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A Content Analysis of Code Switching in Tutor's Utterances During TEATU Program Kampung Inggris LC YouTube Channel

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abstract – This research investigates the code-switching found in a tutor's utterances on the TEATU program of the Kampung Inggris LC YouTube channel, focusing on four selected videos uploaded between October and December 2024. The study specifically centers on the language use of one tutor during the lessons. Using a descriptive qualitative method, the research analyzes how the tutor alternates between Indonesian and English to facilitate communication and enhance students' understanding. Data were collected through direct observation of the videos, and instances of language switching were categorized based on their types and functions. This study aims to provide insights into how code-switching operates as an instructional strategy within bilingual educational content on digital platforms. The findings contribute to a deeper understanding of bilingual language use in online learning environments, highlighting the significance of code-switching in promoting effective teaching in multicultural and multilingual contexts.

Keywords – Code Switching, Youtube, Kampung Inggris LC, and Sociolinguistics

Abstrak – Penelitian ini mengkaji penggunaan alih kode (code-switching) dalam ujaran seorang tutor pada program TEATU di kanal YouTube Kampung Inggris LC, dengan fokus pada empat video terpilih yang diunggah antara bulan Oktober hingga Desember 2024. Studi ini secara khusus menyoroti penggunaan bahasa oleh satu tutor selama proses pembelajaran. Dengan menggunakan metode deskriptif kualitatif, penelitian ini menganalisis bagaimana tutor beralih antara bahasa Indonesia dan bahasa Inggris untuk memfasilitasi komunikasi dan meningkatkan pemahaman siswa. Data dikumpulkan melalui observasi langsung terhadap video, dan kejadian alih kode dikategorikan berdasarkan jenis dan fungsinya. Penelitian ini bertujuan untuk memberikan wawasan mengenai bagaimana alih kode berfungsi sebagai strategi instruksional dalam konten pendidikan dwibahasa di platform digital. Temuan penelitian ini berkontribusi dalam memperdalam pemahaman tentang penggunaan bahasa dalam lingkungan pembelajaran daring, serta menyoroti pentingnya alih kode dalam mendukung efektivitas pengajaran di konteks multikultural dan multibahasa.

Kata Kunci – Alih kode, Youtube, Kampung Inggris LC, dan sosiolinguistik

INTRODUCTION

Language is a fundamental aspect of human life and culture (Salsabilla et al, 2022). Language serves as a vital medium for human communication, allowing individuals to convey thoughts, share information, and build emotional connections. In multilingual settings, the practice of switching between two or more languages in conversation, known as code-switching, has evolved into a common and automatic linguistic behavior. This phenomenon not only highlights the richness of linguistic diversity but also showcases speakers' adaptability in navigating various social and educational environments. Code-switching (CS) entails the use of multiple languages within a single interaction and is closely linked to language mixing (Kumar et al., 2021). Code-switching is the act of switching between two or more languages within a conversation, for example, moving from Indonesian to a regional dialect or a foreign language (Annisa et al, 2024).

In language education, especially when English is taught as a foreign language, code-switching plays an important role as an instructional strategy. According to Ulfah, et al (2021), Code-switching serves as a bridge that connects the familiar – our native language to the unfamiliar the target language we are learning. It is often employed by educators to aid comprehension, simplify complex material, and maintain student engagement. Teachers tend to switch between languages to build a more accessible and supportive learning atmosphere, particularly when addressing learners at different proficiency levels. According to Novianti & Said (2021), observed that during instruction, teachers frequently alternate languages to clarify key concepts, especially technical terms that require detailed explanation. In such cases, English is translated into Indonesian through language switching and mixing.

As digital tools become more integral to language learning, the presence of code-switching in online educational content has gained increasing attention. Handi Pratama et al. (2020) explained that YouTube videos function as an alternative medium for language instruction by providing rich audio-visual materials. One notable example is the TEATU (Teaching Tutorial) program hosted on the YouTube channel of Kampung Inggris LC, a prominent English learning center in Indonesia. The program features video lessons where tutors switch between English and the native language to promote better understanding and increase accessibility for a broad audience. While code-switching has been extensively studied in traditional classroom settings, its instructional use in digital platforms remains relatively under-researched. Despite its growing role in online teaching, further exploration is necessary to understand how code-switching enhances learning outcomes in virtual environments.

