages at all levels of linguistics, proficiency needs to be assessed in various fields. Functions focus on using bilingual speakers for their different languages and roles in individual repertoires. Substitution of treats the degree to which individuals alternate between

languages. Interference relates to the extent to which the individual managed to separate the languages, or did they converge.

From the explanation above, it can be concluded that bilingualism is a person's ability to use two languages in conversation. Bilingualism has four questions that must be described, namely address, degree, function, alteration, and interference. The use of bilingualism in the conversation has an important meaning that is shown in the original language or the language that is often used by many people.

3. Definiton of Code

Code is a speech system in which the application of language elements has characteristics according to the speaker's background, the speaker's relationship with the speech partner, and the existing speech situation which is usually in the form of language variants that are actually used to communicate by members of a language community Poedjosoedarmo in (Pribadi, 2020). Nilep in (Faizin, 2019) assumes that the code is language (or variety of languages). Join code from interaction and become relevant when the parties to the discourse treat them as such. In this final project, code refers to the language that can be varied within singular form such as a word, phrase, or sentence.

Code is uses to indicate language change in context. According to Wardhaugh, 2010 when people open their mouths, they must chooses a particular language, dialect, style, register, or variation namely,

particular code. Inside every code there will also be possible choices that not all of them will have the same imports as some will be marked over others or will be more significant. Various options will have different social meaning.

4. Definition Code-mixing

Code mixing is another phenomenon that is closely related to code switching. This usually happens when fluent in both languages together, switch between the two languages to that extent they change from one language to another in a single utterance. Ahmad in (Hanif Nurrohman, 2020) also states that code-mixing also called intra-sentential code-switching or intra-sentential code-alternation occurs when speakers use two or more languages below clause level within one social situation. We cannot avoid the first language having a big influence on the second language. Interaction and the mixing of languages produces various languages. Code-mixing is a common phenomenon in society using two or more languages. Most people in society mix their language with other languages by borrowing or using bits and pieces of foreign languages although sometimes they are still influenced by their first language (Waris, 2013). Code-mixing occurs when people a bilingual mix of mother tongue and English (Yuliana et al., 2015).

The other statement is from Poplack in (Hanif Nurrohman, 2020) code-mixing is borrowing elements of other languages. The language is mixed with other languages by borrowing some elements of language. Loans can be in the form of words or phrases or word patterns. Gumpez in ((Yuliana et al., 2015) there are several reasons why people do code-mixing. First, in code mixing, bilingual the speaker seems to apply some words or phrases from foreign language (part of one language smaller than a clause), while another language (code) functions as base language. Second, bilingual speakers mix up the code when neither topic changes, neither does the situation.

From the explanation above, it can be concluded that code-mixing is borrowing elements from other languages. The language is mixed with other languages by borrowing some language elements. Loans can be words or phrases or word patterns in one sentence. the reason someone does code switching one speaker wants to apply a few words from a foreign language, both based on the topic and situation the speaker will do code switching.

5. The Functions of Code Mixing

According to Chaer 1995:114 in (Tria Marthalena, 2018) the functions of code mixing include:

- a. As a reference that is not poorly understood in the language used, Mostly it happens because the speaker doesn't know a word inside another language.

- b. Directive function, in this case the listener is directly involved in the speaker, and the utterances in this conversation can be thought about the function of use language.
- c. Expression function, the speaker emphasizes code-mixed identity through use of the same discourse language.
- d. Serves to indicate a change in tone of convention.
- e. Functions as a metalanguage, with mixed understanding code is used in reviewing one language, either directly or indirectly.
- f. Serves as humor or play, which plays a big role in bilingual society

6. Factors cause of code mixing

There are several factors that cause people to code mix according to Kim 2006:43 in (Ashabul Kahfi, 2018) as follows:

- a. Bilingualism.

It is inevitable that the ability to use speaking more than one language is a basic factor in code mixing. Most of the world's population is bilingual or multilingual. Code mixing by bilingual or multilingual speakers with the main aim being the meaning of the message in it communication can be received more effectively.

- b. Speakers and speaking partners.

Communication is a process express ideas between two conversation participants. Speakers need interlocutors to

communicate and code mix can appear if both use and understand it well. In a speech event, the speaker sometimes accidentally changes places code for language partners because it has a specific purpose objective. Judging from the private speakers, there are various types goals and objects move between other code talkers as desired changing the situation of the trial, for example from formal situations that are tied to the space and time of non-formal situations which is not bound by time and space.

c. Social community

A person lives and works together as a unit communities in both monolingual and bilingual communities. Now most of the community is bilingual using two languages in their language interaction. In this case, an individual will be influenced by society society directly. Interlocutors with the same linguistic background speakers usually submit codes in the form of variance and if The couple has different language backgrounds and tends to code rather than language.

d. Situation

Usually code mixing occurs in a relaxed or informal atmosphere situation. This situation is closer to everyday conversation and to The authors also described their communication habits. The purpose of conversation is the

means used to speak. Use of verbal mode (face to face, by telephone, or via audio-visual). More varied compared to non-formal writing methods (letters institutions, newspapers, scientific books) which usually use formal variation. With the more common spoken mode, code switching and mixed code instead of using write mode.

e. Vocabulary

There are words that are incorrect or missing vocabulary in one language. Inability to find the right word or expression monolingual makes people change words or phrases from one to other languages and can be combined together. a number of bilinguals mix two languages when they can't find the right words or expression or when there is no suitable translation for it language used.

f. Prestige

The era of globalization requires young people to be able to speak more than one language, especially English. For many young people mix people's code into the expected sawn style modern and educational. They mix languages because prestige.

7. Definition Code-switching

Discussing code-mixing usually, there is also code-switching that accompanies it because this phenomenon often occurs in society.

Meisel in (Cantone, 2007) Code-switching is the ability to choose language according to the interlocutor, situational context, the topic of conversation, and so on, as well as change the language in an interactional sequence according to sociolinguistic rules and without violating certain grammatical boundaries. Code-switching is when the speaker switches the code talk to someone (Holmes, 2013). Code-switching itself is a change from one language to another in the same utterance or in the spoken language/same language (Woon & Ho, 2007). Code-switching is the selection of forms by bilinguals or multilingual of the embedded language (or languages) in the speech of the language during the same conversation (Holmes, 2013).

The other statement is from Wardhaugh (2010) People, then, are usually asked to choose a particular code each time they choose to speak, and they may also decide to switch from one code to another or to mix codes sometimes even in very short utterances and thus create new codes in the known process as code-switching. code-switching can arise from individual choice or be used as a primary identity marker for a group of speakers who have to deal with more than one language in their common pursuits. The most common feature of code-switching is that it involves using two languages or linguistic varieties interchangeably in the same utterance or during the same conversation (Hoffman, 1991). According to Trudgill in (Hanif Nurrohman, 2020) stated that code-switching is switching from one variety of language to

another when the situation demands it. Speakers can switch completely from one language to another.

From the explanation above, it can be concluded that a code-switching is an event when someone changes language variations from one language to another. The choice of language usually occurs because it is in accordance with the interlocutor, the context of the situation, the topic of conversation, and other reasons. Code-switching is used in the language spoken in the same conversation.

8. The Similarities and the Differences between Code Mixing and Code Switching

From the explanation above, the similarities and differences between code-switching and code-mixing can be concluded. They are as follows:

a. The Similarities between Code Mixing and Code Switching.

Code-switching and code-mixing usually live in the language of someone who can use two languages (bilingual) or more two languages(multilingual) in communicating in a society. Ahmad in (Hanif Nurrohman, 2020) also states that code-mixing also called intra-sentential code-switching or intra-sentential code-alternation occurs when speakers use two or more languages below clause level within one social situation.

Code-switching itself is a change from one language to another in the same utterance or in the spoken language/same language (Woon & Ho, 2007). Wardhaugh (2010) People, then, are usually asked to choose a particular code each time they choose to speak, and they may also decide to switch from one code to another or to mix codes sometimes even in very short utterances. Poplack in (Hanif Nurrohman, 2020) code-mixing is borrowing elements of other languages.

b. The Differences between Code Mixing and Code Switching.

The difference between code switching and code mixing is the first: Code-mixing is a common phenomenon in society using two or more languages. Most people in society mix their language with other languages by borrowing or using bits and pieces of foreign languages although sometimes they are still influenced by their first language (Waris, 2013). Code-switching itself is a change from one language to another in the same utterance or in the spoken language/same language (Woon & Ho, 2007).

Second: in code-mixing, bilingual speakers seem to use some foreign words or phrases (pieces of language one is smaller than a clause) while another language (code) serves as the basis. The second bilingual speaker is said to mix the code (but not switch from one to the other) when neither the topic changes nor does the situation.

9. Types of Code switching

Many theories of code-switching types have been explained by experts, but in this study, researcher used Poplack's theory. Poplack in Romaine (1995) There are three types of code-switching namely: a. Tag-switching, b. Inter-sentential switching, and c. Intra-sentential switching.

a. Tag-switching

Tag switching involves inserting tags from one language into utterances that are entirely in another language. language like: okay, well, it's okay, I mean, you know. The tags used are easy to insert into speech at a number of points in it monolingual speech without breaking the rules of syntax. For example: “aku bingung dengan soal yang kemarin, you know?”

b. Intra-sentential switching

This type of code switching refers to code switching that occurs in clauses/sentences, whose form is embedded in language sentences in the form of words/phrases. Transfer type this code requires fluency of speakers in both languages poplack in Romaine (1995). For example: Kita bertemu dalam keadaan sehat semuanya ya Alhamdulillah, walaupun harus dengan online meeting seperti ini no problem lah ya. It's shows Indonesian bilingual transition from Indonesian to English Indrawan in (Hanif Nurrohman, 2020).

c. Inter-sentential switching

A type of code switching which is a transition between sentence boundaries, where one sentence in one language and another among others. Intersentential switching involves a significant amount of syntactic complexity, accordingly with the rules of both languages so it's the speaker doing the code switching usually quite proficient in both languages. Poplack (1980) added that this type is a type which is rarely used because it requires flexibility for speakers to be able to speak two languages at once in a more complex form namely in the form of clauses or sentences. For example: Do you remember. Masih ingat itu tentang apa?

10. The Functions of Code switching

Gumperz in Romaine, 1995 provides functions of code switching namely quotations, addressee specifications, interjections, reiteration, message qualification, and personalization or objectification as follows:

a. Quotations

The function of code switching is to quote the meaning transitions are used to describe a sequence of direct speech within another utterance different language to the main narrative. Its function is as quotation marks when bilinguals report and present directly the speech used is the original language.

b. Addressee specifications

Code switching can also be used to determine the recipient as message recipient. The function of code switching is to draw attention to the fact that the recipient is invited to participate in the exchange.

c. Interjections

Code switching functions to mark interjections or sentence fillers. Inserted here is a sentence from one language or another injected into another.

d. Reiterations

Code switching sometimes repeats what was just said (Gumperz in Romaine, 1995: 162). Often order in one code is repeated in other codes either literally or somewhat modified form. Used to clarify what is said or to emphasize a message.

e. Message qualification

In this function, the speaker only tries to limit the difference between two parts of discourse, a topic is introduced in one language and then commented or further qualified in another language.

f. Personalization or objectification

The code switching function can be used for marking personalization or objectification. Gumperz (in Romaine, 1995: 164) says that this counter is related to things like differentiation between talk about action and talk as action, the degree of the

speaker involvement in, or distance from the message, either statement reflects personal opinion or knowledge, whether it refers to certain events or have authority over generally known facts.

11. Factors cause of code-switching

According to Chaer and Agustina (2010) there are five factors that cause code switching such as: speaker, hearer, the presence of the third Person, The change of situation from formal to informal or vice versa, and the change of topic conversation.

a. Speaker

Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience. The use of regional languages can increase familiarity and make teaching session sounds casual.

b. Hearer

The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer. In this case, ability the language of the hearer is somewhat lacking because it may not be a language his first.

c. The Presence of the Third Person.

The presence of the third person with a different social status and different linguistic background means that conversations carried

out in one language are transferred to a language that can be understood by the third person, thereby causing code switching.

d. The change of situation from formal to informal or vice versa

Changes in situations in communication events will determine the variety of language used, likewise, if in communication events the situation suddenly changes, usually code switching will occur. The code switching event is intended to adapt the situation to the situation that is occurring.

e. Change Topic of Conversation

The topic of conversation is the dominant thing that determines the occurrence of code switching. The subject matter of a formal nature is usually expressed in style neutral and serious. Meanwhile, the subject matter of an informal nature is conveyed with a slightly emotional style, and completely arbitrary.

12. Code Switching in Classroom

The use of native language (L1) in EFL classes helps students understand new vocabulary when learning the events of using these two language variations is called code-switching. According to the certificate (Horasan, 2020), the use of code-switching in the classroom is a good and effective strategy. However, some researchers such as Labov & Brice (Horasan, 2020) state that the uses of code-switching shows a lack of credibility. Other researcher argue that according to Arnfast (Horasan, 2020) the use of L1 in learning does have a negative

connotation, therefore it must be reduced and increased use of the target language (L2). Using L1 too often will reduce students' motivation in learning L2. According to Hemati & Shahivad (Khasanah, 2020). So the use of code-switching in the classroom is very helpful for students, but the use of code-switching must be minimized by highlighting the target language (L2).

B. Previous Study

One of the researchers related to code-switching, the first research conducted by Nisrina Hanif Nurrohmah (2020) “Analysis of Code Switching Used by English Teachers in Class VIII of SMP Muhammadiyah 4 Surakarta in the 2019/2020 Academic Year.” The aims of this study were to (1) identify the types of code-switching used by an eighth-grade English teacher at SMP Muhammadiyah 4 Surakarta in the 2019/2020 academic year, (2) explain the function of code-switching used by an English teacher in grade VIII SMP Muhammadiyah 4 Surakarta for the academic year 2019/2020. This research was conducted by SMP Muhammadiyah 4 Surakarta February-August 2020. Researchers used qualitative descriptive research.

The research topic is students of class VIII English teachers. (1) There are three types of code exchange used by English teachers with eighth-grade students at SMA Muhammadiyah 4 Surakarta. The most common type that occurs in Speech teachers is the intermittent exchange

of 34 dates, the common one second The type of inter-declarative conjunction with the twenty-second and the least common type is the label plate with the note seventeen; (2) has six functions of code-switching used by an English teacher.

Second research conducted by Sholikaton Yusnaini Khasanah in 2019 “An Analysis of Code Switching Used by Lecturer In Teaching Translation of Sixth Semester in English Language Education of IAIN Surakarta.” The aims of this study were 1) to find out the types of code-switching used by lecturers in the teaching process of English translation at IAIN Surakarta, 2) to find out the reasons for lecturers using code-switching in teaching English translation at IAIN Surakarta. This research is qualitative research to analyze the data. this subject research is a lecturer in Interpreting courses. Data collection is done by observation, recording using a camera, and interviews. This subjectresearch is a lecturer in an Interpreting class. The data found were 107 data. The results of the research are 63 data on Tag Switching, 24 data on Intersentential Switching, and 10 data on Intra-sentential Switching.

Third research conducted by Ikke Novita Sari in 2019 “An analysis of Code Switching Used by Boy Wiliam in Breakout Program on Net.Tv” This study aims to describe the types of code-switching, to show the most dominant type of code-switching by Boy Wiliam in Break out the program on NET.TV and to find out the function of code-

switching. She found tag switching (1 data), inter sentential switching (8 data), and intra-sentential switching (16 data), she found intra-sentential switching is the most dominant switching code used and finally she found the function of code-switching such as Topic (1 data), switching for Affective Function (22 data), Metaphorical switching (1 data) and Lexical Borrowing (1 data). The qualitative descriptive method is used to interpret and explain the events of code switching in a music breakout on Net TV.

The last is from Marselina Helita Alus, Wahyu Nugraha Putra, and Putu Devi Maharani in 2021 entitled “The Study of Code Switching in “Arasa Algorithm” Novel”. This study aims to analyze the types of Code Switching used by the character in the Novel Flavor Algorithm. They found intra-sentential switching as the highest occurrence of code-switching used by the character with an amount of data 59 and the lowest was tag switching with 23 data.

Table 2.1 Similarities and Differences Previous Related Studies

No.	Title	Similarities	Differences
1.	<p>Nisrina Hanif Nurrohmah (2020)</p> <p>Analysis of Code Switching Used by English Teachers in</p>	<p>a. Both research about code-switching</p> <p>b. Both use descriptive</p>	<p>a. This research was conducted at junior high school while the research that will be carried out is by</p>

	Class VIII of SMP Muhammadiyah 4 Surakarta in the 2019/2020 Academic Year.	qualitative methods	analyzing the YouTube channel b. Differences at place and time of research. c. Differences in problem formulation
2.	Sholikatur Yusnaini Khasanah (2019) An Analysis of Code Switching Used by Lecturer In Teaching Translation of Sixth Semester in English Language Education of IAIN Surakarta.	a. Both research about code-switching b. Both use descriptive qualitative methods	a. This research was conducted at a university while the research to be carried out is to analyze YouTube channels b. Differences at the place and time of research c. Differences in problem formulation
3.	Ikke Novita Sari (2019) An analysis of Code Switching Used by Boy Wiliam in Breakout Program on Net.Tv	a. Both research about code-switching. b. Both use descriptive qualitative methods.	a. This study analyzes TV programs while the research that will be conducted is to analyze YouTube channels. b. Differences at place and time of research c. Differences in problem formulation
4.	Marselina Helita Alus, Wahyu Nugraha Putra, and Putu Devi Maharani 2021	a. Both research about code-switching b. The research objective equation	a. This study analyzes Novel while the research that will be conducted is to analyze YouTube channels.

	The Study of Code Switching in “Arasa Algorithm” Novel”	is to analyze the type of code-switching	b. Differences at the place and time of research c. Differences in problem formulation
--	---	--	---

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a descriptive qualitative approach because the research to be conducted is not concerned with numbers but rather describes the data obtained from code-switching analysis in YouTube videos. According to Sugiyono (2019), qualitative research is a research method for examining the condition of natural objects. The researcher acts as a key instrument.

Descriptive research is descriptive to describe the meaning of data from phenomena captured by researcher by collecting evidence through a process of sharp analysis (Abdussamad, 2021). The characteristics of qualitative research include natural data sources, humans as instruments, descriptive in nature, more concerned with process than results, and inductive data analysis (Abdussamad, 2021). The purpose of using descriptive qualitative is to describe, explain, and answer in more detail the problems that will be examined by studying optimally the use of code switching by tutor.

B. Research Setting

1. Research Place

This research is of the type of literature study so that the place of research is flexible and can be carried out anywhere according to the wishes

and needs of the researcher. This study also does not require field studies or field data. The following is a research timetable planned by researcher from January to November 2023.

2. Research Time

Table 3.1 Time of the Research

No	Activity	January				February				March				April				May				June				July- November				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Submitting The Title Of Thesis Proposal					■	■	■	■																								
2.	Collecting The Data									■	■	■	■	■	■	■	■																
3.	Writing the Proposal													■	■	■	■	■	■	■	■												
4.	Seminar Proposal																					■	■	■	■								
5.	Revising Ptoposal																									■	■	■	■				
6.	Analysis Data																													■	■	■	■
7.	Munaqosyah																													■	■	■	■

C. Research Subject

According to Suharsimi Arikunto in Rahmadi (2011), the research subject is a thing, object, or person who becomes the place of data where the research variable is attached and is at issue. The subject in this study focused on the tutor's utterances when using two languages, namely Indonesian-English or Indonesian English in the youtube channel Kampung

Inggris LC video *Bengkel Inggris* entitled: *1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The tutor is Mr. Feri the researcher choose him because based on initial observation in carrying out his learning he used two languages, namely Indonesian-English or English-Indonesian. He uses two languages when explaining and interacting to his students.

D. Data and Source of the Data

Data is all the information of a person who is used as a respondent or from documents either in the form of statistics or in other ways that are useful for research purposes (Hadari, 2010). The main data from this research is the tutor's utterances while teaching in class. Data were obtained from the tutor's speech when the tutor speaks using two languages, namely Indonesian-English or English-Indonesian in class while interacting with students and when explaining material. Data were obtained by conducting interviewing and transcript from the learning videos conducted by tutor at Kampung Inggris LC youtube channel in Bengkel Bahasa Inggris segment two videos have the entitle: *1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*.

The source of data in this study were tutor who teaches English online classes in Kampung Inggris LC YouTube Channel, Bengkel Bahasa Inggris segment entitled: *1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The researcher chooses an English tutor who often uses two languages,

namely Indonesian-English or English-Indonesian in teaching. For the purpose of this study, there are two types of data sources as follows:

1. Documents

The Documents here are 2 videos containing teaching and learning activities on the Kampung Inggris LC YouTube Channel, bengkel Bahasa Inggris segment, namely: *1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. Researcher observe and take notes through learning 2 videos to find out how tutor use two languages, namely Indonesian-English or English-Indonesian in teaching.

2. Informant

Informant are people who provide information or can be regarded as a source of information. The informant of this research is Mr. Feri an English tutor in the Kampung Inggris LC. The researcher chose him as an informant because he is a tutor who most often teaches online Kampung Inggris LC classes. Researcher conducted interviews to obtain information to strengthen answers related to the factors that cause code switching.

E. Research Instrument

The research instrument was a human instrument because the researcher themselves identified and transcribed the data, but to complete

the data the researcher also conducted interview. According to Sugiyono (2019) In qualitative research, the researcher himself is the main instrument, but when the research focus is clear, a simple instrument may be developed to complete the data, comparing the data that has been found through Document and interviews.

1. The documents here are two learning videos from kampung Inggris LC bengkel bahasa inggris segment entitled:

a) Cari tahu cara bilang paling dalam bahasa Inggris

Link Youtube:

<https://www.youtube.com/live/TKk66Hir8?feature=share>

b) Lebih peka dengan bahasa Inggris dengan bedah soal ini

Link Youtube:

<https://www.youtube.com/live/OSWTeSrAdFo?feature=share>

2. Interview here the researcher also conducts interviews with the tutor the questions that will be given to the tutor are:

- a. What is the reason why Mr. Feri as a tutor uses Indonesian and English or vice versa when teaching?
- b. Do students who choose Mr.feri use Indonesian and English for teaching?
- c. What percentage is Mr. Feri uses English and Indonesian when teaching?
- d. Does using Indonesian and English or vice versa make it easier for Mr. Feri to explain the learning material?

- e. How does Mr. Feri manage the use of two languages English and Indonesian when teaching?

F. Techniques of Collecting the Data

Data collection techniques are methods used by researcher to obtain data from predetermined data sources. Researcher used observation and interview for techniques of collection data.

1. Documents

This research uses data collection techniques with documents. According to (Sugiyono, 2019) Documents are recordings of past events. Documents can be in the form of writing, images, or monumental works by someone. Documents in the form of images, for example photos, videos and others.

Following are the steps of the researcher in collecting data through Document:

- a. The researcher searched for the videos on Kampung English LC youtube channel Bengkel Kampung Inggris: *1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*
- b. Then the researcher downloads the 2 videos.
- c. The researcher watches and observe the whole video.
- d. Transcribed the tutor utterances while re-watching the videos.
- e. Identified the tutor utterances in context code-switching

2. Interview

This researcher also used data collection techniques through interviews. The interview used was semi-structured because the researcher wanted to explore more about the use of code-switching by tutor. According to (Sugiyono, 2019) semi-structured interviews are free interviews where the researcher only prepares an outline of questions to conduct interviews.

G. Trustworthiness of the Data

The credibility test (internal validity) is used in the validity of the data in research. According to Sugiyono (2019), qualitative research data is tested for the credibility or trustworthiness of the data by increasing the duration of observation, increasing persistence, triangulation, discussing negative case analysis with colleagues, using reference materials, and procuring member checks. Increasing persistence and using reference materials selected by researcher to test the credibility of the data in this study.

Norman Denzin in (Khasanah, 2020) identified four basic types of triangulation. They are data triangulation, investigator triangulation, theory triangulation and methodological triangulation.

1. Data triangulation

Use of multiple data sources including time, space, and people in a study. Data triangulation is a process of double-checking and compare the information by researchers obtained in different sources. For example done

by comparing observation data with interview data, compare what is there said the informant, and compared circumstances and perspectives different people to similar events.

2. Investigator Triangulation

Ability to confirm findings across investigators without prior discussion or collaboration between them can be significant increase the credibility of the findings. Investigator triangulation is critical to reducing bias in collecting, reporting, and analyze data.

3. Theory Triangulation

Theory triangulation is the use of several theories when examining a situation or phenomenon. The idea is to see a situation/phenomenon from a different perspective, through a different lens, with different questions in mind. Different theory does not have to be the same or match, even more different they are, the more likely they are to identify different problems or worries.

4. Methodological Triangulation

Methodological triangulation is the use of several methods to do a situation or phenomenon. The intention is to reduce drawbacks and biases stemming from a single method. This type of triangulation is very similar to mixed methods approach used in social science research, where the results from one method used to improve, augment and clarify the results other.

Based on the type of triangulation above, researcher use investigator triangulation source to recheck the data. After the researcher collects data from the transcription of the two videos, the data submits to the evidentiary investigator to gain confidence in the data. The researcher asks to Mrs. Ikke Dewi Pratama, SS., M.Hum. as expert judgment because she is an English lecturer and an expert in the field of code switching.

H. Techniques of Analyzing the Data

Data analysis techniques are carried out by compiling the data sequentially and systematically based on data collection techniques, data analysis, and making a conclusion. The following are the steps for analyzing this research.

1. Data Reduction

Data reduction consists of the process of selecting and classifying by recording the main points obtained from data sources, then classified according to predetermined categories. The researcher choses data in the form of code switching sentences in the video youtube channel Kampung Inggris LC: *Bengkel Bahasa Inggris entitled: 1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. Researcher utilize table to group the data found, in order to make it easier for researcher for the next stage or process. In addition, researcher use equipment including notebooks, laptop, handphone, and others to assist the data reduction process.

2. Data Display

After the data is grouped with table, the researcher will present it descriptive data, so that it can be understood or understood. Data presented based on the issues raised in this study, related to code switching video youtube channel Kampung Inggris LC “Bengkel Bahasa Inggris” entitled: *1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini.*

To make a classification of data analysis, researcher provide a code to each data:

1,2,3.....: Number of Data

- a. CS : Code switching
- b. IES: Inter-sentential switching
- c. IAS: Intra-sentential switching
- d. TS: Tag switching
- e. FS: Factor Cause Code Switching
- f. V1: First Video
- g. V2 : Second Video
- h. S : Speaker
- i. H : Hearer
- j. PT : The Presence of the third person
- k. CA : The Change of situation from formal to informal or vice versa

1. CT : The Change of Topic Conversation

3. Drawing conclusion

Classification results data that has been filled in the data analysis table, will then be concluded based on the various code switching used in the YouTube video channel Kampung Inggris LC “Bengkel Bahasa Inggris entitled: 1. Cari tahu cara bilang paling dalam bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini. Re-examination determines whether the results obtained are complete and correct, or data analysis is needed again to complete if errors or deficiencies are still found. If the research results are complete and correct, they will be included as a discussion of the research report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion, related to the problems mentioned in the first chapter of the study. problems that have been mentioned in the first chapter of the study. There are two questions that must be answered through this research. First, What types of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: Bengkel Bahasa Inggris? Second, What are the factors cause of code-switching in two youtube videos of Kampung Inggris LC's :Bengkel Bahasa Inggris?. The researcher analyzed Tutor (Mr. Feri)'s utterances in Bengkel Bahasa Inggris segment videos on Kampung Inggris LC's YouTube channel.

A. Reseach Findings

This section begins with an explanation by the researcher regarding the results found after conducting the research. The researcher present the data found in two parts. First, types of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: Bengkel Bahasa Inggris Second, factors cause of code-switching in two youtube videos of Kampung Inggris LC's :Bengkel Bahasa Inggris.

The researcher classified the data of Types of Code-Switching based on the theory proposed by Poplack in Romaine, 1995 and the factors cause of code-switching based on the theory proposed by Chaer and Leonia (2010). The data are the tutor's utterances in the "Bengkel Bahasa Inggris segment entitled: *1. Cari tahu cara bilang paling dalam*

bahasa Inggris and, 2. Lebih peka dengan bahasa Inggris dengan bedah soal ini." videos transcription.

1. Types of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris*.

The researcher analyzed the types of code switching found in the tutor's utterances. Previously in Chapter II it was discussion about the types of code switching proposed by Poplack in Romaine (1995), there are three types code switching according Poplack in Romaine (1995) namely intra-sentential code switching, inter-sentential code switching, and tag-switching. Researcher classify data intra-sentential code switching, inter-sentential code switching, and tag-switching presented in the table as follows.

Table 4.1 Result of Classification Types of Code Switching

NO	Types of Code Switching	Data
1	Intra-sentential code switching	51
2	Inter-sentential code switching	45
3	Tag-switching	111

The Classification of intra-sentential switching as fifty one data, inter-sentential switching as forty-five data, and tag-switching classification as one hundred and eleven data. It can be seen that the most common type of code switching found in the tutor's utterances in the two videos is Tag switching, intra-sentential switching and inter-sentential

switching. The following data are some examples of data analysis and description regarding the types of code switching.

a. Intra-sentential switching

This type of code switching refers to code switching that occurs in clauses/sentences, whose form is embedded in language sentences in the form of words/phrases. Transfer type this code requires fluency of speakers in both languages poplack in Romaine (1995). Intra-sentential switching occurs when learning takes place. the intra-sentential switching found as fifty one data. Here are some examples of Intra-sentential switching:

- 1) The context of the tutor's activity is explaining learning material to his students.

22/V1/CS/IAS

“Mr. udah nulis ya teman-teman ya, udah membuat suatu rangkuman untuk membedakan mana yang bisa ditambahkan dengan huruf er dan mana yang tidak bisa ditambahkan dengan huruf er ya, so we can continue to our next slide here.”

The data sequence number twenty two taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is The tutor is showing that the tutor has already figured out which ones can be added with the letter er and not then the tutor continues explaining the material to the next slide.

The utterance is included in code switching and classified into types of code switching, namely intra-sentential switching, because it involves another language in middle of sentence. The tutor first uses Indonesian in the the first sentence he uttered “Mr. udah nulis ya teman-teman ya, udah membuat suatu rangkuman untuk membedakan mana yang bisa ditambahkan dengan huruf er dan mana yang tidak bisa ditambahkan dengan huruf er ya,” then switched to English in the middle of the sentence “so we can continue to our next slide here.”. the tutor uses words “so we can continue to our next slide here.” because to get attention from their students.

- 2) The context of the tutor's activity is explaining learning material to his students.

83/V1/CS/IAS

“Pertama kalian bisa menggunakan, you are as beautiful as Princess Clara atau yang kedua kalian bisa menggunakan you are as beautiful as Princess Clara is.”

The data is data sequence number eighty three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is The tutor gives detailed example sentences about equal comparison to the students. The utterance is included in code switching and classified into types of code

switching, namely intra-sentential switching, because it involves another language in middle of sentence. The tutor first uses Indonesian in the the first sentence he uttered “Pertama kalian bisa menggunakan,” then switched to English in the middle of the sentence “*you are as beautiful as Princess Clara*” and the tutor returned to Indonesian “atau yang kedua kalian bisa menggunakan”. and the tutor returned to English again “*you are as beautiful as Princess Clara is*”, The tutor uses words “*you are as beautiful as Princess Clara and you are as beautiful as Princess Clara is.*” because to give an example to their students.

- 3) The context of the activity is tutor promoting Kampung Inggris LC.
123/V1/CS/IAS

“Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan *partner, so dont worry if you will Regret ya.*”

The data is sequence one hundred and twenty three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is The tutor emphasizes to register on time and the tutor explains that there will be many partners. The utterance is included in code switching and classified into types of code switching, namely intra-sentential switching, because it involves another language in middle of sentence. The tutor first uses

Indonesian in the the first sentence he uttered “Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan” then switched to English in the middle of the sentence “partner, so dont worry if you will Regret ya.”. The tutor uses words “partner, so dont worry if you will Regret ya.” because to get attention from their students.

- 4) The context of the tutor's activity is explaining learning material to his students.

137/V2/CS/IAS

“you can see that I have a sentence, di sini Saya punya satu kalimat ya”

The data sequence number onehundred and thirty seven taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is The tutor asks the students to look at the one provided by the tutor.

The utterance is included in code switching and classified into types of code switching, namely intra-sentential switching, because it involves another language in middle of sentence. The tutor first uses English in the the first sentence he uttered “you can see that I have a sentence,” then switched to Indonesia in the middle of the sentence “di sini Saya punya satu kalimat ya”, the tutor uses words “di sini

Saya punya satu kalimat ya” because the tutor’s make explanation of the material is easier for the students to understand.

- 5) The context of the tutor's activity is explaining learning material to his students.

192/V2/CS/IAS

“Would you mind opening the door *gitu*, maukah kamu membuka apa namanya membuka jendela seperti itu.”

The data sequence number one hundred and ninety two taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is Tutor provides example sentences and includes the meaning of the example sentences.

The utterance is included in code switching and classified into types of code switching, namely intra-sentential switching, because it involves another language in middle of sentence. The tutor first uses English in the the first sentence he uttered “Would you mind opening the door *gitu*,” then switched to Indonesia in the middle of the sentence “maukah kamu membuka apa namanya membuka jendela seperti itu”, the tutor uses words “maukah kamu membuka apa namanya membuka jendela seperti itu” because the tutor’s make explanation of the material is easier for the students to understand.

b. Inter-sentential switching

A type of code switching which is a transition between sentence boundaries, where one sentence in one language and another among others. Inter-sentential switching involves a significant amount of syntactic complexity, accordingly with the rules of both languages so it's the speaker doing the code switching usually quite proficient in both languages. Poplack (1980) added that this type is a type which is rarely used because it requires flexibility for speaker to be able to speak two languages at once in a more complex form namely in the form of clauses or sentences. the inter-sentential switching found as forty-five data. Here are some examples of Inter-sentential switching:

- 1) The context of the activity is tutor making introductions to his students.

2/V1/CS/IES

“So I am one of LC Tutors here and of course I originally come from Surabaya. ada yang dari Surabaya?”

