

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDA'S
YOUTUBE CONTENT**

By:

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**FACULTY ENGLISH EDUCATION DEPARTMENT TARBIYAH AND
TEACHERS TRAINING FACULTY**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H / 2025 M**

**AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDA'S
YOUTUBE CONTENT**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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To be discussed in the Proposal (munaqosyah) in Tarbiyah Faculty of State Islamic University
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb



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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Mengetahui,
Ketua Prodi Tadris Bahasa Inggris



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RATIFICATION PAGE

No: B-1030/Un.36.1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDA'S YOUTUBE CONTENT written by: Lukmanul Hakim, Student Number 1901052020 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 16th 2025, at 15.00-17.00 AM

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ABSTRACT

Sociolinguistics is study about the connection among language and society. Every people have different language style when they interact to each other. By many variations which they have, it can be possible for them to mix their language in their utterance.

Mixing one language with the other languages, in sociolinguistics field it called by code mixing. The use of code mixing in society it him been common. It happens in the one of the phenomenon YouTuber in Indonesia that is Maudy Ayunda. Therefore, this research focuses on code mixing that emerges on Maudy Ayunda's video YouTube channel.

The objective of this research was to find out the types and levels of code mixing that appear on Maudy Ayunda's video YouTube channel "BUKA KARTU: Jerome Polin & Maudy Ayunda sama-sama hobi sekolah!". This research was descriptive qualitative method and the human research is the main instrument of this research. In collecting the data, this research utilized documentation method.

This study employed content analysis which focused on analyzing the types of code mixing which defined by Hoffman and the levels of code mixing that argued by Suwito. Then, the result of types and levels of code mixing were counted by using Sudjiono's formula.

The result after analyzing the video, there were thirty four data in the types and levels of code mixing. In the types of code mixing, the highest type was intra-sentential of code mixing and the lowest type was involving a change of pronunciation. While, in the levels of code mixing, the dominant level was word level and the lowest level was repetition word and idiom level.

Key words: *Sociolinguistics, Code Mixing, Maudy Ayunda, YouTube.*

ABSTRAK

Sosiolinguistik merupakan kajian yang membahas hubungan antara bahasa dan masyarakat. Setiap individu memiliki gaya bahasa yang berbeda ketika berinteraksi satu sama lain. Dengan adanya berbagai variasi bahasa tersebut, memungkinkan seseorang untuk mencampurkan bahasa dalam tuturannya. Pencampuran satu bahasa dengan bahasa lainnya dalam kajian sosiolinguistik disebut sebagai campur kode (*code mixing*). Penggunaan campur kode dalam masyarakat telah menjadi hal yang umum. Fenomena ini dapat ditemukan pada salah satu YouTuber di Indonesia, yaitu Maudy Ayunda. Oleh karena itu, penelitian ini berfokus pada campur kode yang muncul dalam video pada kanal YouTube Maudy Ayunda.

Tujuan dari penelitian ini adalah untuk mengetahui jenis dan tingkat campur kode yang muncul dalam video YouTube Maudy Ayunda berjudul “BUKA KARTU: Jerome Polin & Maudy Ayunda sama-sama hobi sekolah!”. Penelitian ini menggunakan metode deskriptif kualitatif dengan peneliti sebagai instrumen utama. Dalam pengumpulan data, penelitian ini menggunakan metode dokumentasi.

Penelitian ini menerapkan analisis isi (*content analysis*) yang berfokus pada analisis jenis campur kode menurut Hoffman dan tingkat campur kode menurut Suwito. Selanjutnya, hasil temuan jenis dan tingkat campur kode dihitung menggunakan rumus Sudjiono.

Hasil penelitian menunjukkan bahwa setelah menganalisis video tersebut, ditemukan sebanyak tiga puluh empat data campur kode yang mencakup jenis dan tingkat campur kode. Pada jenis campur kode, jenis yang paling dominan adalah campur kode intra-sentensial, sedangkan jenis yang paling sedikit ditemukan adalah campur kode yang melibatkan perubahan pengucapan. Sementara itu, pada tingkat campur kode, tingkat yang paling dominan adalah tingkat kata (*word level*), sedangkan tingkat yang paling rendah adalah tingkat pengulangan kata (*repetition word*) dan tingkat idiom (*idiom level*).

Kata kunci: Sosiolinguistik, Percampuran Kode, Maudy Ayunda, YouTube.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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It states that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, December 10th, 2025
The reseacher,



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Metro, 10 Desember 2025
Yang Menyatakan,



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MOTTO

بِالْإِنْتِنَاءِ أَعْمَاءِ الْإِنْتِنَاءِ

“Everything depends on the intention”

(H.R Bukhari & Muslim)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to my beloved parents Mr. Sunaryo and Mrs. Dini Andriani, thanks for incessant pray, everlasting love and guiding me to find my own self for finishing my study and thought me be more patient and confident.

My beloved sister Fadillah and Afifah who always amuse and support me.

My best friend Wulan C. Pranowo who have given wonderful motivations for me.

All my beloved lecturers of English Department State Islamic University of Jurai Siwo Lampung, Thank You

ACKNOWLEDGEMENT

To start with, the researcher would like to extend his gratitude to Allah SWT for blessing, health and also mercy because the researcher can finally accomplish this undergraduate thesis with the title "AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDA'S YOUTUBE CONTENT" Sholawat and salam to our prophet Muhammad SAW. The lord of the muslim in the world who has brought us from the darkness of the lightness.

In this time, the researcher would like to express his deepest gratitude especially to:

1. Prof.Dr.Hj.Ida Umami, M.Pd.Kons, as rektor of UIN JURAI SIWO Lampung.
2. Dr. Siti Annisah, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of UIN JURAI SIWO Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the chief of English Education Department of UIN JURAI SIWO Lampung.
4. Dr. Much Deiniatur, M.Pd.B.I, as the advisor valuable knowledge and support in finishing this a research proposal.

The researcher realize that there are many weaknesses appear in this undergraduate thesis. Thus, the researcher warmly welcomes all constructive comments and suggestions to lighten up the quality of this undergraduate thesis. Finally, the researcher hopes that this writing will become a good beneficial to the researcher, to the college and all of reader.

Metro, Desember 16th 2025



Lukmanul Hakim
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CHAPTER I

INTRODUCTION

A. Background of the Study

Humans as social beings need a means to interact with other humans in society both in oral and written. In order to be able to interact with other social creatures, humans need a tool which called by language. Language is the essential thing in the entire of human life. The appearance of language is quite beneficial in society. They can express their feelings, ideas, intention, and etc. Chomskysays that language can be anchored as a sound-dispensing process and grasp the meaning of what people say in a certain way. In principle, language is related to understanding what the other person is saying and producing a signal with an intended semantic interpretation.¹

Language also as the identity of the nation that every country in this world has different languages which make them to be diverse, as state by Sapir in his book that every language in the world is a collective expression of art. There are several aesthetic factors in it that are phonetic, rhythmic, symbolic, morphological, and every language has its own aesthetic factors that cannot be fully shared with other languages.² So, form the explanation above, it can be said that language is the system of words or signs as foundation for the people to express thoughts and feeling to each other.

¹ Noam Chomsky, *Language in Mind* (3rded) (New York: United States of America, 2006), p. 102

² Edward Sapir, *Language: An Introduction to the Study of Speech* (New York: Harcourt, Brace, 1921), p.107

On the BBC website, it is estimated that up to 7,000 different languages are spoken around the world and one of the most widely used language in the world is English.³ For the other opinion, according to Crystal in his book that he said “of course English is global language, they would say.”⁴ Moreover, there is another argument about English as the global language, Reddy as a lecturer in English wrote in his journal that currently, English is the first language used in some countries. For countries that use English as first language speakers there are about 375 million and there are 750 million countries that use English as second language speakers. Furthermore, there are 70 countries which have English as their official language.⁵

In the theoretic field, language learning falls into Psycholinguistics, Sociolinguistics, Linguistics, Neurolinguistics, and etc. Each field in language learning has its own distinctive uses. However, they are still continuous with each other. In this study, the author takes the field of language related to sociolinguistics. Sociolinguistics is study about the relation among language and colony, the application of different languages in dissimilarity social contexts, it aims to identify social functions of language and to be used as a way of conveying social meanings, utilizing different languages provides a lot of information about how language works, and about social relations in the community. As stated by Adi that sociolinguistics learns about the usage of

³ BBC, “Language Other”, (on-line) accessed from <http://bbc.co.uk/languages/guide/languages/>, (on January, 1st 2019 at 10.07a.m.)

⁴ David Crystal, *English as a Global Language* (2nded) (New York: United States of America, 2003), p. 2

⁵ M. Samanth Reddy, “Importance of English Language in today’s World”. *International of Academic Research*, Vol. 3, No. 2, April 2016, p.179.

distinction parlance among cohorts in the social environment. It is divided by several social variables for samples: ethnicity, religion, status, gender, level of education, age, etc.⁶

In the phenomenon of sociolinguistics which relates to society in the use of languages, there are circumstances where many people can understand two or more languages. In sociolinguistics itself, it is referred to as bilingual and multilingual. Bilingual is someone who can speak two languages and multilingual is someone who can speak more than two languages.

By switching two or more languages in monolog or dialog, sociolinguistics scientists call it with code switching and code mixing. Code switching describes the abilities of a bilingual speaker. The term code switching in linguistics refers to the use of more than one language or variations in speech.⁷ Trousdale in Mujiono says that code switching is the situation of linguistic where a speaker will change his/her language if someone who talks with him/her that has equal ability in another language that they use in interaction.⁸ While, code mixing is the use of two languages together with the conversant to the extent that they change from one language to another in the course of a single utterance.⁹ Jendra in Sumarsih writes that code-mixing is the language usage in which "a mixing of different variations within the

⁶ Wiruma Titian Adi, "Code Switching in Critical Eleven Novel". *Journal of English Language, Literature, and Teaching*, Vol. 2, No.1, April 2018, p. 40

⁷ Fithrah Auliya Ansar, "Code Switching and Code Mixing in Teaching-Learning Process". *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 10, No. 1, 2007, p. 31

⁸ Mujiono, "Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities". *International Journal of Linguistics*, Vol. 5, No. 2, 2013, p. 50

⁹ Ronald Wardaugh, *An Introduction to Sociolinguistic* (Oxford: Basil Black Well, 1986), p.103

same clause."¹⁰ So, based on the previous explanation about code switching and code mixing, it can be concluded that code switching is a phenomenon in which bilingual or multilingual changes speech from one language to another where this case is caused by a condition and situation. And code mixing is the mix of language which is inserts another language in the dominant language that they use in speech community.

The phenomena of code mixing and code switching of languages have long intrigued scholars who have examined what triggers such occurrences. Code switching and codemixing phenomenon has become a trend or style of speaking in society, especially among youth people. They are very used to do code switching or mixing in their utterance. They think that when they mix their language with another language in their utterance, they will look more prestigious. This phenomenon also appears on the famous YouTuber in Indonesia that is Maudy Ayunda. On Maudy's video "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!", she often mixes her language on her utterance among Indonesian language and English. On her video, she also conveys some motivations which can be useful for the viewers of her videos. Hence, this show is entertaining yet educational.

In this research, the Researcher is interested to conduct the research to look for the use of code mixing. There are several researchers who have

¹⁰ Sumarsih, Masitowani Siregar, Syamsul Bahri, and Dedi Sanjaya, "Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics". *English Language and Literature Studies*, Vol. 4, No. 1, 2014, p. 79

conducted the research about and code mixing. Dealing with this research, the observer takes some relevant researches which have been investigated.

B. Research Question

Based on the background of the research above, the formulation of the problem that is revealed in this study can be stated, as follows:

1. What are the types of code mixing which appear on Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!"?
2. What are the levels of code mixing which appear on Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!"?

C. Objective and Benefits of the Study

1. Objective of the Study

The objectives of the research which are arranged by the Researcher of this study, as follows:

- a. To find out the types of code mixing used on Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!".
- b. To find out the levels of code mixing on Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!".

2. Benefits of the Study

a. For the Students

The students can deeply understand about code mixing and they directly are able to apply into their daily life. They can also improve their ability in English through YouTube.

b. For the Teachers

The teachers can use this paper as the guidance to enrich their comprehension about code mixing. The teachers can also apply YouTube as a medium to teach their students because YouTube is one of interesting medium for students to enjoy during teaching learning process.

c. For the Other Researchers

The result of this research can give the motivation for the next researcher to look for code mixing in another thing. And the next researcher can use this research as the reference if they want to conduct the research about code mixing.

