
UNVEILING FUNCTIONS AND PATTERNS OF INTRA-SENTENTIAL CODE-SWITCHING IN THE VIDEO PODCAST 'CULTURE SHOCK KULIAH DI INGGRIS' ON YOUTUBE CHANNEL

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Abstract

The research delves into code-switching among Indonesian speakers in the UK, covering the syntactic and functional reasons why they use code-switching in intra-sentential contexts by applying Poplack's theory in syntactic and Hoffmann's theory in functional. Data collection includes repeated video watching, taking notes, and categorising code-switching used in the video podcast. Those steps require repeated execution to ensure accurate and comprehensive data collection and analysis. After categorising and identifying patterns of code-switching, it is followed by interpreting the findings and making connections to Poplacks and Hoffmans' theories which led to the conclusion-drawing. The analysis presents nine states of intra-sentential switching parts of speech and seven categories of code-switching functions. Of 134 instances of code-switching, 104 were intra-sentential, with ICs being the most common (32%). Speakers primarily used code-switching to discuss specific topics, accounting for 37.67% of all instances. The results indicate that speakers would rather negotiate higher units, such as clauses, because the language feature is part of their regular use of English in the UK. This study demonstrates how code-switching helps with communication and identity formation for bilingual speakers. In relevance for language education, code-switching, as a pedagogical tool, can enhance comprehension and participation in language education programs, particularly in more complexly multilingual classrooms. Future research should also examine code-switching in various cultural contexts and use interdisciplinary methodologies to fully fund this linguistic phenomenon.

Keywords: code switching; intra-sentential; bilinguals; functional analysis

Abstrak

Penelitian ini menyelidiki peralihan kode di antara penutur bahasa Indonesia di Inggris, yang mencakup alasan sintaksis dan fungsional mengapa mereka menggunakan peralihan kode dalam konteks intra-kalimat dengan menerapkan teori Poplack dalam sintaksis dan teori Hoffmann dalam fungsional. Pengumpulan data meliputi menonton video berulang kali, membuat catatan, dan mengkategorikan peralihan kode yang digunakan dalam podcast video. Langkah-langkah tersebut memerlukan pelaksanaan berulang untuk memastikan pengumpulan dan analisis data yang akurat dan komprehensif. Setelah mengkategorikan dan mengidentifikasi pola peralihan kode, analisis dilanjutkan dengan menafsirkan temuan dan menghubungkan dengan teori Poplack dan Hoffman yang mengarah pada penarikan kesimpulan. Analisis ini menyajikan sembilan keadaan bagian-bagian pidato peralihan intra-kalimat dan tujuh kategori fungsi peralihan kode. Dari 134 contoh alih kode, 104 di antaranya adalah intra-kalimat, dengan IC menjadi yang paling umum (32%). Penutur terutama menggunakan alih kode untuk membahas topik-topik tertentu, yang mencakup 37,67% dari semua contoh. Hasilnya menunjukkan bahwa penutur lebih suka menegosiasikan unit-unit yang lebih tinggi, seperti klausa, karena fitur bahasa adalah bagian dari penggunaan bahasa Inggris mereka secara teratur di Inggris. Studi ini menunjukkan bagaimana alih kode membantu komunikasi dan pembentukan identitas bagi penutur bilingual. Dalam relevansi untuk Pendidikan Bahasa, alih kode, sebagai alat pedagogis, dapat meningkatkan pemahaman dan partisipasi dalam program pendidikan bahasa, khususnya di kelas-kelas multibahasa yang lebih kompleks. Penelitian di masa mendatang juga harus memeriksa alih kode dalam berbagai konteks budaya dan menggunakan metodologi interdisipliner untuk sepenuhnya mendanai fenomena linguistik ini.

Kata kunci: alih kode; intra-kalimat; bilingual; analisis fungsional

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Introduction

Language plays a crucial role in social interaction, serving as the most appropriate medium for communication (Sirbu, 2019). It is indispensable in communication because it encompasses sounds, gestures, and signs that convey specific meanings (Silaban & Marpaung, 2020). The use of language is fundamental to socialization and interaction, facilitating the exchange of ideas, opinions, and information (Young, 1930). Language is not merely a communication tool but also a cognitive instrument that shapes our understanding of the world and ourselves (Keller & Tian, 2021; Perlovsky, 2009). Through language, individuals can express their viewpoints, origins, educational levels, and even their inherent nature (Fudhaili, 2023). The selection of language in communicative events reflects the social and cultural identities of the participants (Amin, 2020). This underscores the urgency of understanding language's multifaceted role in fostering effective communication and social cohesion (Gregory, 2015; Patton, 2002).

In contemporary society, bilingualism has become unavoidable due to various communication factors. The modern development of technology, globalization, and education have significantly altered language use within communities (Gultom & Oktaviani, 2022; Ng & Wigglesworth, 2007). Hoffmann (1991) identifies three primary reasons for bilingualism: membership, education, and administration. For instance, European aristocracy historically used French to signify elite membership, while Indonesians, Scandinavians, Germans, and Dutch use English for technological, academic, and business discussions (Gultom & Oktaviani, 2022; Hoffmann, 1991). Bilingualism encompasses individuals who possess proficiency in two languages, and it can extend to those who speak three, four, or even more languages (Hamers & Blanc, 2002; Putri et al., 2020). According to Hamers and Blanc (2002), bilingualism includes anyone with minimum competence in at least one of the four language skills—listening comprehension, speaking, reading, and writing—in a language other than their mother tongue. Given the diversity in language mastery among members of bilingual communities, individuals must regulate conditions to communicate effectively, often resulting in code-switching (Crystal, 2017; Hamers & Blanc, 2002; Putri et al., 2020). This underscores the urgency of understanding the multifaceted role of bilingualism in fostering effective communication and social cohesion (Bialystok et al., 2009; Grosjean & Li, 2012).

Code-switching is a prevalent phenomenon among bilingual speakers, characterized by the alternation of two languages within a single discourse, sentence, or constituent (Poplack, 1980; Wardhaugh, 2006). This linguistic practice involves concatenating fragments from alternating languages, each of which is grammatical in its native language. When bilinguals engage in code-switching, they use words from both languages within a single discourse, often subconsciously (Poplack, 1980; Sert, 2005). Code-switching serves as a conversational strategy to establish, cross, or destroy group boundaries, thereby playing a crucial role in social interactions (Auer, 1999; Wardhaugh, 2006). According to Waris (2012), code-switching features the use of tags, clauses, or sentences that switch between two or more languages. Poplack (1980) proposed three types of code-switching: tag-switching, inter-sentential switching, and intra-sentential switching. Tag-switching is the practice of inserting syntactically independent tags almost anywhere in a discourse without breaking grammatical rules (Al-Hourani & Nur Afizah, 2013; Poplack, 1980). Inter-sentential switching occurs at sentence boundaries, where each sentence is in a different language, reflecting a clear separation between the languages used (Fachriyah, 2017; Poplack, 1980). Intra-sentential switching, the most intimate type, involves the use of more than one language within a

single sentence or clause, requiring speakers to adhere to the syntactic rules of both languages (Martiana, 2013; Poplack, 1980).

