AN ANALYSIS OF CODE SWITCHING IN AARON'S ENGLISH YOUTUBE CHANNEL

THESIS

Submitted as A Partial Requirements

for the degree of Sarjana

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

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Thank you for the attention.

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me. Then, I faithfully dedicate this thesis to:

1. My beloved parents (Kemin and Jariyah) who are the best parents in my world and always pray for me and give me support and help. Thank you for your everlasting prayers, sweat, and tears.
2. My beloved sister (Wakhidah 'Amaliatush Sholikhah) who always gives me support.
3. My beloved big family who gives me support.
4. My almamater, UIN Raden Mas Said Surakarta.

MOTTO

" Allah does not burden a person but according to his ability …"

QS. Al Baqarah: 286

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease"

QS. Al Insyirah: 5-6

PRONOUNCEMENT

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I hereby sincerly state that the thesis entitled *"An Analysis of Code Switching in Aaron's English Youtube Channel"* is my own original work. To the best of my knowladge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

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ACKNOWLEDGMENT

Alkhamdulillah, praises to Allah SWT , the One Almighty of God the Lord of the universe, for all blessings and mercies so the researcher was able to finish the thesis entitled "*An Analysis of Code Switching in Aaron's English Youtube Channel*". Sholawat and greeting to Prophet Muhammad SAW, as the best role model and inspiration of revolution.

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

1. Prof. Dr. Toto Suharto. S.Ag., M.Ag. as Rector Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd as the Dean of Cultures and Language Faculty the Raden Mas Said State Islamic University of Surakarta
3. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd, as the Head of English Language Education of Cultures and Language Faculty of Raden Mas Said the State Islamic University of Surakarta and as the advisor of her permission, guidance, precious advices, correction and help to revise the mistakes during the entire process of writing the thesis.
4. All the lecturer of English Language Education of Cultures and Languages Faculty of Raden Mas Said State Islamic University of Surakarta.
5. My beloved parents Mr. Kemin and Mrs. Jariyah always gave me prayer, advices, support, love and patience.
6. My beloved sister who always gives me support.
7. All of my friends are in PBI, especially for F class. Thanks for your friendship and makes me enjoy and happiness.
8. Last but not the least, those who cannot mention one by one, who have supported the research to finish the thesis.

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

Surakarta, December 27th 2023
The Researcher,

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ABSTRACT

Mutsana Uswatun Kasanah. 2023. *An Analysis of Code Switching in Aaron's English YouTube Channel.* Thesis. English Education Department, Cultures and Language Faculty.

Advisor: Dr. Hj. Fithriyah Nurul Hidayati, M.Pd.

This research studies about an analysis of code switching found in Aaron's English YouTube channel. The objective of this research are: 1) to find out the types of code switching found in Aaron's English YouTube channel and 2) to identify the possible functions of using code switching found in Aaron's English YouTube channel.

The research method used in this research is descriptive qualitative. The data sources were videos of Aaron's English YouTube channel entitled "Belajar bahasa Inggris harus mulai dari mana?", "3 rahasia pengucapan bahasa Inggris", "Cara gampang mengasah kosa kata", "5 Tips IELTS Reading Ala Aaron", "Tips Efektif untuk hafal kosa kata", "Kapan kita harus pakai present continuous tense?", "Kapan kita harus pakai simple present tense?", "Belajar bahasa Inggris secara instan?", "Kapan kita harus pakai simple past tense?" and "Cara cepat ngerti bule". The data analysis techniques are: data reduction, data display, conclusion, and verification. To validate the data, the researcher use triangulation data and asked for the help of an expert of linguistic study to check the data that were collected by the researcher.

The result of this research showed that, there are three types of code switching that found in this study, they are: 1) intra-sentential code switching (28,8%), 2) inter-sentential code switching (62,1%), and 3) tag switching (9,1%). Meanwhile, for the functions of code switching the researcher found five functions of code switching. 1) talking about a particular topic (80,3%), 2) quoting somebody else (1,5%), 3) interjection (12,1%), 4) repetition used for clarification (1,5%), and 5) intention of clarifying (4,6%).

Keywords: *Bilingualism, Code Switching, and YouTube.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system of communication that consists of a set of sounds and written symbols used by the people of a particular country or region for talking or writing. Language is a communication used to convey thought, idea, concept, or feeling. Language is essential in people's lives. Language can also be a symbol or sound used to interact with others. Linguistics is the scientific study of language. Linguistics has many specific branches such as syntax, phonetics, sociolinguistics, psycholinguistics, etc.

In this era, it may often be heard people switch their language into another language for some particular reasons. That phenomenon is usually called code switching in Sociolinguistics. According to Bialystok (2010), code switching occurs in bilingual and multilingual community when a person switches from one language, variety, or dialect to another one. People can do code switching in any kinds of situation and domain. Bilingualism is related to the use of two or more languages in society.

Nowadays, many people can get information in the form of visual or audio data easily, such as social media YouTube. YouTube is a social media platform that contains online videos in YouTube there are various kinds of videos that are stored in it, including music videos, educational videos, and gaming videos. A website for sharing videos. There is an online stroage in the form of the YouTube platform, so that these videos can be viewed and

accessed by anyone and anywhere as long as they are connected to the internet. According to Parlianti, et al (2022), YouTube is a video-sharing website in the digital world. One of the uses of YouTube is that it can be used to learning english.

Marzulina et al (2021) found Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future. English today is used for many things, especially in the fields of education, business, politics, and technology. The important of learning english is very useful and should be ignored, this is because English is widely used by most countries in the world. Therefore, many people want to learn English easily, for example learning English by YouTube. On YouTube, we often find some public figures or some celebrities who use code switching when they speak in some programs. One of the celebrities who use code switching is Aaron O'Brien.

Aaron O'Brien is a native speaker who was born in Melbourne, Australia. Aaron's strunggle in teaching began in high school when he moved from Australia to Indonesian. He is an Indonesian celebrity who focuses on teaching English to his subscribers. Aaron, who reliezed his passion for education, made him look for new experiences by joining as an English tutor at several learning institutions. By utilizing social media, Aaron becomes an English content creator via YouTube. With the power of personal branding and marketing, his subscribers are increasing. The content containing English

language learning that Aaron created is very easy and practical to learn. His videos uploaded in YouTube have attracted more than a thousand viewers.

This research analyzed his code switching in his YouTube channel. In his channel, he used Indonesian. In certain conversation, he switched into English that caused code switching. Therefore, this research aims to highlight the phenomenon of code switching in the utterances of Aaron O'Brien. The purpose of this research is to find out the type of code switching used by Aaron O'Brien and the functions of code switching mostly used by his. Social Media are taken as the object of the research because nowadays we often find people, especially youngsters do code switching. The audience of the program and social media is mainly youngster. They are teenager and adult people. As we know, some celebrities mentioned above often switch their language from Indonesian to English and English to Indonesian as their style and character when speaking or explaining something.

There are many researchers who have already conducted the study on code switching in other object, such as Kairunnisa (2020), in her thesis analyzed the phenomenon of code switching used by english tutor in video teaching tutorial (TEATU) Kampung Unggris LC. She used qualitative and descriptive. She used Poplack's theory. The result of her study shows that there are two kinds of code switching used by english tutor in video teaching tutorial (TEATU) Kampung Unggris LC: inter-sentetial code switching and tag switching.

The second, theoretical framework of this study is based upon Sahabuddin (2019), in her thesis with the title "The Analysis of Code Switching in EFL

Classroom Interaction". This thesis used Poplack's theory. The result of her study shows that there are three kinds of code switching used by the lecture and the students in the presented data, including intra-sentetial code switching, inter-sentetial code switching, and tag code switching.

The third, "Code Switching Analysis in English Literature Whatsapp Group" by Ameliza & Ambalegin (2020), is the title of their article. The descriptive qualitative method is used in this study. The research directly described code switching in english literature on whatsapp group. The result of article is the use of intra-sentetial code switching is more than inter-sentetial code switching, the use of inter-sentetial code switching more than tag switching. Therefore, the use of tag switching is minimal in this analysis.

In this study analyzes code switching used by a native English speaker that is Aaron O'Brien. He is also able to speak Indonesian fluently. The potential findings of this research is Aaron O'Brien would like to use code switching as covering inability in speaking English. He might more comfortable to express some words by using his own language. It might be different while a non-native English speaker, who might use code switching, especially English into Indonesian to increase prestige.

B. Identification of the Problem

1. The use of Indonesian – English code switching on Aaron's English YouTube Channel possibly can make misunderstanding.

2. In conversation, people occasionally switch language in direct or indirect way, which sometimes result in listener confusion.

3. There are several types of code switching that can confuse the viewers.

4. Viewers on Aaron's English YouTube Channel have difficulty understanding the words' meaning seem in her comment.

C. Limitation of the Study

Aaron English is one of YouTube channel that provide many information about english learning. There are many videos that Aaron O'Brien made in the Aaron's English YouTube channel. It almost 448 videos in this YouTube channel until october 2023.To make this research more focused, it is limited on analyzing the code switching practice on Aaron's English YouTube Channel. It is dealing with the types and functions of code switching used by Aaron on segment *"Belajar bahasa Inggris harus mulai dari mana?", "3 rahasia pengucapan bahasa Inggris", "Cara gampang mengasah kosa kata", "5 Tips IELTS Reading Ala Aaron", "Tips Efektif untuk hafal kosa kata", "Kapan kita harus pakai present continuous tense?", "Kapan kita harus pakai simple present tense?", "Belajar bahasa Inggris secara instan?", "Kapan kita harus pakai simple past tense?" and "Cara cepat ngerti bule"* Aaron's English YouTube channel.

The researcher decided to choose the three videos of 448 videos, it is because wih several considerations, they are: (1) having an interasting topic such us a topic about learning English. (2) the most watched videos or the number of viewers must be more than one hundred thousand. (3) the videos contains of code switching and (4) has many likes and comments.

D. Formulation of the Problem

The researcher devided the problem such as:

1. What are the types of the code switching used by Aaron on the Aaron's English YouTube channel based on Hoffman's theory?

2. What are the fuctions of the code switching used by Aaron on the Aaron's English YouTube channel based on Hoffman's theory?

E. Objective of the Study

1. To identify the types of the code switching used by Aaron on the Aaron's English YouTube channel based on Hoffman's theory.

2. To identify the functions of the code switching used by Aaron on the Aaron's English Podcast YouTube channel based on Hoffman's theory.

F. Benefits of the Study

The researcher will be distinguished the benefits of this research, it is theoretically and practically.

1. Theoretical Benefits

   a. The result of this study is included for theorizing purposes academic references on knowledge development especially code switching.

   b. The research can give a contribution and explore the knowledge of code switching.

   c. The researcher hope the readers will understand about topic code switching in this study.

2. Practical Benefits

    a. To the reader

    The reader will know about code switching that used by speaker.

    b. To the faculty

    It can be used as a reference for faculty to explore the knowledge about code switching.

    c. To the other research

    The result of this study can be used as a reference for other researchers wishing to investigate code switching.

G. Definition of Key Terms

This is some key words that used in this research:

1. Code Switching

According to Adriana et al (2017), Code is a speaker system whose language elements applied has characteristics appropriate to the background, speaker, and speaker's relation with the addressee in the speech situation..

2. YouTube

According to Thanissaro & Kulupana (2015), YouTube is one of the services of Google, facilitating its users to upload videos and can be accessed by different users of the world for free. You could say YouTube is the most popular video database in the internet world, or maybe even the most complete and varied.

3. Learning English

    Marzulina et al (2021) found, Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future. English today is used for many things, especially in the fields of education, business, politics, and technology. The important of learning english is very useful and should be ignored, this is because English is widely used by most countries in the world.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Sociolinguistics

Hasibuan et al (2021) said that, Sociolinguistics is inter-discipliner between sociology and linguistics which have a close relation.' It means that sociolinguistic connect between sociology and linguistic. Sociolinguistic creates the language itself and also its usage in society due to their relation to each other. Sociolinguistics was derived from the word sociology and linguistics. Sociology is the study of the structure and social processes that occur in society. Meanwhile, the understanding of linguistics is the study of the system of language usage.

According to Wulan et al (2021), Sociolinguistics studies and talked about the states of language society, especially the types related to social factors. Therefore, sociolinguistics is a part of linguistics that studies the aspect of language in society, particularly the differences in language about social factors in society itself. Sociolinguistics gives guidelines to us in communication by showing language and variety of language used in communicating by a certain person.

