AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TUTOR IN VIDEO TEACHING TUTORIAL (TEATU) KAMPUNG INGGRIS LC

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By :

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ABSTRACT

Code switching is a language phenomenon which occurs between the turns of different speakers in a conversation or between utterances within a single turn, it can even occur within a single utterance. As it is done by the English tutor of Teaching Tutorial (TEATU) program on YouTube Channel Kampung Inggris LC. The tutor used code switching in his/her utterance while delivering materials. The aim of this research was to find out the types and functions of code switching which occurred in the English tutor's video of Teaching Tutorial (TEATU) program.

The writer used descriptive qualitative method. The writer chose one tutor who commonly used code switching to be analyzed. In collecting the data, the writer used documentation of tutor's utterance which taken from three videos of TEATU. The data was analyzed through data reduction, data display and conclusion drawing/verification. Moreover, the data validated by using theory triangulation.

Based on the result of data analysis, it showed that there were four types of code switching found in the English tutor's video of Teaching Tutorial (TEATU) program e.g. tag switching, intra-sentential switching, inter-sentential switching and intra-word switching. In terms of functions of code switchig, three functions were indentified namely topic switch, repetitive function and affective function. The findings indicated that intra-sentential switching as the type which dominant than the other. Meanwhile, repetitive function was the most commonly used by the tutor.

Keywords: *Code Switching, English Tutor, video of Teaching Tutorial (TEATU), Descriptive Qualitative Method.*

DECLARATION

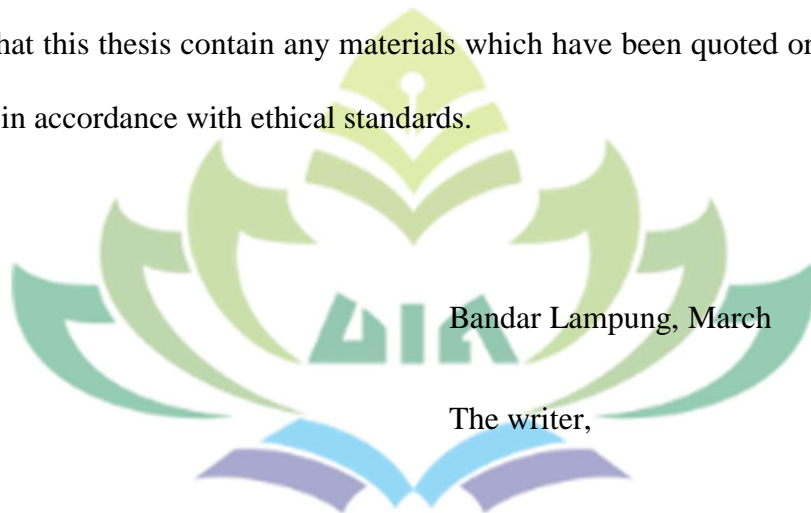Name   : Rizka Okta Khairunnisa

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                                                      Kampung Inggris LC

The writer hereby declares that this thesis is writen by the writer own work. The writer totally responsible for the content of this thesis. The writer fully aware that this thesis contain any materials which have been quoted or cited from experts in accordance with ethical standards.

                                         Bandar Lampung, March   2020

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CURRICULUM VITAE

The writer's name is Rizka Okta Khairunnisa. She was born in Bandar Lampung, on October 24th 1998. She is the first child from three children of Mr. Irawanudin and Mrs. Raihana. She has one younger brother, Oby Haikal Yusup and one youngest sister, Dwi Wardahtul Jannah.

The writer's educational background started at Elementary School of MIN 11 Bandar Lampung and graduated in 2009. She continued her study for Junior High School at SMPN 20 Bandar Lampung and finished in 2012. Then, she studied at SMK Yadika Bandar Lampung and graduated in 2015. After graduating from Vocational High School, she was accepted to be a student in Engliah Educational Program of Teacher Training Faculty at State Islamic University of Raden Intan Lampung.
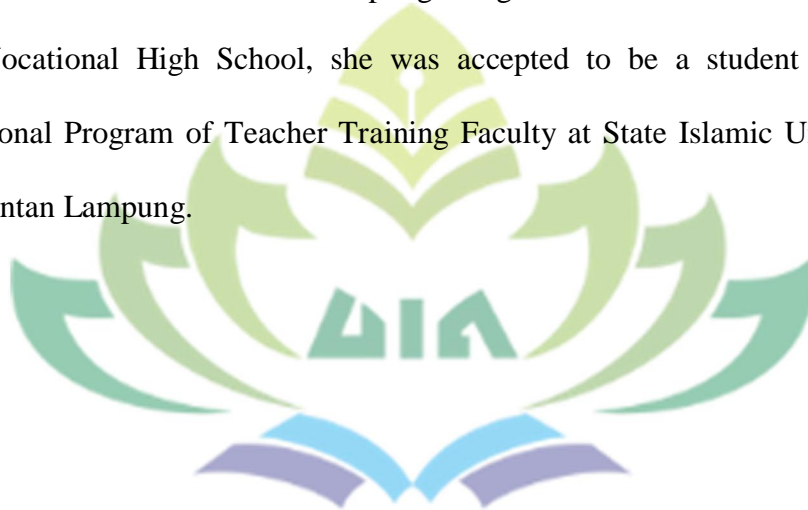
DEDICATION

Praise and gratitude due to Allah SWT almighty for His wonderful blessing to the writer. Then, the writer faithfully dedicated this thesis to:

1. My beloved parents, Mr. Irawanudin who always working hard and trying to do the best to support my education all the time. Mrs. Raihana, as my best mother in the world, thanks for all the prayer, advice, support, love and anything. Without both of you, my life faded.

2. My siblings, Oby and Wardah who always make me fun to pass every hard time in my life.

3. My big family Hj. Rusdi, thanks for motivating me to achieve S-1 Degree and to be a better person.

4. My second family and my beloved partner, Bangkit Giriansyah for giving love, care and support.

5. My friends in English Education Study Program especially class F for giving friendship and thanks for every helping that you have given to me.