Although previous research has examined code-switching in the TEATU program by focusing on three videos from a single tutor, Ms. Noviana (Khairunnisa, 2020), the present study differs in its focus. It concentrates on one tutor, Mr. Ferry, and analyzes four of his most recent instructional videos uploaded between October and

December 2024. These videos were chosen for their relevance, consistency in teaching style, and frequent use of code-switching.

The primary objective of this study is to analyze the types and linguistic functions of code-switching used by Mr. Ferry in his instructional delivery. By exploring these dimensions, the research aims to reveal how various forms of code-switching contribute to effective communication and fulfill specific functions within the context of online English language instruction.

RESEARCH METHODOLOGY

This research applies a descriptive qualitative method to investigate the use of code-switching in the TEATU program on the Kampung Inggris LC YouTube channel. According to Miles & Huberman in Larasati (2019), qualitative research involves gathering, analyzing, and interpreting narrative and visual data to develop a deeper understanding of a specific phenomenon. Accordingly, this study is designed to collect descriptive data, conduct detailed analysis, and formulate conclusions from the findings. It focuses on examining language use within its natural setting, specifically analyzing how Mr. Ferry, as the tutor, applies code-switching strategies during his instructional videos to communicate effectively with viewers and support the learning process. The primary instruments in this study are four TEATU videos uploaded between October and December 2024, which were observed repeatedly to identify code-switching patterns. The videos were transcribed, and the data were coded and categorized using Microsoft Word as a supporting tool for analysis.

An interpretative approach guides this study, with the goal of identifying the types and functions of code-switching found in the selected educational content. Particular attention is given to how these patterns contribute to the clarity, engagement, and accessibility of the instructional material in an online learning environment. Through descriptive qualitative analysis, this research seeks to deepen the understanding of bilingual communication in digital education and highlight the pedagogical role of code-switching in enhancing language instruction. The study adopts Poplack's (1980) typology of code-switching – inter-sentential, intra-sentential, and tag-switching – as well as Mattson & Burenhult's (1999) framework, which includes the topic switch function, affective function, and repetitive function to analyze the tutor's language choices throughout the videos.

FINDING AND DISCUSSIONS

In this section, the analysis of the tutor's use of code-switching across four videos uploaded between October and December 2024 is presented. The videos, all delivered by Mr. Ferry on the TEATU program of the Kampung Inggris LC YouTube channel, are examined to explore the various types of code-switching identified, as well as the functions these instances serve in the context of language instruction. By analyzing both the linguistic patterns and their pedagogical purposes, This discussion highlights the role of code-switching as a communication tool in digital language education.

The analysis draws upon Poplack's typology of code-switching (inter-sentential, intra-sentential, and tag-switching) and Mattson & Burenhult's framework (topic

switch, repetitive, and affective functions), offering a comprehensive view of how code-switching is employed not just as a linguistic tool but as a pedagogical resource. The use of code-switching, in this case, is evaluated not only in terms of its language structure but also in how it influences viewer engagement, understanding, and learning outcomes in an online environment. This section will address the implications of these findings, Exploring the effectiveness of code-switching in improving bilingual communication in digital education and its function in bridging the gap between learners' native language and the target language.

The analysis in this study is based on Poplack's classification of code-switching (inter-sentential, intra-sentential, and tag-switching) and the functional framework developed by Mattson & Burenhult (topic switch, repetitive, and affective functions). This approach offers an in-depth view of code-switching as both a linguistic element and a teaching strategy. In this context, code-switching is assessed both in terms of its structural aspects and its impact on viewer engagement, comprehension, and learning effectiveness in an online educational setting. This section will discuss the implications of the findings, focusing on the role of code-switching in supporting bilingual communication within digital learning environments and how it facilitates learners' understanding by bridging the native language and the target language.

