

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Sociolinguistics involves a comprehensive examination of how language is connected with society. Wardhaugh and Fuller (2015) defined it as the study of language's role in everyday communication and its relation to societal norms, rules, and policies concerning language. Meanwhile, According to Spolsky (1998), sociolinguistics delved into the relationship between language and society. Wardhaugh (1986) further emphasized that the objective of sociolinguistics was to enhance the understanding of language structure and its function in communication by investigating the relationship between language and society. Based on the explanations of experts, it can be concluded that sociolinguistics is a science that aims to study and understand the role of language in daily communication used in society. Furthermore, one of the key aspects of sociolinguistics, such as social diversity and contact within a community or society, influenced the phenomenon of bilinguals and multilinguals.

Bilingualism pertains to the capacity to utilize two or more languages, while multilingualism extends to the utilization of three or more languages (Cenoz & Genesee, 1998). Indonesia's colonial history resulted in the widespread adoption of the colonial language as a second language among its

people. Furthermore, Indonesia's educational system promoted bilingualism, with Indonesian Language (the national language) taught alongside local languages in many regions. Additionally, English was a compulsory subject in schools, reinforcing multilingualism and bilingualism in Indonesia. Along with that, the developed global language trends, influenced by English, also exerted an impact on Indonesia's sociolinguistic environment (McKay, 2010, as cited in Arfan, 2019). In today's society, particularly among the youth, bilingualism, and multilingualism were evident in both informal and indirect conversations. This linguistic diversity frequently led to code-mixing, a phenomenon where speakers transitioned between different linguistic codes. In a society marked by bilingualism and multilingualism, speakers commonly incorporated elements from one language into another, a practice widely known as code-mixing.

Code-mixing denoted the utilization of multiple languages within a single speech act, and individuals have distinct motivations for engaging in code-mixing (Ningsih, 2022). As posited by Jendra (2010), in instances of code-mixing, speakers tended to integrate foreign words or phrases, often inserted smaller than a clause, from another language. Additionally, code-mixing encompassed the introduction of a term or phrase originating from a different language, often without a certain reason or specific purpose (Marzona, 2017). At these times, code-mixing, or the blending of languages, was not limited to informal verbal communication. Nowadays, it has become prevalent in both face-to-face conversations and on various social media platforms.

Social media encompassed various digital communication channels, including social networking sites (Merriam-Webster, n.d.). Kaplan and Haenlein (2012) classified social media into different types, including media-sharing platforms like Instagram, Twitter, and YouTube. YouTube was a popular platform for podcasts, interviews, and conversation. One of the most known presenters was Najwa Shihab. She was a prominent content creator known for insightful discussions with influential figures across various fields. Her YouTube channel boasted over nine million subscribers, a number likely to grow as she continued to share motivational content. Notably, her interview with Niki Zefanya on May 25, 2022, titled “*Eksklusif: Apa Adanya Rich Brian & NIKI | Mata Najwa,*” stood out as a particularly engaging conversation.

Niki Zefanya, popularly known as Niki, was a highly successful Indonesian singer and the first female musician in her country to perform at the prestigious Coachella Festival. In her interview on Najwa Shihab's YouTube channel, Niki expressed her excitement and gratitude for the support she received, especially for the opportunity to represent Indonesia at Coachella. Throughout the interview, Niki frequently code-mixed, seamlessly transitioning between Indonesian and English while discussing various topics.

The phenomenon of code-mixing was an interesting subject for discussion. It manifested not only in face-to-face conversations but also on social media platforms like YouTube, particularly in Niki Zefanya's expressions on Najwa Shihab's YouTube Channel. There were instances where Niki Zefanya spontaneously incorporated code-mixing in her speech. As a musician born in Indonesia, her exposure to various linguistic environments, possibly through her

schooling or family influences, led her to frequently blend Indonesian and English in her language use. The discussion about code-mixing used by Niki Zefanya and Najwa Shihab is interesting because by studying code-mixing, one can expand vocabulary and understanding of the structure of the foreign language used. Moreover, examining how artists use code mixing on platforms like YouTube allows exploring the cultural and societal influences on language usage. It provides a lens through which to examine identity, belonging, and cultural expression in digital spaces.

