The Use of Code-Mixing in English Literacy UTBK 2023 Teaching Videos in Ruang Guru YouTube Channel

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Abstract

Ruang Guru is a digital learning platform that utilizes social media such as YouTube to deliver materials interactively to students. In the context of English language learning, code-mixing is often used as a strategy to facilitate the delivery of material. However, research on code-mixing in teaching English literacy through videos, especially platforms such as YouTube, is still limited. The main purpose of this research is to find out the use of code-mixing applied by a Ruang Guru teacher in English literacy teaching videos on the Ruang Guru YouTube channel. This research uses a qualitative method with a descriptive approach. Data collected through video transcription from Ruang Guru YouTube channel and then those data were analyzed based on Musyken (2000) classification which includes Insertion, Alternation, and Congruent Lexicalization. The results showed that Insertion is the most dominant type of code-mixing (51.67%), followed by Alternation (45.00%) and Congruent Lexicalization (3.33%). In addition, the use of code-mixing by teacher as a teaching strategy is divided into two main strategies, namely: English compliments and translation of words or sentences into Indonesian. The contribution of this research is to provide new insights into how code-mixing can be used as an effective teaching strategy in a digital context and optimize the use of code-mixing so that content becomes more accessible and comprehensible to diverse audiences.

INTRODUCTION

In the era of globalization and the advancement of information technology, the ability to communicate in various languages is very important, especially English. English is not only used to communicate, but also in the world of education, English is made a compulsory subject in schools In Indonesia, starting from secondary schools to college. The purpose of the English teaching program at school is to equip students with literacy skills. The ability to speak, listen and write in English is an essential skill for accessing information and educational resources around the world. In this context, digital platforms such as YouTube have become one of the main channels to discuss English language learning. One of the leading education platforms in Indonesia, Ruang Guru uses teaching videos with an engaging and interactive approach to deliver relevant and structured learning materials (ruangguru.com). These videos help students

in understanding English literacy materials. One of these materials is about paraphrase in English presented by kak Ifany as a teacher in Ruang Guru. In addition, these teaching videos support independent learning as they allow students to access content anytime and anywhere flexibly. Thus, Ruang Guru strives to create an inclusive and effective learning environment that can help students improve their understanding of English and prepare students for the challenges ahead. Interestingly, in these teaching videos there is a phenomenon of bilingualism, combining Indonesian and English. The use of these two languages is interesting to investigate because the videos not only focus on delivering the material in English, but also shows the social dynamics in the communication between the teacher and the students.

The use of code-mixing does not occur without reason in English literacy teaching videos in Ruang Guru YouTube channel. There are several things that might encourage teacher to integrate Indonesian and English in learning, especially in teaching English literacy. In teaching English literacy on Ruang Guru YouTube channel, code-mixing is used to introduce new vocabulary, reduce language differences between Indonesian and English, and provide applicative examples. It also aims to enable more effective teaching and increase student engagement. Hence, code-mixing becomes a useful tool to improve English literacy and make it easier to understand and apply in daily life.

People who can speak two languages are called bilingual. The study of bilingualism is one of the important topics in sociolinguistics. Sociolinguistics studies the relationship between language and society and seeks to understand how language functions in communication (Sukrisna, 2019). Bilingualism is a phenomenon in which individuals, even some groups can use two languages to communicate (Nababan, 1993). One phenomenon that is often used in bilingualism societies is code-mixing. Code-Mixing is a combination of two or more languages. Chaer and Agustina (2024) say that code-mixing means using two or more languages or two language variants in a speech community. There is a main code or basic code that has an independent function, and other codes involved in speech events are only fragmentation.

Similarly, according to Rokhman in Suwarti and Wahyu (2023), code-mixing is the use of two or more languages by consistently incorporating elements from one of the languages into the other. This code-mixing occurs because of the factors of speakers, interlocutors, the context of the conversation, and the goals to be achieved by doing code-mixing that contain fragments. For example, someone speaking in Indonesian often uses local language or English, and vice versa. Two or more codes used together for no reason in a casual situation are known as code-mixing (Muysken, 2000). Code-mixing occurs within a single utterance or even a single sentence. In this case, the speaker speaks in two languages but uses both of these languages in one sentence. Code-mixing is necessary for clear and effective communication. When two languages are used together in communicating, code-mixing can occur. A prominent feature in code-mixing is casualness or informal situations, while in formal situations, code-mixing rarely occurs.

