

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Indonesia is an archipelago that has many varieties of languages in each region. In consequence, the majority of Indonesians can communicate in languages other than their mother tongue in everyday situations. Several languages that are used indirectly influence one language over the other. The process occurs because there is an interaction between people in society. Through the interactions between different communities, there is a mixing of languages that is indirectly able to be used by speakers to share an idea with a different language. According to Pateda (1990), factors such as location of use, time, user, situation, and social status can lead to language differences. Therefore, people can have the ability to master more than two languages, which is called bilingualism. Bilingualism means a mixture of two languages, which are national and international. Bilingualism, according to Leonard Bloomfield, is the ability to communicate fluently in two languages. Diebold (1964) defines bilingualism as the capacity of a person to speak two languages in their surroundings of their native language. In addition, bilingualism is a concept that includes a person's ability to speak two languages as well as situations, where there is language interaction between a community that uses one language and a community that uses another language (Hamers and Michel, 2000: 6). Therefore, it can be stated that bilingualism can cover many things, ranging from

capabilities in two languages to basic knowledge of two languages. The mastery of a second language is highly dependent on how often a person uses both languages. The concept of multilingualism refers to the ability of bilingual and multilingual people to utilize many languages and select one of the codes, Furthermore, sociolinguistic studies of bilingualism explore code-mixing by considering the speakers' social environment in society.

Code mixing is a linguistic phenomenon that affects a speaker's mix between several language variants throughout a communication. Code mixing usually appears from a variety of perspectives, such as its linguistic characteristics, social and cultural circumstances, and cognitive processes involving language switching. According to Gumperz (1977), Code mixing is the process of communicating in one language while using another, as cited in (Hafsoh Armiya and Christina 2022). Using two languages at once to the point where they move from one to the other in one phrase is commonly referred to as code-mixing, according to Wardhaugh as cited in Julita and Johan (2020). Therefore, code-mixing is commonplace in all forms of communication and conversation. For example, *"Next week, I think aku mau healing ke Bali"*. From the example above, it is explained two different languages are mixed in one statement. In other words, code-mixing happens when two languages are used, one of which combines the mother tongue and the international language, are used in place of one another in a single statement.

In the phenomenon of the globalization era, code-mixing occurs in messages as well as in other forms of communication like YouTube, television, music, and

so on, which are widely found in Indonesia. YouTube is a widely popular video-sharing platform where users can upload, watch, and distribute videos. Since 2005, YouTube has only been present in Indonesia, and Google bought it in 2006. It has become one of the most well-known websites in the world with more than 2 billion monthly active users. From there, many children and adults began to utilize the YouTube platform to watch entertaining and educational content, as in the case of the artist Maudy Ayunda. From a video and caption, Maudy used to mix languages in one speech or sentence without our realizing it. That's what we call bilingual ability. However, language can have an impact on its users only through seeing or reading. Additionally, in some YouTube content, the audience can follow the language practices conveyed by the content creator of the video being watched. Language mixing also occurs in a comment given by the audience in the comment column, such as those on Maudy Ayunda's vlog, for example, "*Suka banget sama vibes Maudy di beberapa vlog terbaru ini*". This is a mixing of two languages done directly by fans through comments on Maudy Ayunda's YouTube site.

Maudy Ayunda is a stunning woman with a variety of talents, including acting, singing, writing, and being a representative for education. She is involved in social, political, and economic issues in Indonesia, particularly those affecting young people. Maudy completed her studies at Stanford University in 2021 and Oxford University in 2016 to pursue a career in politics, philosophy, and economics with a double degree, majoring in business (M.B.A.) and education (M.A.). Daily Maudy Ayunda makes vlogs on her personal YouTube account about all kinds of experiences, education, and fun captures. Maudy just joined in 2022. All kinds of

videos that are shown give inspiration and motivation to everyone. In several mini-vlogs aired on YouTube, the style of code-mixing is found. For example, "Oh my God! Suddenly I have to make a lot of decisions." The variety of language used often influences young people to follow it.

Sociolinguistics is an interesting topic to be raised in this research, considering code-mixing. In our daily lives, we come through code-mixing, which is a combination of languages. Where the users feel comfortable and easy to understand when using it. This topic was chosen because, on average, almost everyone can speak more than two languages. Therefore, the researcher chose Maudy Ayunda as the data source on this topic. In the YouTube channel vlog content she created, Maudy used more than one language when speaking and also created the caption. The content she creates is very interesting and able to educate the audience that sees it. The education provided is very useful for a lot of young people because it is very motivating and easy to understand. Given that Maudy Ayunda uses a bilingual language style, it is very interesting to study, comprehend, and analyze this topic. The researcher desires that this study provides a clear explanation of Maudy Ayunda's daily vlog on the YouTube channel.

