

Code-Switching in Layangan Putus Film as a Resource for Digital Pedagogy in English Language Education

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ABSTRACT

This study examines the types and functions of code-switching used by characters in the Indonesian drama series Layangan Putus and investigates its potential as a resource for technology-enhanced English language education. Using a qualitative descriptive method, selected dialogues from the series were analyzed based on sociolinguistic frameworks to identify patterns of code-switching. The findings indicate that code-switching in the film serves expressive, referential, and interactional purposes, reflecting authentic bilingual communication in contemporary Indonesian society. Beyond its linguistic implications, this study emphasizes the pedagogical value of integrating film-based content into digital learning environments. Incorporating such media in English language classrooms can enhance students' sociolinguistic awareness, cultural understanding, and communicative competence. The research contributes to both linguistic studies and the development of innovative, media-based approaches to English language teaching in the digital era.

Keywords: Code-Switching, Digital Pedagogy, Education, Media-Based Learning

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INTRODUCTION

Language serves as the primary instrument of human communication, enabling individuals to express their thoughts, emotions, and social identities (Aliyeva, 2023). In the era of globalization, language use is not only limited to local interaction needs but also functions as a means of building cross-cultural relationships and expanding access to knowledge and technology. English, as an international lingua franca, has occupied a significant position in education, business, science, and popular culture (Atasheva, 2024). Therefore, understanding the dynamics of language use in bilingual and multilingual societies has become increasingly relevant to study.

The phenomena of bilingualism and multilingualism are not unfamiliar in Indonesia. Indonesians naturally live with multiple languages which is local languages, the national language (Bahasa Indonesia), and foreign languages, particularly English (Errington, 2022). This condition

makes the practice of code-switching one of the distinctive features of daily communication, especially among urban youth. Code-switching is no longer seen as a linguistic deviation but as a social practice that reflects speakers' flexibility, identity, and communicative strategies (Jehan, Javed & Banu, 2025).

In recent decades, code-switching has become one of the central focuses of sociolinguistic studies (Zhong & Ang 2023). Various studies have shown that code-switching is not merely a random alternation between languages but carries specific social, cognitive, and pragmatic functions. This is evident in the verbal interactions of bilingual communities who use two or more languages for particular purposes for instance, to emphasize expressions, show solidarity, or simply follow conversational norms within a certain community.

With the development of digital media, the phenomenon of code-switching has become increasingly prominent, as popular media such as films, dramas, and social media authentically represent people's linguistic practices. The Indonesian drama series *Layangan Putus*, which went viral across various digital platforms, serves as an interesting example. The series gained popularity not only because of its emotional storyline but also because of how its characters use language, often naturally mixing Bahasa Indonesia and English. The presence of code-switching in the characters' dialogues reflects the reality of language use among contemporary urban Indonesians. The existence of code-switching in popular media holds significant linguistic value. First, it illustrates the living linguistic dynamics of society while reinforcing the role of media in disseminating particular linguistic practices. Second, it provides an opportunity to observe how language is used as a representation of social identity, status, and relationships among characters. In other words, code-switching in media can be viewed as a mirror of real linguistic practices in society.

However, research on code-switching should not be confined solely to linguistic analysis. There needs to be a bridge connecting linguistic findings with the educational domain, particularly English language education. With the growing influence of digital media in everyday life, including in classrooms, it is necessary to explore how popular content such as films and series can be utilized as relevant, engaging, and contextual learning resources for students.

The digitalization of education, accelerated by the global pandemic, has fostered a new paradigm in language learning (Matveeva, Chigwanda & Matveeva, 2022). Teachers and lecturers no longer rely solely on textbooks but also on more dynamic digital learning sources. In this context, films and dramas become potential media to present authentic materials that reflect

language use in real-life situations. A series like *Layangan Putus* provides students with the opportunity to observe, analyze, and understand code-switching practices directly in everyday conversations.