ICT has become the way of life for human beings in the modern world. Traditionally observed in face-to-face interactions, code-switching has now become more prevalent in the digital world, appearing on various platforms such as TV, YouTube, and other forms of social media (Ariantini et al., 2021; Tussa'diah et al., 2021). The introduction of the Internet and various technologies made information available in a creative and innovative way. YouTube is an example of a video-sharing platform that allows users to access a variety of videos and contribute to them (Audina et al., 2022; Listiani et al., 2021; Purwanti et al., 2022; Putra, 2022; Suwastini et al., 2023). YouTube is among the five most popular websites in the world, and this has created an opportunity for everyone to make and upload a video on the modern web. Both the public and YouTube environments frequently use code-switching, highlighting the need to understand the issues of language switching and its impact on communication efficiency in multilingual and cross-cultural fields (Bialystok, Craik, & Green, 2009; Dewi et al., 2021; Grosjean & Li, 2012). Code-switching plays many roles, including comprehension support, group identity, and the concept of working with a limited lexicon (Gumperz, 1982; Hoffman, 1991). Nevertheless, overusing or misapplying the monolingual technique might retard language growth and communication development (Sridhar, 1996; Brown, 2006). Researchers are extensively studying the various types and reasons of code-switching in social media to comprehend this linguistic phenomenon (Waris, 2012). Poplack (1980) noted that code-switching may be intra-sentential, inter-sentential, tag-switchover, etc., and Hoffmann (1991) produced the following motivations for code-switching, such as discussing specific topics, interjections, clarifying speech content, and expressing group identity. As digital communication advances, having a better understanding of how code-switching works on platforms such as YouTube and social media is becoming more important to aid communication (Bialystok et al., 2009; Grosjean & Li, 2012), inclusivity, and the preservation of digital diversity (code-switching).

Previous research has further investigated code-switching on YouTube. For instance, Sinaga & Hutahaean (2020) identified the type of code-switching that Reza Arap used on Deddy Corbuzier's YouTube channel. YouTube demonstrated the use of situational and metaphorical code switching. Inter-sentential code-switching was the most frequent and was mainly influence-d by the need for lexical replenishing, as shown in an analysis of YouTube videos of Sacha Stevenson (Rini & Moehkardi, 2021). The analysis of code switching in YouTube videos in the post Adeline (2021) morphed ideas from McArthur (2005) and Muysken (2000) and claimed that the most frequently used function of code switching in those YouTube videos is for accomplishing interlingual needs, considering the presence of an audience. Most of these studies tend to focus on inter-sentential switching or the influence of sentence context on code preservation, without delving deeper into the more specific intra-sentential switching. In addition, although some studies such as Adeline (2021) identify the function of code switching to meet interlingual needs, not many studies focus on intra-sentential switching in a specific and detailed context on a particular YouTube channel or video. Furthermore, few studies provide in depth analysis in the context of digital discourse involving multilingual audiences. Hence, this research delves into the two functions of code-switching and examines its intra-sentential construction in visual mode, utilizing the "Culture Shock Kuliah di Inggris (Part 1)" video from YouTube Channel Jakarta Uncensored. The speakers of this video are bilingual and have experience living and studying in other countries, so they are able to mix up languages in their speech. This study employs a descriptive qualitative description framework, conducting a thorough content analysis to classify and interpret the types and functions of

the observed code-switching in the video (Tussa'diah et al., 2021). This study represents something unique within the field by focusing on a specific YouTube channel and video and offering an in-depth analysis of the intra-sentential switching strategies and their functions on only one channel and for one specific video. This study of the speaker's coded switches provides evidence for this possibility and sheds light on how the cognitive and social features of code-switching may manifest in digital code-switched discourse (Grosjean, 2010; Bialystok, 2006).

Method

A qualitative descriptive approach was adopted for the purposes of this study, which was conducted based on the interactive model of data analysis suggested by Miles et al. (2014). The investigation examined videos, including "Culture Shock Kuliah di Inggris (Part 1)" from the YouTube channel Jakarta Uncensored. The video is selected as the research subject because the topic of the podcast is educational experiences, in which the guest speaker was fresh graduates from universities in the United Kingdom. While the topic offers informative and educative benefits, the speakers' backgrounds as a fresh graduate who spent approximately a year in the United Kingdom would certainly offer insights to how their experience living in a country may affect their language use when speaking in podcast with Indonesian medium. In this study, we used Poplack's (1980) theoretical framework of types of code-switching, with an emphasis on intra-sentential switching, which operates within one sentence or clause boundary. We also apply Hoffman's (1991) theory of the functions of code-switching to elucidate the explicit motivations and/or functions of code-switching identified. Our research concentrated on analyzing intra-sentential code-switching in this specific YouTube video, with the goal of providing a comprehensive analysis and explanation of this code-switching phenomenon and its roles in this particular context. This paper aims to employ a qualitative descriptive method and a content analysis technique (Tussa'diah et al., 2021) to identify and characterize the various forms of code-switching evident in the video. This will help us better understand language behavior in digital media and multilingual conversations.

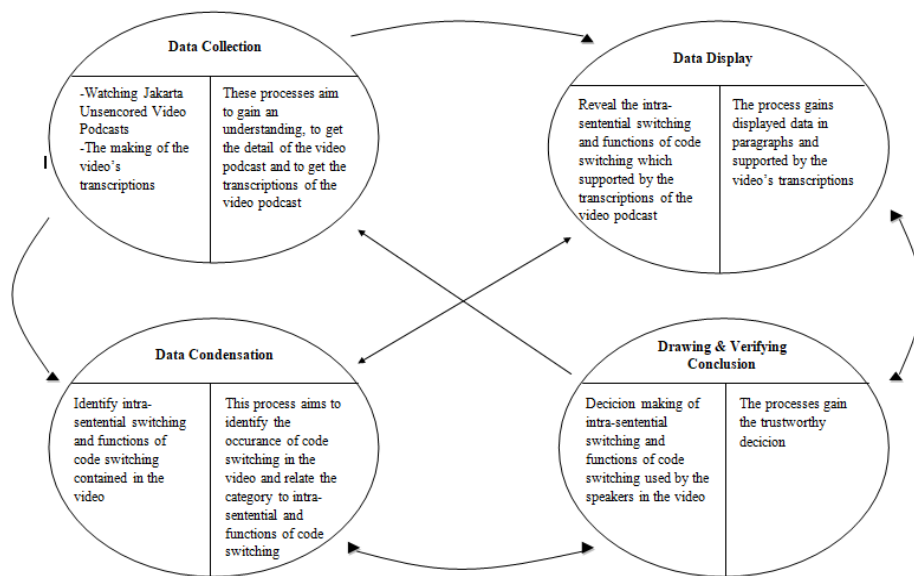


Figure 1. Flowchart of Research Method (Interactive Model)

This research was based on streaming, note-taking, classification, documentation, and data collection techniques. The first method, streaming, involves repeatedly watching the video podcasts to

fully comprehend and organize the presented information. YouTube become the platform for the streaming because the podcast is shared through the host's YouTube Official Chanel. Media players on laptops and smartphones enable this. The video was transcribed, to provide more comprehensive data source. In this step, the researchers transcribed the visuals and points to note during a podcast, making sure that the notes have the transcriptions and highlights about the podcast's points. The second method involved jotting down notes while streaming, utilizing field notes and table of tabulation to record the data. This process was conducted manually because the video was only two minutes and fifty-five minutes. Besides, manual data collection provides more intensive engagement with the data source and more thorough data collection and classification. The data classification involved identifying all cases containing code-switching, and then organizing these instances according to the types and functions of code-switching as guided by Poplack's categories of code switching and . Finally, the documentation style presents the material in a narrative format, complete with a table of the video transcriptions. The data display fully elaborates the transcripts, enabling the drawing of valid conclusions from the material. As mandated by Miles' et al. model of qualitative data analysis (see Figure 1 above), the process of data classification was conducted simultaneously with the process of data display, because how the data categorized will determine how they are elaborated to provide comprehensive analysis. Both of these process are also reciprocal to ensure that the data presentation resulted from the data display enclose all the categories resulted in the data classification and to ensure that all the data classified in this process are presented comprehensively in the data display. The two processes lead the conclusion drawing, which was simultaneously compared with the data collection, how they are classified, and how they are displayed. This interactive process was repeated until the data collected, their classification, and their display lead to a saturated process and results to ensure trustworthy conclusion.