D. Prior Research

This research was conducted by considering several previous studies. The first prior research is done by Kurniati from State Islamic University of Syarif Hidayatullah Jakarta, with her thesis, "*A Sociolinguistic Analysis of Code Mixing On Nine Summer Ten Autumns Novel By Iwan Setiawan*". In her thesis, she found the types of code mixing and interference that are existed in *On Nine Summer Ten Autumns* Novel. She selected twenty data to be analyzed. Then,

from twenty data that had already analyzed, she found that nineteen data were using outer code mixing and there is no interference in the conversation of the novel and only one which was using inner code mixing.¹¹

In addition, the second prior research is done by Amsal, with her thesis “*An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3XIII Koto Kampar*”. In him thesis, he looked for the types of code mixing in “*Conversation of the Students at State Junior High School (SMPN) 3 XIII Koto Kampar*”. He used theory from Muysken that there are three types in code mixing such as insertion, alternation, congruent lexicalization. From him analysis, he found that insertion code mixing is the type was more dominant used by the students in their conversation, it about 57.67% and it is categorized into enough.¹²

The last prior Researcher is done by Mulyani who conducted her research about “*Code Mixing Analysis of The Judges Comments and The Host Utterances on Five Episodes of Workshop Round in Indonesian Idol Singing Competition Season 6*”. She looked for the code mixing in word class and phrase that used by the Judges comments and the Host. She also sought the factors which influence them in mixing the language. From the result of her research, she found that 13 data which involved in code mixing. In word class, she found 6 data, while in phrase she found 9 data. For the factor of the code

¹¹ Indira Kurniati, Thesis, *A Sociolinguistic Analysis of Code Mixing On Nine Summer Ten Autumns Novel By Iwan Setiawan* (Jakarta: State Islamic University of Syarif Hidayatullah Jakarta, 2014)

¹² Amsal, Thesis, *An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3XIII Koto Kampar* (Pekanbaru: State Islamic University Sultan Kasim Riau, 2011)

mixing, she found six factors which influence the subject mixed their language.¹³

¹³ Nopita Mulyani, *Code Mixing Analysis of The Judges Comments and The Host Utterances on Five Episodes of Workshop Round in Indonesian Idol Singing Competition Season 6* (Jakarta: State Islamic University Syarif Hidayatullah, 2011)

CHAPTER II

REVIEW OF THE LITERATURE

A. Sociolinguistics

Language is a part of human life, there is no language there is nothing to say. Since, language is a tool that can convey and deliver human's feelings, ideas, thoughts, and views. It is also to establish and maintain the social relationship. People use language in form listening, speaking, reading, and writing. Human and language cannot be separated each other, since they have relation which is all round what the human do, it will relate with language. In linguistic, there is a branch that study about the relationships among human and language and it is called by sociolinguistics.

Sociolinguistics is related to the relationship between society and language which aims to understand the structure of language and how language functions in communication. Fishman says that there are three characteristics in study of sociolinguistics such as characteristic of language varieties, the characteristic of their functions, and the characteristic of their speakers. Three of them are constantly interact and changes one another within a speech community.¹ In addition, sociolinguistics is study about the human's everyday lives and how as an umbrella term to describe the behavior of humans or animals or even larger entities, such as a country or an organization. A reliable speaker must have good speaking performance supported by high self-

¹ Joshua A. Fishman, *The Sociology of Language* (Cambridge: Newbury, 1972), p. 7

esteem. language uses in the conversation. The presence of societal norms, policies, and law which address language.²

In the field of sociolinguistics are studying about the relationships between two things, such as the connection among language and colonies, between the use of language and the social structures in which the users of language life.³ Holmes adds that sociolinguistics learns about the intercourse among language and society. They are fascinated in discussing why they use different languages in different situations and they pay attention by identifying social functions of language in conveying social meaning.⁴ From several previous definitions about sociolinguistics which argued by experts, it can be summarized that sociolinguistics is a branch of linguistic which studies about language which is related with community, variety, function and the users of language. Every group has their own identity of the language to communicate to each other.

B. Bilingualism

Bilingualism is an individual who be able to use two languages in interaction to each other. Many people are applying more than one language when they make conversation with other people. Nowadays, bilingualism has become popular in every country in this world. They have been common to wield two languages in their burble.

² Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistics (7th Ed)* (Blackwell Publishing, 2006), p.13

³ Bernard Spolsky, *Sociolinguistics* (Oxford: Oxford University Press, 1998), p. 3

⁴ Janet Holmes, *An Introduction to Sociolinguistics (4thed)* (New York: Routledge, 2013),

According to Spolsky, bilingualism is an individual who has ability to speak in two languages and it has some functional ability in a second language.⁵

Richard says that bilingual is someone who engages two languages with some degree or proficiency but usually bilingual people have a better knowledge in one language than others.⁶

From the comprehensiveness above, it can be construed that bilingualism is the ability of someone who can speak and understand more than one language. Bilingualism appears because there are several factors that affect. One of them is background of education. The level of education can give influence to someone to be able to speak more than one language.

1. Dimension of Bilingualism

There are five dimensions of bilingualism that argued by Baker:

- a. Age (simultaneous/ sequential);
- b. Ability (incipient/ receptive/productive);

Incipient : Incipient is someone who just know the another languages.

Receptive : Receptive is someone who just be able to listen and read. It means, they can understand what people are talking about but they cannot apply it.

Productive : Productive is someone who just be able to speak and write the language that they just learn it.

⁵ Bernard Spolsky, *Op. Cit.*, p. 45

⁶ Jack Richards, *Longman: Dictionary Language Teaching and Applied Linguistics* (UK: Longman Group, 2003), p. 51

- c. Between two languages that they know, they must balance;
- d. Development (ascendant – second language is developing; recessive – one language is decreasing), and
- e. Contexts where each language is acquired and used (e.g. Home, school).⁷

2. Type of Bilingualism

Loveday in his book is mention about four types of bilingualism: compound bilingualism, balanced bilingualism, subtractive bilingualism, and additive bilingualism. Here the definition of these types of bilingualism.

a. Compound Bilingualism

The meaning of compound bilingualism is if children are taught a new language, they will increase their knowledge of the new language being taught. If one of the two languages is used dominantly, it can be concluded that they will choose to use language that tends to be used in their environment and other languages are only used at the level of understanding.

b. Balanced Bilingualism

Balance bilingualism means that the speaker has equal ability when they are able to speak in two languages. For instance, A is from Indonesia, and he can speak Indonesian language, he learns new language that is English. The competence of A when he speaks in

⁷ Colin Baker, *Foundation of Bilingual Education and Bilingualism* (Canada: Biddles, 2011), p. 27

Indonesian language and English must balance, or it can be said that A must master both of them.

c. Subtractive Bilingualism

Subtractive bilingualism is someone who already has the ability to speak two languages, but because the environment in which they live uses different languages, they will adjust and eventually they lose one of their language skills.

d. Additive Bilingualism

Additive bilingualism can be interpreted as someone who learns a new language where the language they learn can be beneficial for them and they do not lose their own language.⁸

Those are the types of bilingualism who argued by Loveday. Every type of bilingualism has their own function itself to draw the type of bilingual people. So, it can be summarized, if someone has ability to speak and know in two languages they can be said as bilingual people. Usually, someone who understands more than one language they will use their capability to combine among one language with another, when they make the conversation with the other people. In the sociolinguistic field, it called by code.

⁸ Leo Loveday, *The Sociolinguistics of Learning and Using a Non-native Language*(Oxford: Pergamon Press Ltd, 1986), p. 9

C. Code

In human interaction with each other, they usually draw on distinction code in divergence fettle. Code is a dialect or a particular language used in every opportunity to communicate between two or more parties.⁹ Rahardi says that Code is a speech system in which elements of language are applied that have different characteristics in which these characteristics are in accordance with the background, speaker, and relationship in communicating between the speaker and listener.¹⁰

As a general rule, the use of code during the conversation it has been common in a bilingual society. They can utilize some code in their utterance. Bilingual might consider who speak to them. They will not use the second language if the other people speak to them do not understand the language that they use. This suggests that code is a language preference that could be chosen by the speaker according to several circumstances and language ability.

In the explanation of code which defined by expert above that code is variation of language which has different characteristic in every single elements of language. Code can be said as the key of someone when He/She wants to change from one language to another language that He/She uses in communication.

Literally, there are two kinds of code itself they are code switching and code mixing. The similarity between code switching and code mixing is that

⁹ Ronald Wardaugh, *An Introduction to Sociolinguistic*. (Oxford: Basil Black Well, 1986), p. 99

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2010), p. 17

they usually occur in multilingual society in using two or more languages.¹¹ Meanwhile, the distinction among code switching and code mixing is code mixing appears when speakers mix or insert foreign words (other code) in the dominant language used, yes including the use of foreign terms that appear intellect. While code switching is changing the language used to another code (including diversity), for instance such as the other person, speaker themselves, the presence of three speakers, create sense of humor, and increase the prestige.¹²

In addition, code switching occurs in someone's utterance because they realize and they have purpose for switching their language, but someone who mixes his or her language because he or she does not realize and does not have any purpose for mixing his or her language. It can be said, that switching the language that is done by someone intentionally, and mixing the language that is done by someone unintentionally. Therefore, to make the different between both of them are clear, here the explanation about code switching and code mixing:

1. Code Switching

Code switching appears because the ability of someone who can use more than one languages in the conversation of his or her in daily life. As Adi says that code switching occurs when a bilingual applies two or more

¹¹ Sumarsih, Masitowani Siregar, Syamsul Bahri, and Dedi Sanjaya, "Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics", *English Language and Literature Studies*. Vol. 4, No. 1, 2014, p. 79

¹²*Ibid.*, 79

languages during his/her interaction with another bilingual.¹³ Yuliani adds that code switching happens there is the third person in conversation between two people and it can change the language which they use and also it can change the situation and topic of the conversation.¹⁴

Certainly, they have reason why they switch their language when they talk to each other. Probably, it depends in the situation and condition. Hence, the switching is one of the optional for a bilingual to communicate with the other people secretly, because sometimes someone does not want the other people to know what they are talking about. Switching the language from one language to another it has been common in society especially in young people, because they think when they switch their language they will look more prestigious. They will be easier to switch the language because they have the ability to use another language in interaction.

Nisa defines in her journal that code switching refers to the situation of people when they switch the language in the equal communication activity.¹⁵ Hymes in Sumarsih has an opinion about code switching that he states “code switching is changing of the language it can be two or more languages, and also changing of the variations of one language or even some

¹³ Wirama Titian Adi, “Code Switching in Critical Eleven Novel”. *Journal of English Language, Literature, and Teaching*, Vol. 2, No.1, April 2018, p. 41

¹⁴Wenny Yuliani, “An Analysis Of Code Switching In The Novel 9 Summers 10 Autumns”. *English Department, Faculty of Humanities: Andalas University*, p. 2

¹⁵ Choitotun Nisa, “An Analysis Of Code Switching In ‘Supernova: Ksatria, Putri Dan Bintang Jatuh’ Novel By Dewi Lestari”. *Jurnal Ilmiah Bahasa dan Sastra*, Vol. 4, No. 2, December 2014, p. 199

kinds of the style.¹⁶ Then, Gumperz in Mujiono argues that code switching is the strategy of an individual to express social meaning in the conversation.¹⁷

In addition, according to Romaine, many linguists have stressed the point about switching that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker. Switching in both cases serves an expressive function and has meaning.¹⁸

In this definition, Romaine conveys that switching appears in bilingual people, they switch the language in styles or dialect. While, for monolingual people it is just optional. Based on the some previous statements who argue about code switching, it can be said that code switching is a change of the language in many variations and the alternative of people who want to use of two or more languages within the equal utterance. They switch their language when they do conversation or write something.

The concept of code switching is divided into two they are metaphorical and transactional code switching. Metaphorical code switching is concerns the various communicative effect the speaker intends to convey. For example, teachers deliver formal lectures in the official standard form Indonesian, but lectures shift to regional dialect when they want to encourage discussion among the students. Meanwhile, transactional

¹⁶ Sumarsih, Masitowani Siregar, Syamsul Bahri, and Dedi Sanjaya, *Op. Cit.*, p. 79

¹⁷ Mujiono, "Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities". *International Journal of Linguistics*. Vol. 5, No. 2, 2013, p. 50

¹⁸ Suzanne Romaine, *Language in Society An Introduction to Sociolinguistic* (2nd ed), (United States: Oxford university Press, 2000), p. 59

code switching comes under heading of the type of switching most commonly discussed as being controlled by components of the speech event like topic and participants. Thus, while the components of the speech event such as speaker, topic, listener, setting has not changed, the tone of the interaction has been altered by a switch in language.¹⁹

a. Types of Code Switching

There are three types of code of switching which are argued by Poplack in Yuliana, such as intra-sentential code switching, inter-sentential code switching and extra-sentential code switching. As the explanation by written bellow:

1) Intra-sentential code switching

Intra-sentential code switching occurs when the alternation of language used is below sentential boundaries. The shift appears in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift.

Example:

Delsa : Jal, besok Saya pergi *holiday* sama keluarga Saya.
(Jal, tomorrow I am going to go holiday with my family)

Jali : Kemana emangnya Del, kamu gak *invite* saya gitu?
(Where are you going to go Del, you do not invite me, do you?)

The example of the conversation above shows that the speakers switch their language in the middle of their utterance. The

¹⁹ *Ibid.*, p. 59

speakers speak in Indonesian language and they insert a word in English. The words that they insert in English are “holiday” and “invite”. So, the English words which come out from his utterance in types of code switching called as Intra-sentential code switching.

2) Inter-sentential code switching

Inter-sentential code switching happens when the people switch their language within sentences or two clauses. It occurs in the beginning of a sentence or end of a sentence.

Example:

Rena : Ren, Kamu tau gak, *if Afgan will come to our country.*

(Ren, Do you know, if Afgan will come to our country)

Panji : Ah seriusan kamu Ren, *I do not believe it that he will come here.*

(Ah, are you serious Ren, I do not believe it that he will come here)

From the example of the conversation, they talk about Afgan will come to their country. The first speaker talk to the second speaker that Afgan will come to their country, but the second speaker does not believe it, because he thinks it is impossible if Afgan come to their country. We can see from their conversation, in the end of their utterance they switch their language into English. They probably realize to switch their language because on their first utterance they use Indonesian language and suddenly they switch it into English. So, it can be mentioned that the type of code switching

that appears on their utterance is inter-sentential code switching.

3) Extra-sentential code switching or Tag code switching

Extra-sentential code-switching is a level which involves a situation in which a bilingual attaches a tag from one language to a utterance in another language such as “Right, Good, Sorry”, etc.²⁰

Example:

Meri : Jel, kamu beneran ikut jalan-jalan ke Bali, *right?*
(Jel, you follow trip to Bali, right?)