Code-mixing is also defined as a language situation when someone uses a particular language by inserting elements of another language (Zai & Purba, 2023). According to Gumperz (1977), code-mixing occurs when a person uses two or more languages simultaneously (Gumperz, 1977) . In other words, people who speak with the main code of English have an independent function, while the Indonesian code is only a part of the main

code and has no function or autonomy as a code (Subakthiasih et al., 2021). Thus, code-mixing is the use of language units from one language to another to enhance language style or variety. This includes the use of words, clauses, idioms, greetings and so on. Code-mixing is used between the first language and the target language. Indonesian is used as the first language and English is used as the target language in this study. Indonesian serves as the main medium to explain the material and concepts taught, while English is used to convey vocabulary, sentence structure, or important expressions related to the material taught. The purpose of using English here is to give students a new understanding of terms and concepts in English.

Musyken (2000), states that there are three main categories of code-mixing based on the linguistic structures involved. Musyken (2020) proposes that there are three main types of code-mixing, they are namely:

1. Insertion, these insertion can be lexical elements, such as verbs, adjectives and nouns. A lexical item inserted into another language is called an insertion. This type is the most frequently used type of code-mixing. In this case, elements of the second language are incorporated into sentences using the first language, but the sentence structure remains in accordance with the rules of the main language. For example: "*Saya sedang mengerjakan* project *besar.*"

2. Alternation, these happen when the lexical and grammatical structures of two languages alternate without being clearly distinguishable. Speakers can switch from one language to another in one sentence or several consecutive sentences in this type. Alternation between languages is usually done according to the syntactic rules of each language. This language switch can occur at the beginning, middle, or end of a sentence. For example: "*Saya harus bekerja hingga malam,* but I still want to go out after that.*"

3. Congruent Lexicalization, this type of code-mixing occurs when two languages have the same grammatical structure and can be lexically filled with words from either language. When two languages share similar categories of words or similar ways of using words, it is called lexical congruence. For example, English terms such as "update", "website", or "project" are often used in Indonesian without changing their original form. Speakers usually don't find it difficult to use both together because these interchangeable elements are so embedded in the local language. For example: "*Kita harus selesaikan pekerjaan sebelum* deadline."

Previous studies have investigated code-mixing spoken by English teachers, lecturers, or tutors in formal and informal educational institutions. First, the research by Saputri and Salim (2022) investigate code-mixing in an English learning platform on YouTube. The study found several examples of the types of code-mixing that were used in Aaron's English YouTube channel, they are Intrasentential code-mixing which has words and phrases, and Extrasentential code-mixing (Saputri & Salim, 2022). They also found the function of code-mixing namely the function of suggestion and emotional expression. Second, research by Rahmat (2020) which investigated code mixing in EFL classroom from the views from English teachers' side. The result of this study, English teachers at SMK Negeri 1 Makassar used all the categories, namely: Insertion, Alteration, and Congruent Lexicalization. English teachers used seventeen examples of Insertion category, two examples of Alternation category, and two examples of Congruent Lexicalization category. The researcher provided a useful input for English teachers to enrich

their vocabulary in order to avoid using code-mixing (Rahmat, 2020). Third, the research by Subakthiasih et al. (2020) entitled "Teacher Code-Mixing in English Teaching at SD Negeri 6 Panjer". The results of their research showed that the teacher used code-mixing in the form of words and phrases. The researchers also found factors that encourage the use of code-mixing are as follows: limitations of the code user; speech partner; function and purpose; and the use of more popular terms (Subakthiasih et al., 2021). Fourth, research by Melansari et al. (2023) investigated code mixing used by the teacher in teaching English at SMP Negeri 14 Baubau. The results of this study show that teachers at SMP Negeri 14 Baubau use three methods of code-mixing: insertion, alternation, and congruent lexicalization. Alternation is the most widely used type of code-mixing. The interview results show that teacher at SMP Negeri 14 Baubau use code-mixing when teaching English in class because students do not have good English language skills and habits. This helps students understand the teacher's lesson (Melansari et al., 2023). The last research by Fitria (2022) on "Code Mixing Used by English Lecturers in English Language Teaching (ELT) for Non-EFL Students". This analysis shows English lecturers use code-mixing for incorporating Indonesian words, phrases and clauses into their subject matter. It is used to demonstrate linguistic ability, socialization and communication, translate points and notes, clarify ideas and opinions, provide effective instructions, change or divert topics, increase ease of expression, increase emphasis, and improve speaking skills (Fitria, 2022).

