



Code-Switching in Ritueli Daeli's Youtube Playlist: A Content Analysis of '*Learning English from Zero*' Episodes 1-5

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Abstract

Despite the increasing prevalence of digital educational materials, code-switching as a viable teaching strategy has gained significant traction. This study aimed to identify structural codes of code-switching and their use in communication within the YouTube playlist "Learning English from Zero" by Ritueli Daeli, consisting of episodes 1 to 5. In this study, a qualitative approach employed inductive content analysis with a deductive coding scheme to examine 196 code-switches across a cumulative total of 84 minutes using the frameworks proposed by Poplack (1980) and Appel & Muysken (2006). The study determined that overall, inter-sentential code-switching dominated, with 106 instances (54.08%), while referential code-switching comprised the majority of instances within the discourse, with 104 instances (53.06%), followed by the use of metalinguistic code-switching with 55 instances (28.06%). This study determined that code-switching as an element in teaching can be highly beneficial, particularly for beginners navigating the ESL environment.

1. Introduction

The importance of language in the contemporary global setting has become increasingly acknowledged, especially in Indonesia, where knowledge of regional, national, and international languages is a sociolinguistic phenomenon (Gendroyono & Baharun, 2023). In a multilingual educational setting, language is a strategic tool, especially in English language instruction, given that many students are still struggling to grasp the target language comprehensively. For bilingual students in Indonesia, the employment of their native language is a linguistic tool that bridges the gap in comprehending the target language.

According to Bauer's (2007) assertion, in addition to being a tool of communication, language is also a tool for gaining attention, expressing individuality, and enhancing mutual understanding. In this regard, teachers and producers of content switch between English and Indonesian to facilitate the spread of knowledge, a process that has a technical term called code-switching.

Multilingual speakers have a tendency to use code-switching as a communication strategy, as it is affected by changes in dialect, intonation, and other linguistic features, aside from language (Sapar et al., 2023). On the other hand, code-mixing, which is usually affected by usage patterns, lexical limitations, or linguistic trends, involves the incorporation of linguistic features from one language into another within a sentence or clause, but without significant changes in grammatical structure (Muysken, 2000). While code-mixing is not typically associated with clear learning objectives, code-switching is typically intentionally utilized within learning discourse as a pedagogical approach to organize explanations, clarify meanings, and facilitate learner comprehension.

Code-switching performs a number of functions. Appel, R & Muysken, P (2006) have grouped the functions of code-switching into various categories. These categories include referential, expressive, phatic, directive, metalinguistic, and poetic code-switching. These categories are supplemented by the structural categorization of code-switching as discussed by Poplack (1980). This categorization is based on the grammatical structure of code-switching, which may involve intra-sentence, inter-sentence, and tag code-switching.

These two categorizations are important as they provide a holistic understanding of code-switching. This is because both the grammatical and functional structures of code-switching are taken into account. This provides a framework for understanding the role of code-switching in the learning of content through the digital platform YouTube.

Within the modern digital environment, YouTube has emerged as a significant learning environment for language learning in Indonesia, facilitated by its wide reach and high engagement levels. According to the We Are Social (2024), the platform is used by over 139 million active users, making it one of the most accessed social media platforms in the country. Moreover, the platform registered around 5.22 billion visits with an average viewing time of 33 minutes and 36

seconds per visit, signifying high levels of engagement. This vast digital environment allows learners to independently access a broad spectrum of learning content, promoting flexible, visually engaging English as a Foreign Language (EFL) learning experiences outside the traditional classroom. The rising trend of learning content on the platform also supports findings that learners are actively using YouTube to integrate local and global linguistic features in the language learning process (Sabrina & Nurazizah, 2024; Widagsa & Fokatea, 2024).

In spite of the extensive use of YouTube as a tool for language acquisition, code-switching in online media has not been fully researched. Most previous studies on code-switching have mainly focused on code-switching in entertaining materials, spontaneous conversations on social media, and face-to-face interactions in a classroom setting, while code-switching in YouTube as a digital academic environment with its own discourse of instruction, particularly for beginner learners, has not been well researched. Moreover, code-switching in YouTube videos as a tool for language acquisition has not been well researched, so further studies are necessary.