## 1.2 Problems of the Study

Based on the background, the problems of this study were developed as follows:

1. What types of code mixing are found in Maudy Ayunda's Daily Vlog on the YouTube channel?
2. What are the reasons of code mixing found in Maudy Ayunda's Daily Vlog on the YouTube channel?

## 1.3 Objectives of the Study

Based on the statements above, the objectives of the study were to provide solutions:

1. To find out the type of code-mixing in Maudy Ayunda's Daily Vlog on the YouTube channel.
2. To identify the reason of code-mixing on Maudy Ayunda's Daily Vlog on the YouTube channel.

## 1.4 Limitation of the Study

This study focused on the particular kind and significance of the code-mixing discovered on Maudy Ayunda's daily vlog on the YouTube channel, which was the primary topic of this study. Especially on both Indonesian-English and English-Indonesia utterances. Hoffman's (1991) theory was applied to analyze the type of code mixing and the reason for code-mixing.

## **1.5 Significance of the Study**

The significance of this study is that it contributes and provides information on educational developments both theoretically and practically, as appropriate. They are outlined below:

### **1.5.1 Theoretical Significance**

Theoretically, the findings of this study are expected to be beneficial in developing and enriching knowledge about linguistics in the English department, especially in understanding the types of code-mixing, the function of code-mixing, and also the reason of code-mixing. Furthermore, it can be used by the readers to gain deeper knowledge and a better understanding of the theory of code-mixing.

### **1.5.2 Practical Significance**

The result hopes to provide the readers with knowledge, racing, and imagination about the use of code-mixing. It made the readers easier to understand, which can have a positive influence on readers interested in learning sociolinguistic code-mixing. Furthermore, this study provides useful information on the application of code-mixing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

#### 2.1 Review of Related Literature

There are some researchers related to this topic of study. In the current instance, five previous studies were reviewed, including two theses and three articles. The first review of related literature is taken from a thesis entitled “Code Mixing Analysis on Livy Renata YouTube Channel” compiled by Grianata (2023). The objective of the study was to identify the types of code mixing and the reasons that contribute to its appearance on the Livy Renata YouTube channel. To process the data, Researchers used qualitative methods, and the key tool used in this study is human research, which utilized the documentation method. In collecting the data, the study used observation and Q&A techniques on the Livy Renata YouTube channel. A method was used to investigate the data by using Muysken's (2000) insertion, alternation, and congruent lexicalization are the three categories for classifying code-mixing, and the theory from Hoffman (1991) to explore the seven reasons of code-mixing. The findings of this study indicated that insertion code-mixing was the dominant kind discovered therein, and talking about the particular is the most prevalent reason of code-mixing, the similarities to the research above were sufficiently obvious to analyze code-mixing. Grianata’s research focused on the type of code-mixing and the reason of code-mixing. There were some differences between their journal and this study in this research. First, the data source of Grianata’s study was different from this study. The data source for the

study in the journal was the Livy Renata YouTube channel, whereas the data source for this study was Maudy Ayunda's speech in daily life on the YouTube channel.

The second review is on a thesis “An Analysis of Indonesian English Code Mixing Used in Social Media Networking YouTube by Indonesia Beauty Vlogger Titan Tyra” compiled by Yunita Sari (2022). The previous study aimed to find out the types of code mixing and analyze the reason code mixing. The data in this study were analyzed using the descriptive qualitative method especially the theory from Hoffmann (1991). The result of this study showed that three types of code-mixing were accurate in Indonesian Beauty Vlogger Titan Tyra, there was intra-sentential code-mixing, intra-lexical code-mixing, and a change of pronunciation. Besides the type, the researcher also found a possible reason of code-mixing. Similarities between this study in this research and Nandya Yunita Sari's investigation in terms of the qualitative method applied in both of the research studies. Meanwhile, the difference will be the data source. Previous research in Nandya Yunita Sari's thesis used the Beauty Vlogger as a data source, while Mini Vlogger YouTube will be used as a data source.

