

CODE SWITCHING IN A TUTOR'S UTTERANCES ON TEATU PROGRAM: AN ANALYSIS OF KAMPUNG INGGRIS LC YOUTUBE CHANNEL

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of *Sarjana* in English Education

By:
Reni Dwi Setiawati
NIM 21120077

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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THESIS

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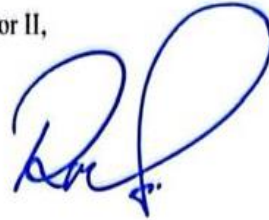
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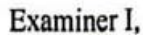
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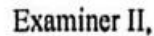

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declare that the thesis entitled:

**Code Switching in a Tutor's Utterances on TEATU Program: An Analysis of
Kampung Inggris LC YouTube Channel**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and I am prepared to bear legal sanctions.

Bojonegoro, 10 July 2025

The Researcher



Reni Dwi Setiawati

MOTTO

"Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release. What I mean by that is, knowing what things to keep and what things to release. You can't carry all things, all grudges, all updates on your ex, all unveilable promotions your school bully got at the hedge fund his uncle started. Decide what it yours to hold and let the rest go."

Taylor Swift

"Don't quiet, no matter how tough the journey gets. Every setback is set up for your comeback. Keep pushing!."

Abel Tesfaye

"When something is not meant for you it will not happen, no matter what you do. When something is meant for you no one can take that from you, ever. It will come in like in the most miraculous ways, it will come."

The Wizard Liz

DEDICATION

With gratitude to Allah Subhanahu wa Ta'ala for His endless mercy, guidance, and blessings, I was given the strength and opportunity to complete this thesis despite its limitations. I respectfully dedicate this work to:

1. My beloved parents and brother — to my father, Mr. Parlan, whose patience, love, care, and constant prayers reflect his unwavering dedication; to my mother, Mrs. Ainul Fitriah, whose encouragement and support have never ceased and who always remembers me in her prayers; and to my brother, Angga Adi Setiawan, for always standing by me with support.
2. My friends and peers who offered help, encouragement, and assistance during the challenging moments of revising this thesis.
3. The lecturers of the English Language Education program who have guided me and shared their knowledge over the past four years.
4. My advisors are and Mrs. Fitri Nurdianingsih, M.Pd. and Mr. Dr. Refi Ranto Rozak, M.Pd. who have been patient and sincere in providing guidance and passing on their knowledge to me during the preparation of this thesis.
5. Friends from English education 2021, comrades from 2021 who always motivate and inspire, and provide many of the best memories.
6. As well as all parties who has contributed support and encouragement, making the completion of this thesis possible.
7. Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quiet, I wanna thank me for always being a giver and trying give more than I receive, I wanna thank me for trying to do more right than wrong, I wanna thank me for just being me at all times.

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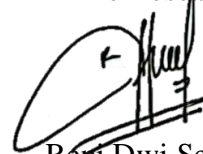
First and foremost, all praise and gratitude are due to Allah SWT, the Almighty, for His abundant blessings and guidance. Peace and blessings also be upon the Prophet Muhammad SAW, the final messenger of Islam. With His grace, the researcher was able to complete this thesis entitled “*Code Switching in a Tutor’s Utterances on TEATU Program: An Analysis of Kampung Inggris LC YouTube Channel.*” The researcher would also like to express sincere appreciation and special thanks to the following individuals:

- a. Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro.
- b. Dr. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Language and Arts Education IKIP PGRI Bojonegoro
- c. Ayu Fitrianingsih, M.Pd., as Head of the English Language Study Program.
- d. Mrs. Fitri Nurdianingsih, M.Pd., as the first advisor, for her invaluable assistance, patience, and continuous support throughout the process of writing and completing this thesis.
- e. Dr. Refi Ranto Rozak, M.Pd., as the second advisor, for his patient guidance, valuable insights, and unwavering support during the preparation and finalization of this thesis.