In response to the lack of attention given to pedagogically structured instructional discourse in YouTube, particularly for beginner EFL learners, this study aims to investigate the occurrence of code-switching in the "Learning English from Zero" series of the Ritueli Daeli YouTube channel. The analysis will aim to identify the structural type and function of code-switching as presented in the chosen episodes.

The choice of Ritueli Daeli's YouTube channel as the source of data for this study is grounded on a number of objective factors. Firstly, the YouTube channel has a very organized teaching playlist entitled 'Learning English from Zero' that offers a controlled corpus for the analysis of deliberate code-switching. Secondly, the YouTube channel has a high level of viewer engagement in the Indonesian EFL community, which suggests that it is a relevant source as a primary online resource for absolute beginners. Finally, the channel's consistent use of a bilingual teaching format offers a rich source of data for the identification of systematic linguistic patterns that are not easily observable in more natural vlogs. The study will be informed by the following research questions:

1. What type of code-switching occurs in the "Ritueli Daeli" channel in the "Learning English from Zero" episodes 1-5?
2. What are the functions of code-switching in the Ritueli Daeli channel in episodes 1-5 of "Learning English from Zero" in terms of understanding English?

Although the current research is specifically concerned with uncovering the types and functions of code-switching (RQ1 and RQ2), the general educational implications of these results are also explored and discussed in depth in the Discussion section. This allows for a thorough assessment of the ways in which

language strategies are used as learning scaffolds for novices in a digital context.

2. Method

1. Research Design

The present study uses Qualitative Directed Content Analysis with a Deductive Coding Approach, as the analytical framework is based on existing theories of code-switching in bilingual discourse. These theories include Poplack's typology of types of code-switching and Appel and Muysken's functional classification of code-switching. Qualitative Content Analysis is a systematic approach to analysing and interpreting data in terms of the regularities of human communication patterns present in the data (Tavakoli, 2012). This approach is appropriate because it provides an opportunity to analyze the discourse of instructions in digital environments, such as educational videos on the Ritueli Daeli YouTube channel, in terms of existing linguistic theories.

2. Data Source and Sampling

The purpose of this study is to determine the kinds and purposes of code-switching that take place in educational interactions on the YouTube platform. The first five episodes of Ritueli Daeli's YouTube channel, "Learning English from Zero," are the research objects that are thoroughly examined. The first five episodes were chosen because they reflect the playlist's foundational stage, which is when multilingual teaching, like code-switching techniques are most overtly used. While preserving topic coherence and reducing proficiency-level variance between episodes, the overall duration of roughly one hour and twenty-four minutes offers an adequate qualitative corpus.

3. Data Collection Procedure

Data collection was conducted in several stages. First, the selected videos were comprehensively watched to gain contextual understanding. Videos were watched approximately two or more times to correctly identify code-switching. Second, initial transcriptions of relevant spoken content were created using automatic captioning and manual transcription. Manual correction was also used to correct sentences that did not match the speech in the videos to make them more relevant. Third, the types and functions of code-switching were identified based on the established theoretical framework. Finally, analytical procedures were conducted to uncover themes, interpret their pedagogical significance, and extract representative examples. The five episodes analyzed had a total duration of approximately one hour and 24 minutes, providing a sufficient corpus for qualitative analysis and used both English and Indonesian.

4. *Unit of Analysis and Operational Definition*

The unit of analysis for this study is the code-switching instance in an utterance, defined as any code-switching involving English and Indonesian within a single instructional discourse. Each utterance containing one or more switches is counted as one instance of code switching. For example ““this is my sister” sister itu artinya saudara perempuan kalo untuk laki-laki namanya brother jadi saudara laki-laki saudara perempuan, oke karena ini perempuan titik-titik “name”s Anna” namanya Anna, “namanya” karena “nya” itu perempuan jadi kita menggunakan “her name”s Anna” namanya Anna, than let's continue to the next part read about profile and listen, baca tentang Rafael dan dengarkan ini tentang Rafael”, the text is one example of code switching utterance that has several switches from English to Indonesian and vice versa. because in one utterance it has an intra-sentential switching type, therefore the utterance is counted as one instance of code switching.