6. All my lecturers of English Education Study Program at the State Islamic University of Raden Intan Lampung.

MOTTO

وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِۦ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ

وَيَهْدِى مَن يَشَآءُ ۚ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ ﴿٤﴾

And We did not send any Messenger but with the language of his people, so that he might explain to them clearly (by their own language). Therefore Allah leaves in Misguidance whom He wills (those who do not wish to reach Him) and He delivers whom He wills to Hidayet (Guidance) (those who wish to reach Him). And He is the All-Mighty, the All-Wise. (4).[1]

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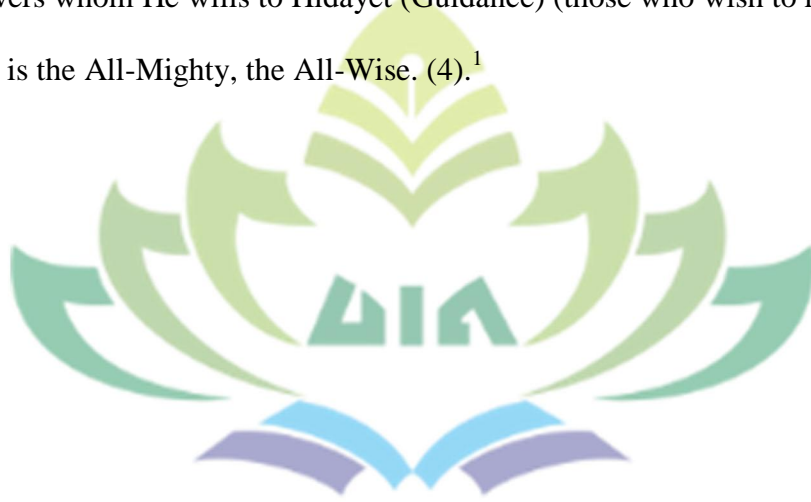
[1]The Noble Qur'an, Surah Ibrahim: 4 (On-line), available on: https://quran.com/ayatul-kursi. (28 March 2020).

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Alhamdulillah, praise and thank to Allah SWT who has given His mercies and blessing, so the writer could finish this thesis succesfully. Peace and salutation always be given to our beloved prophet Muhammad SAW that we hope his blessing in the judgement day. By the grace of Allah, this thesis entitled "An Analysis of Code Switching Used by English Tutor in Video Teaching Tutorial (TEATU) Kampung Inggris LC" is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at State Islamic University of Raden Intan Lampung.

.The writer is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity the writer would like to express my deep gratitude to the following people:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teaching Training Faculty at the State Islamic University of Raden Intan Lampung with all staff.

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Finally, the writer hopes this thesis will give useful knowledge and information to the readers. May Allah always bless us and lead us in His the right path. Aamiin.

<div align="right">

Bandar Lampung,   2020

The writer,

Rizka Okta Khairunnisa

NPM. 1511040327

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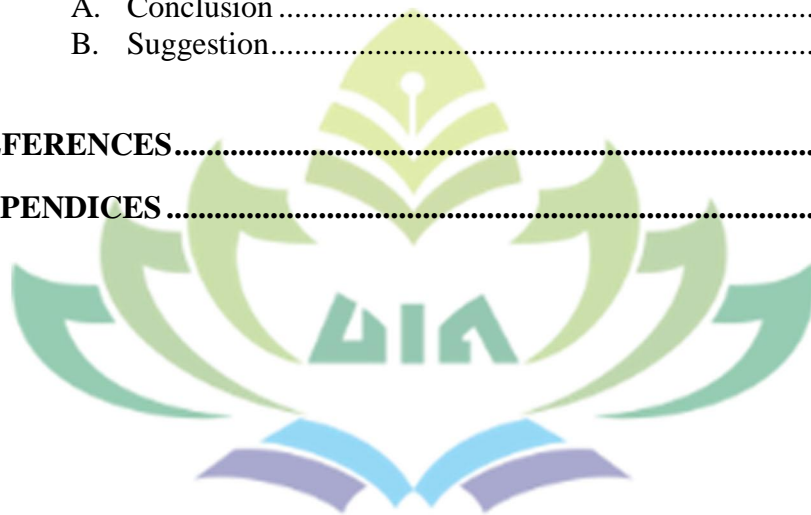
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CHAPTER I

INTRODUCTION

A. Background of The Problem

In Indonesia, English as a foreign language has become a compulsory subject which is taught in the formal educational system from junior high school level up to university level. However, many people learn English informal one for some specific purposes or aims. Considering the importance of English, nowadays there are many courses that offer English learning easily. Even they can use social network, such as TEATU program from Kampung Inggris LC course that utilized YouTube as a media for teaching and learning English. Create educational videos on YouTube enhance support for teaching and learning programs.

Considering the subject is English, language is main problem to reach the goal of English learning, especially teaching English for foreign language learners through a video. The language used for learning and teaching is crucial for learners' acquisitions of knowledge and understanding and the development of their skills, and for their ability to demonstrate their acquired knowledge effectively in assignments and examinations.[2] The learners will

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[2] Lingga Agustina Suganda, Bambang A. Loeneto, Zuraida, "Teachers' Use of Code Switching in an English as A Foreign Language Context in Indonesia". *Journal of Linguistic and English Teaching,* Vol. 3 No. 2 (October, 2018), p. 112.

have problems to develop educationally, if they do not know the language used well enough. Therefore, sometimes the teachers alter their languange while teaching English.

The teachers may use first language (L1) besides the target language (English) in delivering the lesson. It means, if the learners do not understand what the teacher explains in English, the teachers can change it into L1. According to Muhassin, et.al, this is known as language acquisition. People have great tendency to transfer their language into another language because there is a big influence from their mother tongue and society.[3] The teachers use L1 because of their needs or this is the influence of their mother tongue and society. In addition, Mukattash states, using L1 in EFL or ESL teaching has been found to facilitate both teaching and learning, systematize comprehension of EFL structures and items and hence leads to meaningful learning.[4] Therefore, the use of first language will be useful in facilitating English teaching and learning.

When the teachers transfer L1 into another language there is a possibility of code switching phenomenon. According to Gumperz, code switching defined as juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or

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[3] M. Muhassin, Fithrah Auliya Ansar, Prasasti Prasetyo Putri, "Phonological Interference of Madurese Towards English at The Eleventh Students of SMA Al Hikam Bangkalan East Java". *Jurnal Tadris Bahasa Inggris.* Vol. 11. (1). (2018), p. 145-146.

[4] Mukattash, "Towards a New Methodology for Teaching English to Arab Learners". *International Journal of Arab-English Studies,* Vol. 4 (2003), p. 224.

subsystems.[5] People can change the language over the words, phrases, clauses or sententes in their utterrances. Wardaugh states code switching can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sententially) or within a single sentence (intra-sententially).[6]

Code switching can be integrated into teaching English foreign language strategy in order to make the learners better understand material being presented by the teacher.[7] Interestingly the habit of code switching does not only occur in the direct communication but also indirect communication such as in the social media whether it is written or spoken like on youtube, facebook, instagram, twitter, etc.[8] As it is done by the English tutor of TEATU program on YouTube channel Kampung Inggris LC. The tutors switch both English and Indonesian while explaining the materials. Therefore, the writer interested in analyzing the use of code switching which might affect English teaching and learning process through an online video.

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[5]John J. Gumperz, *Discourse Strategies* (Cambridge: Cambridge University Press, 1982), p. 59.

