

## An Analysis of Code-mixing and Code Switching by Online Tutor of *Englishvit* Video on Instagram Reels

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### ABSTRACT

*English is the main act in communicating internationally. English is used as an official language in the global community to make anything that happens smooth and understanding, such as business field, medical, politics, and also education. Language courses are also not something unfamiliar in the countries, to reckon that is how important English to be mastered by people nowadays. The findings of this study should aid students and teachers in improving their understanding of how code-mixing and code-switching will affect students' skills in speaking English. The data for this sample is taken from an Instagram reels video from an English study account called Englishvit (@englishvit). The result shows that for code-mixing, the L1+L2 type is the highest percentage of lexical items. For code-switching, L2 without translation is the highest percentage for the lexical items. The second rank for code-mixing is L2, and for code-switching is L1+L2, which is the opposite of the highest rank. The certain expression that is often said in the reels video are have you guys know, hello, hi, thank you for watching, give comment down below, what do you think of, and bye-bye. L2 dominate in the conversation video because they have to demonstrate the situation based on the title of the video itself. The viewer can directly look at the example given in the video for understanding how to use the sentence or idiom or combine the words.*

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## 1. INTRODUCTION

By explanation of KBBI (2005), language is a symbol of a sound system that arbiters, which is used by the community for doing work together, doing interaction, and self-identify. According to Chomsky (1975), cited by Chris Werry (2006), language is a set (finite or infinite) of sentences, and language is the mirror of the mind. Language is important to communication because this is a tool. Besides that, language also plays an important role when doing classroom activities, especially in English class. By using the language, a teacher can explain what should be learned in the class.

As a global language, English is the main act of communicating internationally. English is used as an official language in the global community to make anything that happens smooth and understanding, such as business field, medical, politics, and also education. Understanding English can help people access many things these days. In schools, English still being one of the main subjects to learn. For example, many schools provide a bilingual class and environment for the student to accustom themselves to English. Language courses are also not a strange thing in the countries, to reckon that is how important English to be mastered by people nowadays.

From the explanation above, we can conclude that language is an important thing to be mastered for the sake of communication. Language can help people to express their feelings and make others understand.

Language also helps to get many information and new knowledge. A speech community is a community that uses the same language to communicate. Speech community can be applied in a big community as a village or city, and the small unit such as family, friends, or classmates. Linguist, Saville-Troike said that for example English, it is possible to share the language although they do not live in one area, and generalized them as one speech community, because English is a widely spoken language.

Bilingual means people that can speak two languages fluently. For more than two languages, we can it multilingual or polyglot. Bloomfield (1933) defines bilingualism as a native-like that controls two languages. This also explains that people that speak two languages but are not native-like, did not include as bilingual. Bilinguals should have good ability in reading, speaking, writing, and listening in both languages. So, it is safe to say that bilinguals are 'experts' in their mother tongue and another language. People with this ability commonly switch and mix two languages, especially when they speak. This is what we called code-mixing and code-switching.

Code-switching is the ability to switch from one language to another language (Holmes, 1992). Code-switching often happens when a person speaks with a variety of people at one time. It could not happen in any people or any situation but is limited to people that have bilingualism, or even polyglot. Code-switching also happens to depend on the speech community. According to Wardhaugh (2006), code-mixing appears when the speaker uses both languages together to the range that they change from one language to the other in the course of a single statement.

Several studies conducted on this topic. Rika Novianti and Mashadi (2021) did research on the use of code-switching and code-mixing during the teaching-learning process. The results show that code-mixing and code-switching are needed for the teaching-learning process, so the students can improve their ability also.