Jella : *Sorry* Mer, aku sepertinya tidak jadi ikut karena ada kendala.
(Sorry Mer, I think I do not follow the trip because I have constraint)

Meri : *Really*, kalok gitu Aku juga gak ikutlah.
(Really, if you do not follow the trip, I will not follow it too)

Jella : *No*, kamu harus ikut jangan pedulikan tentangaku.
(No, you have to follow the trip, you do not need to be care about me)

The example of the conversation above talks about trip to Bali. The first speaker asks to the second speaker that she wants to follow the trip or not, but the second speaker says that she cannot join because there is obstacles that make her cannot join the trip. Because the second speaker does not join, the first speaker also does not want to follow, but the second speaker talk the first speaker that

²⁰ Nana Yuliana, Amelia Rosa, and Luziana Pininto Sarwendah, “Code Mixing And Code-Switching Of Indonesian Celebrities: A Comparative Study”. *Jurnal Lingua Cultura*, Vol. 9, No. 1, May 2015, p. 48

she has to follow the trip. From the conversation, it shows that the speakers use tag switching in their utterance such as right, sorry, really, and no. They do tag switching in the beginning of their utterance and in the end of their utterance.

There are some Authors who defined that there are four types of code switching other than the types of code switching above that is intra word code switching. The Researcher does not put the explanation intra word of switching in the part of types of code mixing because intra word is more referred to code mixing.

2. Code Mixing

The phenomenon of mixing two languages in a conversation has become common place among the community, especially in Indonesia itself, because Indonesia is no stranger to mixing various languages in a communication. This is triggered because the people in Indonesia are included into the category of society which can be said to be bilingualism or multilingualism.

There are many adepts who define about the explanation of code mixing. Mujiono and his friends view that code mixing is strategy of communicative in bilingual groups where colonies are able to speak using two languages as long as doing conversation.²¹ Saputra in Wulandari adds that code mixing is the use more than a language which speakers or writers

²¹Mujiono, Rahayu Wilujeng and Muhammad Suharto, "Code Mixing as a Communication Strategy Performed by Outbound Call (OBC)". *International Journal of Social Sciences & Educational Studies*, Vol. 3, No. 3, March 2017, p. 5

mix two codes or more languages in discourse.²²

In addition, according to Nababan in Yuliana that code mixing is the change of the language during interaction within the same expression or in the equal of spoken or written text.²³ Meanwhile, Jendra in Sumarsih argues that code mixing is a mixture of two or more languages with different combinations but still in the same clause.²⁴

Through several definition about code mixing which delivered by experts above, it can be concluded that code mixing is the ability of someone who can mix the language over doing interaction to each other, yet their conversation is still in the same situation it is just their language which they change. In other hand, there are some factors which are influenced people mix their language, such as the background of their education, social, culture, economic, environment, and etcetera.²⁵

a. Types of Code Mixing

According to Hoffman that there are three types of code mixing based on syntactical patterns, as follow:

1) Intra-sentential code mixing

The meaning of intra-sentential code mixing is the appearance of a phrase, clause, or a sentence boundary in a conversation both oral and written, for instance Indonesia - English:

²² Santika Wulandari, "Indonesian - English Code Mixing in Raditya Dika's *Manusia Setengah Salmon*". *Journal on English as a Foreign Language*, Vol. 6, No. 1, March 2016, p. 72

²³ Nana Yuliana, Amelia Rosa, and Luziana Pininto Sarwendah, *Loc. Cit.*

²⁴ Sumarsih, Masitowani Siregar, Syamsul Bahri, and Dedi Sanjaya, *Loc. Cit.*

²⁵ Santika Wulandari, *Op. Cit.* p. 72-73

A : Besok saya ada *final examination*, mata kuliah Miss. Isti. (Tomorrow I will face final examination it is Miss Isti's subject)

B : Ehmm. Ya kamu harus *study hard*, supaya nilai kamu bagus. (Ehmm. You should study hard in order your score will be good)

From the example of the conversation between A and B, the speakers A and B mix the language between Indonesia and English. The speaker A says "Besok saya ada *final examination*, mata kuliah Miss Isti" and the speaker B replies "Ehmm. Ya kamu harus *study hard*". So, the mixing that they do in their conversation it is called by Intra-sentential code mixing because they mix the languages in a sentence boundary.

2) Intra-lexical code mixing

Intra-lexical code mixing appears in the conversation when the speakers attach a word boundary in their utterance, for example Indonesia - English.

Sobari : Wahyu, kamu sudah menge-save nomer Whatsapp Saya belum?
(Wahyu, have you saved my whatsapp number?)

Wahyu : Belum Sobari, kamu juga belum nge-follow Instagram Saya.
(Not yet Sobari, You do not follow my Instagram yet too)

Based on the example above, it can be said the conversation between first speaker and second speaker do type of code mixing in intra-lexical code mixing because the first speaker gives the addition

of word “*save*” with “*menge*” and the second speaker says “*nge-follow*” whereas it should be “*follow*”. So, it can be concluded that the first speakers and the second speaker mix the language between English and Indonesian language at the level of word and it is called with intra-lexical code mixing.

3) Involving a change of pronunciation

This type of code mixing that occurs at the phonological level. It means, when Indonesian people speak in English, the word that they say is modified to Indonesian phonological structure.²⁶ For example, the word of “hello” is said “halo” or the word “television” is said “televisi”. This phenomenon happens to the actress from Indonesia, she is Cinta Laura. When Cinta Laura speaks in Indonesian language, she still looks like speak in English, because her pronunciation when speak in Indonesian language is a bit same with English pronunciation.

Meanwhile, Suwito in his book divides two types of code mixing: inner code mixing and outer code mixing.²⁷

a) Inner code mixing

Inner code mixing is mixing the language with their nature language. Usually it happens in Indonesia, because Indonesia has many traditional languages in every region. So, they mix the

²⁶ Charlotte Hoffman, *An Introduction to Bilingualism* (New York: Roudledge Tailor and Francis Group, 1991), p. 112

²⁷ Suwito, *Pengantar Awal Sociolinguistik Teori dan Problema* (Surakarta: Universitas Sebelas Maret, 1983), p. 76

Indonesian language with their region language by inserting the elements of their own language or elements of varieties and style into their dialect.

Example:

Yogi : Len, kamu bogoh sama Bintang nyak? (Len, you like Bintang, Don't you?)

Lena : Enggak lah, Maneh ulah fitnah Saya! (No, you don't insult me!)

Based on the example of the conversation, the speakers mix the Indonesian language with their region language that is Sundanese. The first speaker said to the second speaker that "Len, kamu *bogoh* sama Bintang *nyak*?" the first speaker said "*bogoh*" and "*nyak*", these words identify as the region language from West Java and the meaning of these words in Indonesian language: "*bogoh*" is "*suka*" and "*nyak*" is "*ya*".

b) Outer code mixing

Outer code mixing is mixing the language that comes from foreign language. It means, the speakers mix their nation language with foreign language. English is common foreign language that many people mix their nation language with English.

Example:

April : Dan, *yesterday* Saya baru beli *a new bag*, harganya mahal pasti kamu gak sanggup belinya. (Dan, yesterday I just bought a new bag, the prize is expensive and you will not be able to buy it)

Dandy : Really, terus di mana sekarang *your a new bag*?
Gak kamu pakek?
(Really, then where is your a new bag? Don't you wear it?)

April : *I am lazy* untuk makeknya takutnya kamu *jealous* lagi sama Saya.
(I am lazy to wear it I am scared if you are jealous of me)

From the example of the conversation that there are two speakers from Indonesia, and they talk about a new bag. The first speaker changed his language when he said “yesterday” and “a new bag”, he mixed his nation language with foreign language. Same as the first speaker, the second speaker also mixed the Indonesian language with English language, he said “Really, terus di mana sekarang *your a new bag*”. So, it can be said that the type of code mixing from that conversation is outer code mixing, because they mix their national language with foreign language.

In addition, according to Muysken there are three types of code mixing such as insertion, alternation, and congruent lexicalization. Here the explanation:

(1) Insertion

Insertion is the type of code mixing which insert a word in the conversation both oral and written. Commonly, people are using code mixing with this type because they do not know the meaning of the word in their national language so that why they mix it with foreign language.

Example:

Kris : Agung, kamu pasti *shock* denger kabar ini!
(Agung, you definitely shock to hear this news!)

Agung : Kabar apa Kris? *Hoax* apa enggak? (What kind of
the news) is it hoax or not?)

From the example of the conversation, the speakers are dominant to use Indonesian language and they insert in the middle of their utterance with English word. They insert the word of shock and hoax. By identifying the example of the conversation above, it can clarified that the type of code mixing that appears in the conversation is the type of insertion code mixing.

(2) Alternation

Alternation occurs between clauses meaning that alternation is used when speaker mixes his or her language with a phrase. For *Example:*

Putra : Den, kamu sudah mengerjakan *your home work* belum? (Den, have you done your home work?)

Deni : Belom Put, kemaren Aku *a little bit busy* sama perlombaan buat pramuka.
(Not yet put, yesterday I was a little bit busy with my scout competition.)

The conversation above is talking about the home work. The first speaker asked to the second speaker that he had done his home work by using Indonesian language but the first

speaker mixed Indonesian language with English language in his utterance by saying your home work. Then, the second speaker responded to the question of the first speaker by replying “Belom Put, kemaren Aku *a little bit busy* sama perlombaan buat pramuka”. From the responding of the second speaker, he mixed Indonesian language with English, the English word which identify as mixing the language is “*a little bit busy*” The code mixing that the first speaker and second speaker included in type of alternation code mixing because they mixed in phrase.

(3) Congruent lexicalization

Congruent lexicalization is the influence of dialect within language use. It means, when the speaker speaks in his or her utterance the words which come out from his or her mouth it is like foreign language. For instance, Indonesian official language has some dialect with English word. Usually, it happens in spoken form.²⁸ Here the example of the conversation:

- Rezal : Ki, kamu lama sekali mengangkat *telephone*
 Saya, kamu lagi sibuk?
 (Ki, you are very long to accept my telephone, are you still busy?)
- Riki : Maaf Zal, Saya lagi ngerjain tugas di *computer*
 danti dak *focus* ke hp.
 (Sorry Zal, I am doing my task on computer and I do not focus to my phone)

²⁸ Pieter Muysken, *Bilingual Speech A Typology of Code Mixing* (United Kingdom: Cambridge University Press, 2000), p. 3

The example of the conversation shows that between the first speaker and second speaker did congruent lexicalization, because the words which identify as congruent lexicalization appear in their conversation such as *telephone*, *komputer* and *fokus*. Those words are identified as congruent lexicalization.

In analyzing the Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!", the Researcher looked for the types of code mixing by using Hoffman's theory. Basically, three of them are same and every theory has difference purpose to identify the word which indicates as code mixing. Many of sociolinguists who define about the types of code mixing, the researcher just propose three experts because it has already represented all the theory that support about the types of code mixing.

b. Levels of Code Mixing

Suwito defines that there are differentiation levels of code mixing in the forms of word, phrase, baster, repetition, idiom, and clause. To divide every level of code mixings in order to be easier to understand, here the explanation written bellow in the table.

Table 2.1
The Levels of Code Mixing

NO	Levels of Code Mixing	Definition of Code Mixing	Example of Code Mixing
1.	Word level	Word is the smallest unit within language that consists of morpheme or more than a morpheme.	“aku bawa something buat kamu”
2.	Phrase level	Phrase is a group of word that does not have subject or verb.	“tolong sih, bersihin white board nya”
3.	Baster level	Baster is a combination of two elements and creates one meaning. The baster form basically from English and the words in English get addition of Indonesian affixation.	“Saya tidak mengerti cara men-download video di YouTube”
4.	Repetition word or Reduplication word level	Repetition word is a word formed because of words reduplication.	“Saya pikir ini fine-fine saja, tidak ada masalah”
5.	Idiom level	Idiom is a group of word that has its own meaning. It means, the idioms cannot be interpreted as individual word, because the idiom has created new meaning.	“eh, seriusan Raisa itu bukan your cup of tea ”
6.	Clause level	Clause is a group of word that has subjects and verb but smaller than sentence. There are two kind of clause, such as independent clause and dependent clause. Independent clause is a clause that can stand alone. While, dependent clause is a clause that cannot stand alone as clause, they need another independent clause to make it perfect.	“hari ini, hari yang teristimewa buat aku, karena I get a new car ”

Source: Adapted from Suwito.²⁹

²⁹ Suwito, *Op. Cit.*, p. 78-80

Through the previous explanation about types and levels of code mixing, the distinction between both of them: Types of code mixing is more general rather than levels of code mixing. It means, levels of code mixing explain one by one categories of word that include in code mixing.

D. Video

In recent years, the use of video in teaching learning process is one of the ways to make the condition of class room more interesting and enjoyable. There are many videos which related with the material of learning. The teachers can use the video as media to teach their students. In applying video during teaching and learning process, the students will get impression on the material that delivered. The pupils can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone.³⁰

By growing of technology, many people share video in their social media. One of the media is YouTube. YouTube has become a powerful space that affords new ways to consume, create, and share video. Because of YouTube and similar media venues, video performance and education have

³⁰ Dr. Ismail Cakir, "The Use Of Video As An Audio-Visual Material In Foreign Language Teaching Classroom", *The Turkish Online Journal of Educational Technology*, Vol. 5 Issue 4, October 2006, p. 68

been changing.³¹ Many videos on YouTube which can give the beneficial for the viewer including education filed. The students can access YouTube with easy way, they only need mobile phone or computer to access YouTube. On YouTube video, the students can get a lot of knowledge. They can get new inspiration from watching YouTube. In applying YouTube in education filed is one of the alternative ways to make the atmosphere of the students to be fascinating.