Results and Discussion

Intra-Sentential Switching

According to Poplack (1980), intra-sentential code-switching encompasses several syntactic categories, including determiner, noun, noun phrase, verb, verb phrase, independent clause, subordinate clause, adjective, adverb, auxiliary, preposition, and conjunction. However, this study identified only nine syntactic categories of intra-sentential switching in the video from the Jakarta Uncensored YouTube Channel. These categories are noun, noun phrase, verb, verb phrase, independent clause, subordinate clause, adjective, adverb, and conjunction, as illustrated in the following table 1.

The video identified a total of 186 instances of code-switching, classifying 150 of these as intra-sentential switching. These instances comprised 28 nouns (18.67%), 32 noun phrases (21.33%), 6 verbs (4.00%), 2 verb phrases (1.33%), 48 independent clauses (32.00%), 20 subordinate clauses (13.33%), 8 adjectives (5.33%), 5 adverbs (3.33%), and 1 conjunction (0.67%). The subsequent sections will provide a detailed analysis of each syntactic category of intra-sentential switching employed by the speakers in the video from the Jakarta Uncensored YouTube Channel.

Table 1. Intra-Sentential Switching in Jakarta Uncensored Youtube Channel’s Video Entitled “Culture Shock Kuliah di Inggris (Part 1)”

No	Intra-Sentential Switching	Frequency	Percentage
1	Determiner	0	0,00%
2	Noun	28	18,67%
3	Noun Phrase	32	21,33%
4	Verb	6	4,00%
5	Verb Phrase	2	1,33%
6	Independent Clause	48	32,00%
7	Subordinate Clause	20	13,33%
8	Adjective	8	5,33%
9	Adverb	5	3,33%
10	Auxiliary	0	0,00%
11	Preposition	0	0,00%
12	Conjunction	1	0,67%
	Total	150	100%

Noun

According to the Oxford Learner's Dictionary, a noun is a word for a person, place, thing, or idea. Various sentence types treat nouns as subjects, direct objects, object complements, appositives, or modifiers (Hornby, 1974). Following Poplack’s categories of code-switching (1980), this study reveal 18.67% of the intra-sentential code switches in the viewo were noun switches. There are several reasons contributing to the high frequency of noun usage in code-switching. First, nouns usually make up most of a sentence and convey specific information. This is especially true in multilingual settings, where a speaker may suddenly use a more familiar term from a different language (Gumperz, 1982; Poplack, 1980). Second, nouns could be translated without changing the grammar, which made the switch from one language to another smooth (Halim et al., 2021).

For example, in the video from the Jakarta Uncensored YouTube Channel, the speakers would frequently switch to English nouns if they were talking about something that was a specific subject or related to a concept that might not exist in Indonesian. Such an approach contributes not only to the clarity and precision of the expression, but it also provides a glimpse of the speakers' bilingual proficiency and their ability to switch between languages (Moehkardi, 2002; Sinaga & Hutahaean, 2020). Moreover, employing English nouns in an Indonesian sentence demonstrates politeness and contributes to a modern, global understanding of studying abroad and cultural experiences (Adeline, 2021). The information we receive makes strategic use of code-switching to indicate how multifaceted language, identity, and context affect multilingual communication.

(1) “Sebenarnya sih ada dua fees”

‘Actually, there are two fees’

(2) “Bener sih kata mereka, disana tuh lebih lifestyle”

‘They are right, people are more following the lifestyle there’

Example (1) and (2): In-sentence Indonesian and English nouns, the nouns that were actually identified were "fees" and "lifestyle". Here, the speaker chooses to use the English terms instead of their Indonesian equivalents, "biaya" and "gaya hidup." In such cases, the speakers will commence the utterances in Indonesian and then change to English, while embedding the English nouns into the

Indonesian sentences without modifying their Indonesian syntactic configurations. This suggests that code-switching relies by the incorporation of English nouns in Indonesian discourse.

This is especially the case in domains where the English terms are more salient or where English is a written form and more widely understood in discussions related to economy or more recently, in communications of modern-day living (Gumperz, 1982; Poplack, 1980). Another way that English can be inserted is to stress certain points, with a type of glass bead approaches that make the discourse sound more sophisticated or more globally perceived as orienting toward the global (Halim, 2021). Suffice to say as we would simply formulate sentences by freely plugging in English nouns on Indonesian sentences without breaking grammatical rules says only that we were adept to a level where both languages coexisted together. This technique not only serves for better understanding and sharper illustrations but also mirrors the fluid bilingual communication, as in bilingual communication, speakers deploy the whole linguistic repertoire to garner a final meaning and nuances of what they want to send across (Moehkardi, 2002; Sinaga & Hutahaean, 2020).

Moreover, using English nouns in a speech act is a strategy to highlight the sense of modernity, indicating global perspective, which is highly relevant especially in a discourse about study abroad and culture. In sum, the above excerpts illustrate how code-switching can be employed as a strategic mechanism to portray the fluid and intertwined relationship between language, identity and context within the realm of multilingual communication (Adeline, 2021).

Noun phrase

In the Oxford Learner's Dictionaries, the noun is said to be a unit syntactic consisting of a noun and the words that modify it, that together act as a noun in a sentence definitely. Noun sentences can function as subjects, objects, complements, or objects of a preposition (Hornby, 1974). Using nouns phrases can also mirror the talking or writing competency of the person as well as his/her language managing skill for exact and subtle expression (Bavali & Sadighi, 2008; Radford et al., 2009).

(3) “Living cost malah rata rata kayak lebih tinggi US”

‘The living cost in US is more expensive’

(4) “Gue ngerasa kayak gue banyak belajar kayak modern accent tuh dari Game of Thrones gitu loh”

‘I feel like I learned a lot about modern accent from Game of Thrones’

This process is illustrated in Excerpts (3) and (4), where English noun phrases are inserted in an Indonesian utterance. Despite the existence of the Indonesian terms “biaya hidup and aksen modern”, the speakers use living cost and modern accent, respectively, as well as the other noun phrases identified. These English noun phrases are embedded in the Indonesian sentences without modifying the grammatical structure of the Indonesian sentences, showing that code switching took the form of embedding English noun phrases in Indonesian discourse. There are several reasons why English noun phrases are preferable as compared to their Indonesian counterparts. For one thing, the English terms employed tend to express a greater specificity or differentiation of meaning, which the speaker has a sense that it can only be gotten across in English. This is especially so in contexts where the English terms are more frequently used or recognized, such as in talking on financial issues or linguistic features (Gumperz, 1982; Poplack, 1980). Second, regards to the usage of English noun phrases can indeed highlights the points, could inject an intricate discourse with the upgrade of global discourse (Halim et al, 2021).