May Allah reward all those who have contributed with the best of returns. For the purpose of self-improvement, the researcher warmly welcomes any suggestions and constructive feedback. Ultimately, everything is entrusted to Allah alone. May this work bring benefit particularly to the researcher and, more broadly, to everyone. Lastly, the researcher extends heartfelt gratitude to her beloved father and mother for their unconditional love, guidance, and both material and spiritual support, as well as to her family and friends whose encouragement helped make the completion of this thesis possible.

Bojonegoro, 10 July 2025

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ABSTRACT

Setiawati, Reni Dwi. 2025. Code Switching in a Tutor's Utterances on TEATU Program: An Analysis of Kampung Inggris LC YouTube Channel. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Keywords: Code Switching, Youtube, Kampung Inggris LC.

This study investigates the use of code-switching in the TEATU (Teaching Tutorial) program featured on the Kampung Inggris LC YouTube channel. It aims to identify the types of code-switching used by the tutor, Mr. Ferry, based on Poplack's (1980) typology, and to analyze the linguistic functions of code-switching in the teaching context, using the framework of Mattson and Burenhult (1999). Data were collected from four selected video episodes and analyzed qualitatively. The findings reveal that Mr. Ferry employed three types of code-switching: intra-sentential, tag switching, and inter-sentential. Intra-sentential switching emerged as the most dominant type, accounting for 47.37% of all instances. Regarding functions, Mr. Ferry's utterances served three main purposes: repetitive, affective, and topic switch functions. Among these, the repetitive function was the most frequently used, comprising 44.74% of the occurrences. These results suggest that code-switching, particularly intra-sentential switching and repetitive functions, plays a significant role in enhancing comprehension and engagement in digital language instruction.

ABSTRAK

Setiawati, Reni Dwi. 2025. Code Switching in a Tutor's Utterances on TEATU Program: An Analysis of Kampung Inggris LC YouTube Channel. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: Alih kode, youtube, Kampung Inggris LC.

Penelitian ini mengkaji penggunaan alih kode dalam program TEATU (Teaching Tutorial) yang ditayangkan di kanal YouTube Kampung Inggris LC. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis alih kode yang digunakan oleh tutor, Mr. Ferry, berdasarkan tipologi Poplack (1980), serta menganalisis fungsi linguistik dari alih kode dalam konteks pengajaran dengan menggunakan kerangka dari Mattson dan Burenhult (1999). Data dikumpulkan dari empat video yang dipilih dan dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa Mr. Ferry menggunakan tiga jenis alih kode, yaitu intra-sentensial, tag switching, dan inter-sentensial. Intra-sentensial merupakan jenis yang paling dominan dengan persentase 47,37% dari seluruh temuan. Dalam hal fungsi, ujaran Mr. Ferry mencerminkan tiga fungsi utama, yaitu fungsi repetitif, afektif, dan pergantian topik. Di antara ketiganya, fungsi repetitif merupakan yang paling sering digunakan, yaitu sebanyak 44,74%. Temuan ini menunjukkan bahwa alih kode, khususnya jenis intra-sentensial dan fungsi repetitif, memainkan peran penting dalam meningkatkan pemahaman dan keterlibatan dalam pembelajaran bahasa secara digital.

PREFACE

All praise and gratitude are expressed to Allah SWT for the blessings, strength, and guidance throughout the process of completing this undergraduate thesis entitled *“Code Switching in a Tutor’s Utterances on TEATU Program: An Analysis of Kampung Inggris LC YouTube Channel.”* This thesis is submitted as a requirement to fulfill the undergraduate program at the English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.

This study explores the phenomenon of code-switching as used by an English tutor in an online learning program broadcasted on the Kampung Inggris LC YouTube channel. The research focuses on identifying the various types of code-switching that appear in the tutor’s speech, as well as understanding the different functions these switches serve in the context of language teaching. Through a qualitative approach, the findings indicate that code-switching serves both structural and communicative purposes, contributing to clarity, emphasis, emotional expression, and topic management during the teaching process.