Research by Furwana (2020), Sociolinguistics is concerned with investigating the relationship between language and society with the goal being better under a standing of the structure of language and how languages function in communication." Based on the statement, in

sociolinguistics, we study both language and society to learn more about the language and society to learn more about the language and its function.

Based on the explanation above, the writer can summarize that sociolinguistic is the result of research within the scope of society related to the use of language structures and functions as a means of communication. Sociolinguistics is also associated with bilingualism.

2. Bilingualism

Bilingualism is the ability to use two languages. Bilingualism is a topic that has been studied from many perspectives. Broadly defined, bilingualism refers to knowledge and command of two or more languages, albeit to different degrees. Maftoon (2016) said that, Bilingualism is a significant fact of life in the world today. People, who are brought up in a society where monolingualism and uniculturalism are promoted as the norm, often think and how they can apply it intentionally.

According to Kurniati (2020), Bilingualism is interrelated with the individual and society by two languages, how both of language used and how they studied. The researcher believes that bilingualism is relevant to society by using a foreign language and how they can apply it intentionally. Taken from Nuryanto (2014), Bilingualism is the ability of an individual or the members of a community to use two languages effectively. The researcher concluded the skill of a person or group in society using two languages. According to Yastanti (2016), Bilingualism (or multilingualism) also refers to the situation in nations in which two (or

more) languages are spoken and recognized as official or national languages. It can be shown that bilingualism or multilingualism are two more languages used in a country as the official and national languages.

Based on the explanation above, it can be concluded that bilingualism related to two languages happens simultaneously in communication. Bilingualism encompasses a range of proficiencies and contexts. Bilingualism can occur when there are many backgrounds of people in one society.

3. Learning English

The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. English is the first foreign language officially taught as a compulsory subject to students in junior secondary school in Indonesia. According to Marzulina et al. (2021), Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and. This is to produce a form of learning English that is more in touch with the language needs of students. Richards (2015) said that, learning english means essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, English studied by many people realized that learning english is important, so many people want to learning english because english will make it easier to communicate with other people in the world.

From that statement above, learning english is developing english language skill contextually and according to the condition. Learning english is important because in the current era of globalization, english is a foreign language in Indonesian. Apart from that, English can make it easier to communicate with other people in various countries or in the world.

4. Code

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

People usually choose different codes in different situation. They may choose a particular code because it makes it easier for them to address a specific topic. Speaker genuinely transmit a code to one another when they speak. These codes must be well understood by both sides, if one of the parties understands the other party's code, they will definitely make a decision and act following what they should do naturally. Rahardi (2021) states that code as a speech system and the application of a language element that has specific characteristics based on the speaker's

background, the speaker's relationship with the interlocutor, and the situation

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

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

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

bilingual community have a tendency to use two codes or more when they communicate with each other.

5. Code Switching

    a. Definition of Code Switching

According to Adriana & Ratmo (2017), Code is a speaker system whose language elements applied has characteristics appropriate to the background, speaker, and speaker's relation with the addressee in the speech situation. By that statement, code is language variation and has specific or unique characteristics related to the speaker's utterances, writings, or speeches affected by the background and situation.

Research by Putra & Yastanti (2018), Code-switching is one of the popular research topics in linguistics because it is a widespread phenomenon in most bilingual societies. It is, on the other hand, used and applied by many people to communicate and have an interaction with each other. Basically, code-switching happens when the speaker decides to have more than one language on their utterances or speeches and switch it from one code into another code that leads to mixing two or more languages or usually called as code-switching. Furthermore, based on Siregar, Bahri, & Sanjaya (2014), code-switching is the use of two or even more changing languages; it can be on some variations in terminology. From the statement, code- switching two languages or more happens in a sentence on some variations.

In conclusion that basically, code-switching happens when the speaker decides to have more than one language on their utterances or speeches and switch it from one code into another code that leads to mixing two or more languages or usually called code-switching.

b. Types of Code Switching

This research analyzed types of code switching by using Hoffman's theory (1991). Based on this theory, those are three types code switching:

1) Intra-sentential Code Switching

Intra sentential is code switching within the clause or sentence. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes. Intra sentential is code switching in which switches occur between a clause or sentence boundary. An example is from an Indonesian bilingual switches from english to indonesian "we are as the parents always pray for all of you. **Berharap** all of you be success."

Further supported by Hoffman (1991), that is the switch that occurs within sentence. It is often occured when someone uses one language and suddenly switches into another languages in a sentence.

2) Inter-sentential Code Switching

Inter-sentential switching is code switching that happens between clause or sentence boundary. In this case, an entire clause

or sentence is in one language, but the speaker switches to another language for a subsequent clause or sentence. Indirectly this switching is concerned with the situation and the atmosphere of the conversation. Different from the previous type, this switching is not limited to the insertion of one or two words. In addition, this switching should take place between at least two clauses, which also can be mean two sentences. A considerable number of codes switching under this type can be found below:

"… **Last week** aku **shopping** dengan **sister**ku. **That's why**

aku tidak di rumah"

 "**Sometimes I will start a sentence in English** dan selesai di Indonesia"

(Sometimes I'll start a sentence in English and finish in Indonesia).

In inter-sentential code-switching, the shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses indicating a shift. It often happens within one sentence or even a one phrase. The speaker is usually unaware of the switch, until after the fact, and for example, "**You have to find a** orang baik **(good guy) and marry him.** (English-Indonesian).

3) Tag Switching

Kind of switching is sometimes called emblematic switching or tag switching. The switch is simply an interjection, a tag, or a sentence filler in the other language which serves as an ethnic identity

marker. Tag switching is code switching with sentence tags that they precede or follow a sentence. This involves the insertion of a tag in one language into an utterance that is otherwise entirely in the other language. Examples of common tags in English include 'you know', 'I mean', and 'right'. A Indonesian-English example might be: "I'm a good friend, neh?" Where the Indonesian particle, 'tidakkah?'('no? or isn't that right?') is added to give a teasing tone to the sentence.

X: "*Jadi* [so] **now we turn to more important matters**."

Ming: "**Confiscated by Customs**, *agaknya* [probably]"

c. Function of Code Switching

This research analyzed function of code switching by using Hoffman's theory (1991).

1) Talking About a Particular Topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express her feelings in a language that is not her everyday language.

The case can be found in Singapore, in which English language is used to discuss trade or a business matter, Mandarin for international "Chinese" language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

2) Quoting Somebody Else

People often quote word, sentence, and expressions that they like from well-known person, the quote from different their non-mother tongue language. The use quoting somebody else is for emphasizing something that wanted to express.

For example:

A: Bolehkah saya tahu nama anda, Pak? (May I know your name, Sir?)

B: What is a name.

In this conversation, B answers the question from A with the famous proverb 'what is a name'.

3) Showing Empathy about Something

People often switch their language to express empathy about something. In some cases, using another language is more convenient to show their empathy rather than using their mother tongue. Moreover, the appropriate language usage is able to make the meaning stronger.

4) Interjection (inserting sentence fillers or sentence connector)

Interjection is kind of sentence fillers or sentence connector that is frequently used by people naturally such as "By the way", "Anyway", etc. interjection is also called as a short exclamation like "Damn!", "Hey!", "Well", "Look!" etc.

For example:

Dompetku ketinggalan di taksi! **Shit!** (My wallet was left in the taxi!)

5) Repetition Used for Clarification

When a bilingual or multilingual person wants to clarify her speech so that listener will understand it better, she can sometimes use both of the languages that he masters to say the same messages. Frequently, a message in one code is a repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

For example:

Father calling his small so while walking through a train compartment, "Keep straight. *Lurus terus*" (keep straight).

6) Intention of Clarifying the Speech Content for the Interlocur

When bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code switching occurs. It means to make the contents of his speech run smoothly and can be understood by listener. A message in one is repeated in the other code in somewhat modified form.

7) Expressing Group Identity

Code switching can also be used to express group identity. The way of communication of academic in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

6. Code Switching in English Teaching Process

English is an international language. Hence, English has become the first foreign language in Indonesia, and even English is one of the subjects taught to students from elementary to college level. Therefore, it is not surprising that many Indonesians are learning to master it. Language teaching is the process of transferring the language with the phenomenon by the teacher to learners. It should as a guide to obtain all aspects of language. While, putting the phenomenon of code switching in education context. In the teaching process especially, English learning, both formal education such as school, or non-formal education such as tutoring, online course and etc. Code switching in teacher or tutor's learning process discourse will be introduced with its aspects such as topic switch, affective aspect, translation, and repetition aspect.

In the implementation of using the students' first language and second language simultaneously during the teaching and learning process in bilingual classroom, the switch from one language to another cannot be avoided. According to Gracia & Kleifgen (2018), code switching also occurs when teaching bilingual students who are in the process of developing their new language for academic purposes. In some cases, teachers or tutors as bilingual speakers may need to switch languages during the learning process. Therefore, this practice of switching language is called code switching. According to Jingxia (2010), code switching in English teaching learning is used a good strategy in explaining

instructions, translating difficult vocabulary, managing class, giving background information and reducing leaners' nervousness. Jingxia (2010) also adds that the use of both of these codes as a strategy in teaching and learning can make the first language encourage the learning of the target language and this first language should have contribution in EFL classrooms.

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

7. Youtube

   a. YouTube

   According to Thanissaro & Kulupana (2015), YouTube is one of the services of Google, facilitating its users to upload videos and can be accessed by different users of the world for free. You could say YouTube is the most popular video database in the internet world, or maybe even the most complete and varied. Google did not originally develop YouTube, but Google acquired it and then read other Google services. YouTube has now become a variety of needs from its users; features complemented by the advancement of YouTube technology are now benefiting from the user's various needs. It has more than one billion users, all one-third of all internet users, and every day people watch hundreds of hours of videos on YouTube and generate millions of views.

   YouTube, as a whole, has found more viewers who have 8-34 and 18-49 years, any cable network in the world. YouTube is also an excellent resource for online videos. This site is very different in its offerings for users. Long videos, audiences, and available tools vary. "Streaming Video Resources for Teaching, Learning, and Research" will also include excellent open access, all sections, and online video initiatives, and interdisciplinary sites with online video collections in various categories and topics. From the statement above, YouTube is one of the most popular video sharing on the internet, today.

b. Aaron's English YouTube Channel

Aaron's English is Aaron O'Brien's YouTube Channel. Aaron O'Brien is a native speaker who was born in Melbourne, Australia. Aaron's strunggle in teaching began in high school when he moved from Australia to Indonesian. He is an Indonesian celebrity who focuses on teaching English to his subscribers. Aaron, who reliezed his passion for education, made him look for new experiences by joining as an English tutor at several learning institutions. By utilizing social media, Aaron becomes an English content creator via YouTube. With the power of personal branding and marketing, his subscribers are increasing. The content containing English language learning that Aaron created is very easy and practical to learn. His videos uploaded in YouTube have attracted more than a thousand viewers.

B. Previous Studies

This research is not the only one that analyzes about code switching. There are some previous researcher similar to this one. For example, first, a research that conducted by Kairunnisa (2020) with entitled "An Analysis of Code Switching used by English Tutor in Video Teaching Tutorial (TEATU) Kampung Inggris LC". This research was using a qualitative method and focus on analyzing about the types and the functins of code switching. The data of the type code switching is analyzed by using Poplack's theory theory and for the function the researcher analyzed by using Gumprez's theory. By using those theory, as a result there are three types of code switching consist

of code switching with the detail; 34 intra-sentential switching, 28 inter-sentential switching, and 12 extra-sentential code switching. Furthermore, the result of the function code switching in her researcher consist of 12 quotations, 10 addressee specification, 18 interjections, 12 reiteration, 26 message qualification, and 6 personalization versus objectification. Comparing Khairunnisa's study to this research, although it has similarity in the topic which is code switching used to analyze the types and using descriptive qualitative method, they also have a number of distinct distinctions, in the analysis of type code switching; Kairunnisa's study employs the Poplack's theory and the function used the Gumprez's theory while this researcher used Hoffman's theory.

The second previous studies is coming from Sahabuddin (2019) with a research entitled "The Analysis of Code Switching in EFL Classroom Interaction". In the Sahabuddin's study the researcher used descriptive qualitative study as the research design. The study only focuses on analyzing the types of code switching used by the lecturer and students according to Poplack's theory. As the result that is founded that there were the intra-sentential code switching which occurred in lecturer's utterances with 22 data, the second type which occurred in student utterance was intra-sentential code switching with 20 data, and the last types occurred tag switching with 2 data. However, the result that is founded that there were the intra-sentential code switching which occurred in student's utterances with 10 data, the second type

which occurred in student utterance was intra-sentential code switching with 4 data. And the last types occurred intra-sentential switching with 3 data.

