

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Indonesia is one of the largest multicultural countries in the world. It can be seen from the diverse and broad socio-cultural and geographical conditions in Indonesia. According to Na'im (2010:4), Indonesia has more than 16 thousand islands inhabited by 268 million people, 1340 tribes, 718 local languages, 6 official religions, and various other beliefs. This diversity has always become hot issues to be discussed nowadays.

One of those issues is about Language. Based on a survey conducted by Microsoft SwiftKey Keyboard in Team (2020:1), Indonesia got the first rank as a trilingual country and the third rank as a bilingual country in the world. This proves that Indonesian have ability in speaking more than two languages. For this reason, our society sometimes called as a multilingual society. It is a part of the study about the relationship between language and social life, which is called Sociolinguistics.

Sociolinguistics is a study that is concerned with the relationship between language and the context in which it is used. Janet Holmes in Veltri (2013:5) stated that all of the topics provide a lot of information about the language works, the social relationships in a community, and the way people signal aspects of their social identity through their language. One of the common issues is the issue of code-mixing and code-switching. Wardhaugh and Fuller (2015:96) said that people are free to decide to switch from one code to another or to mix codes even within sometimes very short utterances.

Mixing or switching codes is happening in our society too. In daily life, most Indonesians often mix or switch their languages (Indonesian – English or vice versa) while speaking about something in particular occasion. They do it but, unfortunately, they do not realize about what it is exactly. Indonesians intend to do code-mixing or code switching as only a style of speaking. They do it for being looked prestigious only. This is a wrong motivation for mixing or switching codes. It is different with the motivation of native speakers.

On the other hand, in this pandemic of covid'19, YouTube become one of the favorite apps chosen as the source of online learning. Indonesians, for instance, love to visit YouTube for learning English. One of the most-visited channels for learning about English is Sacha Stevenson YouTube Channel. She becomes a famous Youtuber in Indonesia since 2013. Nowadays, she still uploads videos about English issue which are called as Seleb English. In this kind of videos, she discusses freely about the speaking ability of various celebrities/influencers in Indonesia. Because of this program, she has got many Indonesian subscribers and positive supports on YouTube.

Based on the facts above, in this study, the researcher is interested to conduct a research about the analysis of code-mixing and code-switching used in Sacha Stevenson Video YouTube channel. The researcher's aim is to introduce and educate Indonesians that Sociolinguistics phenomena like code mixing and code switching are still existed and used by many people in various types and reasons. In addition, the researcher chooses Sacha Stevenson because she is a native speaker who speaks Indonesians fluently. She is already famous in Indonesia and her motivation in mixing and switching codes will educate Indonesians too. That is why

conducting this research by involving Sacha will bring a great influence for us as foreign language learners. Besides, this research is quietly different with the previous ones, which do not choose native speaker as the subject of their research.

## **1.2 The Problems of the Study**

Concerning the background of the study above, the problems of this study are formulated as follows:

1. What are the types of code mixing and code switching used by Sacha Stevenson in the Seleb English video?
2. What type of code mixing and code switching is the most frequently used by Sacha Stevenson in the Seleb English video?
3. What is the reason for Sacha Stevenson to mix or switch her codes in the Seleb English video?

## **1.3 The Objectives of the Study**

Based on the problems of the study mentioned above, there are some objectives for doing this research. The objectives are listed as follows:

1. To figure out the types of code mixing and code switching used by Sacha Stevenson in the Seleb English video.
2. To figure out type of code mixing and code switching that is most frequently used by Sacha Stevenson in the Seleb English video.
3. To figure out the reason for Sacha Stevenson to mix or switch her codes in the Seleb English video.

#### **1.4 The Scope of the Study**

In this study, the researcher uses two important things, they are the Sociolinguistics theory and social media. In Sociolinguistics, there are many topics discussed, such as language planning and policy, varieties of language, register, bilingualism and multilingualism, code mixing and code switching, language and gender, slang, language change, politeness, style of language, function of language and language maintenance. Meanwhile, there many kinds of social media, such as Facebook, Instagram, Twitter, WhatsApp, YouTube, Google+, etc. In this case, the researcher focuses on the issue of code mixing and code switching on Sacha Stevenson's video YouTube channel. The researcher will analyze two videos to get the research data. The researcher will choose the videos randomly.

#### **1.5 The Significance of the Study**

The findings of this study are expected to be useful for three parties, they are society, English learners, and other researchers. It is described as the following:

1. For English Learners

The researcher expects that the findings of this research can motivate and educate the foreign English learners, especially the Indonesians, that mixing or switching codes in daily life can be done in various types and reasons.

2. For other researchers

The researcher expects that the findings of this research can be the latest trustworthy references for doing the next new research about Sociolinguistics phenomena.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This chapter presented a review of related literature and explained the related materials in order to give the clearer concepts and ideas for this study. These concepts and ideas led to a much better analysis of the variables selected by the researcher in order not to raise confusion, misunderstanding or misinterpretation in comprehending the concepts and ideas applied in this study.

#### **2.2 Language**

Language and human being are two things that cannot be separated. Language cannot exist if there are no people who use it to interact or communicate because according to Siahaan in Sihite (2016:1), language is a unique of human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. In line with that, it is stated too that language is a system of sound that used by society to work together, to communicate, and to identify themselves. Based on the explanation above, we can simply define that language is a tool for communicating used by humans to understand and connect to each other.

Regarding the existence and phenomena of language, the term Linguistic appears. Linguistics is simply the study of language. Linguistics is concerned with human language as a universal and recognizable part of human behavior and of the human abilities (Raja T. in Hadi, 2009). Linguistics is competence as being a person potential to speak a language, and his or her linguistics performance as the

realization of that potential. Linguistics is a wider and universal concept of all languages. Therefore, it has described in various branches. These branches are further divided into Micro and Macro divisions.

Micro linguistics refers to how small changes in language evolved and affect the sound and look of language. It is concerned internal view of language itself (structure of language systems) without related to other sciences and without related how to apply it in daily life. According to Ali (2017), there are some fields of Micro linguistics. They are explained as follows.

1. Phonetics, the study of the characteristics of human sound production
2. Phonology, the study of specific sounds that make up words of speaking and listening.
3. Morphology, the study of word formation and inflexion.
4. Syntax, the study which deals with the combination of units as words and meaningful elements are constructed.
5. Semantics, the study of meaning without a context.
6. Pragmatics, the study of meaning based on its context.

On the other hand, there is another term called as Macro-Linguistics. It concerns with how language and society interact specifically and how social factors can influence the use of language in the larger society. For instance, Macro-linguistics looks at the significance of language in social systems. It examines the application of language in daily life. According to Ali (2017), there are many fields of Macro linguistics. Some of them are explained as follows.

1. Historical Linguistics, the study of the development of language over time.
2. Sociolinguistics, the study of language in relation to society.

3. Psycholinguistics, the study of how mind process and produces language.
4. Cognitive Linguistics, an approach to linguistics which stresses the interaction between language and cognition.
5. Computational linguistics, the study of language using techniques and concepts of computer science.
6. Applied linguistics, the application of linguistic theories, methods and findings to the elucidation of language problems.
7. Text Linguistics (Discourse analysis), the study of analysis of language 'beyond the sentence'.
8. Neurolinguistics, the study of language processing and language representation in the brain.