[6]Wardhaugh, R, An Introduction to Sociolinguistics (6th ed) (Oxford: Blackwell, 2010), p. 98

[7]Mujiono, "Code Switching in English Instruction and Factors Affecting the Language Attitude of Indonesian EFL Learners in Using it". *International Journal of Social Sciences and Educational Studies* Vol. 2, No 4. (June, 2016), p. 46-65

[8]Widi Astani, Dwi Rukmini, Djoko Sutopo, "The Impact of Code Switching in Conversation of "Nebeng Boy" YouTube Vlogs Towards Communication in English Among the Participants". *English Educational Journal,* 10 (2). (2020), 183.

Some previous research have been conducted related to the topic of the current study in various context. First is Muhamad Adna with title "Code Switching as English Teaching Strategy." The researcher found that code switching used by the teacher mostly belongs to three types of code switching, these types were inter-sentential switching, involving a change pronunciation and intra-sentential switching. In function of code switching, the researcher found three functions of code switching which were most frequently used in the classroom. The functions were to make the students easy to understand the topic or concept or material, to clarify meaning, and to make communication runs well between teacher and studens.[9]

The second researcher is Astria Primayanda, conducted a thesis about "The Role of Code Switching Phenomena in A YouTube Vlog by Sacha Stevenson. The researcher classified code switching used by Sacha Stevenson into types of inter-sentential switching, intra-sentential switching and tag or emblematic switching. Moreover, the researcher found a social function of code switching occurring in the video of Sacha Stevenson. The researcher determined that code switching used in the video are used to show an emotion or expression, to emphasize messages and replace some words that do not exist in English.[10]

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[9]Muhamad Adna, "Code Switching as English Teaching Strategy" (Jakarta: Sharif Hidayatullah State Islamic University, 2016).

[10]Astria Primayanda, "The Role of Code Switching Phenomena in a YouTube Vlog by Sacha Stevenson" (Semarang: Diponegoro University, 2018).

The third researcher is Lailatul Maghfiroh with title "An Analysis on Form, Function, and Reason of Code-Switching and Code-Mixing Used in Vlog of Shirin Al Athrus" The researcher found that the speaker usually used intra-sentential in code-switching utterances and the speaker commonly used insertion of word to mix the code. In function, the speaker used code switching for personalizations, objectivizations and facility of expresion. Moreover, the speaker's reason in using code-switching is intention of clarifying the speech content for the interlocutor and the speaker mix the languages is due to lack equivalent lexicon in the language.[11]

Based on the previous research, the writer would like to reform the research about code switching. This research focused on the use of code switching in teaching English through an online video. The writer chose English tutor of TEATU program on YouTube channel Kampung Inggris LC as the subject of this research, because there was the potential of code switching occurrances used by the tutor. The writer looked for the type and function of tutor's code switching while teaching English in TEATU program. Therefore, the writer carried out a research on "An Analysis of Code Switching Used By English Tutor in Video Teaching Tutorial (TEATU) Kampung Inggris LC".

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[11]Lailatul Maghfiroh, "An Analysis on Form, Function, and Reason of Code-Switching and Code-Mixing Used in Vlog of Shirin Al Athrus" (State Institute for Islamic Studies IAIN Salatiga, 2018).

B. Limitation of The Research

To limit the investigation of this research, the writer focused on types and functions of code switching used by English tutor in teaching process of TEATU program. The writer analyzed code switching based on Mc Arthur's theory for types of code switching and Mattsson and Burenhult's theory for functions of code switching. The writer decided to analyze only one tutor. The writer chose Miss Noviana as the tutor and the writer took three videos from Miss Noviana which contained of code switching.

In this research, the writer took video TEATU with Miss Noviana because she usually used two different languages which were English and Bahasa Indonesia at the same time in the teaching process. The writer saw that there was a possibility of code switching occurances can be analyzed from the videos.

C. Formulation of The Problem

Based on the background of the problem above, there are two research questions, as follows:

1. What were the types of code switching used by the English tutor in Teaching Tutorial (TEATU) Kampung Inggris LC?
2. What were the functions of code switching used by the English tutor in Teaching Tutorial (TEATU) Kampung Inggris LC?

D. Objectives of The Research

There are two objectives in this research, as follow:

1. To identify the types of code switching used by the English tutor in Teaching Tutorial (TEATU) Kampung Inggris LC.

2. To investigate the functions of code switcing used by the English tutor in Teaching Tutorial (TEATU) Kampung Inggris LC.

E. Significance of The Research

The significant of this research divided into theoretically and practically, as follows:

1. Theoretically

   Through this research, it can be the way to give more understanding about code switching. This research is useful for studying the types and language functions of code switching in the teaching practice.

2. Practically

   a. To the learners

   Hopefully, this research is useful for language learners, especially English Education learners in understanding sociolinguistics subject about code switching. This research can give additional insight about the use of code switching and make the learners aware of code switching that they use or listen in their language.

   b. To the teachers

   Giving the additional information to the teachers about the use and functions of code switching are needed to overcome the limitations of

language usage that occurs in the classroom. Therefore, the teachers can use it to make alternative communication between the teachers and students.

c. To the English tutor

This may be particularly helpful for tutors who prefer to teach English in the online media. The use of code switching enhace learners' understanding when they do not meet directly with the tutor. Especially teaching English for foreign language learners, code switching is needed. It is reduce students' difficulties in learning English.

d. To the other researcher

Then for the future researchers who are interested in analyzing code switching, this research may give useful references to make a better research.

F. Scope of The Research

The writer divided the scope of the research into two parts, as follows:

1. The subject of this research is the English tutor in Teaching Tutorial (TEATU) Kampung Inggris LC.

2. The object of this research is the use of code switching by the tutor in video Teaching Tutorial (TEATU) Kampung Inggris LC.

CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Sociolinguistics

Language is an intimate part of social identity.[12] People use language to interaction with other in society at anytime and anywhere. The role of language among the people in this life is very crucial. One of the branch of linguistics that study the relationship between language and society is sociolinguistics. Sociolinguistic is the study of our everyday lives – how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language.[13] Sociolinguistic focuses on how language works in the daily life. Furthermore, sociolinguistic also regards about how the member of a particular society may influence the terms with our language use.

Holmes states sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social

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[12]Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching* (New York: Cambridge University Press, 1996), p. 3.

[13]Wardhaugh, R. and Janet M. Fuller, *An Introduction To Sociolinguistics* (7th ed) (Oxford: Wiley Blackwell, 2015), p. 1.

functions of language and the ways it is used to convey social meaning.[14] The statement implies that sociolinguistic focuses on speaking in different social context, social function and the social meaning when it is used. Sociolinguists also argues that language exists in context dependent on the speaker who is using it, and dependent on where it is being used and why.[15] In addition Gumperz in Wardhaugh, he has observed that sociolinguistic is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur.[16] Thus, sociolinguistic deals in finding the relation between social and linguistic to get better understanding in the structure of language, and any changes that occur in the use of language.

