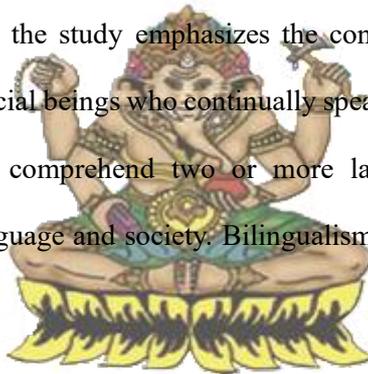


# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Sociolinguistics is the scientific study of language and society in general. Linguistics is the study of the relationship between language and society to understand better a language's structure and how languages work in communication (Wardhaugh, 1986). This suggests that the study emphasizes the connection between language and social life. Humans are social beings who continually speak and interact with others daily. Many individuals could comprehend two or more languages under sociolinguistic phenomena related to language and society. Bilingualism and multilingualism are terms used in sociolinguistics.



Bilingualism refers to the ability to speak two languages, whereas multilingualism refers to the ability to speak many languages (Sukrisna, 2019). Bilingualism is an individual's ability to speak two or more languages (Trudgill, 2003). In globalization, individuals could become bilingual or multilingual since they need to communicate and connect to operate a business, build relationships with international people, and expand economic relationships for contemporary life and needs. In other words, because members of a bilingual community differ in their ability to grasp the languages spoken in the community, they must create an environment where they can communicate successfully. Many individuals

around the world use and mix many languages in order to communicate with one another.

At the same time, they blend their languages when conversing with their companion, between Indonesian and English. In sociolinguistics, that phenomenon is linguistically known as 'Code-Mixing.'

Code-mixing takes place without a change of topic and can involve various levels of language (Waris, 2012). Code mixing is a verbal technique of communication that directly mixes two different languages. Code mixing happens due to the speaker's ineptitude or because the speaker knows more than one language and arbitrarily combines two or more codes (Holmes, 1994). This could happen because the speakers are fluent in using different languages simultaneously. Undeniably, the role of the first language significantly influences the second language. Most people in society mix their language with another language by borrowing pieces of foreign languages even though their first language sometimes influences them. Code mixing is standard in Indonesia, particularly among the young population and artists. Most nations, particularly Indonesia, have adopted this practice.



Code mixing may be found in various mediums, including music, movies, and newspapers. Nowadays, everything can be found online, particularly in visual or audio data, notably on YouTube. YouTube contains many video types, including gaming, music, and educational. YouTube is a video-sharing website where users may view, post, and comment on videos. YouTube is one of the most popular websites for posting and sharing videos, creating personal channels, and allowing direct business broadcasts (Haneystiy, 2021). Leonardo Edwin is one of many people who have decided to venture into the world of YouTube.

Leonardo Edwin is a YouTuber and international student studying Information Systems and Entrepreneurship at the University of Washington in the United States. Aside

from being a student, he is also active on YouTube, with 1.6 million subscribers. He offers stuff in the form of instructional content and international lecture life. Leo is a multilingual individual. He fluently speaks Indonesian, English, Japanese, Korean, Mandarin, Teochew, Hokkien, and Spanish. Of course, because Leonardo Edwin is multilingual, so frequently mixes Indonesian and English in his work. Leonardo Edwin's YouTube channel was chosen as the object in the code-mixing analysis since he is a bright young guy with much instructional information. Besides learning about code-mixing in this video, people can also learn about the education system abroad.

### 1.2 Problems of the Study

The ability to communicate in two or more languages in one sentence is referred to as code-mixing. This study addressed two of the study's code-mixing problems. They are as follows:

1. What types of code-mixing are found in Leonardo Edwin's videos?
2. Why did Leonardo Edwin use code-mixing in his videos?

### 1.3 Objectives of the Study

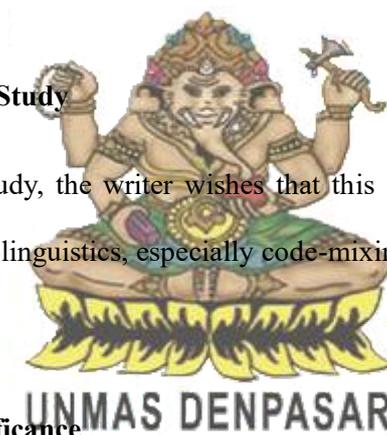
1. To describe types of code-mixing are found in the videos on Leonardo Edwin's YouTube channel.
2. To analyse the reasons for using code-mixing in some of Leonardo Edwin's videos.