The third previous studies taken from Faizah (2021) with a study entitled "An Analysis of Code Switching used by the English Teachers in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan". As written in his research that the research was conducted qualitative research by focusing on the types of code switching in EFL Class at Madrasah Aliyah Negeri 1 Pasuruan. By applying the theory of code-switching types by Hoffman (1991) it is found that there were three types of code switching in the research those are 121 data of intra-sentential code switching, 39 data of inter-sentential code switching, and 22 data of tag code switching. Comparing Faizah's study to this research, although it has similarity in the topic which is code switching used to analyze the types by Hoffman's theory and using descriptive qualitative method.

The last, "Code Switching Analysis in English Literature Whatsapp Group" by Ameliza & Ambalegin (2020), is the title of their article. The descriptive qualitative method is used in this study. The research directly described code switching in english literature on whatsapp group. The result of article is the use of intra-sentetial code switching (23 data) is more than inter-sentetial code switching (16 data), the use of inter-sentetial code switching more than tag switching(7 data). Therefore, the use of tag switching is minimal in this analysis.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses descriptive qualitative method. According to Sugiyono, 2010, Qualitative research as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make conclusion about her/his feelings. The outcomes of the data collection are then examined. In other words, qualitative analysis emphasizes the quantity of the data that researchers have gathered. The higher the standard of the analysis perfomed by researchers, the more through and indepth knowledge is acquired.

In this study, the researcher will describe Aaron O'Brien's code switching based on types and function. The researcher analyzes the types and functions of code switching used by Aaron O'Brien on Aaron's English YouTube Channel.

B. Research Setting

1. Research Place

   This research is conducting on YouTube channel. The researcher selected a YouTuber Aaron on Aaron's channel "Aaron's English". The reason of the researcher selected Aaron because he is a well-known youtuber among teenagers and can inspire though his channel. In additional, there are many words in English that are easy to understand, so that they can

indirectly add to your vocabulary. The researcher collected the data from utterance of Aaron on his YouTube channel Aaron's English YouTube Channel.

2. Research Time

The period of the researcher is from April until December 2023. It included to complate the lecense research, observation, investigation, taking document preparation and doing of proposal seminar.

Table 3.1 *Research Time*

No	Activities	Month								
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Des
1.	Title submission	■								
2.	Pre-research		■							
3.	Chapter 1-3			■	■	■	■			
4.	Seminar Proposal							■		
5.	Collecting data							■	■	
6.	Chapter 4-5								■	■
7.	Munaqasah									■

C. Research Subject

The main subject of this research was a YouTuber that is Aaron's English channel. The name of the researcher was Aaron. The object of this research is to analyze the types, reason, and fuctions of code switching used by Aaron.

D. Data and Data Source

According to Arikunto (2006), the subject who provide the data or information or the source of the data are the source of the data. Data for this study came from Aaron O'Brien YouTube videos channel. The researcher examine for the types and functions of code switching that Aaron O'Brien used in his utterances. A descriptive text was used by the researcher as the data. Because the researcher explained the data after discovering it, the researcher used a descriptive text as the data. From Aaron O'Brien's YouTube channel, the researcher chose three videos, among other Belajar Bahasa Inggris harus mulai dari mana? (https://youtu.be/djF9-SHIgQg?si=Y8rqNXuKgCCWo3Ve), 3 Rahasia Pengucapan Bahasa Inggris (https://youtu.be/0kNMry0iRIk?si=cSw2Or_TSsKOVDDU), Cara Gampang Mengasah Kosa Kata (https://youtu.be/UAUokmvcIxM?si=t4UHc-ylOUmZNajZ), 5 Tips IELTS Reading Ala Aaron (https://youtu.be/4IFt6LEWWCM?si=ipL21JTAGIEvBzTP), Tips Efektif Hafal Kosakata (https://youtu.be/s5X0TryRqWw?si=j5jIRJQ0SsJ7bbaJ), Kapan pakai present continuous tense (https://youtu.be/LJKWwWDpk_M?si=gqt9RL5kOA_s3rL6), Kapan harus pakai simple present tense

(https://youtu.be/sdvkV5dx2IM?si=R_ESgQK36RSJsUOx), Belajar bahasa Inggris secara instan? (https://youtu.be/rRS9QHnkACo?si=n17H7b02NdsVfV03), Kapan pakai simple past tense (https://youtu.be/RTARajQAvrc?si=PYTwoJL0mOEpvz12), and Tips ngerti bule (https://youtu.be/FHUnE9CYWB4?si=Gu5S9Bl0GgCLuNI0).

E. Research Instrument

This study is a Sociolinguistics study which human beings and the situation around them are involved. The researcher becomes the main instrument of this study and she is the only person who collect and analyzed the data to answer the research problems proposed.

F. Techniques of Collecting the Data

As explained by Sugiyono (2013), the data collection technique used in this study are documentation. A recording of a previously occurring event is a documentation method. There are three different types of documentation methods: written documentation (such as diaries, life histories, biographies, etc.), picture documentation (such as photographs, sketches, moving pictures (video), and so forth), and documentation of artistic creations (including picture, statue, movie and so on). The data collection technique used in this study are documentation. The video was used to take Aaron O'Brien's utterance which contains code switching. The following terms were used to collect the data:

1. The researcher repeatedly watched the videos;

2. The researcher typed the transcript of the speaker's utterance;

3. The researcher identified code switching by reading the transcript;

4. The researcher made categories of the identified data;

5. The researcher classified the data in accordance with the types and functions of code switching.

Table 3.3 **Data Types and Functions of Code Switching**

No	Co de	Utte ranc es	Types			Functions							Con text
			Int ra	Int er	Tag	Talk	Quo	Show	Int	Re pet	Int en	Exp	

G. Trustworthiness of the Data

Data Validation is the effort of the researcher to collect the data. Validation of the data is needed to check the trust of the data in this research. According to Merriam (1998), ensuring validity and reliability in qualitative research involve conducting the investigation in an ethical manner. To maintain data validity, researchers used triangulation to achieve data reliability. There are some techniques of triangulation in research. According to Haes (2014), there are four basic types of triangulation such as data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

1. Data triangulation

   Triangulation of data is a process that is checked again and compared information from researchers obtained in other sources.

2. Investigator Triangulation

   If researchers can corroborate their findings without prior discussion or collaboration between researchers, the reliability of the findings can be greatly increased. Investigator triangulation is particularly important to reduce bias in data collection, reporting, and analysis.

3. Theory Triangulation

4. Theoretical triangulation is use of multiple theories when the study of a situation or phenomenon. The idea is to look at the situation/phenomenon from different perspectives, through different lenses, and with different questions in mind.

5. Methodological Triangulation

   The researcher using the multiple methods to conduct a situation or phenomenon known methodological triangulation. The researcher could check the degree of trustworthiness of several data sources with the same method.

   Based on the types triangulation that explained above, the researcher used investigator triangulation technique to crosschecked the data. The researcher crosschecked the data by investigator or expert judgement to achive the validity. The several criteria of investigator is expert judgment.

H. Techniques for Analyzing the Data

Data is an important part of the research. One of the data processing techniques is data analysis. Therefore the data must be analyzed first in order to produce good data. There are several data analysis techniques used by researchers. Miles and Huberman (1994) state researcher need some steps to analyze the data such as; data condensation, data display, conclusion and verification.

1. Data Reduction

The first analysis activity is data reduction. Miles and Huberman (2014) said that, Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. The researcher concluded that data reduction is a way to make data more concise from the original data by simplifying, classifying and discarding unnecessary data.

In this study, the researcher analyze the data from utterances of Aaron O'Brien in his YouTube channel Aaron's English. The researcher was focused to underline the code switching from utterance Aaron O'Brien. Then the researcher categorized the data based on types of code switching. After that, the researcher analyzed the function of code switching based on Hoffman's Theory.

2. Data Display

Further steps of techniques for analyzing the data is data display. According to Miles and Huberman (2014), display is an organized,

compressed assembly of information that allows conclusion drawing and action. The data could be display in many forms such as; texts, diagrams, graps, charts, matrices, networks, and other graphical format. It is mean the data display helping the researcher and readers to understand what is happening and to do something-either analyze further or take action-based on that understanding. The forms to display the data in this study are table and description. In this study, the researcher used data code and table to make easier for analyzing. For example (V2/003/00:08) means:

V2 = Video 2

003 = Number of data

00:08 = Time 53

After display the data by code, the researcher analyzed the data by theory. The researcher classified and displayed the data about types and functions code switching of Aaron O'Brien using Hoffman's theory.

3. Conclusion and Verification

The last steps of techniques of analyzing the data is conclusion and verification. Conclusion are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.

The next step conducted by researcher was describing and interpreting the data about code switching used by Aaron O'Brien in Aaron's English YouTube channel in order to that conclusion and verification of the code switching. The researcher tried to describe the data by explaining and interpret it in specific description about classification and function code switching by Aaron O'Brien.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the Researcher classified the data based on the types and functions of code switching. The data were gotten from ten videos on Aaron O'Brien's video YouTube channel. The types and functions of code switching that found in the video, the researcher analysed by using Hoffman's theory (1991), the types are intra-sentential code switching, inter-sentential code switching, and tag switching. Meanwhile for the functions of code switching are talking about a particular topic, quoting somebody else, showing empathy about something, interjection, repetition used for clarification, and intention of clarifying.

1. The types of Code Switching Found in Aaron's English YouTube Channel

The researcher classified and analyzed the types of code switching that found in Aaron's English utterances through three videos on his YouTube channel. Previously, in Chapter II, it was discussed about the types of code switching proposed by Hoffman (1991), there are intra-sentential code switching, inter-sentential code switching, and tag switching.

Table 4.1 Types of Code Switching that found in three videos of

Aaron Obrien's YouTube Channel

No	Types of Code Switching	Data	Percentage
1.	Intra-sentential code switching	19	28,8%
2.	Inter-sentential code switching	41	62,1%
3.	Tag switching	6	9.1%
Total		**66**	**100%**

Based on table 4.1, showed that intra-sentential code switching took 19 (ninetee) out of 66 (sixty six) cases as the second place used Aaron's English YouTube channel. The most frequently used Aaron's English YouTube channel is taken by inter-sentential code switching with 41 (fourty one) out of 66 (sixty six) cases. Furthemore, the third place and considered as the least common type of switching is tag switching with 6 (six) out of 66 (sixty six) cases. The following are some analysis types of code switching found in Aaron's English YouTube channel:

a. **Intra-sentential code switching**

This kind of code switching that occured within a sentence. In the English learning process by Aaron O'Brien, this type is often found and even became the most frequently used in his YouTube videos, it is nineteen (19) cases with a percentage of twenty eight point eight percent (28,8%). Below are some examples of the type along with the discussion:

1) *"**Today's topic**: belajar bahasa inggris harus mulai darimana ya?"* (V1/01/01:01)

        The Aaron's utterance is the first data of code switching that found by the researcher and also considered as intra-sentential code switching. The datum is taken from video 1 "Belajar Bahasa Inggris Harus Mulai Darimana Ya?".

        This situation happened when Aaron inform topic's video. As can be seen in Aaron's utterance above, the sentence can be considered a type of code switching as intra-sentential code switching. Because the switching involved within a sentence or in the same sentence. Aaron started his utterance with English language *"Today's topic"*, then followed by English language *"belajar bahasa inggris harus mulai darimana ya?"*. Those the word are in the same sentence, therefore the datum is included in the type of code switching as intra-sentential code switching.

2) *"Sering sekali aku bertanya kepada murid: **what are your difficulties in learning english?** atau apa kesusahanmu dalam belajar bahasa inggris"* (V3/02/00:31)

The setting happened when Amy repeat the utterance with Indonesian language. From Amy's utterance above, it can be said that the utterance belong to intra-sentential code switching. This is because the switching occur in the middle of sentence and the switching occur in the same sentence. In the beginning of the

sentence Aaron spoke with Indonesian language *"Sering sekali aku bertanya kepada murid",* then followed by English language *"what are your difficulties in learning english?"* and ended in Indonesian language *"atau apa kesusahanmu dalam belajar bahasa inggris".* Because of that, the datum is included in the type of code switching as intra-sentential code switching.

