

The Use of Code Mixing Applied by Maudy Ayunda in YouTube Channel

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ABSTRACT

This study aims to analyze the code mixing used by Maudy Ayunda on the YouTube Channel. Code mixing has become a recent phenomenon and is often used by young people today in their communications. One young person who often does code-mixing in these conversations is an actress, Maudy Ayunda. This might happen because he has an educational background abroad, namely English as his first language. In this research, the writer uses descriptive qualitative method. And for the analysis of the types of code mixing used by Maudy Ayunda, the authors apply Muysken and Hoffman's theory. From Muysken's theory, code mixing is divided into three parts, namely, insertion, substitution, and congruent lexicalization. Meanwhile, from Hoffman's theory, the type of code mixing is divided into three parts, namely intra-centennial, intra-lexical, and involving changes in pronunciation. The results of the analysis of the two theories produce 39 data. The most dominant type of code mixing used in videos is alternation.

Keywords: Code Mixing; Type of Code Mixing; Maudy Ayunda

INTRODUCTION

In the current era, most individuals use social media to communicate with others and to access a wealth of information via their smartphones. The social media platforms that can be used such as YouTube, Instagram, Twitter, Facebook, WhatsApp, etc. Youtube is a platform that provides videos of various things related to entertainment, business, education, etc. For education, Youtube can be a resource for learning materials that will be fun and more interesting, for example in learning a language. People can learn many languages such as English, Mandarin, Spanish, etc. They are communicating in different languages on Youtube to convey their purposes. The process of communication can be analyzed in learning a more specific language such as linguistics.

The study of human language is known as linguistics. It takes into account how members of a specific discourse community understand their experiences, encodes them in language form, and then employs those forms in social interaction. There are several branches of linguistics, and one of them is sociolinguistics. Sociolinguistics is concerned with examining how language interacts with society to have a better understanding of how languages are structured and used for communication. In sociolinguistics, there are also some aspects that can be discussed. The aspect that will be interesting to learn is code-mixing.

Code mixing is a phenomenon that occurs today among young people. They combine two languages in communication. At this time the knowledge of the language is very broad, usually from an educational background, social media, and so on. Code mixing become one of the styles of communication for young people nowadays, and the trend might be influenced by the background of those who attend international schools. This happens maybe they want to look cooler and more elegant as high and educated people talk as seen in social media. But this trend is good because it encourages people to be more interested in learning about the language.

Based on the explanation above, the author is interested in discussing the phenomenon that becoming a trend for people to communicate by using multilingualism. The object of the research is Maudy Ayunda's Youtube Chanel as a social media which is quite likable by young people. In the video interview between Maudy Ayunda and Najwa Shihab, code-mixing occurred frequently. Maudy Ayunda is a famous actress with a high education. She attended Oxford University for her undergraduate degree in British. She also got Master in Stanford University America. Because of this background education, Maudy often uses English when she speaks Indonesian. Maudy Ayunda is an actress and singer from Indonesia who is famous for her educational background. So, this research focuses on describing code-mixing in the video of Maudy Ayunda's. In conducting this study, the writer applied the existing limitations in this study. This research only analyzed code-mixing in Maudy Ayunda's video.

LITERATURE REVIEW

Definition of Code Mixing

Sociolinguistics has a subfield called code-mixing. It is a field of linguistics that investigates language variation based on social relationships. In bilingual and/or multilingual societies, code mixing typically occurs. One hundred million individuals regularly speak two or more languages in their daily lives (multilingual). Many persons who speak multiple languages, including English, Spanish, Indian, French, and many others, combine their languages in one utterance. "Code-mixing is a prevalent phenomenon in a multilingual community and the code-mixed texts are sometimes written in non-native scripts" (Jose et al., 2020; Priyadharshini et al., 2020).