Sinaga and Hutaehan (2020) analyze how Youtuber Reza Arap uses code-switching and code-mixing in an interview on Deddy Corbuzier's channel. Situational and metaphorical play an important role here. Istifci (2019) researched code-switching in tertiary-level EFL classrooms. The study aims to examine the functions of 4 teachers' and their students' code-switching in tertiary-level EFL classrooms and the teachers' perceptions of code-switching. The result shows that teachers did not use code-switching most of the time in teaching, there were a few occasions. On this occasion, some similarities and differences among teachers' and students' functions of code-switching, and also between beginner students and experienced teachers' use of code-switching in classroom discourse were found.

Next research was done by Supiastutik and Gaguk Rudianto (2018). They analyze about Pengaruh Code Mixing and Code Switching terhadap Kemampuan Pemahaman Bahasa Inggris. Surprisingly, the result shows that there is no positive relation between code-mixing and code-switching towards students' English skills in class. The data shows that the pretest and post-test scores of students gave 0,5 points, so there is no improvement. Next, Hamidah (2015) researched Code-mixing Found in *Bukan Empat Mata* Program on Trans 7 Television Channel. The result shows that there are two kinds of code-mixing used by hosts and guests in the program, called situational and conversational code-mixing.

In the teaching-learning process, there are many ways to learn about English. Especially with technology nowadays, online learning is one of the choices to join the course. With the layout and material, online learning is easier to reach because people do not have to sit in the classroom, but they can watch the learning video from home, or even in the office for adults. Access to the video is also the point of online learning. This learning model is loved by many because they did not have to attach by time. People also can slowly and steadily learn about the language. The tutor also has their style in explaining the material, for example, they did not use full English or full native, but they mix the language to make the material easy to explain by them, also to help students or viewers to accustomed the English language.

In consideration of these issues, this study investigates how code-switching and code-mixing in English learning video by Englishvit, an English course. There are several problems in this research:

1. How code-mixing and code-switching can affect the English learning process?
2. How can we apply code-mixing and code-switching during the language teaching-learning process?
3. Are code-mixing and code-switching effective enough in the language teaching-learning process?

## 2. METHOD

The purpose of conducting this study is to find out how code-switching and code-mixing are used in educational videos for teaching the language. To know the use of code-mixing and code-switching can affect the teaching-learning process effectively, the data will take from a video of an English study account, Englishvit (@englishvit).

A descriptive qualitative method has been chosen for this research, to analyze the data. This method tries to find the procedure of translation and the strategy as well. To analyze the data, the researcher watched the

video, then found the code-mixing and code-switching and marked it. After that, made a brief explanation of where are the code-mixing and code-switching, and compile them in the table for both English and Indonesian side by side. Based on the brief explanation, the explanation of code-switching and code-mixing will be explained in detail according to the data sample. The researcher will analyze the data and write the result of the study. The researcher took the role of an instrument to analyze the data. The researcher searched, found, and analyzed the data in the video.

### 3. RESULTS AND DISCUSSION

For code-mixing, the L1+L2 type is the highest percentage of lexical items. For code-switching, L2 without translation is the highest percentage for the lexical items. The second rank for code-mixing is L2, and for code-switching is L1+L2, which is the opposite of the highest rank. It can be seen in the following tables:

**Table 1.** Percentages of L2 Lexical Items According to the Different Types of Code-Mixing

Reel Video(s)	L2	L1+L2	L2+L1	Total
1 (Rhythm of American English)	1	6	1	8
2 (Idiom: Throw Money Down the Drain)	6	3	1	10
3 (British Accent)	0	4	1	5
4 (Common Words Mistaken in English)	1	4	2	7
5 (How to Call Your Best friend)	5	7	0	12
6 (Mouth Manglers)	4	4	0	8
7 (Idiom: A Walk in the Park)	4	2	0	6
8 (Cara Baca Salad)	1	5	0	6
Total	22	35	5	62
Percentage	35%	56%	8%	99%