3) ***"Okay, those were some tips on practicing your english vocabulary****, semoga bermanfaat"* (V3/08/02:15)

This situation happened when Aaron closed the video. As can be seen in Aaron's utterance above, the sentence can be considered a type of code switching as intra-sentential code switching. Because the switching involved within a sentence or in the same sentence. Aaron started his utterance with English language *"Okay, those were some tips on practicing your english vocabulary",* then followed by Indonesian language *"semoga bermanfaat".* Those the word are in the same sentence, therefore the datum is included in the type of code switching as intra-sentential code switching.

4) ***The final tips,*** yang kelima adalah ***practice makes perfect.*** (V4/07/03:33)

The setting happened when Aaron explained the last tips in "5 Tips IELTS Reading Ala Aaron". From Aaron's utterance above, it can be said that the utterance belong to intra-sentential code switching. This is because the switching involved within a sentence or in the

same sentence. In the beginning of the sentence Aaron spoke with English language *"The final tips",* then followed by Indonesian language "*yang kelima adalah"* and ended in English language "*practice makes perfect"*. Because of that, the datum is included in the type of code switching as intra-sentential code switching.

5) "Yang kedua adalah ***don't try to understand the full passage."*** (V4/04/01:31)

This situation happened when Aaron exlained the second tips IELTS Reading Ala Aaron. As can be seen in Aaron's utterance above, the sentence can be considered a type of code switching as intra-sentential code switching. Because the switching involved within a sentence or in the same sentence. Aaron started his utterance with English language "*Yang kedua adalah"*, then followed by English language "*don't try to understand the full passage"*. Those the word are in the same sentence, therefore the datum is included in the type of code switching as intra-sentential code switching.

b. **Inter-sentential code switching**

The inter-sentential code switching occurs between sentences. The data findings by the reseaecher showed that inter-sentential switching took the second highest type used by Aaron O'Brien through videos on his YouTube channel. The data presented that there were eighteen (18) cases or sixty four point two percent (64,2%) is considered as inter-

sentential code switching. Below are some examples of the type along with the discussion:

1) **"Vocabulary comes first**. *Selalu aku bilang ke murid, mulailah dari kosa kata."* (V1/03/00:55)

The situation happened when Aaron explained the first tips of the material in the video. Based on the Aaron's utterance above, it can be concluded that the utterance belongs to inter-sentential code switching. The more explanation because the switching occurs in sentence level. First, Aaron spoke in full English language *"Vocabulary comes first"*, then followed by full Indonesian sentence *"Selalu aku bilang ke murid, mulailah dari kosa kata"*. Therefore, the utterance can be classified as inter-sentential code switching, because it involved switch from one language to the other between sentence.

2) *"Nah, hari ini kita mau kasih tunjuk beberapa langkah mudah untuk memulai belajar bahasa inggris*. **Let's take a look!"** (V1/02/00:42)

The situation happened when Aaron invited viewers to seen easy steps to star learning English. Based on the Aaron's utterance above, it can be concluded that the utterance belongs to inter-sentential code switching. The more explanation because the switching occurs in sentence level. First, Aaron spoke in complete Indonesian language *"Nah, hari ini kita mau kasih tunjuk beberapa*

langkah mudah untuk memulai belajar bahasa inggris.", then followed by full English sentence *"Let's take a look".* Aaron switch into English language in a full sentence. Because of that, the datum is included in the type of code switching as inter-sentential code switching.

3) ***"The final one is add stress to words.** Bahasa inggris selalu ada penekanan kata pada setiap kata."* (V2/05/01:47)

The situation happened when Aaron explained the last tips of the material in the video. Based on the Aaron's utterance above, it can be concluded that the utterance belongs to inter-sentential code switching. The more explanation because the switching occurs in sentence level. First, Aaron spoke in full English language *"The final one is add stress to words"*, then followed by full Indonesian sentence *"Bahasa inggris selalu ada penekanan kata pada setiap kata.".* Therefore, the utterance can be classified as inter-sentential code switching, because it involved switch from one language to the other between sentence.

4) *"Caranya kalian tau sendirilah.* ***Read English book, listen to English songs, and watch English videos on YouTube."*** (V1/05/02:04)

The situation happened when Amy gave steps to increase vocabulary. Based on the Amy's utterance above, it can be concluded that the utterance belongs to inter-sentential code

switching. The more explanation because the switching occurs in sentence level. First, Amy spoke in complete Indonesian language "*Caranya kalian tau sendirilah.*", then followed by full English sentence "*Read English book, listen to English songs, and watch English videos on YouTube*". Aaron switch into English language in a full sentence. Because of that, the datum is included in the type of code switching as inter-sentential code switching.

5) **"*So, you see it takes trial and error to get your sentences right.* *Ya namanya juga belajar, harus banyak eksperimentasi biar tau apa yang benar atau salah.*"** (V1/07/04:01)

The situation happened when Aaron closed the video „belajar bahasa inggris harus mulai dari mana?‟. Based on the Aaron‟s utterance above, it can be concluded that the utterance belongs to inter-sentential code switching. The more explanation because the switching occurs in sentence level. First, Aaron spoke in full English language "*So, you see it takes trial and error to get your sentences right*", then followed by full Indonesian sentence "*Ya namanya juga belajar, harus banyak eksperimentasi biar tau apa yang benar atau salah*". Therefore, the utterance can be classified as inter-sentential code switching, because it involved switch from one language to the other between sentence.

c. Tag switching

Tag switching occurs when there are interjection, a tag, or a sentence filler to the other language. The researcher found six (6) cases of tag switching in Aaron's English utterances, although it has a low percentage only 9,1% (nine point one percent). But, this still can be used as an indication that in the English learning process, a tutor or teacher also uses tag language in delivering materials. The following are some examples of tag switching that found in Aaron O'Brien's utterance:

1) ***"Okay**, jangan khawatir harus hafal semua peraturan ini ketika ingin belajar pengucapan bahasa inggris."* (V2/06/02:40)

   The code switching cases occurs in the word "okay" which after Aaron said the word, he was continued by using whole Indonesian language. Aaron used "okay" as an English filler word in the dominant language, it is Indonesian sentence. Therefore, the datum is included in the type of code switching as tag switching.

2) *"**So**, dia pasti akan belajar terus"* (V8/05/01:26)

   The code switching cases occurs in the word "so" which after Aaron said the word, he was continued by using whole Indonesian language. Aaron used "so" as an English filler word in the dominant language, it is Indonesian sentence. Therefore, the datum is included in the type of code switching as tag switching.

3) **"Okay**, *sekarang kita ada begitu banyak kosa kata baru, pasti*

   penasaran dong cara gunain kalimatnya." (V1/06/02:25)

   The code switching cases occurs in the word "okay" which after

   Aaron said the word, he was continued by using whole Indonesian

   language. Aaron used "okay" as an English filler word in the

   dominant language, it is Indonesian sentence. Therefore, the datum

   is included in the type of code switching as tag switching.

From the data above, the researcher concluded that from the three types of code switching according Hoffman (1991) such as intra-sentential code switching, inter-sentential code switching, and tag switching was found in the utterances on the videos "*Belajar bahasa Inggris harus mulai dari mana?", "3 rahasia pengucapan bahasa Inggris", "Cara gampang mengasah kosa kata", "5 Tips IELTS Reading Ala Aaron", "Tips Efektif untuk hafal kosa kata", "Kapan kita harus pakai present continuous tense?", "Kapan kita harus pakai simple present tense?", "Belajar bahasa Inggris secara instan?", "Kapan kita harus pakai simple past tense?"* and *"Cara cepat ngerti bule"* . Based on the data found (appendix), the types of code switching that appears most frequently in the three Aaron's videos is inter-sentential code switching type.

2. **The functions of Code Switching Found in Aaron's English YouTube Channel**

The focus of this part explained and analyzed the functions of code switching that found in Aaron O'Brien's utterance through three videos on

his YouTube channel. Hoffman (1991) proposed speech functions of code switching were previously covered in Chapter II. They are talking about a particular topic, quoting somebody else, showing emphaty about something, interjection, repetition used for clarification, and intention of clarifying.

Table 4.2 The functions of code switching found in

Aarons O'Brien's YouTube channel

No	The functions of code switching	Data	Percentage
1.	Talking about a particular topic	53	80,3 %
2.	Quoting somebody else	1	1,5 %
3.	Interjection	8	12,1 %
4.	Repetition used for clarification	1	1,5 %
5.	Intention of clarifying	3	4,6 %
Total		**66**	**100%**

a. **Talking about a particular topic**

The first speech functions of code switching that proposed by Hoffman (1991) that used in Aaron O'Brien when delivering his English material is talking about a particular topic. Mostly, the topic of the utterances is introduced in one language and in the commented part the speaker switchies to another code. In the english learning process by Aaron, this function occurs the most common speech function of code switching, it has 53 (fifty three) cases or 80,3% (eighty point three

percent). The examples of talking about a particular topic function of code switching will be disscussed below:

1. *"**Vocabulary comes first**. Selalu aku bilang ke murid, mulailah dari kosa kata"* (V1/03/00:55)

   From the datum above, it is classified as talking a particular topic function of code switching. It happened because Aaron explained the step of the material. Therefore, the datum is included in the function of code switching as talking a particular topic.

2. *"Caranya kalian tau sendirilah. **Read English book, listen to English songs, and watch English videos on YouTube.**"* (V1/05/02:04)

   From the datum above, the research analyzed that is talking about a particular topic. It happened because Amy gave steps to increase vocabulay. Sometimes, a speaker feels free and more comfortable to express their emotions, excitemens, or even anger in a language that is their everyday language. Therefore, the datum is included in the function of code switching as talking about a particular topic.

3. *"**The final one is add stress to words**. Bahasa inggris selalu ada penekanan kata pada setiap kata.*" (V2/05/01:47)

   From the datum above, it is classified as talking a particular topic function of code switching. It happened because Aaron explained the last tips of the material in Tiga Rahasia Pengucapan Bahasa

Inggris. Therefore, the datum is included in the function of code switching as talking a particular topic.

b. **Quoting Somebody Else**

The second functions of code switching that proposed by Hoffman (1991) that used in Aaron O'Brien when delivering his English material is quoting somebody else. It happened in the beggining of the video to made an example about material. In the english learning process by Aaron, this function has 1 (one) cases or 1,5% (one point five percent). The example of quoting somebody else function of code switching will be disscussed below:

*"Sering sekali aku bertanya kepada murid: **what are your difficulties in learning english?** atau apa kesusahanmu dalam belajar bahasa inggris"* (V3/02/00:31)

Based on the datum above, it is classified as quoting somebody else function of code switching. It happened in the beginning of the video. Amy quoted her student that asked "*what are your difficulties in learning english?"*. Therefore, the datum is included in the function of code switching as quoting somebody else.

c. **Interjection**

The main function of this switching is to gaiin some attention from the addresses and to show strong emotion or to express surprise. In the english learning process by Aaron, this function has 8 (eight) cases or

12,1% (twelve point one percent). The examples of interjection function of code switching will be disscussed below:

1. *"Dengan latihan yang cukup, kamu juga akan dapat yang kedengarannya enak juga. Oke,* ***See you next week!"*** (V2/07/03:00)

   Aaron started with Indonesian "*Dengan latihan yang cukup, kamu juga akan dapat yang kedengarannya enak juga".* and then followed by English "*see you next week".* Because of that, the code switching speech function of the datum is considered as interjection. The english phrases "*see you next week"* that used Aaron is to draw the viewers's attention and also to show or express good emotion to the viewers.

2. "***Okay****, sekarang kita ada begitu banyak kosa kata baru, pasti penasaran dong cara gunain kalimatnya*" (V1/06/02:25)

   From the datum above, the research analyzed that interjection. It happened because word "okay" become a connection with the next sentence that is "*sekarang kita ada begitu banyak kosa kata baru, pasti penasaran dong cara gunain kalimatnya*". Therefore, the datum is included in the function of code switching as interjection.

d. **Repetition used for Clarification**

The next speech function of code switching that proposed by Hoffman (1991) that used in Aaron and Amy delivering English material is repetition used for clarification. The repetition happened when Aaron

O'Brien and Amy repeat his utterance with another code, which is common thing in English learning process, the tutor should repeat or switches the materials to Indonesian language to make it clear for the leaners. In the english learning process by Aaron and Amy, this function has 1 (one) cases or 1,5% (one point five percent).