There are many more branches of linguistics in the world. Ten of them are already discussed generally above. From the whole branches of Linguistics, the researcher chooses the Sociolinguistics to be the main theory of conducting the research as Code Mixing and Code Switching is the part of it.

### **2.2.1 Sociolinguistics**

Sociolinguistics is one of the studies that had been introduced and studied for decades. The term 'sociolinguistics' consists of two words, namely socio, and linguistic. 'Socio' refers to *Sociology*, which is the study of human social life, while *Linguistics* is the study of language. So, sociolinguistics is the study of how language is used in society. There are many experts define what Sociolinguistics means. Some of the perspectives about Sociolinguistics are explained as follows.

According to Wardhaugh and Fuller (2015:1), Sociolinguistics is the study of our everyday lives – how language works in our casual conversations and the

media we are exposed to, and the presence of societal norms, policies, and laws which address language. In addition, it uses a range of methods to analyze patterns of language in use and attitudes toward language in use. Some sociolinguistic patterns can only be observed systematically through close examination of lots of recorded speech and a good understanding about the speaker's background or place in community (Meyerhoff, 2006:2).

Moreover, Fishman in Adriana and Ratmo (2013:9) defines "Sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, and change one another within a speech community. It is stated too that it is a developing subfield of linguistics which takes speech variation as its focus, viewing variation or its social context.

Sociolinguistics study about the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language (Holmes, 2013:22).

Furthermore, Sociolinguistics examines the interplay of language and society, with language as the starting point. Variation is the key concept, applied to language itself and to its use. The basic premise of sociolinguistics is that language is variable and changing. As a result, language is not homogeneous – not for the



individual user and not within or among groups of speakers who use the same language.

For instance, say you wanted to get someone's attention. If you were a 17-year-old boy and you spotted your friend Larry walking out to his car, you'd probably utter something loud and informal along the lines of: "Hey, Larry!". On the other hand, if you were that same 17-year-old boy and saw the school principal drop something in the parking lot as she was walking to her car, you'd more likely utter something along the lines of, "Excuse me, Mrs. Phelps! You dropped your scarf." This word choice has to do with societal expectations on the part of both the speaker and the person to whom he is speaking. If the 17-year-old hollered, "Hey! You dropped something!" in this instance, it could be considered rude. The principal has certain expectations with regard to her status and authority. If the speaker understands and respects those societal constructs, he will choose his language accordingly to make his point and express proper deference (Nordquist, 2019).

Based on the explanation above. It can be concluded that Sociolinguistics is the study of how language used in human daily life in various ways and context. There are numerous factors influencing the way people speak which are investigated by sociolinguistics, such as social class, social context, geographical origins, ethnicity, nationality, gender and age.

### **2.2.2 Bilingualism and Multilingualism**

In many parts of the world it is just a normal requirement of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the

outside world of wider social or political organization. These various languages are often acquired through simple exposure to the language, although one language or more in a speaker's repertoire may be learned through schooling or in an instructional setting. The ability of people who master two or more languages define into two familiar terms. They are bilingualism and multilingualism.

### **2.2.2.1 Bilingualism**

The phenomenon of people mastering more than one code (language) is called bilingualism or multilingualism. Prefix 'bi-' means "two", meanwhile "lingual" means "language" so bilingual is two languages. Bilingualism can be defined as the ability of speakers to speak or to communicate in two different languages. According to Haugen in Sohnata (2016:70), bilingualism is at the point where the speaker of one language can produce complete, meaningful utterances in the other languages. In simple words, it is the use of two languages or the native-like control of two languages.

According to Richards (2010:54), Bilingual is a person who uses at least two languages with some degree of proficiency. In everyday use bilingual usually means a person who speaks, reads or understands two languages equally well (a balanced bilingual), but a bilingual person usually has a better knowledge of one language than another. For example, he/she may be able to read and write in only one language, use one language in different types of situation or domains, e.g. one language at home and another at work, and use one language for talking about school life and the other for talking about personal feelings.

Based on the explanation above, it can be concluded that Bilingualism means the ability of individuals or groups of people to use two languages, especially

with equal fluency. Most of the world's population are bilinguals and that is a common fact to know. With advanced technology, people are easy to be exposed to many languages around the world and that is why the term of multilingual rise, since many people are now master in more than two languages.

#### **2.2.2.2 Multilingualism**

Multilingualism is another term used in language studies, besides the bilingualism. While bilingualism deals with two language, multilingual means the use of three or more languages by an individual or by a group of speakers such as the inhabitants of a particular region or a multilingualism nation. Multilingualism is common in, for example, some countries of West Africa (e.g. Nigeria, Ghana), Malaysia, Singapore, Israel, and etc. (Richards, 2010:379).

The fact shows that multilingual speakers outnumber monolingual speakers in the world's population. For instance, more than half of all Europeans claim to speak at least one language other than their mother tongue, so do the other countries. Always useful to traders, multilingualism is advantageous for people wanting to participate in globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly possible. People who speak several languages are also called polyglots or multilinguals.

Based on the explanation above, it can be concluded that Multilingualism means the ability of individuals or groups of people to use multiple languages. Multiple languages mean more than two languages. It is commonly found in many countries in the world. People are easier to get access to many languages around the world since the development of technology in terms of the Internet is already

advanced. For instance, in this industrial revolution 4.0, it is a demand for most of people around the world to know and master the international languages.

Being a multilingual/bilingual person is something beneficial. A multilingual/ bilingual person has an advantage in comparison with a monolingual person because many aspects of personal life may be developed through this kind of language mastery. Research shows that bilingual/multilingual people have an easier time understanding math concepts and solve word problems, developing strong logical thinking skills, focusing, remembering, and making decisions, thinking about language, and learning other languages (Ashari, 2017:8).

### **2.2.3 Code**

In daily life, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. It is likes system that is used by people to interact with each other. It is like a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes of communication.

In Sociolinguistics, code refers to a language or a variety of language. The term is useful because it is neutral. This term is mainly used as a neutral label for any system of communication involving language and which avoids the sociolinguist having to commit himself to such terms as dialects, language or variety, which have special status in his theories. Wardhaugh and Fuller (2015:3) states that when two or more people communicate with each other, we can call the system they use a code.

According to Crystal in Fitria (2014:4), code is a set of conventions for converting one signal system into another. In other words, a code is a system of rules that allow us to give information in symbolic form. Human language is also a code; consists of words that represent ideas, events, and objects. When it put together in certain circumstances, it will help us to communicate. It is sometimes considered to be a more neutral term than the others. People also use “code” when they want to stress the uses of a language or language variety in a particular community. For example, a Puerto Rican in New York City may have two codes: English and Spanish. He or she may use one code (English) at work and the other code (Spanish) at home or when talking to neighbours.

Code will be taking as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language. When two or more people communicate to others, the system of communication that they employ can call as a code. As a general rule, the use of code during the conversation it has been common in a society. They can utilize some code in their utterance. What code chosen by the speaker is what they need in particular condition or there is purpose of why they use it. And, that is why there are various ways or styles in using codes by the speaker.

Bilinguals/multilinguals 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. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to

mix codes, sometimes in very short utterances and it means to create a code. Therefore, the issue of mixing and switching code arise and become a vital topic to be discussed among linguists.