The writer would like to express sincere gratitude to both academic advisors, Fitri Nurdianingsih, M.Pd. and Dr. Refi Ranto Rozak, M.Pd., for their valuable insights, support, and continuous encouragement. Special thanks are also extended to all lecturers, peers, and individuals who have supported the completion of this thesis in various ways. It is hoped that this research may be useful for readers, educators, and future researchers interested in the dynamics of bilingual communication in digital language learning environments. Any constructive feedback or suggestions for improvement are highly appreciated.

Bojonegoro, 05 July 2025

Reni Dwi Setiawati

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an indispensable aspect of human communication, enabling individuals to share ideas, knowledge, and emotions. Language is a fundamental aspect of human life and culture (Salsabilla et al, 2022). Setiawati & Rozak (2023) stated that Language is a complex communication system used by humans to interact, convey ideas, and communicate with each other. Language plays a crucial role in society as a means of communication. It serves as a channel through which the speaker conveys messages or intentions to the listener (Fanani & Ma'u, 2018). In multilingual societies, code-switching—alternating between two or more languages within a conversation—frequently emerges as a natural linguistic behavior. The term "multilingualism" commonly describes the ability of an individual or a community to communicate effectively in more than two languages (Stavans & Porat, 2019).

Whereas, code-switching is language mixing; it occurs intrasententially, within sentences, intersententially, or between sentences (MacSwan & Faltis, 2020). According to Murtiningsih et al. (2022), Code-switching is a natural phenomenon where individuals use multiple languages to convey their thoughts. In practice, it involves switching between two languages, with one being the native language, and

transitioning to the other during a conversation. 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). This phenomenon is not merely a reflection of linguistic diversity but serves as a practical tool to address communication needs, especially in contexts where speakers aim to bridge language barriers. Within the field of education, particularly language teaching, code-switching has gained attention for its potential to facilitate learning and enhance comprehension.

English language teaching in non-native contexts, such as Indonesia, often encounters challenges stemming from linguistic and cultural differences between teachers and learners. In such settings, code-switching by instructors becomes a strategy to clarify difficult concepts, address students' misunderstandings, and foster a comfortable learning atmosphere. Code-switching provides significant support for both teachers and students in reaching their learning goals (Nurhamidah et al., 2018). According to Ulfah et al., (2021), Code-switching is frequently practiced by bilingual communities and students learning a foreign language from their environment. It can be permitted and utilized as a way to enhance communication skills. In EFL classrooms, code-switching is employed in both teacher and student interactions. This practice is commonly observed in multilingual and multicultural settings, particularly in the context of teaching foreign languages (Novianti & Said, 2021).

This practice ensures that learners can actively participate in the learning process regardless of their proficiency level. Recognizing these pedagogical benefits, exploring how code-switching functions in real teaching scenarios and its impact on language acquisition becomes crucial. So, Incorporating the first language into the teaching and learning process of a second or foreign language simplifies tasks for teachers, particularly in explaining grammar and maintaining discipline. Additionally, it aids students in grasping complex concepts, ultimately strengthening their proficiency in the target language (Sakaria & Priyana, 2018).

Kampung Inggris LC-Language Centre, a well-known English language learning institution in Indonesia, has expanded its teaching outreach through digital platforms, including YouTube. YouTube is a prominent online language-learning resource (Binmahboob, 2020). Handi Pratama et al., (2020) stated that YouTube videos are an alternative tool for language teaching, offering audio-visual resources. This makes YouTube a valuable platform for students pursuing autonomous English language learning. One such initiative is the TEATU (Teaching Tutorial) program on the Kampung Inggris LC-Language Centre YouTube channel, which features English tutorials designed to accommodate learners with varying proficiency levels. To bridge linguistic gaps and address the diverse needs of their audience, tutors in these sessions frequently utilize code-switching. By leveraging this strategy, the program ensures accessibility and

inclusivity, making English learning more effective for a wide-reaching and linguistically diverse audience.