The third review is an article compiled by Santika (2023) entitled "Reasons of Using Code Mixing on The Comment in Social Media". This study aims to identify the reasons behind the use of code mixing in the comments of social media users who speak Balinese. Data was collected from Facebook and Instagram accounts that uploaded posts about social phenomena. The data analysis was conducted using a descriptive qualitative method. Muysken's (2000) classification

of the three types of code-mixing insertion, alternation, and congruent lexicalization, was used to employ the method of data analysis and the theory from Hoffman (1991) to analyze the reasons for code-mixing. The data obtained in analyzing the reasons of code-mixing, for instance talking about the particular, expressing solidarity, interjection, and expressing group identity and context of the situation, comes from Halliday and Hasan (1989). The analysis found that social media users mix codes to confirm something according to their beliefs, express humor, and show politeness in providing comments. Balinese, Indonesian, and English are the three languages that use code-mixing. In comparison to the previous study, there were some similarities and differences. The similarities are the Santika data, and this study examined the reason of code-mixing using Hoffman's (1991) theory. There were several differences between the article and this study. The data source of the Santika study will be the comments on social media, while in this study, the data source will be the speech of Maudy Ayunda speaking about her daily life from her YouTube account

The fourth study is literature related to the article compiled by Herman (2022) titled "Attracting Viewers through Advertisement by Using Code Mixing a Sociolinguistic Study". The objective of the study was to identify the code-mixing phenomenon that appears in television advertising. The researcher employed Muysken's theory as a type of code-mixing, concluding insertion, and congruent lexicalization to analyze the type of data. The study found additional reasons of code-mixing in television advertising in addition to the type of code-mixing: talking about, interjection, intention, and expressing group identity. To examine the data,

the researcher used a qualitative description, including a transcript by note, as an instrument for the research. The similarities to the research above were clear enough to analyze code-mixing. Herman's study emphasized the type of code-mixing and the reason of code-mixing. There were some differences between the previous study and this study. First, Herman's data was different in this study. The reference had the data source advertisement on television, which was used as the data source for the study of the article, meanwhile, the data from Maudy Ayunda's mini vlog on the YouTube channel will be used as the data source in this study. The second Herman study concerned data starting on June 1, 2021, through Saturday, June 2021, from the 30 television ads selected. While in this study obtained the data starting from 2022–2023 on the Maudy Ayunda Channel YouTube with the theory Hoffman (1991), and to retrieve the data, including the type of code-mixing, there were intrasentential, intralexical, and involving a change of pronunciation.

The last data source of the study was acquired from the article "An Analysis of English Code Mixing Used by Agnez Mo" compiled by Salamat, Moge, and Mari (2021). In this study, the researcher was discovered to have identified the type of code mixing contained in the notes titled Najwa x Agnez Mo, which were uploaded to Najwa Shihab's YouTube account. To process the data, the researchers employed a descriptive approach to conduct this study. To evaluate the accurate data in Agnes Mo's video statement, the research used Hoffman's theory (1991) to determine the types of code mixing, including intra-sentential code-mixing, intralexical code-mixing, and pronunciation modification. Besides the type of code-mixing, this study discovered seven reasons of code-mixing to identify the data

source. The similarities found were that the qualitative method was applied in the previous research on Agnes Mo's statement, and the qualitative method is also applied in this study, which was also found in Maudy Ayunda's YouTube channel. The results of Salamat, Moge, and Mari's study differ in several ways. The first Agnes Mo statement that was uploaded to Najwa Shihab's YouTube account, a video on YouTube, served as the data in the study, which just focused on Agnes Mo, while in this study, the data of Maudy Ayunda's speech in daily life on the YouTube channel will prove to be the data source. The second is the Salamat, Moge, and Mari study, which used Hoffman's (1991) theory to analyze data of type code-mixing and the reasons as well as the documentation approach to collect data. The type and reason of code mixing were also analyzed study in this research using Hoffman's theory (1991), and data were found using the descriptive qualitative method in the observation method to find data.