#### **2.2.4 Code Mixing**

Mixing code (language) is a common thing to do in multilingual society. Both bilinguals or multilinguals often mix their language in daily life for various purposes. Code Mixing is the use of element of one language, such as words, phrases, into another language without changing the topic. It happens in a single sentence or utterance without breaking the grammatical rules of the first language. Many language experts have defined about this term. All of the explanations support one another.

Girsang (2015:3) explained that code mixing is the use of two languages in a speaking. Code mixing talks about the situation where one language mixes with another language. The mixing of language can be in word, phrase, clause and sentences form. In addition, code mixing occurs when conversation use both languages together to the extent that they key change from one language to the other in the course of a single utterance. It correlates positively with the educational attainment of individuals.

Moreover, Khairani (2019:12) stated that the term of code-mixing refers to all cases where lexical item and grammatical features from two languages appear in one sentence. In code- mixing pieces of one language are used while a speaker is basically using another language. It is the embedding of various linguistics units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where hear with what they understand. For

example, may think that one of someone's languages, e.g. English, has more appropriate lexical items for something he wants to express in a particular situation and incorporate these into the grammatical structure of the other language, in this case Indonesian:

A : Jes, kamu mau gak *visit* villa baru papa aku?

B : What? Villa baru? keren banget. Aku mau lah.

A : Oke, aku jemput di *airport* ya.

B : Oke, *baby!*

From the explanation above, it can be concluded that code mixing means using two languages in a single utterance. In other words, we insert words/terms from one language into a dominant language. This phenomenon is usually unintentionally done by the speakers.

According to Muysken (2000:60-153), there are three types of code mixing. They are:

### **1. Insertion**

According to Muysken (2000:3), insertion means to enter material (lexical items or entire constituents) from one language into a structure from the other language. In insertional code-mixing what is inserted is a constituent. A constituent can be any syntactic unit, either a lexical item (e.g. a noun) or a phrase (e.g. a prepositional phrase). It means that this type of code mixing occurs only in pieces of one language that are smaller than a clause and sentence. This principle is not absolute, but it can be used as an evaluation measure for analyses.

For examples:

- Jangan lupa ya, adonan kue nya harus di-*mix* dengan baik supaya kalis.
- Saya yakin, dalam 5 menit, adonan nya *ready* untuk di-*bake*.
- Kamu harus *follow* instruksi dari *manager* kamu, jangan membantah ya.
- Tanpa *hard work*, Saya tidak bisa sukses ini. Ingat hal itu ya adik-adik.
- Joni merasa dia perlu melakukan *self-improvement* setiap hari.

In a mixed sentence, there will be a term which is called by Muysken as base or matrix language, which means the main language used by the speakers. To determine a matrix language empirically and independently of structural criteria is not unproblematic. A number of diagnostic criteria have been proposed.

- a. A discourse-oriented way of determining the base language would be in terms of the language of the conversation.
- b. A second approach is in terms of left-to-right parsing. In a model that attaches great importance to a parsing procedure from left to right, the first word or set of words in the sentence determines the base language.
- c. A third possibility is morpheme-counting. A discourse-oriented base model can be given a statistical interpretation, such that the base language is the language in which most words or morphemes are uttered.

## **2. Alternation**

Alternation is a very common strategy of mixing, in which the two languages present in the clause remain relatively separate. It occurs between clauses meaning that alternation is used when speaker mixes his language with a phrase, comes in one utterance. Content words such as nouns and adjectives are likely to be



insertions, while discourse particles and adverbs (clause/sentence) may be alternations (Muysken, 2000:96).

In other words, this type of code-mixing happened when a speaker mixes his languages by inserting a clause/sentence from one language to the dominant-used language. In this perspective, code-mixing is akin to the switching of codes between turns or utterances. The difference would simply be the size and type of element alternated, e.g. clauses and sentences, followed by the grammatical units, such as subjects, verbs, or objects. For examples:

- Aku rasa ujian kali ini buruk bagiku *because I didn't have any preparation*.
- Malemnya, *when I sleepy*, ya aku ga bisa belajar sama sekali, Sir.
- Dinda always take the doll with her *kemanapun dia pergi*.
- I try to keep calm *walaupun aku sudah jengkel terhadapnya*.
- Pak Joko tidak bisa membantu kita *unless we tell him what's going on*.

### **3. Congruent Lexicalization**

Congruent lexicalization often involves bidirectional code-mixing, since there is no dominant matrix language. In Congruent lexicalization, both languages contribute to the grammatical structure of the sentence, which, in many cases, is fully shared by the languages involved. The vocabulary comes from two or more different languages, but may also be shared. It is frequent in a bilingual setting, due to two things: First, there is an overabundance of homophonous words, diamorphs, that serve as bridges or triggers for the code-mix. Second, there is a general

structural equivalence, both categorial and linear, making code-mixing possible, without there necessarily being any lexical correspondence (Muysken, 2000:123).

From the explanation above, we can conclude that this type of code-mixing refers to the situation where two languages share grammatical structures that can be filled lexically with elements from either language. The forms of code-mixing can be words or phrases whose meanings are generally known by people in their first language. This is most often present in mixing between dialects and between languages, which are close to each other in structure. So, it will be a shared grammatical structure. For examples:

- Gee mi een *kiss* (Give me a kiss).
- Jangan ganggu, aku lagi mengerjakan tugas di *computer*.
- Makasi untuk pesanan *shampoo* dan *deodorant* nya ya teman teman.
- Kita perbolehkan untuk menghubungi kami *via sosial media* ya.
- Ketika berbicara, dia selalu mempertimbangan *konteks* yang ada.

A frequent feature of congruent lexicalization is the incidence of morphological integration since the morphosyntactic systems are very similar if not identical. Triggering of code-mixing by words from the other language is also to be expected in congruent lexicalization since both languages are very close to the activation threshold. Mixed collocations and idioms are a final feature of congruent lexicalization since the structures involved in them are largely shared and the lexicons related (Muysken, 2000:133).

Based on the explanation above, we can conclude that many cases of congruent lexicalization involve related and similar languages. There are three logical

possibilities: both the grammar and the lexicon are similar or the grammar is somewhat similar but not the lexicon or the lexicon is somewhat similar but not the grammar.

### **2.2.5 Code Switching**

Code Switching is another sociolinguistic phenomenon in multilingual society, besides the code mixing. It is a change by a speaker (or writer) from one language or language variety to another one. Code switching can take place in a conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Code switching can be a sign of cultural solidarity or distance or serve as an act of identity.

Code switching is a speech style in which fluent bilinguals move in and out of two (or conceivably more) languages. It means that code switching is speech style where the speakers deliberately change a language being used, by switching from one to another. It involves the alternative language which is used by two languages or various linguistic within the same utterances or during the same conversations. In this case, the bilingual people are speaking to each other. The switching can consist of changing languages in that of monolinguals or shift of style. In other words, it is the selection of forms by bilinguals or multilinguals from an embedded language (or languages) in utterances of a matrix language during the same conversation. It means that code switching is defined as the phenomenon where in a bilingual or multilingual speaker shifts from one language to another in the utterances of the conversation (MacSwan and Cantone in Titian, 2018:41)

Hymes in Sumarsih (2014:79) 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 kinds of the style.” Then, it is argued that code switching is the strategy of an individual to express social meaning in the conversation. It means that switching one language to another one depends on the purpose or reason of why it is used in society.