The data is sequence number two taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is tutor introduced herself and asked if there were any students who came from the same area, namely from Surabaya. The utterance is included in code switching and

classified into types of code switching, namely inter-sentential switching, because it involves transition between sentence boundaries, where one sentence in one language and another among other languages. The tutor first uses English when tutor saying “So I am one of LC Tutors here and of course I originally come from Surabaya.” then switched to Indonesia when tutor saying “ada yang dari Surabaya?”. The tutor uses English to introduce himself and switches to Indonesian to ask his students.

- 2) The context of the activity is tutor asking his students.

30/V1/CS/IES

“kira-kira siapa yang sudah makan siang ini. who has already have lunch today?.”

The data is data sequence number thirty taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is tutor asked the students if they had eaten lunch. The utterance is included in code switching and classified into types of code switching, namely inter-sentential switching, because it involves transition between sentence boundaries, where one sentence in one language and another among other languages. The tutor first uses Indonesia when tutor saying “kira-kira siapa yang sudah makan siang ini.” then

switched to English when tutor saying “who has already have lunch today?”. The sentence said by the tutor has the same meaning but is said in a different language. In this case, the tutor repeats the question which was originally used in Indonesian when saying “kira-kira siapa yang sudah makan siang ini.” then repeat the question in English when saying “who has already have lunch today?” in this case the tutor repeats the sentence from Indonesian to English so that the student understands the tutor's question.

- 3) The context of the tutor's activity is explaining learning material to his students.

91/V1/CS/IES

“so you can say in english he runs the fastest. jadi dia laki-laki berlari dengan paling cepat ya”

The data is data sequence number ninety one taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is Tutor summarizes and translates the meaning. The utterance is included in code switching and classified into types of code switching, namely inter-sentential switching, because it involves transition between sentence boundaries, where one sentence in one language and another among other languages. The tutor first uses English when tutor

saying “so you can say in english he runs the fastest.” then switched to Indonesian when tutor saying “*jadi dia laki-laki berlari dengan paling cepat ya*”. The sentence said by the tutor has the same meaning but is said in a different language. In this case, the first tutor say in english when saying “so you can say in english he runs the fastest.” then repeat in Indonesian when saying “*jadi dia laki-laki berlari dengan paling cepat ya*” in this case the tutor repeats the sentence from English to Indonesian so that the student understands the tutor's explanation.

- 4) The context of the activity is tutor give the example to the students

95/V1/CS/IES

“Okay So I will give you an example. *jadi saya akan memberikan kalian satu contoh ya*”

The data is data sequence number ninety five taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is The tutor gives an example of a practice problem to the students. The utterance is included in code switching and classified into types of code switching, namely inter-sentential switching, because it involves transition between sentence boundaries, where one sentence in one language and another among other languages. The tutor first uses English when

tutor saying “Okay So I will give you an example.” then switched to Indonesian when tutor saying “*jadi saya akan memberikan kalian satu contoh ya*”. The sentence said by the tutor has the almost same meaning but is said in a different language. In this case, the first tutor say in english when saying “Okay So I will give you an example.” then repeat in Indonesian when saying “*jadi saya akan memberikan kalian satu contoh ya*” in this case the tutor repeats the sentence from English to Indonesian so that the student easy to understands.

- 5) The context of the activity is the tutor greets his students and says he will discuss something interesting.

131/V2/CS/IES

“Okay so with me again I'm feri and here we will have meeting together and of course we are gonna discus about something interesting do you know what is that?. *Ya jadi hari ini spesial untuk hari ini kita akan bedah soal teman-teman ya,*”

The data is data sequence number one hundred and thirty one taken from the second video, namely the Bengkel bahasa Inggris segment videos entitled: *Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The Context in tutor utterance is The tutor told us that we will discuss something interesting, namely we will discuss about bedah soal. The utterance is included in code switching and classified into types of code switching, namely

inter-sentential switching, because it involves transition between sentence boundaries, where one sentence in one language and another among other languages. The tutor first uses English when tutor saying “Okay so with me again I'm feri and here we will have meeting together and of course we are gonna discuss about something interesting do you know what is that?.” then switched to Indonesian when tutor saying “Ya jadi hari ini spesial untuk hari ini kita akan bedah soal teman-teman ya?” Tutor use English to welcome and ask their students by saying “Okay so with me again I'm feri and here we will have meeting together and of course we are gonna discuss about something interesting do you know what is that?” then use Indonesian to explain the tutor's question when saying “Ya jadi hari ini spesial untuk hari ini kita akan bedah soal teman-teman ya?”.

c. Tag-switching

Tag switching involves inserting tags from one language into utterances that are entirely in another language. language like: okay, well, it's okay, I mean, you know. The tags used are easy to insert into speech at a number of points in it monolingual speech without breaking the rules of syntax Poplack in Romaine (1995). The Tag-switching found as one hundred and eleven data. Here are some examples of Tag-switching:

- 1) The context of the tutor's activity is to ask questions to his students.

3/V1/CS/TS

“Okay, coba yang dari Surabaya?.”

The data is data sequence number three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is tutor asked whether there are students from Surabaya. The utterance is included in code switching and classified into types of code switching, namely Tag-switching, because Here, The tutor inserted an English tag in front of him speaking in Indonesian when he wanted to ask his students if anyone was from Surabaya, the word "okay" that was inserted was familiar to the students so it was easy to understand the meaning. The utterance is included in the English tag because the word "okay" is inserted with very minimal syntactic restrictions and does not breaking the syntactic rules.

- 2) The context of the tutor's activities is ensuring that his students have seen comments on Instagram.

8/V1/CS/TS

“Okay, biasanya kalau kalian main Instagram itu Kalian sering lihat komenan”

The data is data sequence number eight taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is tutor make sure students never see Instagram comments. The utterance is included in code switching and classified into types of code switching, namely Tag-switching, because here the tutor inserted an English tag in front of him speaking in Indonesian when he wanted to ask his students if anyone was from Surabaya, the word "okay" that was inserted was familiar to the students so it was easy to understand the meaning. The utterance is included in the English tag because the word "okay" is inserted with very minimal syntactic restrictions and does not breaking the syntactic rules.

- 3) The context of the activity the tutor explaining learning material
44/V1/CS/TS

“nah jadi ini adalah aturan-aturan yang harus kita tahu teman-teman ya untuk penambahan tersebut *Okay*.”

The data is data sequence number fourty four taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is tutor asks the students to know the rules. The utterance is included in code switching and classified into types of code switching, namely Tag-switching, because

Here, the tutor inserts an Indonesian tag after him speaking in English when the tutor notifies that the tutor has prepared the exercise. The tutor uses the insertion of the “okay” tag to emphasize the instructions given by the tutor to students in making it get to the main problem instruction. Tags are subject to minimal syntax the limitation, the inserted “okay” is minimal syntax restrictions and it does not breaking syntax rules

- 4) The context of the activity the tutor explaining learning material to his students.

79/V1/CS/TS

“Okay, jadi di sini pola yang pertama yaitu adalah subjek”

The data is data sequence seventy nine taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is The tutor explains about the first pattern is the subject. The utterance is included in code switching and classified into types of code switching, namely Tag-switching, because Here, The tutor inserted an English tag in front of him speaking in Indonesian when he wanted to ask his students if anyone was from Surabaya, the word "okay" that was inserted was familiar to the students so it was easy to understand the meaning. The utterance is included in the English tag because the

word "okay" is inserted with very minimal syntactic restrictions and does not breaking the syntactic rules.

- 5) The context of the activity, the tutor tells the students that there will be exercise.

93/V1/CS/TS

“I have all ready prepare some exercises, ya”

The data is data sequence number ninety three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is tutor notify that the tutor has prepared the exercise. The utterance is included in code switching and classified into types of code switching, namely Tag-switching, because Here, the tutor inserts an Indonesian tag after him speaking in English when the tutor notifies that the tutor has prepared the exercise. The tutor uses the insertion of the “ya” tag to emphasize the instructions given by the tutor to students in making it get to the main problem instruction. Tags are subject to minimal syntax the limitation, the inserted “ya” is minimal syntax restrictions and it does not breaking syntax rules.

- 6) **Factors that cause of code-switching in two youtube videos of Kampung Inggris LC’s :Bengkel Bahasa Inggris.**

The researcher analyzed the factors cause of code-switching found in the tutor's utterances. Previously in Chapter II it was discussion about the types of code switching proposed by Chaer and Agustina (2010), there are five factors that cause code switching such as: Speaker, Hearer, the presence of the third Person, The change of situation from formal to informal or vice versa, and the change of topic conversation.

Researcher carried out classification and found the data shown in the table as follows:

Table 4.2 Result of Classification Factors Cause of Code switching

NO	Factors cause of code switching	Data
1	Speaker	163
2	The Change of Topic Conversation	5
3	Hearer	41

The Classification of Speaker as one hundred and sixty three data, The Change of Topic Conversation as five data, Hearer as forty one data. Researcher only found these three factors cause of code switching and did not find the Presence of the Third Person and the Change of situation from formal to informal or vice versa. So It can be seen that the most common factors cause of code-switching found in the tutor's utterances in the two videos is speaker and the least common

factors cause of code-switching is The Change of Topic Conversation. The following data are some examples of data analysis and description regarding the factors cause of code-switching.

a. Speaker

Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience. The use of regional languages can increase familiarity and make teaching session sounds casual. Here are some examples of Speaker:

- 1) The context of the tutor's activity is greeting his students.

1/V1/FS/S

“Hai semuanya. Good afternoon everyone”

The data is sequence number one taken from the first video, namely the Bengkulu bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is tutor greeted all the students and said good afternoon students. The utterance is included in one of Factors cause of code switching, namely Speaker, because the speaker in the data above made a code-switching from Indonesian to English when addressing students by saying “Good afternoon everyone” to gain an advantage or benefit from the actions taken by the speaker. The speaker here, namely the tutor, tutor do code-switching to his students so that the atmosphere in the classroom

becomes relaxed and for the purpose of getting closer to his students by addressing his students. The speaker in the first sentence uses Indonesian language: “Hai semuanya” and switches to English language: “*Good afternoon everyone?*”

- 2) The context of the tutor's activity is making introductions to his students.

2/V1/FS/S

“So I am one of LC Tutors here and of course I originally come from Surabaya. *ada yang dari Surabaya?*”

The data is data sequence number two taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled : *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is tutor introduced himself as one of the LC tutors and came from Surabaya then asked his students if anyone was from Surabaya. The utterance is included in one of Factors cause of code switching, namely Speaker, because The speaker in the data above made a code-switching from English to Indonesian when when asking to students by saying “*ada yang dari Surabaya?*” to gain an advantage or benefit from the actions taken by the speaker. The speaker here, namely the tutor, tutor do code-switching to his students so that the atmosphere in the classroom becomes relaxed and for the

purpose of getting closer to his students by in a small talk way asking if any of the students come from the same area as the tutor. The speaker in the first sentence uses English language: “So I am one of LC Tutors here and of course I originally come from Surabaya.” and switches to Indonesian language: “ada yang dari Surabaya?”

- 3) The context of the tutor's activity is explaining the learning material.

142/V2/FS/S

The context of the tutor's activity is explaining the learning material.

“Okay jadi teman-teman dari keempat jawaban ini mungkin semuanya memiliki makna yang sama yaitu adalah sedikit...”

The data is data sequence one hundred and forty-two taken from the second video, namely the Bengkel bahasa Inggris segment videos entitled: *Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The Context in tutor utterances is tutor explain the answer to the question being discussed. The utterance is included in one of Factors cause of code switching, namely Speaker, because The The speaker in the data above inserts a word from English into the main language, namely Indonesian, including the Tag-switching type of code switching, the speaker

inserts the word “Okay” in Indonesian sentences to gain an advantage or benefit from the actions taken by the speaker. The speaker here, namely the tutor, tutor do code-switching to his students so that the atmosphere in the classroom becomes relaxed and because of the aim to be closer to his students by inserting a casual word so the teaching session sounds casual. The speaker in the first sentence uses English language: “Okay” and switches to Indonesian language: “jadi teman-teman dari keempat jawaban ini mungkin semuanya memiliki makna yang sama yaitu adalah sedikit...”

b. Hearer

The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer. In this case, ability the language of the hearer is somewhat lacking because it may not be a language his first. Here are some examples of Hearer:

- 1) The context of the tutor's activity is explaining the learning material.

93/V1/FS/H

“So you can say in English he runs the fastest. *Jadi dia laku-laki berlari dengan paling cepatya*”

The data is data sequence number ninety three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled: *Cari tahu cara bilang paling dalam bahasa*

Inggris. The Context in tutor utterance is The tutor summarize the answer to the question. The utterance is included in one of Factors cause of code switching, namely Hearer, the tutor does code switching because the The tutor wants to balance the language of his students because Indonesian is a language that must be mastered by every Indonesian citizens, so the tutor uses English when saying “So you can say in English he runs the fastest.” and then translates it into Indonesian when saying “Jadi dia laku-laki berlari dengan paling cepatnya” to balance the language understanding of his students so that they understand what the tutor is saying.

- 2) The context of the student's activity is answering questions given by the tutor, then the tutor responds to the student's answer.

100/V1/FS/H

Student 1: you play badminton better than i do

Tutor: Okay kalau misalnya lebih dengan baik Iya bener banget better okay Yap That's right.

The data is data sequence number one hundred taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled: *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is The tutor gives appreciation to his students. The utterance is included in one of

Factors cause of code switching, namely Hearer, the tutor does code switching because the student starts the utterance using English, it makes the tutor who originally used Indonesian switch to using English when saying “Okay and okay Yap That's right” to compensate for the student's utterance.

- 3) The context of the student's activity is answering questions given by the tutor, then the tutor responds to the student's answer.

103/V1/FS/H

Student 3: simpler

Student 4: simpler

Student 2: simpler

Tutor: yap that's right jawaban yang lebih tepat adalah simpler

The data is data sequence number one hundred and three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled: *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterances is The tutor gives appreciation to his students. The utterance is included in one of Factors cause of code switching, namely Hearer, the tutor does code switching because the student starts the utterance using English, it makes the tutor using English when saying “yap that's right” to compensate for the student's utterance.

c. The change of topic conversation

The topic of conversation is the dominant thing that determines the occurrence of switching code. The subject matter of a formal nature is usually expressed in style neutral and serious. Meanwhile, the subject matter of an informal nature is conveyed with a slightly emotional style, and completely arbitrary. Here are some examples of the Change of Topic Conversation classification:

- 1) The context of the tutor's activity is greeting his students.

7/V1/FS/CT

“in this beautiful afternoon, temen-temen pernah nggak sih sering pastinya Kalian sering kan main apa namanya main sosmed ya.”

The data is data sequence seven taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled: *Cari tahu cara bilang paling dalam bahasa Inggris*. The Context in tutor utterance is The tutor praising the beautiful afternoon and making sure the students are on sosmed often. The utterance is included in one of Factors cause of code switching, namely the Change of Topic Conversation, because the tutor does code switching In the data above, the tutor is praising the beautiful afternoon conditions using English language casually when saying *“in this beautiful afternoon”*, then the tutor speaks in Indonesian language, changing the topic of conversation by making sure the students often play sosmed with Indonesian language seriously

when saying “temen-temen pernah nggak sih sering pastinya Kalian sering kan main apa namanya main sosmed ya.”, so there was a the Change of Topic Conversation which resulted in code-switching in the tutor's utterance.

- 2) The context of the tutor's activity is explaining learning material session to his students.

31/V1/FS/CT

“Baik imut itu cute kalau misalnya lebih imut berarti cuter, kalau misalnya paling imut berarti cutest ya. okay Bahasa Inggris otodidak duduk manis, sambil nyimak ya, Oh ya bagus banget idenya ya teman-teman Jadi selain kita belajar apa namanya online dari YouTube gini kita bisa apa namanya sambil rebahan ya, Atau mungkin kalian boleh nyemil juga teman-teman ya okay, kira-kira siapa yang sudah makan siang ini. Who has already have lunch today?.”

The data is data sequence thirty-one taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled: *Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The Context in tutor utterance is The tutor asked the students if they had eaten lunch. The utterance is included in one of Factors cause of code switching, namely the Change of Topic Conversation because the tutor does code switching, the tutor in the first utterance in the data explains about material with

Indonesian language seriously when saying “Baik imut itu cute kalau misalnya lebih imut berarti cuter, kalau misalnya paling imut berarti cutest ya. okay Bahasa Inggris otodidak duduk manis, sambil nyimak ya, Oh ya bagus banget idenya ya teman-teman Jadi selain kita belajar apa namanya online dari YouTube gini kita bisa apa namanya sambil rebahan ya, Atau mungkin kalian boleh nyemil juga teman-teman ya okay, kira-kira siapa yang sudah makan siang ini.” then the tutor speaks in English language, changing the topic of conversation by asked the students if they had lunch using English language casually when saying “*Who has already have lunch today?*.”, so there was a the Change of Topic Conversation which resulted in code-switching in the tutor's utterance.

- 3) The context of the tutor's activity is explaining learning material to his students.

33/V1/FS/CT

“who has already have lunch today?. Okay dan saya lanjutkan teman-teman untuk yang pada kolom kedua ini, di sini terdapat *only one syllable with one vowel and one consonant at the end.*”

The data is data sequence thirty-three taken from the first video, namely the Bengkel bahasa Inggris segment videos entitled: *Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The Context in tutor utterances is The tutor continues to

explain about one syllable and one vowel. The utterance is included in one of Factors cause of code switching, namely the Change of Topic Conversation, the tutor does code switching because the tutor in the first utterance in the data asked the students if they had lunch using English language casually when saying “Who has already have lunch today?.” then the tutor speaks in Indonesian and inggris language, changing the topic of conversation by continue explaining the learning material, in Indonesian and a little English with serious language when saying “Okay dan saya lanjutkan teman-teman untuk yang pada kolom kedua ini, di sini terdapat only one syllable with one vowel and one consonant at the end.”, so there was a the Change of Topic Conversation which resulted in code-switching in the tutor's utterance.

B. Discussion

This section discusseses the discovery of code switcing in the utterances of tutor who are conducted lessons with their students in two videos youtube kampung inggris LC segment bengkel bahasa inggris which is entitled 1. *Cari tahu cara bilang paling dalam bahasa Inggris* and, 2. *Lebih peka dengan bahasa Inggris dengan bedah soal ini*. This research is based on the problem formulation that the researcher has writen in chapter 1. First, researcher tried to find types of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: *Bengkel*

Bahasa Inggris. Second, researcher try to find factors cause of code-switching in two youtube videos of Kampung Inggris LC's : *Bengkel Bahasa Inggris..*

First discussion is types of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris*, which is entitled *1. Cari tahu cara bilang paling dalam bahasa Inggris* and, *2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. Based on the data that has been found above, the researcher classifies the types of code switching data based on the theory from Poplack in Romaine (1995). Poplack formulates three types of code switching according to him, namely: Tag-switching, inter-sentential switching and intra-sentential switching. The researcher found code switching in the utterances of the tutor who is teaching in the two video youtube kampung inggris LC segment bengkel bahasa inggris which is entitled *1. Cari tahu cara bilang paling dalam bahasa Inggris* and, *2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. The researcher found that the tutor has done code switching in his lesson, the tutor applied three types of code switching based on Poplack theory. The tutor has used Tag-switching, inter-sentential switching and intra-sentential switching in teaching the students.

The researcher found that the tutor most often used tag-switching type in his learning, tutor used tag-switching as one hundred and eleven times, the researcher found that the tutor used both English

and Indonesian language tags in his utterances. Tutor use tag-switching to start or end sentences and also to emphasize sentences but must not break syntax rules according Poplack in Romaine (1995) Tag switching involves inserting tags from one language into utterances that are entirely in another language. The tags used are easy to insert into utterance at a number of points in it monolingual speech without breaking the rules of syntax.

Researcher also found tutor using types of code switching namely inter-sentential switching and intra-sentential switching in tutor utterances in learning. Tutor use inter-sentential switching as forty-five times. The tutor found in the data above that inter-sentential switching is used to translate the tutor's utterances and is used to explain the material, types code-switching inter-sentential switching found between sentence boundaries in the tutor's speech is in accordance with the theory of Poplack in Romaine (1995) inter-sentential switching is type of code switching which is a transition between sentence boundaries, where one sentence in one language and another among others. Inter-sentential switching involves a significant amount of syntactic complexity, accordingly with the rules of both languages so it's the speaker doing the code switching usually quite proficient in both languages.

The Last, the researcher found intra-sentential switching in the tutor's utterances. The tutor used intra-sentential switching as fifty one

times. The tutor in the data when speaking uses Indonesian then in the middle of the sentence switches to English then switches back to Indonesian and vice versa here it can be seen that the tutor in both languages because according to Poplack in Romaine (1995) This type of code switching refers to code switching that occurs in clauses/sentences, whose form is embedded in language sentences in the form of words/phrases. Transfer type this code requires fluency of speakers in both languages. Intra-sentential switching in the tutor's utterances occurs when the tutor explains the learning material and also spontaneously occurs in the middle of the lesson. It is related with the research from Nisrina Hanif Nurrohmah (2020), where she found that three types of code switching using Poplack's Theory, there are tag-switching, inter-sentential switching and intra-sentential switching. In tag-switching, the previous relate study found that sixteen data. The teacher inserted a language tag for the sake of emphasizing the sentence and building good social relationship with the students. Inter-sentential switching with eighteen data. The teacher often used inter-sentential switching to clarify or even to translate the previous utterance of the teacher. Intra-sentential switching was the most common data which occurred in teacher's utterances with twenty two data. The type occurred in the middle of a sentence within a clause or sentence boundary.

Second discussion is factors cause of code-switching in two youtube videos of Kampung Inggris LC's : *Bengkel Bahasa Inggris*,

which is entitled *1. Cari tahu cara bilang paling dalam bahasa Inggris* and, *2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. Based on the data that has been found above, the researcher classifies factors cause of code-switching based on the theory of Chaer and Agustina (2010). Chaer and Agustina formulates that there are five factors that cause of code switching such as: Speaker, Hearer, The Presence of Third Person, the Change of situation from formal to informal or vice versa and the Change of Topic Conversation.

First, the researcher found that the most factors cause of code switching in the tutor's utterances is speaker, there are one hundred and sixty three utterances of tutor that are classified into speaker, which is one of the factors cause of code switching. Speaker is found in many tutor utterances because the tutor as a speaker carry out code switching to gain an advantage or have a purpose from the actions such as greeting students in non-formal language to make it easier to socialize with students. This is in accordance with what is revealed by Chaer and Agustina (2010) Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience. The use of regional languages can increase familiarity and make teaching session sounds casual.

Second, the researcher found the factors cause of code in the tutor's utterance is hearer, there are forty one tutor utterances that are classified into hearer which is one of the factors cause of code switching.

The researcher found in the data that the hearer becomes a factor cause of code switching because the tutor will compensate the language of the hearer, so that the hearer understands the learning material, understands what the tutor asks or orders when communicating with the hearer, this is in accordance with what Chaer and Agustina (2010) stated The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer. In this case, ability the language of the hearer is somewhat lacking because it may not be a language his first.

Third, the researcher found that the factors cause of code switching in the tutor's utterances is the change of topic conversation, there are five tutor utterances that are classified into the Change of Topic Conversation, one of the factors cause of code switching. Researcher found in the data, the Change of Topic Conversation factors cause of code switching. According to Chaer and Agustina (2010) The topic of conversation is the dominant thing that determines the occurrence of code switching. The subject matter of a formal nature is usually expressed in style neutral and serious. Meanwhile, the subject matter of an informal nature is conveyed with a slightly emotional style, and completely arbitrary This is in accordance with Chaer and Agustina (2010) Theory because in the data researcher found when the tutor finished discussing one topic seriously then did code switching to switch to another topic casually, this can be seen in the data when the tutor was

casually greeting students with English then did code switching to the topic of learning material seriously and using Indonesian.

Researcher only found these three factors cause of code switching and did not find two factors namely the presence of third Person and the Change of situation from formal to informal or vice versa because the learning media that is carried out uses online live streaming YouTube media so that there is more one-way communication namely from the tutor to students and also A third person cannot enter so the tutor does not need to change the language so that the third person understands the discussion. so this factors can not be found by researcher and then the Change situation from formal to informal or vice versa this factors cannot found by researcher because the class situation used is an online class via YouTube live streaming so the situation that arises is a non-formal situation because students can come in and out as they please and basically this is a free online class so anyone can come in and out of this online class and can interact without any boundaries regarding polite language or not in the class. The factors cause of code-switching in this research, that is speaker and hearer, is same to study from (Hilmi, 2020). The previous related study were the first factors cause of code-switching is speaker. The factor behind the occurrence of inward code switching is the speaker. Speakers use Indonesian as their language of instruction to explain or convey something more clearly so that the interlocutor can easily receive and understand what the speaker is conveying. Another

factor that influences or is behind the occurrence of code switching in the speech above is the hearer. Where the hearer is an Indonesian citizen, the speaker in this class always uses English, but because the speaker shows his speech to students who are Indonesian citizens, code switching occurs using English. In the other side, this research found that the last factors cause of code-switching is the change of topic conversation. The examples of topic conversation in this research are the context of the tutor's activity is greeting his students, the context of the tutor's activity is explaining learning material session to his students, and the context of the tutor's activity is explaining learning material to his students. The researcher also conducted an interview with the tutor (Mr. Feri) as additional data regarding the use of two languages, namely English and Indonesian, which the tutor uses by switching from English to Indonesian or vice versa, in sociolinguistics it is called code switching. The tutor answered that the use of two languages in teaching really makes it easier for basic students because it acts as a bridge to understanding other foreign language learning. The tutor also said that we must first observe the child's foreign language skills. If it is deemed sufficient then the use of two languages can be implemented. Then the tutor also said that the percentage and distribution of languages must be in accordance with the student's level. The tutor gave measurements according to the tutor's experience in teaching foreign languages,

namely basic= 15%, pre-intermediate= 30%, intermediate = 50%
advance = 80%.

The implication of the results of this study is that English teachers or tutors after reading this research will be able to increase knowledge related to code switching, so that English teachers or tutors can apply the use of code switching when teaching, because the use of code switching can add new knowledge for students about the use of two languages in speaking and really help students to increase vocabulary when applied correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter will display the conclusion and suggestion of the research. Conclusion is a summary and answer to the problem formulation in chapter 1 and Suggestion is related to the application and findings of researcher who will be given to readers in general and especially for students, teachers and other researchers.

A. Conclusions

This research was conducted to identify tutor's utterances about types of code-switching and factors cause of code-switching used by tutor when doing learning in two youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggrri* segment entitled *1. Cari tahu cara bilang paling dalam bahasa Inggris* and, *2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*. Researcher based on Poplack's theory found that tutor use three types of code switching namely intra-sentential code switching, inter-sentential code switching, and tag-switching in the tutor's utterances and the researcher based on Chaer and Agustina 's theory found three factors cause of code switching namely Speaker, Hearer, the Change of Topic Conversation. Based on the results of the research explained in the previous chapter, it can be summarized as follows:

1. Types of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris* segment entitled: *1. Cari tahu cara bilang paling dalam bahasa Inggris* and, *2. Lebih peka dengan bahasa Inggris dengan bedah soal ini*.

Researcher based on Poplack's theory, researcher found three types of code-switching used by tutor, namely intra-sentential code switching, inter-sentential code switching, and tag-switching, based on data found by researcher. Tag-switching is the type most often used by the tutor in his words, with one hundred and eleven data of tag-switching. Tag-switching occurs at the beginning or end of a sentence without breaking the syntax rules. It is used to start, end and also as an emphasis for a sentence. Secondly, intra-sentential switching researcher found fifty one data of intra-sentential switching in the tutor's utterance, this type occurred in the middle of a sentence in the clause or the sentence the tutor used to explain the material occurred spontaneously. The Last, inter-sentential code switching researcher found forty-five data of inter-sentential switching in the tutor's speech. The tutor used inter-sentential switching to translate and clarify when the tutor explained learning material. This type occurred between sentence boundaries.

2. Factors cause of code-switching used by tutor in two youtube videos of Kampung Inggris LC's: *Bengkel Bahasa Inggris* segment entitled: 1. *Cari tahu cara bilang paling dalam bahasa Inggris* and, 2. *Lebih peka dengan bahasa Inggris dengan bedah soal ini*.

Researcher based on Chaer and Agustina 's theory found four factors cause of code switching used by tutor yaitu Speaker, Hearer, the Change of Topic Conversation. Based on the data found by the researcher, Speaker is the factor cause of code switching that is most often found in the tutor's

utterances, The Classification of Speaker as one hundred and sixty three data because Speaker (tutor) often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience, as used to introduce oneself to explain learning material in familiar language or used to make the class atmosphere feel relaxed. Second Hearer, the researcher classifies Hearer as forty one data, the researcher finds in the tutor's utterance the factor cause of code switching are Hearer because the researcher finds in the data the tutor does code-switching caused by Hearer where the tutor tries to balance the language of his students so that his students understand what is said or explained by the tutor. Third, The Change of Topic Conversation, researcher classify the classification of the Change of Topic Conversation as five data, The researcher found in the tutor's utterances that the factor cause of code switching is Change Topic of Conversation because the researcher found in the data that the tutor used code switching when changing the topic of conversation.

Researcher only found these three factors cause of code switching and did not find two factors namely the Presence of Third Person and the Change of situation from formal to informal or vice versa because the learning media that is carried out uses online live streaming YouTube media so that there is more one-way communication namely from the tutor to students and also a third person it is can not to enter and to change the topic of conversation so this factors can not be found by researcher and then the Change situation from formal to informal or vice versa this factors cannot found by researcher

because the class situation used is an online class via YouTube live streaming so the situation that arises is a non-formal situation because students can come in and out as they please and basically this is a free online class so anyone can come in and out of this online class and can interact without any boundaries regarding polite language or not in the class.

Researcher concluded based on the interview answers with the tutor that the use of code switching in the classroom is very helpful for students as a bridge for students to more easily understand the learning material but the tutor must make observations first regarding the application of the use of code switching in the classroom so that the application of code switching becomes a bridge for student understanding not an obstacle to student understanding, the percentage and division of language must be adjusted as said by the tutor based on the tutor's experience, namely basic = 15%, pre-intermediate = 30%, intermediate = 50% advance = 80%.

B. Suggestion

There are several suggestions based on the research findings and these suggestions are intended for:

1. For Students

The results of this study provide a new understanding for students about code switching, especially the types of code switching according to Poplack and the factors that cause code switching according to Chaer and Agustina with this understanding students can gain new vocabulary and will understand when to use code switching.

2. For English Teacher

Teachers are expected to add new insights into code switching, especially the types of code switching according to Poplack and the factors that cause code switching according to Chaer and Agustina and will make teachers more skillful in using two languages according to the needs of their students when teaching English in the classroom.

3. For Other Reserachers

The results of this research provide references that will help future researchers who are interested in conducting research in the realm of sociolinguistics and more specifically code switching. The researcher hopes that many future researchers who are interested in conducting research in the socio-linguistic domain, especially code switching, will have a wider scope with different analytical methods and theories in order to get more and more accurate results.

BIBLIOGRAPHY

- Abdul Chaer, L. A. (2010). *Sosiolinguistik Perkenalan Awal*.
- Abdussamad, Z. (2021). Metode Penelitian Kuliitatif. In *News.Ge* (Vol. 4, Issue 1).
- Cantone, K. F. (2007). *Code-switching in Bilingual Children*. springer.
- CODE MIXING USED BY THE TEACHERSIN TEACHING ENGLISH AT*.
(2018).
- Faizin, A. (2019). Sociolinguistics in Language Teaching. *Mabasan*, 9(2), 66–77.
<https://doi.org/10.26499/mab.v9i2.159>
- Hadari. (2010). *data dan sumber data*.
- Hamers, J. F., & Blanc, M. H. . (1989). *Bilinguality and Bilingualism*. Cambridge University Press.
- Hanafiah, R., Mono, U., & Yusuf, M. (2021). Code-Switching in Lecturer-Students' Interaction in Thesis Examination: A Case Study in Indonesia. *International Journal of Instruction*, 14(1), 445–458.
<https://doi.org/10.29333/IJI.2021.14126A>
- Handayani, D. (2020). Pemanfaatan Youtube pada saat pandemi COVID-19 untuk media pembelajaran Bahasa Inggris dalam meningkatkan vocabulary dan pemahaman siswa. *JUPENDIK: Jurnal Pendidikan*, 4(2), 12–18.
<https://jupendik.or.id/index.php/jupendik/article/view/33>

- Hanif Nurrohman, N. (2020). *An Analysis of Code-switching Used by English Teacher at SMP Muhammadiyah 4 Surakarta*. 13.
- Helita Alus, M., B Wahyu Nugraha Putra, I. G., & Devi Maharani, P. (2021). *ELYSIAN JOURNAL English Literature, Linguistics and Translation Studies The Study of Code Switching in “Algoritme Rasa” Novel*. 1(3).
- Hilmi, M. (2020). *ALIH KODE DAN CAMPUR KODE DALAM PROSES BELAJAR MENGAJAR DI KELAS BALET (BALLET CLASS)*.
- Hoffman, C. (1991). *An Introduction to Bilingualism*. Lomgman.
- Holmes, J. (2013). *An Introduction to Sociolinguistics*. 4th edition. In *Pearson Education Limited* (Vol. 4).
- Horasan, S. (2020). *CODE-SWITCHING IN EFL CLASSROOMS: A CASE STUDY ON DISCOURSE FUNCTIONS, SWITCH TYPES, INITIATION PATTERNS, AND PERCEPTIONS*. 21(1), 1–9. <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>
- J. Yudha, S. S. (2021). *Manfaat Media Pembelajaran Youtube Terhadap Capaian Kompetensi Mahasiswa*. *Journal of Telenursing (JOTING)*, 3(2), 538–545. <https://journal.ipm2kpe.or.id/index.php/JOTING/article/view/2561>
- Junawan, H., & Laugu, N. (2020). *Eksistensi Media Sosial, Youtube, Instagram dan Whatsapp Ditengah Pandemi Covid-19 Dikalangan Masyarakat Virtual Indonesia*. *Baitul 'Ulum: Jurnal Ilmu Perpustakaan Dan Informasi*, 4(1), 41–57. <https://doi.org/10.30631/baitululum.v4i1.46>

- Khasanah, S. Y. (2020). An Analysis Of Code Switching Used By Lecturer In Teaching Translation Of The Sixth Semester In English Language Education Of IAIN Surakarta. *Research in English and Education ...*.
<http://www.jim.unsyiah.ac.id/READ/article/view/14910>
- Kremin, L. V., & Byers-Heinlein, K. (2021). Why not both? Rethinking categorical and continuous approaches to bilingualism. *International Journal of Bilingualism*, 25(6), 1560–1575.
<https://doi.org/10.1177/13670069211031986>
- Liddicoat, A. (2018). Bilingualism: An Introduction. *Educational Resources Information Center*, 19–48. <https://doi.org/10.1515/9789048524099-005>
- Llamas, C., Mullany, L., & Stockwell, P. (2006). Sociolinguistics. In *The Routledge Companion to Sociolinguistics*.
- Nur, I. F., & Astutik, Y. M. P. (2020). An analysis of code mixing and code switching used by teacher and students in english class. *International Journal on Integrated Education*, 3(1), 118–122.
<https://doi.org/10.31149/ijie.v3i1.293>
- Parinata, D. (2021). Pengaruh Penggunaan Aplikasi Youtube Dan Facebook Terhadap Hasil Belajar Matematika. *Jurnal Ilmiah Matematika Realistik*, 2(1), 11–17. <https://doi.org/10.33365/ji-mr.v2i1.1061>
- Pribadi, N. R. (2020). Kajian Sociolinguistik : Alih Kode dan Campur Kode dalam Video Youtube Gita Savitri Devi. *OSF Preprints*, 2011.