This approach by Poplack (1980) ensures that the functional unity of the speaker's message is given greater weight than the raw frequency of switching points so that the instructional context of the utterance remains intact throughout the analysis. In addition, this analysis includes various single word shifts, such as examples of loan words used as a form of expression from the speaker or emphasis of the previous word, to illustrate a wider range of bilingual phenomena, such as " Dan juga ada latihan dibawah ini silahkan kalian kerjakan latihannya online ada linknya di bawah video ini coba kerjakan di rumah oke so I see you on the next video sampai jumpa di video selanjutnya good bye."

To distinguish actual code switching from examples of borrowing/code mixing, each example will be evaluated based on its structural integration and functional role in the discourse in which it is located, ensuring that even intra-sentence shifts are identified accurately.

5. *Coding Framework*

The theoretical framework used for this study was the types and functions of code switching, as proposed by Poplack (1980) and further discussed by Appel and Muysken (2006). The data was collected through repeated viewing and analysis of the videos, followed by transcription and the use of a coding table. At the initial stage, the data was categorized according to the three types of code switching proposed by Poplack: inter-sentential (code switching between sentences), intra-sentential (code switching within a sentence), and tag switching (code switching in the form of inserted words/short phrases).

Then, the categorized data was further identified according to the functions of the data, as proposed by Appel and Muysken: referential (information), expressive (emotion), phatic (relationship), directive (instruction), metalinguistic (explanation), and poetic (aesthetic). All the results obtained from the data classification and identification were noted in a table, facilitating the calculation

and maintaining consistency in the analysis of the data collected from the observations and transcriptions from the videos on the Ritueli Daeli playlist. This linguistic practice also supports the flexibility in teaching and enhances the understanding of the learning content (Indah et al., 2024).

6. Trustworthiness

To ensure clarity in qualitative research with a single researcher, data credibility was ensured using expert validation and disagreement discussions. Data instruments and results were checked, validated, and confirmed by two linguistics lecturers to minimize subjective bias and increase analytical consistency. In addition, this study used theoretical triangulation using various theoretical perspectives, namely Poplack (1980) and Appel & Muysken (2006), to ensure correct data coding. This method supports (M. Husnullail et al. (2024) that data validity functions as a truth value, prioritizing the quality of information and data over its quantity. Furthermore, the reliability aspect in this study will include standards of credibility, transferability, dependability, and confirmability, which have substantive equivalence with data validity and research reliability found in quantitative studies (Susanto & Jailani, 2023).

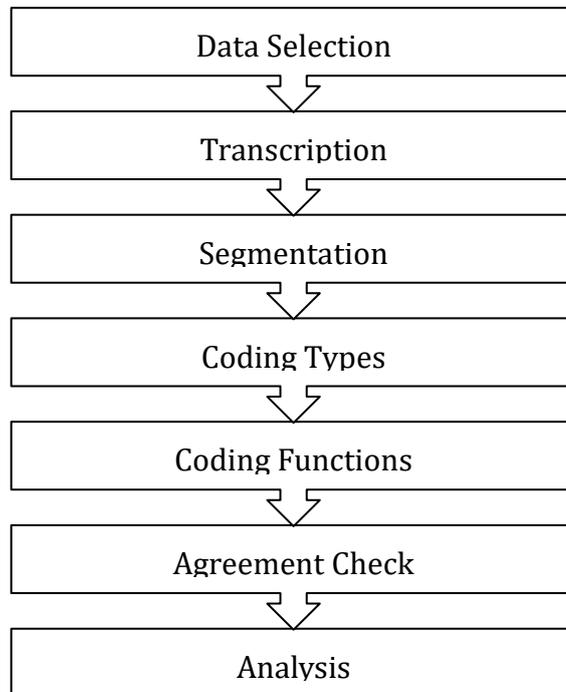
To enhance reliability, two independent coders with linguistics expertise coded a subset of the dataset using the same coding manual (definitions, inclusion rules, and examples). The subset comprised approximately 25% of the overall data, representing all five episodes, in accordance with qualitative content analysis standards recommending 20–30% double-coding to establish stability (Neuendorf, 2017). The consistency between the two coders was measured using Percentage Agreement to assess the degree of agreement on both types and functions of code-switching. The result showed a high degree of agreement, which exceeded the acceptable level of adequacy for qualitative content analysis (>80%). Discrepancies were addressed through systematic discussion to improve the coding manual before coding the rest of the data with the finalized codebook.