Based on the explanations above, the society and language are one unity. Both of them cannot be separated. The study about the releationship between language and society known as sociolinguistic. This is a branch of linguistics which studies something particularly significant between language and social community. Sociolinguistic study gives us a knowledge about how to use language in a certain aspect or social terms. Sociolinguistics concern on the use of language, the people who speak differently in social context and the aim of it.

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[14]Janet Holmes, *An Introduction To Sociolinguistics* (4th ed) (New York: Routledge, 2013), p. 1.

[15]Sali A. Tagliamonte, *Analysing Sociolinguistic Variation* (New York: Cambridge University Press, 2006), p. 3.

[16]Wardhaugh, R. and Janet M. Fuller, *Op.Cit*. p. 14.

B. Concept of Bilingualism

Bilingualism is present in most countries throughout the world, in all classes of society and in all age groups. It can be found in society that consists of people know and understanding two languages. Bilingualism may be defined as having the ability to use two languages. It is like something usual for every people in bilingualism use more than one language when they are doing a conversation. They have perfect control over more than one language. The concept of bilingualism refers to the society who has most of the speakers commonly use several varieties of language and bilingual refers to the competence of an individual who has access to more than one linguistic code.

Some of the definitions of bilingualism involve the term language use. Grosjean in Cantone defines bilinguals are people who need and use two (or more) languages in their everyday lives.[17] Bloomfield in Hamers and Michel, who defines bilingualism as the native-like control of two languages.[18] In this case, bilingual refers to the person who can speak at least two different languages and they can control both languages. According to Webster's dictionary in Hamers and Michel, bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control

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[17] Katja F. Cantone, *Code-Switching in Bilingual Children* (Dordrecht: Springer, 2007), p. 3.

[18] Josiane F. Hamers and Michel H. A. Blanc, *Bilinguality and Bilingualism* (2nd ed) (New York: Cambridge University Press, 2004), p. 6.

like that of a native speaker' and bilingualism as 'the constant oral use of two languages'[19].

Based on the explanations above, it can be concluded that bilingual or called as bilingualism is the person who can access at least two different languages and they can speak the languages fluency because it has become a habit in their daily life.

Although bilinguals master two languages, they can be classified into different dimensions. According to Valdes and Figueroa in Baker, they suggest that bilinguals are classified by:

1. Age (simultaneous / sequential)

2. Ability (incipient / receptive / productive)

   a. Incipient

      The person who just know the another languages.

   b. Receptive

      The person who just be able to listen and read. This means, they can understand what people are talking about but they cannot apply it.

   c. Productive

      The person who just be able to speak and write the language that they just learn it.

3. Balance of two languages (means that the ability acquire balance language from one to another)

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[19]*Ibid.*

4. Development (ascendant – second language is developing; recessive – one language is decreasing)

5. Contexts where each language is acquired and used (e.g. home, school)

6. They also add a sixth dimension of bilingualism, namely circumstantial and elective bilingualism.

    a. Elective bilingualism

        It is a characteristic of individuals who choose to learn a language, for example in the classroom. Elective bilinguals come from majority language groups (e.g. English-speaking Americans who learn Spanish or French). They add a second-language without losing their first language.

    b. Circumstantial bilinguals learn another language to survive. Because of their circumstances (e.g. as immigrants), they need another language to function effectively. Circumstantial bilinguals are groups of individuals who must become bilingual to operate in the majority language society that surrounds them.[20]

Besides the explanation above, one of the earliest discussions of how language is represented in the minds of bilingual speakers is the three-fold analysis proposed by Weinreich.[21] He explains that, there are three types of

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[20]Baker, Colin, *Foundations of Bilingual Education and Bilingualsm* (3th ed) (Canada: Biddles, 2001), p. 3.

[21]Ellen Bialystok, *Bilingualism in Development* (New York: Cambridge University Press, 2003), p. 100.

bilingualism, naming them compound, coordinate, and sub-coordinate. Each type will be discussed below:

1. Compound bilingualism

   Basically, the way one learns a language is said to have an impact on how concepts are encoded and stored in the brain. *Compound bilingualism* stands for an individual who learns the two languages in the same context and situation, so that two words (one in each language) have one common meaning and representation in the brain, thus creating an interdependence of the two languages.

2. Coordinate bilingualism

   In contrast, *coordinate bilingualism* state an independency between the two languages: The individual learns the two languages in different contexts, so that each word has its own specific meaning.

3. Sub-coordinate bilingualism

   The third type of bilingualism proposed by Weinreich is the *sub-coordinate*. In this case, one language is stronger and faster than the other one, which results in establishing one meaning, namely the one of the language which has been acquired first. Whenever the second, weaker language (WL) is used, the representation recalled will be that of the stronger language (SL).[22]

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[22] Katja F. Cantone, *Op.Cit.* p. 5.

Based on the explanation by Weinreich, he divides three types of bilingual based on the characteristics of how two or more linguistic codes are organized and stored by individuals. In compound bilinguals, there are two sets of linguistic codes are stored in one meaning. In other words, they have one system of meaning in their brain for words that are used and created interdependence between the two languages. In contrast, coordinate bilingualism they have each meaning for words both of the two languages. The last one is subordinate bilinguals, they have two sets of linguistic codes, however, only one meaning unit is stronger than another.

Bilinguals can also be categorized into early and late bilinguals, according to the age of exposure to two (or more) languages. Baetens Beardsmore states that, early bilingualism is defined as the acquisition of more than one language in the pre-adolescent phase of life. Late bilingualism has been defined as the acquisition of one language before and the other language after the age of 8 years. Each type of bilingualism can be explained, as follows:[23]

1. Early bilingualism can also be classified into two types, include:

   a) Simultaneous early bilingualism

   It occurs in situations when a child learns two languages at the same time, from birth. This often produces a strong bilingualism.

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[23] Hamzeh Moradi, "An Investigation through Different Types of Bilinguals and Bilingualism". *International Journal of Humanities & Social Science Studies,* Vol. 1 Issue. 2 (September 2014), p. 108.

b) Successive early bilingualism

It occurs in situations when a child who has already partially acquired a L1 (first language) and then learns a L2 (second language) early in childhood; an example can be when a child moves to another place where the dominant language is not his native language. This usually results in the production of a strong bilingualism, but the child needs time to learn the L2.

2. Late bilingualism

This bilingualism refers to the bilinguals who have learned their second language (L2) after the critical period, especially when L2 is learned in adulthood or adolescence. Late bilingualism in fact is a successive bilingualism which occurs after the acquisition of L1. In the late bilingualism, since the bilinguals have already acquired the L1, uses the experience of the individuals to learn the L2.