As described above, there are many studies related to code-mixing in educational settings. However, research on code-mixing in teaching English literacy through videos, especially platforms such as YouTube, is still limited. Most of the existing research focuses on the use of code-mixing in face-to-face teaching in schools. However, not much research has looked at how code-mixing is used by teachers in teaching English online through videos that can be accessed flexibly by students. This study contributes to language teaching theory by showing the impact of code-mixing that can be an effective strategy for teaching and learning English, especially in bilingualism and multilingualism contexts.

The study of code-mixing in teaching videos is interesting especially in the online platform. Thus, there are two problem formulations that will be examined in this research, including:

1. What types of code-mixing are used by the teacher of English literacy teaching videos in Ruang Guru YouTube channel?
2. How does the teacher use code-mixing as a teaching strategy in English literacy teaching videos in Ruang Guru YouTube channel?

METHODS

This research uses a descriptive qualitative research design. Qualitative research looks at social phenomena, behavior, or human experience from the point of view of the person experiencing it. This approach emphasizes in-depth understanding, meaning, and processes that occur rather than measurements or generalizations that are usually found in quantitative research. Therefore, qualitative methods are used to describe the data that has been collected about the phenomena (Pitri & Riansi, 2024). The data collected in qualitative research is usually descriptive, in the form of narratives, texts, images or sounds to provide a description and explanation of the research conducted (Creswell, 2001). Creswell (2001) states that

because qualitative research focuses on description, the writer seeks to process and understand the additional meanings contained in words or images.

The data sources for this research were taken from two English teaching videos focusing on English literacy UTBK 2023 in Ruang Guru YouTube channel, to identify the use of code-mixing, which is a mixture of Indonesian and English. The videos were uploaded on March 15, 2023 with a duration of about 29 minutes 19 seconds and on May 10, 2023 with a duration of about 16 minutes 47 seconds. Both teaching videos are presented by Kak Ifany as a teacher at Ruang Guru who discusses material about paraphrases and synonyms. The teacher uses Indonesian to explain English concepts to make it easier for students to understand. The data collection technique was carried out by means of observation through video analysis, which means the writers observed the phenomenon of code-mixing in the teacher's speech. Observing techniques can collect information by paying attention to the way language is used. After observing, the next technique is transcription, which converts the conversation in the video into text or manually records the data in the video. This transcript will help further analyze the use of code-mixing in sentences or utterances.

The technique of analyzing data in this research uses content analysis. Content analysis is a data analysis technique used to find, analyze, and interpret patterns, themes, or trends in text or communication content. It is often used in qualitative research to study written text, audio, video, or various other types of communication data (Krippendorff, 2004). The purpose of this analysis is to identify and classify the patterns of code-mixing in teaching videos. The expected outcome is a more structured understanding of the use of code-mixing in teaching, including the recognition of common patterns and the contexts in which code-mixing is most frequently used.

RESULTS AND DISCUSSION

The research data has been collected and analyzed to provide an overview of the types of code-mixing spoken by teacher during lessons as well as teaching strategies for the use of code-mixing.

Types of Code-Mixing Used by the Teacher

This section presents the results of the analysis of the use of code-mixing used by teacher in English literacy teaching videos in Ruang Guru YouTube channel. The results of transcription and analysis show that there are 60 code-mixing data classified by types. As stated in the previous section, Musyken (2000) states that there are three main categories of code-mixing: Insertion, Alternation, and Congruent lexicalization.

Table 1. The Frequency Distribution of The Use of Code-Mixing Types of The Two Videos

No.	Types of Code-Mixing	Video 1	Video 2	Total	Percentage
		Frequency			
1.	Insertion	25	6	31	51.67%
2.	Alternation	23	4	27	45.00%
3.	Congruent Lexicalization	2	0	2	3.33%
Total				60	100%

As we can see from Table 1 above, the finding showed that the type of code-mixing most widely used in teaching videos in Ruang Guru YouTube channel is Insertion with 51.67%. Based on this fact, it suggests that the teacher tends to insert English into Indonesian sentence structures. This allows the teacher to maintain academic ideas and concepts without changing the main communication pattern. This finding supports the theory proposed by Musyken (2000) which states that Insertion is often used in academic settings because it is easier to apply without changing the main grammar in bilingual communication.