This research becomes significant when associated with the demands of 21st-century English education, where language learning should not merely focus on grammar and vocabulary but also foster sociolinguistic awareness, cross-cultural adaptability, and authentic communicative competence. By integrating code-switching from popular media into the classroom, students can learn not only “formal English” but also how the language is used flexibly in real-life contexts. Moreover, this research offers novelty as it does not merely analyze the types and functions of code-switching in *Layangan Putus*, as previous studies have done, but also highlights its pedagogical dimensions. This focus broadens the contribution of the research from sociolinguistic studies to educational practices, particularly digital pedagogy in English language teaching. The study positions the phenomenon of code-switching not only as a linguistic object of analysis but also as an innovative pedagogical resource.

This research also supports the development of media-based learning. Within the framework of digital pedagogy, the use of films containing bilingual content can enhance student engagement, enrich learning experiences, and provide relevant socio-cultural contexts (Achugar & Tardio, 2023). This aligns with the demands of modern curricula that emphasize collaborative, critical, and context-based learning. The interconnection between code-switching, popular media, and English learning also carries strong practical value. Teachers can use selected scenes from *Layangan Putus* to train listening skills, understand the pragmatic meanings of code-switching, and discuss the social factors influencing language choice. Thus, students do not only learn the language mechanically but also gain critical awareness of the social functions of language.

This study seeks to respond to the need for innovation in English language education in Indonesia. In a context where students are more exposed to digital media than to traditional academic texts, bridging entertainment and education becomes an effective strategy. Films like *Layangan Putus* can serve as a meeting point between students’ interests and learning goals, thereby enhancing motivation and material relevance. Theoretically, this study enriches the literature on code-switching by providing a new perspective on its application within digital education contexts. It reinforces the idea that a linguistic phenomenon often regarded as “a daily social occurrence” actually holds great potential to support more creative and contextual learning strategies. This research is conducted based on the belief that meaningful English learning must

be rooted in learners' linguistic realities. Layangan Putus, as a representation of Indonesian popular culture infused with code-switching practices, serves as an ideal entry point to deliver English learning that is not only communicative but also reflective of social dynamics.

The phenomenon of code-switching in Layangan Putus demonstrates a pattern of bilingual communication that not only represents the social dynamics of Indonesian urban society but also presents opportunities to be utilized as a pedagogical resource in English education. Although previous studies have examined the types and functions of code-switching in popular media, there remains a research gap concerning how code-switching practices in films or dramas can be directly integrated into digital-based learning strategies. Therefore, this study aims to address fundamental questions on how code-switching in Layangan Putus can be analyzed and utilized as a learning resource. The key questions are: What forms of code-switching are used by the characters in the series? What communicative functions underlie them? And to what extent can these phenomena be transformed into authentic materials that support English learning within the framework of digital pedagogy.

METHOD

This research employs a descriptive qualitative approach with a content analysis method to examine the phenomenon of code-switching in the Indonesian series Layangan Putus and its pedagogical potential in digital-based English language learning. This approach was chosen because the main objective of the research is not merely to measure linguistic frequency but rather to understand the meaning, function, and social as well as educational implications of code-switching practices in popular media. The primary data source of this research comes from dialogues in the Layangan Putus series, particularly in scenes that demonstrate the use of mixed language between Bahasa Indonesia and English. The episodes analyzed were selected purposively based on two criteria: first, episodes that exhibit a significant frequency of code-switching; and second, episodes that are representative in portraying the social and emotional dynamics among the characters. This purposive selection was intended to ensure that the data collected are not only linguistically rich but also socially meaningful and pedagogically relevant.

The data collection process was carried out in three stages. First, media observation was conducted by repeatedly watching the series to identify dialogues containing code-switching practices. Second, all relevant dialogues were transcribed into text form to facilitate further analysis. Third, data recording and coding were performed, in which each dialogue containing code-switching was

labeled according to the category of type and function of code-switching based on the theoretical framework used. In analyzing the data, this research refers to Hoffman's theory of code-switching types, including intersentential switching, intrasentential switching, and emblematic switching. Meanwhile, the analysis of code-switching functions adopts the framework of Appel and Muysken, later developed by Laia Arnaus Gil (2022), which classifies the motivations for code-switching into referential, directive, expressive, phatic, metalinguistic, and poetic factors. By applying these two theoretical frameworks, the study is able to explain both the structural and functional dimensions of code-switching.