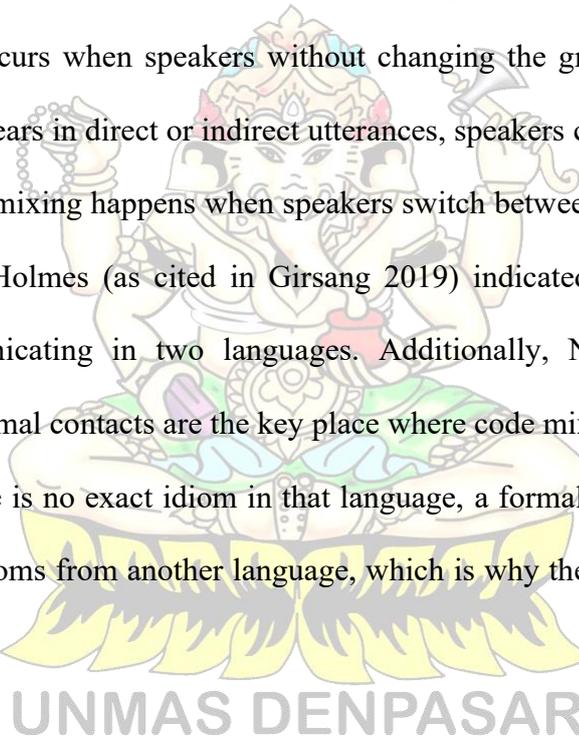
## **2.2 Concepts**

The concepts consist of some definitions related to the terms in this study. The basic concepts related to code-mixing were covered by Hoffman (1991) code mixing, bilingual, Youtube, and video blog.

### **2.2.1 Code Mixing**

In Wardhaugh (1992:107–108), a purposeful fusion of two languages is possible when the subject matter is kept constant. It states that in multilingual groups of individuals, code-mixing typically serves as a sign of solidarity. Code mixing

happens when lexical and grammatical rules from two different languages combine in the same phrase. The speaker frequently employs code-mixing to express their identity, social status, or cultural background, or to convey a particular meaning or emotion that cannot be expressed in a single language. Additionally, it might happen to occur when someone modifies their dialect. According to Yee Hoo cited in Saputri (2020:42), switching from one language to another within the same speech or oral or written text is known as code-mixing. This means the use of code-mixing, which occurs when speakers without changing the grammar of the first language that appears in direct or indirect utterances, speakers combine languages. As a result, code-mixing happens when speakers switch between two languages in a single phrase. Holmes (as cited in Girsang 2019) indicated that code-mixing involves communicating in two languages. Additionally, Nababan (1993:32) claimed that informal contacts are the key place where code mixing occurs. Due to the fact, that there is no exact idiom in that language, a formal environment must use phrases or idioms from another language, which is why the speaker prefers to mix them up.



UNMAS DENPASAR

### **2.2.2 Youtube**

In Techterms (2009) Users can watch videos that other users have uploaded and upload their videos on the video-sharing website YouTube. YouTube has grown to be one of the most widely used social media platforms for video content, with millions of users visiting the site every day. People can use YouTube as a platform to express themselves, spread knowledge, and interact with others through

video content. It has also developed into a potent marketing tool for businesses and consumers looking to advertise their brands or goods. In general, YouTube has had a big impact on how we watch and share videos online. According to Cayari (as cited in Hasanah), On YouTube, many people may both watch and upload their content. It is a website that allows users to share videos they own or simply enjoy videos uploaded by various people. Videos of many types, such as short films, television programs, music video clips from musicians, and motivational videos, can be posted to this YouTube site. As with other video-sharing websites, uploading videos to YouTube is a quick and simple process. This means that YouTube sites that can benefit viewers, such as education, are recommended. A smartphone or computer is all that is required for people to easily access YouTube. By watching YouTube videos, individuals can learn a lot and discover new sources of motivation.

### **2.2.3 Video Blog**

A video blog (vlog) is a type of blog that uses movies or videos rather than just text, instead of a text blog, which only uses text and static images to transmit the information shared. However, video blogs can be shared, commented on, and rated just like text blogs because they are publicly accessible. Video blogs are more collaborative and descriptive when compared to other types of blogging, which makes them ideal for tutorial blogs. Vlogs can often be found on various platforms, including the company's YouTube channel, TikTok profile, Facebook page, Instagram page, and even their website, which frequently features vlogs.

## 2.3 Theories

The theories applied in this study are primarily based on data analysis. This study's theory assists the writer in identifying the solution to the research problem. Furthermore, they are classified into two parts: the type of code mixing and the reason for code-mixing. In particular, Hoffman's (1991) theory supports the type of code mixing and the reason for code-mixing.

### 2.3.1 Code Mixing

Based on the theory of Hoffman (1991), code mixing is a part of the sociolinguistics branch, which is a particular level of bilingualism that can enhance communication abilities. Code-mixing is the act of combining the language of one or two words when interacting with an interlocutor, Hoffmann (199:110). As the conclusion is that a language mix is a process in which users use more than one different language in one language. A person who is used to communicating in several languages may tend to code mix as a natural way of communicating. Bilingualism and sociolinguistics have explored the relationship between code-mixing and the social environment, as well as the factors that influence code-mixing practices. Hoffman's theory attempts to understand why and how code mixing occurs and the factors that influence it, including environmental influences, communication habits, and language identity. This occurs to generate or express better ideas to achieve a desired impact in a sentence and usually involves a single lexical item. As a result, Hoffman's (1991) theory of code-mixing was applied in this study for the type and reason of code-mixing.