Maudy Ayunda, whose full name is Ayunda Faza Maudya, was born in Jakarta, Indonesia, on December 19, 1994. She is an Indonesian singer, actress, songwriter, author, and public intellectual who is widely recognized for her exceptional achievements in both the entertainment and academic fields. Maudy began her professional career in 2005 through her debut film *Untuk Rena*, and subsequently gained national recognition for her leading role in *Perahu Kertas* (2012). In addition to her accomplishments in acting, she has also developed a successful career in music, releasing several albums such as *Panggil Aku...* (2011), *Moments* (2015), and *Oxygen* (2018). Her musical works, which include popular songs like *Perahu Kertas*, *By My Side*, and *Dear Tomorrow*, demonstrate her artistic versatility and linguistic competence. Academically, Maudy completed her undergraduate studies at Oxford University, majoring in Philosophy, Politics, and Economics (PPE), and later obtained a dual master's degree in Business Administration (MBA) and

³¹ Christopher Cayari, "The YouTube Effect: How YouTube Has Provided New Ways to Consume, Create, and Share Music" *International Journal of Education & The Arts*, Vol. 12, No. 6, July 8, 2011, p. 2

Education (MA) from Stanford University, reflecting her strong commitment to intellectual development and educational advocacy.

Beyond her career in the creative industries, Maudy Ayunda is also active as a YouTuber and social communicator, utilizing digital media as a platform for educational and inspirational purposes. Her YouTube channel features discussions related to learning, personal growth, and cross-cultural experiences, which she often delivers through a natural combination of English and Indonesian. This use of code mixing represents her bilingual identity and reflects the globalized linguistic behavior of contemporary Indonesian youth. In 2022, Maudy was appointed as the official spokesperson for Indonesia's G20 Presidency, marking her growing influence as a cultural and intellectual figure. Through her contributions in entertainment, academia, and digital communication, Maudy Ayunda embodies the image of a modern Indonesian woman who successfully integrates creativity, intelligence, and global awareness in her personal and professional life.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this research, the Researcher employed descriptive qualitative research because in this research the observer collected the data, made an analysis, and made a conclusion. Moleong stated that qualitative research is a research procedure that produces descriptive data where the available data is obtained through written or oral words from people and their behavior, then from the results of the data collected will be examined.¹ In other words, Qualitative analysis stresses the degree of the information acquired by Researchers. The deeper and careful knowledge are gotten, the higher the standard of the analysis which conducted by Researchers.

According to Lincoln, qualitative research is described as interesting research because Researchers make it possible to explore more detailed topics where data or information is obtained through a Research worker just in case studies, anthropology work, interviews, and so on.²

Then, Denzim and Lincoln in Mertens add:

Qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interview; artifacts; cultural texts and productions; observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives.³

¹ Muhammad, *Metode Penelitian Bahasa* (Yogyakarta: Ar-Ruzz Media, 2014), p. 30

² Choiratun Nisa, "An Analysis Of Code Switching In 'Supernova: Ksatria, Putri Dan Bintang Jatuh' Novel By Dewi Lestari". *Jurnal Ilmiah Bahasa dan Sastra*, Vol. 4, No. 2, December 2014, p. 202

³ Donna M. Mertens, *Research and Evaluation in Education and Psychology* (3th ed) (United States of America: SAGE Publications Inc, 2010) p. 225

The explanation about qualitative according to Denzim and Licoln, it can be concluded that qualitative is getting the data from various aspects which related with the data are obtained through research that conducted by Researchers themselves. The key words which are correlated with qualitative ways embrace complexness, contextual, exploration, discovery, and inductive logic.⁴

B. Data Resources

Data is the most important in the research, because without any data the research cannot be conducted. According to Emzir in Djamal, data involve anything which is written and found by Researchers in a study, the data are including interview transcript, note of observation's result, diary and document.⁵ In this research, the data was obtained from Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!". The Researcher looked for the types and levels of code mixing that appears in Maudy Ayunda's utterance. There is a video which the Researcher analyzed to look for the types and levels of code mixing. The Researcher applied a descriptive text as the data. The Researcher employed a descriptive text as the data because after finding the data, the Researcher explained it.

⁴ *bid.*, p. 225

⁵ M. Djamal, *Paradigma Penelitian Kualitatif: Eddisi Revisi*, (Yogyakarta: Pustaka Belajar, 2015), p. 63

C. Data Collecting Technique

In this research, documentation method was used to collect the data. Documentation method is a recording of event which already happened in the past. There are three types in documentation method such as written document (including diary, life history, biography, etc), picture document (including picture, sketch, moving picture (video), and so on), and art works document (including picture, statue, movie and so on).⁶

Through the interpretation about documentation method, it can be concluded that documentation method is taking the data from written document, picture document, and art works document. Every datum which taken by using documentation method has different ways. This research employed documentation method because the data source which was taken from Maudy's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!". The video was used to take Maudy's utterance and the other people on the video which contains as code mixing.

In collecting the data, there are some steps that had done by Researcher, as follow:

1. First, the Researcher watched the video in many times;
2. Then, the Researcher typed the transcript of the utterance on the video;
3. Next, the Researcher identified the code mixing by reading the transcript;
4. The Researcher made group of the data that had identified; and,
5. Last, the Researcher classified the data based on the form the types and

⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, and R&D* (Bandung: Alfabeta, 2013), p. 204

levels of code mixing.

D. Research Instrument

According to Djunaidi and Almanshur that in qualitative research uses the human research. It means, the instrument of the research is the Researchers themselves.⁷ Hence, the Researchers should be validated by themselves about their ability in doing inquisition. So, in this study the Researcher was the main instrument, yet to make the Researcher easier in conducting the research, the Researcher needed supporting instruments such as book, pen, mobile phone, digital dictionary, and laptop.

E. Data Analysis Technique

In the technique of data analysis, the Researcher applied content analysis. Because, the Researcher was not only collecting the data but he also analyzed the data to get the research's result. According to Leedy and Ormrod that a content analysis could be an elaborated and systematic examination of the contents of a specific body of fabric for the aim of distinguishing patterns, themes, or biases. Content analysis is usually performed on styles of human communication, as well as books, newspapers, personal journals, official document, film, television, art, music, videotapes of human interactions, transcript of voice communication, and net journal and bulletin board entries.⁸

Therefore, the Researcher used content analysis in the technique of data analysis

⁷ M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruzz Media, 2009), p. 95

⁸ Paul D. Leedy and Jeanne Elis Ormrod, *Practical Research Planning and Design (11th ed)*, (England: Pearson Education Limited, 2015), p. 275

because the Researcher analyzed the video and read the transcript that Researcher had written.

In this study, there were some steps that Researcher had done in analyzing the data, as follow:

1. Steps in types of code mixing
 - a. First, The Researcher analyzed the types and levels of code mixing. In the types of code mixing the Researcher used Hoffman's theory such as intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. Meanwhile, in the levels of code mixing, the Researcher used Suwito's theory such as word, phrase, baster, repetition, idiom and clause;
 - b. Second, the Researcher made a table to be classified every type and level of code mixing that appears on the video;
 - c. Then, after the Researcher analyzed the type and level of code mixing that appear on the video, the Researcher used Sudijono's formula to count the number of types and levels of code mixing;

$$P = \frac{F}{N} \times 100\%$$

Note:

P= Percentage

F= Frequency

N= Number of cases⁹

- d. Next, the Researcher concluded the highest types and level of code

⁹ Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT Raja Grafindo Persada, 2006), p. 43

mixing on the video; and,

- e. Last, the Researcher explained about the types and levels of code mixing which appear on video.

To make the classification of data analysis, the Researcher developed a coding system to each datum. Code is to reduce the data into symbol that represent it.¹⁰ Code can be word or phrase used to identify and outline Researchers sentence, paragraphs, or block of text.¹¹ The Researcher made a code for types and levels of code mixing. The following is the data coding:

2. Types of code mixing

The alphabetic capital letters was employed to classify the types of code mixing. It is presented as follows:

ISCM : Intra-sentential Code Mixing

ILCM : Intra-lexical Code Mixing

ICP : Involving Change of Pronunciation

3. Levels of code mixing

The alphabetic capital letters was employed to classify the levels of code mixing. It is presented as follows:

WLCM : Word Level of Code Mixing

PLCM : Phrase Level of Code Mixing

BLCM : Baster Level of Code Mixing

¹⁰ Bambang Rustanto, *Penelitian Kualitatif: Pekerjaan Sosial*. (Bandung: PT. Remaja Rosdakarya, 2015), p. 73

¹¹ Bambang Rustanto, *Loc.Cit.*, p. 73

F. Research Approach

The validity of the data is needed in qualitative research. The use of validity in qualitative research is to define as the degree of confidence in the data from the study conducted by Researcher and it can help the Researcher to check the data analysis in order to reduce the Researcher's biases and prejudices. In this research, the Researcher will apply triangulation technique to support the validity of the data. Triangulation is a technique that utilizes data validity checking something else.¹² According to Martens, triangulation includes checking info that has been collected from completely different sources or strategies for consistency of proof across sources of data. For example, multiple strategies like interviews, observation, and documentation is used, and data is wanted from multiple sources exploitation a similar methodology.¹³

In addition, Denzin and Lincoln propose that triangulation technique is divided into four types: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. To make these types of triangulation clear, here the explanation of them:

1. Triangulation data

In triangulation of data comprises in various sources of data are collected. The variety of sources can refer to time, space, and person.

2. Investigator triangulation

In investigator triangulation involves multiple Researchers in an

¹² M. Djunaidi Ghony and Fauzan Almanshur, *Op. Cit.* p. 322

¹³ Donna M. Mertens, *Op. Cit.* p. 258

investigation to check the same data. This type of triangulation helps to moderate and understand the observer's prejudice. As the example, two or more Researcher might analyze the open response question of questionnaire, then they will make conclusion based on the data from what they were got.

3. Theory of triangulation

Triangulation theory involves using more than one theoretical scheme in the interpretation of the phenomenon. For instance, in analyzing the error analysis to the point of view is by interviewing.

4. Methodological triangulation

In this type of triangulation, it involves using more than one option to gather data. As the example, in collecting the data by using different methods, the Researcher can use interviews, observations, questionnaires, and documents.¹⁴

Based on the explanation above, triangulation is the way to check the validity of the data and give a proof about the data validation. In this study, the Researcher used the type of triangulation data to check the validation of the data. The source of data referred to the types and levels of code mixing. In checking the data, the Researcher asked expert to check the data that have been collected by Researcher. It is because, to reduce the Researcher bias or prejudice.

¹⁴ Norman K. Denzin and Yvonna S. Lincoln, *Handbook of Qualitative Research* (Yogyakarta: Pustaka Belajar, 2009), p. 271

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the Researcher classified the data based on the types and levels of code mixing. The data were gotten from one video on Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!". The Researcher found code mixings in its various types and levels. For the types of code mixing that found in the video, the Researcher analyzed by using Hoffman's theory such as intra-sentential of code mixing, intra-lexical of code mixing, and involving a change of pronunciation. Meanwhile, for the levels of code mixing the researcher used Suwito's theory. The levels that argued by Suwito such as word, phrase, baster, reduplication/repetition word, idiom, and clause.

After the process of data reduction, the whole data of English-Indonesia code mixings that are found by the Researcher in the video of Maudy Ayunda's video YouTube channel "Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!" are 68 data for the types of code mixing and 73 data in the levels of code mixing. In the types of code mixing in the video are classified into intra-sentential of code mixing is 60 data, intra-lexical of code mixing is 8 data, and involving a change of pronunciation has no data. While, in the levels of code mixing in the video, the classification of code mixing word level is 19 data, phrase level is 26 data, baster level is 8 data, repetition word is 3 data, idiom level has no data, and clause level is 17 data.

1. The Types and Levels of Code Mixing

Researcher classified the data about the types and levels of code mixing. In the types of code mixing, the Researcher used Hoffman's theory which are divided into three, they are: intra-sentential of code mixing, intra-lexical of code mixing, and involving a change of pronunciation.

The first, intra-sentential of code mixing is the code mixing that happens within a phrase, a clause or a sentence boundary. The second, intra-lexical of code mixing is the code mixing which is done by people when they put the official language affixation in foreign language in their utterance. The last is involving a change of pronunciation. This type occurs at the phonological level.

Meanwhile, to classify the data in the levels of code mixing, the Researcher employed Suwito's theory which is divided into six levels such as word level, phrase level, baster level, repetition word, idiom level, and the last is clause level.

As the explanation in chapter three, the Researcher made code in every type and level of code mixing. The codes are written bellow:

a. Code in the types of code mixing based on Hoffman's theory

ISCM : Intra-sentential of Code Mixing

ILCM : Intra-lexical of Code Mixing

ICP : Involving a Change of Pronunciation

b. Code in the levels of code mixing based on Suwito's theory

WLCM : Word Level of Code Mixing

65.	Drilingnya tapi sampe kayak....	23:38 Minutes												
66.	Tapi what i notice itu adalah kayak....	24:04 Minutes												
67.	Gak serandom ini gitu loh.	24:19 Minutes												
68.	Ini kan ada random banget.	24:21 Minutes												
69.	Itu adalah game buka kartu	24:25 Minutes												
70.	Bye. Sampai jumpa.	24:32 Minutes												

Through the data in the table 3, the Researcher counted the data and got the percentage of the data by using Sudijono's formula. The percentage of the data based on the types and levels of code mixing.