The next stage is data interpretation, which involves interpreting the meanings behind the code-switching phenomena found. The interpretation is carried out not only at the linguistic level but also at the social and pedagogical levels. At the linguistic level, the analysis focuses on how forms of code-switching appear in the dialogues. At the social level, the analysis examines the sociocultural reasons underlying the characters' language choices. Meanwhile, at the pedagogical level, the analysis focuses on how these linguistic data can be transformed into authentic teaching materials for digital media-based English learning.

In the pedagogical context, this study adopts the framework of digital pedagogy as a reference. Digital pedagogy is understood as a learning strategy that integrates digital technology with instructional goals, so that learning focuses not only on content but also on students' learning experiences. Therefore, this research explores the potential of scenes in *Layangan Putus* as learning resources that can support language skills (listening, speaking, reading, writing) while also enhancing students' sociolinguistic awareness. The validity of the research is maintained through theory triangulation and researcher triangulation. Theory triangulation is conducted by comparing the findings with various relevant sociolinguistic and pedagogical literature. Researcher triangulation is achieved through peer discussions and debriefing to ensure consistency in interpretation. In addition, data analysis is carried out systematically by documenting each step to ensure scientific accountability.

FINDINGS

The results of the study show that the practice of code-switching in the *Layangan Putus* series is not merely a linguistic phenomenon but also a social and cultural representation of Indonesia's bilingual society. The data reveal that the characters in the series frequently engage in code-switching naturally, both from Bahasa Indonesia to English and vice versa. This phenomenon

emphasizes that code-switching is not a forced linguistic practice, but rather a living form of communication embedded in the social reality of urban communities. One of the findings indicates the dominance of the expressive function in the use of code-switching. The characters often switch to English to emphasize certain emotions, such as anger, disappointment, or affection. This aligns with Appel and Muysken's theory, which states that code-switching can serve to express personal feelings more intensely. For instance, expressions such as "I love you" or "Don't get me wrong" are used to convey stronger emotional nuances than if they were expressed in Bahasa Indonesia. In addition to the expressive function, the phatic function also appears with significant frequency. Many characters use greetings, light expressions, or transition sentences in English to maintain conversational flow. The use of words such as "okay," "sorry," or "thank you" is not merely symbolic but also reinforces social closeness among characters. This supports Gumperz's (1982) view that code-switching plays a crucial role in maintaining group solidarity and creating a relaxed conversational atmosphere (Bilgin, 2019). Another interesting finding is the presence of the referential function, though in a smaller number. Several English words or phrases are chosen because they are considered more precise or concise in describing certain concepts. For example, the word "cranky" is used to describe someone who is easily irritated. This choice indicates the limited availability of exact equivalents in Bahasa Indonesia and supports Grosjean's (2022) argument that bilinguals select a language based on communicative effectiveness and contextual meaning.

In terms of types, emblematic code-switching is the most dominant. The use of short words or phrases such as "honestly," "literally," or "actually" illustrates how elements of English function as markers of style and social identity. This finding aligns with Myers-Scotton's (2020) markedness model, which suggests that code choice functions as a strategy to display a particular social identity or affiliation (Myers-Scotton, 2020). In other words, the characters in *Layangan Putus* do not only switch languages to convey meaning but also to project a self-image as members of a modern society fluent in global language use. Intersentential switching is also found quite frequently, especially when characters shift from one language to another between sentences. This pattern demonstrates a high level of flexibility in mastering two languages and supports Poplack's (2020) argument that intersentential switching requires relatively high bilingual competence since speakers must maintain grammatical consistency in two different languages. The presence of this pattern in the series reinforces the depiction of the characters as individuals with adequate linguistic capacity, reflecting the reality of Indonesia's urban society, which is increasingly accustomed to bilingual

communication.