Alternation used is also quite high with 45.00% which shows that the teacher in the video often switches between English and Indonesian in one sentence or between sentences. The use of Alternation is in line with the communicative learning strategy, where teachers attempt to balance the use of both languages to help students understand academic material. Meanwhile, Congruent Lexicalization was only found in only 3.33% of the data which shows that the pattern of mixing English and Indonesian grammatical structures is rarely used in the context of this teaching video. This may be due to the different grammatical systems between the two languages, which makes the use of congruent lexicalization uncommon in academic contexts (Rahmat, 2020). The dominance of insertion in this teaching video also supports the findings of previous research conducted by Rahmat (2020) who found that insertion is often used by English teachers in academic contexts to enrich students' vocabulary without disrupting their understanding of the main sentence structure. This indicates that the use of code-mixing can be an effective learning strategy to help students understand material in English more easily, especially for those who have not fully mastered the language.

Here are some examples of sentences from samples of data in Ruang Guru YouTube videos:

Sample 1

    "*Nah ini dia temen-temen ya,* so paraphrase *itu secara umum ya kita menyatakan ulang*"
From the data example above, the sentence includes insertion type code-mixing. It can be seen that elements from the English words "so paraphrase" are inserted into Indonesian. Here the word "so" functions as a connective word to provide further explanation and usually the word is translated into Indonesian as "*jadi*". Despite the insertion of English words, the sentence structure still follows Indonesian grammar and does not change the sentence structure significantly. The simultaneous use of elements of two languages, with one language (Indonesian) dominating while English elements are added for expression or ease of

communication, is a phenomenon known as code-mixing. This phenomenon is common in bilingual conversations.

Sample 2

"*Itu adalah kalimat aslinya,* and I would like you too paraphrase in original sentence into this one"

Based on the data, the sentence includes code-mixing alternation type, because in one sentence there is a clear transition between two languages, namely English and Indonesian. Part of the first sentence, "*Itu adalah kalimat aslinya,*" using Indonesian with a syntactic structure that conforms to the Subject-Predicate-Object rule. However, in the second part of the sentence, "and I would like you too paraphrase in original sentence into this one," there is a switch to a more complex and grammatically appropriate English structure. With this change, the speaker can switch from one language to another in one sentence, which is characteristic of alternation type code-mixing. In this case, not only the words are mixed, but also the sentence structure changes from one language to another, showing the merging of two languages with clear syntactic differences.

Sample 3

"Okay*, masih nge*-lag *kah*?"

The data above is included in the congruent lexicalization type of code-mixing. It can be seen from the word "okay" is an English word that is very often used in Indonesian. Although it comes from English, this word is often used in a very natural and informal conversational context. Likewise with the word "*nge*-lag" as an adapted form of the English word "lag", which was changed into a form more in line with Indonesian phonology and morphology. This shows the English word combination (lag) changing in the Indonesian context. The sentence structure still follows the Indonesian Subject-Predicate-Object rule; "Okay" indicates agreement or attention, and "*nge*-lag" indicate a state. In one sentence, the use of two different language elements does not disrupt the syntactic structure of Indonesian. Therefore, this sentence falls into the category of congruent lexicalization, where elements from two languages that have the same syntactic structure can be naturally combined without disrupting the prevailing grammatical rules.

Sample 4

"*Oke sip* thank you so much *sudah ngasih tahu ya*"

The sentence above is an example of insertion, because there are English elements inserted into a grammatical structure dominated by Indonesian. The English phrase "thank you so much" is inserted into the Indonesian sentence structure in this sentence without changing the main grammatical pattern. The sentences "*Oke sip*" and "*sudah ngasih tahu ya*" show the use of Indonesian grammar and vocabulary which is still the most dominating part. Although it does not change the overall grammatical framework of the sentence, the word "thank you so much" is used in addition to express gratitude more expressively.