The table below outlines the results of the analysis according to Poplack's typology and Mattson & Burenhult's functional categories. It presents the types of code-switching identified, examples of the tutor's utterances as data, and the corresponding linguistic functions observed during the teaching sessions. For clarity in the data analysis, codes were assigned to each type and function of code-switching, using capitalized abbreviations as follows:

1. Types of code-switching
 - a. Tag switching (TSCS)
 - b. Inter-sentential switching (IESS)
 - c. Intra-sentential switching (IASS)
2. Functions of code-switching
 - a. Topic switch function (TSF)
 - b. Affective function (AF)
 - c. Repetitive function (RF)

Tabel 1. "Reported Speech itu Gampang! Ini Dia Rahasiannya!"-
 Uploaded on October 27, 2024

No.	Tutor's utterances	Time	Types of code-Switching			Functions of Code-Switching		
			TSCS	IESS	IASS	TSF	AF	RF
1.	Hi LCers welcome back with me Mr. Ferry in TEATU Teaching Tutorial! Siapa yang sudah enggak sabar mantengin materi yang bakal aku bahas hari ini? Ngacung!	00.00-00.26		✓			✓	

2.	So LCers kali ini kita akan belajar tentang yang Namanya, tara... Reported speech!	00.46-00.53			✓	✓		
3.	he says that he loves me. dia berkata kalau atau bahwa dia itu suka atau cinta sama aku.	04.07-04.17		✓				✓
4.	Jadi kira-kira gimana? Alright! Jadi kita harus tahu siapa yang ngomong siapa yang diajak ngomong.	10.35-10.42	✓				✓	

Tabel 2. "CUKUP 15 MENIT! Bikin Skill Bahasa Inggris Auto Meningkatkan"-
 Uploaded on November 22, 2024

No.	Tutor's utterances	Time	Types of code-Switching			Functions of Code-Switching		
			TSCS	IESS	IASS	TSF	AF	RF
1.	Hi LCers welcome back with me Mr. Ferry in TEATU Teaching Tutorial! Yeee tepuk tangan dong! Hahaha.	00-00-00-06			✓		✓	
2.	How are you today? I hope that you are doing great! Kali ini aku bakal ngebahas grammar Bahasa Inggris pastinya buat teman-teman para beginner.	00.12-00.14		✓		✓		
3.	Alright, yang kedua teman-teman kebenaran umum yang kedua adalah ketika teman-teman ngungkapin sebuah informasi ya.	00.20-00.28	✓				✓	
4.	nah sekarang teman-teman so how to make the sentence into English by using present simple? Gimana cara bikin kalimat yang baik dan benar menggunakan present simple.	04.23-04.34			✓			✓

Tabel 3. "CARA MUDAH BEDAIN THEY, THEY'RE, THEIR, DAN THERE"-

Uploaded on November 30, 2024

No.	Tutor's utterances	Time	Types of code-Switching			Functions of Code-Switching		
			TSCS	IESS	IASS	TSF	AF	RF
1.	Hi LCers welcome back with me I am Mr.Ferry in TEATU Teaching tutorial! Kali ini teman-teman aku bakal ngasih sesuatu yang belum teman-teman dapetin sebelumnya.	00.00-00.24		✓			✓	
2.	They itu artinya adalah mereka teman-teman ya they itu mereka ya.	01.19-01.22			✓			✓
3.	They don't know my mom , mereka tidak tahu ibu aku.	01.31-01.34		✓				✓
4.	Alright! Nah ada enggak sih subjek yang selain kata they?	01.41-01.46	✓				✓	
5.	Yang kedua adalah they are going to the park.	06.04-06.08			✓	✓		

