

*Code Switching Analysis: English Memes Reaction Video as the Supplemental Resources for Indonesian EFL Learners*

Amelia Kartikawati, Ganesha University of Education, Indonesia

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**Abstract**

In Indonesia, most English communication still happens only in classroom settings. It leads to ineffective English language learning for students. In order to be proficient in English, students need to have supplemental resources without depending only on the teachers in school. The utilization of social media can be very helpful in English language learning. In Indonesia, Mr. D is a well-known English teaching influencer with Instagram account and Youtube channel of gurukumrd. One of his Youtube contents is an English meme reaction. The use of memes is quite new for English teaching in Indonesia. His videos teach English grammar clarity, word choices, and cultural opinion in a humorous way. This study analyzed code switching types used by Mr. D on the meme reaction video. The use of code switching in educational settings is a common thing. Wardhaugh's theory was used to analyze the code switching types in the video. The types are divided into 2 (two), namely situational and metaphorical. The researcher used qualitative study based on content analysis. The results of the study showed that Mr. D used both types of code switching. The metaphorical (65%) is the dominant code switching type used by Mr. D, compared with the situation type (35%). The viewers showed positive attitudes (99%) towards the content through the comment box, making them more motivated to learn English. 1% showed a neutral attitude. In addition, the meme reaction could be a reference for English teachers in Indonesia to implement fun teaching in classroom settings.

Keywords: Code Switching, Reaction Video, Teaching English, Meme

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## Introduction

Indonesia has English as a foreign language which is very different from the neighboring countries like Singapore, Hong Kong, and Malaysia. Those countries are using English as their second language (Sulistyo, 2015). In Indonesia, English learning happens mostly in the classrooms. The government inserts English in the national curriculum to be learned in formal education. English has become a compulsory subject in the elementary level. It proves that the government is very supportive towards English learning in Indonesia.

In fact, although many Indonesian students have been taught English even since kindergarten, they still find it difficult to master the language. Indonesian students face many difficulties in learning English, such as lack of language exposure (Farhani et al., 2020). They have no maximal exposure to the target language and minimal opportunities to interact with native speakers. Most Indonesian students only depend on teachers in schools in terms of English learning, whereas language learning should not only happen in a classroom setting. It will work more effectively if the students also add more resources outside the school. Social media can be very helpful in English language learning in Indonesia. It creates a sustainable and independent learning process (Lutfi, 2020).

Recently, more students are realizing the importance of English mastery in their social life. Many English learning resources are easily found on the internet. It is considered to complete the learning needs of students that cannot be obtained from the school. There are many influencers who are Indonesian or foreigners who focus on English language learning. They promote English learning through social media freely such as Instagram and Youtube. The social media account of gurukumrd is one of the influencers that is quite well known in Indonesia. It is managed by Mr. Danish or Mr. D. He comes from the United States and is currently living in Indonesia. Mr. D teaches English in a humorous way which makes him already has 1.4 million followers on Instagram and more than half million subscribers on Youtube. One of his content on Youtube is the English meme reaction. Memes in language learning are not new for English learners. Some studies showed positive results for the students' vocabulary memorization (Kayali & Altuntas, 2021) and creating happiness for students in classroom teaching (Reddy et al., 2020). Mr. D's meme reaction video is mostly delivering knowledge about English grammar clarity, word choices, and culture opinion. His reaction video can be defined as the innovative video teaching which can be an additional source for Indonesian students in English learning. Mr. D's contents are considered very communicative and engaging to his viewers, that is why this study wants to dig deeper into Mr. D video in terms of code switching use between Indonesian and English.

The linguistic phenomenon in bilingual and multilingual often called code switching. The use of code switching can be found in the forms of monologue or dialogue. Situational code switching and metaphorical code switching are the types of code switching (Wardhaugh, 2006). In the education setting, code switching used by the teachers is not new. Many studies have shown good results on impacting students' language learning. Code switching is frequently used in the educational process to aid in the students' comprehension (Mukti and Muljani, 2016) and to manage the classroom by showing solidarity or empathy (Gultom & Naibaho, 2021).

The researcher put the objectives of this study to understand the types of code switching employed by Mr. D on his video and how are the viewers/learners' perspectives towards the video based on the comments box section. To answer the objectives of the study, the

researcher conducted a study entitled “Code Switching Analysis: English Memes Reaction Video as The Supplemental Resources for Indonesian EFL Learners”.

## **Theory**

### **Wardhaugh’s Code Switching Theory**

The code switching theory used in this study is Wardhaugh’s theory. The theory divided code switching into 2 (two) types which are situational and metaphorical (Wardhaugh, 2006).

#### ***The Situational Code Switching***

It happens where the speakers change their language use depending on the certain situation. The speakers speak one language in one situation and deliberately change the language in different situations at the same time. Sometimes, even the code switching happens subconsciously by the speakers where they are not aware of the switching language activity.

#### ***Metaphorical Code Switching***

It happens where the speakers do not only change the situation but require it to change the topic (Yosi & Sadia, 2019). Wardhaugh (2006) added the language changing from formal to informal, official to personal, serious to humorous, and politeness to solidarity.