The examples of repetition used for clarification function of code *"Sering sekali aku bertanya kepada murid: **what are your difficulties in learning english?** atau apa kesusahanmu dalam belajar bahasa inggris"* (V3/02/00:31)

Based of the datum above, it can be said that the function of code switching is repetition used for clarification. The indications is because the speaker, Amy, started talked with English language, then she repeat in the word with Indonesian language that same meaning of the English word. Therefore, the datum is included in the function of code switching as repetition used for clarification.

e. **Intention of Clarifying**

The last speech function of code switching that proposed by Hoffman (1991) that used in Aaron and Amy delivering English material is intention of clarifying. In the english learning process by Aaron and Amy, this function has 3 (three) cases or 4,6% (four point six percent). The example of intention of clarifying function of code switching will be disscussed below:

1. *"Langkah paling mudah yang bisa kita lakukan adalah bangun bank kosakata kamu,* **I repeat** *bangun bank kosakata kamu".* (V1/04/01:46)

   The sentence becomes the sixth data in this research. The dantum taken from video 1 "Belajar Bahasa Inggris Harus Mulai Darimana Ya?". The setting happened when Aaron repeat and confirm Amy's example. Based on the datum above, it is classified as intention of clarifying function of code switching. It happened in the last sentence Aaron explained her aim. Therefore, the datum is included in the function of code switching as intention of clarifying.

2. **"What your favorite series/movies with English subtitles?** *Oh jadi ternyata itu bahasa inggrisnya."* (V3/04/00:57)

   The sentence becomes the fourty fourth data in this research. The dantum taken from video 3 "Cara Gampang Mengasah Kosakata". The setting happened when Aaron made example about vocabulary. Based on the datum above, it is classified as intention of clarifying function of code switching. It happened in the last sentence Aaron explained her aim. Therefore, the datum is included in the function of code switching as intention of clarifying.

Based on the data above, the researcher concluded that there were six kinds of functions of code switching according to Hoffman (1991)

such as are talking about a particular topic, quoting somebody else, showing emphaty about something, interjection, repetition used for clarification, and intention of clarifying, that found in the videos *"Belajar bahasa Inggris harus mulai dari mana?", "3 rahasia pengucapan bahasa Inggris", "Cara gampang mengasah kosa kata", "5 Tips IELTS Reading Ala Aaron", "Tips Efektif untuk hafal kosa kata", "Kapan kita harus pakai present continuous tense?", "Kapan kita harus pakai simple present tense?", "Belajar bahasa Inggris secara instan?", "Kapan kita harus pakai simple past tense?" and "Cara cepat ngerti bule"*. Based on the data found (appendix), the functions of code mixing that appears most frequently in the three Naila Farhana's videos is talking about a particular topic.

B. Discussions

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

1. The types of Code switching Found in Aaron O'Brien's YouTube Channel.

   The researcher's first goal was to identify the types of code switching employed by Aaron O'Brien through three videos on his YouTube channel. In order to achieve the result, the researcher used a

theory or refer to the Hoffman's theory. Based on the theory, the researcher found 66 (sixty six) cases of code switching. The highest number belongs to inter-sentential code switching with 41 (fourty one) cases or equal to 62,1% (sixty two point one percent). Next, the second place taken by intra-sentential with 19 (nineteen) cases or equal to 28,8% (twenty eight point eight percent). The last place taken by tag switching with only 6 (six) cases or 9,1% (nine point one percent).

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

learning process. On the other hand, tag switching has a few occurrences of the data. Tag switching is the same thing like filler words, because of that, it is rarely used in English learning process. This might be because the learning activity was structured, which means that there were not much space for free speaking or adding many filler words. This type of code switching aims only to emphasize sentences and the insertion of tag switching in the sentence may not violating the structure of the sentence. As mentioned by Poplack's theory, tag they may be easily inserted at a number of points in an utterance without violating syntactic rules (Romaine, 1995).

2. The Functions of Code switching Found in Aaron O'Brien's YouTube Channel

The researcher's second goal was to describe the functions of code switching used by Aaron O'Brien through three videos on his YouTube channel. In this case, the researcher refers to the Hoffman's theory. From the theory, the researcher found that the most common speech function of code switching used by Aaron O'Brien is talking about a particular topic, the total are 19 (nineteen) cases or equal to 80,3 % (eighty point three percent). This is because, in learning English process which mostly discusses explanation about material, therefore this function often occurs.

From the findings it is clear that the function of talking about a particular topic occurs when the teacher explained the material and then gave further explanation in the next utterance. In line with Hoffman has

mentioned that in this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduce in one language and then commented or further qualified in the other. As far as talking about a particular topic functions of code-switching are concerned, there is a clear tendency in these cases for the tutor to make use of the students' first language. One of the essential reasons is to make learners understand about the material and to ensure that learnes with limited and varied English proficiency understand the teaching. points while achieving considerable efficiency. This is in line with finding of Tonbury in Muslim (2018) when he says that code switching is one of communication strategy that the member of learners community use to be better understand the lesson or concept.

The second place of the speech function of code switching is taken by interjection with 8 (eight) cases or 12,1 % (twelve point one percent). This function occurs in the English learning process, the interjection speech function of code switching found in Aaron O'Brien English learning process happened when he used filler words to give emotional emphasis to his utterance. The third place is taken by intention of clarifying with 3 (three) cases or 4,6% (four point six percent). Furthemore, the intention of clarifying happened when he explained repetedly so that it is easy to understand.

The last place is taken by quoting somebody else and repetition used for clarification with 1 (one) cases or 1,5 % (one point five percent).

This function which is rarely used in English learning process. The quoting somebody else function of code switching found in Aaron O'Brien English learning process happened when she quote to the student. The repetition happened when Aaron O'Brien and Amy repeat his utterance with another code, usually in other English lesson repetition used for clarification is often used but in this learning, Aaron is rarely used.

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

Based on the whole discussion above, the researcher believed that code switching is a helpful way that provides many benefits in English learning process. The result or the product of learning English is someone who has an ability to speak, write, read, listen English well. For that reason, the code switching cases in Teaching and Learning English process occurs frequently to make it easier for the learner to understand

the target language. Similarity, finding of Weng (2010) found in their study that he use of code switching and first language would facilitate the learning of a second language.

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

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing and getting the result, the researcher found several of code switching on Aaron's English YouTube channel videos. The researcher analyzed the videos of Aaron's English YouTube channel by using Hoffman's theory about the types and functions of code switching. The types of code switching are categorized in to three types such as, intra-sentential code switching, inter-sentential code switching, and tag switching. The functions of code switching divided into talking about a particular topic, quoting somebody else, showing empathy about something, interjection, repetition used for clarification, intention of clarifying the speech content for the interlocur, expressing group identity.

1. The types of code switching

As the result, the types of code switching based on Hoffman's theory in video "Bahasa inggris harus mulai dari mana?" there are 2 cases of intra-sentential, 5 cases of inter-sentential, and 1 case of tag switching. On "Tiga rahasia pengucapan bahasa inggris" there are 0 case of intra-sentential, 6 cases of inter-sentential, 1 case of tag switching. On "Cara gampang mengasah kosa kata" there are 2 utterances of intra-sentential, 6 cases of inter-sentential, and 0 case of tag switching. On "Five Tips IELTS Reading Ala Aaron" there are 5 case of intra-sentential, 3 cases of inter-

sentential, 0 case of tag switching. On "Tips Efektif Hafal Kosakata" there are 0 case of intra-sentential, 6 cases of inter-sentential, 0 case of tag switching. On "Kapan kita pakai present continuous tense?" there are 4 cases of intra-sentential, 1 cases of inter-sentential, 1 case of tag switching. On "Kapan kita pakai simple present tense" there are 4 cases of intra-sentential, 1 case of inter-sentential, 1 case of tag switching. On "Belajar bahasa Inggris secara instan" there are 1 case of intra-sentential, 4 cases of inter-sentential, 1 case of tag switching. On "Kapan kita pakai simple past tense" there are 1 case of intra-sentential, 4 cases of inter-sentential, 1 case of tag switching. And on "Cara cepat ngerti bule" there are 0 case of intra-sentential, 5 cases of inter-sentential, 0 case of tag switching. Then, the result in the types of code switching in the video from 66 cases.

2. The functions of code switching

As the result, the functions of code switching based on Hoffman's theory in video "Bahasa inggris harus mulai dari mana?" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 2 cases of interjection, 0 cases of repetition used for clarification, and 2 cases of intention of clarifying. On "Tiga rahasia pengucapan bahasa inggris" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 2 cases of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. On "Cara gampang mengasah kosa kata" there are 5 cases of talking about a particular topic, 1 case of quoting somebody else, 0 case of interjection, 1 case of repetition used for

clarification, and 1 case of intention of clarifying. On "Five Tips IELTS Reading Ala Aaron" there are 8 cases of talking about a particular topic, 0 case of quoting somebody else, 0 cases of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. On "Tips Efektif Hafal Kosakata" there are 6 cases of talking about a particular topic, 0 case of quoting somebody else, 0 cases of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. On "Kapan kita pakai present continuous tense?" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 1 case of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. On "Kapan kita pakai simple present tense" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 1 case of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. On "Belajar bahasa Inggris secara instan" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 1 case of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. On "Kapan kita pakai simple past tense" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 1 case of interjection, 0 case of repetition used for clarification, 0 case of intention of clarifying. And on "Cara cepat ngerti bule" there are 5 cases of talking about a particular topic, 0 case of quoting somebody else, 1 case of interjection, 0 case of repetition used for clarification, 0 case of intention

of clarifying. Then, the result in the types of code switching in the video from 66 cases.

B. Suggestions

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

1. The Readers

   The researcher hopes that this research can assist the readers in finding the answers to their questions if they want to learn a little bit more about the types and functions of code switching. According to the researcher, learning a new language is necessary to survive in the modern world. One of the many tools we can use to develop our proficiency in a second language is social media, specifically YouTube. There are both English and other languages, so readers may want to search for YouTubers who do this frequently so that they can more easily understand what they are saying.

2. The next Researchers

   The researcher hopes that this research will serve as a useful resource for future researchers who wish to investigate code switching, which occurs frequently in spoken language, particularly on YouTube. In order to distinguish between this research and the next research, it is much preferable that the next Researchers look for the occurrence of code switching in other media or the next Researcher can look for the

phenomenon of code switching in the education field. This research should help readers better understand code-switching, particularly the types and the functions of code-switching that is based on Hoffman's theory established.

3. The English Teacher

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

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APPENDIX 1

VALIDATION

The thesis data titled "An Analysis of Code Switching in Aaron's English YouTube Channel" has been validated by Fitri Ana Ika Dewi, M.Hum in:

Day   : Monday

Date   : November 27th 2023

Surakarta, November 27th 2023

Penilai,

Fitri Ana Ika Dewi, M.Hum

NIP. 1990225 201701 2126

VALIDATION
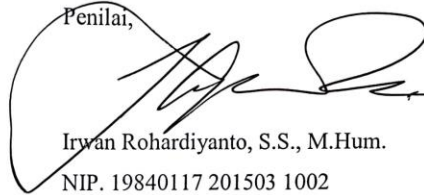
The thesis data titled "An Analysis of Code Switching in Aaron's English YouTube Channel" has been validated by Irwan Rohardiyanto, S.S., M.Hum. in:

Day   : Wednesday

Date   : December 27th 2023

Surakarta, December 27th 2023

Penilai,

Irwan Rohardiyanto, S.S., M.Hum.
NIP. 19840117 201503 1002

APPENDIX 2

Table Sheet of the Types and Functions of Code Switching Found in Aaron's English YouTube Channel

Intra : Intra-sentential code switching

Inter : Inter-sentential code switching

Tag   : Tag switching

Talk   : Talking about a particular topic

Quo   : Quoting somebody else

Show   : Showing emphaty about something

Int   : Interjection

Repet : Repetition used for clarification

Inten : Intention of clarifying

Exp   : Expressing group identity

1. **Belajar Bahasa Inggris harus mulai dari mana?** (https://youtu.be/djF9-SHIgQg?si=Y8rqNXuKgCCWo3Ve)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V1/01 /00:03	***Hello, Aaron and Amy here with Aaron's English. Today's topic:*** Belajar Bahasa Inggris Harus Mulai dari mana?		✓		✓							Aaron and Amy opened the video and inform video's topic.
2.	V1/02 /00:42	Nah, hari ini kita mau kasih tunjuk beberapa		✓					✓				Aaron invited viewers to