Sample 5

"*Yoi* Lily, is not the same right it's to different*"*

Based on the sample data, the sentence belongs to alternation. This is shown by the clear alternation between Indonesian and English at the clause level. The first part, "*Yoi* Lily," uses Indonesian in an informal style often used in daily conversation, and then switches to the English clause "is not the same right it's too different" which completely follows the English grammatical structure without using Indonesian grammar. One of the main features of alternation is that neither language dominates the whole sentence, and each language has different and separate grammatical rules. Bilingual speakers who are used to using both languages spontaneously according to the situation or need for expression in communication usually have this kind of pattern.

Sample 6

"*Udah belajar ya* vocab in context *bareng sama aku nih udah 2x pertemuan*"
The sample above shows congruent lexicalization. This is shown by the blending of the English element, "vocab in context", into the Indonesian sentence structure in a unified and natural way. In this sentence, the grammatical structure combines both languages, not just one but reflects a flexible integration between the two languages. The phrase "vocab in context" is taken directly from English without changing form, the main sentence uses Indonesian grammatical patterns. This blending is often seen in informal conversations in bilingual communities, where components of both languages are often used together in one sentence structure. Thus, as seen in this sentence, the mixing of elements from both languages looks more balanced and unified in congruent lexicalization.

Code-Mixing as a Teaching Strategy

Based on the results of the data analysis, it shows that in the English literacy teaching video in Ruang Guru, the teacher uses code-mixing as a strategy in teaching with a certain pattern. This strategy is used to help students understand the material more easily and improve their English skills. Here's how it can be applied as a teaching strategy.
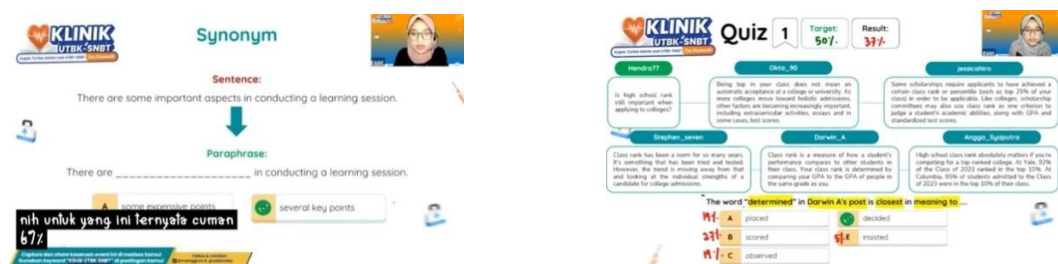
Figure 1 & Figure 2. Student participation in the first and second videos showing active engagement through code-mixing strategies

Figure 3 & Figure 4. Teacher and student interactions in learning

In language teaching strategies, code-mixing is one of the effective approaches in language teaching that helps students understand the material more easily, especially in a virtual classroom environment as listed in the figures above. Code-mixing performs a communicative role in social interaction. In education, it can help overcome differences in students' understanding of the target language. Language teacher often use this strategy because it can provide clearer explanations, increase student engagement, and make the delivery of complex material easier by using the native language as an aid to understanding. One way to tell how effective a language learning teaching strategy is to look at how much students participate in practice questions and how they interact with the teacher during the lesson. Students engaging in polling as a form of material comprehension exercise is one indicator that shows this effectiveness. Students actively took the poll given by the teacher, as shown in the picture taken from the virtual classroom. Although the results show that there are errors in the answers, their participation shows that the teaching strategy used can encourage students to engage in the learning process. In the first video, students who answered the exercise questions in the poll reached 67% correct answers, indicating that most students had understood what was being taught, although there were still some mistakes. In the second video, a 50% comprehension target was set, but only 37% of students answered correctly.

In addition, the effectiveness of the teaching strategy can be seen from students responding to the material, especially in discussions about paraphrasing and synonyms. Students actively listen to the teacher explanation and answer questions through forum discussions or comments so that there is reciprocity. For example, when the teacher asked about the meaning of paraphrasing, Lily answered "Is not the same right, it's to different". The answers show the students' effort in understanding the material. Before continuing, the teacher always confirms and asks students whether there are parts that are still unclear or not. This strategy creates an interactive learning environment where they can ask questions and discuss. With this two-way interaction, learning becomes more effective as students do not only passively receive information but also actively participate in understanding the material.

There are two main frequently occurring patterns that the teacher in Ruang Guru used in code-mixing as a teaching strategy, including English compliments and direct translation of words or sentences into Indonesian.