These findings gain further importance when placed within a pedagogical framework. The use of code-switching in films can serve as authentic material that enriches English language learning. Scenes from *Layangan Putus* can be used as class discussion materials to illustrate the expressive functions of language, distinguish between formal and informal contexts, and understand the sociocultural reasons behind language choice. This aligns with the concept of authentic materials in language teaching (Gilmore, 2019), which emphasizes that students understand language use more effectively when materials are drawn from real-life contexts relevant to their experiences. Beyond authenticity, the pedagogical value of this study lies in its potential to foster students' sociolinguistic awareness. By analyzing dialogues containing code-switching, students can understand that language is not merely a communication tool but also a means of expressing identity, social status, and interpersonal relationships. This awareness is essential in equipping students to become communicators who are sensitive to social contexts, in line with 21st-century competence demands emphasizing intercultural communicative competence (Hoff, 2020).

Another implication drawn from this study is the importance of integrating popular media into the framework of digital pedagogy. With the increasing consumption of digital media among younger generations, teachers and lecturers can utilize films or series as relevant learning media. This study shows that *Layangan Putus*, with its code-switching phenomenon, serves a dual function: as an object of linguistic analysis and as a contextual medium for language learning. This supports the argument that integrating technology and digital media in language learning can enhance students' motivation, engagement, and learning outcomes (Panagiotidis, Krystalli, & Arvanitis, 2023). However, the use of code-switching in language teaching must also be approached critically. Not all forms of code-switching are appropriate models for teaching, particularly those involving structures that deviate from formal English norms. Therefore, teachers should carefully select relevant dialogues and use them as materials for critical discussion rather than direct imitation. In doing so, students can learn to distinguish between authentic language use appropriate to context and forms that are unsuitable for academic or professional situations.

These findings support the idea that language is a fluid and adaptive social practice. Code-switching in *Layangan Putus* demonstrates that the boundary between Bahasa Indonesia and English is not rigid but flexible and dependent on the communicative needs of the speaker. This perspective aligns with the concept of sociolinguistic repertoire, which emphasizes that individuals possess linguistic repertoires that can be mobilized according to social and interactional contexts (Weirich,

2021). By combining linguistic and pedagogical analyses, this research establishes a new mindset that linguistic phenomena in popular media are not only worthy of study as social occurrences but can also be optimized as educational strategies. The novelty of this study lies in its emphasis on the pedagogical value of code-switching within the framework of digital pedagogy an area that has not been extensively explored in previous research.

DISCUSSION

The phenomenon of code-switching in *Layangan Putus* can be viewed not only from a sociolinguistic perspective but also from an intriguing morphological dimension. Several instances of code-switching reveal distinctive morphological processes when English words are inserted into Indonesian sentences. For example, borrowed words such as *cranky*, *sorry*, *meeting*, or *love* are often treated as Indonesian vocabulary by being given affixes or used within Indonesian syntactic patterns. This phenomenon demonstrates morphological adaptation that blurs the boundary between the source language (English) and the recipient language (Indonesian).

In language learning, these morphological findings can be utilized as concrete teaching materials. Teachers can invite students to observe how an English word undergoes adaptation when used in Indonesian. For instance, the use of the word *meeting* in the sentence “*besok ada meeting di kantor*” shows lexical borrowing without morphological change. However, in everyday conversation, forms like *nge-meeting* or *di-meeting-kan* often appear, indicating the integration of English words into the Indonesian morphological system. Such analyses enable students to understand not only word meaning but also how morphological processes operate across languages. Classroom implementation can be carried out through a task-based learning approach. For example, students may be asked to watch selected scenes from *Layangan Putus* containing code-switching and identify the English words used. They are then instructed to categorize these words: whether they remain in their original form or undergo morphological processes such as affixation, reduplication, or phonological adaptation. This activity fosters analytical skills while enhancing students’ morphological awareness.