1.2 The Problems of the Study

Based on the background, there were two problems discussed in this study. The problems of this study were:

1. What are the types of code mixing used by Niki Zefanya on Najwa Shihab's YouTube Channel?
2. What are the reasons of doing code mixing by Niki Zefanya on Najwa Shihab's YouTube Channel?

1.3 Objectives of the Study

The objectives of this study were to find out the answers to the problems that were discussed. These could be characterized as follows:

1. To identify the types of code-mixing used by Niki Zefanya on Najwa Shihab's YouTube Channel.
2. To find out the reasons for the use of code-mixing by Niki Zefanya on Najwa Shihab's YouTube Channel.

1.4 Limitations of the Study

This study was limited to conducting an in-depth examination of the phenomenon of code-mixing as observed in Niki Zefanya's linguistic utterances, particularly in the context of her appearances on Najwa Shihab's YouTube channel. The scope of this research was limited to a broad analysis of the different code-mixing categories that were used in Niki Zefanya's utterances, concerning Muysken's (2000: 3) theoretical framework. Furthermore, the research was also further limited to an examination of the reasons for Niki Zefanya's use of code-mixing in her speech, as described in the study of Hockett (1958: 404).

1.5 Significance of the Study

This study was significant in improving the knowledge about sociolinguistics, especially in code-mixing through social networking such as YouTube videos. By watching and analyzing the utterances that were conducted with code-mixing by Niki Zefanya, people were able to gain new insights into how to apply code-mixing appropriately.

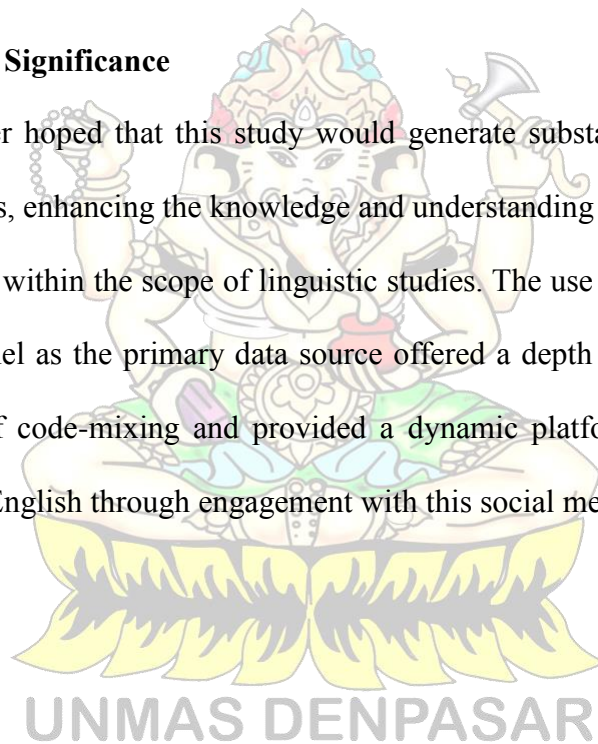
1.5.1 Theoretical Significance

This study was expected to be a basic source for further studies in the field of linguistics that discuss similar issues. The significance of this research lies in

its potential to advance the issue of code-mixing, particularly in the context of linguistic interaction on Najwa Shihab's YouTube channel. Therefore, this study was expected to provide a valuable contribution to the developing understanding and exploration of the phenomenon of code-mixing, thereby encouraging intellectual advancement and academic discussion in this specific branch of linguistics.

1.5.2 Practical Significance

The writer hoped that this study would generate substantial benefits and positive impacts, enhancing the knowledge and understanding acquisition related to code-mixing within the scope of linguistic studies. The use of Najwa Shihab's YouTube channel as the primary data source offered a depth of insight into the phenomenon of code-mixing and provided a dynamic platform for advancing proficiency in English through engagement with this social media platform.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This section focused on examining relevant literature, concepts, and theories. Its purpose was to provide background related to the study and gaps in the subject matter. The theoretical framework underpinning this research encompassed bilingualism, code-mixing, various forms of code-mixing, reasons for its usage, and YouTube.