7. Data Analysis Steps

This research has steps that are used to analyze code switching systematically. Firstly, a complete listing of the code-switching occurrences in the transcripts was conducted using their structural code-switching typologies, namely inter-sentential code switching, intra-sentential code switching, and tag code switching. Secondly, the complete list was categorized based on the communication function, namely referential, directive, expressive, phatic, metalinguistic, or poetic switches, using the functional approach adapted from Appel and Muysken (2006). The third step was the in-depth interpretation of the pattern occurrence results concerning pedagogical purposes in the Virtual Bilingual Learning (VBL) environment, particularly aiming to provide insights into

the efforts to address the cognitive load of the learners. Lastly, the code-switching process was completed with the cross-episode theme integration to determine the pattern occurrence of switches throughout the episodes, namely the incidence of directive switches during the classroom episodes.

Coding Flow Diagram:



8. Ethical Consideration

This study relied on public domain videos on YouTube without directly involving the subjects. There was no collection of personal information in this study. The study relied on analyzing language usage in instruction, exclusively referring to content creators in public education. The data collected in this study were public and did not alter the content in any way. It was used exclusively for academic purposes without revealing personal identities. This study was conducted in an ethical way and according to academic standards without compromising privacy and content.

3. Result

The data from these five episodes cumulatively add up to 1 hour and 24 minutes of interaction, which has been categorised into type-based code-switching according to the Poplack (1980) taxonomy and function-based code-switching according to the framework of Appel & Muysken (2006). The data and findings of the analysis are presented below:

1. Types of Code-Switching (Poplack, 1980)

This section presents the observations from code-switching in the education videos on the YouTube account of Ritueli Daeli regarding the classification of code-switching according to the typology of Poplack (1980), which divides code-switching into inter-sentential code-switching, intra-sentential code-switching, and tag switching. The classification was based on a corpus of about 1 hour and 24 minutes of video materials and resulted in a total of 196 cases of code-switching.

Table 1 Distribution of Code -Switching Types (Poplack)

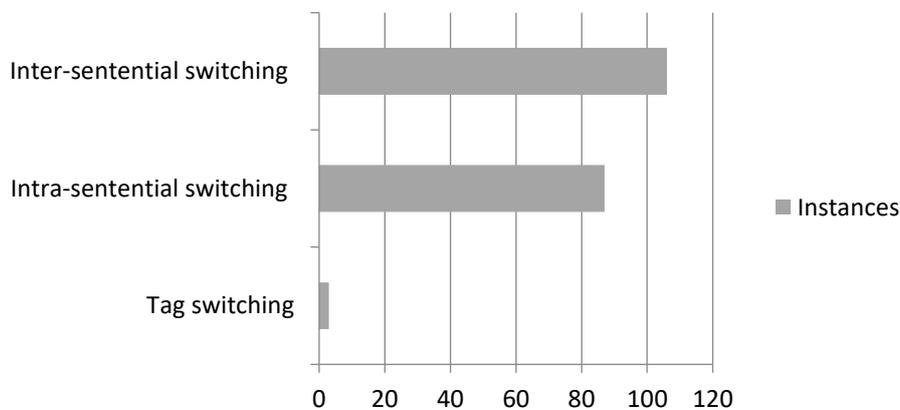
No	Times	Speech Data Sample	Types	Instances (n)	Percentage (%)
1.	00.00-00.09	Hello everybody welcomes to the English class with me Ritueli Daeli, halo semuanya selamat datang di kelas bahasa Inggris dengan saya Ritueli Daeli.	Inter-sentential switching	106	54.08%
	00.57-01.09	well let's just start the class by listening to a short conversation, baiklah mari kita mulai pelajaran kita mulai dari mendengarkan sebuah percakapan pendek			
	06.33-07.35	"one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty" oke jadi tugas kalian adalah kalian coba ingat hafal di rumah angka 1 sampai 29 ini dulu			
2.	02.26-02.41	...Baiklah mari kita lihat di bawah sini "name's" ini merupakan singkatan dari "name is" kemudian "what's" merupakan singkatan dari "what is" dan "I'm"	Intra-sentential switching	87	44.39%