English Compliments

We found that the teacher used utterances that contain compliments. From the observation, we can see that the teacher uses this compliment strategy to provide positive reinforcement and motivation in learning. The teacher's articulation when pronouncing English

compliments is clear and customized (Widayati, 2019). The teacher often repeats certain compliment words or phrases in English to give appreciation and motivation to her students. According to Holmes (2013), compliments serve as a solidarity strategy that strengthens social relationships in verbal interaction (Holmes, 2013). It is noted that the teacher in Ruang Guru uses some expressions compliments such as: "Okay", "Good Job", "Nice", and "Good". These expressions are used to appreciate the students' response, for example, the teacher said, "Yes, Nabila nice!*"* and "*Persamaan kata*, Good job, Lucia!". The example above shows that the use of these words serves as positive reinforcement and motivates students to participate in learning activities.

Translation of Words or Sentences into Indonesian

Another strategy used by the teacher in Ruang Guru is to present words or sentences in English, then she translates them into Indonesian. Translating words or sentences into Indonesian is one of the methods teacher use in language teaching approaches to help students understand the meaning and structure of English. In the data, the teacher said "Restatement, *pernyataan ulang*", "Meaning-*nya atau maknanya*", "Would you like to remind me, what is meant by synonym? *Sinonim ini apa*?", "Oke let's move on *ya kita meluncur ya ke yang berikutnya*" and "*Nah ini sebagai* verb *ya atau kata kerja*". By using the translation strategy, the teacher likely to help students quickly grasp the meaning of potential difficult words in English. For beginners who have a limited vocabulary and are not yet familiar with English words, translation method is very helpful for them.

The results of this study show that the strategy of using code-mixing in teaching not only serves as a communication tool but helps improve students' understanding of English terms and concepts. The use of code-mixing in teaching English can also provide a wider linguistic exposure, so that they become more familiar with English vocabulary. Although code-mixing has benefits in learning English, its use must be controlled.

CONCLUSION

Based on the finding and discussion above, it can be concluded that code-mixing is an effective teaching strategy in English literacy teaching videos in Ruang Guru YouTube channel. The use of code-mixing by the teacher helps students understand the material better, especially in introducing and reinforcing English vocabulary. From the results of the study, it was found the teacher often used Insertion, followed by Alternation and Congruent Lexicalization. Insertion dominance shows that the teacher tends to insert English words or phrases into Indonesian sentence structures without changing the main code. The teacher tries to explain academic ideas and concepts without changing the main code of communication.

The main teaching strategies found in the application of code-mixing are English word compliments expression and translation of words or sentences into Indonesian. Students can gain motivation in learning English through repetition of compliment words such as "Good, Nice, and Yes". In teaching method through translation, such as "Oke let's move on *ya kita meluncur ya ke yang berikutnya*". It serves to clarify the meaning of English words mentioned by the teacher. This research suggests that the use of code-mixing in teaching English videos can help students to understand the difficult English terms and motivate them in learning activities by giving them English compliments.

As a recommendation, this study suggests that the use of code-mixing in English language teaching is used based on the students' English ability level. In addition, further

research can be done by looking at how the use of code-mixing has an influence on the development of students' language skills quantitatively or examining the psychological aspects in the acceptance of code-mixing by students.