Verb

Verbs are indispensable in sentence construction, functioning alongside nouns to form the core elements of a sentence. Without verbs, it is impossible to convey complete thoughts or meaningful statements. Verbs serve as the backbone of English sentences, providing the necessary dynamism and clarity for communication. They are essential for articulating actions, occurrences, and states, thereby enabling the expression of complex ideas and narratives. The choice of verbs can inject energy and clarity into a narrative, making it more engaging and vivid. The example of verb-switching in the observed video are displayed in the following data.

(5) “Terus gue kayak, waktu buat stuck 4 jam di mobil sendirian dengerin Prambors tuh kayak Pramborsnya udah gak ada penyiarnya gitu loh”

‘And then I was like, stuck in the car alone for 4 hours and listened to Prambors until there was no announcer’

(6) “Gue tuh kayak occurred gitu kayak gue pernah kenal sama mereka”

‘I occurred to, like I have ever known them’

Excerpts (5) and (6) demonstrate the embedding of English verbs in Indonesian sentences (Poplack, 1980). Speakers, however, continue to use the identified verbs, "stuck" and "occurred," despite their existing Indonesian equivalents, "terjebak" and "terjadi." This not only guarantees clarity and precision but also corresponds to fluent and bilingual interaction with speakers whenever they relate to the full scope of their language resources (Moehkardi, 2002; Poplack, 1980; Sinaga & Hutahaeon, 2020). The use of English verbs in Indonesian speech also shows how current and transnationally situated the speakers are, which is more relevant to making up stories about current events and realities. As Adeline (2021) explains, the strategic use of code-switching highlights the connections between language, identity, and setting. Recognizing code-switching strategies.

Verb Phrase

A verb phrase refers to a major verb that can be used alone, supported, or supplemented by other definite verbs that focus on its tense, performance, and manner. The Cambridge Learner's Dictionary explains that a verb phrase can include a major verb, such as "he ate," which we typically remember as the verb in bold, or it can include additional words that specify the verb form, action, and tone. These words are referred to as dependents, which can encompass adverbs, prepositional phrases, auxiliary verbs, and various modifiers that clarify the details and enhance the main verb's context. Verb phrases are an essential part of sentence formation because they paint a full picture of the action or state that a verb describes. By including dependents in a verb phrase, one can specify actions, events, and states to a much finer degree. Adverbs indicate manner, place, time, or degree; they can modify the verb. Prepositional phrases are syntactic units that describe additional details surrounding an action. On the other hand, auxiliary verbs are crucial to combine with other verbs in other tenses, moods, and voices, making longer stretches of verb usage possible (Radford et al., 2009; Quirk et al., 1985; Radford, 2004). Data (7) and (8) below exemplifies verb phrase switching in the observed video.

(7) “Gue waktu itu pernah nge-compare expenses gue di Jakarta sama di New Castle is the same”

‘I have ever compared my expenses in Jakarta and New Castle is the same’

(8) “Kayak excluding rent yaa karena gue disana bayarnya, ‘hey mom and dad’”

‘It is excluding rent because I paid it like, “hey mom and dad”’

Excerpts (7) and (8) illustrate the insertion of English verb phrases within Indonesian utterances. The speakers use the identified verb phrases "compare expenses" and "excluding rent," even though the

Indonesian equivalents "membandingkan biaya" and "tidak termasuk sewa" are available. The speakers seamlessly integrate these English verb phrases into the Indonesian sentences, demonstrating the occurrence of code-switching in the form of English verb phrases within Indonesian discourse, without altering the grammatical structure (Poplack, 1980). However, if we fully convert the utterance into an English sentence, the phrase "nge-compare expenses" in excerpt (7) should become "compare expenses." This underscores the importance of meticulously considering grammatical accuracy during code-switching to convey the intended meaning without compromising linguistic integrity (Adnyani et al., 2021; Dewi et al., 2021; Maheswari et al., 2020; Manik & Suwastini, 2020; Sari et al., 2021; Suwastini & Yukti, 2017).

Independent Clause

According to the Oxford Learner's Dictionary, an independent clause is a syntactic unit that contains both a subject and a verb, and it conveys a complete thought. Unlike subordinate clauses, independent clauses can stand alone as complete sentences because they do not rely on additional information to provide their full meaning (Hornby, 1974). Independent clauses are fundamental to sentence construction, serving as the building blocks of coherent and complete statements. The ability of independent clauses to function autonomously makes them essential for constructing complex and compound sentences. By combining multiple independent clauses, writers can create sentences that convey more intricate and nuanced ideas. Following Poplack's categories (1980), the video observed includes 48 instances of independent clause mixing, with data 9 and 10 below as the examples.

(9) "Jadi kenapa gue pengen kesana karena first, they're very media driven, then they're best in the world as an BFI work institute"

'So the reason why I want to go there is because first, they are very media driven, then they are the best in the world as an BFI work institute'

(10) "Gue sih iya banget karena gue kuliah di Jakarta tuh the struggle that I had was traffic of me"

'I really agree because I studied in Jakarta like the struggle that I had was traffic of me'

Excerpts (9) and (10) illustrate the insertion of English independent clauses within Indonesian utterances. The identified independent clauses include "first, they're very media-driven, then they're best in the world as a BFI work institute" and "the struggle I had was traffic for me." In these instances, the speaker initiates the utterance in Indonesian and subsequently switches to English, seamlessly integrating the English independent clauses without altering the grammatical structure of the Indonesian sentences. These data provide evidence of code-switching in English independent clauses found in Indonesian discourse. Independent clauses can function as self-contained sentences, providing a complete and independent form of expression. The fact that they appear in code-switching serves as a more general reminder of the fine-grained links between the two language systems in a bilingual speaker's toolbox, enabling the bilingual speaker to communicate better and more effectively, as well as to communicate more succinctly with more complicated ideas. This sense of complementarity contributes to a broader view of not only the cognitive but also the social aspects of bilingualism and multilingual communication (Bialystok et al., 2009; Dewi, Nitiasih, et al., 2021; Grosjean & Li, 2012; Suwastini et al. 2020; Wimayanti et al., 2022).

Subordinate Clause

A subordinate clause is a group of words containing a subject and a verb that cannot stand alone and convey a complete thought—and therefore functions within the context of writing as a dependent

clause (Hornby, 1974, in Oxford Learner's Dictionaries). However, we could also refer to this as a dependent clause, as it is incomplete and dependent on another main clause. Sub-clauses make up the essence of a sentence, for they allow us to elaborate and bring forth the meaning of the main clause. Without the main clause, the subordinate clause would be an incomplete thought, not quite coherent and clear enough to stand alone as a sentence. The use of subordinating conjunctions allows for the formation of complex sentences as well as the elaboration of much more specific and focused information. Subordinate clauses serve various purposes such as combining related ideas, stating the conditions, reasons, or time they occurred, and adding balance and variety to the sentence structure (Quirk et al., 1985; Radford, 2004). In the video observed by this study, there are 20 occurrences of subordinate clauses, as exemplified by data (11) and (12) below.