Based on the definitions of bilingualism above, bilinguals who are able to speak more than one language, they can be classified into several dimensions and types based on their linguistics achievement.

C. Concept of Code

Bilinguals naturally can access several linguistic codes for communication. The term of code is neutral. Code refers to any kind of system that people employ for communication. According to Mc Arthur, in sociolinguistics, code is a system of communication, spoken or written, such

as a language, dialect, or variety.[24] In addition, Richards and Schmidt define that code is a term which is used instead of language, speech variety, or dialect. It is sometimes considered to be a more neutral term than the others.[25] Furthermore, people may choose a particular code when they use it to talk with another. The code is useful to make the conversation understandable. It can make them easier to express their feeling or to discuss a particular topic.

Wardaugh states that, the particular dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties. He also indicated that it is unusual for a speaker to have command of, or use, only one such code or system.[26] The use of one language variety, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon. Most of people, especially in bilingualism even multilingualism, they speak using several varieties of language. And they can choose a particular code whenever they want to speak. There are two kinds of code namely code mixing and code swithing. They might choose and use the codes as a communication strategy.

Hamers and Michel, they give explanation that code mixing is a communication strategy used by bilinguals in which the speaker of one language transfers elements or rules of a different language to the base

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[24]Tom Mc Arthur, *The Oxford Companion to the English Language* (New york: Oxford University Press, 1992), p. 228.

[25]Jack C. Richards and Richard Schmidt, *Longman Dictionary of language teaching & Applied Linguistics* (4th ed) (London: Pearson Education Limited, 2010), p. 87.

[26]Wardhaugh, R, *Loc.Cit*.

language. Meanwhile, code swithing is a bilingual communication strategy consisting of the alternate use of two languages in the same utterance.[27] It can be conclude that code mixing is the inserting of other language, such as inserting an Indonesian word into the whole English sentence. For example, "She's very beautiful *kan,* bro?" while, code switching is switch from one language to the other. For example: "Is she your sister? *Dia sodara lo tah?*".

People may select a particular variety or code because it makes it easier to discuss a particular topic, regardless of where they are speaking. According to Holmes, he devided three social factors affecting code choice. As follow:

1. Social Distance

   Social distance as the relation between the participants. How well do they know each other. For example, are they strangers, friends, or brothers? It would be use a different code to each.

2. Status

   The status relationship between people may be relevant in selecting the appropriate code. In Singapore, English is the most frequently selected code for official transactions, regardless of the speaker's ethnicity. Social role may also be important and is often a factor contributing to status differences between people. The same person may be spoken to in a different code depending on whether they are acting as a teacher, as a parent or as a customer in the market-place

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[27]Josiane F. Hamers and Michel H. A. Blanc, *Op.Cit.* p. 369.

3. Formality

Formality may also be important in selecting an appropriate variety or code. For example, In church, at a formal ceremony, the appropriate variety will be different from that used after wards in the church porch. The variety used for a formal radio lecture differs from that used for the adverts.

4. Function

Another important factor is the function or goal of the interaction. What is the language being used for? Is the speaker asking a favour or giving orders to someone? For example, when people apply for office jobs, they use the 'best' standard written language on the application form, and use the most formal standard language style at the interview. The use of formal language aims to get the attention of interviewer. So, they look like competent and acceptable to work.[28]

From the explanation by Janet Holmes, he said that there are four general types to be a useful description of code choices in a community. Namely, based on social distance, status, formality and function. Any or all of them may be relevant to the choice of variety in a particular situation. It is also consider with whom speaks, in which language variety and when or where the conversation take place. Code can be divided into two codes, they are code mixing and code switching. This research will be discuss about code

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[28] Janet Holmes, *Op. Cit.* p. 25-26

switching. The researcher chooses code switching to explain the use of two languages which are commonly happen to the bilingual.

D. Concept of Code Switching

The speakers who can access two or more languages, they are possible to use one language on certain purpose and another language on the other. In a society that the people have and use at least two different languages, they often mix or switch the languages when they speak to the other. According to McKay and Nancy, when two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon, known as *code switching*.[29]

Code switching is used in sociolinguistis refers to the language shifting which is the tendency of bilingual to switch their language from one language to the other while speaking to another bilingual. Lehiste in Abd. Muin argues that code switching is a perfect bilingual may switch from one language to other language during conversation takes place.[30] Bilingual who are able to switch more than one language perfectly, they can switch the language while they are in a conversation.

Besides, some experts argue that code switching is used by the perfect bilingual. The other experts such as, Edwards, Dewaele and Wooland in Indah Puspawati state that code switching was a result of language

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[29]Sandra Lee McKay and Nancy H. Hornberger, *Op. Cit.* p. 56.

[30]Abd. Muin, *Loc.Cit*.

incompetency by bilinguals that may indicate problems in the mastery of one of the languages.[31] Such a non-native speakers of English may switch to their native language because they forget the English words, or they do not know the English expression they want to use. Therefore, code switching is also use for someone who getting hard in one language then they can use the other language to change it.

Herk defines, code switching refers to instaces in which people alternate at least two languages or language varieties in a single conversation (across sentences or clause boundaries).[32] Based on definition from Herk, code switching can occur when bilingual switches from one language to the other in a single speech through sentences or clauses. For example: "Today is our last day. *Liburannya bakalan berakhir sampe sini aja gengs!*". This example showed that the speaker switched the language from English to Indonesian by saying "*Liburannya bakalan berakhir sampe sini aja gengs!*". It can be replace in English sentence "The vacation will be ended here guys!". Thus, the speaker has switched the language in a single conversation across sentenses.

In addition, Milroy and Musyken states sometimes code switching occurs between the turns of different speakers in the conversation, or sometimes between utterances within a single turn. It can even occur within a

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[31]Indah Puspawati, "Teachers' Use of Code Switching in EFL Classroom and its Functions". *Journal of Foreign Language Teaching & Learning*, Vol. 3 No. 1 (January 2018), p. 43.

[32]Gerard V an Herk, *What is Sociolinguistics* (Oxford: Wiley-Blackwell, 2012), p. 370.

single utterance.[33] When there are two or more people in a conversation using different language and they are understand the languages. It can be classified as code switching occurs between the turns of different speakers in the conversation. For example:

Budi : Gue bosen di rumah pengen main.

Tomy : Me too bro, but we have to stay home till the virus end.

Budi : Iya sih, ini demi kebaikan kita juga ya.

Tomy : That's right man!

Furthermore, bilingual may be produced code switching between utterances within a single turn while speaking or even occur within a single utterance. Such as a vloger that can access two different languages, he/she usually switches from one language to the other. For example:

Speaker : Hello guys, welcome back to my YouTube channel. *Balik lagi sama aku Shirinamira*, *kali ini aku bakal bikin* make up tutorial because a lot of you guys, *banyak banget yg minta aku buatin* make up *lagi.* So, *ya tanpa basa basi lagi,* let's get started! Eitss, but don't forget to like, comment and subscribe. Okay.