### 2.3.2 Type of Code Mixing

Code mixing is a linguistic mix that occurs when cultures or dialects are mixed from one person to another. It can happen both orally and in writing. It is currently becoming a trend in society and is also popular on social media platforms these days. Hoffman (1991) proposes that code-mixing can be classified into three separate groups, as follows:

#### 1. Intra-sentential code-mixing

This type of code-mixing occurs within the boundaries of a phrase, clause, or sentence in both oral and written conversations, as when a bilingual Spanish-English speaker says:

English speakers speak Spanish and have lived in Spain for many years:  
"I was speaking, *ando* with Steve the other day".

(Hoffmann, 1991:112)

Translation in English:

"I was speaking *on the street* with Steve the other day."

Translation in Bahasa:

"Saya berbicara *ketika di jalan* dengan Steve beberapa hari yang lalu."

The word "ando," which comes from Spanish and occurs within the boundaries of the sentence, identifies the form of code-mixing in the example above.

## 2. Intra-lexical code mixing

A linguistic phenomenon is this type of code-mixing in which individual words or morphemes from one language are inserted into a sentence or discourse predominantly composed of another language without altering the sentence's grammatical structure. In other words, it entails the combination of elements from a language's lexicon (vocabulary) that happens inside a word boundary.

Example:

*In shoppä* → [shop]  
 (a combination of [shop] in English with the plural suffix of Panjabi)  
*Kuenjoy* → [enjoy]  
 (Combination of English [enjoy] with Swahili prefix "ku")

(Hoffmann, 1991:112)

Both of the previous examples are instances of code-mixing that take place inside a word boundary and combine two separate languages.

## 3. Involving a change of pronunciation

This type of code-mixing happens at the phonological level, as when Indonesian speakers transform an English word to match the Indonesian phonological structure. The term, for instance:

Christina : “This is Pascual” [Paskwál].

Friend : “What’s his name?”

Cristina : “Pascual” [pəskwæt].

Friend : “Oh.” (Hoffmann, 1991:112)

In the example above, code-mixing occurs when there is a change in the vowel sound from [a] to 'schwa' or [ə] and [á] to [æ] and then the consonant [l] to [ɫ]. consonant letter [l] becomes [ɫ]. This happens with the aim that the interlocutor understands.

### 2.3.3 The reason of code-mixing

Code mixing typically occurs for a variety of reasons, including cultural considerations. The community uses code mixing because it acknowledges that employing either of the two languages has value in terms of the benefits and costs that accrue to the user. There are possible things that happen intentionally, in different clauses or sentences, and depending on the situation of the speaker, it feels more appropriate to say. The second reason for code-mixing is to include specific people in discussion allocation. It is known that those people do not know the language used for mixing. Code mixing is employed in specific contexts, such as jokes and some statements concerning political leaders, according to Luke (2015), as cited by Novarita. According to Hoffman (1991:116), there are several reasons why people apply code-mixing in speech, including:

#### 1. Talking about a particular topic

Sometimes in everyday situations, a speaker feels free and prefers to convey their emotional feelings in one language rather than another relating to a particular topic. Luke (2015) states that people employ code-mixing in conversation to avoid misunderstandings and conflict. It means that people convey their ideas without

misunderstanding its meaning. Additionally, code-switching or mixing happens as a result of linguistic insufficiency, which happens when the speaker is unable to express a common or equivalent language in the first language. thus, the speakers preferred to combine the first and second languages. For example:

Bicara tentang fashion item wanita tidak akan ada habisnya. Especially this one, Bag

(Talking about women fashion items, there will be no end. Especially this one, bag.)

(Rahmania in Simeon)

## 2. Quoting Somebody Else

A speaker switches codes to quote a well-known figure's famous statement, adage or saying. In simple terms, the words that the speaker claims the person who was quoted said are switched. The switch has a quote-mark-like appearance. Most of those well-known individuals in Indonesia are from countries that speak English.