(11) "So for the one who don't know me, gue di belakang layar aja tapi sekarang gue memberanikan diri karena topik ini dekat di hatilah ya"

'So for the one who do not know me, I have always been behind the scenes but now I dare myself to be here because the topic resonates with me'

(12) "Sebenarnya why that I choose UK karena itu tuh kayak Singapore kan jadinya, deket-deketan aja gitu"

'Actually, why that I choose UK because it is like Singapore, they are almost the same'

Excerpts (11) and (12) illustrate the insertion of English subordinate clauses within Indonesian utterances. The identified subordinate clauses are "So for the one who doesn't know me" and "Why do I choose the UK?" In these instances, the speaker initiates the utterance in English and subsequently switches to Indonesian to continue the speech, marking what Poplack categorized as intrasentential subordinate clause switching (1980). Without altering the grammatical structure, the English subordinate clauses seamlessly integrate into the Indonesian sentences, demonstrating the occurrence of code-switching in the form of subordinate clauses within Indonesian discourse. We categorize the clause "So for the one who doesn't know me" in excerpt (11) as a subordinate clause because it starts with the subordinating word "so" and does not serve as the main clause of the sentence. Similarly, in excerpt (12), we identify the clause "why do I choose the UK" as a subordinate clause, as it does not function as a main clause and requires connection to a main clause to convey the complete message of the sentence.

Adjective

According to the Cambridge Learner's Dictionary, an adjective is a word that modifies or describes a noun. Adjectives can be used to describe the qualities of someone or something independently or in comparison to something else. In the podcast observed in this study, switching to English adjectives happened 8 times, where data (13) dan (14) below are the examples.

(13) "Kalo dibandingin US, UK tuh bener bener jauh lebih affordable sih"

'If it is compared to US, UK is really more affordable'

(14) "Gue disana tuh bener-bener harus hidup mandiri, Independent gitu kan"

'I have to live a life by myself, like independent'

Excerpts (13) and (14) show the insertion of English adjectives in Indonesian utterances. The identified adjectives are "affordable" and "independent." The adjectives "affordable" and "independent" have Indonesian equivalents "terjangkau" and "mandiri." The insertion of English adjectives into utterances occurs without altering the Indonesian grammatical rules. Following Poplack's definition, these are how adjective switching conducted (1980) It proves that code switching occurs in the form of English adjectives in Indonesian utterances. The utterance uses the words "affordable" and "independent" to describe the subject.

Adverb

An adjective is a word that describes or adds to (modifies) a noun or pronoun, telling how much, what kind, which one, more or less (Cambridge Learner's Dictionary, 2023). Adjectives describe the essential attributes of a person or thing, either in isolation or in relation to other entities. Adjectives are so important here, helping to flesh out the language by narrowing and pointing out nouns. Adjectives help words more than just describe them; they are an important member of the syntax and semantic area. We can use adjectives attributively, as in "a beautiful garden," or predicatively, as in "the garden is beautiful" (Frank, 1972; Ansell, 2000). Adjectives are a rich and flexible part of our language due to their varied deployment, occupying different syntactic slots in a sentence.

Choosing appropriate adjectives has the potential to improve the clarity and usefulness of academic writing, thereby rendering it more interesting and informative (Ağçam & Özkan, 2015; Altun, 2019). It would be fascinating to examine how different contexts, such as descriptive texts or academic articles, handle adjectives. For example, a corpus-based study of COVID-19 academic writing on adjectives found that researchers used descriptive adjectives to extend terms and circumstances, and quantity adjectives to quantify uncertain quantities (Marzá, 2017; Hesselstine & Davis, 2020). This demonstrates the significant role that adjectives play when structuring and setting information in context, thereby increasing the reader's level of understanding and interaction. Among the 5 intra sentential switching that appears in the podcast observed in this study, data (15) and (16) below represent how adverb switching happens in the observed podcast.

(15) "Eh gue gak tau deh kalo in the south kayak gitu juga"

'I do not know if it is the same in the south'

(16) "Jadi kayak during the day orientasi sama kayak kampus"

'So like during the day orientation is just like campus'

The examples (15) and (16) demonstrate the occurrence of English adverbs embedded inside Indonesian clauses. Speakers use the adverbs "in the south" and "during the day," despite the fact that Indonesian provides native adverbs "di selatan" and "selama." The Indonesian sentences contain English adverbs but still follow the correct grammatical rules, suggesting that code-switching in the Indonesian prose appears in the form of English adverbs.

Certain word combinations, like "in the south," serve as an adverb of place, indicating the location of an action or event. Similarly, the phrase "during the day" pertains to the time adverb, signifying the execution of an action or event. Such adverbs add scope and context to the utterances, making them more colourful and descriptive (Cambridge Learner's Dictionary, 2023). Excerpts (15) and (16) demonstrate intra-sentential code-switching, specifically the insertion of English adverbs in Indonesian utterances. Such a practice is not only beneficial for the speakers' communicative effectiveness, but it also sheds light on the syntactic and functional dimensions of code-switching in multilingual environments. As we examine the cases, this research contributes to a broader understanding of how bilinguals use code-switching to interact in intricate linguistic landscapes and with varied interlocutors (Bialystok, 2006; Dewi et al., 2021; Grosjean, 2010).

Conjunction

Conjunctions play an important role in writing and speech, and they are essentially bridges between related ideas, helping to provide neatness in communication. Conjunctions join two parts of a sentence

without repeating those parts within the same paragraph or hub. There are various kinds of conjunctions, such as coordinating, subordinating, and correlative. Coordinating conjunctions (e.g., and, but, or) connect these three elements of equal grammatical rank. Use subordinate conjunctions like "because," "although," or "since" to link dependent and independent clauses that pertain to cause, time, condition, or contrast. Either—a correlative conjunction—"or" and "neither... or" and "with one another" (Frank, 1972; Ansell, 2000)—help to bond connected elements in couples. In the podcast observed, the switch to English conjunction happens once, as displayed in the following datum.

(17) "Also kayak who do you wanna be"
'Also like who do you want to be'

Excerpt (17) exemplifies the use of the English conjunction "also" in an Indonesian sentence. Despite the existence of Indonesian equivalents such as "juga" or "serta," the speaker employs the English word "juga" or "serta" instead of "juga." By combining the Indonesian sentence structure with an English conjunction, the speaker maintains the occurrence of code-switching within Indonesian discourse. However, the fact that the complete utterance has another independent clause, which demonstrates a case of intra-sentential code-switching, is of interest. The use of the conjunction also links the present and above sentences; there is a causal relationship between the two statements (Quirk et al., 1985; Radford, 2004).

In addition, the conjunctions are very important to make the language coherent. These establish a logical connection between sentences and clauses, effectively conveying the writer's meaning (Ağçam and Özkan, 2015; Altun, 2019). Sample (17) employs the conjunction "also" to illustrate this role of stewardship, providing a connection to the immediately preceding statement as well as a wider sense of continuity across discourse. Example (17) exhibits intra-sentential code-switching, interpolating the English conjunction "also" into an Indonesian utterance. In addition to contributing to the speaker's communicative effectiveness, the practice provides insights into the syntactic and functional dimensions of code switching in multilingual contexts. These instances, when relevant to this study, inform our understanding of more general processes at play in the way bilinguals use code-switching to their advantage in their complex linguistic environment (Grosjean, 2010; Adnyani et al., 2021; Bialystok, 2006).