Table 4.2
The percentage of Types of Code Mixing in the Video

No	Types of Code Mixing	Percentage
1	Intra-sentential of code mixing	88.24%
2	Intra-lexical of code mixing	11.76%
3	Involving a change of pronunciation	0%
Total		100%

From the result of the analyzing by using Hoffman's theory in classifying the types of code mixing and after counting the percentage by using formula that proposed by Sudijono, the Researcher concludes that the most types of code mixing happens in the video is intra-sentential of code mixing, the second types is intra-lexical of code mixing and the last percentage is involving a change of pronunciation. The mixing data of each type can be seen from the classification of the data bellow:

Table 4.3
The Classification of the Data in the Types of Code Mixing

No	Types of code mixing	
	ISCM (Intra-sentential of Code Mixing)	
	Data	
1.	So , kamu sampe	Word
2.	kan di university .	
3.	ada graduation Jerome Pauline di...	
4.	So , ini adalah ide-idean aku.	
5.	Reverse itu kalau kamu nggak suka.	
6.	Aku intimated banget sama mereka.	
7.	Dan aku miss kelas aku.	
8.	Apa ya ? excellent gitulah.	
9.	Atau aku stay di sekolahku.	
10.	So , kayaknya penting sih gitu.	
11.	stay in Indonesia?	Pharase
12.	Sekarang aku last year .	
13.	Kita akan take turns untuk ngambil.	
14.	One of the way itu, dia digasihku aku.	
15.	Kadang-kadang ada role play gitu.	
16.	Intinya kayak, if you miss, you fail gitu.	
17.	Terus dia kayak, Okay lets start .	
18.	Kayak you cold colling gitu.	
19.	I think greed itu adalah akar dari semua masalah.	
20.	Aku pasti susah catch up dan lain-lain.	
21.	Wow, that's such a story .	Sentence
22.	Aku bilang kayak, i dont know how that happen .	
23.	Really, i dont know how that happen .	
24.	Yaudah you come to the next class .	
25.	Im making a very subjective , apa ya ?	

26.	Judgment on what is most important.	
27.	Jadi people arent driven bye self-interest.	
28.	Like crime and all these things.	
29.	Are you talking about like, oh ya, selingkuh jahat	
30.	is makes it hard for me to, ngefek sih itu.	
ILCM (Intra-lexical of Code Mixing)		
1.	Ajak ngomong, ya di-talk gitu lah.	Prefix
2.	Sebenarnya Januari balik, plannya.	Suffix
ICP (Involving a Change of Pronunciation)		
-		

Table 4.4
The percentage of the Levels of Code Mixing in the Video

No	The Levels of Code Mixing	Percentage
1	Word Level	26.03%
2	Phrase Level	35.62%
3	Baster Level	10.96%
4	Repetition Word	4.11%
5	Idiom Level	0
6	Clause Level	23.29%
Total		100%

After analyzing the data and classifying the data in the levels of code mixing by using Suwito's theory, it can be seen from the result of the percentage in the levels of code mixing by using formula which is proposed by Sudijono that word level is the most dominant than other levels. In the second position is the phrase level by following clause level, baster level and the lowest percentage is the idiom level and repetition word. The mixing data

of each level can be seen from the classification of the data bellow:

Table 4.5
The Classification of the Data in the Levels of Code Mixing

No	Levels of Code Mixing	
	Data	
1.	ada graduation Jerome Pauline di	Word Level
2.	So , ini adalah ide-idean aku.	
3.	Reverse itu kalau kamu nggak suka	
4.	Aku intimated banget sama mereka.	
5.	Dan aku miss kelas aku.	
6.	Apa ya ? excellent gitulah.	
7.	Atau aku stay di sekolahku.	
8.	So , kayaknya penting sih gitu.	
9.	So , kamu sampe....	
10.	kan di university.	
11.	stay in Indonesia?	Phrase Level
12.	Sekarang aku last year .	
13.	Kita akan take turns untuk ngambil.	
14.	One of the way itu, dia digasihkan aku.	
15.	Kadang-kadang ada role play gitu.	
16.	Intinya kayak, if you miss, you fail gitu.	
17.	Terus dia kayak, Okay lets start .	
18.	Kayak you cold colling gitu.	
19.	I think greed itu adalah akar dari semua masalah.	
20.	Aku pasti susah catch up dan lain-lain.	
21.	Sebenarnya Januari balik, plannya .	Baster Level
22.	Ajak ngomong, ya di-talk gitu lah.	
23.	True, true, true .	Repetition Word
24.	Decisions-decisions yang aku harus buat tentang..	
25.	Aku tuh udah jarang drill-drill .	

	Idiom Level	
26.	Wow, that's such a story.	Clause Level
27.	Aku bilang kayak, i dont know how that happen.	
28.	Really, i dont know how that happen.	
29.	Yaudah you come to the next class.	
30.	Im making a very subjective, apa ya ?	
31.	Judgment on what is most important.	
32.	Jadi people arent driven bye self-interest.	
33.	Like crime and all these things.	
34.	Are you talking about like, oh ya, selingkuh	
35.	is makes it hard for me to, ngefek sih itu.	

B. Discussion

1. Types of Code Mixing

Basen on the data classification in the types of code mixing in the table 3.2, it can be discussed:

a. Intra-sentential Code Mixing

Intra-sentential code mixing is the appearance of a phrase, clause, or a sentence boundary in someone's utterance.

1) Word

Word is the smallest element that can be uttered in isolation with objective or practical meaning. Word can be classified into some types such as verb, noun, adjective, and etc. Through the finding data in the video, the Researcher found 18 data in the word construction. The data which are indicated as words construction are divided into noun, adverb and adjective.

- a) (14) Aku **intimated** banget sama mereka.

The utterance above came out in Maudy's video at 04:55 minutes. The dominant language that he used is Indonesian language and Jerome inserted an English word "**intimated**" in his utterance. In Indonesian language "**intimated**" means "**diintimidasi**". Based on the theory about intra-sentential of code mixing, Jerome did code mixing in inter-sentential of code mixing, because he mixed his language in the sentence boundary.

Beside the theory of Hoffman which argued that if a foreign word exists in someone's utterance it can be said as the types of code mixing in intra-sentential of code mixing, yet there is another argument which defines if a foreign word appears in someone's utterance, it can be said as "insertion", this type is taken from Muysken. Muysken argues that insertion is the type of code mixing which insert a word in someone's utterance.¹ So, it can be concluded that the word of "**Intimated**" according to Muysken is included in the types of code mixing in the type of insertion.

- b) (30) Atau aku **stay** di sekolahku

In the video, the sentence above appeared in Jerome's utterance at 13:04 seconds. Jerome was mixing the language from his official language which is Indonesian language. He inserted an English word "**stay**" in his utterance. Based on the theory of

¹ Pieter Muysken, *Bilingual Speech A Typology of Code Mixing* (United Kingdom: Cambridge University Press, 2000), p. 3

Hoffman, the mixing that made by Jerome is included in the type of intra-sentential of code mixing.

c) (1) **So**, kamu sampe....

In her video, Maudy said the word of “**So**” in three times. Yet, from the datum above, the Researcher takes the example from minutes to 00:35. Those words are classified as the types of code mixing in the Intra-sentential of code mixing, because it is related with the definition of intra-sentential of code mixing that someone does language mixing in the form of word, phrase any in the sentence boundary. So, “**So**” is included in the form of word, hence it is classified as intra-sentential of code mixing. Based on the Researcher analysis the word of “**So**” happened in Maudy’s utterance when she wanted to started in making video.

2) Phrase

A phrase is a set of words that are meaningful and up patterned.² In finding the data in the video, the Researcher found 29 data which are indicated as phrase. Here, the Researcher took some samples that are discussed:

a) (1) **stay in** Indonesia?

The utterance above appeared in the video at 00:35 seconds. Maudy inserted the foreign language that is English in her first language which is Indonesian language. She said “**Stay in**” in the

² Evelyn Hatch and Cheryl Brown. *Op.Cit.*, p. 199

last of her utterance. The mixing is classified as intra-sentential code mixing because the English words in the form of phrase. So, based on the explanation about intra-sentential of code mixing, the mixing above is included in the type of intra-sentential of code mixing.

b) (3) Sekarang aku **last year**.

The mixing which done by Jerome in his utterance is in the form of phrase. He said “**Last Year**” at 00:40 minutes. Jerome inserted the English words in his dominant language which is Indonesian language. From the mixing that Jerome did, it can be conclude that “**Last Year**” can be classified as intra-sentential of code mixing because that statement includes in the sentence boundary.

c) (6) Kita akan **take turns** untuk ngambil.

Based on the datum above, it can be seen that in the middle of Maudy’s utterance, she inserted foreign words in her dominant language. Maudy said “**take turns**” at 01:31 minutes in her video. In the types of code mixing, the mixing that done by Maudy it includes in the Intra-sentential of code mixing because the mixing is in the form of phrase.

3) Sentence

A sentence is a perfect set of words, structurally minimum S +

V patterns and terminating with end marks.³ In classifying the types of intra-sentential of code mixing in sentence, the Researcher found 15 data which are classified as sentence. Yet, in the data there are some clauses which Researcher found. Nevertheless, clause is included in the sentence, so that is why the Researcher put clause in the part of sentence. The Researcher discussed some data in the types of code mixing in intra-sentential of code mixing, exactly in the sentence form.

a) (17) Aku bilang kayak, **i dont know how that happen.**

The mixing above came out in the video at 05:49 minutes. It can be seen from the datum 17 that Jerome inserted “**I dont know how that happen**” in his utterance. Jerome mixed his official language with foreign language that is English. The code mixing that Jerome did is included in the types of intra-sentential of code mixing, because the language mixing in the form of sentence.

b) (19) Yaudah **you come to the next class.**

The utterance “**You come to the next class**” turned up in Jerome’s utterance at 05:55 minutes. He mixed his official language with foreign language it is English. The mixing that he did actually in the complete sentence because there is subject, verb, and predicate. So, in the types of code mixing, it includes in intra- sentential of code mixing, since the utterance that is

³ *Ibid.*, p. 189

classified as intra-sentential of code mixing in the sentence boundary.

b. Intra-lexical of Code Mixing

Intra-lexical code mixing appears in someone's utterance when the speakers insert a word boundary in their utterance. To classify the data in the types of intra-lexical of code mixing, the Researcher divided into two such as prefix and suffix. It is because, intra-lexical occurs in someone utterance when He or She puts affixation into his or her utterance. Here the affixation is Indonesian affixation. There are two kinds of affixation they are prefix and suffix, the explanation and the data finding are written on the next page:

1) Prefix

A prefix is a group of letters placed before the root of a word.⁴ For the example is the word of "Retell". Here the prefix is "re" and the original word is "tell" both of them if become a word will have different meaning. In Indonesian word the example is the word of "membuka". The prefix is "mem" and the original word is "buka". So, from the explanation about prefix, the Researcher found a datum which is indicated as inter-lexical of code mixing in the affixation of prefix. Here, the Researcher took two data that are discussed:

a) (9) Ajak ngomong, ya **di-talk** gitu lah.

The types of code mixing in the intra-lexical of code mixing

⁴ *Ibid.*, p. 271

based on the utterance above it can be seen that Jerome gave the Indonesian affixation “**di-**” on the word of “**talk**”. It is included into baster affixation Indonesian prefix. The structure is “di- as prefix and talk as word” it becomes intra-lexical of code mixing “**di-talk**”. In Indonesian language, the meaning of “**di-talk**” is “diomongin”, yet that meaning is not standard of Indonesian dictionary because based on Indonesian dictionary the meaning of “di-talk” is “diomongin”. The word of “**di-talk**” is indicated as intra-lexical of code mixing, it appeared on Jerome’s utterance at 03:49 seconds.

2) Suffix

A suffix is a group of letters placed after the root of a word.⁵ In English word, the example is “feeling”, the suffix occurs after the original word “feel” and gets suffix “ing”. In Indonesian language, the example of the word is “manusiawi”, the original word is “manusia” and get Indonesian affixation of suffix “wi”. Based on the explanation about suffix, the Researcher found a datum which is indicated as intra-lexical of code mixing in suffix, the datum is:

a) (2) Sebenarnya Januari balik, **plannya**.

The datum 2 shows that there is a suffix “**nya**” in the word of “**plan**”. This is the mixing between an English word with Indonesian affixation which is suffix. The structure is “**plan** as

⁵ *Ibid.*, p. 275

word and **nya** as suffix” becomes intra-lexical of code mixing (plan-nya). In Indonesian language, plan-nya is similar with investment. In Indonesia “**plannya**” means “**rencananya**”.

c. Involving a change of Pronunciation

In the video exactly in Maudy’s utterance, there is no datum which is classified as the types of code mixing in involving a change of pronunciation.

2. Levels of Code Mixing

Based on the classification of the data in the table 3.4 about the levels of code mixing, it can be discussed:

a. Word Level

Word is the smallest unit within language that consists of morpheme or more than a morpheme. In the classification of the data in the word level, the Researcher found 19 data. Here, the Researcher took three data which are discussed:

1) (4) ada **graduation** Jerome Pauline di

Based on the datum, it can be identified as the levels of code mixing. Those words appear on Maudy’s utterance at 00:56 minutes. From Maudy’s utterance “**graduation**” can be identified in the levels of code mixing in the word level.

2) (28) Apa ya ? **excellent** gitulah.

The word of “**excellent**” turned up on Jerome’s utterance at 10:43 minutes. Based on utterance above, it can be interference that

“**excellent**” is included in the levels of code mixing in the word level.

- 3) (5) **So**, ini adalah ide-idean aku.

The sentence above turned up in Maudy’s utterance at 01:04 minutes. Maudy inserted an English word in her dominant language which is Indonesian language. She said “**so**” in the first on her utterance. “**So**” in Indonesian language means “jadi”. Based on the mixing that done by Maudy in her utterance, it can be said that the word that Maudy inserted in her utterance includes in the word level of code mixing.

b. Phrase Level

Phrase is a group of word that does not have subject or verb. In the phrase level, the Researcher found 26 data which are indicated as phrase level. Here, the Researcher took some data that are discussed:

- 1) (12) Kadang-kadang ada **role play** gitu.

“**Role play**” is the English words which turned up on Maudy’s utterance at 04:44 minutes in her video. Maudy mixed her language into a phrase form in her official language which is Indonesian language. Because the datum above shows that the mixing that is done by Maudy in the form of phrase, it can be interference that in the levels of code mixing, Maudy did mixing in the phrase level.

- 2) (20) Terus dia kayak, **Okay lets start**.