#### ***Popularity of Memes and Reaction Video in Language Learning***

Nowadays, the popularity of social networking sites is not only for entertainment purposes but also for communication (Garg, 2021). The popularity of memes on the internet is part of the communication among internet users. According to Oxford Learner’s Dictionary (2022), meme can be defined as an image, video, or a piece of text containing humorous material which spread rapidly among internet users. In language learning, memes can be an enjoyable and beneficial material provided by the teacher to the students during the class. Kayali & Altuntas (2021) conducted a study in the College of Foreign Languages, Gazi University Turkey. According to the study, students’ language memory was positively impacted by the use of memes. In addition, applying memes for language students emerges the creativity and engagement in their language learning. Teaching language with memes is not something new, various studies conducted in the classrooms related to the effect of memes. It concluded that memes are a useful supportive tool for the teaching process (Reddy et al., 2020).

The popularity of memes has created a new content category on Youtube namely meme reaction video. The studies about the use of Youtube videos in teaching EFL learners are very often to be conducted. The implementation of Youtube showed positive effects on the EFL learners’ English acquisition (Cahyana, 2020) and the utilization of memes will boost EFL learners’ motivation in language learning activity (Purnama et al., 2017). Thus, the researcher expects that the evolution of meme reaction video is considered to be useful to learners both in formal classroom settings or independent learning through the internet.

## **Methodology**

This study was presented in qualitative research with descriptive content analysis. For analyzing qualitative data, a study often applies qualitative content analysis (Elo et al., 2014). Content analysis is conducted to identify the specific characteristics of materials such as video. This study used English memes reaction video of Guruku Mr. D’s Youtube channel as the source of data. The video entitled “gurukuMrD Reacts: Meme Bahasa Inggris” that

published on May 2nd 2021. The researcher chose the video because Mr. D taught English in a humorous way through English memes reaction videos, which is rare to find on English learning in the formal classroom settings. Furthermore, the researcher expects that the code switching analysis of this video will give broader references to English teachers in Indonesia in terms of pedagogical skill. In addition, this video contains many switching languages that will support the data of this study.

The researcher collected the data through document technique. The document in this study is the transcript of Mr. D's Youtube video. The researcher applied some steps to collect the data, which are searching, downloading, watching, listening, and taking notes. The researcher used observational methods and media as the research instruments. The techniques of data analysis used by the researcher are familiarizing and organizing, coding and reducing, and interpreting and representing.

### **Finding**

After analyzing the data, the researcher found that there are 2 (two) types of code switching used by Mr. D on the meme reaction video. The metaphorical type was used more dominantly than the situation type ones. The percentage of situational was 35% and metaphorical gained 65%. The details of findings are as follows:

<b>No.</b>	<b>Type of Code Switching</b>	<b>Total</b>	<b>Percentage</b>
1	Situational	6	35%
2	Metaphorical	11	65%

Table 1: Frequency of Code Switching Type Used

The meme reaction video of Mr. D drew the viewers/learners' attention. It could be identified by reading on his Youtube's comment box. The result showed 99% of viewers/learners have positive attitudes towards the video. 0% who showed a negative attitude and 1% showed neutral attitude towards the video. The details are as follows:

<b>No.</b>	<b>Type of Code Switching</b>	<b>Total</b>	<b>Percentage</b>
1	Positive	80	99%
2	Negative	0	0%
3	Neutral	1	1%

Table 2: Viewers'/Learners' Attitudes

### **Discussion**

#### **The Code Switching Types Used by Mr. D**

The target audience of Mr. D is Indonesian learners where English is still a foreign language. That is why the code switching found in this study mostly was used to emphasize the meaning of topics and to show solidarity. The researcher discovered that Mr. D employed

both situational and metaphorical code-switching on his English memes reaction video. Based on the findings, the dominant code-switching type used was metaphorical type. This type of code switching allows the viewers'/learners to get a certain communicative effect that can be easier to be understood (Mukti & Muljani, 2016). One of metaphorical code switching used by Mr. D is shown below:

*This is real life, ini bukan meme ... Apa pentingnya nilai kalau banyak orang yang nilai bahasa Inggris passing ... maybe not A ... tapi passing, tapi nggak bisa bahasa Inggris, so apa pentingnya nilai? Yang penting bisa diajak ngobrol ya ....*

The utterance above showed the use of code switching in terms of persuading viewers/learners to have clear motivation for learning English. To achieve language learning goals, motivation is needed. Nerghes (2011) stated that the use of code switching enhances learners' motivation in digging more information related to the topic. The use of metaphorical code switching on the video focuses on engaging viewers/learners.