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		langkah mudah untuk memulai belajar bahasa inggris. *Let's take a look.*											see easy steps to start learning English.
3.	V1/03 /00:55	*Vocabulary comes first.* Selalu aku bilang ke murid, mulailah dari kosa kata. Itu yang paling penting, kalau cuma bisa ngomong satu/dua kata tapi belum bisa merangkai kalimat atau pertanyaannya itu tidak apa-apa, itu udah cukup untuk melakukan		✓		✓							Aaron explained the first tips of the material in the video.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		komunikasi dasar.											
4.	V1/04 /01:49	Untuk komunikasi dasar dalam bahasa inggris, langkah paling mudah yang bisa kita lakukan adalah bangun bank kosa kata kamu, *I repeat* bangun bank kosa kata kamu.	✓								✓		Amy gave steps to increase vocabulary.
5.	V1/05 /02:00	Caranya kalian tau sendirilah. ***Read English book, Listen to English songs, and watch English videos on YouTube.***		✓		✓							Aaron explained the second tips of the material in the video.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
6.	V1/06 /02:25	*Okay,* sekarang kita ada begitu banyak kosa kata baru, pasti penasaran dong cara gunain kalimatnya.			✓				✓				Aaron and Amy closed the videos.
7.	V1/07/ 04:01	*So, you see it takes trial and error to get your sentences right.* Ya namanya juga belajar, harus banyak eksperimentasi biar tau apa yang benar atau salah.		✓							✓		Aaron closed the video
8.	V1/08 /04:11	Jadi ingat ya, *to strat learning English, start with vocabulary and the grammar will*	✓			✓							

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		soon follow. Bye-bye											
		Total	2	5	1	4	-	-	2	-	2	-	

2. Tiga Rahasia Pengucapan Bahasa Inggris (https://youtu.be/0kNMry0iRIk?si=cSw2Or_TSsKOVDDU)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V2/01 /00:13	***Hello, Aaron here with Aaron's English. Today's topic:*** Rahasia Pengucapan Bahasa Inggris		✓		✓							Aaron opened the video and inform video's topic.
2.	V2/02 /00:25	Hal yang sering muridku keluhkan adalah betapa sulit menguasai pengucapan bahasa		✓		✓							Aaron said that he would share 3 secrects to good

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		inggris. *So, today I will share with you 3 secrects to good English pronounciation.*											English pronounciation.
3.	V2/03 /00:41	*The first is learn to listen.* Sebelum belajar cara ngomong, kita harus dengar cara kata-kata ini diomongin kan? Perhatikan juga yang namanya minimal pairs yaitu sepasang kata yang cuma beda di satu bunyi saja. Contoh seperti, not,		✓		✓							Aaron explained the first tips of the material in the video.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		note, hard, heart, thing, think.											
4.	V2/04 /01:07	*The second is break words into sounds*. Kata-kata punya suku kata atau syllables**.** Kalau kamu bisa breakdown sebuah kata dengan benar, maka kamu akan lebih bisa untuk mengucapkan kata tersebut.		✓		✓							Aaron explained the second tips of the material in the video.
5.	V2/05 /01:47	*The final one is add stress to words.* Bahasa inggris selalu ada penekanan kata		✓		✓							Aaron explained the last tips of the

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		pada setiap kata.											material in the video.
6.	V2/06 /02:40	*Okay*, jangan khawatir harus hafal semua peraturan ini ketika ingin belajar pengucapan bahasa inggris. Cara terbaik adalah melalui mendengar dan latihan.			✓				✓				Aaron explained about the best way to learn english pronunciatio
7.	V2/07 /03:00	Dengan latihan yang cukup, kamu juga akan dapat yang kedengarannya enak juga. oke, *see you next week! Bye bye*		✓					✓				Aaron closed the video.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
	Total		-	6	1	5	-	-	2	-	-	-	

3. Cara Gampang Mengasah Kosa Kata (https://youtu.be/UAUokmvcIxM?si=t4UHc-ylOUmZNajZ).

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V3/01 /00:14	*Hello, Aaron and Amy here with Aaron's English. On today topic:* Cara gampang untuk menghafal kosa kata bahasa inggris yang bisa dilakukan di rumah.		✓		✓							Aaron and Amy opened the video and inform video's topic.
2.	V3/02 /00:31	Sering sekali aku bertanya kepada	✓				✓						Amy repeated the

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		murid: *what are your difficulties in learning english?* atau apa kesusahanmu dalam belajar bahasa inggris?											utterance with Indonesian language.
3.	V3/03 /00:40	Lalu hampir 80% dari murid selalu menjawab "aku susah menghafal kosa kata bahasa inggris sehingga aku jadi susah dalam merangkai kata". *So, here are some tips that you can use to help, you memorize*		✓		✓							Amy will share the tips that can use help memorize English vocab easily.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		English vocab easily.											
4.	V3/04 /00:57	*What your favorite series/movies with English subtitles?* Oh jadi ternyata itu bahasa inggrisnya.		✓							✓		Aaron made an example.
5.	V3/05 /01:24	*Make a list and memorize.* Carilah lima kosa kata baru setiap hari dan tulis di notebook atau notes handphone beserta terjemahannya , lalu dihafalin setiap hari, sampai diulang-ulang, dijamin cepet hafalnya.		✓		✓							Amy explained the first tips of the material in the video.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
6.	V3/06 /01:43	*Make it fun.* Ada banyak sekali game yang bisa kamu gunakan untuk melatih vocab kamu, diantaranya ada crossword, wordsearch, screabble, ya banyak deh pokoknya.		✓		✓							Aaron explained the second tips of the material in the video.
7.	V3/07 /01:58	*So, not only is it fun, but it can also help you find lots of new vocabulary to add to your list.* Kuncinya adalah untuk gunakan kosa kata baru ini,		✓		✓							Amy said that "don't just memorize for the sake of memorizing

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		seiring dengan kamu belajar bahasa inggris, intinya jangan cuma hafal untuk sekedar menghafal saja.											"
8.	V3/08 /02:15	*Okay, those were some tips on practicing your english vocabulary,* semoga bermanfaat untuk kalian.	✓			✓							Amy closed the video.
	Total		2	6	-	6	1	-	-	-	1	-	

4. **5 Tips IELTS Reading Ala Aaron** (https://youtu.be/4IFt6LEWWCM?si=ipL21JTAGIEvBzTP)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V4/01 /00:02	***Hello, Aaron with Aaron's English.*** Today's Topic: Tips IELTS Reading Ala Aaron.		✓		✓							Aaron opened the video and inform video's topic.
2.	V4/02 /00:20	Ada 5 Tips yang aku mau bagi hari ini buat teman-teman yang ambil IELTS untuk Readingnya yang menurut aku sebagai guru bahasa Inggris sangat membantu teman-teman untuk		✓		✓							Aaron said that he would share 5 tips to IELTS Reading

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		melakukan IELTS Reading. ***Let's take a look!***											
3.	V4/03 /00:37	Yang pertama adalah ***Skimming and Scanning***. Apa ini Skimming and Scanning?. Jadi, Skimming and Scanning ini adalah cara untuk membaca teks secara kilat supaya kamu dapat gambaran besar tentang teksnya dalam waktu kurang lebih 2-3 menit.	✓			✓							Aaron explained the first tips of the material in the video.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
4.	V4/04 /01:31	Yang kedua adalah *don't try to understand the full passage.*	✓			✓							Aaron explained the second tips.
5.	V4/05 /02:03	Yang ketiga adalah *developing vocabulary*	✓			✓							Aaron explained the third tips.
6.	V4/06 /02:35	*Number four is keywords.* Ini sangat penting untuk kita mencari jawabannya dalam sebuah IELTS Reading	✓			✓							Aaron explained the fourth tips.
7.	V4/07 /03:33	*The final tips,* yang kelima adalah *practice make perfect.*	✓			✓							Aaron explained the last tips.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
8.	V4/08 /04:13	Mungkin di beberapa episode selanjutnya kita fokus di skil-skil IELTS yang lain, seperti speaking, writing, ataupun listening. *See you in the next week!*		✓		✓							Aaron closed the video.
	Total		**5**	**3**	**-**	**8**	**-**	**-**	**-**	**-**	**-**	**-**	

5. Tips Efektif Hafal Kosakata (https://youtu.be/s5X0TryRqWw?si=j5jIRJQ0SsJ7bbaJ)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V5/01 /00:11	*Hello, Aaron with Aaron's English.* Today's Topic: Lima		✓		✓							Aaron opened the video and

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		Tips Efektif untuk hafal kosakata											inform video's topic.
2.	V5/02 /00:38	*The first is always look at the words again.* Ketika kamu mempelajari kata baru pastikan untuk baca kata baru itu, misalkan 24 jam setelahnya, atau satu minggu setelahnya, atau satu bulan setelahnya.		✓		✓							Aaron explained the first tips.
3.	V5/03 /00:58	*The second is learn new words with a friend.* Belajar kata-		✓		✓							Aaron explained the second

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		kata baru dengan teman yang punya passion yang sama dengan kamu untuk belajar bahasa Inggris pasti lebih seru dan tentunya bakal bikin kamu lebih hafal kosa-katanya.											tips.
4.	V5/04 /01:16	*The third is use new words.* Kata orang-orang kamu harus memakai kata baru yang baru kamu pelajari setidaknya sepuluh kali dalam bahasa inggrismu		✓		✓							Aaron explained the third tips.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		sampai itu bisa masuk ke otak kamu.											
5.	V5/05 /01:33	*The fourth is read, read, and read.* Nah, orang-orang sedikit males dengar ini karena langsung mikir "ugh harus baca yang berat biar ingat ya" no, semua jenis bacaan termasuk komik, novel, ataupun sosmed juga termasuk bacaan , tapi jangan lupa, in English ya!		✓		✓							Aaron explained the fourth tips.
6.	V5/06 /01:55	*The fifth is limit your selft.* Jangan terlalu		✓		✓							Aaron explained

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		ambisius, ingat kosa-kata kalau ujung-ujungnya kamu bakal lupa, selalu tetapkan target yang realistis, misalkan lima kata baru per hari, gampangkan? Okay, see you next week!											the last tips and closed the video.
	Total		-	6	-	6	-	-	-	-	-	-	

6. **Kapan pakai present continuous tense** (https://youtu.be/LJKWwWDpk_M?si=gqt9RL5kOA_s3rL6)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V6/01 /00:01	*Hello, Aaron here with Aaron's English.*		✓		✓							Aaron opened the

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		Today's Topic: kapan harus pakai present contiuous tense?											video and inform video's topic.
2.	V6/02 /00:37	*The first is* untuk kegiatan yang sedang terjadi saat ini juga. Contohnya, "He is reading a book now" and "I'm talking to her at the moment"	✓			✓							Aaron explained the fist functions of present continuous tense.
3.	V6/03 /00:50	*The second is* untuk rencana di masa depan. Contohnya "they are going to Bandung tomorrow" and "she is cooking	✓			✓							Aaron explained the second functions of present continuous

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		steak later"											tense.
4.	V6/04 /01:00	*The third is* kegiatan yang sedang berlangsung (bagian yang lebih lama). Contohnya "he is studying to become a doctor" and "we are cutting vegetables to make soup".	✓			✓							Aaron explained the third functions of present continuous tense.
5.	V6/05 /01:14	*The fourth is* sesuatu yang berulang atau mengganggu menggunakan kata 'always' atau 'constantly'. Contohnya, "that boy	✓			✓							Aaron explained the last functions of present continuous tense.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		is always coming late to class" and "she is constantly hugging me"											
6.	V6/06 /01:30	*Okay*, semoga bermanfaat. Bye-bye!			✓				✓				Aaron closed the video
	Total		4	1	1	5	-	-	1	-	-	-	

7. Kapan pakai simple present tense (https://youtu.be/sdvkV5dx2IM?si=R_ESgQK36RSJsUOx)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V7/01 /00:09	*Hello, Aaron with Aaron's English.* Today's Topic: kapan kita harus pakai		✓		✓							Aaron opened the video and inform