2.1 Review of Related Literature

The review of related literature involved examining published studies, books, articles, and other sources that were directly related to the research topic. In this section, this study explored some related literature about the sociolinguistics study of code-mixing in sequence to identify gaps and describe the relationship between this study and other previous existing studies.

The first previous study was an article journal entitled “Analyzing the Manifestation of Code-Switching and Code-Mixing in the Wattpad Story “Nowhere” by Pinkishdelight” was conducted by Tustiawati, Astiti, & Rusminiati (2022). The former study employed a qualitative descriptive approach, categorizing data into code-switching and code-mixing, and then further classifying them. Two theories by Poplack (1980) and Hoffman (1991) were used to identify and explain these occurrences. Formal and informal methods were used to present findings. The story "Nowhere" gained popularity

and was republished as a novel in 2019. Out of 220 data, 163 used code-mixing, with intra-sentential being the most common (98.1%). Code-switching occurred in 81 data, mostly intra-sentential (61.7%), followed by inter-sentential (32.1%), with no instances of pronunciation change observed.

The previous study avoided becoming overly broad and provided a focused analysis of the manifestation of code-switching and code-mixing by only concentrating on a single story. The previous study effectively highlighted and categorized different types of code-switching and examined their functions within the story. The similarity between the existing study and this study both studies utilized social media as a source of data. The previous study used a Wattpad story, while this study focused on content from Najwa Shihab's YouTube channel. In comparison, the previous study delves into code-switching and code-mixing within a narrative, whereas this study concentrates on code-mixing in spoken interactions on a YouTube channel. Additionally, the types of code-mixing being explored differ, with this study focusing on types of code-mixing as defined by Muysken (2000).

The second previous study was an article conducted by Meigasuri & Soethama (2020) focused on the novel "Touché" by Windhy Puspitadewi. The existing study aimed to examine various types of code-mixing in the novel, categorize mixed words by word class, and explain factors influencing language usage. Data were sourced from the 208 page novel published by Gramedia Pustaka Utama in 2011. The novel was selected for its intriguing storyline and dialogues mixing Indonesian and English, enhancing character portrayal. The

study employed qualitative methods, following specific steps for data collection and analysis, utilizing Muysken's theory for code-mixing classification. The study also categorized word classes according to Robert D. Van Valin Jr. (2001) and considered factors of code-mixing based on Bhatia and Ritchie's theory (2013). Findings indicated 39 instances of insertion code-mixing, 36 of alternation, and 10 of congruent lexicalization in the novel. Insertion was the most frequent code-mixing type, while congruent lexicalization had the lowest occurrence.

The previous study provides a detailed linguistic analysis of code-mixing instances found in the novel. By studying code-mixing in the novel, it offers insights into the literary techniques employed by the author. The analysis highlights how the use of code-mixing contributes to character development, cultural representation, and storytelling within the narrative. The previous study extensively examined code-mixing instances in the novel, categorizing them by word class and exploring factors influencing their usage. Additionally, this study explains and describes the types of code-mixing used by Niki Zefanya and gives a details explanation reasons behind its use. Meanwhile, the similarity between the previous and this study, is that both studies likely involve an exploration of how code-mixing contributes to cultural representation, either within a novel or in YouTube content, and both studies employ Muysken's theory to categorize and analyse types of code-mixing.

The third related study was conducted by Sari, Sulatra, & Suastini (2022). This article focused on code-mixing in the Wardah Beauty YouTube channel.

The study aimed to identify types and reasons for code-mixing in this context. The selection was based on Dewi Sandra's significant use of code-mixing during these episodes and the unique genre of the channel aimed at inspiring Indonesian women. The study utilized descriptive qualitative methods for analysis, emphasizing a comprehensive description of the data. Data collection involved observation, transcription, and classification of utterances based on types and reasons for code-mixing. Additionally, the existing study employed Hoffman's theory to analyse the reasons behind code-mixing. Four main reasons were identified, including talking about a particular topic, emphasizing something, interjecting, and using repetition for clarification or expressing group identity. In total, 8 data were analysed, with 4 involving intra-sentential code-mixing, 2 being intra-lexical, and 2 involving a change of pronunciation.