The mixing from the datum 20 came out in Jerome’s utterance at 06:58 minutes. It can be seen that Jerome inserted English words

that became phrase in his utterance. The mixing language is “**Okay lets start** ”. Based on the theory about the level of code mixing, the mixing words that appeared in Jerome’s utterance are included in the phrase level.

c. Baster Level

Baster is a combination of two elements and creates one meaning. The baster form basically from English and the words in English get addition of Indonesian affixation. In classification of the data in the levels of code mixing, the Researcher found 8 data which are indicated as baster level. Here, the Researcher is discussed one datum in the baster level.

1) (9) Ajak ngomong, ya **di-talk** gitu lah.

The levels of code mixing in the baster level, based on the utterance above it can be seen that Jerome gave the Indonesian affixation “di-” on the word of “talk”. It is included into baster affixation Indonesian prefix. The structure is “di- as prefix and talk as word” it becomes baster di-talk. The word of di-talk is indicated as baster level it appeared on Jerome’s utterance at 03:49 seconds.

d. Repetition word

Repetition word is a word formed because of words reduplication. In analyzing the the video, the Researcher has find three in Maudy’s utterance which indicates as repetition word.

1) (43) **True, true, true.** 16:21

Based on utterance above it came out in Maudy’s utterance at

16:21. The word (**true, true, true**) can indicated as repetition word because of repetition in a word.

2) (51) **Decisions-decisions** yang aku harus buat tentang...

The mixing from the datum 51 came out in Jerome's utterance at 20:10 minutes. It can be seen that Jerome inserting repetition of English words (**decisions-decisions**) which makes the words can be classified into repetition in his utterance.

3) (60) Aku tuh udah jarang **drill-drill**. 22:48

The datum 51 came out in Jerome's utterance at 22:48 minutes. It can be seen that Jerome inserting repetition of English words (**drill-drill**) which makes the words can be classified into repetition in his utterance.

e. Idiom Level

Idiom is a group of word that has its own meaning. It means, the idioms cannot be interpreted as individual word, because the idiom has created new meaning. In the research finding, there is no datum in the idiom level.

f. Clause Level

Clause is a group of word that has subjects and verb but smaller than sentences. Clause is devided into two, independent clause and dependent clause. In clause level, the Researcher found 17 data, but here the Researcher is discussed two data as the representative from 17 data.

1) (18) **Really, i dont know how that happen.**

The datum 18 came out in Maudy's utterance in her video at 05:53 minutes. The code mixing clause level that done by Maudy is **"really, i dont know how that happen"** in her utterance. In the levels of code mixing, the code mixing that Maudy did is included in the clause level, because it can stand alone without any other clauses that make it to be perfect.

2) (22) **Im making a very subjective, apa ya ?**

The sentence above turned up on Jerome's utterance at 08:33 minutes on Maudy's video. The code mixing clause level that done by Jerome is **"Im making a very subjective"**. The clause **"Im making a very subjective"** is included into independent clause because it can stand alone without any other clauses that make it to be perfect.

In addition, the Researcher found the data which are indicated as code mixing but the words are indicated as code mixings are in the scope of speech community. It is because, the existence of English words is not as foreign language anymore and it has been becoming in the speech community. A speech community is a group of people who share similar, ideas, uses, and norms of language. As stated by Wardhaugh and Fuller that speech community is a group that speaks in the same language, dialect, variety, or in the same of employing the

code.⁶ Regarding to the theory, the Researcher found several words in Maudy's videos which are indicated as speech community. The words game, wildcard, take turn are included in the speechcommunity in the user of YouTuber of gamer. Graduation, last year, and university are included in the speech community of education.

⁶ Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistics (7th Ed)* (Blackwell Publishing, 2006), p. 62

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and getting the result, the Researcher found several codes mixing on Maudy Ayunda's video YouTube channel. The data were classified into types and levels of code mixing, based on the theory of Hoffman and Suwito. In the types of code mixing, the Researcher analyzed a video of Maudy Ayunda's YouTube channel by using Hoffman's theory, and the types of code mixing are categorized into three types such as, intra-sentential of code mixing, inter-lexical of code mixing, and involving a change of pronunciation. While, for the levels of code mixing the Researcher used Suwito's theory in analyzing a video of Maudy Ayunda's YouTube channel. The levels of code mixing divides into six levels, they are: word level, phrase level, baster level, reduplication or repetition, idiom level, and clause level.

As the result, in types of code mixing on the video, there are 70 data which had been found by the Researcher. The data showed that intra-sentential of code mixing is the most dominant types of code mixing in the video, and it is about 88.24%. In the bellow of intra-sentential of code mixing, there is intra-lexical of code mixing with the percentage 11.76% and the lowest percentage is involving a change of pronunciation, because the Researcher did not find any data which are indicated as involving a change of pronunciation. Then, the result in the levels of code mixing on the video, there are 73 data. The data showed that Phrase level is the biggest level of code mixing on the video with the percentage 26.03%, with

followed by phrase level with percentage 35.62%, clause level 23.29%, baster level 10.96%, repetition word 4.11% and idiom level 0%.

In the process of analyzing the video, the Researcher found several words which are indicated as speech community. The speech community happened when someone speaks in some words which have been common in his or her community. In Maudy's utterance in her video, there are some words which are indicated as the speech community, such as game, take turn, and wildcard are included in the users of gamer on YouTube speech community. The last, Graduation, last year, and university are included in the speech community of Education.

B. Suggestion

Based on the result of the research and considering the previous conclusion, the Researcher would like to provide some of suggestions. Some suggestions are pointed to:

1. The Readers

For the Readers who want to get little bit knowledge about code mixing in someone's utterance especially in the types and levels of code mixing, the Researcher does hope that this research can help the Readers in answering the questions which come to their mind. The Researcher thinks that learning new language is essential to face the modern era.

There is a lot of thing that we can use in improving our ability in new language one of them is social media exactly on YouTube. Many YouTubers who share video in their channel that serve the content about English and

other languages and perhaps the Readers want to look for YouTubers who are really often mixing their language in their video, so it can be easier for the Readers get the point of their utterance.

2. The next Researchers

For the next Researchers, the Researcher does hope that this research can be useful as the reference if the next Researchers want to conduct the research about code mixing which is happened on someone's utterance especially on YouTube. It is much better, if the next Researchers look for the appearance of code mixing in other media or the next Researcher can look for the phenomone of code mixing in the education field, in order there is the distinction between this research and the next research.

3. The English Teacher

As the result of the analysis the video, the Researcher gives the suggestion for the English teacher that YouTube can give the advantages for him/her in teaching learning process as media to teach his/her students. Many vocabularies in English that can be taken in the video that Researcher analyzed and it also can improve the students' vocabulary mastery by watching the video.

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APPENDICES

Appendices :

- A. Maudy Ayunda Youtube content
- B. The script Maudy ayunda youtube content “Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!”
- C. Video application (Youtube)
- D. Digital dictionary (Collins Cobuild)
- E. Table for Analysis Dokument

A. Maudy Ayunda Youtube Content

Maudy Ayunda is an Indonesian singer, actress, and public figure who also has her own YouTube channel. On her YouTube channel, Maudy often shares content about her daily life, education, career journey, and thoughts about social issues. Her videos are known for their inspiring and educational themes, which motivate many young people in Indonesia. Through YouTube, Maudy connects with her audience in a more personal and interactive way, showing her personality beyond her work in the entertainment industry.

In her videos, Maudy often mixes Indonesian and English when speaking. This situation is known as code mixing, which happens when someone uses two or more languages in one conversation. Maudy's way of speaking shows her bilingual ability and global experience, especially since she studied abroad and is fluent in English. Her habit of mixing languages in her YouTube content makes her communication sound natural and relatable to audiences who also use both languages in daily life. This use of code mixing becomes an interesting phenomenon for linguistic analysis, especially in studying how bilingual speakers express themselves on digital platforms.

B. Transcript the video Maudy Ayunda youtube content “Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!”

Hai, teman-teman. Lihat aku dengan siapa? Siapa ya? Apa kabar, Jerome? Baik. Gimana, kamu udah senang nggak di Jakarta, balik ke Indonesia? Kamu 2 tahun, kan? 2 tahun, 2 tahun nggak pulang. Tapi, hari berikutnya ada berita kalau Jepang close border. Iya, aku tuh waktu jaman-jaman pandemi yang close border gitu tuh aku stress banget sih. Karena aku waktu itu nggak bisa ketemu keluarga. Terus bingung takut nggak bisa balik lagi ke sana. Yes, yes, yes. So, kamu sampe sekarang plannya stay in Indonesia? Sebenarnya Januari balik, plannya. Sekarang aku last year kan di university. Iya, iya. Kayak skripsi gitu, nggak skripsian tapi kayak presentasi terakhir. Terus wisudah. Wisudah pun. Kalau nggak aku nggak bisa ke Jepang. Jadi aku wisudah aja sendiri kan.

Nanti bisa dibikin buat-buatan wisudah di sini, Pak? Siap. Siap. Nanti aku yang ngaturin dulu caranya ada graduation Jerome Pauline di sini.

So, ini adalah ide-idean aku. Kita hari ini akan main buka kartu. Dimana kita akan mengupas rahasia-rahasia Jerome Pauline. Dan juga mengupas rahasia aku. Jadi ini kita saling menanyakan. Oke, siap-siap. Aku jelasin game-nya ya, oke? Kita ada, ini stack paling tinggi adalah stack pertanyaan. Kita akan take turns untuk ngambil. Terus aku akan nanya pertanyaan ke kamu, dan kamu akan nanya pertanyaan ke aku. Oke? Dan kita ini punya beberapa kartu. Kamu ada dua kartu reverse. Aku juga. Dan kamu ada dua kartu... Uno. Wild card. Reverse itu kalau kamu nggak suka, pertanyaan yang aku kasih ke kamu. Bisa aku balik? Kamu bisa balik ke aku, oke? Oke. Wild card. Kalau kamu nggak suka pertanyaan yang kamu mau berikan ke aku, kamu bisa ganti dengan pertanyaan kamu sendiri. Oke, oke. Oke? Aku mulai duluan. Jerome.

Ya. Ceritakan kejadian horor di sekolah. Nggak pernah. Ya. Entah nggak pernah atau aku yang nggak sadar gitu ya. Oke. Apa bakat terpendam kamu? Oke. Sebenarnya bukan bakat. Cuma aku sadar gitu. Aku... Aku bisa merasakan orang. Dan seringkali itu benar. Maksudnya kayak... Kayak baru pertama kali ketemu, atau... Nggak kenal banget, tapi aku merasa ada sesuatu yang salah dengan dia atau dia gitu. Membaca, iya membaca. Kamu bisa baca? Enggak bisa. Kenapa? Apa? Aku pengen tahu. Terlalu terang. Aduh, bisa banget. Bukan baca gimana ya? Maksudnya bukan baca yang kayak personality-nya gini-gini, tapi kayak lebih ke... Ada ya, ada sensenya. Kayak contohnya apa? Contohnya asisten aku di sini. Waktu ketemu di Tokyo. Jadi dia tinggalnya di... Prefecture Line di Jepang. Dia lagi liburan ke Tokyo. Ketemu, dia bawa koper kan. Terus aku nanya, kenapa kamu bawa koper? Dia bilang kayak, nggak ada tempat tinggal gitu. Terus aku bilang, dia udah tinggal sama aku aja gitu. Tinggal sama aku selama di Tokyo. Orang yang nggak kamu kenal. Orang yang aku nggak kenal. Tapi aku jarang kayak gitu. Kayak, aku merasakan sesuatu tentang dia gitu loh. Ya udah kan, kayak bikin video bareng waktu itu. Terus dari bikin video bareng, aku bilang sesuatu gitu loh. Habis itu, aku ajak ngomong di rumah gitu. Ajak ngomong, ya di-talk gitu lah. Akhirnya, bener gitu, kayak sesuatu

yang salah. Terus aku selalu mikir, apa yang aku bisa bantu gitu. Akhirnya, one of the way itu, dia digasihkan aku. Wow. That's such a story. Wow, oke. Bagus lah, nanti kamu kalau pacaran, kamu punya pacar nggak? Nggak. Kalau kamu punya pacar, berarti nggak akan ngambek. Karena kamu nggak ada tau. Kamu udah langsung tau. Kamu ngambek nih. Nggak gitu juga sih. Oke.

Gantian guys. Gantian. Nah ini seru nih. Kejadian lucu atau memalukan di kelas? Sebagai mahasiswa dan siswa berprestasi. Apa sih? Kayaknya nggak ada yang memalukan-memalukan sama. Tapi, waktu di kuliah aku kemarin, ada satu momen di mana kelasku itu isinya kayak 80 orang gitu. Dan itu, 80 persen kelasnya itu aku yang ngomong. Karena, kalau di kelas aku itu, kelas bisnis itu suka kadang-kadang ada role play gitu. Dan itu tuh aku di grill abis-abisan. Dan aku benar-benar kayak dites banget selama 45 menit. Ya kamu bayangin aja. Itu di depan temen-temen aku yang di mata aku tuh, aku intimidated banget sama mereka. Karena mereka kayak, pintar dan lain-lain. Dan itu, ya itu versi memalukan dan berkesan buat aku sih. Kenapa? Nggak memalukan? Itu memalukan. Karena aku merasa juga kayak, aduh aku banyak salah nggak ya? Gitu-gitu. Kurang memalukan ya? Beda memalukan sama aku. Aku duduk di kelas kan, terus aku mikir, bulan datang kok beda? Gini-gini temen-temen kok beda? Ternyata aku salah kelas. Itu memalukan. Aku pernah, tapi ini aku agak malu juga sih. Ceritain nggak ya? Bukan salah kelas. Jadi aku nggak tau kenapa, alam aku nggak bunyi. Dan aku ketiduran. Dan aku miss kelas aku. Dan itu kelas yang nggak boleh miss. Intinya kayak, if you miss, you fail gitu. Jadi aku tuh bener-bener langsung datang ke profesornya, aku bilang kayak, I don't know how that happen. Really, I don't know how that happen. Kayak aku minta maaf banget. Terus dia bilang, yaudah you come to the next class. Jadi agak mirip. Aku akhirnya berada di kelas yang, apa ya, gurunya beda dan anak-anaknya beda. Tapi aku dapet, ya itu dapet tradisinya deh. Kamu pernah nggak ketiduran? Lumayan.