Functions of Code Switching

It has been suggested that code-switching has at least ten functions: to quote or discuss a topic, indicate an identity, express in-group feeling or solidarity, reduce social distance (between participants) by using a linguistically-accommodated code, disguise an incompetence, appeal to an addressee, mark a response action, signal a constrained production or a production error, and signal to others who are intended to understand or not understand the message (Hoffman, 1980). Furthermore, this study discovered seven of those functions in the Jakarta Uncensored YouTube Channel video. These functions, not visible in the video, could combine two or more of the following uses: elucidating the subject of a statement for the hearer, adjusting the intensity of requests or commands, and distancing from others when directed towards a small group. Table 2 outlines the code-switching functions identified in the video.

The video identified a total of 377 code-switching functions. These functions were categorized as follows: 142 instances (37.67%) of discussing a particular topic, 10 instances (2.65%) of quoting

someone else, 128 instances (33.95%) of being emphatic about something, 7 instances (1.86%) of interjection, 7 instances (1.86%) of repetition, 55 instances (14.59%) of expressing group identity, and 28 instances (7.43%) of addressing real lexical needs. The subsequent sections will provide a detailed analysis of each function of code-switching employed by the speakers in the video from the Jakarta Uncensored YouTube Channel.

Table 2. Functions of Code switching in Jakarta Uncensored Youtube Channel's Video Entitled "Culture Shock Kuliah di Inggris (Part 1)"

No	Function of Code Switching	Frequency	Percentage
1	Talk about a particular topic	142	37,67%
2	Quoting somebody else	10	2,65%
3	Being emphatic about something	128	33,95%
4	Interjection	7	1,86%
5	Repetition	7	1,86%
6	Intention of clarifying the speech content for interlocutor	0	0,00%
7	Expressing group identity	55	14,59%
8	To soften or strengthen request or command	0	0,00%
9	Because of real lexical need	28	7,43%
10	To exclude other people when a comment is intended for a limited audience	0	0,00%
Total		377	100%

The predominance of code-switching for discussing particular topics (37.67%) aligns with Hoffmann's (1991) assertion that speakers often switch languages to better articulate specific subjects. Multilingual contexts particularly benefit from this function, as certain concepts or terminologies communicate more effectively in one language than another (Gumperz, 1982; Poplack, 1980). The high level of this function in the video would seem to indicate that the speakers are using their bilingualism to help them deliver challenging and culturally meaningful themes with clarity and engaging content. The high percentage of code-switching (33.95%) for emphasis highlights the function of code-switched language in the juxtaposition of personal investment and clear expression. The results seem to corroborate findings from previous research that speakers use language switching to emphasize critical messages or to express subjective expressions (Bakhsh et al., 2015; T. Halim et al., 2021). The practice of code-switching for emphasis in the video is an example of both speakers strategically leveraging their linguistic repertoire to maximize the impact of their messages on the audience. Rarer were the functions of quoting someone else (2.65%), interjection (1.86%), and repetition (1.86%), which suggests that these functions are less central for speakers in this context.

However, their occurrence suggests that code-switching serves as a tool for conversation flow and comprehension (Moehkardi, 2020; Sinaga & Hutahaean, 2020). A significant function, expressing group identity (14.59%), underlines that code-switching provides a way for speakers and listeners to express group identity and promotes a sense of togetherness. Language identity can actually be very significant, especially in a multilingual setting where the language you use indicates to which group you belong (Adeline, 2021). This video shows the Spanish speakers code-switching in a way that implies a communal use for social display as well; they are aware of the knowledge group of the audience, or social capital, and are using language to enforce these predisposed roles for them. Meeting real lexical needs (7.43%): This usefulness enables speakers to transition between languages by simply borrowing certain expressions that lack a direct equivalent in the other language through code-switching. This function ensures precision

and accuracy in communication, particularly with respect to the use of technical or specialized vocabulary (Bialystok, 2006; Grosjean, 2010).

The lack of use of certain functions, such as disambiguating the primary content of an utterance, could serve as an indicator that the speakers in the video are more confident in the audience and do not require as much reiteration or simplification of their statements. A more detailed analysis could examine instances where code-switching is specifically used to hedging or boosting requests or commands (e.g., have you ever encountered someone asking you to do something or ordering you around?). These other categories, by their very nature, are conversation-specific and could indicate a conversational context where directives are gratuitous or conveyed through other means. In a public video scenario, where one aims for the broadest reach, inclusivity, and debarment of others, code-switching may be ineffective, especially when the comment is intended for a larger audience. We came up with these eight uses—discussing specific topics, quoting others, stressing points, interjecting, repeating for clarity, showing group identity, and meeting real lexical needs—to show how code-switching is used in this setting in a way that is dynamic and flexible. This could consist of speaking about certain topics in another language in order to make the conversation more appealing and relatable to bilingual audiences. There are situations where it is acceptable to quote someone else in their original language. About the Site: Copyblogger Thus, code-switching can enhance the emotional depth and clarity of emphasized points. Exclamations in a different language add a touch of uniqueness and spontaneity, while the repetition of important information facilitates easy comprehension. Code-switching allows speakers to connect with their peers, fostering a sense of affinity among both the speakers and the audience they are speaking to. Switching languages to meet actual lexical needs may introduce specific and exact terms not found in the other language, resulting in more precise information and a more detailed status.

Talk about a particular topic

Speakers use code switching because they sometimes prefer to discuss certain topics in a different language. It means that people will tend to feel freer and more comfortable expressing their emotional feelings in a language that is not their everyday language (Hoffmann, 1991).

(18) “Di gue sih itu fifteen thousand pounds”

‘Mine is fifteen thousand pounds’

(19) “Kalo gue kalo lagi ada di UK tuh kayak, you have various drinking games and drinking songs”

‘If I were in UK, you have various drinking games and drinking songs’

Excerpts (18) and (19) illustrate instances of code-switching within the utterances. The speaker initiates the utterances in Indonesian and subsequently switches to English. This language switch occurs because the speaker finds it more comfortable to discuss the topic in English. Additionally, the use of code-switching serves to demonstrate the speaker's proficiency in multiple languages. The observed code-switching in these excerpts aligns with Hoffmann's (1991) framework, which identifies discussing particular topics and expressing group identity as key functions of code-switching. Poplack (1980) and Gumperz (1982), who noted that speakers often switch languages to enhance clarity and precision in communication, are consistent with the speaker's preference for English when discussing specific topics. Furthermore, code-switching to demonstrate bilingual proficiency reflects the social dimension of language use. The speaker not only conveys the message more comfortably by switching to English, but also signals their linguistic competence and cultural capital.

Quoting Somebody Else

A speaker uses code switching to quote another individual. A speaker switches codes to quote a famous expression, proverb, or saying of some well-known figures (Hoffmann, 1991). The function of code switching as a quotation means that code switching occurs when the speaker reports the speech of another person in a conversation.

(20) "Terus dia kayak nanyain gue gitu kayak, 'You alright?'"

'Then he asked me something like, "You alright?"'

(21) "Kayak Gemat said, 'if you fucked up, you have to be accountable for that'"

'Like Gemat said, "if you fuck up, you have to be accountable for that"'

Excerpts (20) and (21) demonstrate the insertion of English quotations within Indonesian utterances. We categorize the phrases "You alright?" and "If you fucked up, you have to be accountable for that" as quotations because the speaker introduces them with phrases like "dia kayak nanyain gue" (he asked me something) and "kayak Gemat said" (like Gemat said), indicating that she is quoting someone else. The speaker opts to retain the original English quotations rather than translating them into Indonesian, thereby emphasizing the strong meaning of the conveyed message. Additionally, the speaker begins the utterance in Indonesian and switches to English towards the end, illustrating code-switching in these instances.