The tutor's use of code-switching in the TEATU program highlights a multifaceted linguistic phenomenon that intertwines the instructional and communicative aspects of teaching. It involves deliberate language choices to achieve specific goals, such as emphasizing key points, contextualizing explanations, and managing the pace of instruction. Teachers' use of code-switching has been a subject of controversy. It is not always performed consciously as such it is regarded as an automatic and unconscious behavior. Nevertheless, it performs some basic functions. According to Mattsson and Burenhult's in Afifah et al (2020) Code-switching serves functions such as topic switch, affective, and repetitive, as these functions are commonly used in teaching to adjust language based on the topic, build relationships with students, and clarify explanations. Tabassum et al., (2020) stated that, the instructors utilize code-switching strategies for purposes such as transitioning between topics, reinforcing fundamental concepts, assessing student comprehension, maintaining classroom management, aiding in self-expression, addressing gaps in students' language proficiency, and occasionally compensating for their own limited English language skills. By switching between English and the learners' native language, the tutor simplifies complex material and builds a rapport with the audience, enhancing their motivation and engagement.

Despite its widespread use, the pedagogical implications of code-switching in digital teaching environments remain underexplored, particularly in the context of language instruction. While code-switching has been widely discussed in traditional face-to-face classrooms, its role in digital platforms, such as YouTube, requires further investigation. This study aims to address this gap by analyzing the types and functions of code-switching employed by tutors in the TEATU program, an online English language tutorial series. The research focuses on two main questions: what types of code-switching are employed, and what are their linguistic functions in the teaching context? These questions are essential to understanding how code-switching supports learning outcomes and aligns with the broader objectives of language education.

Furthermore, the findings of this study have the potential to contribute to both theoretical and practical dimensions of language teaching, providing a comprehensive understanding of the role of code-switching in educational contexts. From a theoretical perspective, this research enhances the body of knowledge by exploring how code-switching operates as a dynamic linguistic strategy within an educational framework, offering insights into its various forms and functions. It can shed light on the cognitive and communicative processes involved when instructors switch between languages, emphasizing how such practices support language learning, scaffold understanding, and facilitate more effective communication in multilingual classrooms.

From a practical perspective, this study offers valuable recommendations for educators operating in multilingual or multicultural environments, particularly those utilizing digital platforms. It underscores the significance of strategic language use in cultivating an inclusive learning environment that accommodates the diverse linguistic backgrounds of students. By examining how code-switching can facilitate comprehension and foster engagement, the study provides actionable guidance for educators on how to apply this strategy to bridge gaps in language proficiency, ensure accessibility, and deepen students' understanding of the subject matter. Ultimately, these insights can contribute to the development of more effective teaching practices that address the needs of all learners, irrespective of their linguistic backgrounds.

In an era where digital platforms increasingly complement traditional teaching methods, understanding the role of code-switching in online educational content becomes highly relevant. While code-switching practices have been widely examined in face-to-face teaching environments, their application in digital instruction—particularly through platforms like YouTube—remains underexplored. A notable contribution to this area is the study by Khairunnisa (2020), titled *"An Analysis of Code Switching Used by English Tutor in Video Teaching Tutorial (TEATU) Kampung Inggris LC"*, which analyzed the types and functions of code-switching used by Ms. Noviana in TEATU videos uploaded in 2020. However, her study was

limited to one tutor and did not investigate more recent content or the evolving dynamics of code-switching in updated videos.

Building upon this foundation, the present study seeks to fill that gap by analyzing the code-switching used by Mr. Ferry in four TEATU videos uploaded between October and December 2024 on the official Kampung Inggris LC-Langauge Centre YouTube channel. This research not only sheds light on the linguistic features of the TEATU program but also underscores the significance of language adaptability in addressing diverse learner needs. By examining the intersection of linguistics, education, and digital media, the study aims to contribute to the broader discourse on effective teaching strategies in multilingual and multicultural contexts, while offering practical recommendations for educators navigating online platforms. The findings are expected to support the implementation of more adaptive, inclusive, and effective language strategies in digital language learning environments.

B. Formulation of the Problems

Following the background previously explained, the researcher formulates the following research questions:

1. What does the tutor use in code-switching in the TEATU program on the Kampung Inggris LC YouTube channel?
2. What are the linguistic functions of code-switching in the teaching context of the TEATU program on the Kampung Inggris LC YouTube channel?