Overall, the findings of the study shed light on the occurrence and purposes of Indonesian-English code mixing in those episodes. The previous study and this study share a similarity in that both studies use YouTube as the primary source of data. This indicates a shared interest in analysing language phenomena in online content. In comparison, the previous study investigated both the types and reasons for code-mixing in the specified episodes. While this study will specifically focus on investigating types of code-mixing using Muysken's (2000) theory and explain descriptively the reasons behind its use in Niki Zefanya's utterances by using the theory from Hocket (1958) and only use one video to gain the data to be analysed.

The fourth related study, conducted by Sari (2022), analyzed Indonesian-English code-mixing used by Titan Tyra on her social media networking YouTube. The study aimed to identify types of code-mixing and understand the reasons behind its usage. Qualitative methods were employed, focusing on Hoffman's theory to categorize and explain the code-mixing. Titan Tyra frequently employed intra-sentential code-mixing, mixing Indonesian and English within the same sentence in her videos. Out of the data collected, 80 instances were identified as intra-sentential code-mixing, 14 involved intra-lexical code-mixing (at the word level), and 14 featured a change in pronunciation. The primary reason for this code-mixing behavior was Titan Tyra's comfort in using it to engage with her audience. Additional reasons included emphasizing points, clarifying content, interjecting expressions, using repetition for clarification, and expressing group identity.

Overall, analysing the previous study provides a focused and relevant case study that contributes to our understanding of language practices, communication trends, and the influence of content creators in the digital age. Titan Tyra's popularity as a YouTube beauty vlogger ensures a large audience and a significant impact on language use among her viewers. By studying her code-mixing patterns, researchers can gain insights into the linguistic practices and language preferences of a wide range of viewers. The difference between this study and the previous study is this study will use Muysken's theory to find out the types of code-mixing and find out the reason using code-mixing using Hockett's theory. Meanwhile, the previous study only used the theory from

Hoffman. In contrast, the similarity between the previous study and this study is both use social media YouTube as the main data source.

The last previous study was undertaken by Nabila (2021) in her thesis. The previous study used a qualitative descriptive approach and drew data from influential Twitter users known for their frequent code-mixing. Various techniques were employed for data collection and analysis, including identifying forms of code-mixing and categorizing them. The study applied Suwito's theory to classify code-mixing into six forms. Kim's theory was used to explore factors influencing influencers' use of code-mixing, while Holmes's theory helped determine the purpose behind it on Twitter. Out of 114 instances of Indonesian-English code-mixing, the most used code-mixing was the insertion of words (46.4%), followed by the insertion of a phrase (17.5%). Insertion of hybrid constituted 7.1%, while insertion of word repetition had the lowest occurrence at 0.8%. Insertion of idiom accounted for 6.1%, and insertion of a clause represented 21.9%.

This research provides valuable insights into the types and motivations behind the use of code-mixing in the context of Twitter. The previous study examined code mixing on Twitter, bridging the gap between academic research and popular culture. It explored language practices that were relevant and prevalent in contemporary digital communication, contributing to a broader understanding of the ways language was used and adapted in modern society. This understanding of language change and innovation provided valuable insights into the dynamic nature of language use in the digital era. The similarity

between the existing study and this study was that both code-mixing was examined. In comparison, this study investigate the use of code-mixing by Niki Zefanya using the theory from Muysken (2000) which included Insertion, Alternation, and Congruent lexicalization, and used Hocket (1958) theory to find out the reasons why Niki Zefanya used code-mixing.

2.2 Concepts

Every single thesis, research, or study needed concepts. Concepts referred to the basic principle form or terms that were included in this study that was conducted by the researcher. In this study, there were some concepts involved in code mixing and YouTube.