#### 1.4 Limitations of the Study

This study focuses on the code-mixing used in Leonardo Edwin's YouTube video. The writer discusses the mixed code of language frequently used in the video about student life and study abroad on foreign country. The writer uses some of the videos as the data and explains why code-mixing is used. Leonardo Edwin was chosen because he is multilingual, and his video contains education and knowledge. This study would identify the types of code-mixing based on the theory proposed by Muysken (2000) and the reason for code-mixing proposed by Hoffmann (1991).

#### 1.5 Significance of the Study

In the recent study, the writer wishes that this study would give advantages to readers in learning sociolinguistics, especially code-mixing, both theoretical and practical.

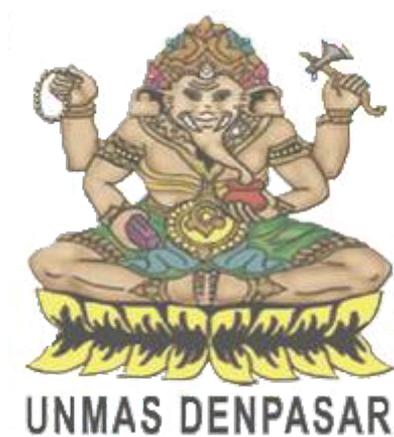


##### 1.5.1 Theoretical Significance

The researcher hopes this work will be expanded linguistic research into the phenomena of code-mixing. This study describes the nature and causes behind Leonardo Edwin's code-mixing. More instruction on using code-mixing and bilingualism in regular conversations may also be provided. This study can assist the following researchers in improving their ability to use bilingualism in conversation and develop suitable language.

### 1.5.2 Practical Significance

The researcher also hopes that this study will be helpful. This study is meant to be an academic resource for readers interested in sociolinguistics. Also useful for future researchers and may be used as a reference while conducting a study on code-mixing.



## CHAPTER II

# REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

### 2.1 Review of Literature

Several studies on sociolinguistics and the impact of code-mixing in particular sectors assist the writer in future studies. As a result, we must conduct a comparison and a literature analysis to learn how previous researchers handled the study's challenge and the inferred hypotheses. Among them are:

The first thesis is "Code Mixing Used by the Teachers in Teaching English at SMKT Somba Opu" (Kahfi, 2018). This study aims to learn more about the different kinds of code-mixing English teachers at SMKT Somba Opu use and their justifications for doing so. The author's descriptive qualitative methodology links the present study and the prior one. The two English instructors at SMKT Somba Opu were the subject of the conversation. The teacher's use of code mixing when teaching English is the main subject of this study. In this study, the similarities from the current study are that the forms of code-mixing are examined using Muysken theory, and the code-mixing is evaluated using Suwito's formal and informal theory. The difference from the current study's the data source. The pervious study used English teachers at SMKT Somba Opu as a data source.

The second thesis is "Code Mixing Found in WhatsApp Group Message of Cargo Department Staff at Ngurah Rai Airport" (Muttaqin, 2021). The aims of this study are: (1) to identify the different types of code-mixing that were found in the

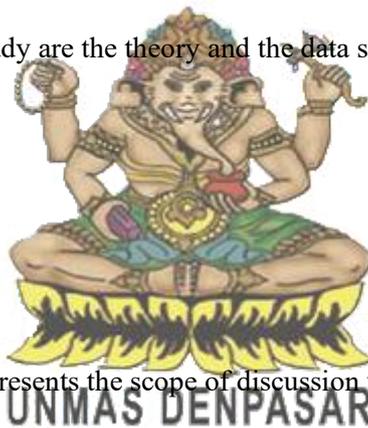
Ngurah Rai Airport's cargo department staff's WhatsApp group, (2) to identify the dominant types of code-mixing used by the Ngurah Rai Airport cargo department staff in their WhatsApp Group messages, and (3) to explain the rationale behind code-mixing in their WhatsApp group. The author used a WhatsApp group conversation as a data source while conducting the research using the types of code-mixing by Hoffman (1991). The similarities between the current and previous studies are the subject of study and the method of analysing the data. Furthermore, the differences are the data source and the theories.