- Rachma, F. A. (2021). *Code Switching in Boy William ' S Youtube Channel : Nebeng Boy*.
- Rahmadi. (2011). Pengantar Metodologi Penelitian. In *Antasari Press*.
- Romaine, S. (1995). *Bilingualism (Language in Society)* (p. 402).
- Siregar, I. (2021). Epistemological Challenges Against Sociolinguistics. *International Journal of Linguistics Studies*, 1(2), 37–42.
<https://doi.org/10.32996/ijls.2021.1.2.6>
- Stasiun, D. I., & Net, T. V. (n.d.). *CAMPUR KODE DALAM ACARA INI TALK SHOW DI STASIUN TV "NET TV."*
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. CV. Alfabeta.
- Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. Blackwell.
- Wardhaugh, R., & Fuller, J. m. (2015). *AN INTRODUCTION TO SOCIOLOGICAL LINGUISTICS*. Wiley Blackwell.
- Waris, A. M. (2013). Code switching and mixing (Communication in Learning Language). *Jurnal Dakwah Tabligh*, 13, 123–135.
<https://media.neliti.com/media/publications/77106-EN-code-switching-and-mixing-communication.pdf>
- Woon, J., & Ho, Y. (2007). Code-mixing: Linguistic form and socio-cultural meaning. *The International Journal of Language Society and Culture*, 21, 8. www.educ.utas.edu.au/users/tle/JOURNAL/

- Yosi, N. P. D., & Sadia, I. G. (2019). Analysis of Code Switching in Dialogue of Indonesian Novel Permainan Maut by Lexie Xu. *Humanis*, 23(3), 176. <https://doi.org/10.24843/jh.2019.v23.i03.p02>
- Yuliana, N., Luziana, A. R., & Sarwendah, P. (2015). Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study. *Lingua Cultura*, 9(1), 47. <https://doi.org/10.21512/lc.v9i1.761>

APPENDICES

APPENDIX 1

YouTube video conversation transcript

BENGKEL BAHASA INGGRIS | CARI TAHU CARA BILANG "PALING"
DALAM BAHASA INGGRIS WITH MR FERİ

Transcript:

Tutor: ini udah mulai ya mas Hai semuanya. Good afternoon everyone.

Student: Hai Sir

Tutor: Okay so with me I am Mr. Feri. So I am one of LC Tutors here and of course I originally come from Surabaya. ada yang dari Surabaya?, Okay coba yang dari Surabaya. well so coba Mungkin dari Jawa Timur Mana suaranya bisa kalian tulis di kolom komentar ya okay, Baik teman-teman and here This is my identity and okay so teman-teman in this beautiful afternoon, temen-temen pernah nggak sih sering pastinya Kalian sering kan main apa namanya main sosmed Ya pastinya Biasanya rata-rata kalau kau milenial sosmed yang sering dimainkan mungkin Instagramnya.

Tutor: okay biasanya kalau kalian main Instagram itu Kalian sering gak sih lihat komenan dari postingan foto selfie seseorang kayak, Oh You are so pertty, You

are so pretty, Terus yang punya postingan bilang gini, Oh no you are prettier than me thank you, terus gitu aja ya komen-komenan bales-balesan Siapa yang lebih cantik ya pastinya kan itu bikin kesel ya teman-teman ya tapi eee tapi meskipun bikin kesel gitu ada ilmu yang bisa kita petik teman-teman dari siapa sih yang lebih cantik gitu ya. Nah makanya kali ini kita akan membahas ya membahas materi yang mengungkapkan Siapa sih yang lebih ya Siapa sih yang paling yaitu tentang materi comparison degree.

Tutor: Okay so kira-kira dari kalian semua ada yang tahu tidak sih Apa itu comparison degree?

Tutor: Okay jadi comparison degree itu merupakan perbandingan ya Jadi kalau kita ingin menyatakan suatu kalimat perbandingan kita bisa menggunakan yang namanya comparison degree, nah lalu teman-teman pada comparison degree ini ya pastinya nanti kita akan menggunakan adjective dan adverbnya jadi adjective itu merupakan kata sifat dan adverb itu adalah kata keterangan ya, Jadi untuk membandingkan subjek dengan subjek yang lain ya jadi seperti itu.

Tutor: Nah berikutnya teman-teman pastinya dalam perbandingan itu kan nggak cuman satu macam aja kita bandingin seseorang itu pastinya akan banyak banget yang apa namanya macam-macam perbandingan ya, yang pertama Emang ada berapa macam sih comparison degree itu jadi teman-teman kalau kita bandingin sesuatu ya kalau kita kita bandingin sesuatu kita bisa menggunakan positive degree Lalu ada comparative degree dan superlative degree. okay nah Apa sih perbedaan dari ketiga perbandingan ini jadi untuk

positive degree itu adalah menyatakan suatu perbandingan yang setara teman-teman jadi antara Si a dan si b itu nggak ada perbandingan yang secara spesifik jadi semuanya itu setara atau sebanding ya. Nah sedangkan kalau misalnya comparative degree itu adalah perbandingan lebih Ya, jadi apa namanya si A lebih menonjol daripada si B jadi salah satu dari kedua pihak tersebut ada yang memiliki kelebihan ya. Sedangkan untuk superlative degree teman-teman itu adalah perbandingan yang menyatakan paling ya jadi apa namanya paling menonjol di antara diantara yang lain ya contoh kayak oh kamu paling cantik di kelas ini seperti itu okay.

Tutor: nah Okay jadi itu adalah perbandingan ya perbandingan macam-macam perbandingan pada comparison degree ini, nah ngomongin tentang perbandingan teman-teman pastinya Kan tadi udah Mr. Feri sampaikan Sayangnya kita hanya bisa menggunakan adjective dan juga adverbnya Nah lalu kira-kira emang ada enggak sih perbedaan adjective ataupun adverb ketika kita menggunakan positive dan superlative degree.

Tutor: Okay pastinya berbeda ya teman-teman ya Nah di sini udah aku tulis, Okay Nah di sini teman-teman untuk Positive degree itu adalah kata aslinya ya jadi contoh misal mudah itu easy, cantik itu beautiful lalu sulit itu difficult mudah atau Sorry cepat itu fast ya.

Tutor: Nah lalu di sini juga ada bentuk comparative dan superlative-nya teman-teman, Nah di sini comparative dan superlative Okay tadi udah kita bahas ya, kalau misalnya comparative itu menyatakan suatu perbandingan yang lebih ya

kalau misalnya superlative itu menyatakan suatu perbandingan apa namanya menyatakan suatu Hal yang paling ya menonjol seperti itu jadi contoh misal mudah itu easy berarti kalau misalnya lebih mudah itu easier Nah kalau misalnya paling mudah itu berarti easiest. okay nah contoh berikutnya adalah cantik teman-teman kalau cantik itu berarti beautiful Kalau lebih cantik itu more beautiful kalau paling cantik itu most beautiful, okay lalu berikutnya ada sulit atau difficult ya.

Tutor: Jadi kalau misalnya sulit aja itu berarti difficult, sedangkan kalau misalnya lebih sulit berarti more difficult, nah kalo paling sulit berarti most difficult, okay nah jadi ini adalah perbedaan untuk kata sifat atau kata keterangan ya, keterangan cara pada positive comparative dan juga superlative degree.

Tutor: okay nah kira-kira ketika kita ngomongin perbedaan ini ini teman-teman ya perbedaan bentuk dari ketiga ini kan tadi ada yang ketambahan er ada yang ketambahan est ya, kira-kira Mister Apa sih perbedaan antara positive comparative dan superlative itu, kira-kira Gimana sih cara membedakan mana sih kata sifat yang harus ditambahkan dengan huruf e r atau mana sih kata sifat yang harus ditambahkan dengan huruf est ya, pastinya di sini Mr. udah nulis ya teman-teman ya, udah membuat suatu rangkuman untuk membedakan mana yang bisa ditambahkan dengan huruf er dan mana yang tidak bisa ditambahkan dengan huruf er ya, so we can continue to our next slide here, jadi kita bisa lanjut ke slide berikutnya, Okay Nah kira-kira dari sini ya Dari apa namanya pengertian dari comparison degree dan juga macam-macam komponen kira-kira ada tidak sih kesulitan untuk memahami materi ini dari kalian sendiri? coba ya

Sambil kita lanjut ke materi berikutnya kalian boleh kalau misalnya ada pertanyaan sekilas materi ini terlebih dahulu ya kalian bisa langsung apa namanya langsung menuliskan pertanyaan kalian pada kolom komentar yang ada di YouTube ya. okay so jadi seperti itu teman-teman mengenai comparison degree dan Berikutnya ini adalah aturan ya aturan penulisan tambahan, okay nah Ini yang kita apa namanya kita tanyakan tadi ya, aturan tambahan untuk penulisan er more most ataupun est pada comparison degree ya, Nah ini saya sudah merangkum ya apa namanya sederhana mungkin untuk adjective pada comparative dan superlative ya teman-teman Okay.

Tutor: Nah di sini teman-teman, so please you can take look at the first column here. Kalian bisa lihat pada kolom yang pertama di sini apabila pada kata tersebut memiliki hanya one syllable jadi apa sih one syllable itu teman-teman mudah ya kalian bisa kalian bisa memahami itu dengan cara satu ketukan ya ketika kita mengucapkan kata tersebut kita hanya membacanya dengan satu ketukan saja contoh seperti wide Okay, berarti ini satu ketukan Okay, maka kata tersebut termasuk one syllableya, nah di sini Apabila kata tersebut hanya terdiri dari one syllable dan diakhiri dengan huruf r atau e contoh seperti, white, fine dan cute, maka untuk comparative degree-nya nanti hanya ketambahan r aja ya, dan untuk superlative degreenya nanti ketambahan dengan huruf st. jadi wider itu luas kalau misalnya lebih luas berarti wider okay nah kalau misalnya paling luas gimana kalau misalnya paling luas berarti widest Okay. Baik imut itu cute kalau misalnya lebih imut berarti cuter, kalau misalnya paling imut berarti cutest ya. okay Bahasa Inggris otodidak duduk manis, sambil nyimak ya, Oh ya bagus

banget idenya ya teman-teman Jadi selain kita belajar apa namanya online dari YouTube gini kita bisa apa namanya sambil rebahan ya, Atau mungkin kalian boleh nyemil juga teman-teman ya okay, kira-kira siapa yang sudah makan siang ini. who has already have lunch today?.

Tutor: Okay dan saya lanjutkan teman-teman untuk yang pada kolom kedua ini, di sini terdapat only one syllable with one vowel and one consonant at the end. okay jadi kalau misalnya kata sifat atau kata Keterangan tersebut ya terdiri hanya satu Syllable dan diakhiri dengan dan diakhiri dengan satu kata huruf vowel dan huruf konsonan huruf vowel itu huruf hidup ya, teman-teman ya, kalau huruf konsonan itu huruf mati ya, pada di akhir kata Maka nanti hanya ditambahkan dengan huruf er tapi huruf konsonannya harus di double teman-teman ya, jadi contoh misal hot Jadi kalau misalnya lebih panas berarti hotter ya hotter, big itu besar tapi kalau misalnya lebih besar berarti bigger ya, kalau misalnya paling besar Mister biggest okay, jadi seperti itu Jadi kalau misalnya huruf huruf terakhir itu adalah satu huruf vokal dan satu huruf konsonan maka huruf konsonannya harus di double ya teman-teman ya, contoh lagi gendut itu fat kalau lebih gendut fatter kalau misalnya paling gendut berarti fatest gitu ya, dan berikutnya di situ terdapat only one syllable with more than one vowel or more than one consonant at the end. Jadi teman-teman kalau misalnya nih kalian menemukan satu kata ya baik itu kata sifat ataupun apa namanya kata sifat ataupun kata keterangan ya, tetapi di akhir katanya itu terdiri dari apa namanya double sorry double consonant ataupun ya ataupun double vowel mereka nanti harus ditambahkan dengan er ataupun est. jadi contoh kayak terang itu berarti

light kalau misalnya lebih terang berarti lighter kalau bisa lihat paling terang berarti lightest jadi seperti itu okay. Iya Bang suaranya timbul tenggelam.

Tutor: Okay Bagaimana teman-teman suara saya sudah jelas didengar sekarang atau masih Terdengar agak tenggelam ataupun timbul . Okay saya lanjutkan ya teman-teman dan berikutnya, Nah tadi kita ngomongin One syllable ya teman-teman sekarang kita ngomongin two syllables Jadi kalau misalnya tuh two syllables itu mudahnya adalah ketika kalian Ngomongin kata tersebut itu terdapat dua ketukan jadi contoh seperti hati-hati ya hati,hati so there are two syllables, Nah ketika dua silabel ini ya ketika kata dengan two syllables diakhiri dengan huruf y Okay, Maka nanti untuk comparativenya ditambahkan dengan huruf er kalau superlativenya ditambahkan dengan huruf est, Jadinya kalau misalnya senang itu happy kalau lebih senang itu happier, namun teman-teman sebelum kita menambahkan dengan huruf ER ataupun EST ya huruf y-nya ini harus dirubah dengan huruf i teman-teman ya, Jadi happier kalau paling senang berarti happiest gitu okay. Lonely jadinya adalah loneliest kalau paling sendirian berarti loneliest gitu. Nah kalau misalnya kalau misalnya kata tersebut lebih dari dua silabel atau lebih dari 2 silabel tapi tidak terdapat huruf y di akhir kata teman-teman ya, contohnya seperti modern modern yes so it's pronounce modern, atau interesting, interesting, interesting, beautiful, beautiful,beautiful. Okay jadi untuk kata-kata yang terdapat apa namanya terdapat apa namanya two syllables or more than two syllables tapi tidak di akhiri dengan huruf Y maka nanti teman-teman bisa menggunakan more atau most. Jadi contoh misal

modern kalo misalnya lebih modern berarti more modern atau misalnya paling modern berarti the most modern gitu.

Tutor: Okay jadi seperti itu ya temen temen ya. Jadi contoh misal lagi cantik kalo misalnya cantik beautiful kalo lebih cantik berarti more beautiful kalo misalnya paling cantik berarti the most beautiful. jadi seperti itu Coba teman-teman kira-kira ada yang bisa coba Eh kira-kira kalian temukan kalian tulis di kolom komentar kalian temukan satu kata sifat saja yang menggunakan more atau most ya yang mana kata sifat tersebut terdiri dari two syllable atau dua silabel tetapi tidak diakhiri dengan huruf Y. okay well so dari sini dapat dipahami untuk penjelasan mengenai aturan penulisan tambahan ER ataupun more ataupun Most ataupun EST karena terkadang beberapa dari teman kita itu masih bingung teman-teman gimana sih Mister kok aku ini sering salah sih padahal Perasaan kemarin ditambahin ER deh Perasaan kemarin juga begini deh tulisannya dan gitu lah ya, nah jadi ini adalah aturan-aturan yang harus kita tahu teman-teman ya untuk penambahan tersebut Okay.

Tutor: Jadi kalian boleh screenshot ataupun take picture for this slide ya okay. eee Langsung aja kita lanjut ke slide berikutnya teman-teman. Nah tadi yang pertama kita udah tahu nih Apa pengertian comparison degree lalu Yang kedua kita udah tahu ya macam-macam comparison itu ada apa aja sih mister kita udah tahu ya, lalu yang ketiga kita sudah tahu gimana cara penulisan tambahan ER, More, Most ataupun EST karena ini merupakan atau common mistake kesalahan umum yang biasanya teman-teman menjadi kendala teman-teman saat belajar bahasa Inggris ya kan. Okay jadi teman-teman kalau misalnya kalian ingin lebih

belajar komplitnya kalian Langsung aja datang ke kampung Inggris LC untuk belajar dan juga berpraktek ya dengan pasangan kalian masing-masing Okay. Okay jadi itu tadi adalah aturan penulisan tambahan dan berikutnya teman-teman tadi kan mudah banget ya hanya ketambahan er more ataupun est dan most ya, tapi dari aturan-aturan tersebut teman-teman ada hal yang mungkin, this is I can called like this is common mistake that usually i mean that the student usually do in the class ya when they are studying english. Jadi teman-teman ada kata sifat itu yang bersifat irregular Jadi mungkin kalau kalian sudah belajar bahasa Inggris basic pastinya udah tahu dong Apa itu apa namanya kata irregular ya, jadi irregular itu adalah kata yang tidak beraturan Okay. jadi kalau misalnya namanya aja tidak beraturan Ya, pastinya aturan-aturan yang tadi itu bisa aja tidak terpakai teman-teman ya, Nah apa aja sih irregular form dari adjective ya pada comparison degree ini Okay. jadi teman-teman di sini sebentar Okay. jadi di sini tertuliskan positif degree comparative degree dan superlative degree Apa saja sih yang termasuk pada irregular form, Okay so here we can see there are bad, far, good, little, many or much ya, jadi di sini bad itu artinya Buruk teman-teman ya Buruk jelek ya, kalau misalnya lebih buruk itu bukan bader ya, Meskipun tadi udah Mister jelasin kalau misalnya kata tersebut terdiri dari one syllabel doang ya, bad dan diakhiri dengan huruf satu konsonan ini bukan berarti konsonannya double di tambah er ya tidak, tapi ini irregular berarti kalian harus kalau bisa nih kalau kalian Gabut atau punya waktu luang di rumah kalian hafalkan nih kata-kata irregular form okay, biar kalian lebih jago kalau ngobrol bahasa Inggris, nah bad itu buruk kalau misalnya lebih buruk

itu berarti worseya lebih buruk worse kalau misalnya paling buruk berarti The worst, worse and worst so they have different pronunciation okay, bad, worse, worst. lalu berikutnya ada jauh ya jauh itu far teman-teman kalau misalnya lebih jauh kalau lebih jauh Berarti bukan farer Okay, tapi further okay kalo misalna paling jauh berarti furthest okay, dan berikutnya di sini ada good Okay good it means baik kalau misalnya lebih baik Mr Kalau lebih baik kira-kira bukan guder ya teman-teman tapi better, jadi kalau lebih baik itu better kalau misalnya paling baik itu berarti the best okay good, better and the bestya. Lalu ada sedikit ya, sedikit itu little kalau misalnya lebih sedikit itu berarti less, Kalau paling sedikit berarti The least okay. dan berikutnya ada many atau much nah kedua kata ini mungkin beda ya teman-teman tapi mereka punya makna yang sama yaitu adalah banyak ya, Nah teman-teman pastinya kira-kira tidak tahu belum sih perbedaan many dan much, Nah mungkin kalau yang belum tahu kalian bisa pantengin terus ya atau kalian bisa Scroll channel YouTube LC ke bawah ya dan di situ terdapat Apa sih perbedaan dari penggunaan many dan juga much ya nah jadi keduanya ini memiliki arti yang sama ya teman-teman banyak. Nah kalau misalnya lebih banyak itu more jadi sama Keduanya ya more kalau misalnya paling banyak berarti the most ya jadi seperti itu.

Tutor: nah berikutnya teman-teman tadi kan kita udah ngobrolin adjective mulu nih ya kan kan bosan ya Jadi kita coba kita lanjut dulu ke adverb ya.

Tutor: Nah kira-kira ada yang tahu nggak sih Apa pengertian adverb di sini Coba?

Tutor: kalian tulis di kolom komentar ya. Okay sambil Saya minum terlebih dahulu ya teman-teman ya. Okay okay jadi adverb adverb di sini adalah keterangan ya betul banget jadi adverb itu kata keterangan ya Tapi keterangan-keterangan itu kan ada banyak ya teman-teman ya, Nah kira-kira apakah kalian udah tahu nih macam-macam kata keterangan dalam bahasa Inggris,?

Tutor: okay kira-kira Udah pada tahu belum sih Okay jadi kalau misalnya kalian belum tahu seperti biasa kalian harus pantengin terus channel YouTube LC dan kalian Scroll ke bawah cari What is the difference atau Apa perbedaan eee sorry apa macam-macam adverb ya what kinds of adverb in English ya tapi teman-teman untuk Keterangan Yang ini Ini pastinya bukan eh keterangan tempat atau keterangan waktu ya tapi yang kita pakai itu adalah keterangan cara ya jadi keterangan cara gimana sih kita ngelakuin hal tersebut gitu, contoh Nih misal Mister lagi jelasin nih Mr menjelaskan dengan detail nah kira-kira keterangan caranya yang mana ya.

Tutor: Iya bener banget jadi keterangan caranya itu adalah dengan detail Jadi bagaimana cara Mister menerangkan materi itu adalah dengan detail teman-teman ya Nah itulah yang dinamakan dengan keterangan cara atau bahasa Inggrisnya adalah adverb of degree. Nah teman-teman untuk adverb ini juga sama aturannya ya tapi ada yang irregular atau ada yang tidak beraturan Contohnya kayak dengan Buruk itu adalah badly, kalau misalnya lebih dengan buruk itu berarti Worse kalau misalnya lebih dengan buruk itu berarti the worst okay.

Tutor: nah jauh, jauh itu far kalau misalnya lebih dengan jauh itu berarti further. Okay kalau misalnya lebih dengan paling dengan paling jauh Berarti the furthestest, Okay kalau misalnya dengan baik itu artinya well kalau misalnya lebih dengan baik itu berarti better ya, kalau misalnya paling dengan paling dengan paling baik itu berarti the best nah ini teman-teman ini adalah adverb ya berat beberapa contoh adverb yang tidak beraturan dalam artian ya tidak harus ditambahkan dengan er, more ataupun est jadi seperti itu okay.

Tutor: nah okay Coba dari sini Adakah yang masih bingung coba kalau misalnya kalian masih bingung Please just feel free to write down your comments or your questions in the column below okay. Jadi kalian bisa nulis komentar atau pertanyaan pertanyaan yang Sorry pertanyaan di komentar bawah ya, Jadi kalian bisa menuliskan disitu Okay, nanti akan Mr jawab satu persatu Okay teman-teman.

Tutor: So let's continue Okay, jadi kita tadi udah tuh udah pusing-pusing mikirin adjective ya kira-kira Kalian masih ingat gak sih tadi tentang penambahan er ataupun more ataupun most ataupun est dan most ya kira-kira masih ingat enggak?

Tutor: Okay coba kira-kira eee Okay so Here I have a games so the game is you have to guess, kalian harus menebak kira-kira kalau kata sifat atau keterangan cara di samping ini ketika dirubah ke dalam comparative ataupun superlative okay, itu kira-kira jadi seperti apa ya contohnya di sini ada fast okay, kalau

misalnya lebih cepat berarti faster kalau misalnya paling cepat berarti fastest
Okay.

Tutor: Okay Maybe we can we can do this quiz maybe only some numbers
okay only several numbers okay so let's answer for the first number okay. di
situ ada kata hard kira-kira kalau Hard itu artinya giat ya teman-teman ya kalau
misalnya dengan giat kira-kira jadi apa ya, jawaban bisa kalian tulis di kolom
komentar teman-teman Okay nanti yang benar akan saya mention ya jadi hard
Betul banget jadi Herder itu adalah Harder ya terus kalau misalnya lebih giat
berarti hardest okay. okay Lalu ada carefully itu dengan hati-hati Nah kalau
misalnya ada kata dengan pastinya itu adalah keterangan cara teman-teman ya,
dengan hati-hati kalau misalnya lebih dengan hati-hati Oh ini jawabannya ada
yang giat, giather, giaters itu Bahasa Indonesia okay, kalau Carefully kira-kira
Kalau lebih dengan hati-hati apa ya more carefully okay, kalau paling hati-hati
berarti dengan paling hati-hati the most carefully That's right betul banget ya,
Lalu ada slowly di sini okay slowly itu dengan pelan kalau misalnya lebih
dengan pelan kira-kira ya, bener banget more ya more more slowly karena disitu
lebih dari one syllable ya slowly berarti two syllable dengan paling hati-hati ya,
kira-kira bagaimana ya bener banget jadi the most slowly the most slowly okay
ya bener banget.

Tutor: Sorry sir aku baru tiba soalnya aku belum paham lesson nya. okay buat
kalian yang baru join untuk live streaming YouTube ini kalau kalian masih
belum paham dalam artian kalian ke skip ya, pada materi-materi sebelumnya
kalian jangan khawatir kalian bisa tetap pantengin terus kok teman-teman

karena live YouTube ini akan di save ya, Jadi kalian bisa streaming kapanpun yang kalian mau okay.

Tutor: So kita langsung lanjut aja okay saya kira beberapa dari Kalian sudah memahami nih ya, sudah tahu gimana perubahan kata sifat maupun kata keterangan ketika kita Mau ngomongin lebih dan juga ngomongin paling ya, Nah berikutnya teman-teman Kalau misalnya kita udah tahu nih pastinya kan kita juga penasaran dong terus cara bikin kalimatnya gimana sih sir ya? Okay jadi cara bikin kalimatnya pastinya nanti akan ada tiga pola eh sorry 3 macam ya yang pertama ada positive degree okay, Nah untuk positive degree teman-teman untuk positive degree nanti polanya akan ada dua ada dua Mr kenapa jadi teman-teman kenapa ada dua sih kan kalimat ada dua juga jadi kalimat itu kan ada yang namanya kalimat nominal ada yang namanya kalimat verbal dan nanti kalau kalian belum tahu apa itu kalimat nominal dan verbal coba cek YouTube Kampung Inggris LC lagi ya kalian Scroll ke bawah.

Tutor: Okay jadi di sini pola yang pertama yaitu adalah subjek, okay lalu to be lalu as adjective as lalu di sini ada subjek kedua maksudnya gimana Mr. jadi seperti yang bisa bilang tadi kalau positive degree itu berarti sebanding ya jadi setara Okay. jadi nanti artinya ada sesenya gitu kan kita bandingin orang nih berarti nanti ada subjek pertama dan ada subjek kedua teman-teman. Tutor: Okay contoh nih kayak kamu secantik Ratu Clara gitu ya Nah kamu itu subjek pertama you, Nah di sini ada to be maka kalian harus Letakkan to be you, you itu kan You are kalau you is otomatis salahnya That's wrong totally wrong berarti You are as Okay, cantik itu beautiful maka you are as beautiful as Princess

Clara gitu nah kok ini ada dua Mister Nah jadi ini kenapa ada dua teman-teman jadi opsi jawaban itu ada dua yang pertama kalian bisa menggunakan you are as beautiful as Princess Clara atau yang kedua kalian bisa menggunakan you are as beautiful as Princess Clara is. jadi setelah subjek kedua ini kalian bisa menambahkan to be sesuai dengan subjek kedua itu teman-teman, Jadi kalau misalnya ini secantik aku berarti as I am secantik dia Sorry secantik mereka berarti as they are gitu. jadi seperti itu ya teman-teman ya, Jadi kalian boleh menambahkan to be Ya karena subjek pertama tadi menggunakan to be jadi subjek kedua harus menggunakan to be juga ya.

Tutor: nah berikutnyateman-teman untuk pola kedua kalian bisa menggunakan verb nah ini kalau misalnya Kalian ada kata kerjanya kan kalau yang pertama tadi nggak ada kata kerjanya ya kalau yang kedua ini ada teman-teman nah kalau ada seperti ini nanti kita nggak menggunakan adjective lagi Why kenapa karena adjective itu bukan menjelaskan kata kerjanya yang menjelaskan kata kerja itu adalah keterangan cara ya makanya tadi Mr pakai adverb gitu ya adverb itu menerangkan kata kerja Ya namanya aja adverb ya, Nah di sini contohnya ada Anton berlari secepat aku okay. Anton berlari secepat aku di sini secepat kalian bisa menggunakan fast okay, nah jadi you can say Anton Runs Okay as fast as i atau kalian bisa juga bilang Anton Runs as fast as I do. Kenapa menggunakan do Mister? karena i itu auxiliarnya adalah do Jadi kalau misalnya kalian secepat Dia perempuan berarti as she does seperti itu ya jadi sesuaikan dengan subjeknya saja.

Tutor: lalu berikutnya adalah comparative degree, Jadi kalau misalnya comparative degree itu lebih Ya jadi nanti kalian menggunakan kata lebih Ya jadi lebih cantik atau lebih apa gitu ya.

Tutor: so polanya juga tidak jauh beda teman-teman yang berbeda adalah di sini peletakan adjectivenya Nah untuk yang ini subjek 1 okay, lalu diikutin to be lalu more adjective atau adjective er nah ini nanti sesuaikan saja dengan adjective penulisan adjective nanti ya yang sesuai dengan penjelasan misteri yang sebelumnya, Lalu setelah itu kalian boleh meletakkan kata then, ah kenapa ada then ini artinya adalah daripada kan pastinya kalau kalian membandingkan dengan kata lebih pastinya kan harus daripada siapa gitu ya kan, Nah setelah daripada kalian bisa meletakkan subjek kedua ya subjek kedua itu adalah kalian ingin membandingkan dengan siapa seperti itu, contoh misal kamu lebih cantik daripada dia perempuan cantik bahasa Inggrisnya adalah beautiful ingat kalau beautiful itu berarti berapa syllable teman-teman? Beautiful three syllable Maka nanti tidak menggunakan er tapi menggunakan more. so you can say you are more beautiful than she itu boleh, atau Kalian juga bisa mengatakan dengan You are big more beautiful than she is ya jadi seperti jadi to be di sini sesuaikan dengan subjek keduanya ya karena yang pertama subjek pertama menggunakan to be maka subjek kedua harus menggunakan to be okay. lalu untuk pola kedua ini adalah pola yang ketika kalian membandingkan tetapi ada kata kerjanya di situ ya contoh Nih misal Ayahku mengendarai mobil lebih dengan hati-hati daripada kamu gitu ya Nah di sini jadi setelah subjek satu pastinya aktivitasnya dulu nih Ngapain di sini ada mengendarai ya mengendarai apa mobil,

Bagaimana Ayahku mengendarai mobil lebih dengan hati-hati nah ini menggunakan adverb dengan hati-hati tadi bahasa Inggrisnya adalah carefully jadi karena carefully itu lebih dari one syllable, carefully, carefully maka Nanti kalian bisa menggunakan more jadi my father Drives a car more carefully than you atau Kalian juga bisa bilang my father drives a car more carefully than you do Okay, kalau misalnya ini she gimana Mister? daripada dia perempuan berarti dan She does Okay jadi sesuaikan dengan subjeknya auxiliary disini atau do atau does ini kalian boleh meletakkannya atau tidak tidak masalah ya.

Tutor: Okay jadi seperti itu kita lanjutkan ke penjelasan berikutnya yaitu adalah tentang superlative degree nah superlative degree ini teman-teman ini berarti menyatakan sesuatu yang paling ni, Si paling ya kira-kira kalian sih paling apa kalau di kampusnya masing-masing, Okay jadi di sini teman-teman untuk superlative degree, Okay nanti ini juga sama bakal ada pola satu dan pola dua ya, Yang mana nanti kalau pola satu Okay nanti setelah to be ya ini yang tidak ada kata kerjanya kalian bisa menambahkan dengan kata the most ya atau adjective plus EST ingat kalau Paling itu Nanti kalian harus menambahkan dengan kata the ya ada artikelnnya jadi contoh misal Kursi ini adalah yang paling nyaman ya Kursi ini adalah yang paling nyaman Maka bahasa Inggrisnya adalah this chair is the most way menggunakan the most Mister? Kenapa nggak ditambahkan EST aja ya Kan tadi udah Mr. bilang ya kalau misalnya kalau misalnya lebih dari satu silabel itu pasti menggunakan Most ya kalau paling ya, jadi Comfort comfortable ya maka the most comfortable seperti itu ya.

Tutor: kalau misalnya Dia perempuan adalah apa namanya dia kamu adalah orang yang paling nyaman kira-kira gimana ya bahasa Inggrisnya Coba kalian tulis di kolom komentar Okay.

Tutor: Nah selanjutnya kita lanjut ke pola kedua ya Nah di sini kalau pola kedua teman-teman ini juga sama nih bedanya kalau ini menggunakan adverb Kenapa karena ini menjelaskan cara kita melakukan sesuatu atau cara kita menjelaskan sesuatu atau Sorry cara kita melakukan sesuatu bukan menjelaskan sesuatu ya, teman-teman atau menjelaskan kata kerja ya. contoh di sini ada dia laki-laki berlari dengan paling cepatnya nah dengan paling cepat ini kan menjelaskan cara dia berlarnya bukan menjelaskan dirinya ya dia laki-laki dia laki-laki bukan ya tapi cara dia laki-laki berlari itu seperti apa ya kan. Nah maka, so you can say in english he runs the fastest. jadi dia laki-laki berlari dengan paling cepat ya, he runs the fastest jadi seperti itu Okay.