Verheijen et al. (2018) presented “Code-mixing refers to the use of elements from a second or foreign language in one’s first language in our operationalization, this also includes longer elements, such as phrases and sentences.” Both spoken and written language use code-mixing. Code-mixing can be found in written materials like newspapers, magazines, novels, articles, and movie scripts. Code mixing, which is more common among multilingual individuals, involves speaking two languages simultaneously. In today's world, a lot of people utilize a mixed-language tongue, both while speaking and when using various media. The two linguistic disorders have evolved into the dominant societal speech patterns. Furthermore, young people typically engage in code-mixing (Sukrisna, 2019). Saputro in Wulandari (2016) states “That code-mixing is an ability to apply more than a language in which the interlocutors or the writers mix two and more codes in a language discourse.”

Type of Code Mixing

According to Muysken (Wibowo, Yuniasih, and Nelfianti in 2017), classified type of code mixing into three types:

1. Insertion

Insertion is the first kind of code-mixing that Muysken suggests. According to him, it involves the incorporation of vocabulary or complete elements from one language into a structure from another. The Scotton-associated idea of insertion interprets the limitations in terms of the structural characteristics of a base or matrix structure. The act of "code-mixing" in this context refers to the insertion of a foreign lexical or phrasal category into a predetermined structure. The size and kind of the inserted element, such as a noun vs a noun phrase, would be the only differences. This means that only parts of a language that are smaller than a clause and a sentence, like words or phrases, are subject to code-mixing.

Example: “*tolong kamu **convert** data yang ada di komputer ya*”

2. Alternation

Alternation is the second category Muysken suggests. Alternating between structures from the other language is what this signifies. According to Alternation (related to Poplack in Muysken), the limitations on mixing are determined by how compatible or equivalent the languages are at the changeover point. From this vantage point, code mixing is comparable to changing codes between turns or utterances. The only change would be the order of the grammatical units, such as subjects, verbs, or objects, followed by the size and kind of the elements, such as clauses and sentences.

Example :

“It’s a wrap guys, makasih semua nya yang sudah berpartisipasi dalam event ini. Aku happy banget karena perjuangan kita sebulan ini sukses, semoga tahun depan we can make event like this and bigger than now, thank you guys”

3. Congruent lexicalization

Muysken's third and final sort of code-mixing is congruent lexicalization. It refers to a situation when two languages have grammatical structures that can be filled lexically with words from either language, according to Muysken. Words or phrases whose meanings are often understood by people in their first language can be used as code-mixing devices. An illustration of congruent lexicalization code-mixing is given below.

Example:

“apakah kamu sibuk hari ini?, because I really want to hang out with you and buy some stuff”

Hoffman (1991) also has three types of code mixing, namely intra-centential code mixing, intra-lexical code mixing and involving a change of pronunciation.

1. Intra-centential

In phrases and at word boundaries, there is intra-sentential coding mixing. The results of the current study showed that nouns, verbs, adjectives, adverbs, phrases, and compounds were all examples of intra-sentential code mixing.

Example: “tapi hari ini *I am going to be making myself breakfast*”

2. Intra-lexical

The intra-lexical occurs inside a word boundary. It happens when affixes from one language are added to words from another language.

Example: “boygrup asal korea selatan **me-release** album baru”

3. Involving a change of pronunciation

This type of phonological code mixing takes place when Indonesian speakers adapt an English term to fit Indonesian phonological structure.

Example: Cartoon become Kartun in Indonesia

Youtube

YouTube is a free online video-sharing service that makes watching videos online simple. Making your own videos to upload and share with others is even better. With users watching around 6 billion hours of video each month since its start in 2005, YouTube has developed into one of the most popular websites online. In terms of most-visited websites globally, YouTube is ranked second, after only Google (Alexa, 2018) in (Vytiaz, 2018). One of the most popular websites for sharing videos online is YouTube. It has more than a billion users and opened up new opportunities for digital careers. Vloggers produce channels that provide the audience with a casual learning environment and practicality. Such possibilities are used as how-to tutorials, which led to the development of a new trend for learning via YouTube tutorials (Bhatia, 2018).