Based on the explanation above, it can be concluded that code switching means the changing proses in using a language to another one. The speaker changes or switch his language to another language because of some consideration. That is why, the process of switching language is usually intentionally done by the speaker. Moreover, both bilinguals and multilinguals can do code switching. They do it in various ways or styles. This brings to the types of code switching itself.

According to Shana Poplack (2000:221-256), there are 3 types of code switching. They are:

### **1. Intra-sentential code-switching.**

An Intra-sentential code-switching occurs when the speaker switches his languages back and forth within a single utterance. In other words, it involves a shift in language occurred at any point in a single sentence, usually performed without pause, interruption, or hesitation. It is happened in the level of word, phrase or clause. Poplack stated that intra-sentential switching is the most complex type of code switching, requiring that the speaker be able to control two linguistic systems simultaneously. For examples:

- The hotel, *yang berada di dekat rumah*, is really huge and unbelievably majestic.

- Ibu sempat membawa acara Tv zaman dulu but I didn't have the chance to watch her live.
- Today, our house is renovated dan aku bener bener bersyukur karena hal ini.
- Good score is definitely not our values of life tapi kita perlu dapatkan itu tiap semester biar lancar terus kuliahnya tanpa harus mengulang.
- Joko suka menanam pohon di sebelah rumahnya and it's like a real wood.

## 2. Inter-sentential code-switching.

An inter-sentential code switching occurs when one complete sentence is first spoken in one language and another complete sentence is then spoken in the alternate/other language. This type of code-switching occurs at a clause or sentence level, in which each clause or sentence is in a different language. For example, a speaker may finish his thought concerning how schools should increase their funding for music programs in Spanish, and then begin his subsequent thought regarding a college football game in English. In this case, the language shifts/switches perfectly as each sentence with a different language has its own autonomy/rules. For examples:

- Ini lagu lama, tahun 60an. *It's oldies but goodies, they say.*
- Ren, Kamu tau gak fakta baru? Blackpink will visit Gelora Bung Karno next month.
- I do not believe it that BTS will come here. Itu mustahil terjadi di masa pandemic saat ini.
- Your dad is really mad. Kita semua pasti bakalan kena hukum.
- Ibu Carla udah ngingatin kelas X tentang tugas harian yang tertunda minggu lalu. Everyone is listening to her but none is doing the right thing.

### **3. Tag code-switching.**

A tag code-switching occurs when a speaker uses or involves short expressions such as tags, interjections, fillers, idiomatic expression or quotation of a language in the utterance of another language. Those are free moveable constituents which may be inserted almost anywhere in the sentence without fear of violating any grammatical rule. In other words, the speakers can use them at any point of their utterance, in the beginning, middle or end of the utterance. It is usually called as emblematic or extra-sentential code switching. For examples:

- It's okay, no problem, *ya nggak?*
- Inilah semua yang harus kamu kerjakan, *understand?*
- *Oh my God*, aku kan sudah lama disini.
- *Break a leg!* Kamu pasti bisa menyelesaikan semuanya.
- *Umm*, aku sepertinya gak jadi ikutan deh.

### **2.3 Reasons for Mixing and Switching Codes**

Both bilinguals and multilinguals do code mixing and code switching in their life as there are some reasons behind it. As present by Hoffman in Dewi (2015:55), there are several reasons why the speakers do code mixing and code switching in their utterances. They are explained as follows:

#### **1. Talking about a particular topic**

Sometimes, a speaker feels more comfortable to talk about particular topic in a particular language. A speaker feels free to express his or her emotional feeling in a language that is not his/her everyday language. For example, the speaker tends to use other language when talk about personal problem, family, marriage, and business. Talking about a particular topic also used by the speaker when there is

another topic discussed in one situation. So, the code choice depends on the speakers needs and the circumstances.

## **2. Quoting somebody else**

Nowadays, English is more prestige than local language especially in globalization. So many people tend to make their opinion in English language. The speaker mixes and switches code to quote a famous expression, proverb, or saying of some well-known people. The switch/mixture involves the word/phrase/clause/sentence that the speaker is claiming the quoted person said. The switch like a set of quotation marks. For example, 'Silent is Gold' is something familiar and often being quoted.

## **3. Showing Empathy (Express Solidarity)**

Sometimes, a speaker is more convenient to be emphatic to use second language rather than her/his first language. The speaker mixes/switches from the second language to the first language because the speaker feels more convenient to be emphatic in second language rather that first language. For example: I'm so sorry to hear about the news. People prefer to use this kind of expression to show regrets/condolences than with their mother tongue.

## **4. Interjection (inserting sentence fillers or sentence connectors)**

Interjections are words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. The interjection is a part of speech which is more commonly used in informal language than in formal writing or speech. It is to express emotions or sudden bursts of feelings. The speaker can express a wide variety of emotions such as: excitement, joy, surprise, or disgust. Interjections have no grammatical value, but speaker usually uses more in speaking

than in writing. The interjection that usually used are: watch out, well, hey, yummy, etc. For examples: Yummy, Saya suka dessert ini.

#### **5. Repetition used for clarification**

In repetition, a message in one code is repeated in the other code literally. When the speaker repeats or clarify the words that the speaker said, it will make the listener more understand the intent of what the speaker said. This repetition is used not only to clarify what is said, but also to amplify or emphasize a message. For example: Keep on fire! Tetap semangat yaa!

#### **6. Intention of clarifying the speech content**

When bilingual or multilingual person talks to another bilingual/ multilingual, there will be lots of code mixing and switching occurs. It means to make the content of his/her speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form. For example, An Indian will explain their traditional worship by switching or mixing their language to English so that the others can understand about it clearly.

#### **7. Expressing group identity.**

Code mixing and code switching can also be used to express group identity. For instance, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from the people who are out of the community and that shows the identity of the group itself.

Saville-Troike (2003:66-69) also gives some additional reasons for bilingual and multilingual person to switch or mix their languages, they are:



## **8. To soften or strengthen request or command**

For some people, the using of code mixing and code switching in their utterance can use to soften a request or command. Besides, they can also used to strengthen a command since the speaker can feel more powerful than the listener because she/he can use a language that everybody cannot.

## **9. Because of real lexical need**

The most common reason for bilingual/multilingual person to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English- Indonesian bilingual has a word that is lacking in English, the speaker will find it easier to say it in Indonesian. And vice versa, when the speaker has a word that is lacking in Indonesian, the speaker will use the English term.

## **10. To exclude other people when a comment is intended for only a limited audience**

Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that no everybody knows.

## **2.4 YouTube Video**

According to Wikipedia (2020), video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media while YouTube is an American online video-sharing platform, headquartered in San Bruno, California, which allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide

variety of user-generated and corporate media videos. Based on the definition, it can be concluded that YouTube Video is an audio-visual media (video) that is found in social media called YouTube.

Based on news report by Kusuma (2020), nowadays, especially in this online era caused by pandemic of covid'19, the use of YouTube, one of the social media, is in the high level. Most of people around the world prefer to spend much time by watching video from YouTube as all activities are done only at home. In addition, it provides many kinds of videos for various needs and help us to be easily update about what is happening outside with only staying at home.