**Table 2.** Percentages of L2 Lexical Items According to the Different Types of Code-Switching

Reel Video(s)	L2	L1+L2	L1	Total
1 (Is Okay atau It's Okay)	18	0	2	20
2 (The Different between like, likely, and unlikely)	6	4	2	12
3 (Would you apologize to me?)	6	6	2	14
4 (Bahasa Inggrisnya Mudik)	3	1	4	8
5 (I didn't memorize)	7	4	1	12
Total	40	15	11	66
Percentage	60%	22%	16%	98%

Certain expressions that are often said in the reels video *have you guys know, hello, hi, thank you for watching, give comment down below, what do you think of, and bye-bye*. L2 dominate in the conversation video because they have to demonstrate the situation based on the title of the video itself. The viewer can directly look at the example given in the video for understanding how to use the sentence or idiom or combine the words. That is the reason why L2 and L1+L2 types dominate the video because this is for learning activities.

As we know, when we directly see the situation, our brain will record and sometimes directly follow the act. Language does not learn just by form, but by practice. When the target language and source language combine, it will make the conversation more entertaining and attract another person to learn it because it looks cool to be able to speak in two languages without a problem. Code-switching and code-mixing will happen naturally for people that use two languages in daily activities.

Code-mixing and code-switching are unique activities in human conversation. These two things happen often in bilingual and multilingual people, no matter what language they use daily. When a person changes two languages habitually, it is because their brain switches and tries to find the exact word to say. The first word that comes to mind when thinking about the exact expression will be out of the mouth, between L1 or L2. If L1 comes first, then the speaker will say in L1, and vice versa. Many things can affect code-switching and code-mixing, such as situation, the topic of conversation, the conversation partner, or even upgrading the social status.

On this occasion, code-mixing and code-switching are used as a tool for teaching English. Besides it is already a habit from the tutor, code-switching and code-mixing are also used to show students or viewers how to apply English in the spoken language. As we know, people love to follow or shadow other people's styles, especially in English. Students try to follow their teacher in applying the language, how they say the word, the

gesture, and also the dialect. L2 as the main topic of the teaching-learning process is dominantly used in the video. The tutor in the video shows the viewers how the language is used.

L1+L2 form comes second, which is mean the tutor uses source language and target language in one sentence. Compared to L1, the tutor uses this form often in the video. There are many kinds of code-mixing used in these data, such as word insertion, phrase insertion, and sentence insertion. So, code-mixing is not just word insertion, but it can be a phrase or even sentence insertion. For example, "How are you? Baik-baik kan?". Then, code-mixing and code-switching are also used for improving social media engagement. As we know, these days, Millenials love to watch content that is fun but has good material. Language use such as the English language has more source of interest in today's era, because of globalization.

Many lexical items can be got from the data. For example, we can find daily words, greetings, and commands. For daily words, we can hear *the book, table, walk, sit, call, write, comment, down, high*, and mix with local languages such as *apakah kalian tahu, kalian tahu nggak, coba, yuk, maaf, kalau*, and many more. For greetings, there are *hello, hi, how are you, thank you, see you later*. For command, there are *please, write down below, let's take a look, let's go*.

As we know, when we directly see the situation, our brain will record and sometimes directly follow the act. Language does not learn just by form, but by practice. When the target language and source language combine, it will make the conversation more entertaining and attract another person to learn it because it looks cool to be able to speak in two languages without a problem. Code-switching and code-mixing will happen naturally for people that use two languages in daily activities. For teaching-learning process, it will give an insight to the student for improving their ability in speaking and conversation part. Code-switching and code-mixing will help them to build a habit to gather many vocabularies. The tutor shows how to use the target language and source language together to speak. They show that it is okay to combine two different languages when we speak, as long as our partner knows what we trying to say.

#### 4. CONCLUSION

With this study, it is expected that people, especially students will use code-switching and code-mixing as methods for improving speaking skills. By applying this type, the vocabulary and attitude towards the target language will be easier to learn and they also can improve their self-efficacy. Based on the research result, it can be inferred that L2 dominates the language, which is good for improving the skill because it will make the listener hear the L2 habitually and can directly use the sentence and words in daily conversation.

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