METHODS

Design and Sample

This research uses the descriptive qualitative method which is content analysis as the research design. The sample is four videos of Maudy Ayunda on Youtube channel. There are: Catatan Najwa bersama Maudy Ayunda, Kenali Kondisi Tubuh bareng Najwa Shihab dan Maudy Ayunda, Thoughts on Gap Year (Maudy Ayunda's Channel), and Thoughts on Adulthood (Maudy Ayunda's Channel). In these videos, Maudy always combines two languages in her communication.

Instrument and Procedure

In collecting and analyzing data, the writer chooses the video of Maudy Ayunda on Youtube channel. The first stage in conducting research is selecting a topic, and the second phase is gathering information and keeping a record of anything that has to do with code-mixing. After gathering the data, the author organizes it here according to its classification. Next, the author combines the theory with the data that has already been acquired, and the final step is to conclude from all of the study findings.

Data Analysis

The writers classify the data which has correlated with the topic of the research. The classification is done by watching, identifying, and finding some important details that support the topic of the research that is connected to the representation of code-mixing by Maudy Ayunda on video Youtube channel. The research process entails developing study questions and methods, gathering data from participants in their environment, inductively analyzing the data, building from specifics to general themes, and interpreting the significance of the findings. The final report's writing structure is adaptable.

RESULT AND DISCUSSION

The results of the discussion obtained were taken from Maudy Ayunda's youtube video content. To produce maximum data, the authors used four videos for the discussion of this study. The video contains a video of Maudy Ayunda's interview and a vlog that Maudy Ayunda did. In analyzing the data, the author uses two theories from two different experts. In this chapter the author will explore the results of the research according to the type described by the experts. First, the writer describes the results of the study using the types of Musyken theory, namely insertion, alternation, and congruent lexicalization. After that, the writer explained the results of the discussion using Hoffman's theory which also has three types, namely intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation. For this reason, the results of the discussion will be described below:

Type of Code Mixing by Muysken

1. Insertion

Insertion is the first kind of code-mixing that Muysken suggests. Muysken idea of insertion interprets the limitations in terms of the structural characteristics of a base or matrix structure. The act of code-mixing in this context refers to the insertion of a foreign lexical or phrasal category into a predetermined structure. From a brief explanation of insertion, from the four videos studied by the writer, there are 10 data found about insertion in the video.

Data 1 (Duration of time : 1:14-1:24)

Maudy Ayunda : *"Dari dulu itu aku punya mimpi ngambil MBA Stanford itu, tapi karena susah banget masuknya, acceptance rate nya itu kecil"*

Maudy Ayunda's sentence above is an Insertion type. Maudy uses the word "acceptance rate" which is included in the noun phrase. As Muysken explains insertion in literature review, the noun phrase is one of the indications that shows the characteristics of insertion. Maudy chose to use the word "acceptance rate" instead of using "tingkat penerimaan" in Indonesian.

Data 2 (Duration of time : 15:47-15:57)

Maudy Ayunda : *"Jadi for me itu juga aku associate that gitu sebagai hal yang preventative juga gitu gak hanya treatment gitu"*

The above utterance also belongs to the insertion type. Maudy uses the word "preventative" and the word "treatment" in her sentences. Both words belong to nouns, and they fit perfectly into the characteristics of insertion. Maudy used the word to replace the words "pencegahan" and "mengobati" in Indonesian.

Data 3 (Duration of time : 15:51 - 15:53)

Maudy Ayunda : *"Kaya artis itu bukan sesuatu yang ga intellectual gitu"*

The above utterance is the same type of insertion as before. Maudy uses the word "intellectual" in the middle of the sentence which is one of the traits that Muysken describes in his theory. "intellectual" is one of the nouns.

Data 4 (Duration of time : 11:54 - 11:59)

Maudy Ayunda : *" Jadi dear tomorrow ini sebenarnya lebih kaya my creative expression."*

According to Muysken's theory, "my creative expression" is a noun phrase. Because the word " my creative expression " can be used to describe specifically Maudy spilling all the creativity she had to write a book.