Because of its top rating, many people, such as public figures, artist/actor, celebrities, singers or many other professions, create their own channel in YouTube. Most of them have the same purpose, that is to be a famous, rich, educated and inspirational person in their own nation or even in the world. Nowadays, most of people, who are lacking of work to do, prefer to spend their free time to create an interesting content to be uploaded, attracts many people to watch and boosts their channel.

## **2.5 Information about Sacha Stevenson**

Sacha Stevenson is one of the famous YouTubers in Indonesia. She was born in Halifax, Nova Scotia, on January 21, 1982. She is a Canadian who got married to Indonesian, Angga Prasetya, and has only one cute daughter namely Zoila. Now, Sacha and her little family stay in Bali (Wikipedia, 2020).

Sacha Stevenson has joined YouTube since 2009. She has gone viral in Indonesia since the first time she uploaded a YouTube video entitled *How to Act Indonesian* in 2013. Since then, she has been widely known and loved by many

Indonesians (Panjaitan, 2013:1). Until now, Sacha still continues to create his YouTube content.

One of the best programs is the video entitled *Seleb English*, in which she corrects the English's speaking skill of Indonesian celebrities and educate many people. No wonder that her YouTube channel has been subscribed to by 1.25 million people. This is proof that many parties support her. Sacha commits that she will continue to create YouTube content that educates and entertains everyone now and on.

## **2.6 The Previous Research**

Below are some previous researches which raise the issue of Code Mixing and Code Switching happened in society. They are described briefly as follows:

First, Sukrisna (2019) conducted a research entitled *An Analysis of Using Code Mixing on Atta Halilintar's Video YouTube Channel* from Raden Intan State Islamic University, Lampung. The objective of this research was to find out the types and levels of code mixing that appear on Atta Halilintar's video YouTube channel. 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. 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.

Second, Anisa (2016) conducted a research entitled *An Analysis Code Switching and Code Mixing Used by Radio Announcers at L-Bass Radio 97.6 MHZ IAIN*, from the State Institute for Islamic Studies, Bengkulu. This research is a qualitative study using descriptive methods. Data collected by recording techniques and then the researcher transcribes the recording into paper. The results showed that most participants were used all the types of code switching and code-mixing. It is also concluded that the use of code switching and code-mixing by the announcers of radio L-bass in the program "Fun with English" is influenced by some factors, namely age, style and class. Announcers also use all types of code switching and code-mixing to make the program become more interesting.

Third, Arifin (2018) conducted a research entitled *Code Mixing and Code Switching in the Breakout Music Playlist*, from State Islamic University Sunan Ampel, Surabaya. In this study, the data were taken from the script in a music breakout program on Net Tv. Furthermore, the data were analyzed using the theory of Hoffman and Chaer and Agustina's. The results of this study indicated that the types of code mixing and code switching used are code mixing of word and phrase. Then, there is also a kind of code switching found on the transcript. They are code switching of clause, sentence, tag and kind of exclamation. The last one is affective function of Code Mixing and code switching found are to mark personality and objectification, clarify and fulfill the message requirements and the last to determine the recipient. The researcher did not find the function of serving quotations on the findings. At last, the researcher suggested to the next researcher to examine more deeply about code switching and code mixing.

The fourth, Faiz (2016) conducted a research entitled *Code Switching used by Sacha Stevenson in Tonight Show and Sarah Sechan on Net TV*, from Maulana Malik Ibrahim State Islamic University, Malang. In this study, the researcher used descriptive qualitative and the data were taken from the conversation in those TV programs. The findings of this research show that the types of code switching found in both of the sources are intra-sentential, inter-sentential and establishing continuity toward previous speaker / tag-switching. The functions of code switching found are covering the difficulty in speaking Indonesian, reducing/avoiding face and increasing prestige.

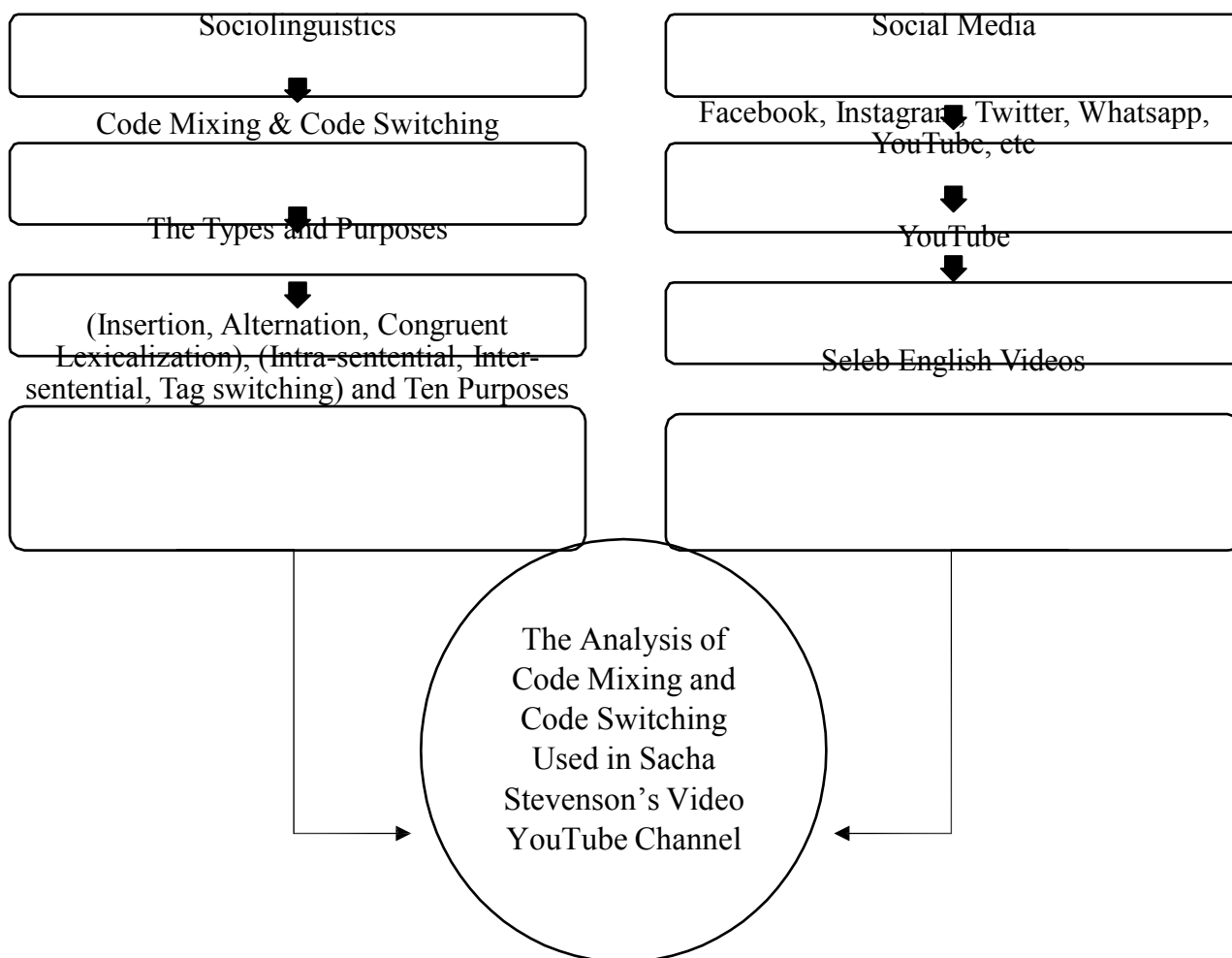
Based on the four previous research above, in this present time, the researcher raises a little bit different research from the previous ones. In this study, the researcher takes out both code mixing and code switching and choses Sacha Stevenson as the subject, regarding that she is a native speaker. Besides, the researcher will get the data from YouTube, a new type of data sources.