Kalau di Amerika, atau di waktu itu aku seward ya. Ini Stanford yang aku ketiduran. Itu apa namanya, paginya tuh jam berapa? Kelas pagi atau kelas... Sejujurnya, kelas pertama tuh, 7.50 gitu, 7.30 gitu. Ada. Itu pagi nggak? Jepang,

kelas pertama jam 9. Dan di depan aku kan anak-anaknya beda. 7.50, gila sih. Iya, pagi banget. Jadi kalau muncul tuh bener-bener yang semuanya tuh, masih yang bener gitu. Dan itu harus yang, kita udah harus langsung alert gitu loh. Karena profesornya tuh langsung, di sana kan nggak lecture base gitu loh. Lebih ke study apa? Ya, case study. Jadi kita udah harus datang, udah siap dengan kita tau kasusnya. Terus dia kayak, okay let's start kayak you. Cold calling gitu. Iya. Kalau aku di situ udah ngompol kan. You. Iya, Pak. Okay.

Jajanan favorit di kantin dulu? Aku? Kantin mana nih? Sini dan di Jepang. Kalau di SMA, aku SMA negeri. Iya. Jajanan favorit? Mie instan. Pake cabai, minumnya asli manis. Pake telur? Pake telur. Enak banget sih. Ada nggak di sekolahnya dulu? Aku nggak ada mie instan. Cuman, aku tuh suka kayak kabur sama beberapa temen aku. Terus aku kayak beli batagor jalanan. Oh, batagor jalanan. Dan itu enak banget. Yang di plastik gitu loh. Kamu pernah nggak sih makan batagor yang di plastik gitu? Emang di plastik ya? Pasti. Iya, dan itu tuh kayak, taruh sambal-sambal gitu. Terus, enak banget ya. Dan itu pernah, orang tua-tua pada marah-marah. Iya, orang tua-tua pasti marah. Jangan, jangan. Jangan, gitu. Oke, Jepang. Jepang? Iya, karage. Bento, bento. Kayak bento-bento gitu. Ini enak banget. Jalanan. Gua bilang siapa ya? Oh iya, kamu. Plastik ini.

Jika kamu bisa mengeliminasi satu hal di dunia, apakah itu? Greed. Greed. Atau kayak, ke apa ya? Egoisan. Bener. Ada banyak banget masalah di dunia. Kalau aku pilih salah satu, I'm making a very subjective, apa ya? Judgment on what is most important. Dan itu sulit sekali. Tapi kalau misalnya greed, dan kayak egoisan itu nggak ada, aku yakin, masalah-masalah itu akan lebih cepat, apa ya? Lebih cepat ditangani, atau lebih mudah ditangani. Karena orang-orang tuh kayak saling membantu gitu. Orang yang punya resources, jadi pengen bantu ini, jadi pengen ini. Jadi, people aren't, apa ya? Driven by self-interest, dan... Setuju banget. Kalau kamu apa? I think greed itu adalah akar dari semua masalah. Iya, iya. Akar dari kayak, misalnya orang nyuri gitu, itu juga greed. Ya, right. Like crime and all these things. Atau inequality, ya kan? Dalam bentuk apapun, itu juga greed gitu. Jadi... Jawaban yang bagus sih, greed.

Jawaban yang bagus. Kamu dong. Dan aku pikirnya kejahatan sih. All kind of kejahatan. Kejahatan juga bagus. Tapi kejahatan itu sampai titik mana ya? Kalau orang... Ya, true. Kalau orang selingkuh tuh jahat nggak? Nggak maksudnya, itu dalam kategori kejahatan nggak? I mean like kejahatan as in... Evil, ya? Are you talking about like... Oh... Ya, selingkuh jahat. Kalau ada yang pesakitnya gitu. Jadi kayak... Menghilangkan segala bentuk... Tindakan yang menyakiti orang lain. Wow. Mati dong. Oke. Lu juga greed nggak selingkuh? Iya sih. Benar-benar. Aduh, pingin lagi nih gitu. Pingin yang lain nih. Benar-benar. Greed juga. Ujung-ujungnya greed sih. Ujung-ujungnya greed ya? Greed is good.

Wah, jadi serius gini omongannya. Asik. Cukup bangga juga sama jawabannya. Oke. Wow. Jerome, apa peristiwa yang sangat menampar... Dan menjadi titik balik dalam hidup kamu? Wow. Sebenarnya banyak lah... Hal yang mengubah hidup aku. Cuma... Yang ini cukup... Aku ingat banget. Di SMP... Aku... Di kelas... Aku cukup... Apa ya? Excellent gitulah. Dibanding temen-temenku yang lain. Kayak seluruh rakyat satu gitu. Terus aku dipanggil guru aku. Satu di kelas. Aku di kelas 3 SMP. Aku dipanggil guru aku. Terus ditanya... Jer, kamu ngerasa gak kamu yang paling pintar di sini? Aku bilang, ya... Ngerasa gitu. Kayak sebenarnya aku bukan ngerasa sombong. Tapi aku ngerasa... Ya, anak nilai aku lebih bagus daripada yang lain. Disitu aku dimarahin sama guru. Kamu gak boleh ngerasa kamu yang paling pintar. Kamu langsung diem. Terus dia bilang gini... Pintar di sekolah... Bukan berarti kamu pintar di luar sana. Kamu boleh nilai matematika tinggi di sekolah. Tapi kamu belum buktiin... Buktiin kalau kamu benar-benar pintar matematika. Kalau kamu gak ikut nomba-nomba. Kalau kamu gak proof di luar sekolah. Kamu juga pintar. Ngomong kayak gitu. Setelah itu? Setelah itu... Guru itu ngomong kayak gitu. Aku kayak... Pulang. Kayak... Oke, aku mau buktiin ke guru ini sebetulnya. Tapi ya itu... Mengubah hidup aku. Di SMP aku memutuskan untuk... Apa namanya? Fokus. Bidakal biada. Dan ternyata benar. Di kelas 10 aku belajar, Kak. Di kelas 10 aku... Kayak ikut-ikutan nomba. Gak ada yang menang satupun. Kayak aku merasa... Ternyata banyak banget di luar sekolah...

Yang jauh lebih pintar daripada aku. Jadi kayak... Menjadi anak yang paling pintar di ruang itu... Salah gitu. Aku sebenarnya... Menghargai juga sih maksudnya... Sama guru kamu. Bisa ngedorong kamu dengan cara itu. Karena aku ngerasa... Bahwa... Apa ya? Salah satu kelemahan orang itu... Biasanya pada saat mereka justru... Udah ngerasa cukup. Atau mereka udah ngerasa kayak... Oh, gue udah cukup paling pintar nih... Di dalam situasi ini. Dan... Apa? Jadi akhirnya mereka pun gak... Self-improving. Jadi kayak gak... Atau drive-nya jadi hilang juga kan. Kayak aku tuh dulu waktu... Hal yang paling... Menjadi titik balik adalah... Pada saat aku pindah sekolah... Terus aku tuh dulu gak bisa ngomong bahasa Inggris. Ya maksudnya gak terlalu lancar lah. Tapi aku pindah ke international school. Waktu itu kayak SD. Sampai si gurunya bilang kayak... Maudie boleh pindah ke sini... Tapi karena bahasa Inggrisnya gak terlalu bagus... Nanti ada kemungkinan lo gak naik kelas. Dan itu... Itu adalah resiko yang aku dan orangtuaku terima. Mamaku bilang... Gimana, Kak? Dan di titik itu... Entah kenapa... Aku memilih jalur yang lebih sulit. Jadi aku ngeliat kayak... Oke, ini ada situasi ada yang bilang... Aku mungkin gak naik kelas. Karena aku bahasanya... Gak memadai gitu kan. Aku pasti susah catch up dan lain-lain. Atau aku stay di sekolahku... Yang dimana aku juga ranking. Yang dimana aku juga perform lah gitu ya. Dan di titik itu aku milih yang... Yang lebih susah aja deh. Yang lebih... Karena kayaknya ini... Gak tau. Dan itu aneh ya. Sebenarnya aku kayak... Waktu kecil mamaku selalu bilang... Anak lain mungkin... Akan milih yang lebih nyaman. Atau apa yang ngapain. Kamu milih sesuatu yang... Kamu gak punya temen. Karena aku gak bisa komunikasi. Itu tuh not an enjoyable situation.

So, kayaknya penting sih gitu. Penting untuk keluar dari comfort zone. Iya bener. Ke growth zone. Luar biasa. Luar biasa banget tadi ceritanya. Oh hasilnya deh. Kak Maudie kan terkenal kayak... Main film, nyanyi. Apa namanya? Kuliahnya juga oke, bedikannya oke. Apa kelemahan kamu? Aku tuh orangnya... Over thinker. Jadi ada beberapa hal yang... Terlalu banyak aku pikirin. Sampai akhirnya... Aku bingung dan aku stres sendiri. Itu sempat gitu. Aku gak tau deh, kamu orangnya kayak gitu gak ya? Kamu orangnya lebih go

with the flow ya? Gak juga. Gak juga? Oke. Nanti aku mau tanya abis itu. Aku juga terakhir-terakhir ini ya... Susah make decision. Yang bener-bener yang... Karena over thinker juga... It makes it hard for me to... Ngefek sih itu. Over thinker jadi susah untuk decide something. Jadi susah untuk decide something. Especially di fase-fase kayak... 2-3 tahun terakhir ini gitu kayak... Jadi krisis mulu isinya gitu loh. Aku tuh lagi quarter life crisis manager loh. Kamu 23 tahun kan sebentar lagi. Kalau kamu tadi gimana? Nah, over thinker... Ada juga? Aku tipe over thinker sih. Mikir terus gitu. Emang suka mikir kan? Dari kecil. Cuma kayak... Hobi mikirnya itu jadi... Kebawah-bawah sampai... Kayak masalah gitu. Misalnya YouTube. Aku punya ide untuk mulai YouTube tuh... Dari setahun lalu gitu. Setahun lalu sebelum aku mulai gitu. Setahun sebelum aku mulai YouTube. For one year, aku tuh mikir terus. Aduh, aku relate banget. Aduh, gak bisa edit. Aduh, gak bisa ini. Aduh, relate banget. Aduh, gak bisa ini. Akhirnya setahun itu... Akhirnya aku tanpa mikir... Oke, aku coba dulu aja. Coba mulai dulu. From the easiest step. Setelah itu... Ternyata kayak step itu kebuka gitu loh. Tapi sebelum kita mulai... Itu pikiran itu kayak... Bener. Aku juga sangat percaya itu bahwa... At the end of the day... Mulai aja. Karena kalau kita gak mulai... Ya akhirnya gak ada yang harus kita pikirin juga kan? Gitu. Karena mungkin kecenderungannya... Kalau over thinker juga agak... Agak lebih perfeksionis gitu kan? True. Kayak lebih kayak... Kalau belum bisa nge-edit... Kayak gak usah. Iya, iya, iya. Bener, bener. Jadi kayak pingin perfeksi dulu semuanya. Baru ini. Tapi kayak mikirannya untuk... Ngeperfekin aja itu gak mau mulai gitu loh. Karena panjang nih prosesnya gitu. Iya. Bener, bener, bener. True, true, true. Perfeksionis. Banget, aku banget. Ternyata kita punya kesamaan. Buka juga. Perfeksionisnya juga. Comment ya guys ya. Mirip gak sih? Soalnya banyak yang bilang mirip. Oke, yang ini seru juga. Ini penting banget. Oke.

Aku mau nanya. Apa sih tips anti sedih versi kamu? Ini pas banget buat Jerong. Ini mungkin relate sama Kak Maudie. Oke. Aku sedih waktu nilai aku jelek. Jelek gak? Relate gak? Relate. Orang-orangnya... Kesel pasti. What? Aku sedih ketika nilai aku jelek. Sampai sekarang pun? Sekarang udah lebih gak

sedih. Oke. Kalau soal hal lain sih... Jarang sedih sih. Oh iya? Itu gimana? Makanya ini mbak aku pengen tau. Maksudnya yang lebih kesedih apa ya mbak? Ya banyak ya. Misalnya kamu dimarahin orang tua. Atau misalnya kamu suka sama seseorang... Terus dia gak naksir balik. Atau misalnya... Dari dulu udah biasa sih. Jadi udah gak sedih lagi? Udah gak sedih. Suka sama orang yang gak suka. Tapi gak suka sama orang yang suka. Relate gak? Relate. Yang suka itu ada lagi tuh. Cuman aku pun gak suka yang sama mereka gitu. Kamu orangnya bisa bete gak? Atau bisa kayak kesel? Bisa banget. Oh jadi bisa kayak kesalnya. Tapi aku cuma gak tunjukkan. Kamu ada tips gak yang kamu bisa share? Apa itu emang kamu emang tip orangnya emang gak terlalu... Kayaknya gak terlalu sih. Emang gak terlalu. Itu hebat banget sih. Kenapa? Kalau aku kan bete ya. Aku bisa bete, aku bisa sedih. Aku juga bisa cuma... Iya, iya. Gak gampang aja sih kayaknya. Kayaknya aku lebih gampang deh. Gitu ya? Lebih gampang. Tapi tipsnya apa ya? Kalau aku, kalau aku artinya diri. Aku tuh introvert soalnya. Jadi aku tuh emang harus... Apa ya? Harus kayak ke kamar aku. Terus ngimutan. Terus kayak beca buku mungkin. Atau... Jadi kalau aku emang artinya. Untuk di charge lagi.