Tutor: coba dari sini kira-kira udah pada udah pada pusing belum atau makin lebih paham nih kalau bahasa Inggris itu ah ternyata seperti ini ya maksudnya lebih mudah ya okay. nah pastinya teman-teman kalau grammar nggak pakai latihan pastinya ada yang kurang lengkap dong ya so like this kayak aku sama kamu Okay.

Tutor: jadi Yuk kita latihan bareng ya bestie kita latihan bareng kan kalau misalnya grammar kalau tanpa latihan pasti bakal lupa ya Jadi sama kayak si ya jadi seperti itu, okay so kita latihan bareng okay di sini I have already prepare some exercises ya, Okay jadi yang pertama untuk latihan pertama ini teman-

teman Ini mudah banget, Jadi kalian mister minta untuk merubah kata yang ada di dalam buka kurung ini dengan menggunakan entah itu superlative atau comparative ataupun positive ya jadi positive degree, comparative degree atau superlative degree okay, jadi mister cuma meminta kalian mengubahnya ya nah gimana sih caranya Mister,

Tutor: Okay So I will give you an example. jadi saya akan memberikan kalian satu contoh ya di sini ada kalimat nino is bla bla bla than her elder brother nah di situ ada kata yang tersedia yaitu brave nah kira-kira Apa ya jawabannya apakah brave ataukah braver ataukah bravest coba tulis jawaban kalian di kolom komentar. Okay Coba tulis jawaban kalian di kolom komentar.

Student 1: nino is braver than her elder btother

Tutor: Ya benar jadi jawabannya adalah kenapa braver Karena di situ ada kata then ya, Okay good job, nah berikutnya ada Jackson is as bla bla bla as vernon Okay. so so Which one is the correct one Smart or smarter or smartest?

Student 1 : Jackson is as smart as vernon

Student 2: smart

Tutor: ya Bener banget jadi jawabannya lebih tepat adalah Smart ya Jadi tetap Smart Why? karena di sini menggunakan As ya dan juga As yang artinya bahwasanya ini tidak ada yang lebih dan tidak ada yang paling ya jadi semuanya itu sepadan atau setara ya.

Tutor: yak okay TAC-C Observer (nama akun yang menjawab pertanyaan Student 1) Bener banget okay good job for you.

Tutor: and then Let's continue to number three ya di sini ada Susanti is the bla bla bla of the three sisters?. okay kira-kira apa ya jawaban yang tepat untuk mengisi kolom di sini?

Student 1: Susanti is the older of three sisters

Student 2: oldest

Tutor: yak Bener banget oh no thats wrong ya bukan the older tapi the oldest okay Why kenapa?, Karena di sini polanya tadi kan kalau misalnya ada the jadi ini menggunakan pola superlative teman-teman bukan comparative ya jadi paling tua gitu ya Okay. coba kita lanjut ke number four ya Bener banget Billy Pilih Diah Ayu ya Okay.

Tutor: kita next to number four disnada you play badminton bla bla bla than I do. Okay Nah di sini ada kata well kira-kira ada yang tahu enggak ya Apa jawaban yang lebih tepat.

Student 2: better

Student 3: better

Student 1: you play badminton better than i do

Tutor: Okay kalau misalnya lebih dengan baik Iya bener banget better okay. Yap That's right. Okay nah berikutnya untuk number five. Okay kenapa Mr. Kenapa bukan wellerkan well itu satu apa namanya silabel ya satu satu ketukan

Kenapa bukan weller ya kan tadi termasuk well termasuk irregular form yaitu bentuk tidak beraturan jadi well itu dengan baik Kalau lebih dengan baik berarti better ya.

Tutor: lalu number five di sini ada my sister's dress is bla bla bla than Mine. kira-kira apa ya simple simpler atau simplest?

Student 1: my sister's dress is simpler than mine

Student 3: simpler

Student 4; simpler

Student 2: simpler

Tutor: yap that's right jawaban yang lebih tepat adalah simpler, Wow I think More than try people can answer all the question correctly Good job for you everyone. Okay karena lo banyak banget yang sudah paham jadi Coba, so i will give you more challenges okay.

Tutor: Jadi untuk numer six to number ten kalian bisa coba sendiri ya kalian bisa buat latihan bareng Doi kalian atau teman-teman kalian di kampus ya.

Tutor: Nah di sini teman-teman So I have another another exercise so you have choose the word you have the word abcd Which best complete in sentences Okay?.

Tutor : So Are you ready Okay. Nah di sini di sini ada kalimat, she plays the piano bla bla bla as she sings.

Tutor: Okay kira-kira jawabannya mana yang lebih tepat a b c or d.

Student 1: she plays the piano as C as she sing

Student 2: C

Student 3: C

Tutor: okay di sini kalian bisa lihat pada namanya kata hubungi ya teman-teman ya di sini setelah bla bla ada kata as otomatis sebelumnya harus ada as nya teman-teman ya, jadi pastinya di sini adalah as beautifully kenapa bukan as beautiful mister karena disini kan di sini kita apa namanya menggambarkan bagaimana dia bermain piano bukan menjelaskan dianya ya, cara dia bermain piano itu adalah beautifully dengan indah ya karena di sini ada as maka sebelumnya harus ada as Jadi as beautifully thats right okay. Jawabannya number one yang A.

Tutor: kita lanjut ke number two kira-kira Apa ya jawabannya. You must explain your problems okay you must explain your problems. kira-kira jawaban yang lebih tepat apa ya?

Student 2: A

Student 5: A

Student a 1: You must explain your problems as clearly as you can

Tutor: yak jawabannya lebih tepat adalah as clearly as you can Okay. Kenapa menggunakan clearly Mr bukan clear karena di sini kan menerangkan Bagaimana cara kamu menjelaskan ya bukan menerangkan kamunya, jadi

Bagaimana cara kamu menjelaskan itu adalah dengan jelas ya jadinya jawabannya yang lebih tepat adalah yang B ya as clearly as you can okay.

Tutor: Kenapa bukan are bukan ya kalau are itu nggak ada kata kerjanya nantinya Okay.

Tutor: coba Number three Nobody in this team plays bla bla bla tom does. kira-kira What is the best answer here kira-kira jawaban yang lebih tepat apa kira-kira ya?.

Student 2: A

Student 1: Nobody in this team plays as good as tom does

Tutor: yak Bener banget jawaban yang lebih tepat adalah as well as ya karena kenapa menggunakan well bukan good ada yang tahu kira-kira coba komen di komentar okay, yang lebih tepat adalah as well as ingat teman-teman kalau kita menjelaskan cara kita ngelakuin sesuatu ya itu menggunakan adverb kalau good itu adalah adjective kalau adverb dari good itu adalah well jadi jawabannya adalah B. As well as ya.

Tutor: next number four ini adalah yang terakhir ya teman-teman oh dari yang terakhir adalah number five. Her grandfather's illness was bla bla bla we thought at first. kira-kira apa ya?. okay nah ini tidak ada yang menggambarkan cara melakukan sesuatu otomatis nanti menggunakan adjective her grandfather illness was..?

Student 3: C

Student 2: C

Tutor: ya bener banget jawabannya yang betul adalah C teman-teman jadi, more serious than we thought at first, jadi Mengapa menggunakan serious bukan seriously karena ini menjelaskan penyakitnya kakeknya ya penyakit kakeknya ya kan kalau menjelaskan seperti itu kan pakai adjective ya, Nah kenapa menggunakan more karena ini lebih serius ya more serious lebih serius than we thought at first Okay.

Tutor: Coba langsung kita menuju ke number five di situ ada the teachers speaks English bla bla bla we do. okay kira-kira apa the teacher Okay dia di sini kira-kira Nah sepertinya ini menerangkan cara melakukan suatu aktivitas ya berarti nanti kita menggunakan adverb okay.

Student 2: D

Student 6: D

Student 3: D

Tutor: Iyak jawabannya adalah D, so more fluently than we do okay billy noeri you got all right Okay bener banget ya billy ya.

Tutor: Okay jadi seperti itu teman-teman untuk penjelasan degree apa namanya comparison degree Jadi kalian bisa praktekin ini ke temen Kalian atau ke ya ke temen Kalian ataupun teman sosmed kalian agar bisa interaksi dan practice English every time.

Tutor: dan pastinya teman-teman jangan khawatir ya pasti akan ada banyak sekali materi-materi menarik tentang bahasa Inggris yang perlu kita ketahui dan Gimana caranya kalian bisa langsung aja daftarkan diri kalian di Kampung Inggris Kampung Inggris LC offline ya karena pastinya kalau kita belajar offline itu akan lebih menarik ya dan lebih apa namanya kita akan mendapatkan challenge yang plus plus atau luar biasa karena pastinya Nanti pada tanggal 12 dan juga 26 September kita akan membuka pendaftaran baru untuk member baru ya Jadi kalau kalian ingin mendaftarkan diri kalian pada tanggal 12 dan juga 26 September pastikan kalian mendaftar sebelum tanggal tersebut ya teman-teman okay.

Tutor: jadi pastikan kalian mendaftar sebelum tanggal tersebut Okay dan nanti di sini kalian akan belajar tidak hanya sendiri ya Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan partner so dont worry if you will Regret ya. okay Ya pastinya gak hanya offline aja teman-teman bisa juga daftarkan online Okay. jadi tadi ada yang tanya emang bisa private Oh bisa banget teman-teman karena kalau online kan kita sudah menyediakan kelas regular dan juga kelas private Nah kalau misalnya regular Nanti kalian di kelas akan belajar dengan partner mungkin sebanyak kurang lebih 10 orang ya, tapi enaknyanya kalau private kalian bisa belajar Face to face with the techers so you can you can be focus on the explanation that tutors explain to you Okay. jadi seperti itu teman-teman ya dan juga kalau misalnya kelas private kalian bisa tentuin jam dan juga materi akan disesuaikan dengan kalian sendiri seperti itu okay.

Tutor: So I think that all about my explanation ya so thank you for joining the class with me today with me Mr ferri and see you in another occasion bye.

LEBIH PEKA SAMA BAHASA INGGRIS DENGAN BEDAH SOAL | WITH MR FERRI |

Transcript:

Tutor: ini udah ada viewers oh iya udah, Halo good morning everyone, Hi how are you? Okay so with me again I'm ferri and here we will have meeting together and of course we are gonna discuss about something interesting do you know what is that?, Ya jadi hari ini spesial untuk hari ini kita akan bedah soal teman-teman ya, okay so by the way are you ready to start the class with me all right, yak langsung aja kita mulai teman-teman jadi untuk hari ini karena temanya khusus ya Jadi bedah soal grammar yak bedah soal grammar. so some times many people still have maybe some mistakes in doing grammar task, jadi hari ini kita akan bahas ya Meskipun tidak terlalu banyak but It's okay.

Tutor: okay langsung aja kita mulai dari yang pertama Okay, so di sini teman-teman you can see that I have a sentence di sini Saya punya satu kalimat ya Yang mana Di situ tertulis bla bla bla her dramas were popular and she was

very well known okay. nah kira-kira Menurut kalian jawabannya yang mana a b c r d. Okay jadi yang pertama ada few of Lalu ada Little of Lalu ada A few of dan A Little of.

Tutor: Okay jadi teman-teman Dari keempat jawaban ini mungkin semuanya memiliki makna yang sama yaitu adalah sedikit namun meskipun maknanya sama teman-teman di sini, Mereka memiliki fungsi yang beda ya Jadi yang pertama teman-teman lihat kata Little ataupun a little ya Jadi kalau kalian menggunakan kata Little atau little of ya, maka ini harus diikuti oleh uncountable noun teman-teman ya jadi harus diikuti oleh uncountable noun

Student 1: halo

Student 2: Hi

Tutor: okay Halo Alya alright so jadi kalau misalnya A few of dan few of untuk kedua kata itu hanya dapat diikuti oleh countable noun atau kata benda yang dapat dihitung jadi seperti itu.

Tutor: Okay jadi kita lihat di sini teman-teman bla bla bla her dramas okay, di situ ada kata dramas kita tahu bahwasannya itu ketambahan dengan huruf s yang mana maka maksudnya adalah benda yang jamak ya kata jamak Okay, Nah otomatis ini akan menggunakan a few of atau few of okay. lalu perbedaan dari few of dan a few of apa?.

Tutor: Okay jadi teman-teman few of dan a few of itu dapat diikuti oleh countable noun ya yang jamak Maksudnya ya tapi di sini perbedaannya adalah kalau misalnya few of itu hanya digunakan pada makna yang negatif Okay,

sedangkan kalau a few of itu digunakan untuk makna yang positif nah kalian dapat lihat di sini kan disini her dramas were popular and she was very well known okay, Nah di sini kan kalimatnya menunjukkan makna yang positif maka jawaban yang lebih tepat adalah a few of alright Okay,

Student 3: Hi

Tutor: Hi Fajar Welcome to the class jadi seperti itu teman-teman ya lalu eh dari sini berarti pahami ya perbedaan dan penggunaan few of , little of, a few of and also a little of Okay. alright Okay Baik kalau begitu kita lanjutin teman-teman soal yang kedua, Okay well di sini terdapat kalimat bla bla bla my relatives live around Canada. Okay kira-kira jawabannya yang mana A B C or D. Okay silahkan silahkan kalian coba dijawab di kolom komentar Ya teman-teman.

Tutor: alright ya langsung aja kita bahas, jadi yang pertama teman-teman Jadi yang pertama di sini terdapat kata my ya, my itu apa sih my itu adalah kata kepemilikan atau yang biasa kita sebut dengan istilah posesif ya, lalu setelahnya itu ada kata relative ya, relative Okay dan disini relative itu adalah nounya sedangkan my adalah proses Possessive adjective lalu kalau di sini ada my Okay, maka otomatis setelahnya ini harus ada kata of teman-teman ya jadi nggak boleh langsung many my blablabla gitu nggak boleh atau Much My bla bla bla enggak boleh ya.

Tutor: Nah tapi di sini jawabannya terdapat many atau many of Lalu ada much dan much of okay, nah Kalian kan udah tahu ya kalau misalnya many itu bisa

diikuti oleh kata benda yang countable atau kata benda yang dapat dihitung ya, sedangkan kalau much itu tidak dapat dihitung Okay.

Student 3: B

Student 4: B

Student 5: B mungkin

Tutor: maka jawabannya yang, alright jawabannya adalah yang B ya, jadi menggunakan many Okay alright Good job Anisa Yeyen dan Wahyu ya many of my relatives leave around canada. Okay karena Relatives itu merupakan countable noun ya teman-teman.

Tutor: Okay well Jadi kalau misalnya kita jawab many my relative itu kurang tepat aduh kalau misalnya D yang much of my relative of course That's incorrect ya.

Tutor: okay langsung kita lanjutin ke soal pembahasan berikutnya di sini teman-teman lc kalian bisa lihat ya ada kalimat the passengers were quarelling bla bla the rain was late. okay di sini kira-kira jawabannya abc or d please i let you to gues the answer feel free to answer the question under comment. kira-kira jawabannya yang apa?

Student 6: D

Student 7: A

Tutor: Okay teman-teman well so kita langsung bahas ya jadi kita langsung fokus ke jawabannya ya di situ ada kata because, because of Okay Lalu ada

caused and Caused of alright. Nah teman-teman kita harus tahu nih because atau because of ya itu merupakan konjungsi atau bahasa Inggrisnya adalah conjunction yaitu adalah kata penghubung ya, sedangkan kalau misalnya caused atau caused of itu adalah kata kerja jadi berbeda ya kelas katanya sedangkan di sini kita harus tahu teman-teman bahwasanya the passengers itu adalah subjek okay, lalu di sini Sorry the passengers adalah subjek lalu quarrelling itu adalah kata kerja jadi otomatis kalau misalnya ada subjek ada kata kerja lalu setelahnya ada kolom kosong namun di sini terdapat subjek lagi ya The Rain itu adalah subjek Ya was ini adalah verb atau kata kerja otomatis untuk mengisi kolom kosong ini kita menggunakan kata penghubung ya atau yang namanya dinamakan dengan conjunction, nah sedangkan caused atau caused of itu tadi kan kelas katanya adalah kata kerja berarti kurang tepat teman-teman kalau kita gunakan untuk mengisi di kolom ini ya jadi jawaban yang lebih tepat adalah because atau because of?

Tutor: Ayo kira-kira yang mana Okay jadi teman-teman because dan because of ini juga ada perbedaan Bedanya apa. Jadi kalau misalnya because itu dia dapat diikuti oleh subjek dan verb atau yang biasa disebut dengan kalimat ya subjek dan verb sedangkan because of itu tidak diikuti oleh kalimat ya dalam artian setelah because of itu nggak ada subjek nggak ada verb melainkan Anna Anna itu adjective noun atau adverb ya. jadi contoh misal karena aku mencintaimu ya karena aku mencintaimu, Nah setelah kata karena kan ada subjek aku Lalu ada kata kerja mencintai maka ini menggunakan because I love you because I love you Tapi kalau misalnya karena kamu gitu karena kamu kan

tidak ada kata kerja tidak sorry tidak ada kalimat yang komplit ya tidak ada subjek dan kata kerja maka ini menggunakan Because Of Because Of You.

Student 2: A

Student 7: A

Tutor: di sini jawaban yang lebih tepat adalah Yes alright Okay bener banget Iskandar, Wahyu jawabannya adalah A yaitu because.

Tutor: Okay dari sini kalian udah ngerti kan perbedaan penggunaan kata because dan because of okay.

Tutor: nah lalu teman-teman kita lanjut ke part berikutnya, So let's move to the next part alright di sini teman-teman bisa lihat ya ada kalimat the family bla bla bla from United state. Okay kalau misalnya berdasarkan kalimat ini menurut kalian jawabannya yang mana coba a b c or d come comes, came, is coming jawabannya yang mana?

Tutor: Okay kita langsung bahas teman-teman di sini jawabannya kurang lebih artinya adalah datang semuanya ya atau berasal, Nah kita di sini teman-teman kita membahas yang namanya tensesya.

Tutor: okay bagi kalian yang belum tahu tenses ada berapa atau macam-macamnya ada apa aja kalian bisa tonton di YouTube LC ya jadi teman-teman di sini dalam konteks kalimat ini the family ya jadi keluarga tersebut berasal dari United States Nah kalau misalnya kita lihat dari konteks kalimat tersebut kan kayak menunjukkan suatu fakta atau kebenaran umum ya

Tutor: Maka teman-teman kalau misalnya menyatakan kebenaran umum seperti ini kalian bisa menggunakan yang namanya simple present ya ya simple present itu kan polanya kalau misalnya kalimatnya positif kan subjek lalu diikuti oleh verb one ya kan diikuti oleh verb one tapi catatan teman-temannya itu harus ditambahkan dengan huruf s atau es ya untuk Kalau misalnya subjeknya itu berupa he, she, it atau kata benda yang tunggal nah tuh jadi harus tambahkan S ya, sedangkan di sini menggunakan subjek the family kira-kira yang namanya Family itu tunggal atau jamak sih?

Tutor: okay ya Bener banget tunggal Kenapa bisa kok bisa ayo Kenapa Ayo jadi teman-teman tahu nggak kata blackpink blackpink itu tunggal atau jamaki blackpink itu tunggal karena Nama grupnya doang teman-teman sedangkan kalau misalnya kalian nyebutin anggotanya kayak Jisoo, Lisa gitu ya.

Tutor: Nah itu baru apa namanya Bisa jamak Begitu pokoknya begitu pula kayak family ya Family itu singular tapi kalau misalnya kalian nyebutin kayak father mother grandfather grandmother ya anggotanya baru itu pluler Okay.

Tutor: jadi di sini family masuknya ke dalam kategori nama grup ya berarti singular otomatis jawabannya adalah the family comes ya the family comes yang B ya teman-teman ya the family comes from United States.

Tutor: Okay jadi ini menggunakan pola simple present alright so kita lanjut ke next part, coba bakal kita akan bedah tenses ya teman-teman di sini tenses juga ada ya.

Tutor: Nah di sini kalimat berikutnya Coba di sini terdapat kalimat John and Jack bla bla bla like coffee.

Tutor: Okay karena ini kurang lebih artinya adalah karena di situ jawabannya menggunakan not semua ya, Jadi kurang lebih artinya John dan Jack tidak suka atau tidak menyukai kopi ya, Nah ini kan seperti kalau kita udah kalau kita tidak menyukai sesuatu kan kayak kebenaran umum ya teman-teman ya, Nah kalau kebenaran umum tadi pakai apa simple present alright nah bedanya dengan yang tadi teman-teman tadi itu kan kalimat positif Ya tapi kalau yang kedua ini karena ada kata notnya ya maka ini kalimat negatif teman-teman, nah terus Bedanya apa dong kalimat positif dan kalimat negatif pada simple present bedanya teman-teman Kalau kalimat negatif Nanti kalian bisa menggunakan kata kerja bantu ya atau yang namanya auxiliary berupa do atau does ya do not atau does not gitu okay, do not lalu diikuti oleh kata kerja bentuk ke-1 ya

Tutor: nah Apa bedanya do sama does Jadi kalau do itu untuk subjek i, you, we, they dan kata benda yang jamak tapi kalau misalnya does untuk he, she it dan kata benda yang tunggal Okay, dan di sini teman-teman bisa lihat kan kalau misalnya subjeknya itu adalah John and Jack Okay.

Tutor: jadi kira-kira jawabannya apa yak alright jawaban yang lebih tepat adalah yang A yaitu do not. get Sorry John and Jack do not like coffee gitu yey alright Bisa enggak kalau misalnya disingkat bisa ya Jadi kalau disingkat jadinya adalah don't Okay kalau does not, doesn't. alright nah sedangkan yang C dan D otomatis kurang tepat ya atau salah ya karena itu nanti atau are not atau is not

kalau misalnya kita menggunakan Itu otomatis kata kerjanya harus berbentuk ing verping gitu.

Tutor: jadi contoh misal are not swimming gitu is not swimming are not smoking is not smoking gitu jadi harus bentuk verb ing okay.

Tutor: nah lalu kita lanjut ke part berikutnya kira-kira ada soal yang seperti apa yaps kita masih membahas tensis sepertinya teman-teman Okay, Nah tadi kan udah aku spill nih simple present Seperti apa ya dalam bentuk soal Kalian tadi udah apa namanya dapat kalimat positif dan kalimat negatif dan sekarang kira-kira teman-teman kira-kira di sini jawabannya apa, Rendy is very lazy, bla bla he hard work. kira-kira Jawabannya apa ya?

Student 8: B

Student 9: B

Student 10: B

Tutor: Bener banget jawabannya adalah yang B, Bravo yes good job doesn't like. Kenapa doesn't like karena di situ kan he ya, He itu kan singulanya maka menggunakan kata doesn't berhubung kalimatnya negativeya doesn't he alright yey. Kenapa bukan didn't like sir Kenapa bukan didn't like karena kalau didn't teman-teman itu harus menunjukkan waktu yang lampau.

Tutor: jadi contoh misal he didn't hardwork yesterday jadi harus ada keterangan waktu lampau ya, Nah itu baru kalian menggunakan kata didn't.

Tutor: okay itu fungsinya didn't didn teman-teman Ya emang hampir sama menggunakan kata kerja bentuk pertama cuman keterangan waktunya beda ya kalau di dan kalian harus nambahin keterangan waktu yang lampau Okay.

Tutor: alright so kita lanjut ke part berikutnya, kira-kira Ada apa lagi okay di sini teman-teman terdapat kalimat when the phone rang, Shinta bla bla bla a letter. Okay kira-kira Menurut kalian nih okay jawabannya yang mana a b c or d?

Tutor: Okay Langsung aja kita bahas bareng di sini karena ini kalimatnya terdapat dua kalimat jadi kita bahas satu persatu ya, di sini teman-teman Coba kalian lihat okay di sini terdapat kata when ya when di situ artinya Bukan kapan tapi di situ diartikan ketika ya Kenapa? karena when di sini gunanya untuk menggabungkan dua kalimat ya atau yang disebut ya conjungtion tadi ya ketika the phone rang. okay di sini ada kata rang kita tahu kan rang itu merupakan kata kerja bentuk kedua nah yang mana Kalau kata kerja bentuk kedua itu kan menggunakan simple past ya teman-teman ya menggunakan simple past jadi kejadiannya itu lampau otomatis teman-teman kalau kalian apa namanya menemukan kalimat yang seperti ini yang ada bentuk pasnya seperti ini pasti jawaban untuk melengkapi kolom kosong ini adalah bentuk past juga Tapi pas yang bagaimana teman-teman tutor: Nah di sini when the phone rang ketika telepon berdering Sinta bla bla letter. otomatis di sini terdapat dua kejadian nah nggak mungkin dong dua kejadian itu terjadi apa namanya secara bersamaan ya, Sorry Oh ya jadi di sini harus menggunakan bentuk past ya maksud saya menggunakan bentuk past.

Tutor: Nah kita lihat pada jawaban di sini yang pertama ini ada was writting itu adalah past continous okay, has written itu present perfect yang mana artinya sudah teman-teman, Nah kalau sudah kan berarti nggak lampau ya tapi baru aja dilakuin Tapi kalau has been ini juga ini merupakan present perfect continuous ya tidak menunjukkan waktu lampau, apa namanya is writing is writing Sorry itu typo ya teman-teman ya, Yang betul is writing is writing ini juga tidak apa namanya tidak menunjukkan waktu lampau nah kira-kira yang menunjukkan waktu apa yang mana?

Tutor: Okay jawabannya adalah yang a yaitu adalah was writing kita tahu kalau was writing itu past continous jadi menunjukkan suatu kejadian yang sedang kalian lakuin di waktu lampau.

Tutor: jadi ketika Sinta sedang menulis sebuah surat Oh sorry ketika telepon berdering Sinta sedang menulis sebuah surat tapi kejadiannya Di waktu-waktu lampau seperti itu ya teman-teman ya.

Tutor: Jadi kalau misalnya ininya pas maka semuanya tensesnya harus pas semuanya gitu.

Tutor: Okay let's discuss for the next topic here okay di sini terdapat kalimat by the next November, I bla bla received my promotion kira-kira jawabannya yang mana teman-teman?

Tutor: will, will be will has atau will have?.

Student 2: D

Student 3: D

Student 5: D

Tutor: Okay kita kalau misalnya kita ngomongin tenses teman-teman itu kita harus fokus yang pertama kalau ada keterangan waktu kita harus fokus pada keterangan waktunya dulu teman-teman, kalau misalnya nggak ada keterangan waktu kita fokus pada kata kerja yang tersedia di situ Apakah kata kerjanya bentuk pertama kedua atau ketiga gitu ya, Nah karena ini ada keterangan waktu teman-teman keterangan waktunya yaitu adalah by the next November, by the next November menjelang November nanti berarti kan masih nanti ya, Otomatis kalau kita ngomongin sesuatu yang bakal dikerjain nanti atau di masa depan ya teman-teman Otomatis kita harus menggunakan tenses yang bau-bau Futures sedangkan future kan ada banyak ya Ada simple future future continuous ya dan future perfect, Nah karena di sini menggunakan waktu yang lebih spesifik ya by the next November otomatis pilihannya ada dua kalau nggak future continuous kalau nggak gitu future perfect continuous Sorry Future Future perfect ya. namun di sini teman-teman bisa lihat ya di sini ada subjek I lalu kata kerjanya menggunakan bentuk ketiga yaitu received otomatis ini nggak mungkin dong future continuous ya, kalau yang namanya continuous itu harus apa namanya harus menggunakan verb ing karena ini menggunakan bentuk ketiga, maka ini menggunakan future perfect yang mana future perfect itu tetap menggunakan will teman-teman cuman nanti dia ketambahan dengan kata kerja bantu have jadi will have gitu.

Tutor: jadi jawabannya yang lebih tepat adalah yang D ya, Good job Iskandar, Wahyu and Anna will have received ya, I will have received my promotion gitu, Jadi intinya adalah kalau misalnya teman-teman future perfect itu digunain kalau misalnya kalian itu udah bakal tahu nih Kapan kalian akan menyelesaikan agenda kalian di masa depan contoh misal aku akan aku akan tinggal di Jepang pada tahun sekian bulan sekian jadi waktunya itu sangat spesifik maka teman-teman bisa menggunakan yang namanya future perfect ya polanya will lalu diikuti oleh kata kerja bantu have ya lalu kata kerja utamanya menggunakan bentuk ketiga Contohnya seperti ini I will have received my promotion gitu, Nah di sini teman-teman kan ada kata have ya, have di sini itu tidak terpengaruhi oleh subjek Jadi kalau misalnya subjeknya itu menggunakan she, he, it atau kata benda yang tunggal ini tetap menggunakan have teman-teman jadi nggak dirubah jadi has gitu tidak ya Jadi tetap okay. You get the point everyone okay kita lanjut ke part berikutnya ya.

Tutor: di sini teman-teman kalimat Brando bla bla bla to school with his Friends at 6.30 am tomorrow morning kira-kira jawabannya yang mana teman-teman?

Student 11: C

Student 12: C

Tutor: Okay Seperti yang saya bilang tadi ya kalau misalnya ada keterangan waktu Coba kalian fokus pada keterangan waktunya ya di sini keterangan waktunya adalah at 6.30 am tomorrow morning waktunya itu di masa depan cuman lebih spesifik teman-teman kira-kira menggunakan yang mana walks,

otomatis kurang tepat, will walk tidak karena waktunya lebih spesifik, will be walking bisa jadi ya will have walk ini juga bisa jadi tapi yang di ini kurang tepat ya kenapa kalau misalnya will have walk itu seharusnya menggunakan bentuk ketiga ya tapi di situ masih menggunakan bentuk pertama Okay, jadi ini kurang tepat maka yang lebih tepat adalah yang C will be Walking jadi artinya adalah brando akan sedang jadi kalau diterjemahkan perkata brando akan sedang berjalan ke sekolah dengan teman-temannya jam setengah tujuh besok pagi ya gitu, tapi kalau misalnya terjemahan bebasnya kalian bisa bilang brando sedang jalan kaki ke sekolah dengan teman-temannya pada pukul 06.30 besok pagi gitu.

Tutor: jadi jawabannya yang lebih tepat adalah yang C Iya bener banget Jata Veda alright, Okay so How is it gimana so far so good ya okay.

Tutor: now we are gonna move to the next slide here, di sini terdapat kalimat people blablabla are sick are taken to the doctor? Okay nah ini sekarang kita move on dari tenses dulu ya teman-teman ya.

Tutor: okay di sini jawabannya agak beda dari tadi ya sekarang sepertinya kita udah mulai pindah topik ya di sini jawabannya menggunakan Who, whom, when dan juga where. Mungkin kalian yang belum tahu Mungkin kalian mengira kalau ini itu seperti question word atau kata tanya ya.

Tutor: Bener banget ini memang kata tanya teman-teman tapi fungsinya di sini bukan sebagai kata tanya kalau misalnya fungsinya sebagai kata tanya otomatis kata-kata di sini jawaban ini letaknya itu harus di depan tapi ini tidak teman-teman letaknya di tengah-tengah ya, letaknya di tengah-tengah seperti ini nah

terus apa dong namanya ini namanya adalah adjective clause teman-teman adjective clause itu adalah kata penghubung yang menghubungkan dua kalimat menjadi satu nah itu namanya adjective clause. Nah kalau misalnya kalian pengen tau lebih detail kalian bisa lihat di video LC ya Jadi kalian bisa Scroll tentang adjective clause. langsung kita bahas jawabannya di sini teman-teman ada Who ya who itu yang mana artinya siapa whom artinya juga siapa Bedanya apa dong bedanya kalau hu teman-teman setelah itu harus diikuti oleh kata kerja ya, harus diikuti oleh kata kerja jadi who Terus kata kerja gitu Tapi kalau whom Okay kalau whom itu harus diikuti oleh subjek lalu kata kerja gitu sedangkan when karena when itu kan artinya kapan ya, Jadi otomatis when itu harus diikuti oleh keterangan waktu atau time tapi kalau where itu harus diikuti oleh keterangan tempat atau where jadi otomatis jawabannya yang mana kita lihat pada kalimat itu people blablabla are sick are taken to the doctor.

Tutor: Nah di sini setelah kolom kosong ada kata are yang kita tahu kan itu merupakan kata kerja bantu ya tapi dia juga bisa menjadi kata kerja otomatis jawaban di sini yang paling mendekati yang mana tadi?

Tutor: Iya bener banget jawaban yang lebih mendekati itu adalah yang A ya maka jawabannya A. Alpha, Who jadi people who are sick Okay people who are sick are taken to the doctor. orang-orang yang sakit ya diantarkan ke dokternya, Jadi kalau whom itu salah atau kurang tepat teman-teman Jadi kalau whom itu harus ada subjeknya gitu ya seperti itu harus ada whom subject lalu kata kerja atau verb gitu okay, nah Ini adalah adjective clause kalian inget-inget

ya tadi apa namanya fungsi who, whom, where ketika dia sebagai kata penghubung atau ketika dia berada pada adjective clause.

Tutor: lalu berikutnya teman-teman yang ke-13 ya, sorry maksudnya ke slide 13 Ya maksudnya i mean the next questionnya the next questiony terdapat, The Doctor bla bla bla was specialist in orthopedics ya.

Tutor: okay di sini kita masih membahas yang namanya adjective clause dan di sini terdapat kata hubung that saw, whom I saw, who I saw, which I saw kira-kira yang mana?

Student 11: C

Student 3: B

Tutor: Okay alright seperti yang aku bilang tadi ya teman-teman kalau misalnya di situ ada kata whom dan Who ya whom itu harus diikuti oleh subjek dan kata kerja sedangkan kalau who itu langsung diikuti oleh kata kerja ya, jadi kira-kira mana ya jawabannya?

Tutor: di sini Yap bener banget jawabannya yang lebih tepat adalah yang B ya jadi The Doctor whom I saw was spesialist in orthopedics ya jadi doctorya doctor tersebut yang aku lihat Okay jadi seperti itu yang aku lihat whom I saw jawabannya yang B Bravo ya. Karena setelah whom itu dapat diikuti oleh subjek dan juga verb atau kata kerja tapi kalau Who itu tidak bisa ya.