		<i>merupakan singkatan dari “I am” ini apa?</i>			
	11.45-12.00	<i>Mulai dari hello mereka sedang bertelepon hello ini Jane how are you artinya apa kabarmu, oke I’m fine saya baik-baik saja terima kasih dan kamu? And you? Pretty good, thanks artinya cukup baik terima kasih.</i>			
	00.27-00.43	<i>...kata dasarnya “meet” artinya bertemu, kemudian menjadi “meeting”, nah perubahan ini nanti kita akan mempelajarinya di pelajaran yang akan datang, kemudian “people” artinya orang jadi “meeting people” artinya bertemu orang.</i>			
3.	10.55-11.11	<i>...so I see you on the next video sampai jumpa di video selanjutnyagood bye.</i>	Tag switching	3	1.53%
Total instances (N)				196	100%

Note: EN (text no italic)

ID (text with italic)

Figure 1. The Frequency of Code-Switching Types



The finding reveals that there is dominance in inter-sentential code-switching with a total frequency of 106 out of 196 coded utterances. In this role, code-switching is applied as a means of building familiarity with the audience or ensuring the successful transmission of instructional messages. Inter-sentential codeswitching is especially practical in helping learning audiences comprehend new ideas from other cultures.

2. Function of Code-Switching (Appel & Muysken, 2006)

As suggested by Appel and Muysken (2006), "code-switching in bilingual communication can fulfil the following functions: referential, directive, metalinguistic, expressive, phatic, and poetic". This section discusses the code-switching functions in the Learning Videos of Ritueli Daeli from YouTube. The results are based on a corpus of about 1 hour and 24 minutes of video content and a total of 196 instances of code-switching.

Table 2 Distribution of Code -Switching Function (Appel & Muysken)

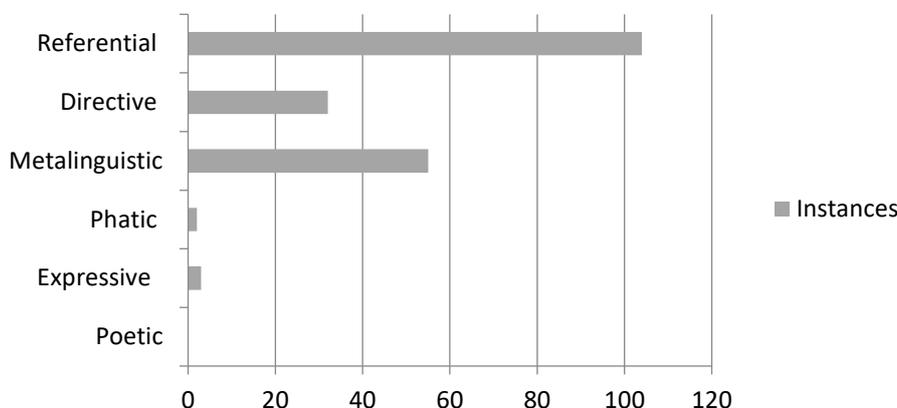
No	Times	Speech Data Sample	Functions	Instances (n)	Percentage (%)
1.	00.13-00.16	...this is the very beginning lesson, ini adalah pelajaran yang sangat awal.	Referential	104	53.06%
	03.07-03.26	Kenapa harus ada helping verb because in English each sentence must have verb, karena di dalam bahasa inggris itu setiap kalimat harus ada kata kerja.			
	12.16-12.23	Nama kamu "what's your name?" nama kamu siapa? nama saya Tomoko			
2.	07.27-07.41	...listen carefully and fill in the gap, dan silakan isi bagian yang rumpang, you can get the answer from this box, kalian mendapatkan jawabannya atau pilihannya dari box ini.	Directive	32	16.33%
	09.20-09.36	Ask and answer with other students, tanyakan dan jawab dengan pelajar atau			