Based on all of definitions above, it can be conclude that code switching is a linguistic term which is the study about the alternating of two

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[33]Engku Haliza Engku Ibrahim, Mohamed Ismail Ahmad Shah, Najwa Tgk. Armia, "Code switching in English as a Foreign language Classroom: Teachers' Attitudes". *Canadian Center of Science and Education*, Vol. 6 No. 7 (June 2013), p. 139.

or more language varieties (code). The speakers produce the language and apply code switching when they change the language in a conversation with the other speaker or within their utterance. This research analyzed code switching that occurred in someone's utterance based on type and function of code switching. The writer focused on code switching used by the tutor in teaching English. Therefore, these are the following types and function of code switching.

1. Types of Code Switching

There are some types of code switching categorized by experts. Those types can support the writer to find out the occurrence of code switching. One of the most frequently discussed types of code-switching is given by Poplack, who identifies three types of code switching. The types are extra-sentential code-switching, intersenential and intrasenential switching. [34] Each type will be discussed below:

a. Extra-sentential code switching

Extra-sentential code switching is the first type of code switching from Poplack's theory. Extra-sentential code switching defines as the insertion of a tag from one language into an utterance which is entirely in the other language. The insertion of a tag such as, *you know, I mean*. This type is commonly called as tag-switching and Poplack also named this type as emblematic switching. It is relevant to the statement given by

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[34]Josiane F. Hamers and Michel H. A. Blanc, *Op.Cit.*p, 259.

Appel and Muysken in their book of Language Contact and Bilingualism. Appel and Muysken said that tag-switching involved an exclamation, a tag, or a parenthetical in another language than the rest of the sentence. And Poplack also has named this type of switching *emblematic* switching.[35]

Furthermore, the insertion is identified in tag phrases of greeting, parting, etc. This kind of switching requires minimal syntactic restrictions, so it can be inserted or shifted over easily. The common examples of tag switching are *ok, fine,* etc.[36] Thus, it can be concluded that extra-sentential switching means inserting a tag or a tag phrase in one language into an utterance which is entirely in the other language. For examples:

1) *You know*, Miss hari ini ada berita gembira untuk kalian.

From the first example above, it can be classified as extra-sentential code switching because the speaker inserted English tag *"You know"* into an utterance which is entirely in Indonesian.

2) *Oke fine!* Kita bisa cari solusinya bersama-sama.

From the second example above, the speaker's utterance is also included into extra-sentential code switching because the speaker inserted

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[35]René Appel and Pieter Muysken, *language contact and bilingualism* (Amsterdam: Amsterdam University Press, 2005), p. 118.

[36]Muhammad Shahid Gulzar, "Teachers' Code-Switching in a Content-Focused English as a Second Language (ESL) Classroom: Patterns and Functions". *International Journal of Linguistics,* Vol. 6 No. 4 (August 2014), p. 133.

an exlamation of English that is *"Ok fine!"* in a base language of Bahasa Indonesian.

b. Inter-sentential code-switching

Inter-sentential code-switching is the switching at clause or sentence boundary, one clause being in one language and the other clause in the other. Thus, inter-sentential code-switching occurred between two different languages at the clause or sentence level. It may serve to emphasize a point made in the other language, signal a switch in the participants conversation, indicate to whom the statement is addressed, or provide a direct quote from, or reference to, another conversation.[37]

Romaine in Muhammad Shahid Gulzar states, this kind of switching is considered as requiring greater fluency in both languages than tag switching because major portions of the utterance must conform to the rules of both languages.[38] Therefore, the speakers should have the fluency in using both languages. It is different from tag switching, where the speaker only inserted a tag from one language into the other language. These are the examples of inter-sentential code-switching, as follows:

Example 1 :

T: "Have you done?"

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[37]Mujiono et.al, "Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities". *International Journal of Linguistics,* Vol. 5. No. 2. (April 2013) p. 51.
[38]Muhammad Shahid Gulzar, *Loc.Cit.*

S: Sudah, pak!

T: May I see?

S: ini pak!

From example above, it can be classified as intersentential code switching. The switching occurred in the participants conversation. In this case, the teacher asked student in using English then the student answered using Indonesian. The teacher asked the students again using English to signal the switching but the student switched back to Indonesian. Thus, the conversation is type of inter-sentential switching occurred between participants in a conversation.

Example 2 :

T: That's good. What's your father called? So what is the answer? What? *Papanya namanya siapa* (What is her father's name)**?** What is your answer?

The example illustrated that the teacher who is discussing about the answer of listening exercise. The teacher asked the student in English then she switched into Indonesian to clarify the question. The teacher repeated the sentence that she said in English to Indonesian, *"Papanya namanya siapa?"* and then continued using English again. In this case, the switching occurred at the sentence level, so the utterance is type of inter-sentential code-switching.

c. Intra-sentential code-switching

There is also intra-sentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary. According to Appel and Muysken, Intra-sentential switches occur in the middle of a sentence, this type of intimate switching is often called code mixing.[39] Some linguists also called this type as code-mixing because the switching occurs whithin a sentence. Intra-sentential code switching is found when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language.[40] The switching can take the form such as, code changing, code mixing, insertion and congruent lexicalizations. For examples:

- menurutku *that's a good idea!*

This example is type of intra-sentential code-switching. It happen when the speaker used Indonesian word "menurutku" within English utterance.

- "*open your book and* kerjakan hal 10"!

The example above also classified as intra-sentential code-switching because the speaker was using English at that time but he/she switch into Indonesian in complecting the utterance.

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[39]René Appel and Pieter Muysken, *Loc.Cit.*

[40]Wiruma Titian Adi, "Code Switching in Critical Eleven Novel". *Journal of English Language, Literature, and Teaching,* Vol. 2 No. 1 (April 2018), p 42.

Besides, Poplack has three types of code switching. The other expert suggested four types of code switching. These type of code switching proposed by Mc Arthur. These are the following types of code switching from Mc Arthur's theory.

a. Tag switching

The first type is tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another. According to Gumperz quoted by Saraswati and Indriana, tag or sentence fillers are words or phrases that are bound by minimal syntactic constraints and therefore can usually be inserted with ease at a number of possible points in a sentence.[41] For example:

T : It's okay, no problem, *ya gak?*

From the example, this is type of tag-switching because the speaker switches his language from English to Indonesian. The occurance of tag switching at the end of the sentence which is "*ya gak?"* the speaker uses Indonesian phrases to switch his language.

b. Intra-sentential switching

Second type is intra-sentential switching, in which switches occur within a clause or sentence boundary. The example, as follow:

T: Coba, try to analyze kalimat apa ini?