Tutor: Okay So let's move to the Next question ya, Wow rupanya kita masih mendapatkan pola soal yang sama guys, Okay jadi kita masih apa namanya membahas yang namanya adjective clause lcers, Okay semoga kalian semua bisa paham betul ya tentang adjective clause karena ini ketika kalian ngerjain kayak TOEFL gitu Ini eee sering banget guys keluar ya, okay so di sini terdapat question jhon appears happy with his new boss bla bla bla is from spain. kira-kira jawabannya mana yang lebih tepat teman-teman?

Student 4: A

Student 6: As

Student 2: C

Tutor: yuhu alright Langsung aja kita bahas ya di sini terdapat kata whom dan who lagi teman-teman ya, whom dan Who ya kalau whom tadi diikuti oleh subjek dan verb, kalau who diikuti oleh verb aja ya gitu, sedangkan kalau whose otomatis kurang tepat Whose itu menunjukkan kepemilikan ya, Jadi kalau whose itu dapat diikuti oleh kata benda aja gitu Jadi nanti artinya lebih kepemilikan gitu contoh whose marker gitu spidolnya gitu spidolnya merujuk ke siapa seperti itu ya.

Tutor: tapi teman-teman langsung fokus ke pertanyaannya saja ya di sini pertanyaannya adalah jhon appears happy with his new boss bla bla bla is from spain. setelah kolom kosong ini terdapat is ya Yang mana Ini adalah kata kerja jadinya yang mendekati jawabannya mana?

Tutor: yes good job yaitu adalah yang C ya, jadi jhon appears happy with his new boss is from spain Yang berasal dari spanyol gitu.

Tutor: Okay you get the point from this?, alright so jadi seperti itu mengenai adjective clause teman-teman dan contoh-contoh soal berikutnya di sini okay, I have new version of question di sini terdapat would you mind bla bla your hat?. kira-kira Kalian sering denger nggak sih temen Kalian atau mungkin guru kalian bertanya ke kalian dengan menggunakan expression atau istilah would you mindya kira-kira would you mind itu artinya apa ya would you mind artinya adalah Maukah kamu gitu Maukah maukah kamu nah teman-teman would you mind ini kalau misalnya dalam gramatikal ini termasuk materi yang dinamakan dengan modal Ya materi modal gitu,

Tutor: Jadi kalau misalnya kalian mendapatkan modal seperti Would you mind itu menunjukkan menunjukkan seseorang Okay, seseorang untuk melakukan sesuatu jadi meminta, asking someone to do something meminta seseorang untuk melakukan sesuatu Maukah kamu ngapain gitu ya, Nah pola kalimatnya teman-teman setelah kata Would you mind itu apa namanya hanya bisa diikuti oleh yang namanya verb ing gitu jadi, Would you mind opening the door gitu maukah kamu membuka apa namanya membuka jendela seperti itu.

Student 2: A

Student 4: A

Student 5: B

Student 8: B

Tutor: Jadi otomatis kalau misalnya *would you mind to remove of course that* is incorrect ya, apalagi yang C dan D ini pasti kurang tepat jadi jawaban yang lebih tepat adalah yang yups bener banget yang B yaitu *removing, would you mind removing your hat* Maukah kamu memindahkan topimu seperti itu ya, jawaban yang lebih tepat adalah yang bravo bener banget Iskandar dan Aji Okay.

Tutor: selanjutnya kita akan the next new question di sini terdapat *could you mind bla bla bla us two ticket to the concert. Sorry* itu sepertinya tipu sedikit ya teman-teman seharusnya itu menggunakan tanda question Okay, question mark tanda tanda tanya ya tapi di situ menggunakan apa namanya full stop atau titik Ya jadi itu kurang tepat ya sorry.

Student 13: B

Student 14: B

Tutor: Nah di sini teman-teman kalian bisa lihat kalimat pertanyaan ini menggunakan kata *could* yang mana itu termasuk jenis modal ya jadi model tasnya ada banyak banget ya Yang mana nanti penggunaan modal teman-teman itu kebanyakan Sorry, jadi penggunaan modal itu harus diikuti oleh kata kerja bentuk pertama gitu, nah bagaimana dengan yang tadi itu tadi pengecualian teman-teman yang *would you mind* itu adalah expression atau istilah jadi ada pola khusus tapi kalau modal sendiri teman-teman modal sendiri itu aturannya harus diikuti oleh verb one atau kata kerja bentuk pertama gitu dan ini menggunakan kata *could* ya, jadi kira-kira jawaban yang lebih tepat mana? ya

Bener banget Anisa jawaban yang lebih tepat di sini adalah yang A yaitu get ya Jadi could you mind get us two ticket to the concert? yak benar Jadi kalau misalnya apa namanya getting to get atau Got itu salah ya Salah kaprah Okay. dari sini dapat dipahami ya teman-teman ya, alright so kita akan lanjut ke pertanyaan berikutnya so we are gonna move to the next question alright okay we have new question here what is that?, would you mind if i bla bla bla come late?

Tutor: okay i let you to answer this question kira-kira jawabannya yang bener apa coba yang bener kira-kira siapa jawaban Siapa yang benar?

Tutor: okay teman-teman di sini terdapat expression juga jadi ini hampir sama dengan wud sorry, would you mind tadi ya tapi ini terdapat perbedaan teman-teman perbedaannya apa ya, Jadi ini would you mind if ada kata penghubungnya if ya tadi kan nggak ada Kalau yang ini ada teman-teman would you mind if i bla bla bla come late? nah ini adalah expression atau istilah yang berbentuk modal teman-teman, Jadi ini akan memiliki pola khususnya, Nah kalau misalnya teman-teman menggunakan pola seperti ini would you mind if i bla bla bla itu adalah untuk kita sendiri jadi apa namanya kita izin seseorang untuk melakukan sesuatu gitu, Apakah kamu keberatan Kalau aku ngapain gitu ya gitu. Nah setelah I ini harus bentuk kedua teman-teman.

Student 14: came

Student 5: C

Tutor: Yes benar banget jawabannya came meskipun menggunakan bentuk kedua ini bukan berarti menunjukkan waktu lampau tidak kita bisa menggunakannya di waktu sekarang teman-teman gituya, jadi so we can use in any situation eventhough it just in the past or at the present would you mind if i bla bla late?

Tutor: oh my god Sorry di situ terdapat kata come ya mohon maaf teman-teman ini typo sepertinya, okay jadi yang jawabannya lebih tepat adalah yang B Bravo ya, dan berikutnya di sini terdapat would you mind? okay di sini terdapat pola yang sama kira-kira jawabannya yang mana?

Tutor: Ayo sesuai dengan penjelasan aku tadi ya teman-teman kira-kira Mana yang tepat Don't Go, not to go, didn't go atau doesn' t go?

Tutor: yes benar banget jawaban yang benar adalah didn't go Kenapa didn't go. Kenapa guys ya, tadi kan aku udah bilang kalau misalnya yes good job tadi aku udah bilang teman-teman kalau misalnya kalau ada pola would you mind If I bla bla itu kan harus bentuk kedua atau Simple Past ya kita kalau misalnya kita menggunakan istilah tenses ya Simple Past menggunakan bentuk kedua Jadi kalau misalnya bentuk kedua Kalau kalimat positive memang menggunakan kata kerja bentuk kedua teman-teman, Tapi tapi ya tapi kalau misalnya kalimatnya negative itu kita menggunakan kata Didn't ya kata kerja bantu Didn't lalu kata kerjanya menggunakan bentuk pertama jadi Didn't go gitu.

Tutor: Kalau misalnya Apakah kamu keberatan Kalau aku tidak tinggal di sini maka would you mind If I didn't stay bukan staided tapi didn't stay stay here gitu.

Student 5: C

Student 6: C

Student 8: C

Student 10: C

Student 13: C

Tutor: okay yes good jawabannya adalah yang C and then let's move to the Next question here di sini terdapat new question oh my god i think we have new form of the question okay di sini terdapat kalimat the Indian ocean's average deep is deeper bla bla bla of Atlantic Ocean?. kira-kira jawaban yang lebih tepat apa teman-teman?

Tutor: Nah di sini teman-teman Kalian pasti pernah kan dengar istilah yang namanya compare sorry, comparison Okay comparison Yes comparison itu merupakan perbandingan teman-teman ya, Okay comparison itu merupakan perbandingan ya, Jadi kalau misalnya kalau kita ngomongin perbandingan dalam bahasa Inggris itu ada 3 teman-teman yang pertama itu ada namanya positive degree Lalu ada yang namanya comparative degree dan lalu yang ketiga ada yang namanya superlative degree lalu apa bedanya kalau superlative itu setara kalau comparative itu lebih tapi kalau superlative itu paling teman-teman.

Tutor: dan di sini kita bisa lihat terjemahannya aja ya di sini kita menggunakan kata deeper ya kita tahu kalau deeper itu artinya adalah lebih dalam ya, Nah kan udah tahu tuh artinya kan lebih dalam ada kata lainnya otomatis kita menggunakan comparative degree yang mana Kalau comparative degree itu adjective itu nanti akan ada dua pola teman-teman ada adjective yang ketambahan dengan kata er ada pula adjective yang ketambahan dengan kata more kalau ketambahan dengan kata er itu untuk adjective atau kata sifat yang hanya memiliki satu suku kata atau lebih mudahnya kalau kalian ngomong kata tersebut itu cuman satu ketukan doang bunyinya contoh kayak Deep Satukan kalau misalnya Deep itu dalam Kalau lebih dalam deeper kalau misalnya tenang berarti calm kalau lebih tenang yaitu calmer.

Tutor: Nah itu merupakan satu suku kata tapi kalau kata sifat yang lebih dari satu suku kata maka itu nanti menggunakan kata more ini sebenarnya udah pernah aku bahas ya teman-teman di live YouTube sebelumnya ya kalian bisa lihat gimana cara ngucapin kata lebih kita ya.

Tutor: Nah kalau misalnya lebih dari suku kata lebih dari satu suku kata tadi gimana menggunakan more contoh hand handsome Maka kalau lebih ganteng more handsome, beautiful ya Kalau lebih cantik berarti more beautiful Nah otomatis ini kan tadi menggunakan comparative ya harus ada yang dibandingin teman-teman, Nah kalau misalnya kita bandingin Orang kan harus ada kata daripada Nah maka di sini kita menggunakan kata than. Tuto: jadi jawaban yang lebih tepat adalah yang A ya is deeper than that of the Atlantic ocean. Okay jadi

kalau more otomatis salah apalagi yang C apalagi yang D ya ini malah salah banget ya okay.

Tutor: Next question kira-kira ada pertanyaan yang seperti apa lagi teman-teman yaps sepertinya we have something new here apa kira-kira, Okay kita baca dulu kalimatnya di sini terdapat if endangered language is spoken by children it bla bla relatively safe from dying. Okay I think it's a little difficult ini agak sulit teman-teman but it's okay it will be okay for you pernah tidak kalian berandai-andai?, Yes pastinya benar pastinya benar Sorry pastinya pernah ya kalian berandai-andai, Nah teman-teman kalau kalimat dalam bahasa Inggris itu ada loh materi yang digunakan untuk halusinasi atau yang suka halusal atau ngayal namanya adalah conditional sentence ya teman-teman conditional sentence itu ada 3 ya teman-teman ada yang namanya type one, type two dan type three.

Tutor: Type one di gunakan untuk apa namanya sesuatu yang bakal terjadi kalau syaratnya terpenuhi kalau type two itu digunakan buat nyatain suatu khayalan atau sesuatu yang kontras dengan saat ini nggak bener gitu ya, kalau type three itu digunain kalau misalnya Kalian mau nyatain kayak sebuah penyesalan gitu ya, kalian enggak bisa ngapain Tapi semua ini teman-teman fungsinya sama aja kalian bisa ngelakuin semuanya tergantung kondisi kalian saat itu jadi penggunaan antara type one, type two, type three ini tergantung kondisi kalian seperti apa Apakah kalian nyesel Apakah kalian lagi halus seperti itu ya.

Tutor: Nah Bedanya apa sih type one Type two dan type three bedanya itu adalah dari segi polanya teman-teman karena kita kan lagi bahas kalimat ya teman-teman Jadi kita fokus aja ke pertanyaan ini yuk Coba kita fokus pada pertanyaan ini yang pertama itu ada kata *if in endangered language is spoken by children*, Nah di sini kira-kira teman-teman Yang Udah pada tahu tenses nih ya yang udah dari dulu pantengin video LC ya tentang tenses pastinya udah tahu kan ini tenses apa yang digunakan pada kalimat komplit ini yang sebelum koma ya?

Tutor: Bener banget jadi yang pertama ini menggunakan simple present teman-teman ya, Kenapa simple present karena di sini ada kata *is* ya okay di sini ada kata *is* dan otomatis teman-teman kalau misalnya menggunakan simple present ini menggunakan bentuk type one tipe yang pertama Nah kalau misalnya ada simple present itu kalau di tipe pertama itu pasangannya adalah simple future yang mana Kalau kita ketahui kalau simple future itu menggunakan kata *will* ya Jadi otomatis jawabannya yang lebih tepat adalah yang B *if endangered language is spoken by children it will relatively safe from dying*. jadi ini menggunakan conditional sentence type pertama buat kalian yang belum tahu apa itu conditional sentence kalian wajib banget pantengin terus ya video LC yang akan yang akan rilis besok ya teman-teman ya.

Tutor: Cus kita langsung ke contoh pertanyaan berikutnya Okay right so disini there is question *if school had tried to educate young women, they bla bla bla production places in the urban industrial economy*. kira-kira jawabannya yang mana yang lebih tepat?

Tutor: Iya ini sepertinya tentang conditional sentence lagi ya teman-teman Meskipun aku nggak ngejelasin secara detail conditional sentence polanya Seperti apa tapi kita bakal tahu teman-teman dari latihan soal ini kan tadi kalian udah tahu ya apa namanya contoh soal yang sebelumnya kalian udah tahu kalau itu menggunakan tipe pertama kalau tipe pertama berarti untuk kejadian yang bakal terjadi tapi syaratnya harus terpenuhi ya dan polanya simple present dengan simple future Bagaimana dengan kalimat yang ini Okay kita langsung analisa dari kalimat yang pertama analisa dari kalimat yang komplit dulu nih ya di sini kalimat yang komplit adalah yang pertama if school had tried to educate young women kira-kira tenses apa ini teman-teman Iya bener banget ini tensesnya adalah past perfect Jadi kalau past perfect teman-teman itu menggunakan kata kerja bantu had ya lalu diikuti oleh kata kerja bentuk ketiga had tried gitu ya okay.

Tutor: nah kalau misalnya ada past perfect otomatis ini menggunakan tipe ke 3 teman-teman yaitu mengungkapkan suatu penyesalan gitu Jadi kalau kalian nyesel bisa tuh pakai pola seperti ini past perfect dan Okay pasangannya past perfect di sini pada tipe ketiga conditional sentence itu menggunakan past perfect Sorry past future perfect ya pas future perfect tutor: Jadi kalau past future perfect itu polanya subjek lalu diikuti oleh kata would lalu have lalu verb three bentuk ke ketiga Oh tapi sayangnya ini sepertinya ada yang typo teman-teman typo lagi so sorry ya, Tapi nggak papa kita cari yang paling mendekati dengan jawaban yang benar Okay, It's okay they would, okay di sini sudah ada dua yang menggunakan would tapi mana yang lebih tepat?

Tutor: Yes yaitu adalah B yaitu they would have occupy itu harusnya adalah they would have occupy production places in the urban industrial economy. Okay well alright so i think that all about our class for today dalam tema bedah soal grammar, Okay thank you for joining this class with me Feri everyone buat kalian yang mau pengen banget belajar bahasa Inggris dan lebih apa namanya lebih pengen tahu soal grammar nih dunia ke grammar ya, kalian bisa langsung aja join ke kelas kami ya kalian bisa join offline ataupun online class dan kalian bisa lihat website di bawah ini teman-teman Okay dan juga kalian bisa cek di katalog untuk price list nya price list nya Okay so thank you so much and see you in another casion bye bye.

APPENDIX 2

List of Data Types of Code switching

&

List of Data Factors Cause Code switching

VALIDATOR SHEET

The thesis data titled **"CODE SWITCHING USED BY TUTOR ON YOUTUBE
CHANNEL KAMPUNG INGGRIS LC'S: BENGKEL BAHASA INGGRIS"**
has been cross-checked and validated by Ikke Dewi Pratama, SS., M. Hum.

Day and Date: Monday, October, 23, 2023

Validator Data
Sukoharjo, 23 Oktober 2023



Ikke Dewi Pratama, SS., M.Hum.
NIP. 19890513 202321 2 004

List of Data Types of Code switching

No	Code	Utterance	Types of Code Switching	Context	Explanation	True	False
1.	1/V1/CS/IES	Hai semuanya. <u>Good afternoon everyone.</u>	Inter-sentential switching	Tutor greeted all the students and said good afternoon students.	There is a transition from one language to another between sentence boundaries.	✓	
2.	2/V1/CS/IES	So I am one of LC Tutors here and of course I originally come from Surabaya. <u>ada yang dari Surabaya?</u>	Inter-sentential switching	Tutor introduced herself and asked if there were any students who came from the same area, namely from Surabaya.	There is a transition from one language to another between sentence boundaries.	✓	
3.	3/V1/CS/TS	<u>Okay</u> , coba yang dari Surabaya.	Tag-switching	Tutor asked whether there are students from Surabaya.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
4.	4/V1/CS/TS	<u>well so</u> , coba Mungkin dari Jawa Timur Mana suaranya bisa kalian tulis di kolom komentar ya okay	Tag-switching	The tutor asks the students from East Java to comment.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
5.	5/V1/CS/TS	well so coba Mungkin dari Jawa Timur Mana suaranya bisa kalian tulis di kolom komentar ya <u>okay</u>	Tag-switching	The tutor asks the students from East Java to comment.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
6.	6/V1/CS/IAS	Baik teman-teman <u>and here this is my identity..</u>	Intra-sentential switching	Tutor finish introducing themselves to their students.	There is a transition from one language to another within the sentence.	✓	
7.	7/V1/CS/IES	<u>in this beautiful afternoon</u> , temen-temen pernah nggak sih sering pastinya Kalian sering kan main apa namanya main sosmed Ya	Intra-sentential switching	Tutor praising the beautiful afternoon and making sure the students are on social media often.	There is a transition from one language to another between sentence boundaries.	✓	

8.	8/V1/CS/TS	<u>okay</u> biasanya kalau kalian main Instagram itu Kalian sering lihat komenan	Tag-switching	Tutor Make sure students never see Instagram comments.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
9.	9/V1/CS/IAS	Kalian sering gak sih lihat komenan dari postingan foto selfie seseorang kayak, <u>Oh You are so perty, You are so pretty.</u>	Intra-sentential switching	Tutor make sure their students have seen comments on posts and then give examples to their students.	There is a transition from one language to another within the sentence.	✓	
10.	10/V1/CS/IAS	Terus yang punya postingan bilang gini, <u>Oh no you are prettier than me thank you.</u>	Intra-sentential switching	The tutor gives examples of learning materials.	There is a transition from one language to another within the sentence.	✓	
11.	11/V1/CS/TS	<u>Okay so</u> , kira-kira dari kalian semua ada yang tahu tidak yang tahu tidak sih Apa itu comparison degree?	Tag-switching	The tutor asks the students if anyone already knows about the material that will be explained.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
12.	12/V1/CS/TS	<u>Okay</u> jadi comparison degree itu merupakan perbandingan ya	Tag-switching	Tutor gives understanding about the material.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
13.	13/V1/CS/TS	<u>okay</u> nah apa sih perbedaan dari ketiga perbandingan ini?	Tag-switching	The tutor asks the students questions about the differences between the three comparisons.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	

14.	14/V1/CS/TS	kamu paling cantik di kelas ini seperti itu <u>okay</u> .	Tag-switching	The tutor gives examples to the students	Word insertion at the end of a sentence with other language that does not break syntax rules	✓	138
15.	15/V1/CS/TS	nah <u>okay</u> jadi itu adalah perbandingan ya perbandingan macam-macam perbandingan	Tag-switching	The tutor explains that there are different kinds of comparisons.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
16.	16/V1/CS/TS	<u>Okay</u> pastinya berbeda ya teman-teman ya	Tag-switching	The tutor explains the difference between the three types of comparison degree.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
17.	17/V1/CS/TS	<u>Okay</u> Nah di sini teman-teman untuk Positive degree	Tag-switching	The tutor introduces about Positive degree.	Word insertion at the beginning of a sentence in another language that does not break the syntax rules.	✓	
18.	18/V1/CS/TS	<u>okay</u> nah contoh berikutnya adalah cantik teman-teman	Tag-switching	Tutor gives examples to students	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
19.	19/V1/CS/TS	<u>okay</u> lalu berikutnya ada sulit atau berikutnya ada sulit atau difficult ya...	Tag-switching	Tutor gives examples to students	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

20.	20/V1/CS/TS	<u>Okay</u> nah jadi ini adalah perbedaan untuk kata sifat atau kata keterangan ya	Tag-switching	The tutor explains the material about the difference between adjectives and adverbs.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
21.	21/V1/CS/TS	<u>Okay</u> nah kira-kira ketika kita ngomongin perbedaan ini teman-teman ya	Tag-switching	The tutor said there would be a difference.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
22.	22/V1/CS/IAS	pastinya di sini Mr. udah nulis ya teman-teman ya, udah membuat suatu rangkuman untuk membedakan mana yang bisa ditambahkan dengan huruf er dan mana yang tidak bisa ditambahkan dengan huruf er ya, <u>so we can continue to our next slide here,</u>	Intra-sentential switching	The tutor is showing that the tutor has already figured out which ones can be added with the letter er and not then the tutor continues explaining the material to the next slide.	There is a transition from one language to another within the sentence.	✓	
23.	32/V1/CS/TS	<u>Okay</u> nah kira-kira dari sini ya Dari apa namanya pengertian dari comparison degree	Tag-switching	The tutor shows the meaning of comparison degree.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
24.	24/V1/CS/TS	<u>okay so,</u> jadi seperti itu teman-teman mengenai comparison degree dan Berikutnya	Tag-switching	The tutor ends the material explanation and moves on to the next explanation.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

25.	25/V1/CS/TS	<i>okay</i> nah Ini yang kita apa namanya kita tanyakan tadi ya	Tag-switching	The tutor repeats the previous question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
26.	26/V1/CS/TS	Nah ini saya sudah merangkum ya apa namanya sederhana mungkin untuk adjective pada comparative dan superlative ya teman-teman <i>Okay</i> .	Tag-switching	The tutor tells the students that they have summarized the adjectives in comparative and superlative.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
27.	27/V1/CS/IES	Nah di sini teman-teman. <i>so please you can take look at the first column here.</i>	Inter-sentential switching	Tutor asks to look at the first column.	There is a transition from one language to another between sentence boundaries.	✓	
28.	28/V1/CS/TS	berarti ini satu ketukan <i>Okay</i> ,	Tag-switching	Tutor explains that it is just one beat.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
29.	29/V1/CS/TS	<i>okay</i> Bahasa Inggris otodidak duduk manis, sambil nyimak ya Atau mungkin kalian boleh nyemil juga teman-teman ya <i>okay</i> ,	Tag-switching	The tutor here is reading one of the comments from the student which says self-taught English and sits sweetly then the tutor adds that it can be while nyemi.	Word insertion at the beginning and the end of a sentence with other language that does not break syntax rules	✓	
30.	30/V1/CS/IES	kira-kira siapa yang sudah makan siang ini. <i>who has already have lunch today?</i> .	Inter-sentential switching	Tutor asked the students if they had eaten lunch.	There is a transition from one language to another between sentence boundaries.	✓	

31.	31/V1/CS/TS	<u>Okay</u> dan saya lanjutkan teman-teman untuk yang pada kolom kedua ini,	Tag-switching	The tutor said to continue to the second column.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
32.	32/V1/CS/TS	<u>okay</u> jadi kalau misalnya kata sifat atau kata Keterangan tersebut ya	Tag-switching	The tutor explains the material related to adjectives and adverbs.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
33.	33/V1/CS/IAS	kalau misalnya paling gendut berarti fatest gitu ya, dan berikutnya di situ terdapat <u>only one syllable with more than one vowel or more than one consonat at the end.</u>	Intra-sentential switching	The tutor gives examples and then the tutor analyzes them.	There is a transition from one language to another within the sentence.	✓	
34.	34/V1/CS/TS	jadi contoh kayak terang itu berarti light kalau misalnya lebih terang berarti lighter kalau bisa lihat paling terang berarti lightest jadi seperti itu <u>okay.</u>	Tag-switching	Tutor gives examples and gives explanation related to the examples.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
35.	35/V1/CS/TS	<u>Okay.</u> Bagaimana teman-teman suara saya sudah jelas didengar sekarang atau masih Terdengar agak tenggelam ataupun timbul	Tag-switching	The tutor asked the students because the tutor's voice was not clear.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
36.	36/V1/CS/TS	<u>Okay</u> saya lanjutkan ya,	Tag-switching	The tutor continues to discuss the material.	Word insertion at the beginning of a sentence	✓	

					with other language that does not break syntax rules		
37.	37/V1/CS/IES	jadi contoh seperti hati-hati ya hati,hati, <u>so there are two syllables.</u>	Inter-sentential switching	The tutor gave examples of words and explained by the tutor.	There is a transition from one language to another between sentence boundaries.	✓	
38.	38/V1/CS/TS	Nah ketika dua silabel ini ya ketika kata dengan two syllables diakhiri dengan huruf y <u>Okay.</u>	Tag-switching	The tutor explains the material related to the addition of the letter Y in words with double syllables.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
39.	39/V1/CS/TS	Jadi happier kalau paling senang berarti happiest gitu <u>okay.</u>	Tag-switching	The tutor gives examples of the use of est addition.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
40.	40/V1/CS/TS	<u>Okay</u> jadi untuk kata-kata yang terdapat apa namanya terdapat apa namanya two syllables or more than two syllables tapi tidak di akhiri dengan huruf Y maka nanti temen temen bisa menggunakan more atau most.	Tag-switching	The tutor explains the material to the students related to the use of more or most.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
41.	41/ V1/CS/IAS	Okay jadi untuk kata-kata yang terdapat apa namanya terdapat apa namanya <u>two syllables or more than two syllables</u> tapi tidak di akhiri dengan huruf Y maka nanti temen	Intra-sentential switching	Tutor explained what material when there are words with two or more syllables then use more or most.	There is a transition from one language to another within the sentence.	✓	

		temen bisa menggunakan more atau most.					
42.	42/V1/CS/IAS	satu kata sifat saja yang menggunakan more atau most ya yang mana kata sifat tersebut terdiri dari <i>two syllable</i> atau dua silabel tetapi tidak diakhiri dengan huruf Y.	Intra-sentential switching	The tutor explains the material to the students regarding the use of more and most not ending with the letter Y.	There is a transition from one language to another within the sentence.	✓	
43.	43/V1/CS/TS	<i>okay well so</i> dari sini dapat dipahami untuk penjelasan mengenai aturan penulisan....	Tag-switching	The tutor summarizes the writing rules.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
44.	44/V1/CS/TS	nah jadi ini adalah aturan-aturan yang harus kita tahu teman-teman ya untuk penambahan tersebut <i>Okay</i> .	Tag- switching	The tutor asks the students to know the rules.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
45.	45/V1/CS/IAS	Jadi kalian boleh screenshot ataupun <i>take picture for this slide</i> ya okay.	Intra-sentential switching	Tutor instructs students to take screenshot.	There is a transition from one language to another within the sentence.	✓	
46.	46/V1/CS/IAS	karena ini merupakan atau <i>common mistake</i> kesalahan umum yang biasanya teman-teman menjadi kendala teman-teman saat belajar bahasa Inggris ya kan.	Intra-sentential switching	Tutor says there are common mistakes that become obstacles for students to learn English.	There is a transition from one language to another within the sentence.	✓	

47.	47/V1/CS/TS	<u>Okay</u> , jadi teman-teman kalau misalnya kalian ingin lebih belajar komplitnya kalian Langsung aja datang ke kampung Inggris LC untuk belajar dan juga berpraktek ya	Tag-switching	The tutor advised the students to come kampung Inggris LC for a complete course.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
48.	48/V1/CS/TS	Langsung aja datang ke kampung Inggris LC untuk belajar dan juga berpraktek ya dengan pasangan kalian masing-masing <u>Okay</u> .	Tag-switching	The tutor suggested coming to kampung Inggris LC and practicing with a partner.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
49.	49/V1/CS/TS	<u>Okay</u> , jadi itu tadi adalah aturan penulisan tambahan dan berikutnya teman-teman tadi kan mudah banget ya hanya ketambahan er more ataupun est dan most ya,	Tag-switching	The tutor ends the discussion about adding er, more, est and most.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
50.	50/V1/CS/IAS	teman-teman ada hal yang mungkin, <u>this is I can called like this is common mistake that ussualy i mean that the student usually do in the class ya when they are studying english.</u>	Intra-sentential switching	Tutor explained that there are common mistakes made by students when learning English.	There is a transition from one language to another within the sentence.	✓	
51.	51/V1/CS/TS	teman-teman ada hal yang mungkin, this is I can called like this is common mistake that ussualy i mean that the student usually do in the class <u>ya</u> , when they are studying english.	Tag-switching	The tutor explained that there are things that are common mistakes for students when learning English.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
52.	52/V1/CS/IAS	Jadi teman-teman ada kata sifat itu yang bersifat irregular Jadi mungkin kalau kalian sudah belajar bahasa Inggris <u>basic</u> pastinya udah tahu dong	Intra-sentential switching	The tutor explains to the students that there are irregular adjectives.	There is a transition from one language to another within the sentence.	✓	

		Apa itu apa namanya kata irregular ya,					
53.	53/V1/CS/TS	jadi irregular itu adalah kata yang tidak beraturan <u>Okay</u> .	Tag-switching	Tutor explains about irregular form.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
54.	54/V1/CS/TS	Nah apa aja sih irregular form dari adjective ya pada comparison degree ini <u>Okay</u> .	Tag-switching	The tutor asks the students.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
55.	55/V1/CS/IAS	Meskipun tadi udah Mister jelasin kalau misalnya kata tersebut terdiri dari <u>one syllabel</u> doang ya	Intra-sentential switching	The tutor reminds the students of the material that has been explained earlier.	There is a transition from one language to another within the sentence.	✓	
56.	56/V1/CS/TS	<u>Okay</u> sambil Saya minum terlebih dahulu ya teman-teman ya.	Tag-switching	Tutor said that she would have a drink first.	Word insertion at the beginning and at the end of a sentence with other language that does not break syntax rules.	✓	
57.	57/V1/CS/TS	<u>okay</u> kira-kira udah pada tahu belum sih <u>Okay</u> , jadi kalau misalnya kalian belum tahu seperti biasa kalian harus pantengin terus channel YouTube LC	Tag-switching	Tutor asked and suggested to watch youtube channel of kampung Inggrs LC if you don't understand.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

58.	68/V1/CS/TS	<u>Okay</u> kalau misalnya lebih dengan paling dengan paling jauh Berarti the furthersest,	Tag-switching	Tutor gives word examples to students.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
59.	59/V1/CS/TS	nah <u>okay</u> coba dari sini adakah yang masih bingung coba kalau misalnya kalian masih bingung Please just feel free to write down your comments or your questions in the column below okay.	Tag-switching	Tutor asks and instructs students if there is still confusion to ask in the comment column.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
60.	60/V1/CS/IES	Please just feel free to write down your comments or your questions in the column below okay. <u>Jadi kalian bisa nulis komentar atau pertanyaan pertanyaan yang Sorry pertanyaan di komentar bawah ya.</u>	Inter-sentential switching	Tutor asks students to ask if they are still confused in the comment section.	There is a transition from one language to another between sentence boundaries.	✓	
61.	61/V1/CS/TS	Jadi kalian bisa menuliskan disitu <u>Okay.</u>	Tag-switching	The tutor said that you can write it there and then the tutor will answer it.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
62.	62/V1/CS/IES	So let's continue okay, <u>jadi kita tadi udah tuh udah pusing-pusing mikirin adjective ya</u>	Inter-sentential switching	The tutor continues the lesson to the next material.	There is a transition from one language to another between sentence boundaries.	✓	

63.	63/V1/CS/TS	<i>Okay</i> coba kira-kira eee okay so here I have a games so the game is you have to guess, kalian harus menebak kira-kira kalau kata sifat atau keterangan cara di samping ini ketika dirubah ke dalam...	Tag-switching	The tutor tries to give a game to the students.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
64.	7643/V1/CS/IES	okay so here I have a games so the game is you have to guess, <i>kalian harus menebak kira-kira kalau kata sifat atau keterangan cara di samping ini ketika dirubah ke dalam...</i>	Inter-sentential switching	The tutor tries to give a game to the students.	There is a transition from one language to another between sentence boundaries.	✓	
65.	65/V1/CS/IES	Okay Maybe we can we can do this quiz maybe only some numbers okay only several numbers okay so let's answer for the first number okay. <i>di situ ada kata hard kira-kira kalau Hard itu artinya giat ya teman-teman ya</i>	Inter-sentential switching	The tutor said he would only discuss some questions, then the tutor discussed the questions with the students.	There is a transition from one language to another between sentence boundaries.	✓	
66.	66/V1/CS/TS	jawaban bisa kalian tulis di kolom komentar teman-teman <i>Okay</i> , nanti yang benar akan saya mention ya	Tag-switching	The tutor instructs the students to answer in the correct comment box and their names will be mentioned.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
67.	67/V1/CS/TS	<i>Okay</i> , Lalu ada carefully itu dengan hati-hati Nah kalau misalnya ada kata dengan pastinya itu adalah keterangan cara teman-teman ya	Tag-switching	Tutor discusses the question and explains the question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