Data 5 (Duration of time : 17:36 - 17:39)

Maudy Ayunda : *"Pada akhirnya **entertainment** nya itu baca buku."*

For this utterance, Maudy uses the word "entertainment". This word "entertainment" is included in the noun, and it corresponds to the provisions of Muysken mentioned in his theory. The word "entertainment" is often used in Indonesian rather than using the word "hiburan". Therefore, many people think

that "**entertainment**" is an absorption word, even though it is just a habit that occurs in society.

Data 6 (Duration of time : 0:29 - 0:31)

Maudy Ayunda : "*aku juga pengen kasih **suggestions***"

In the above utterance Maudy Ayunda uses the word "suggestions" instead of using the word "saran-saran" in Indonesian. It happens because the word "**suggestions**" is simpler than "*saran-saran*" to shorten the duration in the narration of the video. And that suggestion is included in the noun.

Data 7 (Duration of time : 1:17 – 1:19)

Maudy Ayunda : "*kenapa waktu itu aku **decide** untuk gap year*"

This time, Maudy Ayunda used the words "**decide**" and "gap year". It can be said to be an insertion because Maudy Ayunda only enters in one word and it means less than a clause or sentence. The two words belong to the verb and noun, "decide" includes the noun and "gap year" includes the noun. And that fits the explanation in chapter two.

Data 8 (Duration of time : 07:58 – 08:03)

Maudy Ayunda : "*Dan ya itu sangat-sangat mendewasakan dan sangat membantu aku **align** dengan diri aku sendiri*"

In this utterance Maudy Ayunda uses the word "**align**". Why Maudy uses the word is because when using the word "align" in Indonesian it sounds strange or becomes more complicated. In Indonesian the meaning is "mensejajarkan", if the word is used in the sentence the listener needs time to understand this.

Data 9 (Duration of time : 08:42 – 08:48)

Maudy Ayunda : "*Dan aku pengen **encourage** juga siapa tau temen-temen sekarang ada yang lagi kepikiran mau gap year*"

In the utterance the word "**encourage**" may indicate that the sentence is an insertion. Because Maudy only included one word in verb form without any other additions.

Data 10 (Duration of time : 01:28 – 01:31)

Maudy Ayunda : "*Walaupun sebenarnya mungkin orang menganggap **adulding** itu sekitar umur 21-an*"

In the above utterance, Maudy Ayunda uses the word "**adulding**" in her explanation and it is included in the noun. Because it only uses one word in its speech it belongs to the insertion group. This can be seen from the discussion in chapter two described by Muysken.

2. Alternation

Alternation is the second category Muysken suggests. According to Alternation, the limitations on mixing are determined by how compatible or equivalent the languages are at the changeover point. The only change would be the order of the grammatical units, such as subjects, verbs, or objects, followed by the size and kind

of the elements, such as clauses and sentences. In this type of alternation, the author gets 11 data results from analyzing 4 youtube content videos.

Data 1 (Duration of time : 02:20-02:34)

Maudy Ayunda : “Dan dia juga **have a very good education school** gitu, jadi aku bisa ngambil **elective** banyak banget dari **education schoolnya**”

In addition to insertion, there is the alternation type next. This type it is different from before, in the utterance above Maudy mixes words in the form of clauses and verbs. This type changes the grammatical structure, in the sentence above Maudy uses the clause **"have a very good education school"** in the middle of the sentence and the verb **"elective"**.

Data 2 (Duration of time : 04:56-05:01)

Maudy Ayunda : “Jadi tuh, kayak energi tuh lagi **uplifting** terus kembali ke sini. Terus kebetulan waktu yang **second wave** parah-parahnya yang kemaren”

For this second utterance, Maudy only uses verbs. Maudy used **"uplifting"** and **"second wave"** in explaining how she responded to the pandemic. The word **"uplifting"** is used to replace the word "naik" in Indonesian, Maudy chose the word **"uplifting"** to better describe her feelings. For the word **"second wave"** Maudy used to describe the increase in the number of covid cases at that time. The word **"second wave"** is used to shorten its mention in Indonesian, namely **"gelombang kedua"**

Data 3 (Duration of time : 05:32-05:38)

Maudy Ayunda : “ya aku tuh, mungkin lebih kaya **light headache** tiba-tiba. Terus sugesti kaya **do I have a headache right now?**”

In this utterance, it is indicated that alternation, in accordance with Muysken's theory, Maudy changed her grammatical structure by including the word "light headache" in the middle of the utterance as an object. Then, Maudy continued her utterance which was started in Indonesian, and continued with clause in English.