## **2.7 Conceptual Framework**

In this study, the researcher uses the Sociolinguistics theory concerning to the issue of code mixing and code switching used by Sacha Stevenson in her YouTube video. There are some types of code mixing namely insertion, alternation and congruent lexicalization, and the types of code switching are intra-sentential, inter-sentential and tag code switching. Both of them are the theory proposed by Pieter Muysken and Shana Poplack. In addition, there will be some factors that influence speakers do code mixing and code switching proposed by Hoffmann.

Besides, there are many kinds of social media nowadays, such as Facebook, Twitter, YouTube, Instagram, Whatsapp, Path, etc. So, among many kinds of social

media in the world, the researcher chooses YouTube as the media in which the researcher will get videos to be analyzed based on the types and purposes of using code mixing and code switching.



**Figure 2.7 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this study, descriptive qualitative research was used by the researcher, since it was aimed to describe a phenomenon/situation/area of interest factually and accurately. According to Soedaryanto in Anggraita (2013: 130), descriptive is a method that aims to make the description and factual information about the data. This research is conducted solely based on facts or phenomena that are empirically living in the speakers. On the other hand, Creswell (2014:236) stated that qualitative is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Based on the explanation above, it was concluded that descriptive qualitative research is a research that aims to describe the phenomenon happened in the society by exploring and understanding. It means that the collected data were not in the form of number, but the data were derived from individual interviews, personal documents, record memos, and other official documents.

#### **3.2 Data and Source of Data**

According to Davis and Susan (2019), data in research is the recorded factual material commonly accepted in the scientific community as necessary to validate research findings. Research data covers a broad range of types of information. There are some examples of research data, such as documents (text, word), spreadsheets, laboratory notebooks, field notebooks, diaries, questionnaires, transcripts, codebooks, audiotapes, videotapes, photographs, films, protein or genetic

sequences, spectra, test responses, slides, artifacts, specimens, samples, collection of digital objects acquired and generated during the process of research, database contents (video, audio, text, images), models, algorithms, scripts, contents of an application (input, output, logfiles for analysis software, simulation software, schemas), methodologies and workflows, standard operating procedures and protocols, etc.

In this research, the data were the result of code-mixing and code-switching analysis. The data would be in the form of documents. They were word, phrase, clause or sentences. They were obtained from the source, in this case, Sacha Stevenson's videos on YouTube, as Sacha was the subject of this study.

### **3.3 Technique of Collecting Data**

There are many ways to collect the data, such as survey, documentation or recording, observation, test, interview, questionnaire and etc. In this study, the researcher used observation as the instrument of collecting the data. According to Sutrisno in Suardi (2019:45), observation is a complex process, a process composed of various biological and psychological processes. Observation means making direct observations of the object of research in the nature of human behavior and actions, natural phenomena, work processes, and the use of small respondents.

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically, these observations are open-ended in that the researchers ask



general questions of the participants allowing the participants to freely provide their views (Creswell, 2014:239)

In terms of the implementation process of data collection, observation can be divided into two, namely participant observation and non-participant observation. Participant observation means the researcher is directly involved with the daily activities of the person or situation being observed as a source of data. Meanwhile, non-participant observation means observation in which the researcher does not participate directly in the activity or process being observed. Researchers are independent, in charge of observing and noting only important things from the phenomena that occur (Samuel, 2016:4).

In this case, the researcher used the non-participant observation as the researcher uses the YouTube video as the source of data. The researcher was the independent one who observed the phenomena in a video, without participating directly in the occasion where the subject did the action.

In collecting the data, there were some steps that had been done by Researcher. They were:

1. First, the Researcher watched the video in many times;
2. Then, the Researcher transcribed the utterance on the video;
3. Next, the Researcher identified the code-mixing and code-switching elements by reading the transcript;
4. The Researcher made groups of the data;
5. At Last, the Researcher classified the data based on the types and purposes.

### **3.4 Technique of Analyzing Data**

There are many ways of how to analyze data in qualitative research, but, in this study, the researcher used the steps of analyzing qualitative data proposed by Miles and Huberman as cited in Khairani (2019:21). It was explained briefly as follows:

#### **1. Data Condensation/Reduction**

Condensation/Reduction here refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data. In other words, the researcher selected only the important data or the data that were relevant with the research from field note and the transcript data had been transcribed previously. The reduced data were identified by dividing them into code mixing and code switching. After that, the data were classified into tables based on the types and the reason/purpose of using code mixing and code switching.

#### **2. Data Display**

The second major flow of analysis activity is data display. Generically, a display means an organized, compressed assembly form of information that allows conclusion drawing and action. In other words, the researcher presented the data in the narrative and table form. The researcher explained the type of code mixing and code switching and also the function of code mixing and code switching in the narrative form to make the reader easier to understand.

#### **3. Conclusion Drawing or Verification**

In this step, the researcher concluded the result of the data analysis. It was the process of calculating the total number of each type of code mixing, type of code switching and the purpose/reason of using code mixing and code switching and

made explanation of them in narrative form. Besides, the researcher contacted Sacha Stevenson via Instagram to confirm about her real reason for mixing or switching codes.

### **3.5 Data Triangulation**

“Triangulation” is a term that is frequently mentioned in publications of qualitative studies. Typically, scholars mention “triangulation” in discussions to do with how the “quality” or “validity” of a study might be assured. According to Pelto in Roulston (2018:1), in the 1950s researchers began to use “triangulation” (defined as using more than one research method) as an approach to assessing the validity and reliability of data-gathering methods in the social and behavioural sciences.

According to Hales (2010:13), Since the 1970s, triangulation has become widely accepted as a way to improve the analysis and interpretation of findings from various types of studies. More specifically, triangulation has proved to be an effective tool for reviewing and corroborating findings in the surveys, assessments, appraisals, etc., that are an essential part of effective monitoring and evaluation. Among experts in triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identified by Denzin in the 1970s, namely data triangulation, investigator triangulation, theory triangulation, and methodological or method triangulation. In this study, the researcher used the data triangulation.

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study (Hales, 2010:14). Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been

used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

The core strength of data triangulation is the use of existing data for review and analysis. Rather than drawing conclusions from a single study, data triangulation — by definition — uses multiple data sources to examine a situation. A larger pool of relevant data practically guarantees that areas of convergence and divergence will be discovered; areas of convergence and divergence that may not have been identified or noticed in the data from a single study. A parallel strength is the nature of the data when they are drawn from multiple data sources and data sets. With triangulation, it is likely that the data will be drawn from a much more diverse set of sources and this diversity ensures a more expansive look at the situation (Hales, 2010:21).