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APPENDIX

Code-Mixing Data in English Literacy Teaching Videos in Ruang Guru

No.	Sentence	Types of Code-Mixing
1.	*Oke boleh di*refresh *ya di aku udah aman.*	Insertion
2.	*Ini perlu di*highlight *ya yang diubah strukturnya aja.*	Insertion
3.	Good job guys *persamaan kata ya.*	Alternation
4.	*Tahan dulu jawabnya lewat* polling.	Insertion
5.	*Temen-temen lihat dari a sama b nya juga,* you guys ready?	Alternation
6.	*Siap-siap ya,* three, two, and one.	Alternation
7.	*Kata apa yang hilang dari* sentence-*nya nih.*	Insertion
8.	*Ya* yes Nabila nice *teman-teman semua.*	Insertion
9.	*Yang hilang* non phrase*nya ya disini.*	Insertion
10.	*Apakah mahal berarti penting,* difference guys.	Alternation
11.	*Kata aspek itu mirip dengan* points ya so *kurang tepat.*	Insertion
12.	*Ini mau di catat mau di* screenshot *boleh banget* guys *ya* feel free to do so.	Insertion
13.	*Yang harus kamu perhatikan* especially *ketika kamu mau nge-*restate *sesuatu.*	Insertion
14.	So, *mari kita perkenalan terlebih dahulu.*	Alternation
15.	Meaning-*nya ataupun maknanya tidak berubah.*	Insertion
16.	*Secara makna dia* completed the same.	Alternation
17.	Would you like to remind me, what is meant by synonym? *Sinonim ini apa?*	Alternation
18.	*Aku punya kalimat nih* original sentence-*nya ya kalimat aslinya,* please have a learn.	Insertion
19.	*Wah* I talk we will going to have hundred *nih.*	Insertion
20.	*Wah* congratulation *Aditia.*	Insertion
21.	Keep up to the good work *ya semua.*	Alternation
22.	*Alright all keep me in mind* ya so kalau kita cek nih.	Alternation
23.	*Apakah kata* important *itu sama dengan* expensive, *yo* would you like to recall what is meant by what expensive is means?	Alternation
24.	*Oke* let's move on *ya kita meluncur ya ke yang berikutnya.*	Insertion
25.	There is this *tadi sinonim udah kita bahas.*	Alternation
26.	*Tapi boleh gak kalian yang* recall *coba.*	Insertion

27.	Okay good Haifa, nice Patrice, *ada lagi?*	Alternation
28.	*Oke* in case *kamu lupa aku ingetin.*	Insertion
29.	*Kita gak akan bahas satu persatu contohnya apa, karena itu pelajaran* basic *ya.*	Insertion
30.	*Oke aku mau kita sama-sama* breakdown *dulu nih.*	Insertion
31.	Would you mind helping me? *bantuin aku ya.*	Alternation
32.	Okay what about speaks? with an *s ya disitu ya* speaks.	Alternation
33.	*Nah ini sebagai* verb *ya atau kata kerja.*	Insertion
34.	Okay last but not least we have fluently, anyone knows? *kalau ada ly ly nya kaya gini ini menunjukan apa?*	Alternation
35.	Its not an adjective Farhan but it is an adverb *ya, temen-temen semua.*	Alternation
36.	*Nah* specifically *ini adalah* adverb of manner *atau keterangan sikap.*	Insertion
37.	*Aku hitung mundur ya* from five, four, three.. ready? *kata Patrice* okay *langsung aja lewat* polling let's go!	Insertion
38.	*Ada peningkatan nih,* I love improvement.	Alternation
39.	Okay *kita* move *ke yang terakhir.*	Insertion
40.	*Nanti temen-temen bisa langsung kita praktekan di dalam* quick check-*nya,* so please help a look at this.	Alternation
41.	*Ini tuh terdiri dari berapa kalimat sederhana kalau kalian lihat coba,* how many simple sentences are there.	Alternation
42.	For example *ya ini aku pengen hapus deh.*	Alternation
43.	*Pertanyaan-pertanyaan terkait artinya apa nanti boleh di bantu sama temen-temen di* live chat *ya.*	Insertion
44.	*Selamat karena kalian sudah berproses bareng sama aku dan temen-temen di klinik SNBT malam ini,* hope you guys find this class helpful and all see you guys in the next time.	Alternation
45.	*Apa arti dari kata* place *yo,* what does the word place mean?	Alternation
46.	*Maka didepannya kita tambahkan di ya,* so *ditempatkan.*	Insertion
47.	Ranking *kelas ditempatkan,* these that make any sense *gak nyambung ya atau tidak sesuai.*	Insertion
48.	*Kalau tempat tuh biasanya emang ngomongin tentang dimanaya ya ngomongin tentang* location *kaya gitu.*	Insertion
49.	Alright, *kurang nyambung.*	Alternation
50.	Okay what about scored, *kalau* scored *diapain nih.*	Alternation
51.	*Sampai sini* do I make it safe clear *atau teman-teman ada pertanyaan terlebih dahulu.*	Insertion
52.	By the way, *teknik membaca apa yang kita gunakan?*	Alternation
53.	*Coba ada yang mau tebak* reading technique-*nya apa?*	Insertion
54.	*Teman-teman* thank you so much *ya yang udah hadir di kelas malam hari ini.*	Insertion