The researcher discovered many changing situations from serious to humorous on the video. In line with Wardhaugh's theory (2006), this language changing situation used by Mr. D was identified as a metaphorical code switching. The dialogue was taken from the video between Mr. D and a cameraman:

*Mr. D : "WTF adalah singkatan!" (showing serious facial expression)*

*A man : "Ya?"*

*Mr. D : "WTF adalah singkatan!" (still showing serious facial expression)*

*(No response)*

*Mr. D : "You got it or it's not funny? Oke, gak lucu." (laugh together)*

The dialogue above allowed the cameramen and audience to start thinking together about the content at first. But, suddenly Mr. D changed his language into Indonesian to emphasize that his utterance is not funny at all. The code switching used here created a special communication between speaker and audience (Mukti & Muljani, 2016). In the teaching-learning process, the communication could enhance teacher and learners' chemistry which lead to motivation enhancement of learners.

The use of situational code switching was also found on the video. Mr. D talked with a man behind the camera during the video. The interaction became entertaining because of their mixed conversation of English and Bahasa Indonesia. One of situational code switching used is shown below:

*Mr. D : What is bekas? Bekas is like a remake ... left over?*

*A man : Yes, secondhand.*

*Mr. D : Oh, secondhand. Because mantan dalam bahasa Indonesia itu sifat ... kata sifat ...*

Based on the dialogue above, Mr. D switched from Bahasa Indonesia to English when communicating with a man behind the camera. After that, Mr. D switched again into Indonesian language when explaining to the viewers/learners.

In code switching, there are at least two languages that are involved. In this study, the code switching allows Indonesian and English used in the utterance. According to Mugo &

Ongo'nda (2017), code switching can be formulated by the presence of matrix language and embedded language. The matrix language may be recognized as the speaker's native tongue or as the language in which certain morphemes or phrases are used more frequently in speech. On the other hand, embedded language aids in finishing the formula's code switching example. In this study, the researcher discovered that the matrix language of Mr. D is Indonesian and the embedded language is English. Apart from the fact that Mr. D is an American who speaks English as a first language, but the communication style in his video stated differently.

In comparing independent learning through Mr. D's video and experiences of English learning in classroom settings, the researcher discovered similarity in terms of code switching implementation purposes. It is also firmly believed that teachers' code-switching is a successful teaching method when dealing with students who have little English proficiency (Ahmad & Jusoff, 2009). In conclusion, mostly the main purpose of code switching used on the video is for viewers'/learners' comprehension. The material comprehension creates a good English learning output for learners.

### **The Viewers'/Learners' Attitudes Toward the English Memes Reaction Video**

In the twenty-first learning century, English material resources can be obtained anywhere and anytime in the world through technology. The use of English internet memes in language learning created humor and decreased learners' anxiety (Harshavardhan et al., 2019). The statement is in line with this study result where English memes are used by Mr. D to teach Indonesian EFL learners through his Youtube. Most of the Youtube's viewers showed a positive attitude toward the content. The indication of a positive attitude can be explored more on his Youtube's comment box. Most of the viewers/learners expressed their feelings after watching the video, such as happy and craving more English meme reaction in their English language learning journey. The researcher discovered viewers also provided answers on questions asked by Mr. D on the video. It showed that the learning process was very engaging with the viewers.

The researcher found a viewer/learner's comment left on the common box which indicated the neutral attitude. It was written in Javanese language as follows:



Figure 1: Neutral attitude found on Mr. D's YouTube

The meaning of the comment above was “not understand, but I am laughing” and it was categorized as neutral. It was because the viewer did not show a positive advantage towards the video in terms of English learning comprehension. In addition, he also did not mention any negative words after watching the content. It proves the use of memes gives a broader perspective in drawing Indonesian viewers'/learners' attention. The comment indicated that even he did not understand the material, but he enjoyed the meme reaction video. In education settings, memes can be a tool to provide extensive materials for teacher and student

communication (Dongqiang et al., 2020). In conclusion, memes stimulate students' enthusiasm and initiative to participate more in the English language learning process.

## **Conclusion**

The use of code switching is often found in the EFL classroom and it gives a positive effect to the learners. English video meme reaction is something new for English language learning in Indonesia. The content contains many code switching utterances between Indonesian and English. The findings revealed 2 (two) types of code switching used which are metaphorical and situation. The metaphorical type (65%) was used more dominantly than the situation type (35%). The result of the study also revealed 99% of Mr. D's viewers showed positive attitudes towards the content and 1% of them had a neutral attitude. There is no negative attitude found during the study. The data can be identified from the comment box on his Youtube channel. Most viewers/learners showed excitement and craved for more video content like this. The researcher concluded the English meme reaction video enhances EFL learners' motivation to learn more into English. The motivation emerges from the learners' curiosity in participating more to learn. In addition, the method can be a reference for English teachers to implement fun teaching in classrooms through memes.

Future study should explore further on the teachers' code switching implementation on other social media, such as TikTok. The reason is because of the popularity of TikTok recently, particularly among Indonesian youngsters. The use of memes in English learning topics also needs further exploration to various levels of learners, from young learners until adult learners. This study did not dig more on how code switching used by the educator could facilitate the learners in terms of material comprehension. Therefore, future studies should explore more the effects of code switching used on other supplemental resources for Indonesian EFL learners.

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**Contact email:** amelia.kartikawati@student.undiksha.ac.id