The example of quoting somebody else can be seen:

*An adult Spanish - Catalan bilingual:*

*"... Y si dices 'perdón' en castellano, se te vuelve la mujer y te dice: 'En catalá!'."*

(Hoffmann, 1991: 112)

English translation:

A Spanish-English bilingual adult:

*"...and if you say 'sorry' in Spanish, the woman will turn to you and say: 'In Katala!'."*

According to Hoffmann's theory (1991), the example of this causal factor occurs because the speaker quoting '*En Catalá!*' is characterized by "*y te dice:...*" meaning "*... and said:...*".

### 3. Interjection (inserting sentence fillers or sentence connectors)

In a word or sentence, there is an expression to express feelings that can reinforce sentences and also words for listeners, which is commonly called interjection. Usually, an affirmation or sign of reaction from people about something they read or saw. A short exclamation that includes darn! , Hey!, Well!, Look!, etc, is an interjection. It may happen unintentionally. Which are added to a sentence to express surprise, strong emotion, or to grab the reader's attention. Sentence interjections can take the form of the following:

*An adult Spanish - American English speaker:*

*"..Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!"*

(Hoffmann, 1991:112)

*Translation:*

*"..Oh! Oh! It was embarrassing! It was very nice, though, I thought, but I was embarrassed!"*

In the above example of code-switching according to the theory of Hoffmann (1991) the speaker conveys an expression of surprise and the word or tag "*..Ay!...*" that the speaker spoken by the speaker comes from Spanish.

#### 4. Repetition is used for clarification

When a bilingual or multilingual individual would like to make their speech more understandable to the audience ensure that what they are saying can be understood clearly. They could use a code that the masters say the same message. Frequently, a message in one code is repeated literally in the other code. A repetition serves not only to clarify what is said but also to emphasize the message. The example is:

*An adult Spanish - American English speaker:*  
*"Tenía zapatos blancos, un poco, they were off - white, you know."*

(Hoffmann, 1991:112)

Translation:

An adult Spanish - American bilingual  
 English:

"I have white shoes, a little bit, they're white, you know off-white, you know."

The example of code-mixing above is based on the theory of Hoffmann (1991) the causative factor is because it contains a clarification, as evidenced by "., you know." The intention is to clarify the speech content for the interlocutor.

#### 5. The intention is to clarify the speech content for the interlocutor.

There will be a lot of code-switching and code-mixing when one bilingual or multilingual person talks to another bilingual or multilingual person. It means that

his or her speech's material flows easily and is understandable to the audience. A similar message that was sent in one code is sent in the other modified form.

The example of clarifying the speech content for the interlocutor is:

*Cristian (4:0)* : (introduction of her younger brother to a new friend of hers) 'This is Pascual' (paskwal)

*Friend* : 'What's his name?' (i.e, she didn't catch it)

*Cristian* : 'Pascual!'

*Friend* : 'Oh...' (Hoffman, 1991: 112)

The example of code-mixing is a factor that is characterized by a change in Pascual's name. But the interlocutor was not aware of the change in Pascual's way of speaking; the interlocutor could immediately understand what.

## 6. Expressing group identity

Code-mixing can be used to express group identification, according to Hoffman (1991:116). Additionally, group identification can be expressed through code switching and code mixing. Academics' communication styles in their disciplinary groups are distinct from those of other groups. In other words, how a community communicates is different from how others speak outside of the community. For example:

An English- German - Spanish (trilingual):

*Mother* : "Na, wie war's beim Fußball?"

Pascual : *"Wir haben gewonnen. Our Seite war gans toll. Ich war der goalie. stopped eight goals. They were real hard ones. Was gibt's zu essen?"*

(Hoffmann, 1991: 111)

Translation:

Mom : "How was the soccer?"

Pascual : "We won. Our team was brilliant. I was the goalkeeper. I stopped eight goals. They were really difficult. What did we eat today?"

The factor of the code-switching example above is because the mother and Pascual's conversation which states a group (soccer team) is evidenced with

*"Wir haben gewonnen. Unsere Seite war gans toll"*

## 7. Being emphatic about something

Being emphatic about something is an emotional state where an individual deeply understands and shares the feelings, thoughts, empathic experiences, or experiences of another person, or is highly sensitive and responsive to a particular situation, idea, or issue. For example:

*A Spanish - Catalan bilingual:*

*"Hay cuatro sillas rotas y, **prou!**"*

(Hoffmann, 1991:112)

English translation:

"There are four chairs broken, that's enough!"

Factors causing the above example of code-switching: based on Hoffmann's theory (1991), the speaker wants to empathize with the empathize marked by the word "**prou!**", and also switches the language from Spanish to Katala.