		<i>siswa yang lain disini contohnya "what's your phone number?" apa nomor telepon kamu?</i>			
3.	06.47-06.50	<i>Jadi kalau ada katabenda kita menggunakan "is" tapi kalau saya kita menggunakan "am" I am" ...</i>	Metalinguistic	55	28.06%
	06.47-07.04	<i>Jadi kalau ada kata benda kita menggunakan "is" tapi kalau saya kita menggunakan "am" I am" misalnya pertanyaan apakah boleh I is? tidak boleh ya harus "I am" saya harap sampai di sini sudah jelas</i>			
	12.24-12.38	<i>..., next max and lisa ini ada dua orang kalau dua orang itu pronounnya mereka kalau mereka bahasa inggrisnya they, they itu pasangannya are jadi kalau ada lebih dari satu orang kita menggunakan are mereka.</i>			
4.	17.14-17.20	<i>...nanti saya taruh link nya ada di bawah video ini, okay.</i>	Phatic	2	1.02%
5.	10.55-11.11	<i>...so I see you on the next video sampai jumpa di video selanjutnyagood bye.</i>	Expressive	3	1.53%
6.	-	-	Poetic	0	0%
Total instances (N)				196	100%

Note: EN (text no italic)

ID (text with italic)

Figure 2. The Frequency of Code-Switching Function



The results show that the referential function dominates with 104 utterances, followed by the metalinguistic function with 55 utterances. Specifically, the dominance of the referential function is very visible because the educator plays an important role in disseminating information and word illustrations to achieve full compliance of the audience to the content, in accordance with the Gumperz (1982) classification system in the use of code switching in terms of message formulation 'message qualification,' 'repetition,' where the speaker intends to clarify and repeat information in different languages to achieve better understanding in a bilingual environment.

In contrast, with a strategic metalinguistic approach, the educator uses grammatical illustrations and sentence breaks as well as exercises for explanation of the material conveyed by the speaker. The combined approach by both functions will result in the revelation that in the content of Rituéli Daeli, the use of code switching is related to achieving better understanding in terms of connecting the dissemination of information in explaining or breaking down structures in English.

Table 3 Cross-Table Type and Function of Code-Switching

Type / Function	Referential	metalinguistic	Directive	Phatic	Expressive	Total (n)	Percentage (%)
Inter-sentential switching	79	3	22	0	2	106	54.08%
Intra-sentential switching	25	52	10	0	0	87	44.39%
Tag switching	0	0	0	2	1	3	1.53%

Total (n)	104	55	32	2	3	196	100%
Percentage (%)	53.06%	16.33%	28.06%	1.02%	1.53%	100%	

Based on the analysis, one interesting pattern in this study concerns the type-function relationship of code-switching. It is observed that inter-sentential switching is closely linked to referential functions, since most utterances are characterised by transitions or translations of sentences from English to Indonesian for emphasis for the audience. On the other hand, intra-sentential switchings are more related to metalinguistic functions; that is, code-switching at the internal level of the sentence is used exclusively for providing explanations with regard to the material that is being discussed, terms, or main topics of the learning session. Meanwhile, tag-switching is related to the expressive or phatic function, namely as an approach to the audience to build social relationships such as opening greetings or emotional emphasis (e.g., "okay" "goodbye").

In terms of chronology, Episode 1 displays a relatively high degree of code-switching since the speaker is quite focused on providing opening statements to the class, general instructions to the students, as well as providing word-by-word translation of sentences to assist new learners in understanding. Moving into Episode 2, this type of switching persists, although it is more specific to providing information to be reviewed and concepts to be reinforced, as with the use of “to be” as well as pronouns. Hence, this type of code-switching integrates quite closely with the explanatory function.

Key to the entering of Episode 3 is the fact that the work becomes more grammar-focused, as demonstrated with the use of metalinguistic information on the use of “a” and “an”, as well as number structures. Further, Episode 4 displays combinations of concept exercises as well as questions to be answered on identity, thus demonstrating strategic code-switching to help learners understand questions. Of particular note is the fact that Episode 5 displays more directive speech since the speaker points out many practice methods to learners and provides information on possession.

In addition to these dominant patterns, minor cases of tag-switching, such as the use of the word 'okay' to sustain contact or 'goodbye' to terminate the contact, are seen consistently as pragmatic markers to sustain the flow of the contact. Thus, overall, the code-switching in these sequences of episodes shows dynamic stability since, although the form is constant in its use, the function gradually changes in accordance with the content and its complexity. This shows that code-switching is adaptively used – from its use in simpler terms as a translator in the early sequences of the contact to its potential use as a pedagogic tool to guide the audience in terms of grammatical use in communication in the later sequences.