68.	68/V1/CS/IAS	bener banget more ya more more slowly karena disitu lebih dari <i>one syllable</i> ya slowly <i>berarti two syllable</i> dengan paling dengan hati-hati ya	Intra-sentential switching	The tutor praises the student and then explains the answer.	There is a transition from one language to another within the sentence.	✓	
69.	69/V1/CS/IAS	<i>Sorry</i> sir, aku baru tiba soalnya aku belum paham lesson nya.	Intra-sentential switching	Tutor reads a comment from one of the students.	There is a transition from one language to another within the sentence.	✓	
70.	70/V1/CS/TS	<i>Okay</i> , buat kalian yang baru join untuk live streaming YouTube ini kalau kalian masih belum paham dalam artian kalian ke skip ya,	Tag-switching	The tutor says if you skip to the live stream and don't understand.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
71.	71/V1/CS/IAS	Okay buat kalian yang baru <i>join</i> untuk <i>live streaming</i> YouTube ini kalau kalian masih belum paham dalam artian kalian ke skip ya,	Intra-sentential switching	The tutor says if you skip to the live stream and don't understand.	There is a transition from one language to another within the sentence.	✓	
72.	72/V1/CS/IAS	pada materi-materi sebelumnya kalian jangan khawatir kalian bisa tetap pantengin terus kok teman-teman karena <i>live YouTube</i> ini akan di save, ya.	Intra-sentential switching	Tutor informs that students can still watch this live because it will be saved.	There is a transition from one language to another within the sentence.	✓	
73.	73/V1/CS/IAS	pada materi-materi sebelumnya kalian jangan khawatir kalian bisa tetap pantengin terus kok teman-teman karena live YouTube ini akan di <i>save</i> , ya.	Intra-sentential switching	Tutor informs that students can still watch this live because it will be saved.	There is a transition from one language to another within the sentence.	✓	

74.	74/V1/CS/IAS	Jadi kalian bisa <i>streaming</i> kapanpun yang kalian mau <i>okay</i> .	Intra-sentential switching	Tutor informs students that they can stream anytime.	There is a transition from one language to another within the sentence.	✓	
75.	75/V1/CS/TS	Jadi kalian bisa <i>streaming</i> kapanpun yang kalian mau <i>okay</i> .	Tag-switching	Tutor informs students that they can stream anytime.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
76.	76/V1/CS/TS	<i>So</i> , kita langsung lanjut aja <i>Okay</i> . saya kira beberapa dari Kalian sudah memahami nih ya	Tag-switching	The tutor continues to the next material and makes sure some of the students have understood.	Word insertion at the beginning and at the end of a sentence with other language that does not break syntax rules.	✓	
77.	77/V1/CS/TS	<i>Okay</i> , jadi cara bikin kalimatnya pastinya nanti akan ada tiga pola eh sorry tiga macam ya,	Tag-switching	The tutor explains that there are three kinds of material related to sentence patterns.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
78.	78/V1/CS/IAS	Okay, jadi cara bikin kalimatnya pastinya nanti akan ada tiga pola eh <i>sorry</i> tiga macam ya,	Tag-switching	The tutor explained that there are three kinds of sentence patterns.	There is a transition from one language to another within the sentence.	✓	
79.	79/V1/CS/TS	<i>Okay</i> , jadi di sini pola yang pertama yaitu adalah subjek	Tag-switching	The tutor explains about the first pattern is the subject.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	

80.	81/V1/CS/TS	lalu di sini ada subjek kedua maksudnya gimana Mr. jadi seperti yang bisa bilang tadi kalau positive degree itu berarti sebanding ya jadi setara <i>Okay</i> .	Tag-switching	The tutor explains about the second subject and positive degree.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
81.	81/V1/CS/TS	<i>Okay</i> , contoh nih kayak kamu secantik Ratu Clara gitu ya	Tag-switching	The tutor gives example sentences to the students.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
82.	82/V1/CS/IES	Nah di sini ada to be maka kalian harus Letakkan to be you, you itu kan You are kalau you is otomatis salahya, <i>That's wrong totally wrong</i>	Inter-sentential switching	The tutor explains the material about the placement of to be you.	There is a transition from one language to another between sentence boundaries.	✓	
83.	83/V1/CS/IAS	Pertama kalian bisa menggunakan, <i>you are as beautiful as Princess Clara</i> atau yang kedua kalian bisa menggunakan <i>you are as beautiful as Princess Clara is</i> .	Intra-sentential switching	The tutor gives detailed example sentences about equal comparison to the students.	There is a transition from one language to another within the sentence.	✓	
84.	84/V1/CS/TS	Nah di sini contohnya ada Anton berlari secepat aku <i>okay</i> .	Tag-switching	The tutor gives example sentences to the students.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	

85.	85/V1/CS/TS	<u>so</u> polanya juga tidak jauh beda teman-teman yang berbeda adalah di sini peletakan adjectivenya Nah untuk yang ini subjek 1 <u>okay</u> ,	Tag-switching	The tutor explains the material related to the placement of adjectives.	Word insertion at the beginning of a sentence with other language that does not break syntax rules	✓	
86.	86/V1/CS/TS	<u>Okay</u> , jadi seperti itu kita lanjutkan ke penjelasan berikutnya	Tag-switching	The tutor moves on to the next explanation.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
87.	87/V1/CS/TS	<u>Okay</u> jadi di sini teman-teman untuk superlative degree,	Tag-switching	The tutor starts to discuss about the new material which is superlative degree.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
88.	88/V1/CS/TS	<u>Okay</u> nanti ini juga sama bakal ada pola satu dan pola dua ya,	Tag-switching	The tutor explains about the pattern, there will be pattern one and pattern two.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
89.	89/V1/CS/TS	kalau misalnya dia perempuan adalah apa namanya dia kamu adalah orang yang paling nyaman kira-kira gimana ya bahasa Inggrisnya Coba kalian tulis di kolom komentar <u>Okay</u> .	Tag-switching	The tutor gives questions to the students and the answers are written in the comment column.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
90.	90/V1/CS/TS	<u>Nah maka</u> , so you can say in english he runs the fastest.	Tag-switching	Tutor summarizes the answer to the question.	Word insertion at the beginning of a sentence	✓	

					with other language that does not break syntax rules.		
91.	91/V1/CS/IES	so you can say in english he runs the fastest. <u>jadi dia laki-laki berlari dengan paling cepat ya.</u>	Inter-sentential switching	Tutor summarizes and translates the meaning.	There is a transition from one language to another between sentence boundaries.	✓	
92.	92/V1/CS/IAS	so like this <u>kayak aku sama kamu</u> Okay.	Intra-sentential switching	Tutor explained what grammar material if you don't practice it is definitely incomplete likened to so like this kayak aku sama kamu Okay.	There is a transition from one language to another within the sentence.	✓	
93.	93/V1/CS/TS	I have all ready prepare some exercises ya,	Tag-switching	Tutor notify that the tutor has prepared the exercise.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
94.	94/V1/CS/TS	<u>Okay</u> jadi yang pertama untuk latihan pertama ini teman-teman Ini mudah banget,	Tag-sentential switching	The tutor tells the students that this first exercise is really easy.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
95.	95/V1/CS/IES	Okay So I will give you an example. <u>jadi saya akan memberikan kalian satu contoh ya</u>	Inter-sentential switching	The tutor gives an example of a practice problem to the students.	There is a transition from one language to another between sentence boundaries.	✓	

96.	96/V1/CS/TS	<i>okay</i> kira-kira apa ya jawaban yang tepat untuk mengisi kolom di sini?	Tag-switching	Tutor asks the student what is the right answer to fill in the column.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
97.	97/V1/CS/TS	Student 1: you play badminton better than i do Tutor: <i>Okay</i> kalau misalnya lebih dengan baik Iya bener banget better okay. Yap That's right	Tag-switching	The student answers the tutor's question then the tutor gives praise to the student.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
98.	98/V1/CS/TS	Student 1: you play badminton better than i do Tutor: Okay kalau misalnya lebih dengan baik Iya bener banget better okay. <i>Yap That's right</i>	Tag-switching	The student answers the tutor's question and the tutor gives praise to the student.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
99.	99/V1/CS/TS	<i>Okay</i> nah berikutnya untuk number five.	Tag-switching	Tutor continues to work on problem number five.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
100.	100/V1/CS/IAS	lalu <i>number five</i> di sini ada my sister's dress is bla bla bla than Mine. kira-kira apa ya	Intra-sentential switching	Tutor gives question number five and asks what the answer is.	There is a transition from one language to another within the sentence.	✓	
101.	101/V1/CS/IAS	Student 3: simpler Student 4; simpler Student 2: simpler	Intra-switching	Tutor utterances is The tutor gives appreciation to his students.	There is a transition from one language to another within the sentence.	✓	

		Tutor: <i>yap that's right</i> jawaban yang lebih tepat adalah simpler,					
102.	102/V1/CS/IES	Wow I think More than try people can answer all the question correctly Good job for you everyone. <i>Okay karena lo banyak banget yang sudah paham jadi Coba,</i>	Inter-sentential switching	The tutor gives appreciation to his students and will give another challenge.	There is a transition from one language to another between sentence boundaries.	✓	
103.	103/V1/CS/IES	Okay karena lo banyak banget yang sudah paham jadi Coba, <i>so i will give you more challenges okay</i>	Inter-sentential switching	The tutor will give challenges to his students because many have understood.	There is a transition from one language to another between sentence boundaries.	✓	
104.	104/V1/CS/IAS	Jadi untuk <i>numer six to number ten</i> kalian bisa coba sendiri ya kalian bisa buat latihan bareng Doi kalian atau teman-teman kalian di kampus ya.	Intra-sentential switching	The tutor instructed that numbers six to ten can be done by themselves.	There is a transition from one language to another within the sentence.	✓	
105.	105/V1/CS/IES	Nah di sini teman-teman, <i>So I have another another exercise so you have choose the word you have the word abcd Which best complete in sentences Okay?.</i>	Inter-sentential switching	The tutor gives another exercise to the students.	There is a transition from one language to another between sentence boundaries.	✓	
106.	106/V1/CS/IES	So Are you ready Okay. <i>Nah di sini di sini ada kalimat,</i>	Inter-sentential switching	The tutor checks whether the students are ready.	There is a transition from one language to another between sentence boundaries.	✓	

107.	107/V1/CS/TS	<u>Okay</u> , kira-kira jawabannya mana yang lebih tepat a b c or d.	Tag-switching	The tutor asks the students for the correct answer.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
108.	108/V1/CS/IAS	Jawabannya <u>number one</u> yang A.	Intra-sentential switching	The tutor confirms the answer to question number one.	There is a transition from one language to another within the sentence.	✓	
109.	109/ V1/CS/IES	You must explain your problems okay you must explain your problems. <u>kira-kira jawaban yang lebih tepat apa ya?</u>	Inter-sentential switching	The tutor gives the keyword and asks the student for the correct answer.	There is a transition from one language to another between sentence boundaries.	✓	
110.	110/V1/CS/IAS	yak jawabannya lebih tepat adalah, <u>as clearly as you can Okay</u> .	Intra-sentential switching	The tutor clarifies the answers of the students.	There is a transition from one language to another within the sentence.	✓	
111.	111/V1/CS/TS	<u>coba</u> Number three Nobody in this team plays bla bla bla tom does.	Tag-switching	The tutor instructs the students to answer number three.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
112.	112/V1/CS/IES	What is the best answer here. <u>kira-kira jawaban yang lebih tepat apa kira-kira ya</u> .	Inter-sentential switching	Tutor asks about the best answer for this question.	There is a transition from one language to another between sentence boundaries.	✓	

113.	113/V1/CS/IES	next number four. <i>Ini adalah yang terakhir ya teman-teman oh dari yang terakhir adalah</i> number five.	Inter-sentential switching	Tutor invites students to move on to number four and tells them the last one is number five.	There is a transition from one language to another between sentence boundaries.	✓	
114.	114/V1/CS/IAS	next number four, ini adalah yang terakhir ya teman-teman oh dari yang terakhir adalah <i>number five</i> .	Intra-sentential switching	The tutor invites the students to move to number four and tells them that the last one is number five.	There is a transition from one language to another within the sentence.	✓	
115.	115/V1/CS/TS	<i>okay</i> nah ini tidak ada yang menggambarkan cara melakukan sesuatu otomatis nanti menggunakan adjective her grandfather illness was..?	Tag-switching	The tutor answers the answer to the question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
116.	116/V1/CS/IAS	Student 3: C Student 2: C Tutor: ya benar banget jawabannya yang betul adalah C teman-teman jadi, <i>more serious than we thought at first</i> .	Intra-sentential switching	Tutor gives appreciation to his students.	There is a transition from one language to another within the sentence.	✓	
117.	117/V1/CS/IES	Iyak jawabannya adalah D, <i>so more fluently than we do</i> .	Inter-sentential switching	The tutor agrees with the students' answers to the questions.	There is a transition from one language to another between sentence boundaries.	✓	
118.	118/V1/CS/TS	<i>Okay</i> , jadi seperti itu teman-teman untuk penjelasan degree apa namanya comparison degree, Jadi kalian bisa	Tag-switching	The tutor finishes the discussion on comparison	Word insertion at the beginning of a sentence with other language that	✓	

		praktekin ini ke temen Kalian atau ke ya ke temen Kalian ataupun teman sosmed kalian agar bisa interaksi dan practice English every time.		degree and gives advice to practice with friends.	does not break syntax rules.		
119.	119/V1/CS/IAS	Okay jadi seperti itu teman-teman untuk penjelasan degree apa namanya comparison degree, Jadi kalian bisa praktekin ini ke temen Kalian atau ke ya ke temen Kalian ataupun teman sosmed kalian agar bisa interaksi dan <u>practice English every time.</u>	Intra-sentential switching	The tutor finishes the comparison degree lecture and suggests practicing with friends.	There is a transition from one language to another within the sentence.	✓	
120.	120/V1/CS/IAS	pastinya kalau kita belajar offline itu akan lebih menarik ya dan lebih apa namanya kita akan mendapatkan <u>challenge</u> yang plus plus atau luar biasa karena pastinya Nanti pada tanggal 12 dan juga 26 September kita akan membuka pendaftaran baru untuk member baru ya Jadi kalau kalian ingin mendaftarkan diri kalian pada tanggal 12 dan juga 26 September pastikan kalian mendaftar sebelum tanggal tersebut ya teman-teman okay.	Intra-sentential switching	Tutor advises students that there will be a class opening for new students.	There is a transition from one language to another within the sentence.	✓	
121.	121/V1/CS/TS	pastinya kalau kita belajar offline itu akan lebih menarik ya dan lebih apa namanya kita akan mendapatkan challenge yang plus plus atau luar	Tag-switching	Tutor advises students that there will be a class opening for new students.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	

		biasa karena pastinya Nanti pada tanggal 12 dan juga 26 September kita akan membuka pendaftaran baru untuk member baru ya Jadi kalau kalian ingin mendaftarkan diri kalian pada tanggal 12 dan juga 26 September pastikan kalian mendaftar sebelum tanggal tersebut ya teman-teman <i>okay</i> .					
122.	122/V1/CS/TS	jadi pastikan kalian mendaftar sebelum tanggal tersebut <i>Okay</i> dan nanti di sini kalian akan belajar tidak hanya sendiri ya Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan partner so dont worry if you will Regret ya.	Tag-switching	Tutor emphasized to register on time and tutor explained that there will be many partners.	Word insertion in a sentence with other language that does not break syntax rules.	✓	
123.	123/V1/CS/IAS	Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan <u>partner, so dont worry if you will Regret ya.</u>	Intra-sentential switching	The tutor emphasizes to register on time and the tutor explains that there will be many partners.	There is a transition from one language to another within the sentence.	✓	
124.	124/V1/CS/TS	jadi pastikan kalian mendaftar sebelum tanggal tersebut Okay dan nanti di sini kalian akan belajar tidak hanya sendiri ya Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan partner so dont worry if you will Regret <u>ya.</u>	Tag-switching	The tutor emphasizes to register on time and the tutor explains that there will be many partners.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	

125.	125/V1/CS/IAS	jadi tadi ada yang tanya emang bisa <u>private</u> Oh bisa banget teman-teman karena kalau online kan kita sudah menyediakan kelas <u>regular</u> dan juga kelas <u>private</u> Nah kalau misalnya <u>reguler</u> Nanti kalian di kelas akan belajar dengan <u>partner</u> mungkin sebanyak kurang lebih 10 orang ya,	Intra-sentential switching	The tutor answers questions from students about private classes and then the tutor explains the difference between private and regular classes.	There is a transition from one language to another within the sentence.	✓	
126.	126/V1/CS/IAS	tapi enakya kalau private kalian bisa belajar <u>Face to face with the techers,</u>	Intra-sentential switching	Tutor explains one of the advantages of private class.	There is a transition from one language to another within the sentence.	✓	
127.	127/V1/CS/IES	so you can you can be focus on the explanation that tutors explain to you Okay. <u>jadi seperti itu teman-teman ya</u>	Inter-sentential switching	Tutor still explains about one of the advantages of private class.	There is a transition from one language to another between sentence boundaries.	✓	
128.	128/V1/CS/IAS	dan juga kalau misalnya kelas <u>private</u> kalian bisa tentuin jam dan juga materi akan disesuaikan dengan kalian sendiri seperti itu okay.	Intra-sentential switching	The tutor explains again that if you are in a private class, you can set the hours and materials according to what you request.	There is a transition from one language to another within the sentence.	✓	
129.	129/V1/CS/TS	dan juga kalau misalnya kelas private kalian bisa tentuin jam dan juga materi akan disesuaikan dengan kalian sendiri seperti itu <u>okay</u> .	Tag-switching	The tutor explains again that in private classes you can arrange the hours and materials according to what you request.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	

130.	130/V2/CS/IES	ini udah ada viewers oh iya udah, <u>Halo good morning everyone, Hi how are you?</u>	Inter-sentential switching	Tutor started the lesson by greeting the students first.	There is a transition from one language to another between sentence boundaries.	✓	
131.	131/V2/CS/IES	Okay so with me again I'm feri and here we will have meeting together and of course we are gonna discus about something interesting do you know what is that?, <u>Ya jadi hari ini spesial untuk hari ini kita akan bedah soal teman-teman ya,</u>	Inter-sentential switching	The tutor told us that we will discuss something interesting, namely we will discuss about bedah soal.	There is a transition from one language to another between sentence boundaries.	✓	
132.	132/V2/CS/IES	okay so by the way are you ready to start the class with me all right. <u>Yak langsung aja kita mulai teman-teman jadi untuk hari ini karena temanya khusus ya Jadi bedah soal grammar yak bedah soal grammar.</u>	Inter-sentential switching	The tutor ensures whether the students are ready to do the learning and the tutor explains that we will discuss about the problem.	There is a transition from one language to another between sentence boundaries.	✓	
133.	133/V2/CS/IES	so some times many people still have maybe some mistakes in doing grammar task. <u>Jadi hari ini kita akan bahas ya Meskipun tidak terlalu banyak</u> but It's okay.	Inter-sentential switching	The tutor explained that there are still many who are still confused with grammar problems so we will discuss grammar problems.	There is a transition from one language to another between sentence boundaries.	✓	
134.	134/V2/CS/TS	so some times many people still have maybe some mistakes in doing grammar task, jadi hari ini kita akan bahas ya Meskipun tidak terlalu banyak, <u>but It's okay.</u>	Tag-switching	The tutor explains that there are still many who are still confused about grammar problems so discuss grammar problems.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	

135.	135/V2/CS/TS	<u>okay</u> langsung aja kita mulai dari yang pertama <u>Okay</u> ,	Tag-switching	The tutor starts giving the first problem.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
136.	136/V2/CS/TS	<u>so</u> di sini teman-teman you can see that I have a sentence di sini Saya punya satu kalimat ya	Tag-switching	The tutor asks the students to look at the one provided by the tutor.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
137.	137/V2/CS/IAS	disini teman-teman <u>you can see that I have a sentence</u> , di sini Saya punya satu kalimat ya	Intra-sentential switching	The tutor asks the students to look at the one provided by the tutor.	There is a transition from one language to another within the sentence.	✓	
138.	138/V2/CS/IES	disini teman-teman you can see that I have a sentence. <u>di sini Saya punya satu kalimat ya</u>	Inter-sentential switching	The tutor asks the students to look at the one provided by the tutor.	There is a transition from one language to another between sentence boundaries.	✓	
139.	139/V2/CS/TS	<u>Okay</u> jadi teman-teman Dari keempat jawaban ini mungkin semuanya memiliki makna yang sama yaitu adalah sedikit...	Tag-switching	The tutor explains the answer to the question being discussed.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
140.	140/V2/CS/TS	<u>Okay</u> jadi kita lihat di sini teman-teman bla bla bla her dramas okay_	Tag-switching	Tutor gives the next example.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

141.	141/V2/CS/IES	Student 3: Hi Tutor: Hi Fajar Welcome to the class, <i>jadi seperti itu teman-teman ya lalu eh dari sini berarti pahami ya</i>	Inter-sentential switching	The tutor greets fajar who has just joined the online class.	There is a transition from one language to another between sentence boundaries.	✓	
142.	142/V2/CS/TS	<i>alright Okay</i> Baik kalau begitu kita lanjutin teman-teman soal yang kedua,	Tag-switching	The tutor continues the discussion to the second question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
143.	143/V2/CS/TS	<i>Okay</i> kira-kira jawabannya yang mana A B C or D. <i>Okay</i> silahkan silahkan kalian coba dijawab di kolom komentar Ya teman-teman.	Tag-switching	The tutor asks for the answer and instructs to answer in the comment section.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
144.	144/V2/CS/TS	<i>alright</i> ya langsung aja kita bahas, jadi yang pertama teman-teman Jadi yang pertama di sini terdapat kata my ya,	Tag-switching	The tutor explains the questions that have been answered by the students.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
145.	145/V2/CS/TS	maka jawabannya yang, <i>alright</i> jawabannya adalah yang B ya,	Tag-switching	The tutor summarizes the correct answer.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
146.	146/V2/CS/TS	<i>okay</i> langsung kita lanjutin ke soal pembahasan berikutnya di sini teman-teman lc kalian bisa lihat ya	Tag-switching	Tutor continues the discussion to the next question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

147.	147/V2/CS/TS	<i>Okay</i> disini kira-kira jawabannya abc or d please i let you to gues the answer feel free to answer the question under comment. kira-kira jawabannya yang apa?	Tag-switching	Tutor asks the answer to the question that has been given and invites students to answer in the comments column.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
148.	148/V2/CS/IAS	Okay disini kira-kira jawabannya <i>abc or d please i let you to gues the answer feel free to answer the question under comment.</i> kira-kira jawabannya yang apa?	Intra-sentential switching	The tutor asks the answer to the question that has been given and invites students to answer in the comments column.	There is a transition from one language to another within the sentence.	✓	
149.	149/V2/CS/IES	Okay disini kira-kira jawabannya abc or d please i let you to gues the answer feel free to answer the question under comment. <i>kira-kira jawabannya yang apa?</i>	Inter-sentential switching	The tutor asks the answer to the question that has been given and invites students to answer in the comments column.	There is a transition from one language to another between sentence boundaries.	✓	
150.	150/V2/CS/TS	<i>Okay</i> teman-teman <i>well so</i> kita langsung bahas ya jadi kita langsung fokus ke jawabannya ya	Tag-switching	The tutor explains the discussion of the problem to the students.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
151.	151/V2/CS/TS	Ayo kira-kira yang mana <i>Okay</i> jadi teman-teman because dan because of ini juga ada perbedaan Bedanya apa.	Tag-switching	Tutor asks the difference between because and because of	Word insertion in a sentence with other language that does not break syntax rules.	✓	
152.	152/V2/CS/TS	Student 2: A Student 7: A Tutor: di sini jawaban yang lebih tepat adalah, <i>Yes alright Okay</i> bener banget	Tag-switching	The tutor praises the student's correct answer and restates the correct answer.	Word insertion in a sentence with other language that does not break syntax rules.	✓	

		Iskandar, Wahyu jawabannya adalah A yaitu because.					
153.	153/V2/CS/IES	So let's move to the next part alright. <i><u>Disini teman-teman bisa lihat ya ada kalimat...</u></i>	Inter-sentential switching	Tutor invites students to continue to the next part.	There is a transition from one language to another between sentence boundaries.	✓	
154.	154/V2/CS/TS	<i>Okay</i> kita langsung bahas teman-teman di sini jawabannya kurang lebih artinya adalah datang semuanya ya atau berasal,	Tag-switching	Tutor explains the answer to the students.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
155.	155/V2/CS/TS	<i>Okay</i> jadi ini menggunakan pola simple present alright so kita lanjut ke next part, coba bakal kita akan bedah tenses ya	Tag-switching	Tutor explains more details about the explanation so that students understand.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
156.	156/V2/CS/IAS	Okay jadi ini menggunakan pola simple present alright so kita lanjut ke <i>next part</i> , coba bakal kita akan bedah tenses ya	Intra-sentential switching	Tutor explains more details related to the explanation so that students understand.	There is a transition from one language to another within the sentence.	✓	
157.	157/V2/CS/TS	<i>Okay</i> karena ini kurang lebih artinya adalah karena di situ jawabannya menggunakan not semua ya,	Tag-switching	Tutor explains the answer to the question using notes.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	

158.	158/V2/CS/TS	jadi kira-kira jawabannya apa, yak <u>alright</u> jawaban yang lebih tepat adalah yang A yaitu do not.	Tag-switching	Tutor asks students the correct answer.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
159.	159/V2/CS/TS	kita masih membahas tensis seperti teman-teman <u>Okay</u> ,	Tag-switching	The tutor says the discussion is still about tensis.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
160.	160/V2/CS/IES	Rendy is very lazy, bla bla he hard work. <u>kira-kira Jawabannya apa ya?</u>	Inter-sentential switching	The tutor asks the students the correct answer.	There is a transition from one language to another between sentence boundaries.	✓	
161.	161/V2/CS/IES	<u>he didn't hardwork yesterday. jadi harus ada keterangan waktu lampau ya</u>	Inter-sentential switching	The tutor gives an example and explains the example.	There is a transition from one language to another between sentence boundaries.	✓	
162.	162/V2/CS/TS	<u>alright so</u> kita lanjut ke part berikutnya, kira-kira Ada apa lagi <u>okay</u> di sini teman-teman terdapat kalimat when the phone rang, Shinta bla bla bla a letter. <u>Okay</u> kira-kira Menurut kalian nih <u>okay</u> jawabannya yang mana a b c or d?	Tag-switching	The tutor proceeds to the next problem and asks the students for the correct answer.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
163.	163/V2/CS/IAS	alright so kita lanjut ke part berikutnya, kira-kira Ada apa lagi okay di sini teman-teman terdapat kalimat, <u>when the phone rang, Shinta</u>	Intra-sentential switching	The tutor proceeds to the next problem and asks the student for the correct answer.	There is a transition from one language to another within the sentence.	✓	

		<i>bla bla bla a letter.</i> Okay kira-kira Menurut kalian nih okay jawabannya yang mana a b c or d?					
164.	164/V2/CS/TS	<i>Okay</i> Langsung aja kita bahas bareng di sini karena ini kalimatnya terdapat dua kalimat jadi kita bahas satu persatu ya	Tag-switching	The tutor invites students to discuss the problem together.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
165.	165/V2/CS/IAS	when the phone rang <i>ketika telepon berdering</i> Sinta bla bla letter.	Intra-sentential switching	The tutor explains the problem given to the students.	There is a transition from one language to another within the sentence.	✓	
166.	166/V2/CS/TS	<i>Sorry</i> Oh ya jadi di sini harus menggunakan bentuk past ya	Tag-switching	The tutor said to use the past tense.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
167.	167/V2/CS/IAS	Sorry Oh ya jadi di sini harus menggunakan bentuk <i>past</i> ya	Intra-sentential switching	The tutor said it must use the past tense.	There is a transition from one language to another within the sentence.	✓	
168.	168/V2/CS/IES	Okay let's discuss for the next topic here okay. <i>Disini terdapat kalimat.</i> by the next November, I bla bla received my promotion. <i>kira-kira jawabannya yang mana teman-teman?</i>	Inter-sentential switching	The tutor explains the material about past words, then the tutor invites his students to discuss a new topic.	There is a transition from one language to another between sentence boundaries.	✓	

169.	169/V2/CS/IES	jadi jawabannya yang lebih tepat adalah yang D ya. <u>Good job iskandar, Wahyu and Anna will have received</u> ya.	Inter-sentential switching	The tutor mentions the correct answer and names the student who answered correctly.	There is a transition from one language to another between sentence boundaries.	✓	
170.	170/V2/CS/IAS	You get the point everyone okay. kita lanjut ke <u>part</u> berikutnya ya	Intra-sentential switching	The tutor makes sure the students understand the point and then moves on to the next part.	There is a transition from one language to another within the sentence.	✓	
171.	171/V2/CS/TS	<u>Okay</u> Seperti yang saya bilang tadi ya kalau misalnya ada keterangan waktu Coba kalian fokus pada keterangan waktunya ya	Tag-switching	Tutor re-explains the time statement.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
172.	172/V2/CS/IAS	di sini keterangan waktunya adalah <u>at 6.30 am tomorrow morning</u> waktunya itu di masa depan cuman lebih spesifik teman-teman	Intra-sentential switching	Tutor explains in detail the discussion of the problem.	There is a transition from one language to another within the sentence.	✓	
173.	173/V2/CS/TS	Okay so How is it gimana_so far so good <u>ya</u> okay.	Tag-switching	Tutor asks students about their understanding of the material.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
174.	174/V2/CS/IES	now we are gonna move to the next slide here. <u>Disini terdapat kalimat,</u>	Inter-sentential switching	Tutor says to move to the next slide and reads the question.	There is a transition from one language to another between sentence boundaries.	✓	
175.	175/V2/CS/TS	<u>Okay</u> nah ini sekarang kita move on dari tenses dulu ya teman-teman ya.	Tag-switching	The tutor said that this question is not tenses anymore.	Word insertion at the beginning of a sentence with other language that	✓	

					does not break syntax rules.		
176.	176/V2/CS/IAS	Okay nah ini sekarang kita <u>move on</u> dari tenses dulu ya teman-teman ya.	Intra-sentential switching	Tutor said that this question is not tenses anymore.	There is a transition from one language to another within the sentence.	✓	
177.	177/V2/CS/TS	<u>okay</u> di sini jawabannya agak beda dari tadi ya sekarang sepertinya kita udah mulai pindah topik ya	Tag-switching	The tutor explains that the answer will be different because the topic has changed.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
178.	178/V2/CS/IES	Who jadi people who are sick Okay people who are sick are taken to the doctor. <u>orang-orang yang sakit ya diantarkan ke dokterya</u>	Inter-sentential switching	Tutor translates from English to Indonesian.	There is a transition from one language to another between sentence boundaries.	✓	
179.	179/V2/CS/TS	lalu berikutnya teman-teman yang ke-13 ya, <u>sorry</u> maksudnya ke slide 13 Ya maksudnya, i mean the next questionya the next question terdapat, The Doctor bla bla bla was specialist in orthopedicsya.	Tag-switching	Tutor says to move to the next slide and reads the questions.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	

180.	180/V2/CS/IAS	lalu berikutnya teman-teman yang ke-13 ya, sorry, maksudnya ke <i>slide</i> 13 Ya maksudnya, i mean the next questionya the next question terdapat, The Doctor bla bla bla was specialist in orthopedicsya.	Intra-switching	Tutor says to move to the next slide and reads the questions.	There is a transition from one language to another within the sentence.	✓	
181.	181/V2/CS/IES	lalu berikutnya teman-teman yang ke-13 ya, sorry, maksudnya ke slide 13 Ya maksudnya. <i>I mean the next questionya the next question</i> terdapat, The Doctor bla bla bla was specialist in orthopedics ya.	Inter-sentential switching	Tutor says to move to the next slide and read the question.	There is a transition from one language to another between sentence boundaries.	✓	
182.	182/V2/CS/IAS	lalu berikutnya teman-teman yang ke-13 ya, sorry, maksudnya ke slide 13 Ya maksudnya, i mean the next questionya the next question <i>terdapat</i> , The Doctor bla bla bla was specialist in orthopedics ya.	Intra-sentential switching	Tutor says to move to the next slide and read the question.	There is a transition from one language to another within the sentence.	✓	

183.	183/V2/CS/TS	<i>Okay alright</i> seperti yang aku bilang tadi ya teman-teman kalau misalnya di situ ada kata whom dan Who ya whom itu harus diikuti oleh subjek dan kata kerja sedangkan kalau who itu langsung diikuti oleh kata kerja ya, jadi kira-kira mana ya jawabannya?	Tag-switching	The tutor explains in detail the answer to the question to the students and asks them what they think the answer is.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
184.	184/V2/CS/IES	Okay So let's move to the Next question ya, <i>Wow rupanya kita masih mendapatkan pola soal yang sama guys,</i>	Inter-sentential switching	Tutor invites them to discuss the next question and find the same pattern as the previous question.	There is a transition from one language to another between sentence boundaries.	✓	
185.	185/V2/CS/TS	<i>okay so</i> , di sini terdapat question, jhon appears happy with his new boss bla bla bla is from spain. kira-kira jawabannya mana yang lebih tepat teman-teman?	Tag-switching	The tutor showed the questions and asked the students what the answers were.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
186.	186/V2/CS/IAS	kalian ngerjain kayak TOEFL gitu Ini eee sering banget <i>guys</i> keluar ya, okay so, di sini terdapat <i>question</i> , jhon appears happy with his new boss bla bla bla is from spain. kira-kira jawabannya mana yang lebih tepat teman-teman?	Intra-sentential switching	Tutor explained that the questions that were worked on appeared very often on TOEFL.	There is a transition from one language to another within the sentence.	✓	

187.	187/V2/CS/IES	jhon appears happy with his new boss bla bla bla is from spain. <u>kira-kira jawabannya mana yang lebih tepat teman-teman?</u>	Inter-sentential switching	The tutor repeated reading the question and asked the students the right answer.	There is a transition from one language to another between sentence boundaries.	✓	
188.	188/V2/CS/TS	yuhu <u>alright</u> , Langsung aja kita bahas ya di sini terdapat kata whom dan who lagi teman-teman ya,	Tag-switching	The tutor began to explain in detail the discussion of the question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
189.	189/V2/CS/TS	<u>Alright so</u> , jadi seperti itu mengenai adjective clause teman-teman	Tag-switching	Tutor finishes the discussion about adjective clause	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
190.	190/V2/CS/IAS	I have new version of question <u>di sini terdapat</u> would you mind bla bla your hat?.	Intra-sentential switching	Tutor says that tutor has a new type of question.	There is a transition from one language to another within the sentence.	✓	
191.	191/V2/CS/IAS	<u>would you mind</u> artinya adalah Maukah kamu gitu	Intra-sentential switching	Tutor explains about would you mind.	There is a transition from one language to another within the sentence.	✓	
192.	192/V2/CS/IAS	Would you mind opening the door <u>gitu, maukah kamu membuka apa namanya membuka jendela seperti itu.</u>	Intra-sentential switching	Tutor provides example sentences and includes the meaning of the example sentences.	There is a transition from one language to another within the sentence.	✓	