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[41]Ria Saraswati and Rr.Astri Indriana Octavita, "A Study of English Code Switching in Indonesian Teen Magazine". *DEIKSIS,* Vol. 08 No. 01(January,2016), p. 44.

From the example, the utterance can be classified as intra-sentential switching because the utterance shows that the speaker switches two different languages in the middle of a single sentence. Thus, this switching is type of intra-sentential switching.

c. Inter-sentential switching

Another type is intersentential switching, in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. The examples, as follow:

T: *jadi kalian harus jawab masing-masing lima ya*. Do you understand?

From the example, the speaker switches from Indonesian to English at sentence boundary. Thus, the utterance can be classified as inter-sentential switching.

d. Intra-word switching

The last type is Intra-word switching, in which a change occurs within a word boundary.[42] The examples, as follows:

- *Listeningnya* pake speaker Jurusan

- Tempat makannya udah *dibooking,* kan?

From the examples, (1) In this sentence, the speaker said the word *"listening"* added by Indonesian suffix *"nya"* (2) There is an English *"booking"* with prefix *"di"* in Indonesian. Both the example one and the

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[42]Tom Mc Arthur, *Loc.Cit.*

other, the switching occurred within a word boundary. So, those examples can be classified into intra-word switching.

The writer decided to use theory from Mc Arthur. The theory classified types of code switching into tag switching, inter-sentential switching, intra-sentential switching and intra-word switching. The theory can support this research comprehensively in finding types of code switching.

2. Function of Code Switching

The outcome of code switching occurances is not always reliazed by the teachers. Nevertheless, if the teachers use code switching appropriately, code switching will be a good strategy for teaching and learning process. According to Jiangxia and Yao, code-switching occurs unconsciously by the teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and in reducing students' nervousness.[43] Considering the use of code switching as a strategy, it is important to know the basic function of code switching which may be beneficial in language teaching-learning environment.

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[43]Muhammad Fareed, Samreen Humayub, Huma Akhtar, "English Language Teachers' Code-switching in Class: ESL Learners' Perceptions". *Journal of Education & Social Sciences,* Vol. 4 (1). (2016), p. 2.

a. The Conversational Functions of Code Switching

Gumperz presents six major conversational functions of code switching, namely quotation, addressees specification, interjection, reiteration and message qualification.[44] Each function will be discussed below:

1) Quotations

In many instances the code switched passages are clearly identifiable either as direct quotations or as reported speech. Quotation function means the speaker switches the language in order to quote another person's speech and report it in the conversation. For example:

T : *Anna coba jawab pertanyaan nomer 11!* What does Mr. Drew say about his son? *apa yang Mr. Drew bilang tentang anaknya di audio tadi?*

S : *Mr. Drew bilang* His son has just graduated and he will continue to university, Miss. *Jadi jawabannya C, Miss.*

In the conversation between teacher and student above, they were talking about the answer of listening task. The teacher asked the student about what does Mr. Drew say about his son in the audio. Then, the student answered the question by quoting Mr. Drew's speech in the audio. The student said "His son has just graduated and he will continue to university, Miss".

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[44] John J. Gumperz, *Op.Cit.* p. 75-80

2) Addressee specification

Code switching serves to direct a message to one of several addressee. The aim of this switching is to notify the interlocutor. The speaker switches the language to invite another person to participate in the conversation. For example:

T: *Apa yang dimaksud dengan narrative text?* Tomy, can you tell me what is narrative text?

S: Narrative text is a kind of text to retell a story, Miss. *Contohnya legenda, dongeng gitu Miss.*

In this situation, the teacher was explaining narrative text with her students. To make sure the students understand about the material. The teacher asked one of her students about the definition of narrative text. In this case, the teacher switched her language from Indonesian to English and she asked tomy to answer the question. This switching indicated as addressee specification because the teacher pointed Tomy to participate in her conversation.

3) Interjections

In other cases the code switch serves to mark an interjection or sentence filler. Interjection function means the speaker inserts an interjection or sentence filler, such as *Look! , Well , Anyway , So* into the utterance to convey emotions or to gain attentions.

4) Reiteration

Frequently a message in one code is repeated in the other code, either literally or in somewhat modified form. The aim of this switching is to repeat the particular message or part of it into the other language. For example:

T: Go to the side son, not inside! *Ke samping!*

In the teacher's speech, the switching *"Ke samping!"* has the same meaning with "Go to the side". The teacher reiterated her calling by switching to Indonesian. Then, the function of this switching is to clarify what has been said before.

5) Message Qualification

Another large of group of switches consists of qualifying constructions such as clauses, sentences and phrases (verb and noun compliment). It depends on the speaker's understanding of particular topic of conversation. Sometimes, the topic is introduced in one language and commented on the other one. For example:

S: *Miss, ini tugasnya jadi pr atau dikerjain di sini?*

T: *Kerjakan di sini dong,* do it now!

In the conversation, the teacher switched from Indonesian to English "do it now!" to modify her answer given in Indonesian *"Kerjakan di sini dong"* to the students asking whether the task for homework or do it in the class.

6) Personalization and Objectivization

In this last, relatively large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such things as: the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

b. The Functions of Teacher's Code Switching

Mattsson and Burenhult have analyzed the function of code switching in second language teaching of French. Based on their research, the largest category is represented by topic switch, affective function, and repetitive function.[45] The writer used the categories by Mattsson and Burenhult in analyzing this research because the categories can be used to interpret the function of tutor's code switching in teaching English of TEATU program. Each function will be discussed below:

a) Topic Switch

Mattsson states topic switch, i.e. when the teacher switches code according to which topic is under discussion; it might be suggested, for instance, that certain aspects of foreign language teaching such as

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[45]Flyman Mattsson, A. and Burenhult, N. "Code-switching in second language teaching of French". *Lund University, Dept. of Linguistics,* Vol. 47. (1999), p. 59-72.

grammar instruction, is preferrably expressed in the mother tongue of the students.[46] In this function, the teacher changes his or her language according to the topic being taught. The teacher relates the topic to the native tongue in the same term in order to increase the students understanding of the foreign language. The aim of topic switch is to direct the students' attention to the new knowledge by making use of code switching and accordingly making use of native tongue.

At this point, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is considered in order to transfer the new content and meaning is made clear in this way. Cole suggested that a teacher can exploit students' previous L1 learning experience to increase their understanding of L2.[47] Teacher is also begin a lesson in one language, then switch to another language, forcing the students to listen carefully and comprehend both languages.[48] Therefore, code switching may help the teacher in explaining the certain topic to be more understood or it can be the way to get the students' attention to the new knowledge.

b) Affective Function

Code switching also has function as affective function. It means teacher may use code switching to build a close relationship with students.

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[46]Flyman Mattsson, A. and Burenhult, N, *Op.Cit.* p. 61.