Data 4 (Duration of time : 14:12-14:20)

Maudy Ayunda : “Jadi, aku juga bisa kadang-kadang bisa ngeliat sendiri **in the mirror** gitu kayak **I don't look super fit today**, itu dari mata aku gitu”

Maudy in her utterance was prefixed with English but the adverb in the utterance was replaced with English. Maudy was supposed to use **"di kaca"** but Maudy changed it to **"in the mirror"**. Then, Maudy uses two words in Indonesian as a connection to the next sentence in English. It corresponds to Muysken's theory, since its structure changes.

Data 5 (Duration of time : 02:20-02:34)

Maudy Ayunda : “Dan dia juga **have a very good education school** gitu, jadi aku bisa ngambil **elective** banyak banget dari **education schoolnya**”

As for this above utterance, Maudy changed one clause to the English **"have a very good education school"**. While continuing her utterance Maudy also used the adjective **"elective"** and the noun phrase **"education school"**. This is in accordance

with the provisions according to Muysken because the sentence's grammatical structure has already been changed.

Data 6 (Duration of time : 17:01 - 17:05)

Maudy Ayunda: "**I'm learning and absorbing** yang gitu suka banget."

In this utterance, Maudy uses clauses in the sentences she says. The clause "**I'm learning and absorbing**" can give meaning to the sentence, because people understand what is being talked about. And clauses are also included in the indication of alternation.

Data 7 (Duration of time : 0:10 – 0:20)

Maudy Ayunda : "Tapi hari ini **I am going to be making myself breakfast and I'm also going to be talking to you guys about topic** yang memang udah lumayan sering di-request"

In the above remarks, Maudy Ayunda uses one whole sentence in the middle. It can be known because in the utterance there are subjects, verbs, and objects. These three things are the hallmarks of the sentence.

Data 8 (Duration of time : 0:53 – 01:05)

Maudy Ayunda : "Terus, hah udah gitu? Terus kaya nggak lanjut kuliah?. Padahal **in my experience, my gap year was so so valuable for me** dan aku ngedapetin banyak banget pembelajaran dan juga kesempatan dari situ"

For this utterance, Maudy Ayunda uses Indonesian at the beginning of the sentence. Maudy Ayunda changed the grammatical structure by using english sentences in the middle. In that sentence Maudy changed the adverb of place to english, then continued with the clause.

Data 9 (Duration of time : 01:52 – 02:01)

Maudy Ayunda : "Sementara aku udah pengen banget gitu sebenarnya pergi kuliah karena **the idea of like stopping school in the middle of nowhere** terus kaya 'hah setaun terus ngapain aja?' gitu"

Just like before Maudy Ayunda inserted a sentence in English in the middle of her utterance. "**The idea of like stopping school in the middle of nowhere**" is indicated as a sentence not just a clause. Because there are subjects, objects and predicates that are characteristic of a sentence.

Data 10 (Duration of time : 03:59 – 04:20)

Maudy Ayunda : "Aku tuh selalu kaya ngerasa penasaran gitu lho sama oxford. **So, believe it o not you guys, it was because of the gap year that I got into Oxford.** Karena akhirnya akua da waktu untuk menggaruk lagi gitu loh si rasa gatal itu kaya **oh I want to try Oxford** dan di tahun itulah aku akhirnya keterima"

Maudy Ayunda uses alternation in this dialogue the same as before, namely by changing the grammatical structure in the middle of the utterance. This is because Maudy Ayunda feels more comfortable when explaining her pleasure using English and it also makes her sentences simpler. "**So, believe it o not you guys, it was because of the gap year that I got into Oxford**", this sentence is a complex

compound, because this sentence consists of a dependent clause and an independent clause. "**oh I want to try Oxford**", for this is an independent clause, because without the addition of clauses it can stand alone or the audience understands the clause.