Beyond linguistic understanding, this activity also contributes to communicative competence. As students discuss their findings, they learn how to explain linguistic phenomena using precise terminology. Furthermore, they are encouraged to reflect on the social contexts of word usage. For example, why is *sorry* more frequently used than “*maaf*” in urban conversations, or why does the expression *love you* convey stronger emotion than its Indonesian equivalent? Such discussions

broaden students' sociolinguistic perspectives while connecting morphological aspects to real-life communication practices. The tangible impact of this integration is the development of awareness that language is not a static entity but a living, dynamic system that continually interacts with culture. Students who might initially view "mixed language" as a mere trend come to understand that behind it lies a systematic linguistic process. This awareness cultivates a critical and appreciative attitude toward linguistic diversity essential component in developing intercultural communicative competence.

From a pedagogical perspective, using films as sources of morphological data also supports contextual learning. Instead of merely studying affixation or derivation from word lists in textbooks, students can observe how morphological theory operates directly in authentic interactions. Thus, learning becomes more meaningful, as students do not only memorize rules but also connect them with real linguistic practices encountered in daily life. Integrating morphological findings into English language teaching through popular media such as *Layangan Putus* can increase students' learning motivation. When they realize that the language used by their favorite characters can be analyzed linguistically, they feel more personally connected to the lesson. This emotional connection fosters deeper engagement, ultimately enhancing learning outcomes.

At a practical level, teachers can develop digital modules based on film clips equipped with morphological analysis exercises. These modules can be accessed online, supporting both blended learning and flipped classroom models. Students can watch the scenes at home, record the morphological phenomena they observe, and then discuss their findings in class. In this way, language learning is no longer confined to texts but extended to interactive media that are more relevant to their lives.

The broader impact of this implementation is the creation of language learning that focuses not only on linguistic competence but also on critical awareness of linguistic dynamics in society. Students learn that morphology is not merely about prefixes, suffixes, or root words, but also about how language adapts, blends, and reflects the speaker's social identity. Thus, language teaching becomes a means of shaping individuals who are sensitive to linguistic diversity and capable of adapting in global communication. The integration of linguistic findings particularly morphology in code-switching with digital-based pedagogical practices also opens avenues for further research. Teachers can evaluate to what extent this approach enhances students' morphological awareness, analytical ability, and communicative skills. Hence, this study does not stop at theoretical analysis but evolves into a learning model adaptable for various educational

institutions. Conceptually, this research affirms that linguistic phenomena often considered trivial in popular culture actually hold immense potential for educational innovation. The code-switching practiced in Layangan Putus is not merely a reflection of urban communication style but also a rich linguistic laboratory to be analyzed and integrated into English classrooms. By harnessing this potential, language education can produce tangible outcomes: learners who are more linguistically aware, more critical, and better prepared to face the challenges of global communication.

CONCLUSION

This study demonstrates that the phenomenon of code-switching in the Layangan Putus series functions not only as a bilingual communication practice reflecting the social dynamics of Indonesia's urban society but also holds strategic value in the field of English language education. The findings reveal that code-switching in the series appears in various forms intersentential, intrasentential, and emblematic switching with primary functions that are expressive, phatic, and referential. This pattern illustrates how Bahasa Indonesia and English interact flexibly to fulfill the speakers' emotional, social, and pragmatic needs.

Morphological analysis of the code-switching forms reveals interesting linguistic adaptation processes. English words borrowed into Indonesian are often treated according to local morphological rules, such as through affixation or syntactic function shifts. This phenomenon indicates that code-switching is not merely a mixture of languages but a creative process that reflects the dynamic nature of the language system itself. From a pedagogical perspective, this study emphasizes that code-switching in popular media can be utilized as an authentic learning resource to enhance students' sociolinguistic awareness and morphological understanding. The Layangan Putus series can serve as a bridge between the entertainment world familiar to younger generations and the needs of English language learning in the classroom. By presenting real linguistic phenomena, learning can become more contextual, engaging, and meaningful.

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