Tabel 4. "SIMPLE PAST TENSE ITU MUDAH! INI TRIKNYA BIAR LANGSUNG"-

Uploaded on December 10, 2024

No.	Tutor's utterances	Time	Types of code-Switching			Functions of Code-Switching		
			TSCS	IESS	IASS	TSF	AF	RF
1.	How are you everyone? I think that you are feeling great and amazing today. Kali ini aku mau tanya ke-LCers yang ada dari sabang sampai Merauke. Ada nggak sih dari kalian yang susah banget ngelupain masalah? Ngacung!	00.22-00.35		✓			✓	
2.	Nah kali ini aku bakal ngebahas tentang materi yang ada kaitannya dengan masalah apalagi kalau bukan, taraaaa.... Simple past!	00.45-00.55			✓	✓		

3.	Aku makan pisang kemarin ya, maka I ate banana yesterday.	03.39-03.44			✓			✓
4.	Anyway, verb-nya bukan lagi menggunakan verb two ya LCers, tidak karena sudah ada kata <i>did</i> ya jadi semuanya menggunakan verb one.	05.44-05.54	✓			✓		

Based on the data analysis from four instructional videos, it was found that the tutor consistently applied code switching in delivering the material, with a variety of forms and functions.

1. Types of Code-Switching

The most dominant type of code-switching used by the tutor is *intra-sentential code-switching*, which refers to language switching that occurs within a single sentence or phrase. This pattern appears consistently in each video, reflecting the tutor's ability to deliver material by naturally blending elements of English and Indonesian. An example can be seen in the sentence:

"How are you today? I hope that you are doing great! Kali ini aku bakal ngebahas grammar Bahasa Inggris pastinya buat teman-teman para beginner."

This type of code-switching is used to facilitate understanding of the material while maintaining the academic context in English.

In addition, *tag-switching* and *inter-sentential code-switching* were also found, although in smaller quantities. Tag-switching is used to add expressions such as "Let's go!", "Anyway", or "Alright!", while inter-sentential code-switching occurs when one complete sentence in one language is followed by another sentence in a different language. Although not dominant, these two types still contribute to enriching the tutor's delivery style.

2. Functions of Code-Switching

The primary function of code-switching found in the TEATU videos is the *repetitive function*. The tutor frequently repeats sentences or meanings in both languages, aiming to clarify or reinforce students' understanding of the concept being discussed. An example of this function is:

"He says that he loves me. Dia berkata kalau atau bahwa dia itu suka atau cinta sama aku."

This function reflects a pedagogical strategy to ensure that students fully grasp the material, especially when explaining grammar structures or sentence usage in English.

In addition, the *affective function* is also commonly used by the tutor, particularly in the form of greetings, light jokes, or informal comments that create a friendly and enjoyable learning atmosphere. An example of this function is:

" **Let's go!** Ya teman-teman aku udah nulis di papan ya jadi kalian wajib siapin buku tulis, pensil, penghapus ya."

This approach is effective in building rapport between the tutor and the audience, making the learning process feel more interactive and engaging.

Another function is *topic switching*, which occurs when the tutor moves from one segment of material to another. This function is often marked by expressions such as "Next!". It helps maintain a clear and organized flow of instruction.

CONCLUSION

An analysis of four TEATU program videos from the Kampung Inggris LC YouTube channel reveals that the tutor consistently integrates code-switching as a deliberate teaching technique. Intra-sentential code-switching is the most frequently observed type, occurring fluidly within individual sentences to aid student understanding while preserving the instructional tone. Although tag-switching and inter-sentential code-switching are less prominent, they still add depth and variation to the tutor's communication style.

Regarding its purpose, the most common function of code-switching is repetition, where the tutor restates ideas in both English and Indonesian to reinforce student comprehension, particularly in grammar-related content. The affective function is also widely used to create a warm, relatable classroom atmosphere through casual speech and humor. Meanwhile, topic-switching serves to clearly mark transitions between sections of the lesson, helping maintain the coherence of the teaching process.

In essence, the tutor's use of code-switching in these videos is not random but thoughtfully applied to improve clarity and student engagement, making it a valuable element of the teaching approach in English instruction

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