The third review was from the article "Code Mixing on Twitter Users of Teenagers" (Damanik, 2015). This aims to find out what are the different kinds of code mixing on Twitter, and what is the most common code mixing there. The objects of the study blend several types of codes for their communication on Twitter. The researcher used documentation from tweets on Twitter to obtain the data for this study. The differences from previous study and the current study are the data source and the theory. The researcher using theory of the types of code-mixing by Hoffman (1991). The types of code-mixing are: intra-sentential code-mixing, lexical code-mixing, and changing code-mixing.

The four reviews were from the article "Code-Mixing as Found in Kartini Magazine" (Sinaga, 2015). This study aimed to identify the language elements most frequently used in code-mixing in the Kartini magazine by analysing language's word, phrase, clause, and sentence components. The similarity between the current study and the previous study is the method. The researcher uses descriptive study as the theory to analyse the use of language in the data. The differences from the current study are that the author uses different theories to analyse the data. This study used theory from B.U Siregar (1996). B.U Siregar classifies code-mixing into two types: Intra-sentential mixing and

Extra-sentential mixing. This researcher use a components of language that appear on the magazine as the data source.

The fifth review was from the article "Code-Mixing in Language Style of South Jakarta Community Indonesia" (Jimmi & Davistasya, 2019). This Study aims to identified the code-mixing that surfaced in the South Jakarta community. the members of this community interacted online using social media, including WhatsApp and Twitter. The similarity between the current and previous studies is the qualitative-description research method, which involves engaging in social media communities, conducting relevant library and online research, and collecting data to be analysed. The difference between the current study and the previous study are the theory and the data source. The researchers use social media as the data source.



## 2.2 Concepts

This subchapter presents the scope of discussion which is related to this study.

The concepts about Code-Mixing, YouTube, and Leonardo Edwin are as follows:

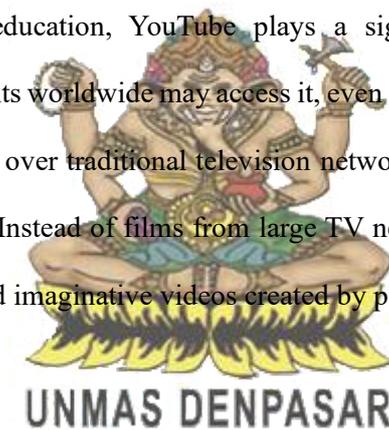
### 2.2.1 Code-Mixing

Code-mixing is the process of combining or modifying two languages. It is easy to find in the people around you. The prevalence of code-mixing cannot be attributed solely to speakers' lack of particular or unique cultural vocabularies because speakers proficient in two codes also tend to mix the language in the debate (Myers-Scotton, 2002). Furthermore, code-mixing is blending two or more languages in various combinations yet inside the same sentence (Sumarsih et al., 2014). According to the many definitions of code

mixing provided by experts above, code-mixing is the ability of someone to mix the language over doing interaction with each other, yet their dialogue remains in the same circumstance; it is just their language that changes.

### **2.2.2 YouTube**

YouTube, a free video-sharing website, makes it simple to watch internet videos. A YouTube channel is the main page for a personal account, and a channel is required to post videos, make comments, or build playlists (Limas, 2021). In terms of education, particularly language education, YouTube plays a significant role in disseminating information since students worldwide may access it, even if they speak different languages. The benefit of YouTube over traditional television networks is that it is entirely based on user-generated content. Instead of films from large TV networks and film companies, we would see incredible and imaginative videos created by people like us.



### **2.2.3 Leonardo Edwin**

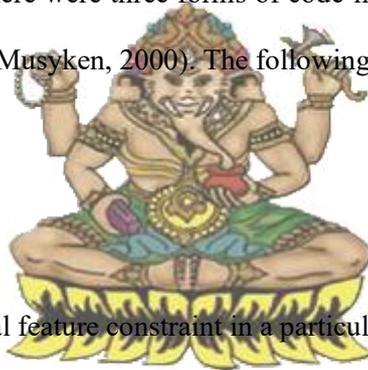
Leonardo Edwin is a YouTuber born in Batam on May 7, 2000. He is an international student. Leo opted to study in America after graduating from Yos Sudarso High School. Leo opted to attend college twice in separate locations to adapt to the education system in place in America. Leo attended Bellevue College for his first two years. The following two years were spent at the University of Washington, where He majored in Information Systems and Entrepreneurship. Leo has been fluent in English since childhood and has also learned several other languages. Most of the stuff he creates is connected to his activities while studying in America; hence, his videos have much code-mixing.