Wild card. Udah deg-degan nih. Apaan? Pokoknya aku mau tanya. Ini sering banget... Deg-degannya aku juga. Lowest point of your life. And how you... Apa ya? Overcome. Aku gak tau kenapa tapi lowest point aku tuh selalu ada hubungannya dengan lulus. Sekolah. Jadi kalau buat temen-temen yang lulus. Dan merasa abis itu ada kegalauan. Itu selalu ada. Oh gitu? Abis lulusnya low gitu? Why? Karena itu kan masa-masa transisi dalam hidup. Dan setelah lulus itu... Kombinasi ekspektasi terbesar. Tapi juga kebingungan terbesar. Ekspektasi both dari orang lain. Dan diri kamu sendiri. Tapi juga kamu lagi paling bingung-bingungan nih. Gue mau kemana? Karena gak ada... Gak ada jalan yang clear gitu. Jadi sebelum lulus yang kemarin ini. Lowest point aku adalah lulus SMA. Karena waktu itu aku udah diterima S1. Cuman... Aku gak boleh... Aku gak dibolehin berangkat dulu sama orang tua aku. Dan pada saat itu aku ngerasa ketinggalan banget. Untuk anak-anak yang pada saat itu aku anak-anak ambik gitu. Itu kayak... Itu tuh big deal banget gitu. Yang terakhir...

Lumayan low point memang waktu kemarin aku lulus. Karena kombinasi pandemi. Aku balik kesini. Lagi pandemi-pandeminya. Dan mungkin disini aku gak bisa too much information. Tapi ada banyak hal pada saat itu. Decisions-decisions yang aku harus buat tentang... Karir, tentang apa, tentang itu yang... Berat. Berat banget gitu. For some reason... Aku bayangin sih. Karena sebelum lulus pun aku udah kayak kepikiran. Kayak udah bisa ngerasain gitu. Kamu bakal... Dimana sih, Jerome, abis lulus? Aku abis lulus mau nge-youtube dulu. Maksudnya kamu bakalan di Jepang atau di Indonesia? Di Jepang mostly. Basenya ya. One until two years. Abis itu aku mau lanjut S2. Mau ngikutin jejak? Manutan saya. Jadi kamu nge-youtube dulu, terus kamu di Jepang. Terus kamu S2 di Jepang juga? Mau di Amerika. Kamu udah tau gak mau ngambil apa? Apa? Udah tau. Apa? Harvard. Education. Seriously? Good luck. Pasti diterima lah. Oh, ini lucu. Oke.

Kalau hidup kamu adalah film, judulnya apa? Wow. Oh, udah tau sih. Apa? Mantap jiwa. Enak ya. Dia udah punya tagline sendiri. Jadi bisa pilih itu. Itu dari... Sorry ya. Aku tuh agak... Aku tau banget kamu. Cuman aku gak tau itu mantan jiwa dari mana. Kalau gak salah aku pernah denger. Entah pernah denger atau... Entah keluar dari mulut aku. Pokoknya sejak itu aku ngomong terus. Ngomong terus. Dan itu sekarang udah jadi kayak signature kamu gitu ya. Jadi signature aku. Mantap sih. Artinya apa gak tau juga. Apaan mantap jiwa? Aduh, aku pengen nanya nih ke... Kamu dia yang sama. Kalau film apa? Ini bukan game ya. Kan aku kan gak pernah main film. Nah, kalau sebagai pemain film? Kayaknya judulnya akan kayak... The Storyteller. Atau apa aja. Karena gini, aku tuh sering banget ditanyain orang. Kayak, Waduh, lo tuh sebenarnya mau ngerjain apa sih? Kok kayak serabutan banget gitu loh. Serabutan? Iya kan maksudnya... Kayak film atau apa gitu. Aku tuh kayak orang galau. Dan aku selalu bilang kayak... I think benang merahnya disini adalah... That I like to tell stories gitu. Mau itu lewat musik, mau itu lewat film. Kalau aku sekolah pun tuh, aku paling suka nulis juga gitu loh. I love writing essays and all these things. Jadi itu kayaknya jadi kayak identity aku. Oke. Oke. Oh aku ya? Kamu. Oke, terakhir. Kurang asik ya? Kurang asik.

Wildcard, wildcard. Apa pendapat kak Wadih mengenai matematika? Suka. Suka? Especially dulu ya. Sekarang to be honest, aku tuh udah jarang drill-drill. Pokoknya aku bilang jangan ngedrill aku. Tapi dulu tuh aku suka banget. Aku suka banget sampe mamaku tuh cerita... Bahwa dulu aku kalau les matematika di rumah, itu aku yang semangat. Lebih semangat dari gurunya. Dan matematika kalau menurut aku tuh... Core of all logic sebenarnya. Dan matematika juga sesuatu yang... Kalau menurut aku sangat memerlukan konsistensi sih. Kayak... Emang ada elemen... Drilling tuh emang beneran... Drilling penting lah. Dulu aku buat... Karena aku tuh kayak... Left out gitu loh. Kayak aku telat mulainya. Ketika aku SMA, S1. Aku memutuskan buat ngabisin... Ngabisin perjalanan SMA di kelas 10 itu. Perjalanan ribuan soalnya. Di kelas 10 itu. Aku beli 8 buku. Jadi tiap hari. Bener-bener drilling banget dong? Drillingnya tapi sampe kayak... Sedikit lagi sosial gitu. Oh, kamu gak mau keluar rumah? Bukan gitu. Misalnya di sekolah. Pas lagi break. Aku ke perpustakaan. Dan soal... Kita sama-sama ada elemen ansos ya. Demi belajar. Demi something ya. Oke. Yeay! Gimana kamu sekarang? Seru banget. Tapi... Tapi what I notice itu adalah... Kayak... Mau gimana pun pertanyaannya. Kayak kita gak lepas dari... Sekolah gak sih? Oh iya. Gak lepas dari sekolah gak sih? Parah banget. Tapi ini seru banget sih. Karena... Kalo ngobrol gini. Kan... Gak serandom ini gitu loh. Iya. Ini kan ada random banget. Jadi kayak seru gitu. Oke. Terima kasih.

Itu adalah Game Buka Kartu. Bersama Jerome Paulin. Oke. Mantap jiwa. Mantap jiwa. Bye. Sampai jumpa.

C. Video application (Youtube)

The application that I used to record the script of Maudy ayunda Youtube content “Buka Kartu: Jerome Polin & Maudy Ayunda sama-sama Hobi Sekolah!” is a Youtube.

YouTube is an online video-sharing platform that was launched in 2005 and later acquired by Google in 2006. It enables users to upload, watch, share, and comment on videos, making it one of the most influential digital media

platforms in the world. The website provides various types of content, including entertainment, education, news, tutorials, and personal vlogs.

For researchers, YouTube serves as a valuable source of authentic data because it offers naturally occurring communication and user-generated content that can be analyzed from sociolinguistic, pragmatic, or discourse perspectives. In addition, YouTube’s accessibility and wide user base allow researchers to obtain data that represent diverse linguistic practices across different contexts. Therefore, YouTube is often utilized as a primary data source in studies that involve digital communication, code-switching, language attitudes, or online interaction.

D. Digital dictionary (Collins Cobuild)

Collins cobuild is one of online dictionary and reference resources draw on the wealth of reliable information about language, in this online dictionary actually not only about English but also can be another language.

Collins cobuild not only discuss about the meaning of the words, it’s also discuss about the synonyms and grammar. With the advantages that not only discuss the meaning of the word, Collins Cobuild can help to makes same sentence in new word with use synonym.

E. Table for Analysis Dokument

Table 4

The Example the data finding in the Types and Levels of Code Mixing

No	Finding	Time	Types of Code Mixing						Levels of Code Mixing							
			ISCM			ILCM		ICP	WLCM	PLCM	BLCM	RWCM	ILCM	CLCM		
			Word	Phrase	Sentence	Prefix	Suffix									
1	Nomor kontak seorang <i>supplier</i> badut pesta	02.00 minutes	√							√						

2	oh, iya iya. <i>Event-nya</i> mana	03:15 minutes				√				√		
3	You have the number yang bisa dihubungi	04:16 Minutes		√								√

Table 4.1

The example percentage of Types of Code Mixing

No	Types of Code Mixing	Percentage
1	Intra-sentential of code mixing	50%
2	Intra-lexical of code mixing	30%
3	Involving a change of pronunciation	20%
Total		100%

Table 5

The example Classification of the Data in the Levels of Code Mixing

No	Levels of Code Mixing	
	Data	
1.	ada graduation Jerome Pauline di	Word Level
2.	So , ini adalah ide-idean aku.	
3.	Reverse itu kalau kamu nggak suka	
4.	Aku intimated banget sama mereka.	
5.	Dan aku miss kelas aku.	
6.	Apa ya ? excellent gitulah.	
7.	Atau aku stay di sekolahku.	
8.	So , kayaknya penting sih gitu.	
9.	So , kamu sampe....	
10.	kan di university .	
11.	stay in Indonesia?	Phrase Level
12.	Sekarang aku last year .	
13.	Kita akan take turns untuk ngambil.	
14.	One of the way itu, dia digasihkan aku.	
15.	Kadang-kadang ada role play gitu.	
16.	Intinya kayak, if you miss, you fail gitu.	
17.	Terus dia kayak, Okay lets start .	
18.	Kayak you cold colling gitu.	
19.	I think greed itu adalah akar dari semua masalah.	

20.	Aku pasti susah catch up dan lain-lain.	
21.	Sebenarnya Januari balik, plannya.	Baster Level
22.	Ajak ngomong, ya di-talk gitu lah.	
23.	True, true, true.	Repetition Word
24.	Decisions-decisions yang aku harus buat tentang..	
25.	Aku tuh udah jarang drill-drill.	
-	Idiom Level	
26.	Wow, that's such a story.	Clause Level
27.	Aku bilang kayak, i dont know how that happen.	
28.	Really, i dont know how that happen.	
29.	Yaudah you come to the next class.	
30.	Im making a very subjective , apa ya ?	
31.	Judgment on what is most important.	
32.	Jadi people arent driven by self-interest.	
33.	Like crime and all these things.	
34.	Are you talking about like , oh ya, selingkuh	
35.	is makes it hard for me to , ngefek sih itu.	

Table 5.1

The example percentage of the Levels of Code Mixing

No	The Levels of Code Mixing	Percentage
1	Word Level	20%
2	Phrase Level	30%
3	Baster Level	10%
4	Repetition Word	10%
5	Idiom Level	10%
6	Clause Level	20%
Total		100%



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Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Much Deiniatur (Pembimbing 1)
Ahmad Subhan Roza (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LUKMANUL HAKIM**
NPM : 1901052020
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDA'S YOUTUBE CONTENT

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 08 Desember 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

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Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR UIN JURAI SIWO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1763/In.28/D.1/TL.01/12/2025, tanggal 09 Desember 2025 atas nama saudara:

Nama : **LUKMANUL HAKIM**
NPM : 1901052020
Semester : 13 (Tiga Belas)
Jurusan : Tadrís Bahasa Inggris

Maka dengan ini kami sampaikan kepada REKTOR UIN JURAI SIWO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UIN JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDAS YOUTUBE CONTENT".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : LUKMANUL HAKIM
NPM : 1901052020
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di UIN JURAI SIWO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDAS YOUTUBE CONTENT".

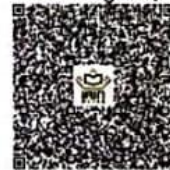
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Desember 2025



Wakil Dekan Akademik dan Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007**



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Telepon (0725) 47297, 42775, Faksimili (0725) 47296;

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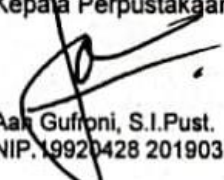
Nama : LUKMANUL HAKIM
NPM : 1901052020
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 1901052020.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Desember 2025
Kepala Perpustakaan,


Aah Guffoni, S.I.Pust.
NIP. 19920428 201903 1 009/f



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Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri (UIN) Jurai Siwo Lampung menerangkan bahwa:

Nama : Lukmanul Hakim
NPM : 1901052020
Prodi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS ON CODE MIXING ON MAUDY AYUNDA'S
YOUTUBE CONTENT

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 11 Desember 2025
Ketua Prodi TBI

Dr. Much Demiatu, M.Pd.B.I.
NIP. 198803082015031006



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UIN JURAI SIWO LAMPUNG

Nama : Lukmanul Hakim
NPM : 1901052020

Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Senin, 20 oktober 2025	Criting & Referencing	
5.	Senin, 27 oktober 2025	Mechanics - in UIN Logo	
6.	30/10/25 16	Acknowledgements & Cover Acc for Sempura	



Mengetahui,
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Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	Senin, 1 Desember 2015 APD	Instrument - Document Analysis - Transkrip Video - Make table : Document	
8	3/12/2015	Analisis Guideline - ACC APD	
9	5/12/2015	Analisis Data	
10	8/12/2015	Discussion : Summary of Finding & Compare to theories. Previous studies	
11	11/12/2015	Conclusion, Abstract, Table of Content, table of figure	
12	12/12/2015	References ACC for Munawar	

Mengetahui
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Nama : Lukmanul Hakim
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Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu, 1 Oktober 2025	Chapter I - Background - Research Question - Prior Research	
2	Senin, 6 Oktober 2025	Chapter II - Sociolinguistics - Theories of Code Mix Switching - Addressee - Video	
3	Senin, 13 Oktober 2025	Chapter III - Research Design - Instrument	



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Word count: 8719
Character count: 56596

CURRICULUM VITAE



Lukman Hakim was born in Metro on January 04th, 2001, the third child of three siblings from Mr. Sunaryo and Mrs. Dini Andriani. The author attended elementary school at MIM Metro from 2007 and completed it in 2013, then continued his education at junior high school SMPIT Bina Insani from 2013 and finished in 2016. Afterwards, he continued his education at senior high school SMAN 3 METRO in 2016 and graduated in 2019. He then pursued higher education at the State Islamic Institute of Metro, which has now changed its status to State Islamic University of Jurai Siwo Lampung.