2.2.1 Code Mixing

Code-mixing is the act of combining elements from two or more languages or dialects within a single conversation, sentence, or phrase. It typically occurs in bilingual or multilingual settings when a speaker mixes between different linguistic codes. A study by Grosjean (2010), describes code-mixing as the blending of linguistic elements from two or more languages in bilingual speech. According to Wardhaugh (1986), code-mixing happens when a speaker seamlessly combines two or more languages in a single expression, modifying certain elements. It can be concluded, that code-mixing is a practice that occurs when speakers use elements from two or more languages or dialects within a

single sentence or conversation. This can involve inserting words, phrases, or even longer segments from one language into another.

2.2.2 YouTube

YouTube is a highly popular internet-based platform for sharing videos, where users can upload, watch, and engage with a wide range of content. Established in 2005, it has grown into one of the most substantial and impactful websites globally. According to Johansson (2017), YouTube is a famous social media medium for sharing digital culture. YouTube offers a diverse selection of videos, spanning educational content, entertainment, music, vlogs, instructional guides, and various other genres. Moreover, it has provided opportunities for individuals and creators to amass audiences and, in some cases, establish professional careers through their video productions.

2.3 Theories

Theories were one of the essential elements needed in writing research and also needed to analyse the data. The theory helped the study interpret the answer to the study problem and avoid disconnect and lack of related explanation. Furthermore, the role of theory in the study was crucial. Bilingualism, Type of Code-Mixing, and Reason for Code-Mixing were used for the theoretical framework.

2.3.1 Sociolinguistics

Sociolinguistics is the science of language and society. Holmes (1992) argued sociolinguistics is a scope of linguistics that takes the use of language in society as the focus of the study. Spolsky (1998) stated sociolinguistics is the field that explores the connection between language and society, examining how language is used within specific social contexts and how it is influenced by the social structures in which language users live. It can be concluded that sociolinguistics is the study of language and society and sociolinguistics also examines the correlation between social factors and variations in language usage. It specifically concentrates on how language is spoken within various social contexts and aims to identify the social functions and meanings conveyed through language.

2.3.2 Bilingualism

Bilingualism is one of the phenomena that happens in the multilingual family. In Wei's (2000: 3) argument, it was posited that a significant proportion of the global population, specifically one in three individuals, can be classified as bilingual. This group is defined by their ability to effectively use multiple languages across different aspects of their lives, including professional environments, family interactions, and other activities. A study (Sinaga & Hutahaen, 2020: 32) added in bilingual communication, individuals employ two or more languages concurrently. This phenomenon of bilingualism and

multilingualism is commonly observed within specific communities, often concentrated in particular regions or areas.

2.3.3 Code Mixing

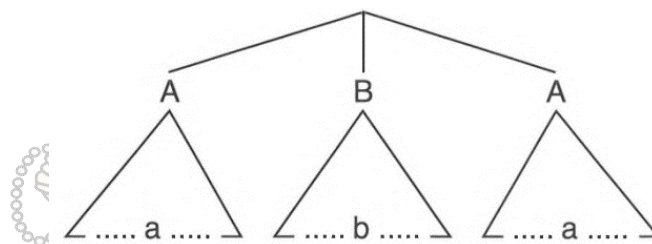
Code-mixing is one of the known linguistics phenomena. Code mixing is often influenced by various factors including social context, the speaker's proficiency in the language, and the topic of conversation. In a study by (Salsabila et al., 2021: 2) Code mixing is the frequent use of a code in conversation, then inserting it with different language forms. Other than that, (Pfaff, 1979, as cited in Jendra, 2010) added, that conversational code-mixing is the purposeful blending of two codes without an associated change in the topic or context. Young societies are most and often used mixed language and code-mixing becoming a widespread trend to this day.

2.3.4 Type of Code Mixing

According to Muysken (2000), code-mixing can be categorized into three groups: Insertion, Alternation, and Congruent lexicalization. Insertion involves adding elements from the mother tongue (L1) into phrases or utterances in the second language (L2). Alternation occurs when two languages with distinct grammatical structures and lexical items switch within a single sentence. Congruent lexicalization is a combination of both insertion and alternation,

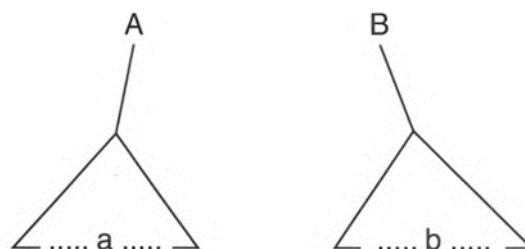
where both languages have grammatical structures that can be filled with elements from either language.