Being emphatic about something

Speakers sometimes use code switching to emphasize a point (Hoffmann, 1991). It means that people usually feel more comfortable using a language other than their mother tongue to emphasize something in their speech, either intentionally or unintentionally.

(22) "One thing for sure, di UK tuh Facebook masih aktif"

'One thing for sure, Facebook is still active in UK'

(23) "Itu gue bener-bener ini sih adjusting banget sih"

'I was really adjusting though'

Excerpts (22) and (23) illustrate the insertion of English words within Indonesian utterances. In excerpt (22), the speaker begins the utterance in English and switches to Indonesian at the end, whereas in excerpt (23), the speaker switches to English in the middle of the utterance. These instances demonstrate code switching within the utterances. The speakers switch from English to Indonesian to emphasize specific points. For example, the phrase "one thing for sure" indicates the speaker's certainty, and the word "adjusting" underscores the speaker's intent to highlight the process and their feelings.

Interjection

Interjection is the use of words or expressions to convey surprise, strong emotion, or to draw attention, and it can also be used as a filler. Typically, it occurs unintentionally (Hoffmann, 1991).

(24) "I think kalo London yaa paling dua kali lipat"

'I think in London maybe twice'

(25) "You can only go so far terus abis itu lo harus naik kaya ojek atau taxi atau whatever"

'You can only go so far then you have to take ojek or taxi or whatever'

Excerpts (24) and (25) illustrate the insertion of English interjection words within Indonesian utterances. We categorize "I think" and "whatever" as interjections. In these instances, the speaker initiates the utterance with "I think" as a filler and often unintentionally expresses strong emotion with

"whatever." These examples demonstrate code-switching as the speaker integrates English interjections into Indonesian sentences.

Repetition

Code switching is also used to repeat a message from one language to another in order to convey the same message. Repetition not only clarifies the message but also emphasizes it (Hoffmann, 1991).

(26) "Ada cabangnya, one of headquarter"

'There is a branch of the company, one of headquarter'

(27) "Gue disana tuh bener-bener harus hidup mandiri, independent gitu kan"

'I have to live a life by myself, like independent'

Excerpts (26) and (27) illustrate the insertion of English repetition within Indonesian utterances. In these instances, the speaker begins the utterance in Indonesian and subsequently switches to English, thereby demonstrating the occurrence of code-switching in the form of repetition. The primary motivation for this language switch is to clarify the preceding statement. As observed, the speaker initiates the utterance in Indonesian and then repeats the previous statement in English to ensure comprehension and emphasize the message.

Expressing group identity

One can also use code switching to express group identity. In other words, the way of communicating in one community is different from another (Hoffmann, 1991).

(28) "Iya ini tuh kaya tambahan buat setiap kalimat gitu kayak 'Innit'"

'Yes it is like an addition to each sentence like "Innit"'

(29) "Kayak excluding rent yaa karena gue disana bayarnya, 'hey mom and dad'"

'It is excluding rent because I paid it like, "hey mom and dad"'

The excerpts (28) and (29) demonstrate instances of code-switching, where the speaker inserts English words into Indonesian utterances. In these examples, the speaker initiates the utterances in Indonesian and subsequently switches to English. This phenomenon demonstrates intra-sentential code-switching. The insertion of English words such as "innit" and "hey mom and dad" within Indonesian utterances suggests that the speaker aims to express their group identity. Individuals from the United Kingdom or British people commonly use the word "innit" as a contraction for "is not it." Similarly, individuals who have lived or studied in the United Kingdom often use the phrase "hey mom and dad."

Real lexical need

Speakers use code switching due to a genuine lexical need. The most common reason for bilingual people to switch languages is the lack of an equivalent lexicon in the languages (Hoffmann, 1981). Several English words lack an equivalent in Indonesian, resulting in unclear meaning when spoken in Indonesian.

(30) "Kan kalo di UK kayak ada namanya Freshers"

'There is something namely Freshers in UK'

(31) "Like beer garden kayak kalo misalnya lagi sunny dikit kayak ada banyak beer"

'Like beer garden, for example if it a bit sunny, there are many beers'

Excerpts (30) and (31) demonstrate instances of code-switching, where the speaker inserts English words into Indonesian utterances. In excerpt (30), the speaker begins the utterance in Indonesian and switches to English at the end, while in excerpt (31), the speaker starts in English and then switches to

Indonesian. These examples demonstrate code-switching within the utterances. A real lexical need drives the insertion of English words like "fresher" and "like beer garden" within Indonesian utterances. The term "Fresher" refers to activities for new students in the United Kingdom, commonly known as introduction week or Freshers' Week. The cultural context of UK universities specificizes this term, requiring its pronunciation in English to maintain its original meaning and significance (GCU Students' Association, 2023). Similarly, the phrase "like a beer garden" refers to a social activity where people gather to drink beer in a garden setting, a concept that is culturally specific and best understood in its original English form.

Discussion

This study investigated the various functions of code switching used by English speakers, including intra-sentential switching. Based on the data in (15) above, we can conclude that the main clause is the dominant syntactic category of intra-sentential switching, and the dominant function of code switching is to discuss a topic. Out of 150 instances of intra-clausal switching, 48 (32%) involved two independent clauses. There was also a significant amount of code switching for topic-centered instances of a total of 377 code switching functions (37.67%, N = 142). Bilingual speakers often mix intra-sententially — in the same sentence. Such a type of code switching commonly occurs when a speaker incorporates sentences from one language into the structure of another, which represents the speaker's proficiency and comfort in using the two languages (Sari et al., 2021; Trisnayanti & Affini, 2021). Speakers, especially those who use English more frequently in their daily lives, can rationalize the occurrence of independent clauses in intra-sentential switching to produce a complete idea or main point in English (Fachriyah, 2017; Suryaningsih, 2023). This aligns with the findings of Halim et al. (2021), indicating a tendency for speakers with a high level of language proficiency who frequently use it to switch to a larger clause constituent (see Djibran et al., 2017).

Code switching's primary function (whether you're talking about a subject or not) underscores that people switch because it serves a communicative purpose, which can facilitate understanding. Code switching in English discussions may serve more purpose than just style and stance meaning markers (Hanafiah, 2022; Trisnayanti & Affini, 2021). In the educational context, code switching serves to elucidate complex ideas, clarify meanings, and deliver messages to a specific target audience (Fachriyah, 2017; Suryaningsih, 2023). This is corroborated by researches that the majority of code-switched segments have been independent clauses, enhancing communication through code switching (Djibran et al., 2017; Sahib et al., 2021). In sum, the results of this study highlight the value of intra-sentential switching as well as its role in bilingual talk. This paper's use of independent clauses and specific topic-marked code-switching suggests how the speakers have strategically navigated between languages at the grammatical level in an attempt to maximize their communicative purpose.