In this study, regarding the data triangulation, the researcher chose Cinta Laura as the new subject. The researcher analyzed one of her videos on YouTube as the new source of data to confirm the trustworthiness of the findings in this research.

## CHAPTER IV

### DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION

#### 4.1 The Data

As mentioned in the previous chapter, the research data were the words, phrases, clauses and sentences obtained from the three Seleb English videos, related to the code mixing and code switching. The researcher had finished to collect all the data. They can be seen in the table below.

**Table 4.1 The Data**

NO	The Utterances
<b>Video 1: Arnold Poernomo</b>	
1	Halo semua <i>and welcome back to Seleb English</i> dimana kita bongkar Bahasa Inggrisnya Seleb Indonesia.
2	Oke guys hari ini ada <i>episode</i> khusus, setiap <i>episode</i> itu khusus.
3	Aku nonton video itu ada mungkin 50 kali karena, <i>I don't know, memorizing</i> gitu dan ini Arnold Poernomo.
4	<i>Anyway</i> , gue gak tau kenapa ada video itu di dunia, hmm mungkin ada sedikit kontroversi.
5	Collar, Color; Itu dua <i>vowel sound</i> yang sangat berbeda
6	This reminds me of my least favorite song. <i>Kamu tahu lagu terburuk di dunia itu lagu apa?</i>
7	We don't really say <i>warnanya sama kata</i> color.
8	Oke pokoknya warna merah itu gak sama semua kan ada beda <i>shade</i> nya gitu
9	So, I might say like, oh I like this red color, <i>yakni semacam merah</i> .
10	Makanya gua gak suka lagu itu, karna kesannya bahwa kita kesana kemari ngomongin <i>red color, purple color, yellow color, like we don't do that</i> .
11	Seni itu tidak bisa bodoh <i>but that art is not for me</i> .
12	Aku penasaran sama Arnold sekarang kan karna dia 'white collar white color' <i>and I was like okay bro I see you</i> .
13	Aku <i>research</i> sedikit, ternyata dia punya adik.

14	Adiknya juga sangat terkenal dan mereka ada video. I don't know, Instagram or something and they are having conversation in English and I was like umm juicy clip.
15	Uh, it's gonna be a short episode today guys <i>karena ini dua orang pinter banget Bahasa Inggris</i> and it is very disappointing, they rarely make errors.
16	Si Reynold itu, dia bisa menipu saya, saya sudah tertipu. Yeah, he sounds like a native speaker to me.
17	Uh, Arnold lagi bacain komen, dia bilang: 'Petition for Koi Desert Bar in Indonesia' tapi cara dia ngomong 'Petition for Koi Desert Bar in Indonesia', <i>I think that's what he did.</i>
18	I don't know, <i>ubur ubur nya kesetrum disitu.</i>
19	<i>So, with the word 'desert bar', kita gak akan tekan 'bar', kita akan tekan kata sebelumnya like the descriptive word.</i>
20	<i>Bar apa? Desert Bar.</i>
21	Bar yang kasihan, yang sedikit di <i>drop</i> , dikitlah ya.
22	Arnold sometimes makes mistakes, <i>jarang</i> , but sometimes he makes mistakes.
23	<i>Oke gini, I'll give you my recipe, I'll send you the recipe but, kalau kata 'share', itu ga bisa begitu.</i>
24	Kata 'share' itu harus <i>followed by the thing that you are going to share.</i>
25	I want to share this information with you, I'll share my recipe. Ya, langsung barangnya gitu bukan orang nya.
26	If you share your wife <i>itu artinya, uh terimakasih resepnya, kamu mau cicipi istri saya?</i>
27	Jadi ga bisa <i>I recommend you</i> barang.
28	Nah masih kurang 's' tuh tapi gua harus gali bener gitu untuk cari kesalahan dia. He rarely makes mistakes.
29	His English is incredible <i>tapi</i> he doesn't sound like a native speaker um which is obviously no problem.
30	It's interesting to me <i>karena adiknya udah kayak native speaker banget.</i>
31	So, I wikipedian Reynold and Arnold. <i>Arnold dan Reynold dua dua nya pindah ke Australi kan bareng sama keluarga tapi ini aku liat tanggal lahirnya dan gua pakai kalkulator untuk ngacak.</i>
32	Dia dapat SD 1 di Australi itu udah kayak hadiah dari atas <i>and Reynold, he didn't get that.</i>
33	So, Arnold, <i>walaupun dia lama di Australi</i> , if the desire isn't there, it ain't gonna happened.
34	I think that's what I learnt from Rich Brian, <i>karena kita harus mau, itu no satu.</i>
35	Thanks for watching and thank you to our <i>korban hari ini</i> , Reynold and Arnold, good luck guys in your career and you are very entertaining.

<b>Video 2: Salah Kursus Bahasa Inggris</b>	
36	Halo semua <i>and welcome back to Seleb English</i> dimana kita bongkar Bahasa Inggrisnya seleb Indonesia.
37	Episode kali ini <i>special edition</i> .
38	Kita bongkar iklan Bahasa Inggris yang ada dimana-mana dan juga aku masukkin sedikit bumbu kursus <i>online</i> , entah gratis di YouTube atau TikTok, dibongkar sekarang.
39	Apapun yang kita lakukan untuk memperbaiki bahasa inggris kita, <i>wah do what you can, right?</i>
40	Google in general things that <i>aku mau menghilangkan lemak perut</i> .
41	I have some juicy ENG Breaking videos <i>tapi guys dari apa yang saya lihat yakni mereka baca skrip, ga tau mereka nulis sendiri atau tidak</i> .
42	Konsep iklan ENG Breaking ini, tiga bulan yang lalu ini orang ga bisa Bahasa inggris dan lihat sekarang dia udah bisa cas cis cus. <i>So that's the concept of the add. They are not trying to sound like native speakers in the add.</i>
43	So, we are not saying their bad. We are just finding things that could be improved on <i>dan kita belajar dari kesalahan mereka</i> .
44	We have this cute young man <i>yang sudah jadi seleb iklan YouTube</i> .
45	Ada lumayan banyak kesalahannya dalam Bahasa Inggris. <i>He says, respond them. So, maybe it should be like, now I can understand what my teachers say and respond to them.</i>
46	Guys, here's the word for you 'Pauses'. Nah tuh liat bibirnya tuh udah mau bikin suara 'u'.
47	Liat bibir saya, nah gada 'u' kan. <i>It's an 'o' sound</i> .
48	Itulah kalo kita belajar Bahasa Inggris dari buku. <i>We need to listen to what it sounds like</i> .
49	A captor is somebody who kidnaps you and won't let you go free, <i>tapi maksudnya dia 'chapter'</i> .
50	I bet you they do, <i>tapi liat matanya, dia lagi baca skrip, ada telempromter atau mungkin kertas disini coz you can see his eyes reading</i> .
51	<i>Okay, who wrote this script?</i> Dia logat bahasa Inggris nya lebih ke UK, masa orang Eropa kirain dia lahir di Amerika? Darimana? Bau asin, namanya juga iklan ya.
52	I hardly recognize him, but he gets that mole so <i>ini orangnya, pekerjaan baru, dream job itu ya, bisa beli baju baru</i> .
53	Okay, so there are in the position of, I am the source of your English learning and <i>kalo di ENG Breaking itu, ceritanya itu muridnya, so maklum kalo mereka punya kesalahan kan coz teachers need to lift up to a higher standard, iya nggak sih, okay haha</i> .
54	So, yeah, she doesn't sound like a native speaker dan <i>aku kirim ini ke teman aku dari UK, you know her, Alison Bule Bandung</i> .
55	Dia bilang, mungkin dia tujuannya mau seperti Ratu padahal sehari-hari orang disana jarang berbicara seperti itu, <i>I don't know</i> , karena aku bukan orang UK.