## 2.3 Theories

In this part, the writer discusses the theories related to this analysis. Moreover, these theories help the writer to analyse the data. The theories that describe such:

### 2.3.1 Types of Code-Mixing

In this analysis, the researcher used Muysken's (2000:3) theory to determine the various forms of code-mixing. There were three forms of code-mixing: insertion, alternation, and congruent lexicalization (Muysken, 2000). The following are the explanations:



#### 1.3.1.1 Insertion

Insertion is a structural feature constraint in a particular base or matrix structure. This form of mixing occurs when lexical parts or whole components from one language are combined. Muysken (2000: 3) recommends insertion as the first type of code-mixing. He described it as assimilating information from one language into another framework. This suggests that code-mixing occurs only in tiny chunks of one language, such as words or phrases with less than a clause and a sentence. As an example:

*It is a single English phrase used in a Spanish sentence:*

*Yo and use in a state of shock por dos dias "I walked in a state of shock for two days."*

(Spanish-English: Pfaff in Muysken, 2000:5)

It is embedded as well as insertion. The English prepositional phrase is scattered

inside a more comprehensive Spanish structure. Insertion is analogous to taking terminology from another or a foreign language.

### 2.3.1.2 Alternation

The mixing constraint regarding linguistic compatibility or equivalence at the mix point is known as alternation, and the phrase is known as a clause. This includes a switch between structures from the other language. Alternative (as recounted by Poplack in (Muysken, 2000: 4) sees mixing constraints regarding the compatibility or equivalence of the languages involved at the switch point. The main change would be that the size and kind of component, such as clauses and sentences, would alternate, followed by the grammatical forms, such as subjects, verbs, or objects. Here is an example:

*It is a single English clause in a Spanish sentence*

*Andale pues and do come again.*

*"That all right then, and do come again."*

(Spanish-English: Gumperz and Hernandez Chave in Muysken, 2000:5)

In the case of alternation, a complete transition from one language to the other happens, encompassing both grammar and lexicon. There is no reason to believe the Spanish first portion is incorporated into the English second segment or vice versa.

### 2.3.1.3 Congruent Lexicalization

Congruent lexicalization refers to a scenario in which both languages share a grammatical framework that may be filled lexically with components from either

language. Code-mixing might shape words or phrases with commonly known meanings.

Here is an example:

*It is a single English word in a Dutch utterance. Weet jij  
(whaar) Jenny is?*

*Do you know where Jenny is? (Dutch:  
waar Jenny is)*

(English-Dutch: Crama and Van Geldere in Muysken, 2000:5)

The phrase "where Jenny is" might be written in English or Dutch. Furthermore, "where" sounds like "waar" in Dutch (mainly when spoken by bilinguals), Jenny is a name in both languages and "is" is homophonous.



### 2.3.2 The Reason for Code-Mixing

Based on Hoffmann (1991: 115-116), there are several reasons why people who are bilingual and multilingual find mixed languages in their conversation; they are:

#### 2.3.2.1 Talking about a Particular Topic

Some individuals alter their coding while discussing a specific subject. Sometimes a speaker feels more accessible and comfortable expressing their emotions in a language that is not their native tongue. Addressing a specific subject may create a switch, either due to a lack of competency in the appropriate register or because certain things stimulate unique meanings connected with experiences in a particular language (Hoffmann, 1991).