4. Discussion

1. Dominance of Inter-sentential switching (Poplack)

The findings of this study indicate that inter-sentence transitions are the most common type used by Ritueli Daeli, accounting for 54.08% (n = 106) of the total occurrences (N = 196). This suggests that in the context of beginner learning, language shifts at sentence boundaries are a deliberate strategy to maintain the structure of the Source Language (SL) and Target Language (TL) intact. On the other hand, the use of tag-switching substitutions is very minimal compared to the data collected in this study, accounting for only 1.53% (n = 3). This is because the speaker is an educator who uses video content, which is mostly instructional in nature, with the main purpose of the narrative being to explain learning materials in a structured manner, so the space for spontaneous interaction or casual insertions is very limited.

By switching after a complete sentence, the speaker creates a clear bridge for beginners who might not yet understand complex mixes of languages. This pattern reflects Gumperz (1982) idea of reiteration, where a message in one language is repeated in the other to clarify or emphasize its meaning. This pattern is in line with research from other digital learning environments where inter-sentential flipping is favoured to establish distinct linguistic borders and assist novices in distinguishing between the explanation and the target language (Ghyfari, 2025). Additionally, Puspawati (2018) points out that these switches act as a bridge for pupils who are still learning English.

- Excerpt 2: "Hello everyone, welcome back to the English class with me Ritueli Daeli. Halo semuanya, selamat datang kembali di kelas bahasa Inggris dengan saya Ritueli Daeli."

In this excerpt, the speaker uses inter-sentential switching to provide a direct translation. This shows a teaching intent to make sure that even viewers with no English skills can follow the lesson from the start. Unlike intra-sentential switching, which demands a higher level of bilingual ability, inter-sentential switching acts as a safety net for understanding, ensuring the instructional message is clear.

2. Dominant Functions: Referential and Metalinguistic (Appel & Muysken)

The analysis of code-switching functions highlights a strong focus on referential (n = 104, 53.06%) and metalinguistic (n = 55, 28.06%) functions. This distribution reflects the nature of "Learning English from Zero" as a teaching format.

Referential Function: This function mainly serves for scaffolding. The speaker switches to Indonesian to provide bilingual clarifications of key terms or to simplify complex English instructions into clearer Indonesian ones.

- Excerpt 1: "He's from... titik-titik."

The use of "titik-titik" (dots/blank) shows how the speaker uses Indonesian to indicate a specific grammatical slot that needs to be filled. This helps students focus on what the exercise requires.

Metalinguistic Function: In a language tutorial, discussing the rules is necessary. The speaker often switches to Indonesian to explain English grammar rules, which Appel and Muysken (2006) categorize as metalinguistic. This is important in EFL contexts because explaining complex grammar concepts (like auxiliary verbs or pronouns) only in English can confuse beginners.

This was, of course, in contrast to the two prominent functions that have been highlighted; no evidence of a poetic function was found in the data at all. The content here is strictly instructional and educational, and the speaker abstains from aesthetic language or humorous phrasing that would more accurately be allowed to take center stage in entertainment-based media.

The use of these two functions shows that code-switching is not a sign of language weakness but a smart teaching tool similar to those used in formal EFL classrooms, where the first language (L1) helps learners grasp the second language (L2) rules and vocabulary. The idea that code-switching is a potent teaching tool to mediate meaning and scaffold conceptual understanding for students with poor ability is consistent with the referential function's significance (Nazri & Kassim, 2023). In a similar vein, (Darong, 2023) contends that metalinguistic functions are crucial in EFL interactions in order to make abstract grammatical rules understandable that might not be possible if they were just explained in the target language.

3. Pedagogical Implications

The patterns seen in Ritueli Daeli's content suggest several teaching implications for digital English learning. It is essential to understand that these findings are based on content analysis and do not measure the actual learning outcomes for viewers.

First, the strategic use of code-switching suggests a teaching intent to aid comprehension by providing immediate bilingual clarification. This may help reduce the mental effort for complete beginners. Strategically deployed code-switching also serves as an effective scaffold, potentially reducing language anxiety and fostering a more inclusive learning environment for absolute beginners (Atiah, 2023; Mawardi, 2024). Practical implications indicate that switching works best for

clarifying key terms or explaining complex grammar structures.