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		simple present tense?											video's topic.
2.	V7/02 /00:43	*The first is* kegiatan yang berulang seperti kebiasaan atau rutinitas. Contohnya "I speak English everyday" and "the train leaves every morning at 8 a.m"	✓			✓							Aaron explained the first functions of simple present tense.
3.	V7/03 /00:59	*The second is* fakta atau generalisasi. Contohnya "Jakarta is in Indonesian" and " I like apples and oranges"	✓			✓							Aaron explained the second functions of simple present tense.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
4.	V7/04 /01:15	*The third is* kegiatan di masa depan. Contohnya, "Our flight leaves at 9 p.m" and "the party starts today"	✓			✓							Aaron explained the third functions of present tense.
5.	V7/05 /01:25	*The fourth is* terjaddi saat ini juga. contohnya "He needs to call his friend" and "I think they see something"	✓			✓							Aaron explained the last functions of present tense.
6.	V7/06 /01:47	*Okay*, semoga bermanfaat. Bye-bye			✓				✓				Aaron closed the video
	Total		4	1	1	5	-	-	1	-	-	-	

8. Belajar bahasa Inggris secara instan? (https://youtu.be/rRS9QHnkACo?si=n17H7b02NdsVfV03)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V8/01 /00:01	***Hello, Aaron with Aaron's English.*** Today's Topic: Belajar bahasa Inggris secara instan? Mungkin kamu pernah lihat spanduk di jalan "belajar bahasa Inggris sampai mahir" "belajar bahasa Inggris dalam 30 hari" dan banyak lagi.		✓		✓							Aaron opened the video and inform video's topic.
2.	V8/02 /00:33	***So, I'm here to tell you,*** sebagai guru bahasa Inggris, itu	✓			✓							Aaron's opinion about

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		mustahil.											learning English
3.	V8/03 /01:04	*The first is the power of kepepet.* Biasanya dari yang aku lihat kalau orangnya harus ngejar suatu kebutuhan dan itu perlu bahasa inggris pasti dia cepat lancar.		✓		✓							Aaron explained the first tips.
4.	V8/04 /01:17	*The second is love of the language.* Mungkin ada sesuatu dari bahasa Inggris yang dia memang suka, mau itu di film atau di lagu.		✓		✓							Aaron explained the second tips.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
5.	V8/05 /01:26	*So*, dia pasti akan belajar terus.			✓				✓				Aaron's opinion
6.	V8/06 /01:32	*The final one is I know I'm not perfect, but screw it*. Ini adalah mindset yang aku harap kalian semua bisa terapkan, bahwa memang kemampuan bahasa Inggris kamu gak bakal sampai "sempurna", bule pun juga engga.		✓		✓							Aaron explained the last tips.
	Total		1	4	1	5	-	-	1	-	-	-	

9. Kapan pakai simple past tense (https://youtu.be/RTARajQAvrc?si=PYTwoJL0mOEpvz12)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V9/01 /00:01	***Hello, Aaron with Aaron's English.*** Today's Topic: Kapan kita harus pakai simple past tense?		✓		✓							Aaron opened the video and inform video's topic.
2.	V9/02 /00:39	***The first is*** kegiatan yang sudah mulai dan selesai diwaktu yang spesifik. Contohnya "I saw a movie yesterday"	✓			✓							Aaron explained the first functions of simple past tense.
3.	V9/03 /00:52	***The second is*** serangkaian kegiatan yang sudah selesai. Contohnya "I finished	✓			✓							Aaron explained the second functions of

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		work, walked to the beach, and found a nice place to swim"											simple past tense.
4.	V9/04 /01:04	*The third is* durasi di masa lalu. Contohnya "I lived in Jakarta for 7 years"	✓			✓							Aaron explained the third functions of simple past tense.
5.	V9/05 /01:12	*The fourth is* fakta di masa lalu yang tidak benar lagi sekarang. Contohnya "He didn't like tomatoes before"	✓			✓							Aaron explained the last functions of simple past tense.
6.	V9/06 /01:22	*Okay*, semoga sekarang kamu lebih			✓				✓				Aaron closed the

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		tahu kapan harus pakai tense ini dalam bahasa Inggris. Bye-bye!											video
	Total		**1**	**4**	**1**	**5**	**-**	**-**	**1**	**-**	**-**	**-**	

10. Tips ngerti bule (https://youtu.be/FHUnE9CYWB4?si=Gu5S9Bl0GgCLuNI0)

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
1.	V10/01/ 00:13	***Hello, Aaron with Aaron's English.*** Today's Topic: cara cepat ngerti bule.		✓		✓							Aaron opened the video and inform video's topic.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
2.	V10/02/ 01:05	*Number one is listen to natives with a topic you like.* Tentunya kita bakal lebih nyambung dan pastinya lebih suka kalau misalkan kita dengerin bule yang bahas topik yang kita suka.		✓		✓							Aaron explained the first tips.
3.	V10/03/ 01:28	*Number two is train your eyes.* Luangkan waktunya untuk dengerin percakapan sam bule yang cepat, ini harus dibiasakan,		✓		✓							Aaron explained the second tips.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		karena tentunya gak semua orang bakal ngomong pelan-pelan buat kamu.											
4.	V10/04/ 01:44	*Number three is do not overwhelm yourself.* Kalau melatih dengerin bule ngomong dicicil aja 1-2 menit sehari cukup kok, yang penting sering, kalau bisa setiap hari		✓		✓							Aaron explained the third tips.
5.	V10/05/ 02:02	*Number four is don't listen with your eyes.* Yaa namanya juga		✓		✓							Aaron explained the last tips.

No	Code	Utterances	Types			Functions							Context
			Intra	Inter	Tag	Talk	Quo	Show	Int	Repet	Inten	Exp	
		listening, jadi dengerin bule ngomong itu juga penting, bukan cuma menonton.											
		Total	-	5	-	5	-	-	-	-	-	-	

APPENDIX 3

AARON'S ENGLISH UTTERANCES TRANSCRIPT

1. **Belajar Bahasa Inggris harus mulai dari mana?**

(https://youtu.be/djF9-SHIgQg?si=Y8rqNXuKgCCWo3Ve)

Hello, Aaron and Amy here with Aaron's English. Today's topic: Belajar Bahasa Inggris Harus Mulai dari mana? Setelah seseorang mencari tujuan atau purpose untuk belajar bahasa inggris, dia siap untuk belajar. Tapi kadang mereka itu kewalahan harus mulai dari mana, karena mereka udah terlalu overthinking dengan grammar, tenses, dll yang mungkin mereka sudah pelajari di sekolah. Nah, hari ini kita mau kasih tunjuk beberapa langkah mudah untuk memulai belajar bahasa inggris. Let's take a look.

Vocabulary comes first. Selalu aku bilang ke murid, mulailah dari kosa kata. Itu yang paling penting, kalau cuma bisa ngomong satu/dua kata tapi belum bisa merangkai kalimat atau pertanyaannya itu tidak apa-apa, itu udah cukup untuk melakukan komunikasi dasar. Belum bisa sih aku bikin pertanyaanya, tapi taulah permisi itu excuse me, toilet ya toilet, dimana itu where. There itu disana, left itu kiri, oke berarti sebelah kiri disana. Udah bisa lihat sendirikan? Untuk komunikasi dasar dalam bahasa inggris, langkah paling mudah yang bisa kita lakukan adalah bangun bank kosa kata kamu, I repeat bangun bank kosa kata kamu. Caranya kalian tau sendirilah. Read English book, Listen to English songs, and watch English videos on YouTube. Kalau kamu lakukan ini, kamu akan mulai makin penasaran dengan step kedua ini.

Build sentence and question with your new vocabulary. Okay, sekarang kita ada begitu banyak kosa kata baru, pasti penasaran dong cara gunain kalimatnya. Karena tentunya kita enggak mau ngomong sekata dua kata kayak anak kecil kan. Nah dari situlah kita belajar dari grammar. Ada beberapa guru yang bilang kalau grammar itu gak penting, tapi menurut kita grammar itu perlu tapi bukan segalanya. Anggaplah sebuah kalimat seperti bangunan, ada batu-batanya itu namanya vocabulary, lalu semen yang mengikat semua batu bata itu yaitu grammar, nah kalau kita mau bangunannya kokoh, kita harus ada

semen, lalu kita harus ada kosa-katanya yaitu batu-batanya. Tapi jangan heran kalau kamu pakai grammar pada situasi yang salah. Oh berarti harus pakai "have" ya kalau masa lalu. So, you see it takes trial and error to get your sentences right. Ya namanya juga belajar, harus banyak eksperimentasi biar tau apa yang benar atau salah. So remember, to start learning English, start with vocabulary and the grammar will soon follow.

2. **Tiga Rahasia Pengucapan Bahasa Inggris**
(https://youtu.be/0kNMry0iRIk?si=cSw2Or_TSsKOVDDU)

Hello, Aaron here with Aaron's English. Today's topic: Rahasia Pengucapan Bahasa Inggris. Hal yang sering muridku keluhkan adalah betapa sulit menguasai pengucapan bahasa inggris. So, today I will share with you 3 secrects to good English pronounciation.

The first is learn to listen. Sebelum belajar cara ngomong, kita harus dengar cara kata-kata ini diomongin kan? Perhatikan juga yang namanya minimal pairs yaitu sepasang kata yang cuma beda di satu bunyi saja. Contoh seperti, not, note, hard, heart, thing, think.

The second is break words into sounds. Kata-kata punya suku kata atau syllables. Kalau kamu bisa break down sebuah kata dengan benar, maka kamu akan lebih bisa untuk mengucapkan kata tersebut. Bagaimana caranya mengetahui ada berapa banyak Syllables dalam sebuah kata? Taruh tangan kamu flat di bawah dagu kamu, nanti kalau dagu kamu sentuh tangan kamu, itu berarti di syllable. Misalkan English itu ada dua syllable karena dagu sentuh tangan dua kali.

The final one is add stress to words. Bahasa inggris selalu ada penekanan kata pada setiap kata. Ini penting biar kamu bisa bedain kata seperti, present (kado) atau present (mempresentasikan). Bingung bagian kata mana yang harus ditekenin? Ini gambaran umumnya, kebanyakan kata benda yang punya dua suku kata, suku katanya ditekenin pada suku kata pertama, contohnya adalah mirror, air plane, smartphone. Dan kebanyakan kata kerja yang memiliki dua suku kata, ditekenin pada suku kata kedua, contohnya adalah

create, discuss, install. Okay, jangan khawatir harus hafal semua peraturan ini ketika ingin belajar pengucapan bahasa inggris. Cara terbaik adalah melalui mendengar dan latihan. Ingat, kebanyakan native speaker juga enggak tau peraturannya. Mereka ngomong yang menurut mereka oke. Dengan latihan yang cukup, kamu juga akan dapat yang kedengarannya enak juga. oke, see you next week! Bye bye.

3. **Cara Gampang Mengasah Kosa Kata**

(https://youtu.be/UAUokmvcIxM?si=t4UHc-ylOUmZNajZ).

Hello, Aaron and Amy here with Aaron's English. On today topic: Cara gampang untuk menghafal kosa kata bahasa inggris yang bisa dilakukan di rumah. Sering sekali aku bertanya kepada murid: what are your difficulties in learning english? atau apa kesusahanmu dalam belajar bahasa inggris? Lalu hampir 80% dari murid selalu menjawab "aku susah menghafal kosa kata bahasa inggris sehingga aku jadi susah dalam merangkai kata". So, here are some tips that you can use to help, you memorize English vocab easily. What your favorite series/movies with English subtitles? Oh jadi ternyata itu bahasa inggrisnya. Kamu bisa membiasakan diri dengan kosa kata baru bahasa inggris dengan metode nonton film atau seri kesukaan kamu menggunakan subtitle bahasa inggris, itu sangat membantu loh.

Make a list and memorize. Carilah lima kosa kata baru setiap hari dan tulis di notebook atau notes handphone beserta terjemahannya , lalu dihafalin setiap hari, sampai diulang-ulang, dijamin cepet hafalnya. Make it fun. Ada banyak sekali game yang bisa kamu gunakan untuk melatih vocab kamu, diantaranya ada crossword, wordsearch, screabble, ya banyak deh pokoknya. So, not only is it fun, but it can also help you find lots of new vocabulary to add to your list. Kuncinya adalah untuk gunakan kosa kata baru ini, seiring dengan kamu belajar bahasa inggris, intinya jangan Cuma hafal untuk sekedar menghafal saja. Okay, those were some tips on practicing your english vocabulary, semoga bermanfaat untuk kalian. Bye bye.