Here is an example taken from Grosjean (1982):

A French-English bilingual:

*“Va chercher Marc (go and fetch Marc) and bribe him avec un chocolatchaud (with a hot chocolate) with cream on top.”*

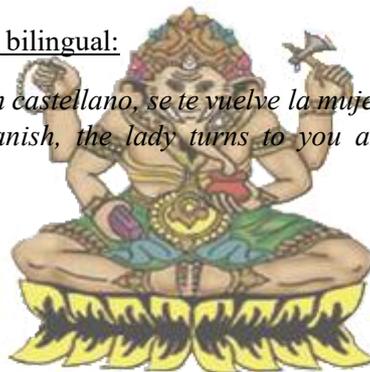
(Hoffman, 1991:111)

**2.3.2.2 Quoting Somebody Else**

In this case, code-mixing is used to quote someone else's words. Code mixing occurs when a speaker switches codes to cite a well-known person's famous statement, adage, or saying. Here is an excerpt from Calsamiglia and Tuson (1984:115):

An adult Spanish-Catalan bilingual:

*„... y si dices “perdon” en castellano, se te vuelve la mujer y te dice: “ („...and if you say “sorry” in Castilian Spanish, the lady turns to you and says: “) „en Catala” („in Catalan!”)*



(Hoffman, 1991: 112)

The example above shows the speaker combining Spanish and Catalan. The speaker starts speaking in Spanish, but when she quotes someone, she switches to Catalan because it is the language of the person she quotes.

**2.3.2.3 Being Emphatic about Something**

Code mixing is used when the speaker tries to empathize or express something passionately and clearly. As Hoffman (1991) remarked when someone speaking in a language that is not his native tongue wants to be emphatic about something, he/she would transition from his/her second language to his/her original language, intentionally or

unintentionally. Here is an illustration:

*"Hay cuatro sillas rotas y" ("There are four broken chairs and")  
Prou! I ("That's enough!")."*

(Hoffman, 1991: 112)

The italicized term indicates that the speaker switches languages to emphasize the strong phrase. The speaker makes a strong statement in the sentence, indicating that he or she is sympathetic about something.

#### 2.3.2.4 Interjection

According to Warriner (1982:20), an interjection is a word that displays emotion and has no grammatical relationship to other words in the phrase. In his book, Hoffman provides an example of an interjection:

An adult Spanish-American English speaker:

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

(Silva-Corvalan as cited in Hoffman, 1991: 112)

The example shows that "Ay!" is an exclamation with no grammatical meaning in the sentence. The term "Ay!", on the other hand, denotes humiliation.

#### 2.3.2.5 Repetition Used for Clarification

When individuals are communicating, they must avoid speaking. As a result, individuals may seek an explanation. When a bilingual wants to clarify their speech so that the audience understands it better, they can use both languages they have mastered by saying

the same statement. Here is an example:

An adult Spanish-English bilingual:

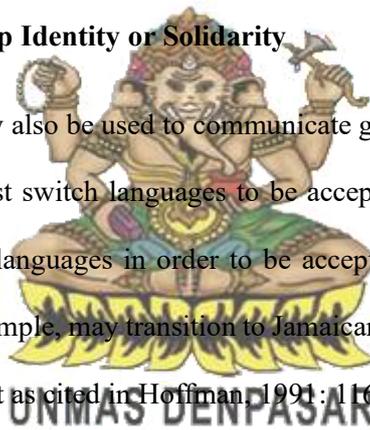
*“Tenia zapatos blancos, un poco, they were off-white, you know.”*

(Hoffman, 1991: 112)

The sentence *Tenia Zapatos blancos, un poco*, which means they were off-white, is repeated in the example. The speaker uses repetition to accentuate the point she is making.

### 2.3.2.6 Expressing Group Identity or Solidarity

Code mixing may also be used to communicate group identity and cohesiveness. Sometimes, speakers must switch languages to be accepted by a particular community. Speakers may mix their languages in order to be accepted by specific cultures. Young whites in London, for example, may transition to Jamaican Creole to be accepted by some or specific groups (Hewitt as cited in Hoffman, 1991: 116).



### 2.3.2.7 Clarifying the Speech Content for the Interlocutor

There must be much code-mixing in a conversation between two or more bilinguals. Code mixing occurs in a dialogue at the phonological level and as a phrase, idiom, or sentence. Hoffman gives an example of a discussion in which the speaker's pronunciation changes:

*Cristina (4:0): (introducing her younger brother to a new friend.)*

*“This is Pascal” [paskwal]*

*Friend: "What is his name?" (i.e., she did not catch it) Cristina:  
"Pascual!" [pəskwæt]*

*Friend: "Oh..."*

(Hoffman, 1991: 112)

The word Pascual has a phonological change. The speaker (Christina) changes the English pronunciation of Pascual to the Spanish pronunciation.