This study also confirmed that independent clauses are the most common syntactic type in intra-sentential code-switching, as English requires speakers to place the head information of each sentence in a sentence or utterance. Their upbringing in the UK and their daily use of English have significantly influenced this. People use English so frequently that it has become a habit, and they prefer it over sharing thoughts and emotions (T. Halim et al., 2021; Suryaningsih, 2023). Indonesian language loss was a contributing factor to mostly independent clauses, as well as English language gain. According to Halim et al. (2021), competent language users and English users in their respective environments are likely to

use fewer memory resources for clauses, and, consequently, there is a preference to switch to clauses when possible (Nuraffiani, 2020). Therefore, speakers substitute English words with Indonesian sentences through the use of sentence clauses. It is also in line with Sahib (2021), who claimed I-C was the predominant switched segment type in code switching (Anjarani, 2021; Junaidi, 2019). As the subjects of the study are native speakers of Indonesian and have been living with their English usage daily, they are more comfortable, less restricted, and more likely to misuse the elements of English itself at any constituent level. As a result, code switching occurs at both the clausal and sentential levels.

Additionally, the study findings show that the number of speaking that are done is a result of starting from the case-basing of utilizing code switching that is initiated by the code-mixing language-speaking, such as due to the speakers generally both having experience from living and studying abroad shipping, the mainland in holistic for the United Kingdom, and having friends from a plurality of countries in one exist and being residing and studying abroad shipping the United Kingdom as well. The siblings grew up speaking both languages and cultivated a nuanced environment, which explains their tendency to switch between languages depending on the topic they are discussing. The speakers in the video from the Jakarta Uncensored Youtube Channel talk about life in the UK, which is a nice extension of this function. The speaker's statement, "Di gue sih itu fifteen thousand pounds," demonstrates the influence of English in the term "fifteen thousand pounds," indicating the speaker's daily conversations in the UK (Deibert, 2010; Smolak et al., 2020). The other reason is that the speakers are bilingual, and they feel more comfortable using English than Indonesian when discussing certain subjects. The Overall, the findings align with Tussa'diah's (2021) findings, which highlight a distinct sub-topic—"talk" about a certain topic—as the primary cause of code switching among speakers (Rahmadani, 2023). In line with the findings of Heda & Ena (2021), who identified "speaking about a topic" as the main reason for code-switching, bilingual speakers who have lived abroad tend to have English speakers in their social circles who use English as their primary language for daily communication. (Gammaldi, 2016; Wairis, 2012).

The literature on this topic reinforces the idea of code-switching during discussions on specific subjects. These researchers underscore the need to account for many of these and other variables when attempting to understand code-switching behaviour (Appleby, 1993; Stammers & Deuchar, 1977; Romaine, 1981; Escalante, 1985; Rodriquez, 1992; Sailer, 2000; Wardhaugh, 1991; Lesho, 2013). Depending on the function, estimation, or account, the use of codeswitching could further vary. Fortunately, Halim & Maros (2014) provide a comprehensive explanation and elaboration on code switching in a communicative context, such as topic setting. Research indicates that bilinguals primarily use code switching to fully express themselves (Trisnayanti et al., 2021). As a result, "talk about a specific topic" is the primary function of code switching in this research because of the speakers' bilingual ability, their experience living abroad, and, possibly, their comfort with using English for certain topics. Observing the integration of tag switching and traditional code-switching in a single system lends support to studies that have previously suggested a role for bilingualism and environmental factors in shaping code-switching behaviour.

The limitation of this study, however, is the use of one data source consisting only of a video on Jakarta Uncensored YouTube, for example, "Culture Shock Kuliah di Inggris (Part 1)". This narrow focus might not accurately depict the application of code-switching or the variety of these practices in different contexts and speaker groups. Furthermore, the qualitative nature of this study limits the direct generalizability of its groundbreaking and deep insights to other populations. Although it is a large sample of 186 instances of code-switching, this amount may not be generalizable to all bilinguals, particularly

those who are not Indonesian students in the United Kingdom. Also, the study cannot control for possible irregularities in code-switching habits or the social, cultural, or linguistic environment. Finally, we note that the analysis primarily relies on Poplack's and Hoffmann's seminal theories, which may not fully encompass the contemporary forms of code-switching in interaction, thereby necessitating a wider range of theoretical approaches in future research.

This becomes a research question for future studies, one that could investigate whether and how bilingual individuals from different cultural backgrounds code switch in different social settings, such as at work, at school, or in online communities. These three approaches would yield a fuller account of the effects of code switching and code switching per se across a range of contexts. Users Furthermore, future studies using quantitative approaches and larger sample sizes could offer stronger generalizability and more powerful statistical analyses. Future studies could also examine the possible effects of age, gender, SES, and language ability on code-switching behaviours. This would shed light on how the individual and social dimensions influence the use of code-switching. This in turn paves the way for longitudinal studies to investigate how code-switching patterns might change, develop, or evolve over time, especially in child and adolescent populations. In addition, interdisciplinary perspectives from other fields such as sociolinguistics, psychology, and cognitive neuroscience might lead us to a richer understanding of the cognitive points and social motivations for code-switching. This interdisciplinary view would have the potential to provide a fuller holistic picture and reveal the impact of the illusion on language competence, identity construction, and intercultural communication. Finally, given that interaction mediated by technology and digital platforms modifies communication trends, it would be interesting to study code-switching in virtual spaces like social media, communities of practice, or digital media productions. This may uncover new aspects of code-switching practices and their role in the digital era, which can be useful in both language learning and communication strategies in these fast-adapting environments.

Conclusion

This study was descriptive qualitative research that applied Poplack's theory to intra-sentential switching and Hoffmann's theory to the functions of code switching used by speakers in the Jakarta Uncensored YouTube video entitled "Culture Shock Kuliah di Inggris (Part 1)". The study identified nine syntactic categories for intra-sentential switching and seven functions for code-switching. Furthermore, the total number of code-switching functions identified in the video was 377. These included instances of discussing a specific topic, quoting someone else, emphasizing a point, using interjections, repeating sentences, expressing group identity, and expressing real lexical needs. The independent clause is the dominant syntactic category for intra-sentential switching, as indicated by the data percentage. This indicates that speakers prefer to switch to larger constituents, such as clauses, because they find it more comfortable and easier and feel free to use English at a larger constituent level without altering the grammatical structure of Indonesian. Therefore, the syntactic category of intra-sentential switching most frequently used by speakers is the independent clause.

However, the primary purpose of the code-switching technique used by the speakers was to discuss a specific topic. Given that the video's topic revolves around student life in the UK, the speakers focused their discussion on the primary function of the technique. English speakers in the UK are accustomed to speaking and hearing English continuously. As a result, when they talk about life in the UK, they do so in English. In addition, people use English to discuss different subjects because they feel free to talk about

something and to make its expression look more human. Thus, we propose that speakers are more likely to use code switching to fulfil the function of discussing a specific topic.

The observations of code-switching in this study may thus be useful for the design and development of language education programs by drawing attention to the different methods this manifests through. We can use it to simplify complex concepts and ensure the student comprehends the taught content. Teachers should return to their first language (L1) when students struggle to fully understand the content, as this approach simplifies grammar and prevents misunderstandings. In this manner, teachers address the vocabulary gaps in the students' target language (L2) by employing the code-switching strategy. As I have repeatedly stated this year, code-switching maintains the flow of the conversation and keeps students engaged. Furthermore, code-switching can help create a contextual study environment and lower the affective filter for learners with a lower proficiency level in the target language. If nothing else, it can facilitate cognitive growth by enabling students to activate their complete linguistic repertoire. This will improve their problem-solving skills and cognitive flexibility, which are useful for their academic success. He explains that speaking two different languages can help to reiterate instructions or key points in order to reinforce learning and help retain information. For bilingual education settings, this two-language methodology can prove more powerful

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