2.3.4.1 Insertion



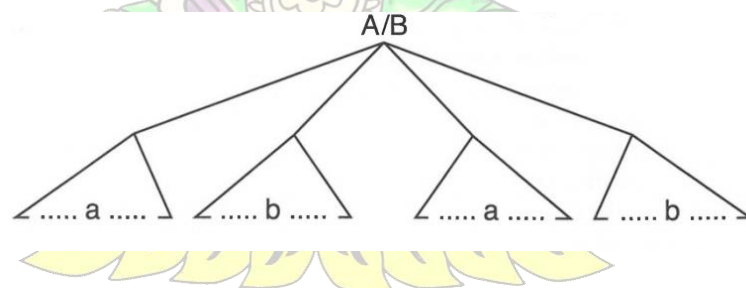
Insertion pertains to the act of including a word or phrase within a sentence or statement. As per Muysken's (2000: 33) framework, insertion may involve individual components, same as borrowing. Consequently, he scrutinizes borrowing as a separate category within the scope of insertion. This process involves the insertion of a singular element B, comprised of words B originating from a different language, into a framework defined by language A, which comprises words A specific to that language.

2.3.4.2 Alternation



Alternation occurs when a sentence contains elements from two languages with distinct grammatical structures and vocabulary, as outlined by Muysken (2000: 33). In this situation, a component from language A (comprising words from that language) is succeeded by a component from language B (comprising words from that language). In his book *“Bilinguals Speech: A Typology of Code-Mixing”* Muysken (2000) defines alternation code-mixing as a form of code-mixing in which speakers alternately use one language and then switch to the other. This switch usually occurs at clause or sentence boundaries. In other words, speakers exchange or replace elements of one language with elements of another language in an utterance.

2.3.4.3 Congruent lexicalisation



Congruent lexicalisation in code-mixing pertains to the integration of elements from multiple languages, maintaining to keep the grammatical and phonological rules of each language. This means that borrowed elements are smoothly combined into the sentence without changing the structure or phonology of either language. Muysken (2000: 33) argued that congruent lexicalization is a bit like changing the way of speaking a lot, almost like switching between different styles or using different words within the same

system of language. This category encompasses elements of both insertion and alternation, combining features from both types.

2.3.5 Reasons of Code Mixing

Hockett's theory (1958: 404) stated that bilingual individuals tended to incorporate code-mixing into their communication for two distinct reasons. These rationales would be expounded upon in the subsequent discussion.

2.3.5.1 The Prestige Motive

The prestige motive is employed by a speaker to showcase their educational or intellectual status by Hockett (1958: 404). This motive arises when individuals consciously incorporate elements from a higher-prestige language or register into their speech, aiming to convey a sense of sophistication or education.

Hockett (1958: 405) also discusses how language usage can vary based on social factors like age and influence. It suggests that what is considered "correct" or prestigious language can differ between different groups. For example, parents and teachers might use one form "John and I are going", while children around the same age might use a different form "Me and John are going". This difference in language use is attributed to a desire to fit in and conform to the speech patterns of their peers.

2.3.5.2 The Need-Filling Motive

The Need-Filling Motive means when the speakers cannot find the correct word in their language and then they need to fill the gap with another language Hockett (1958: 405). This could be due to a lack of an appropriate term or expression in their native language, prompting them to draw from another linguistic source to convey a specific meaning or idea.

Theory by Hockett (1958: 405) also illustrates how a new word, “typhoon,” entered the English language. There was a ship with a crew made up of both Chinese and English members. When a Chinese crewman saw a storm approaching and urgently yelled out the word for it in his language, everyone realized it was a type of storm they hadn't encountered before. Then, decided to adopt the Chinese word “typhoon” because it accurately described this specific kind of storm. This story illustrates how languages can borrow words from each other when there's a need for a term that doesn't exist in their own language yet.