However, a potential risk is the reliance on L1 (Indonesian). If each English sentence is immediately followed by a translation (as shown in the dominant intersentential and referential patterns), learners might wait for the Indonesian explanation instead of actively processing the English. Thus, while switching is a useful tool for initial support, its frequency should be reduced as the learner's skills improve to encourage more exposure to L2.

Though good for beginners, at an intermediate or advanced level, overuse encourages a language learning hinder due to a lack of connection to a natural language base; however, features such as rewind and subtitles enable learners to repeat explanations by themselves, and therefore, even at higher levels, code switching is used efficiently by educator without having to repeat themselves or become boring to the learners.

4. Comparison with Previous Studies

While Trisnayanti & Affini, 2021 research initiated an analysis of code-switching types and functions on YouTube through the bilingual vlog content by Fathia Izzati, it was focused on casual interactions and personal narratives in the form of entertainment. Therefore, this study tries to fill in this gap within the literature by setting a different focus of analysis from socio-cultural language use to structured pedagogical applications within the context of EFL. This current study offers novelty in the integration of linguistic analysis into a learning environment based on technology, basically different from spontaneous conversations, which happen in conventional media vlogging.

5. Limitations of the Study

This study has limitations that need to be considered when evaluating the research as a whole. One limitation is that the study, being limited to just five episodes, is based on a relatively small sample size, which is not representative of the whole range of learning content available on the platform. Another limitation is that the study is based on just one YouTube channel, "Ritueli Daeli." It is, therefore, very important to be careful while generalizing this to learning in general, particularly in the context of the online world.

Additionally, the absence of viewer details in the scope of this study meant that the learning comprehension based on the content that is provided could not be empirically measured. Secondly, the use of directed content analysis meant that the possibility of exploring the emergence of entirely new categories, apart from those of the theories, could not be assessed.

5. Conclusion

This study looked into the types and functions of code-switching in Ritueli Daeli's YouTube playlist "Learning English from Zero" (Episodes 1-5). After analyzing 196 total utterances (N = 196), the results showed that inter-sentential switching is the most common type (n = 106; 54.08%). This is followed by intra-sentential switching (n = 87; 44.39%) and tag-switching (n = 3; 1.53%). In terms of function, the referential function appeared most frequently (n = 104; 53.06%), followed by metalinguistic (n = 55; 28.06%), directive (n = 32; 16.33%), expressive (n = 3; 1.53%), and phatic (n = 2; 1.02%) functions. No poetic function was found in the corpus (n = 0). This suggests that code-switching in this teaching context mainly served to provide information and explanations rather than for artistic purposes.

These findings show a planned use of bilingual language to support beginner-oriented explanations. The prevalence of inter-sentential switching and referential functions indicates an instructional goal aimed at making complex ideas clearer and supporting learners with no English background can understand. This study adds to the existing knowledge about digital English language teaching resources by demonstrating how content creators use the first language as a systematic tool for language teaching

Theoretically, the current study extends the taxonomies on code-switching developed by Poplack (1980) and Appel & Muysken (2006) to reveal their potential to be adapted to inform second language comprehension in a digital learning environment for beginning second language learners. Language educators on digital platforms may be advised, as a practical guideline, to strategically incorporate code-switching, especially inter-sentential code-switching for referential functions, into the instructional design; however, it is recommended that the use of code-switching be faded as the linguistic competency of the students improves.

This study's uniqueness stems from its particular emphasis on an organized educational playlist for "zero-level" learners—a field that is rarely investigated in digital sociolinguistics. This study theoretically supports the 'Language-as-Resource' approach by demonstrating that code-switching is an advanced teaching technique that reduces cognitive burden in informal digital settings.

However, this study has some limitations. First, the analysis only includes a small sample of five episodes, which may not fully represent the range of code-switching patterns in the entire series. Second, as a content analysis, this study focuses on what the speaker produces and does not assess the actual learning outcomes or viewers' perceptions. And it is also better to use code switching in parts such as the opening, closing and in explaining difficult material, for the practice section, the use of code switching needs to be reduced so that the audience can be independent in doing the practice.

It is recommended that future researchers use a mixed-methods strategy.

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