Data 11 (Duration of time : 07:46 – 07:57)

Maudy Ayunda : "Dan pada saat **gap year** tuh akhirnya dunia aku still and **I get to choose and I get a taste of adulthood** bahwa **I get to decide what projects I wanna take oh this is what work feels like**"

In the above utterances there are two complex compounds connected with one connecting word, there is "**bahwa**". The thing that can be ascertained is that the two utterances are complex compound is that they need a follow-up sentence so that the audience understands what Maudy Ayunda is saying.

3. Congruent Lexicalization

Muysken's third and final sort of code-mixing is congruent lexicalization. It refers to a situation when two languages have grammatical structures that can be filled lexically with words from either language, according to Muysken. Words or phrases whose meanings are often understood by people in their first language can be used as code-mixing devices. For this third type, there are 10 data from the results of the analysis of 4 videos.

Data 1 (Duration of time : 01:52-02:00)

Maudy Ayunda : "karena sebenarnya temen aku ada beberapa yang lulusan situ gitu dan dari cerita-cerita mereka, **they feel like they've really grown dari that experience**"

For this type of congruent lexicalization, Maudy initially explained using Indonesian, but in the next clause, she used English. This can be identified as congruent lexicalization because even though Maudy mixes two clauses with different languages, people who listen understand the meaning of what Maudy is saying.

Data 2 (Duration of time : 02:37-02:40)

Maudy Ayunda : "tapi, aku juga selalu tau bahwa, **I want do something to do with education**"

Just like before, it is also a type of congruent lexicalization. Because Maudy mixes two languages in one sentence in the form of a clause. The structure is in accordance with Muysken's explanation in his theory, Maudy's first clause uses Indonesian and is continued with Indonesian.

Data 3 (Duration of time : 02:12-02:18)

Maudy Ayunda : "**just exposure to inspirational speakers and approach**, Stanford tuh juga sangat experience based"

As before, but this time Maudy used English first and then continued with Indonesian. Although the positions are different, it still meets the provisions of Muysken's theory. Because people will still understand what Maudy meant.

Data 4 (Duration of time : 16:53 - 17:00)

Maudy Ayunda: "Aku merasa bahwa yang aku pelajari **there's no limit to anyone if they wanna learn it** gitu."

In this sentence Maudy started with Indonesian and then continued with an English sentence. According to Muysken it can be done because the person who hears it can still understand what is being talked about.

Data 5 (Duration of time : 04:21 – 04:29)

Maudy Ayunda : “Aku ga kebayang kalau aku ga gap year, *I'll be in Columbia and I'm sure it's great great school but that just wasn't my dream school*”

According to Muysken for this type can be indicated by looking at its altered grammatical structure. In this utterance Maudy Ayunda explains that she did not take an **education** in Colombia does not mean that the school is not good. Maudy chose to explain this in English to minimize misunderstandings. *“I'll be in Columbia and I'm sure it's great great school but that just wasn't my dream school”*, the utterance is a whole sentence containing two clauses connected with one connecting word, namely "but". It can be indicated as a complex compound, the sentence cannot stand alone. Because if it is only one clause, what Maudy said will not be clear and there will be misunderstandings.

Data 6 (Duration of time : 06:38 – 06:48)

Maudy Ayunda : “*I ended up learning more about myself and what I might want from a career*, aku dapet kaya pengalaman kerja jadi aku juga jadi lebih tau kaya oh kerja tuh kaya gini”

In this sentence Maudy Ayunda begins the explanation with English, the change in structure occurs at the beginning of the sentence. According to Muysken, this can be categorized as congruent lexicalization, because the audience who listened to Maudy Ayunda's explanation understood the meaning of the sentence. Just like the previous one, the above utterance has a connecting word. The connecting word in the sentence is different from before, in the speech it uses the connecting word "and". Which means it is a compound complex used by Maudy Ayunda.