193.	193/V2/CS/IAS	Jadi otomatis kalau misalnya, <u>would you mind to remove of course that is incorrect</u> ya,	Intra-sentential switching	Tutor provides examples of wrong answers.	There is a transition from one language to another within the sentence.	✓	
194.	194/V2/CS/TS	<u>alright so</u> , kita akan lanjut ke pertanyaan berikutnya so we are gonna move to the next question alright okay we have new question here what is that?,	Tag-switching	Tutor moves on to the next problem and asks students to guess what the problem is.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
195.	195/V2/CS/IES	alright so, kita akan lanjut ke pertanyaan berikutnya. <u>So we are gonna move to the next question alright okay we have new question here what is that?</u> ,	Inter-sentential switching	Tutor continues to the next question and asks students to guess what the question is.	There is a transition from one language to another between sentence boundaries.	✓	
196.	196/V2/CS/IES	okay i let you to answer this question. <u>kira-kira jawabannya yang bener apa coba yang bener kira-kira siapa jawaban Siapa yang benar?</u>	Inter-sentential switching	Tutor invites students to answer the questions.	There is a transition from one language to another between sentence boundaries.	✓	

197.	197/V2/CS/TS	Student 14: came Student 5: C Tutor: <u>Yes</u> , bener banget jawabannya came meskipun menggunakan bentuk kedua ini bukan berarti menunjukkan waktu lampau tidak kita bisa menggunakannya di waktu sekarang teman-teman gituya,	Tag- switching	The tutor responds to the student's correct answer and explains why they got the answer.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
198.	198/V2/CS/TS	Student 10: C Student 13: C <u>okay yes good</u> , jawabannya adalah yang C and then let's move to the Next question here,	Tag- switching	The tutor responds to the student's answer and tells the student to move on to the next question.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
199.	199/V2/CS/IES	Student 10: C Student 13: C okay yes good, <u>jawabannya adalah yang C</u> and then let's move to the Next question here,	Inter-sentential switching	The tutor responds to the student's answer and says to move on to the next question.	There is a transition from one language to another between sentence boundaries.	✓	
200.	200/V2/CS/IES	<u>Next question</u> kira-kira ada pertanyaan yang seperti apa lagi teman-teman yaps sepertinya <u>we have something new here</u> apa kira-kira,	Intra-sentential switching	Tutor proceeds to the next problem and says that we get something new here.	There is a transition from one language to another within the sentence.	✓	
201.	201/V2/CS/IES	Okay I think it's a little difficult, <u>ini agak sulit teman-teman</u> but it's okay it will be okay for you,	Inter-sentential switching	Tutor says that it is a bit difficult but it will become easy.	There is a transition from one language to another between sentence boundaries.	✓	

202.	202/V2/CS/TS	<u>Yes</u> , pastinya benar pastinya benar <u>Sorry</u> , pastinya pernah ya kalian berandai-andai?	Tag-switching	Tutor makes sure that the students have done some guessing.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
203.	203/V2/CS/IAS	Nah Bedanya apa sih <u>type one Type two dan type three</u> bedanya itu adalah dari segi polanya teman-teman?	Intra-sentential switching	The tutor asks the students the difference between type one type two and type three.	There is a transition from one language to another within the sentence.	✓	
204.	204/V2/CS/TS	<u>Okay</u> kita langsung analisa dari kalimat yang pertama analisa dari kalimat yang komplit dulu nih ya	Tag-switching	Tutor invites students to analyze complete sentences.	Word insertion at the beginning of a sentence with other language that does not break syntax rules.	✓	
205.	205/V2/CS/TS	sepertinya ada yang typo teman-teman typo lagi <u>so sorry</u> ya, Tapi nggak papa kita cari yang paling mendekati dengan jawaban yang benar <u>Okay</u> ,	Tag-switching	The tutor apologizes to the students that there is a typo in the sentence.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
206.	206/V2/CS/IES	Okay thank you for joining this class with me Feri everyone, <u>buat kalian yang mau pengen banget belajar bahasa Inggris</u> .	Inter-sentential switching	Tutor thanked the students for joining Mr. Feri's class.	There is a transition from one language to another between sentence boundaries.	✓	

207.	207/V2/CS/TS	kalian bisa langsung aja join ke kelas kami ya kalian bisa join offline ataupun online class dan kalian bisa lihat website di bawah ini teman-teman <i>Okay</i>	Tag-switching	Tutor gives advice for those who want to learn English more deeply can join online or offline classes.	Word insertion at the end of a sentence with other language that does not break syntax rules.	✓	
------	--------------	---	---------------	--	---	---	--

List of Data Factors Cause Code switching

No	Code	Utterance	Factors Cause Code switching	Context	Explanation	True	False
1.	1/V1/FS/S	Hai semuanya. <u>Good afternoon</u> <u>everyone.</u>	Speaker	Tutor greeted all the students and said good afternoon students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
2.	2/V1/FS/S	So I am one of LC Tutors here and of course I originally come from Surabaya. <u>ada</u> <u>yang dari</u> <u>Surabaya?</u>	Speaker	Tutor introduced herself and asked if there were any students who came from the same area, namely from Surabaya.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
3.	3/V1/FS/S	<u>Okay</u> coba yang dari Surabaya..	Speaker	Tutor asked whether there are students from Surabaya.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
4.	4/V1/FS/S	<u>well so,</u> coba Mungkin dari Jawa Timur Mana suaranya bisa kalian tulis di kolom komentar ya okay	Speaker	Tutor instructs students from East Java to comment.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

5.	5/V1/FS/S	well so coba Mungkin dari Jawa Timur Mana suaranya bisa kalian tulis di kolom komentar ya <i>okay</i>	Speaker	The tutor asks the students from East Java to comment.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
6.	6/V1/FS/S	Baik teman-teman, <i>and here this is my identity</i>	Speaker	Tutor finishes introducing himself to his students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
7.	7/V1/FS/CT	<i>in this beautiful afternoon</i> , temen-temen pernah nggak sih sering pastinya Kalian sering kan main apa namanya main sosmed Ya	Change Topic of Conversation	Tutor praising the beautiful afternoon and making sure the students are on social media often.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
8.	8/V1/FS/S	<i>okay</i> biasanya kalau kalian main Instagram itu Kalian sering lihat komenan	Speaker	Tutor Make sure students never see Instagram comments.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
9.	9/V1/FS/S	Kalian sering gak sih lihat komenan dari postingan foto selfie seseorang	Speaker	Tutor make sure their students have seen comments on posts and then give examples to their students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		kayak, <u>Oh You are so pertty, You are so pretty.</u>					
10.	10/V1/FS/S	Terus yang punya postingan bilang gini, <u>Oh no you are prettier than me thank you.</u>	Speaker	The tutor gives examples of learning materials.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
11.	11/V1/FS/S	<u>Okay so</u> , kira-kira dari kalian semua ada yang tahu tidak yang tahu tidak sih Apa itu comparison degree?	Speaker	The tutor asks the students if anyone already knows about the material that will be explained.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
12.	12/V1/FS/S	<u>okay</u> jadi <u>comparison degree</u> itu merupakan perbandingan ya	Speaker	Tutor gives understanding about the material.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
13.	13/V1/FS/S	<u>okay</u> nah apa sih perbedaan dari ketiga perbandingan ini?	Speaker	The tutor asks the students questions about the differences between the three comparisons.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

14.	14/V1/FS/S	kamu paling cantik di kelas ini seperti itu <i>okay</i> .	Speaker	The tutor gives examples to the students	Speaker sometimes do code switching to their interlocutors for purposes certain.	✓	
15.	15/V1/FS/S	nah <i>Okay</i> jadi itu adalah perbandingan ya perbandingan macam-macam perbandingan	Speaker	The tutor explains that there are different kinds of comparisons.	Speaker sometimes do code switching to their interlocutors for purposes certain.	✓	180
16.	16/V1/FS/S	<i>Okay</i> pastinya berbeda ya teman-teman ya	Speaker	The tutor explains the difference between the three types of comparison degree.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
17.	17/V1/FS/S	<i>Okay</i> nah di sini teman-teman untuk Positive degree	Speaker	The tutor introduces about Positive degree.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
18.	18/V1/FS/S	<i>okay</i> nah contoh berikutnya adalah cantik teman-teman	Speaker	Tutor gives examples to students	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
19.	19/V1/FS/TS	<i>okay</i> lalu berikutnya ada sulit atau berikutnya ada sulit atau difficult ya...	Speaker	Tutor gives examples to students	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
20.	20/V1/FS/S	<i>Okay</i> nah jadi ini adalah perbedaan untuk kata sifat atau kata keterangan ya	Speaker	The tutor explains the material about the difference between adjectives and adverbs.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

21.	21/V1/FS/S	<i>Okay</i> nah kira-kira ketika kita ngomongin perbedaan ini teman-teman ya	Speaker	Tutor begins to explain the problem of a difference.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
22.	22/V1/FS/S	Mr. udah nulis ya teman-teman ya, udah membuat suatu rangkuman untuk membedakan mana yang bisa ditambahkan dengan huruf er dan mana yang tidak bisa ditambahkan dengan huruf er ya, <i>so we can continue to our next slide here.</i>	Speaker	The tutor is showing that the tutor has already figured out which ones can be added with the letter er and not then the tutor continues explaining the material to the next slide.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
23.	23/V1/FS/S	<i>Okay,</i> nah kira-kira dari sini ya Dari apa namanya pengertian dari comparison degree	Speaker	The tutor shows the meaning of comparison degree.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
24.	24/V1/FS/S	<i>okay so,</i> jadi seperti itu teman-teman mengenai comparison degree dan Berikutnya	Speaker	The tutor ends the material explanation and moves on to the next explanation.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
25.	25/V1/FS/S	<i>okay</i> nah Ini yang kita apa namanya kita tanyakan tadi ya	Speaker	The tutor repeats the previous question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

26.	26/V1/FS/S	Nah ini saya sudah merangkum ya apa namanya sederhana mungkin untuk adjective pada comparative dan superlative ya teman-teman <i>Okay</i> .	Speaker	The tutor tells the students that they have summarized the adjectives in comparative and superlative.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
27.	27/V1/FS/S	Nah di sini teman-teman, <i>so please you can take look at the first column here.</i>	Speaker	Tutor asks to look at the first column.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
28.	28/V1/FS/S	berarti ini satu ketukan <i>Okay</i> ,	Speaker	Tutor explains that it is just one beat.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
29.	29/V1/FS/S	nah di sini Apabila kata tersebut hanya terdiri dari <i>one syllable</i> dan diakhiri dengan huruf r dan e	Speaker	The tutor explains that words with one syllable must end with the letters r and e.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
30.	30/V1/FS/S	<i>okay</i> Bahasa Inggris otodidak duduk manis, sambil nyimak ya Atau mungkin kalian boleh nyemil juga teman-teman ya <i>okay</i> ,	Speaker	The tutor here is reading one of the comments from the student which says self-taught English and sits sweetly then the tutor adds that it can be while nyemi.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

31.	31/V1/FS/CT	Baik imut itu cute kalau misalnya lebih imut berarti cuter, kalau misalnya paling imut berarti cutest ya. okay Bahasa Inggris otodidak duduk manis, sambil nyimak ya, Oh ya bagus banget idenya ya teman-teman Jadi selain kita belajar apa namanya online dari YouTube gini kita bisa apa namanya sambil rebahan ya, Atau mungkin kalian boleh nyemil juga teman-teman ya okay, kira-kira siapa yang sudah makan siang ini. <u>who has already have lunch today?</u> .	Change Topic of Conversation	Tutor asked the students if they had eaten lunch.	The topic of conversation is the dominant thing that determines the occurrence of code switching. The subject matter of a formal nature is usually expressed in style neutral and serious but if an informal nature is conveyed with a slightly emotional style, and completely arbitrary.	✓	
32.	32/V1/FS/S	<u>Okay</u> dan saya lanjutkan teman-teman untuk yang pada kolom kedua ini,	Speaker	The tutor said to continue to the second column.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
33.	33/V1/FS/CT	who has already have lunch today?. Okay dan saya lanjutkan teman-teman untuk yang pada kolom kedua ini, di sini terdapat <u>only one syllable with one vowel and one consonant at the end.</u>	Change Topic of Conversation	The tutor continues to explain about one syllabe and one vowel.	The topic of conversation is the dominant thing that determines the occurrence of code switching. The subject matter of a formal nature is usually expressed in style neutral and serious but if an informal nature is conveyed with a slightly emotional style, and completely arbitrary.	✓	

34.	34/V1/FS/S	<i>okay</i> jadi kalau misalnya kata sifat atau kata Keterangan tersebut ya	Speaker	The tutor explains the material related to adjectives and adverbs.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
35.	35/V1/FS/S	kalau misalnya paling gendut berarti fatest gitu ya, dan berikutnya di situ terdapat <i>only one syllable with more than one vowel or more than one consonat at the end.</i>	Speaker	The tutor gives examples and then the tutor analyzes them.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
36.	36/V1/FS/S	jadi contoh kayak terang itu berarti light kalau misalnya lebih terang berarti lighter kalau bisa lihat paling terang berarti lightest jadi seperti itu <i>okay.</i>	Speaker	Tutor gives examples and gives explanation related to the examples.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
37.	37/V1/FS/S	<i>Okay.</i> Bagaimana teman-teman suara saya sudah jelas didengar sekarang atau masih Terdengar agak tenggelam ataupun timbul	Speaker	The tutor asked the students because the tutor's voice was not clear.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
38.	38/V1/FS/S	<i>Okay</i> saya lanjutkan ya,	Speaker	The tutor continues to discuss the material.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
39.	39/V1/FS/S	jadi contoh seperti hati-hati ya hati,hati, <i>so there are two syllables.</i>	Speaker	The tutor gave examples of words and explained by the tutor.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

40.	40/V1/FS/S	Nah ketika dua silabel ini ya ketika kata dengan two syllables diakhiri dengan huruf y <u>Okay</u> .	Speaker	The tutor explains the material related to the addition of the letter Y in words with double syllables.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
41.	41/V1/FS/S	Jadi happier kalau paling senang berarti happiest gitu <u>okay</u> .	Speaker	The tutor gives examples of the use of est addition.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
42.	42/V1/FS/S	<u>Okay</u> jadi untuk kata-kata yang terdapat apa namanya terdapat apa namanya two syllables or more than two syllables tapi tidak di akhiri dengan huruf Y maka nanti temen temen bisa menggunakan more atau most.	Speaker	The tutor explains the material to the students related to the use of more or most.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
43.	43/ V1/FS/S	Okay jadi untuk kata-kata yang terdapat apa namanya terdapat apa namanya <u>two syllables or more than two syllables</u> tapi tidak di akhiri dengan huruf Y maka nanti temen temen bisa menggunakan more atau most.	Speaker	Tutor explained what material when there are words with two or more syllables then use more or most.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
44.	44/V1/FS/S	satu kata sifat saja yang menggunakan more atau most ya yang mana kata sifat tersebut terdiri dari <u>two syllable</u> atau dua	Speaker	The tutor explains the material to the students regarding the use of more and most not ending with the letter Y.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		silabel tetapi tidak diakhiri dengan huruf Y.					
45.	45/V1/FS/S	<i>okay well so</i> dari sini dapat dipahami untuk penjelasan mengenai aturan penulisan....	Speaker	The tutor summarizes the writing rules.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
46.	46/V1/FS/S	nah jadi ini adalah aturan-aturan yang harus kita tahu teman-teman ya untuk penambahan tersebut <i>Okay</i> .	Speaker	The tutor asks the students to know the rules.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
47.	47/V1/FS/S	Tutor: <i>okay well so</i> dari sini dapat dipahami untuk penjelasan mengenai aturan penulisan tambahan ER ataupun more ataupun Most ataupun EST karena terkadang beberapa dari teman kita itu masih bingung teman-teman gimana sih Mister kok aku ini sering salah sih padahal Perasaan kemarin ditambahin ER deh Perasaan kemarin juga begini deh tulisannya dan gitu lah ya, nah jadi ini adalah aturan-aturan yang harus kita tahu teman-	Speaker	Tutor instructs students to take screenshots.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		teman ya untuk penambahan tersebut Okay. Tutor: Jadi kalian boleh screenshot ataupun <i>take picture for this slide</i> ya okay.					
48.	48/V1/FS/S	Karena ini merupakan atau <i>common mistake</i> kesalahan umum yang biasanya teman-teman menjadi kendala teman-teman saat belajar bahasa Inggris ya kan.	Speaker	Tutor says there are common mistakes that become obstacles for students to learn English.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
49.	49/V1/FS/S	<i>Okay</i> jadi teman-teman kalau misalnya kalian ingin lebih belajar komplitnya kalian Langsung aja datang ke kampung Inggris LC untuk belajar dan juga berpraktek ya	Speaker	The tutor advised the students to come kampung Inggris LC for a complete course.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
50.	50/V1/FS/S	Langsung aja datang ke kampung Inggris LC untuk belajar dan juga berpraktek ya dengan pasangan kalian masing-masing <i>Okay</i> .	Speaker	The tutor suggested coming to kampung Inggris LC and practicing with a partner.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
51.	51/V1/FS/S	<i>Okay</i> jadi itu tadi adalah aturan penulisan tambahan dan berikutnya teman-teman tadi kan mudah banget ya hanya ketambahan er more ataupun est dan most ya,	Speaker	The tutor ends the discussion about adding er, more, est and most.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

52.	52/V1/FS/S	teman-teman ada hal yang mungkin <i>this is I can called like this is common mistake that usually i mean that the student usually do in the class ya when they are studying english.</i>	Speaker	Tutor explained that there are common mistakes made by students when learning English.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
53.	53/V1/FS/S	tapi dari aturan-aturan tersebut teman-teman ada hal yang mungkin, this is I can called like this is common mistake that usually i mean that the student usually do in the class <u>ya</u> when they are studying english.	Speaker	The tutor explained that there are things that are common mistakes for students when learning English.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
54.	54/V1/FS/S	Jadi teman-teman ada kata sifat itu yang bersifat irregular Jadi mungkin kalau kalian sudah belajar bahasa Inggris <u>basic</u> pastinya udah tahu dong Apa itu apa namanya kata irregular ya,	Speaker	The tutor explains to the students that there are irregular adjectives.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
55.	55/V1/FS/S	jadi irregular itu adalah kata yang tidak beraturan <u>Okay</u> .	Speaker	Tutor explains about irregular form.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
56.	56/V1/FS/S	Nah apa aja sih irregular form dari adjective ya pada comparison degree ini <u>Okay</u> .	Speaker	The tutor asks the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

57.	57/V1/FS/S	Meskipun tadi udah Mister jelasin kalau misalnya kata tersebut terdiri dari <u>one syllabel</u> doang ya	Speaker	The tutor reminds the students of the material that has been explained earlier.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
58.	58/V1/FS/S	<u>Okay</u> sambil Saya minum terlebih dahulu ya teman-teman ya.	Speaker	Tutor said that she would have a drink first.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
59.	59/V1/FS/S	<u>okay</u> kira-kira Udah pada tahu belum sih <u>Okay</u> jadi kalau misalnya kalian belum tahu seperti biasa kalian harus pantengin terus channel YouTube LC	Speaker	Tutor asked and suggested to watch youtube channel of kampung Inggrs LC if you don't understand.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
60.	60/V1/FS/S	<u>Okay</u> kalau misalnya lebih dengan paling dengan paling jauh Berarti the furthestest,	Speaker	Tutor gives word examples to students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
61.	61/V1/FS/S	nah <u>okay</u> Coba dari sini Adakah yang masih bingung coba kalau misalnya kalian masih bingung Please just feel free to write down your comments or your questions in the column below okay.	Speaker	Tutor asks and instructs students if there is still confusion to ask in the comment column.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

62.	62/V1/FS/S	Please just feel free to write down your comments or your questions in the column below okay. <u>Jadi kalian bisa nulis komentar atau pertanyaan pertanyaan yang</u> Sorry <u>pertanyaan di komentar bawah ya.</u>	Change Topic of Conversation	Tutor asks students to ask if they are still confused in the comment section.	The topic of conversation is the dominant thing that determines the occurrence of code switching. The subject matter of a formal nature is usually expressed in style neutral and serious but if an informal nature is conveyed with a slightly emotional style, and completely arbitrary.	✓	
63.	63/V1/FS/S	Jadi kalian bisa menuliskan disitu <u>Okay</u> , nanti akan Mr jawab satu persatu <u>Okay</u> teman-teman	Speaker	The tutor said that you can write it there and then the tutor will answer it.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
64.	64/V1/FS/FS	So let's continue Okay, <u>jadi kita tadi udah tuh udah pusing-pusing mikirin adjective ya</u>	Speaker	The tutor continues the lesson to the next material.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
65.	65/V1/FS/S	<u>Okay</u> coba kira-kira eee Okay so Here I have a games so the game is you have to guess, kalian harus menebak kira-kira kalau kata sifat atau keterangan cara di samping ini ketika dirubah ke dalam...	Speaker	The tutor tries to give a game to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
66.	66/V1/FS/H	Okay coba kira-kira eee Okay so Here I have a games so the game is you have to guess, <u>kalian harus menebak kira-kira kalau kata sifat atau keterangan cara</u>	Hearer	The tutor tries to give a game to the students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

		<u>di samping ini ketika dirubah ke dalam...</u>					
67.	67/V1/FS/H	Okay Maybe we can we can do this quiz maybe only some numbers okay only several numbers okay so let's answer for the first number okay. <u>di situ ada kata hard kira-kira kalau Hard itu artinya giat ya teman-teman ya</u>	Hearer	The tutor said he would only discuss some questions, then the tutor discussed the questions with the students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
68.	68/V1/FS/S	jawaban bisa kalian tulis di kolom komentar teman-teman <u>Okay</u> nanti yang benar akan saya mention ya	Speaker	The tutor instructs the students to answer in the correct comment box and their names will be mentioned.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
69.	69/V1/FS/S	<u>Okay</u> , Lalu ada carefully itu dengan hati-hati Nah kalau misalnya ada kata dengan pastinya itu adalah keterangan cara teman-teman ya	Speaker	Tutor discusses the question and explains the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
70.	70/V1/FS/S	bener banget more ya more more slowly karena disitu lebih dari <u>one syllable</u> ya slowly <u>berarti two syllable</u> dengan paling dengan hati-hati ya	Speaker	The tutor praises the student and then explains the answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

71.	71/V1/FS/H	<u>Sorry</u> sir, aku baru tiba soalnya aku belum paham lesson nya.	Hearer	Tutor reads a comment from one of the students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
72.	72/V1/FS/S	<u>Okay</u> buat kalian yang baru join untuk live streaming YouTube ini kalau kalian masih belum paham dalam artian kalian ke skip ya,	Speaker	The tutor says if you skip to the live stream and don't understand.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
73.	73/V1/FS/H	Okay buat kalian yang baru <u>join</u> untuk <u>live streaming</u> YouTube ini kalau kalian masih belum paham dalam artian kalian ke skip ya,	Hearer	The tutor says if you skip to the live stream and don't understand.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
74.	74/V1/FS/H	pada materi-materi sebelumnya kalian jangan khawatir kalian bisa tetap pantengin terus kok teman-teman karena <u>live YouTube</u> ini akan di save ya.	Hearer	Tutor informs that students can still watch this live because it will be saved.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
75.	75/V1/FS/H	pada materi-materi sebelumnya kalian jangan khawatir kalian bisa tetap pantengin terus kok teman-teman karena live YouTube ini akan di <u>save</u> ya.	Hearer	Tutor informs that students can still watch this live because it will be saved.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
76.	76/V1/FS/H	Jadi kalian bisa <u>streaming</u> kapanpun yang kalian mau okay.	Hearer	Tutor informs students that they can stream anytime.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

77.	77/V1/FS/S	Jadi kalian bisa streaming kapanpun yang kalian mau <i>okay</i> .	Speaker	Tutor informs students that they can stream anytime.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
78.	78/V1/FS/S	<i>So</i> kita langsung lanjut aja <i>Okay</i> saya kira beberapa dari Kalian sudah memahami nih ya	Speaker	The tutor continues to the next material and makes sure some of the students have understood.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
79.	79/V1/FS/S	<i>Okay</i> jadi cara bikin kalimatnya pastinya nanti akan ada tiga pola eh sorry tiga macam ya,	Speaker	The tutor explains that there are three kinds of material related to sentence patterns.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
80.	80/V1/FS/S	Okay jadi cara bikin kalimatnya pastinya nanti akan ada tiga pola eh <i>sorry</i> tiga macam ya,	Speaker	The tutor explained that there are three kinds of sentence patterns.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
81.	81/V1/FS/S	<i>Okay</i> jadi di sini pola yang pertama yaitu adalah subjek	Speaker	The tutor explains about the first pattern is the subject.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
82.	82/V1/FS/S	lalu di sini ada subjek kedua maksudnya gimana Mr. jadi seperti yang bisa bilang tadi kalau positive degree itu berarti sebanding ya jadi setara <i>Okay</i> .	Speaker	The tutor explains about the second subject and positive degree.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

83.	83/V1/FS/S	<i>Okay</i> contoh nih kayak kamu secantik Ratu Clara gitu ya	Speaker	The tutor gives example sentences to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
84.	84/V1/FS/S	Nah di sini ada to be maka kalian harus Letakkan to be you, you itu kan You are kalau you is otomatis salahnya <i>That's wrong totally wrong</i>	Speaker	The tutor explains the material about the placement of to be you.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
85.	85/V1/FS/S	pertama kalian bisa menggunakan, <i>you are as beautiful as Princess Clara</i> atau yang kedua kalian bisa menggunakan <i>you are as beautiful as Princess Clara is.</i>	Speaker	The tutor gives detailed example sentences about equal comparison to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
86.	86/V1/FS/S	Nah di sini contohnya ada Anton berlari secepat aku <i>okay</i> .	Speaker	The tutor gives example sentences to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
87.	87/V1/FS/S	<i>so</i> polanya juga tidak jauh beda teman-teman yang berbeda adalah di sini peletakan adjectivenya Nah untuk yang ini subjek 1 <i>okay</i> ,	Speaker	The tutor explains the material related to the placement of adjectives.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

88.	88/V1/FS/S	<i>Okay</i> jadi seperti itu kita lanjutkan ke penjelasan berikutnya	Speaker	The tutor moves on to the next explanation.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
89.	89/V1/FS/S	<i>Okay</i> jadi di sini teman-teman untuk superlative degree,	Speaker	The tutor starts to discuss about the new material which is superlative degree.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
90.	90/V1/FS/S	<i>Okay</i> nanti ini juga sama bakal ada pola satu dan pola dua ya,	Speaker	The tutor explains about the pattern, there will be pattern one and pattern two.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
91.	91/V1/FS/S	kalau misalnya Dia perempuan adalah apa namanya dia kamu adalah orang yang paling nyaman kira-kira gimana ya bahasa Inggrisnya Coba kalian tulis di kolom komentar <i>Okay</i> .	Speaker	The tutor gives questions to the students and the answers are written in the comment column.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
92.	92/V1/FS/S	<i>Nah maka</i> , so you can say in english he runs the fastest.	Speaker	Tutor summarizes the answer to the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
93.	93/V1/FS/H	so you can say in english he runs the fastest. <i>jadi dia laki-laki berlari dengan paling cepat ya.</i>	Hearer	Tutor summarizes and translates the meaning.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

94.	94/V1/FS/S	Tutor: coba dari sini kira-kira udah pada udah pada pusing belum atau makin lebih paham nih kalau bahasa Inggris itu ah ternyata seperti ini ya maksudnya lebih mudah ya okay. nah pastinya teman-teman kalau grammar nggak pakai latihan pastinya ada yang kurang lengkap dong ya so like this <i>kayak aku sama kamu</i> Okay.	Speaker	Tutor explained what grammar material if you don't practice it is definitely incomplete likened to so like this kayak aku sama kamu Okay.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
95.	95/V1/FS/S	I have already prepare some exercises ya,	Speaker	Tutor notify that the tutor has prepared the exercise.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
96.	96/V1/FS/S	<i>Okay</i> jadi yang pertama untuk latihan pertama ini teman-teman Ini mudah banget,	Speaker	The tutor tells the students that this first exercise is really easy.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
97.	97/V1/FS/H	Okay So I will give you an example. <i>jadi saya akan memberikan kalian satu contoh ya</i>	Hearer	The tutor gives an example of a practice problem to the students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
98.	98/V1/FS/S	<i>okay</i> kira-kira apa ya jawaban yang tepat untuk mengisi kolom di sini?	Speaker	Tutor asks the student what is the right answer to fill in the column.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

99.	99/V1/FS/S	Student 1: you play badminton better than i do Tutor: <i>Okay</i> kalau misalnya lebih dengan baik Iya benar banget better oka Yap That's right.	Speaker	The student answers the tutor's question then the tutor gives praise to the student.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
100.	100/V1/FS/H	Student 1: you play badminton better than i do Tutor: Okay kalau misalnya lebih dengan baik Iya benar banget better okay <i>Yap That's right.</i>	Hearer	The student answers the tutor's question and the tutor gives praise to the student.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
101.	101/V1/FS/S	<i>Okay</i> nah berikutnya untuk number five.	Speaker	Tutor continues to work on problem number five.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
102.	102/V1/FS/S	lalu <i>number five</i> di sini ada my sister's dress is bla bla bla than Mine. kira-kira apa ya	Speaker	Tutor gives question number five and asks what the answer is.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
103.	103/V1/FS/H	Student 3: simpler Student 4; simpler Student 2: simpler Tutor: <i>yap that's right</i> jawaban yang lebih tepat adalah simpler.	Hearer	Tutor utterances is The tutor gives appreciation to his students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
104.	104/V1/FS/H	Wow I think More than try people can answer all the question correctly Good job for	Hearer	The tutor gives appreciation to his	The hearer can be a factors cause code switching because of the speaker this	✓	

		you everyone. <u>Okay karena lo banyak banget yang sudah paham jadi Coba,</u>		students and will give another challenge.	balances the language skills of the hearer.		
105.	105/V1/FS/S	Okay karena lo banyak banget yang sudah paham jadi Coba, <u>so i will give you more challenges okay</u>	Speaker	The tutor will give challenges to his students because many have understood.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
106.	106/V1/FS/S	Jadi untuk <u>numer six to number ten</u> kalian bisa coba sendiri ya kalian bisa buat latihan bareng Doi kalian atau teman-teman kalian di kampus ya.	Speaker	The tutor instructed that numbers six to ten can be done by themselves.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
107.	107/V1/FS/S	Nah di sini teman-teman, <u>So I have another another exercise so you have choose the word you have the word abcd Which best complete in sentences Okay?</u>	Speaker	The tutor gives another exercise to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
108.	108/V1/FS/H	So Are you ready Okay. <u>Nah di sini di sini ada kalimat,</u>	Hearerr	The tutor checks whether the students are ready.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
109.	109/V1/FSTS	<u>Okay</u> kira-kira jawabannya mana yang lebih tepat a b c or d.	Speaker	The tutor asks the students for the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

110.	110/V1/FS/S	Jawabannya <u>number one</u> yang A.	Speaker	The tutor confirms the answer to question number one.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
111.	111/ V1/FS/H	You must explain your problems okay you must explain your problems. <u>kira-kira jawaban yang lebih tepat apa ya?</u>	Hearer	The tutor gives the keyword and asks the student for the correct answer.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
112.	112/V1/FS/S	yak jawabannya lebih tepat adalah, <u>as clearly as you can Okay.</u>	Speaker	The tutor clarifies the answers of the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
113.	113/V1/FS/S	<u>coba</u> Number three Nobody in this team plays bla bla bla tom does.	Speaker	The tutor instructs the students to answer number three.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
114.	114/V1/FS/H	What is the best answer here. <u>kira-kira jawaban yang lebih tepat apa kira-kira ya.</u>	Hearer	Tutor asks about the best answer for this question.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
115.	155/V1/FS/H	next number four, <u>ini adalah yang terakhir ya teman-teman oh dari yang terakhir adalah</u> number five.	Hearer	Tutor invites students to move on to number four and tells them the last one is number five.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

116.	116/V1/FS/CT	next number four, ini adalah yang terakhir ya teman-teman oh dari yang terakhir adalah <u>number five</u> .	Change Topic of Conversation	The tutor invites the students to move to number four and tells them that the last one is number five.	The topic of conversation is the dominant thing that determines the occurrence of code switching. The subject matter of a formal nature is usually expressed in style neutral and serious but if an informal nature is conveyed with a slightly emotional style, and completely arbitrary.	✓	
117.	117/V1/FS/TS	<u>okay</u> nah ini tidak ada yang menggambarkan cara melakukan sesuatu otomatis nanti menggunakan adjective her grandfather illness was..?	Speaker	The tutor answers the answer to the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
118.	118/V1/FS/S	Student 3: C Student 2: C Tutor:ya benar banget jawabannya yang betul adalah C teman-teman jadi, <u>more serious than we thought at first</u> .	Speaker	Tutor gives appreciation to his students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
119.	119/V1/FS/S	Iyak jawabannya adalah D, <u>so more fluently than we do</u> .	Speaker	The tutor agrees with the students' answers to the questions.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
120.	120/V1/FS/S	<u>Okay</u> , jadi seperti itu teman-teman untuk penjelasan degree apa namanya comparison degree, Jadi kalian bisa praktekin ini ke	Speaker	The tutor finishes the discussion on comparison degree and	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		temen Kalian atau ke ya ke temen Kalian ataupun teman sosmed kalian agar bisa interaksi dan practice English every time.		gives advice to practice with friends.			
121.	121/V1/FS/S	<i>Okay</i> jadi seperti itu teman-teman untuk penjelasan degree apa namanya comparison degree, Jadi kalian bisa praktekin ini ke temen Kalian atau ke ya ke temen Kalian ataupun teman sosmed kalian agar bisa interaksi dan <i>practice English every time.</i>	Speaker	The tutor finishes the comparison degree lecture and suggests practicing with friends.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
122.	122/V1/FS/H	pastinya kalau kita belajar offline itu akan lebih menarik ya dan lebih apa namanya kita akan mendapatkan <i>challenge</i> yang plus plus atau luar biasa karena pastinya Nanti pada tanggal 12 dan juga 26 September kita akan membuka pendaftaran baru untuk member baru ya Jadi kalau kalian ingin mendaftarkan diri kalian pada tanggal 12 dan juga 26 September pastikan kalian mendaftar sebelum tanggal tersebut ya teman-teman okay.	Hearer	Tutor advises students that there will be a class opening for new students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