4. 5 Tips IELTS Reading Ala Aaron

(https://youtu.be/4IFt6LEWWCM?si=ipL21JTAGIEvBzTP)

Hello, Aaron with Aaron's English. Today's Topic: Tips IELTS Reading Ala Aaron. Ada 5 Tips yang aku mau bagi hari ini buat teman-teman yang ambil IELTS untuk Readingnya yang menurut aku sebagai guru bahasa Inggris sangat membantu teman-teman untuk melakukan IELTS Reading. Let's take a look!

Yang pertama adalah Skimming and Scanning. Apa ini Skimming and Scanning?. Jadi, Skimming and Scanning ini adalah cara untuk membaca teks secara kilat supaya kamu dapat gambaran besar tentang teksnya dalam waktu kurang lebih 2-3 menit. Kedengarannya cepat sekali kan? Jadi caranya gimana sebenarnya? Dalam sebuah teks, pasti ada paragrafnya kan ? untuk setiap kalimat pertama dan terakhir dalam setiap paragraf itulah topic sentence. Nah topic sentence ini yang kamu baca secara teliti, sisanya itu bisa kamu baca dengan kilat dan tidak usah khawatir kalau misalkan kamu enggak mengerti semua kata-kata yang ada, yang penting kalimat pertama dan kalimat terakhir itu yang kamu baca dengan teliti supaya kamu dapat gambaran besar tentang teks yang kamu baca. Yang kedua adalah don't try to understand the full passage. Ingat, untuk IELTS Reading, tugas kamu adalah untuk mencari jawabannya saja. Jadi tidak perlu khawatir kalau kamu tidak memahami keseluruhan dan setiap detail dari teksnya, yang penting kamu memahami garis besar dari bacaannya sehingga kamu mengerti konteksnya untuk mencari jawabannya nanti. Yang ketiga adalah developing vocabulary. Inilah salah

satu alasan utama kenapa kebanyakan murid-murid tidak bisa mendapatkan skor IELTS yang mereka mau karena untuk belajar kosakata itu sangat penting dalam IELTS reading. Kita tidak hanya memahami apa artinya sebuah kata tapi kita juga memahami kapan kata itu bisa digunakan, alias aplikasi sebuah kata itu dalam sebuah kalimat itu bisa kapan. Number four is keywords. Ini sangat penting untuk kita mencari jawabannya dalam sebuah IELTS Reading. Ingat juga bahwa keywords dalam IELTS Reading itu bisa ada macam-macam dan kadang itu tidak terlalu kelihatan ya, ketika kita mau mencari jawabannya. Ada banyak keywords yang memang jelas, itu pasti keywords. Seperti: nama, tempat, tanggal, kapan kejadian sesuatu itu pasti jelas banget itu keywords yang kita harus pakai dari soal untuk mencari jawabannya di text. The final tips, yang kelima adalah practice makes perfect. Ya suadah jelaslah yang ini. Namanya juga ujian, namanya juga test. Of course, kita juga harus banyak latihan.

Okay guys! Hopefully these tips for IELTS Reading will be helpful for you. So, you can do your IELTS Reading test. Mungkin di beberapa episode selanjutnya kita fokus di skil-skil IELTS yang lain, seperti speaking, writing, ataupun listening. See you in the next week

5. **Tips Efektif Hafal Kosakata**

(https://youtu.be/s5X0TryRqWw?si=j5jIRJQ0SsJ7bbaJ)

Hello, Aaron with Aaron's English. Today's Topic: Lima Tips Efektif untuk hafal kosakata. Banyak teman-teman yang suka nonton Aaron's English mengeluh bahwa mereka kesulitan untuk hafal kosakata dalam bahasa Inggris.

Jadi hari ini aku mau bagi 5 tips efektif untuk hafal kosa kata dalam bahasa Inggris.

The first is always look at the words again. Ketika kamu mempelajari kata baru pastikan untuk baca kata baru itu, misalkan 24 jam setelahnya, atau satu inggu setelahnya, atau satu bulan setelahnya. The second is learn new words with a friend. Belajar kata-kata baru dengan teman yang punya passion yang sama dengan kamu untuk belajar bahasa Inggris pasti lebih seru dan tentunya bakal bikin kamu lebih hafal kosa-katanya. The third is use new words. Kata orang-orang kamu harus memakai kata baru yang baru kamu pelajari setidaknya sepuluh kali dalam bahasa inggrismu sampai itu bisa masuk ke otak kamu. The fourth is read, read, and read. Nah, orang-orang sedikit males dengar ini karena langsung mikir "ugh harus baca yang berat biar ingat ya" no, semua jenis bacaan termasuk komik, novel, ataupun sosmed juga termasuk bacaan , tapi jangan lupa, in English ya!. The fifth is limit your selft. Jangan terlalu ambisius, ingat kosa-kata kalau ujung-ujungnya kamu bakal lupa, selalu tetapkan target yang realistis, misalkan lima kata baru per hari, gampangkan? Okay, see you next week!

6. **Kapan pakai present continuous tense**

(https://youtu.be/LJKWwWDpk_M?si=gqt9RL5kOA_s3rL6)

Hello, Aaron here with Aaron's English. Today's Topic: kapan harus pakai present contiuous tense? Present continuous tense sering digunakan dan sering dipelajari di sekolah. Tapi kapan sih kita harus pakai tense ini dalam kehidupan kita sehari-hari dalam bahasa inggris?. Yuk kita lihat 4 fungsi dari

tense ini. Ini aku kasih urutan dari paling umum (yang pertama) sampai paling jarang (yang terakhir).

The first is untuk kegiatan yang sedang terjadi saat ini juga. Contohnya, "He is reading a book now" and "I'm talking to her at the moment". The second is untuk rencana di masa depan. Contohnya "they are going to Bandung tomorrow" and "she is cooking steak later". The third is kegiatan yang sedang berlangsung (bagian yang lebih lama). Contohnya "he is studying to become a doctor" and "we are cutting vegetables to make soup". The fourth is sesuatu yang berulang atau mengganggu menggunakan kata 'always' atau 'constantly'. Contohnya, "that boy is always coming late to class" and "she is constantly hugging me". Okay, semoga bermanfaat. Bye-bye!

7. **Kapan pakai simple present tense**

(https://youtu.be/sdvkV5dx2IM?si=R_ESgQK36RSJsUOx)

Hello, Aaron with Aaron's English. Today's Topic: kapan kita harus pakai simple present tense?. Simple present tense sering digunakan dan sering dipelajari di sekolah. Tapi kapan sih kita harus pakai tense ini dalam kehidupan kita sehari-hari dalam bahasa inggris?. Yuk kita lihat 4 fungsi dari tense ini. Ini aku kasih urutan dari paling umum (yang pertama) sampai paling jarang (yang terakhir).

The first is kegiatan yang berulang seperti kebiasaan atau rutinitas. Contohnya "I speak English everyday" and "the train leaves every morning at 8 a.m". The second is fakta atau generalisasi. Contohnya "Jakarta is in Indonesian" and " I like apples and oranges". The third is kegiatan di masa

depan. Contohnya, "Our flight leaves at 9 p.m" and "the party starts today". The fourth is terjadi saat ini juga. contohnya "He needs to call his friend" and "I think they see something". Okay, semoga bermanfaat. Bye-bye.

8. **Belajar bahasa Inggris secara instan?**

(https://youtu.be/rRS9QHnkACo?si=n17H7b02NdsVfV03)

Hello, Aaron with Aaron's English. Today's Topic: Belajar bahasa Inggris secara instan? Mungkin kamu pernah lihat spanduk di jalan "belajar bahasa Inggris sampai mahir" "belajar bahasa Inggris dalam 30 hari" dan banyak lagi. Mungkin kamu pernah lihat spanduk dijalan "belajar bahasa inggris sampai mahir" "belajar bahasa inggris dalam 30 hari" "belajar bahas inggris sampai cas cis cus" dan banyak lagi. So, I'm here to tell you, sebagai guru bahasa Inggris, itu mustahil. Kenapa? Karena sudah tahu pastinya bahwa semua orang belajar dengan kecepatan yang berbeda-beda, tidak bisa disamakan. Also, pasti kalian pada tahu juga nggak solusi ajaib sampai bisa langsung bahasa inggris dengan lancar. Tapi kalau memang mau belajar bahasa inggris dengan cepat. Ada tiga hal yang harus diperhatikan yang memang bikin orang cepat belajar bahasa inggris.

The first is the power of kepepet. Biasanya dari yang aku lihat kalau orangnya harus ngejar suatu kebutuhan dan itu perlu bahasa inggris pasti dia cepat lancar. The second is love of the language. Mungkin ada sesuatu dari bahasa Inggris yang dia memang suka, mau itu di film atau di lagu. So, dia pasti akan belajar terus. The final one is I know I'm not perfect, but screw it. Ini adalah mindset yang aku harap kalian semua bisa terapkan, bahwa

memang kemampuan bahasa Inggris kamu gak bakal sampai "sempurna", bule pun juga engga. Tapi kamu bilang "ah bodo amat deh, yang penting aku harus terus mencoba" Remember, learning English will only happen as fas as you are willing to commit and motivate.

9. **Kapan pakai simple past tense**

(https://youtu.be/RTARajQAvrc?si=PYTwoJL0mOEpvz12)

Hello, Aaron with Aaron's English. Today's Topic: Kapan kita harus pakai simple past tense?. Simple past tense sering digunakan dan sering dipelajari di sekolah. Tapi kapan sih kita harus pakai tense ini dalam kehidupan kita sehari-hari dalam bahasa inggris?. Yuk kita lihat 4 fungsi dari tense ini. Ini aku kasih urutan dari paling umum (yang pertama) sampai paling jarang (yang terakhir).

The first is kegiatan yang sudah mulai dan selesai diwaktu yang spesifik. Contohnya "I saw a movie yesterday". The second is serangkaian kegiatan yang sudah selesai. Contohnya "I finished work, walked to the beach, and found a nice place to swim". The third is durasi di masa lalu. Contohnya "I lived in Jakarta for 7 years". The fourth is fakta di masa lalu yang tidak benar lagi sekarang. Contohnya "He didn't like tomatoes before". Okay, semoga sekarang kamu lebih tahu kapan harus pakai tense ini dalam bahasa Inggris. Bye-bye!

10. Tips ngerti bule

(https://youtu.be/FHUnE9CYWB4?si=Gu5S9Bl0GgCLuNI0)

Hello, Aaron with Aaron's English. Today's Topic: cara cepat ngerti bule. Banyak banget murid aku suka bertanya "kok aku sudah belajar bahasa inggris bertahun-tahun, kok aku dengerin bule ngomong masih suka bingung ya?". Nah berarti itu karena kamu mungkin lebih banyak belajar ke reading, writing, dan speaking tapi belum terlalu ke listening, karena tentu saj kalu bule ngomong itu pasti punya gaya bahasa mereka sendiri yang menggunakan bahasa gaul atau ekspresi yang berasal dari negara mereka. belum lagi kecepatan bicara mereka yang biasanya itu cepat banget. So, I want to share with you 4 tips bagaimana caranya untuk menegrti seorang native speaker atau bule.

Number one is listen to natives with a topic you like. Tentunya kita bakal lebih nyambung dan pastinya lebih suka kalau misalkan kita dengerin bule yang bahas topik yang kita suka. Misalnya kamu suka memasak berarti kamu cari video orang bule memasak dan kamu perhatikan cara ngomong mereka pas masak. Number two is train your eyes. Luangkan waktunya untuk dengerin percakapan sam bule yang cepat, ini harus dibiasakan, karena tentunya gak semua orang bakal ngomong pelan-pelan buat kamu. Number three is do not overwhelm yourself. Kalau melatih dengerin bule ngomong dicicil aja 1-2 menit sehari cukup kok, yang penting sering, kalau bisa setiap hari. Number four is don't listen with your eyes. Yaa namanya juga listening, jadi dengerin bule ngomong itu juga penting, bukan cuma menonton. Also,

ada bedanya diantara listening dan hearing, ini pastinya lebih ke menyimak. Jadi kamu harus lebih usahakan untuk ke listening, kalau kamu menyimak itu bakal lebih masuk pembicaraannya jadi kamu harus ikutin poin pertama biar lebih masuk omongannya dan itu pastinya nyambung juga.

Ingat, enggak apa-apa kok kalo kamu belum semuanya langsung ngerti. Prosesnya pasti butuh waktu, tapi pasti bakal cepat dan efektif kalau terus dikerjakan. Okay, see you next week. Bye-bye