56	She did make mistakes, I don't know, it's not like <i>fatal banget</i> .
57	I got another one here <i>yang dikirim</i> , also British, British <i>kayaknya trending sekarang deh</i> .
58	Don't let kind of this people, <i>kebalik tuh</i> .
59	<i>Kalo saya sih</i> , get you down, don't let them get you down.
60	If I let you down, <i>saya mengecewakanmu</i> , but, don't let it get you down, <i>jangan tenggelam dalam kesedihan, gara gara itu doang</i> .
61	I think he is like, Oh My God, <i>dia super fantastic banget, pasti</i> , I would compliment him on his English <i>tapi kayaknya masih kalah sama Putri Saud</i> .
62	We need a second opinion on him, though, <i>karena gua logat Amerika</i> .
63	Ms. Katty is very popular on YouTube. <i>Dia punya beberapa kanal Belajar Bahasa Inggris sama Ms. Katty</i> .
64	Metodes ngajarnya sangat simple dan gampang dicerna <i>so the format is not bad at all</i> .
65	Ada yang seratus persen sempurna <i>but then</i> ada juga yang salah.
66	Harusnya gadak 'a' disitu. <i>You don't have a lunch, you have lunch, let's have lunch</i> .
67	Lady, pronunciation <i>sih</i> , but she says, lady. The lady.
68	Terlalu banyak 'a' haha, harusnya engga ada 'a' disitu. <i>We just say, not long ago</i> .
69	<i>So yeah</i> , lumayan banyak yang salah di dalam kontennya Ms. Katty <i>but I do think she has a really nice format</i> dan ada juga banyak istilah-istilah yang sering dipake.
70	Ada bule yang bikin kayak gini untuk bahasa Spanyol dan aku lihat, <i>and I was like, oh my God, this is so good</i> , sayangnya, dia <i>sounds like a gringo</i> gitu.
71	<i>Okay guys</i> , itu kebongkaran hari ini. <i>I hope you guys enjoy it. Thank you for watching and good luck on your English's speaking journey</i> .

## 4.2 Data Analysis

In this research, the researcher used the technique of analyzing qualitative data proposed by Miles and Huberman (1994). In this case, the researcher had selected the data, analyzed by classifying and explaining them into table and narrative forms based on the types and reason of mixing and switching languages, and drawn the conclusion. The analysis could be seen below.



#### 4.2.1 Data Condensation/Reduction

The researcher had transcribed all the utterances of Sacha from the two videos. From the transcription, then the researcher selected, focused and simplified them into several data that were important or relevant only to this research. As the result, the researcher got 71 data that were related and needed for this study. It could be seen from the data table below.

#### 4.2.1 Data Condensation/Selection

NO	The Utterances	Code Mixing (CM)	Code Switching (CS)
<b>Video 1: Arnold Poernomo</b>			
1	Halo semua <i>and welcome back to Seleb English</i> dimana kita bongkar Bahasa Inggrisnya Seleb Indonesia.		✓
2	Oke guys hari ini ada <i>episode</i> khusus, setiap <i>episode</i> itu khusus.	✓	
3	Aku nonton video itu ada mungkin 50 kali karena, <i>I don't know, memorizing</i> gitu dan ini Arnold Poernomo.		✓
4	<i>Anyway</i> , gue gak tau kenapa ada video itu di dunia, hmm mungkin ada sedikit kontroversi.		✓
5	Collar, Color; Itu dua <i>vowel sound</i> yang sangat berbeda	✓	
6	This reminds me of my least favorite song. <i>Kamu tahu lagu terburuk di dunia itu lagu apa?</i>		✓
7	We don't really say <i>warnanya sama kata</i> color.	✓	
8	Oke pokoknya warna merah itu gak sama semua kan ada beda <i>shade</i> nya gitu	✓	
9	So, I might say like, oh I like this red color, <i>yakni semacam merah</i> .		✓
10	Makanya gua gak suka lagu itu, karna kesannya bahwa kita kesana kemari ngomongin <i>red color, purple color, yellow color, like we don't do that</i> .		✓
11	Seni itu tidak bisa bodoh <i>but that art is not for me</i> .		✓

12	Aku penasaran sama Arnold sekarang kan karna dia 'white collar white color' and I was like okay bro I see you.		✓
13	Aku <i>research</i> sedikit, ternyata dia punya adik.	✓	
14	Adiknya juga sangat terkenal dan mereka ada video. I don't know, Instagram or something and they are having conversation in English and I was like umm juicy clip.		✓
15	Uh, it's gonna be a short episode today guys <i>karena ini dua orang pinter banget Bahasa Inggris</i> and it is very disappointing, they rarely make errors.	✓	
16	Si Reynold itu, dia bisa menipu saya, saya sudah tertipu. Yeah, he sounds like a native speaker to me.		✓
17	Uh, Arnold lagi bacain komen, dia bilang: 'Petition for Koi Desert Bar in Indonesia' tapi cara dia ngomong 'Petition for Koi Desert Bar in Indonesia', <i>I think that's what he did.</i>		✓
18	I don't know, <i>ubur ubur nya kesetrum disitu.</i>		✓
19	<i>So, with the word 'desert bar', kita gak akan tekan 'bar', kita akan tekan kata sebelumnya like the descriptive word.</i>		✓
20	Bar apa? Desert Bar.	✓	
21	Bar yang kasihan, yang sedikit di <i>drop</i> , dikitlah ya.	✓	
22	Arnold sometimes makes mistakes, <i>jarang</i> , but sometimes he makes mistakes.	✓	
23	<i>Oke gini</i> , I'll give you my recipe, I'll send you the recipe but, <i>kalau kata 'share', itu ga bisa begitu.</i>		✓
24	Kata 'share' itu harus <i>followed by the thing that you are going to share.</i>		✓
25	I want to share this information with you, I'll share my recipe. Ya, langsung barangnya gitu bukan orang nya.		✓
26	If you share your wife <i>itu artinya, uh terimakasih resepnya, kamu mau cicipi istri saya?</i>		✓
27	Jadi ga bisa <i>I recommend you</i> barang.		✓
28	Nah masih kurang 's' tuh tapi gua harus gali bener gitu untuk cari kesalahan dia. He rarely makes mistakes.		✓
29	His English is incredible <i>tapi</i> he doesn't sound like a native speaker um which is obviously no problem.	✓	
30	It's interesting to me <i>karena adiknya udah kayak native speaker banget.</i>	✓	
31	So, I wikipedian Reynold and Arnold. <i>Arnold dan Reynold dua dua nya pindah ke Australi kan bareng sama keluarga tapi ini aku liat tanggal lahirnya dan gua pakai kalkulator untuk ngacak.</i>		✓