Data 7 (Duration of time : 07:35 – 07:40)

Maudy Ayunda : “Kalau kita lagi sibuk SMA sibuk sekolah untuk bener bener mengenal diri kita sendiri, karena *we're already super busy with the day to day*”

In this sentence Maudy Ayunda explains how she found her identity during the gap year. It uses structural changes at the end of sentences. For this speech, Maudy did not use a connecting word in her speech. Because, without having to add clauses, the audience already understands Maudy's intention to convey something in English.

Data 8 (Duration of time : 09:22 – 09:40)

Maudy Ayunda : “aku sih personally nggak kebayang yah misalnya aku nggak kuliah di Oxford atau aku nggak pernah ngerjain proyek perahu kertas, *you know those are some things that I could never ever replace, it feels like* kedua hal itu sangat, sangat penting gitu dalam hidup aku”

The sentence above Maudy Ayunda conveys her feelings of gratitude for being able to go to school at her dream school. It is conveyed by changing the grammatical structure in the middle of the utterance. Just like before, this is a compound sentence or sentence that can stand alone without the help of additional clauses.

Data 9 (Duration of time : 00:52 – 00:59)

Maudy Ayunda : “*And may be in this program I will also be giving tips*, yang memang udah sering di-request sama temen-temen”

Maudy Ayunda explained that she wanted to create a new program on her YouTube channel about discussing current issues with her audience. She explained in English and at the end of the sentence she used Indonesian. This indicates a compound sentence, because the sentence does not require a supporting clause to be understandable.

Data 10 (Duration of time : 01:05 – 01:15)

Maudy Ayunda : “*so I’m very very excited to start this program and our topic today will be* tahun baru dan apa aja sih pelajaran-pelajaran yang aku dapetin dari tahun kemarin”

Maudy Ayunda is very excited to start her new program on the video, she started with her experience that happened last year. For the sentence above, Maudy ayunda started her sentence in English and then changed the sentence structure at the end of the sentence with Indonesian.

Type of Code Mixing by Hoffman

After analyzing using Muysken's theory, the author will then analyze using Hoffman's theory. Just like Muysken, Hoffman categorized code mixing types into three types, namely intra-centential code mixing, intra-lexical code mixing and involving a change of pronunciation. The three types will be described below:

1. Intra-centential

In phrases and at word boundaries, there is intra-sentential coding mixing. The results of the current study showed that nouns, verbs, adjectives, adverbs, phrases, and compounds were all examples of intra-sentential code mixing.

Data 1 (Duration of time : 00:10 – 00:12)

Maudy Ayunda : “tapi hari ini *I am going to be making myself breakfast*”

In the sentence, it is indicated as an intra-centential type because when explaining this, Maudy Ayunda uses an independent compound sentence. Because "I am going to be making myself breakfast" can stand alone without having to be connected by conjunction.

Data 2 (Duration of time : 01:08 – 01:10)

Maudy Ayunda : “tapi sambil aku bikin breakfast”

In this sentence, Maudy Ayunda uses the word "breakfast" to describe what she is going to do. This happens because the word "breakfast" is very commonly said to describe what to do instead of using the word "sarapan".

Data 3 (Duration of time : 01:51 – 01:55)

Maudy Ayunda : “aku juga menikah and that’s obviously a new journey for me”

In this sentence, Maudy Ayunda uses Independent compound which uses a connecting word, "and". And Maudy Explains what she's been through using the word "and that's obviously a new journey for me" instead of using english because to show that she's so happy to have passed the moment.

2. Intra-lexical

The intra-lexical occurs inside a word boundary. It happens when affixes from one language are added to words from another language.