123.	123/V1/FS/S	pastinya kalau kita belajar offline itu akan lebih menarik ya dan lebih apa namanya kita akan mendapatkan challenge yang plus plus atau luar biasa karena pastinya Nanti pada tanggal 12 dan juga 26 September kita akan membuka pendaftaran baru untuk member baru ya Jadi kalau kalian ingin mendaftarkan diri kalian pada tanggal 12 dan juga 26 September pastikan kalian mendaftar sebelum tanggal tersebut ya teman-teman <i>okay</i> .	Speaker	Tutor advises students that there will be a class opening for new students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
124.	124/V1/FS/S	jadi pastikan kalian mendaftar sebelum tanggal tersebut <i>Okay</i> dan nanti di sini kalian akan belajar tidak hanya sendiri ya Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan partner so dont worry if you will Regret ya.	Speaker	Tutor emphasized to register on time and tutor explained that there will be many partners.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
125.	125/V1/FS/S	Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan <i>partner, so dont worry if you will Regret ya.</i>	Speaker	The tutor emphasizes to register on time and the tutor explains that there will be many partners.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

126.	126/V1/FS/S	jadi pastikan kalian mendaftar sebelum tanggal tersebut <u>Okay</u> dan nanti di sini kalian akan belajar tidak hanya sendiri ya Jadi kalian tidak akan sendiri kalian bisa praktek terus dengan partner so dont worry if you will Regret <u>ya</u> .	Speaker	The tutor emphasizes to register on time and the tutor explains that there will be many partners.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
127.	127/V1/FS/S	jadi tadi ada yang tanya emang bisa <u>private</u> Oh bisa banget teman-teman karena kalau online kan kita sudah menyediakan kelas <u>regular</u> dan juga kelas <u>private</u> Nah kalau misalnya <u>regular</u> Nanti kalian di kelas akan belajar dengan <u>partner</u> mungkin sebanyak kurang lebih 10 orang ya,	Speaker	The tutor answers questions from students about private classes and then the tutor explains the difference between private and regular classes.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
128.	128/V1/FS/S	tapi enak nya kalau private kalian bisa belajar <u>Face to face with the teachers</u> ,	Speaker	Tutor explains one of the advantages of private class.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
129.	129/V1/FS/H	so you can you can be focus on the explanation that tutors explain to you Okay. <u>jadi seperti itu teman-teman ya</u>	Hearer	Tutor still explains about one of the advantages of private class.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

130.	130/V1/FS/H	dan juga kalau misalnya kelas <u>private</u> kalian bisa tentuin jam dan juga materi akan disesuaikan dengan kalian sendiri seperti itu okay.	Hearer	The tutor explains again that if you are in a private class, you can set the hours and materials according to what you request.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
131.	131/V1/FS/S	dan juga kalau misalnya kelas private kalian bisa tentuin jam dan juga materi akan disesuaikan dengan kalian sendiri seperti itu <u>okay</u> .	Speaker	The tutor explains again that in private classes you can arrange the hours and materials according to what you request.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
132.	132/V2/FS/H	ini udah ada <u>viewers</u> oh iya udah, Halo good morning everyone, Hi how are you?	Hearer	The tutor starts the lesson by greeting the students first.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
133.	133/V2/FS/S	ini udah ada viewers oh iya udah, <u>Halo good morning everyone, Hi how are you?</u>	Speaker	Tutor started the lesson by greeting the students first.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
134.	134/V2/FS/H	Okay so with me again I'm feri and here we will have meeting together and of course we are gonna discus about something interesting do you know what is that?, <u>Ya jadi hari ini spesial untuk hari ini kita akan bedah soal teman-teman ya,</u>	Hearer	Tutor told us that we will discuss something interesting, namely we will discuss about bedah soal.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

135.	135/V2/FS/H	okay so by the way are you ready to start the class with me all right, <u>yak langsung aja kita mulai teman-teman jadi untuk hari ini karena temanya khusus ya Jadi bedah soal grammar yak bedah soal grammar.</u>	Hearer	The tutor ensures whether the students are ready to do the learning and the tutor explains that we will discuss about the problem.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
136.	136/V2/FS/H	so some times many people still have maybe some mistakes in doing grammar task, <u>jadi hari ini kita akan bahas ya Meskipun tidak terlalu banyak</u> but It's okay.	Hearer	The tutor explained that there are still many who are still confused with grammar problems so we will discuss grammar problems.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
137.	137/V2/FS/S	so some times many people still have maybe some mistakes in doing grammar task, jadi hari ini kita akan bahas ya Meskipun tidak terlalu banyak <u>but It's okay.</u>	Speaker	The tutor explains that there are still many who are still confused about grammar problems so discuss grammar problems.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
138.	138/V2/FS/S	<u>okay</u> langsung aja kita mulai dari yang pertama <u>Okay,</u>	Speaker	The tutor starts giving the first problem.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
139.	139/V2/FS/S	<u>so</u> di sini teman-teman you can see that I have a sentence di sini Saya punya satu kalimat ya	Speaker	The tutor asks the students to look at the one provided by the tutor.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

140.	140/V2/FS/S	So, di sini teman-teman <u>you can see that I have a sentence.</u> di sini Saya punya satu kalimat ya	Speaker	The tutor asks the students to look at the one provided by the tutor.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
141.	141/V2/FS/H	So, di sini teman-teman you can see that I have a sentence. <u>di sini Saya punya satu kalimat ya</u>	Hearer	The tutor asks the students to look at the one provided by the tutor.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
142.	142/V2/FS/S	<u>Okay</u> jadi teman-teman Dari keempat jawaban ini mungkin semuanya memiliki makna yang sama yaitu adalah sedikit...	Speaker	The tutor explains the answer to the question being discussed.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
143.	143/V2/FS/S	<u>Okay</u> jadi kita lihat di sini teman-teman bla bla bla her dramas <u>okay.</u>	Speaker	Tutor gives the next example.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
144.	144/V2/FS/H	Student 3: Hi Tutor: Hi Fajar Welcome to the class, <u>jadi seperti itu teman-teman ya lalu eh dari sini berarti pahami ya</u>	Hearer	The tutor greets fajar who has just joined the online class.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
145.	145/V2/FS/S	<u>alright Okay</u> Baik kalau begitu kita lanjutin teman-teman soal yang kedua,	Speaker	The tutor continues the discussion to the second question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

146.	146/V2/FS/S	<i>Okay</i> kira-kira jawabannya yang mana A B C or D. <i>Okay</i> silahkan silahkan kalian coba dijawab di kolom komentar Ya teman-teman.	Speaker	The tutor asks for the answer and instructs to answer in the comment section.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
147.	147/V2/FS/S	<i>alright</i> ya langsung aja kita bahas, jadi yang pertama teman-teman Jadi yang pertama di sini terdapat kata my ya,	Speaker	The tutor explains the questions that have been answered by the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
148.	148/V2/FS/S	maka jawabannya yang, <i>alright</i> jawabannya adalah yang B ya,	Speaker	The tutor summarizes the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
149.	149/V2/FS/S	<i>okay</i> langsung kita lanjutin ke soal pembahasan berikutnya di sini teman-teman lc kalian bisa lihat ya	Speaker	Tutor continues the discussion to the next question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
150.	150/V2/FS/S	<i>Okay</i> disini kira-kira jawabannya abc or d please i let you to gues the answer feel free to answer the question under comment. kira-kira jawabannya yang apa?	Speaker	Tutor asks the answer to the question that has been given and invites students to answer in the comments column.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
151.	151/V2/FS/S	Okay disini kira-kira jawabannya <u><i>abc or d please i let you to gues the answer feel free to answer the question under</i></u>	Speaker	The tutor asks the answer to the question that has been given and invites students to	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		<i>comment.</i> kira-kira jawabannya yang apa?		answer in the comments column.			
152.	152/V2/FS/H	Okay disini kira-kira jawabannya abc or d please i let you to gues the answer feel free to answer the question under comment. <i>kira-kira jawabannya yang apa?</i>	Hearer	The tutor asks the answer to the question that has been given and invites students to answer in the comments column.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
153.	153/V2/FS/S	<i>Okay</i> teman-teman <i>well so</i> kita langsung bahas ya jadi kita langsung fokus ke jawabannya ya	Speaker	The tutor explains the discussion of the problem to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
154.	154/V2/FS/S	Ayo kira-kira yang mana <i>Okay</i> jadi teman-teman because dan because of ini juga ada perbedaan Bedanya apa.	Speaker	Tutor asks the difference between because and because of	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
155.	155/V2/FS/S	Student 2: A Student 7: A Tutor: di sini jawaban yang lebih tepat adalah <i>Yes alright Okay</i> bener banget Iskandar, Wahyu jawabannya adalah A yaitu because.	Speaker	The tutor praises the student's correct answer and restates the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
156.	156/V2/FS/H	So let's move to the next part alright, <i>di sini teman-teman bisa lihat ya ada kalimat...</i>	Hearer	Tutor invites students to continue to the next part.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

157.	157/V2/FS/S	<i>Okay</i> kita langsung bahas teman-teman di sini jawabannya kurang lebih artinya adalah datang semuanya ya atau berasal,	Speaker	Tutor explains the answer to the students.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
158.	158/V2/FS/S	<i>Okay</i> jadi ini menggunakan pola simple present <i>alright so</i> kita lanjut ke next part, coba bakal kita akan bedah tenses ya	Speaker	Tutor explains more details about the explanation so that students understand.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
159.	159/V2/FS/S	Okay jadi ini menggunakan pola simple present alright so kita lanjut ke <i>next part</i> , coba bakal kita akan bedah tenses ya	Speaker	Tutor explains more details related to the explanation so that students understand.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
160.	160/V2/FS/S	<i>Okay</i> karena ini kurang lebih artinya adalah karena di situ jawabannya menggunakan not semua ya,	Speaker	Tutor explains the answer to the question using notes.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
161.	161/V2/FS/S	jadi kira-kira jawabannya apa yak <i>alright</i> jawaban yang lebih tepat adalah yang A yaitu do not.	Speaker	Tutor asks students the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
162.	162/V2/FS/S	kita masih membahas tensis sepertinya teman-teman <i>Okay</i> ,	Speaker	The tutor says the discussion is still about tensis.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

163.	163/V2/FS/S	Rendy is very lazy, bla bla he hard work. <u>kira-kira Jawabannya apa ya?</u>	Hearer	The tutor asks the students the correct answer.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
164.	164/V2/FS/S	jadi contoh misal, <u>he didn't hardwork yesterday. jadi harus ada keterangan waktu lampau ya</u>	Hearer	The tutor gives an example and explains the example.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
165.	165/V2/FS/S	<u>alright so</u> kita lanjut ke part berikutnya, kira-kira Ada apa lagi <u>okay</u> di sini teman-teman terdapat kalimat when the phone rang, Shinta bla bla bla a letter. <u>Okay</u> kira-kira Menurut kalian nih <u>okay</u> jawabannya yang mana a b c or d?	Speaker	The tutor proceeds to the next problem and asks the students for the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
166.	166/V2/FS/S	alright so kita lanjut ke <u>part</u> berikutnya, kira-kira Ada apa lagi okay di sini teman-teman terdapat kalimat when the phone rang, Shinta bla bla bla a letter. Okay kira-kira Menurut kalian nih okay jawabannya yang mana a b c or d?	Speaker	The tutor proceeds to the next problem and asks the students for the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
167.	167/V2/FS/S	alright so kita lanjut ke part berikutnya, kira-kira Ada apa lagi okay di sini teman-teman terdapat kalimat, <u>when the phone</u>	Speaker	The tutor proceeds to the next problem and asks the student for the correct answer.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		<i>rang, Shinta bla bla bla a letter.</i> Okay kira-kira Menurut kalian nih okay jawabannya yang mana a b c or d?					
168.	168/V2/FS/S	<i>Okay</i> Langsung aja kita bahas bareng di sini karena ini kalimatnya terdapat dua kalimat jadi kita bahas satu persatu ya	Speaker	The tutor invites students to discuss the problem together.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
169.	169/V2/FS/H	when the phone rang <i>ketika telepon berdering</i> Sinta bla bla letter.	Hearer	The tutor explains the problem given to the students.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
170.	170/V2/FS/S	<i>Sorry</i> Oh ya jadi di sini harus menggunakan bentuk past ya	Speaker	The tutor said to use the past tense.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
171.	171/V2/FS/S	Sorry Oh ya jadi di sini harus menggunakan bentuk <i>past</i> ya	Speaker	The tutor said it must use the past tense.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
172.	172/V2/FS/S	Tutor: jadi ketika Sinta sedang menulis sebuah surat Oh sorry ketika telepon berdering Sinta sedang menulis sebuah surat tapi kejadiannya Di waktu-waktu lampau seperti itu ya teman-teman ya.	Speaker	The tutor explains the material about past words, then the tutor invites his students to discuss a new topic.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		Tutor: Jadi kalau misalnya ininya pas maka semuanya tensesnya harus pas semuanya gitu. Tutor: Okay let's discus for the next topic here okay di sini terdapat kalimat by the next November, I bla bla received my promotion kira-kira jawabannya yang mana teman-teman?					
173.	173/V2/FS/H	jadi jawabannya yang lebih tepat adalah yang D ya, <u>Good job iskandar, Wahyu and Anna will have received ya.</u>	Hearer	The tutor mentions the correct answer and names the student who answered correctly.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
174.	174/V2/FS/S	You get the point everyone okay. kita lanjut ke <u>part</u> berikutnya ya	Speaker	The tutor makes sure the students understand the point and then moves on to the next part.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
175.	175/V2/FS/S	<u>Okay</u> Seperti yang saya bilang tadi ya kalau misalnya ada keterangan waktu Coba kalian fokus pada keterangan waktunya ya	Speaker	Tutor re-explains the time statement.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
176.	176/V2/FS/S	di sini keterangan waktunya adalah <u>at 6.30 am tomorrow morning</u> waktunya itu di masa depan cuman lebih spesifik teman-teman	Speaker	Tutor explains in detail the discussion of the problem.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

177.	177/V2/FS/S	Okay so How is it <i>gimana</i> so far so good ya okay.	Speaker	Tutor asks students about their understanding of the material.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
178.	178/V2/FS/S	Okay so How is it <i>gimana</i> _so far so good <i>ya</i> okay.	Speaker	Tutor asks students about their understanding of the material.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
179.	179/V2/FS/S	now we are gonna move to the next slide here, <i>di sini terdapat kalimat</i> , people blablabla are sick are taken to the doctor?	Speaker	Tutor says to move to the next slide and reads the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
180.	180/V2/FS/S	<i>Okay</i> nah ini sekarang kita move on dari tenses dulu ya teman-teman ya.	Speaker	The tutor said that this question is not tenses anymore.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
181.	181/V2/FS/S	Okay nah ini sekarang kita <i>move on</i> dari tenses dulu ya teman-teman ya.	Speaker	Tutor said that this question is not tenses anymore.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
182.	182/V2/FS/S	<i>okay</i> di sini jawabannya agak beda dari tadi ya sekarang sepertinya kita udah mulai pindah topik ya	Speaker	The tutor explains that the answer will be different because the topic has changed.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
183.	183/V2/FS/S	Tutor: now we are gonna move to the next slide here, di sini	Speaker	The tutor is giving questions in the middle	Speaker often uses code switching to gain an advantage or have a purpose	✓	

		<p>terdapat kalimat people blablabla are sick are taken to the doctor? Okay nah ini sekarang kita move on dari tenses dulu ya teman-teman ya.</p> <p>Tutor: okay di sini jawabannya agak beda dari tadi ya sekarang sepertinya kita udah mulai pindah topik ya di sini jawabannya menggunakan Who, whom, when dan juga where. Mungkin kalian yang belum tahu Mungkin kalian mengira kalau ini itu seperti <i>question word</i> atau kata tanya ya.</p>		<p>of practice questions, the tutor then explains about a new topic.</p>	<p>from the actions taken by the speaker towards the audience.</p>		
184.	184/V2/ FS/H	<p>Who jadi people who are sick Okay people who are sick are taken to the doctor. <u>orang-orang yang sakit ya diantarkan ke dokterya</u></p>	Hearer	Tutor translates from English to Indonesian.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
185.	185/V2/FS/S	<p>lalu berikutnya teman-teman yang ke-13 ya, <u>sorry</u> maksudnya ke slide 13 Ya maksudnya, i mean the next questionya the next question terdapat, The Doctor bla bla bla was specialist in orthopedicsya.</p>	Speaker	Tutor says to move to the next slide and reads the questions.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

186.	186/V2/ FS/S	lalu berikutnya teman-teman yang ke-13 ya, sorry, maksudnya ke <i>slide</i> 13 Ya maksudnya, i mean the next questionya the next question terdapat, The Doctor bla bla bla was specialist in orthopedicsya.	Speaker	Tutor says to move to the next slide and reads the questions.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
187.	187/V2/FS/S	lalu berikutnya teman-teman yang ke-13 ya, sorry, maksudnya ke slide 13 Ya maksudnya, <i>i mean the next questionya the next question</i> terdapat, The Doctor bla bla bla was specialist in orthopedics ya.	Speaker	Tutor says to move to the next slide and read the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
188.	188/V2/FS/S	lalu berikutnya teman-teman yang ke-13 ya, sorry, maksudnya ke slide 13 Ya maksudnya, i mean the next questionya the next question <i>terdapat</i> , The Doctor bla bla bla was specialist in orthopedics ya.	Speaker	Tutor says to move to the next slide and read the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

189.	189/V2/FS/S	<i>Okay alright</i> seperti yang aku bilang tadi ya teman-teman kalau misalnya di situ ada kata whom dan Who ya whom itu harus diikuti oleh subjek dan kata kerja sedangkan kalau who itu langsung diikuti oleh kata kerja ya, jadi kira-kira mana ya jawabannya?	Speaker	The tutor explains in detail the answer to the question to the students and asks them what they think the answer is.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
190.	190/V2/FS/S	Okay So let's move to the Next question ya, <i>Wow rupanya kita masih mendapatkan pola soal yang sama guys,</i>	Speaker	Tutor invites them to discuss the next question and find the same pattern as the previous question.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
191.	191/V2/FS/S	<i>okay so,</i> di sini terdapat question, jhon appears happy with his new boss bla bla bla is from spain. kira-kira jawabannya mana yang lebih tepat teman-teman?	Speaker	The tutor showed the questions and asked the students what the answers were.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
192.	192/V2/FS/S	kalian ngerjain kayak TOEFL gitu Ini eee sering banget <i>guys</i> keluar ya, okay so, di sini terdapat <i>question</i> , jhon appears happy with his new boss bla bla bla is from spain. kira-kira jawabannya mana yang lebih tepat teman-teman?	Speaker	Tutor explained that the questions that were worked on appeared very often on TOEFL	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

193.	193/V2/FS/H	jhon appears happy with his new boss bla bla bla is from spain. <i>kira-kira jawabannya mana yang lebih tepat teman-teman?</i>	Hearer	The tutor repeated reading the question and asked the students the right answer.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
194.	194/V2/FS/S	yuhu <i>alright</i> Langsung aja kita bahas ya di sini terdapat kata whom dan who lagi teman-teman ya,	Speaker	The tutor began to explain in detail the discussion of the question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
195.	195/V2/FS/S	<i>Alright so,</i> jadi seperti itu mengenai adjective clause teman-teman	Speaker	Tutor finishes the discussion about adjective clause	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
196.	196/V2/FS/S	I have new version of question <i>di sini terdapat</i> would you mind bla bla your hat?.	Speaker	Tutor says that tutor has a new type of question.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
197.	197/V2/FS/CT	Tutor: Okay you get the point from this?, alright so jadi seperti itu mengenai adjective clause teman-teman dan contoh-contoh soal berikutnya di sini okay, I have new version of question di sini terdapat would you mind bla bla your hat?. kira-kira Kalian sering denger nggak sih temen Kalian atau mungkin guru kalian	Speaker	Tutor explains about would you mind.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

		bertanya ke kalian dengan menggunakan expression atau istilah would you mind kira-kira would you mind itu artinya apa ya <i>would you mind</i> artinya adalah Maukah kamu gitu					
198.	198/V2/FS/H	Would you mind opening the door, <u>gitu maukah kamu membuka apa namanya membuka jendela seperti itu.</u>	Hearer	Tutor provides example sentences and includes the meaning of the example sentences.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
199.	199/V2/FS/IS	Jadi otomatis kalau misalnya <u>would you mind to remove of course that is incorrect</u> ya,	Speaker	Tutor provides examples of wrong answers.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
200.	200/V2/FS/S	<u>alright so,</u> kita akan lanjut ke pertanyaan berikutnya so we are gonna move to the next question alright okay we have new question here what is that?,	Speaker	Tutor moves on to the next problem and asks students to guess what the problem is.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
201.	201/V2/FS/S	alright so, kita akan lanjut ke pertanyaan berikutnya, <u>so we are gonna move to the next question alright okay we have new question here what is that?,</u>	Speaker	Tutor continues to the next question and asks students to guess what the question is.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	

202.	202/V2/FS/H	okay i let you to answer this question, <u>kira-kira jawabannya yang bener apa coba yang bener kira-kira siapa jawaban Siapa yang benar?</u>	Hearer	Tutor invites students to answer the questions.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
203.	203/V2/FS/H	Student 14: came Student 5: C Tutor: <u>Yes</u> , bener banget jawabannya came meskipun menggunakan bentuk kedua ini bukan berarti menunjukkan waktu lampau tidak kita bisa menggunakannya di waktu sekarang teman-teman gituya,	Hearer	The tutor responds to the student's correct answer and explains why they got the answer.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
204.	204/V2/FS/H	Student 10: C Student 13: C <u>okay yes good</u> , jawabannya adalah yang C and then let's move to the Next question here,	Hearer	The tutor responds to the student's answer and tells the student to move on to the next question.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
205.	205/V2/FS/H	Student 10: C Student 13: C okay yes good, <u>jawabannya adalah yang C</u> and then let's move to the Next question here,	Hearer	The tutor responds to the student's answer and says to move on to the next question.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

206.	206/V2/FS/H	Okay I think it's a little difficult, <i>ini agak sulit teman-teman</i> but it's okay it will be okay for you,	Hearer	Tutor says that it is a bit difficult but it will become easy.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
207.	207/V2/FS/S	<i>Yes</i> , pastinya benar pastinya benar Sorry, pastinya pernah ya kalian berandai-andai?	Speaker	Tutor makes sure that the students have done some guessing.	Speaker often uses code switching to gain an advantage or have a purpose from the actions taken by the speaker towards the audience.	✓	
208.	208/V2/FS/H	alright so kita lanjut ke <i>part</i> berikutnya, kira-kira Ada apa lagi okay di sini teman-teman terdapat kalimat when the phone rang, Shinta bla bla bla a letter. Okay kira-kira Menurut kalian nih okay jawabannya yang mana a b c or d?	Hearer	The tutor proceeds to the next problem and asks the students for the correct answer.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	
209.	209/V2/FS/H	Sorry Oh ya jadi di sini harus menggunakan bentuk <i>past</i> ya	Hearer	The tutor said it must use the past tense.	The hearer can be a factors cause code switching because of the speaker this balances the language skills of the hearer.	✓	

APPENDIX 3

Data of Interview

The following is data on questions and answers that researcher have collected through interviews with tutor via WhatsApp chat as follows:

- Apa alasan Mr. Feri sebagai tutor menggunakan bahasa Indonesia dan Inggris atau sebaliknya ketika mengajar dan Apakah penggunaan bahasa Indonesia dan Inggris atau sebaliknya memudahkan Mr. Feri dalam menjelaskan materi pembelajaran?

Jawaban: Saya menggunakan 2 bahasa Indo dan Eng karena B Inggris merupakan bahasa asing atau bahasa ke 3 setelah B indo, jadi hal itu akan memudahkan pelajar dasar (sbg jembatan) untuk memahami pembelajaran bahasa asing lainnya.

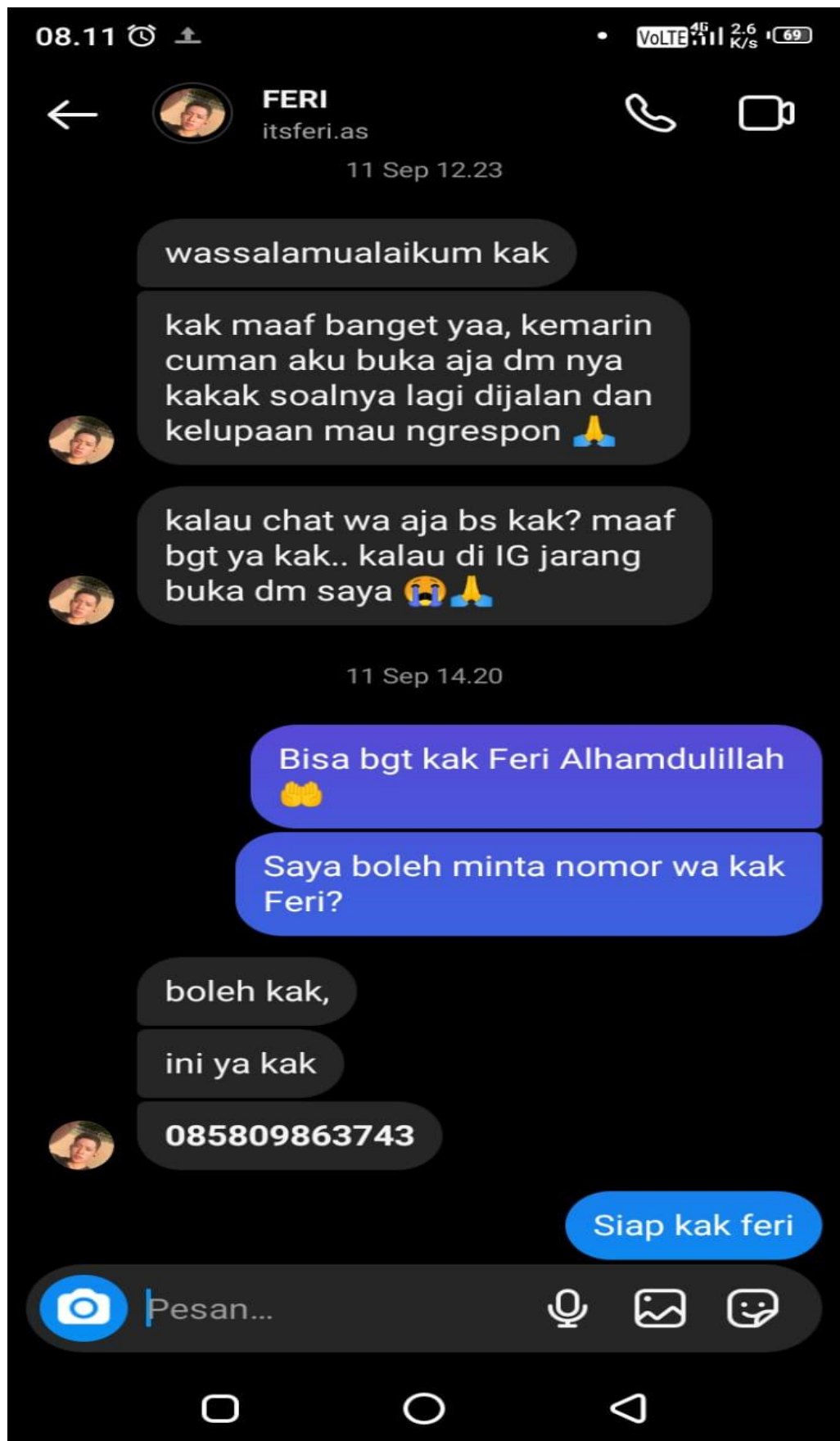
- Apakah siswa yang memilih untuk Mr. Feri menggunakan bahasa Indonesia dan Inggris untuk mengajar?

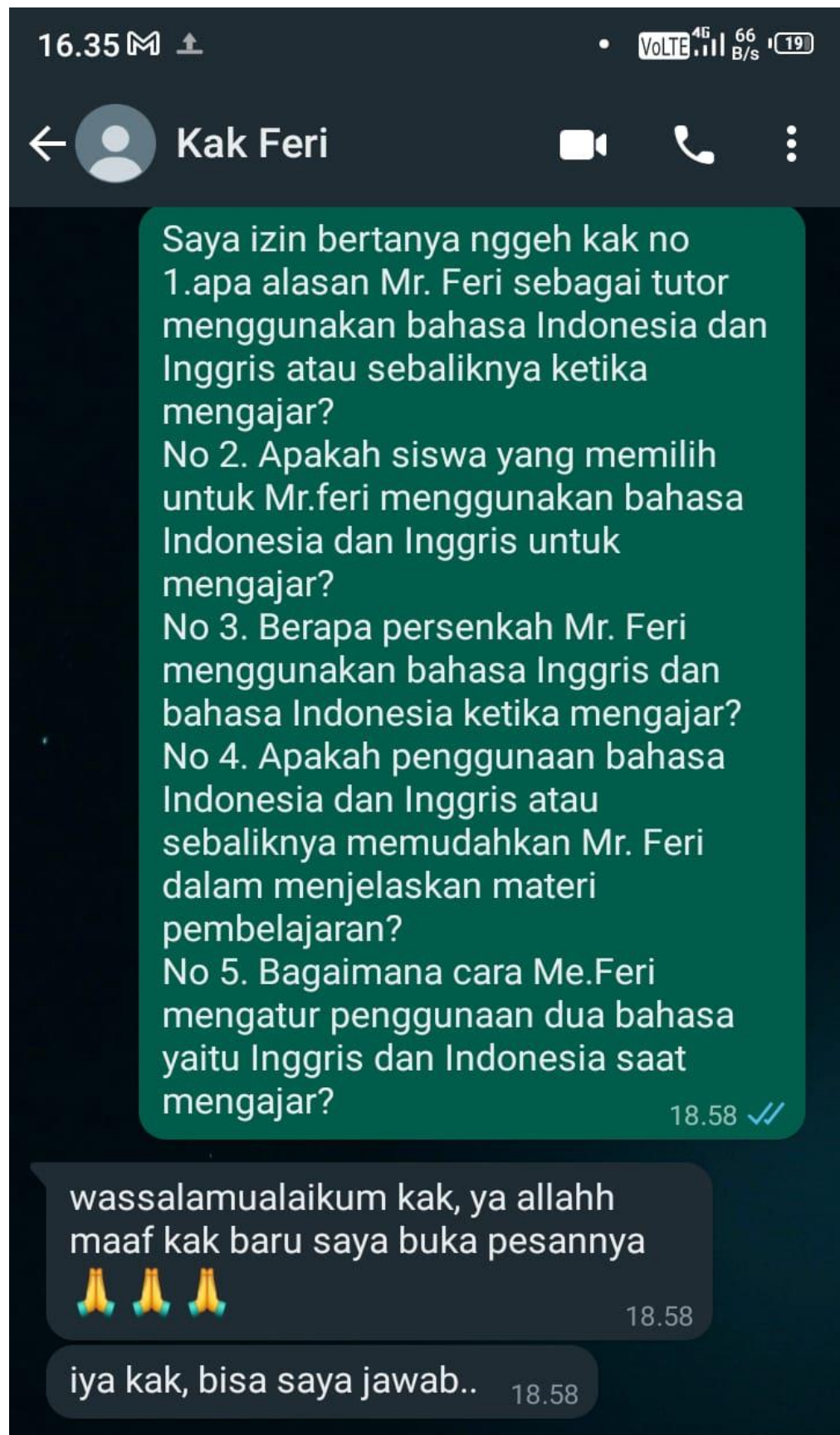
Jawaban: Guru bahasa asing akan melakukan observasi terlebih dahulu mengenai kemampuan anak berbahasa asing. Apabila anak dirasa cukup paham dan mudah untuk beradaptasi mengenai imitasi bahasa maka mix language usage dianjurkan untuk diterapkan.

- Berapa persenkah Mr. Feri menggunakan bahasa Inggris dan bahasa Indonesia ketika mengajar? Dan Bagaimana cara Mr.Feri mengatur penggunaan dua bahasa yaitu Inggris dan Indonesia saat mengajar?





Jawaban: Menurut pengalaman saya, saya bagi menjadi 3 tahapan level anak dalam belajar bahasa asing dan penerapan dikelas. basic

= 15%, pre - intermediate = 30%, intermediate = 50%, advance = 80%.





16.36 M ↑ VoLTE 4G 0 B/s 19

←  Kak Feri   

wassalamualaikum kak, 21.16

1. Saya menggunakan 2 bahasa Indo dan Eng karena B Inggris merupakan bahasa asing atau bahasa ke 3 setelah B indo, jadi hal itu akan memudahkan pelajar dasar (sbg jembatan) untuk memahami pembelajaran bahasa asing lainnya. 21.20

2. Guru bahasa asing akan melakukan observasi terlebih dahulu mengenai kemampuan anak berbahasa asing. Apabila anak dirasa cukup paham dan mudah untuk beradaptasi mengenai imitasi bahasa maka mix language usage dianjurkan untuk diterapkan. 21.23

3. Menurut pengalaman saya, saya bagi menjadi 3 tahapan level anak dalam belajar bahasa asing dan penerapan dikelas.
basic = 15%
pre - intermediate = 30%
intermediate = 50%
advance = 80% 21.26