[47]Ahmad Mustamir Waris, "Code switching and mixing (Communication in Learning Language)". *Jurnal Dakwah Tabligh*, Vol. 13 No. 1 (Juni 2012), p. 131.
[48]Abd. Muin, *Loc.Cit.*

According to Harbord in Clara code switching facilitates teacher-students relationship.[49] Teacher can build solidarity and relationship with students by giving a joke, motivating etc. This is also a good way to switch code in order to express teacher's feeling or emotions while teaching-learning process. Affective function, e.g spontaneous expression of emotions and emotional understanding in discourse with students.[50] Moreover, teacher may use code switching for showing emotions, such as anger, sympathy, empathy in student's first language to be more undestandable. Therefore, code switching in affective function is useful to create supportive and exciting language environment.

c) Repetitive Function

Mattsson and Burenhult state, one of the main reasons for teacher code-switching to the L1 of the students is to make the students understand their utterances. Of course this can be done without using a single word in the target language, but more frequently code-switching is used as a repetition of the previously uttered sentences.[51] The repetition can be used for clarifying the statement that has been stated before. In addition Mutasamir states, the teacher used code-switching to transfer the necessary knowledge to the students in order to convey clarity.[52] Through this

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[49]Clara Herlina K, "Teacher's Use of Code Switching in The Classroom and Its Imlications on Students' Score". *Jurnal Lingua Cultura,* Vol. 1 No. 2. (November 2017), p. 120.

[50]Flyman Mattsson, A. and Burenhult, N, *Loc.Cit.*
[51]Flyman Mattsson, A. and Burenhult, N, *Op.Cit.* p. 67.

[52]Ahmad Mustamir Waris, *Loc.Cit.*

clarification, the students can get clarity about what the teacher is referring to and what the teacher expects the students to do.

Code switching is also used to clarify the meaning of instructions. For example, the teacher gives instruction in target language than clarify it into native language. Besides, the teacher can emphasize the importance of the target language content for efficient comprehension. According to Macaro in Eva Fachriyah, the important messages can be reinforced or emphasized when they are transmitted in the L1.[53] Thus, the teachers can emphasize the elements of one language into the other language in the teaching process. It can be the way to avoid misunderstanding between teacher and the students.

Based on the functions of code switching by Gumperz and Mattsson and Burenhult above, the writer decided to use Mattsson and Burenhult's theory which are topic switch, affective function and repetitive function. The writer applied those functions in analayzing this research, because Mattsson and Burenhult's theory is relevant to this research in order to find out the functions of tutor's code-switching in teaching English through a video of TEATU.

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[53]Eva Fachriyah, "The Functions of Code Switching in an English Language Classroom". *Studies in English Language and Education*, 4 (2). (2017), p. 153.

E. Teaching English Through Video on YouTube

YouTube is a video-sharing website that allows users to upload, share and view videos.[54] People can share different kind of video such as TV clips, music videos, movies and video blogging. However, YouTube is not only about entertainment videos but a large number of educatinal videos are also found easily. Nowdays, there are many educators make teaching and learning content in their channel. So, it is easy to find educational videos on YouTube.

Since YouTube is a free-of-charge, people can take it easy to create and upload their own videos. In particularly, teachers from around the world are able to create their own channels on YouTube and regularly upload different educational videos that many learners find it beneficial. According to Bonk in Wael, YouTube is considered an attractive social medium that contributes to global education.[55] Thus, teachers can use this website for educational purposes, they can share other additional knowledge that may not have been taught in school. It is also being increasingly used by English teacher.

This is useful for teachers to develop English learning through online media and it can be useful for learners all over the world to gain knowledge about English. Furthermore, YouTube is ideal for mobile learning. People can

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[54]Huda Omar Alwehaibi, "The Impact of Using YouTube in EFL Classroom on Enhancing EFL Students' Content Learning". *Journal of College Teaching & Learning*, Vol. 12 No. 2 (2015), p. 122.

[55]Wael Abdulrahman Almurashi, "The Effective Use of YouTube Video For Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula". *International Journal of English Language and Linguistics Research*, Vol. 4 No. 3 (April 2016), p. 34.

access YouTube and view it on the go via their smartphones and tablets, devices used in mobile learning. So, it is easier for them to access the English learning. Therefore, the teachers not only use YouTube for searching online video resources, but also sharing presentations and inviting their learners to take an active part through their commenting.

F. "TEATU" Teaching Tutorial Program

Almost Indonesians know about Kampung Inggris. Kampung Inggris is located in Pare, Kediri. Kampung Inggris itself is a named for a village that has hundreds of English language courses. Mr. Muhammad Kalend Osen is the founder of Kampung Inggris. The first English course was successfully established by him. Nowdays, there are many English courses in Kampung Inggris Pare. A lot of Indonesian students take a course there and they get successful English learning. One of the trusted course institutions in Kampung Inggris is Kampung Inggris LC (Language Center).

Kampung Inggris LC is one of the best English language course in Kampung Inggris Pare. Founded by a good team that is experienced in managing Kampung Inggris which specifically aims to provide a better learning system and service for everyone who wants to learn English. As the LC jargon "Makes Everyone Speak" the tutors are ready to make students more confident in speaking English. Not only that, all of the English language skills will also increase to an advanced level. Hence, Kampung Inggris LC becomes favorite English course in Pare. Although you cannot take a course

directly in Pare, this will not limit you to learn English with LC tutors. Because you can watch teaching tutorial video on Kampunng Inggris LC YouTube channel.

On the YouTube channel of Kampung Inggris LC, there is a program named TEATU "Teaching Tutorial" which contains of English learning video. TEATU is taught by professional tutors from Kampung Inggris LC. They will help you to learn English easily. You can find a lot of English learning material in TEATU program, such as grammar, pronunciation, tips and trick how to use English well etc. This program is useful to improve your English skill. Furthermore, it is free for you and you can learn English anytime and anywhere.

From TEATU program, the writer also noticed that the tutors do not always use English all the time in the teaching process, sometimes they shift to their native language. Such as in the video of TEATU with Miss Noviana. The writer saw that she usually explained her lesson by using English first and then she explained again by using Indonesian. The writer thought that she changed her language to make the explanation clearly but the writer also saw that there is a language phenomenon can be analyzed from the videos. Therefore, the writer took three videos of TEATU with Miss Noviana to be analyzed.

The language shift practiced by tutor refers to the study about code switching in Sociolinguistics. Code switching is the process of shifting from

one linguistic code (a language or dialect) to another, depending on the social context or conversational setting. Hence, the writer interested in analyzing the language shift and language functions practiced by tutor in the teaching process of TEATU program. The writer focuses on identifying code switching used by tutor in "TEATU" teaching tutorial program on YouTube channel Kampung Inggris LC.

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