Data 1 (Duration of time : 00:56 – 00:59)

Maudy Ayunda : “Yang memang udah sering di-request sama teman-teman”

In this sentence, Maudy Ayunda, there is one word that is affixed with "di" to the word request. This was done to attract audience interest in the program created by Maudy Ayunda

Data 2 (Duration of time : 04:53 – 04:55)

Maudy Ayunda : “Karena sosmed memang nature-nya seperti itu gitu”

In the sentence Maudy Ayunda suffixed the word “nature” with “nya”. That’s because Maudy Ayunda explains how social media works which affects aspects of life.

Data 3 (Duration of time : 05:34 – 05:38)

Maudy Ayunda : “kayaknya udah banget menemukan passion-nya”

The above sentence also Maudy Ayunda suffixed the word "passion" with "nya". In that situation, Maudy read a comment about herself on Instagram as an example for the topic of discussion she was talking about.

3. Involving a change of pronunciation

This type of phonological code mixing takes place when Indonesian speakers adapt an English term to fit Indonesian phonological structure.

Data 1 (Duration of time : 00:56 – 00:59)

Maudy Ayunda : “Dan di tahun baru ini aku ingin memulai satu program baru”

In that sentence Maudy Ayunda uses the word "program", the word is an absorption word from the English language namely "program".

Data 2 (Duration of time : 02:06 – 02:12)

Maudy Ayunda : “terus jadi ada momen-momen di mana aku banyak mempertanyakan diri aku sendiri dan sebagainya”

The word "moments" used by Maudy Ayunda is an absorption word in English, namely "moment"

Maudy Ayunda's Motive Using Code Mixing

For this discussion, the writer uses the theory of Muysken and Hoffman. From the four videos that have been analyzed, there are 39 code mixes used by Maudy Ayunda. In this era perhaps we often hear the mixing of two languages between Indonesian and English in the way of communicating on a daily basis. This language mixing is synonymous with millennials, or even we ourselves often use it in everyday life. Some people argue this phenomenon is good because it shows a person's ability in multilingual terms. This phenomenon indicates the existence of inevitable things in the process of language development in this era. The code mixing that Maudy Ayunda used frequently is alternation which appeared six times in the conversation. In the interview, Maudy often changed her sentence structure which is part of the alternation type. It consists of a subject, verb, or object followed by a clause. Although she mixed the sentence structure the interlocutor still understands what she is talking about. Maudy Ayunda likes mixing the language might cause her educational background in abroad that often used English in her daily life. Maudy continued her education for getting a Degree and Master in British and America. So, she is getting used to English and is more comfortable when explaining something with it. Aside from her education, Maudy is also an actress that has an interest in academic things. She likes reading and discussing about education which affects the way she speaks.

CONCLUSION

The research aimed to analyze the code mixing used by Maudy Ayunda. The data obtained by the author was generated from watching videos on youtube channel and the data was collected in analysis using Muysken's theory and Hoffman Theory. There are six types of code mixing from two theory found in the video on Youtube content with Maudy Ayunda, namely insertion, alternation, congruent lexicalization, intra-centential code mixing, intra-lexical code mixing and involving a change of pronunciation. In these videos, Maudy Ayunda used all types of code mixing from Muysken's theory and Hoffman theory in her conversation. The results of the analysis of four videos, namely, " Catatan Najwa Bersama Maudy Ayunda ", "Kenali Kondisi Tubuh bareng Najwa Shihab dan Maudy Ayunda", "thoughts on adulting", and "thoughts on gap year" obtained 39 data consisting of 10 insertions, 11 alternation, 10 congruent lexicalization, 3 intra-centential, 3 intra-lexical, and 2 involving a change of pronunciation. The data was obtained from videos of Maudy Ayunda. From the research that has been done, Maudy Ayunda likes mixing the language might cause her educational background in abroad that often used English in her daily life. Maudy continued her education for getting a Degree and Master in British and America. So, she is getting used to English and is more comfortable when explaining something with it. Aside from her education, Maudy

is also an actress that has an interest in academic things. She likes reading and discussing about education which affects the way she speaks.

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