C. Objectives of the Study

The objectives of this study is to analyze the use of code-switching by the tutor in the TEATU program on the Kampung Inggris LC YouTube channel and its linguistic functions in the teaching context. Specifically, this study aims to:

1. Explore the types of code-switching employed by the tutor in the TEATU program.
2. Identify and describe the linguistic functions of code-switching in facilitating teaching and learning in the TEATU program.

D. Significances of the Study

The researcher hopes that this study will give some benefits in the following ways.

1. The Researcher

This study is expected to provide the researcher with valuable insights into the use of code-switching as a linguistic and pedagogical strategy in digital teaching contexts. By analyzing the types and linguistic functions of code-switching employed by the tutor in the TEATU program, the findings will deepen the researcher's understanding of multilingual teaching approaches. Additionally, this study will serve as a foundation for further research into effective communication strategies in language education, particularly within digital platforms.

2. The Teachers

This study will offer teachers practical insights into the use of code-switching as a teaching tool in language instruction. By identifying the types and functions of code-switching utilized in the TEATU program, teachers can better understand how this strategy enhances teaching effectiveness and facilitates learning in multilingual contexts. The findings will help educators refine their teaching methods and adopt appropriate language strategies to engage students and improve their comprehension in similar settings.

3. The Educational Practitioners

This study will benefit educational practitioners involved in curriculum design and language program development. The findings will highlight how code-switching contributes to the accessibility and inclusivity of teaching materials in diverse language-learning environments. This information can be utilized to design more effective teaching resources and programs that address the needs of multilingual learners, especially in digital education settings.

4. The Further Researcher

The insights gained from this study will contribute to the broader academic discourse on multilingual education and the role of digital platforms in language instruction. Future researchers can build on this study to explore other aspects of code-switching, such as its impact on student engagement or its effectiveness in other teaching programs. This study will

also encourage further investigations into linguistic strategies that support teaching in digital and multicultural contexts.

E. Definition of Terminologies

The definition of key terms clearly explains the essential terms used in this study. These definitions aim to ensure a common understanding of the concepts discussed, particularly those related to bilingualism, code-switching, and digital learning platforms.

a. Bilingualism

Bilingualism initially refers to a person's ability to communicate in two languages and use code-switching appropriately in different situations; this encompasses speaking, understanding, reading, and writing (Köktürk et al., 2016). Bilingualism is the ability of an individual or a community to use two languages fluently. It involves the capacity to switch between languages depending on the context, need, or situation, and can be seen in both spoken and written forms. Bilingualism can vary in proficiency, with individuals sometimes being more dominant in one language over the other.

b. Code-Switching

Code-switching is the practice of alternating between two or more languages or dialects within a spoken interaction (Fanani & Ma'u, 2018). Code-switching is a multilingual occurrence where speakers switch between languages within a single sentence or spoken expression (Aguilar et al., 2020). According to Ezech et al (2022), code-switching is essentially the alternation between two languages within a spoken discourse, involving a

shift from one linguistic code to another during communication. From these statements, it can be concluded that, Code-switching is a linguistic phenomenon where a speaker alternates between two or more languages or dialects in a conversation. This switch can occur within a single sentence or spoken expression, either deliberately or naturally, to facilitate communication, adjust to the context, or express meaning more accurately. Code-switching often takes place in multilingual settings and reflects the flexibility of language in social interactions.

c. Digital Learning Platforms

Digital learning involves the use of information and communication technology to enhance academic success (Elkaseh et al., 2015). Digital learning platforms are technology-based platforms that provide various resources and learning tools online. One of the digital platforms that can be used for learning is the YouTube application. YouTube is an app that offers a wide range of videos, not only for entertainment but also for educational purposes. One of the YouTube channels that provides learning videos is the Kampung Inggris LC-Language Centre channel. Kampung Inggris LC-Language Centre is a YouTube channel that offers all the resources students need to learn English (Sholikhah & Giyoto 2023).