

**AN ANALYSIS THE TYPES AND REASONS OF CODE MIXING IN  
MOTIVATION VIDEO ON MERRY RIANA'S  
YOUTUBE CHANNEL**

**A Thesis**

**Submitted as a Partial Fullfilment of the Requirements for S1-  
Degree**

**By :**

**SRI RAHAYU  
NPM. 1611040242**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2021/2022**

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**Study Program : English Education**



**Advisor : Prof. Dr. Idham Kholid, M.Ag**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2021/2022**

## ABSTRACT

### **An Analysis the Type's and Reason's of Code Mixing in Motivation Video on Merry Riana's Youtube Channel**

**By:**

**Sri Rahayu**

Sociolinguistics is study about the connection among language and society. Every people have different language style when they interact to each other. By many variations which they have, it can be possible for them to mix their language in their utterance. Mixing one language with the other languages, in sociolinguistics field it called by code mixing. The use of code mixing in society it has been common. It happens in the one of the phenomenon and famous YouTuber in Indonesia by the largest subscriber in Southeast Asia that is Merry Riana's.

Therefore, this research focuses on code mixing that emerges on Merry Riana's video YouTube channel. The objective of this research was to find out the types and reasons of code mixing that appear on Merry Riana'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. This study employed content analysis which focused on analyzing the types and reasons of code mixing which defined by Hoffman.

Then, the result of types and reasons of code mixing were counted by Hoffman's Theory. The result after analyzing the video, there were forty eight data in the types and reasons 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 reasons of code mixing, the highest reasons was talking about particular topic.

**Key Word:** *Code Mixing, Merry Riana, Sociolinguistics, YouTube.*

## DECLARATION

The researcher is a student with the following identity:

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Student's Number : 1611040242

Thesis Title : An Analysis the Type's and Reason's of Code Mixing in Motivation Video on Merry Riana's Youtube Channel

Hereby states that this undergraduate thesis is definitely my own work. I am completely for the content of this undergraduate thesis. Other writers or experts opinions or finding included in the undergraduate thesis were quoted or cited in accordance with ethical standards.





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## MOTTO

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتَّبِعُهَا أَذَى ۗ  
وَاللَّهُ غَنِيٌّ حَلِيمٌ ۚ ٢٦٣

Kind words and forgiveness are better than charity followed by injury. And Allah is Self-Sufficient,  
Most Forbearing. (Qs. Al-Baqarah: 263)<sup>1</sup>



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<sup>1</sup> Talal Itani, *The Qur'an – Translation to English* (Dallas: Clear Qur'an, 2009), p. 126

## DEDICATION

The thesis is proudly dedicated to:

1. The greatest inspiration and motivation of my life .My beloved father Mr. Zenal, the figure behind the scene who has always given me good advice and always hard work for me until he passed away. The one and only my beloved mother Mrs .Baisah, the figure behind all of my big dreams who has always patient to teach me everything, give motivation, inspiration, pray and love. And my younger brother Feri Saputra and Panji Kelana Putra.
2. My families support system, big family Kaban's , and big family Sahidi's
3. My families of boarding house there are Lufi, Ifa, Ratna and also my roommate Susi and Anggun who always support and suggest my decision pursuing my success
4. My crazy but not rich , Novita, Ningsih, and Okta who always help me and understand me even I cannot understand my own life,
5. My best friend Sulistiani, yunita, Ella and Imel who support, give advices and help me
6. All of my PBI H class year of 2016 friends
7. All of my lecturers who teach me patiently
8. My beloved Alma mater and all of my friends that study in SDN Gilih Karang Jati, SMP N Satu Atap 1 Selagai Lingga, SMA Perintis 2 Bandar Lampung, and UIN RADEN INTAN LAMPUNG.





## **CURRICULUM VITAE**

Sri Rahayu. she was born in Gilih Karang Jati on Decemer 30,1997. She is the first child of the three children from a happy couple, Zaenal dan Baisah.

The writer began his study in SDN Gilih Karang Jati, Selagai Lingga. And graduated from elementary school in 2010. In the same year, she entered junior high school in SMPN Satu Atap 1 Selagai Lingga an graduated in 2013. She began his story in senior high school SMA Perintis 2 Bandar Lampung and finished in 2016. In the same year, she continued his study in State Islamic University of Raden Intan Lampung as a student of English education of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*, to beginning, the researcher would like to convey her thankfulness to the almighty Allah SWT for providing her with an opportunity, guidance, and blessings. As a result, the researcher was able to arrange and complete this undergraduate thesis. Peace and salutation may always be praised to our prophet Muhammad peace be upon him, who has taken us from darkness to brightness. By the grace of Allah SWT, the researcher was able to complete her undergraduate thesis, An Analysis the Type's and Reason's of Code Mixing in Motivation Video on Merry Riana's Youtube Channel. This undergraduate thesis is one of the requirements for the award of an undergraduate degree in the English Education Study Program at the State Islamic University of Raden Intan Lampung.

The researcher could not have completed this study and undergraduate thesis on her own. She had received a lot of aid, guidance, and prayers from people around her. Therefore, the researcher wanted to convey her greatest appreciation to those who have always taken care of her, and she wants to express her sincere appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung and all the staff.
2. Dr. Moh. Muhassin, M.Hum, as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. M. Ridho Kholid, S. S. M.Pd as the secretary of English Education Study Program of UIN Raden Intan Lampung.
4. Prof. Dr Idham Kholid, M.Ag as the Advisor who has given guidance, support and solution to the researcher in the accomplishment of undergraduate thesis.
5. Yulan Puspita Rini, M.A, as the Co- Advisor who has helped, guidance, support and solution until this undergraduate thesis finished.
6. Yulan Puspita Rini, M..Pd, as the Validator of this thesis who has kindly and willingly spared his time to validate this undergraduate thesis.
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8. My beloved friends (Novitaria Wulandari, Ningsih Rahayu, Santi Okta Fitriani, Sulistiani, Ella,Irma, Yunita and all of my classmates (PBI Class H 2016)

However, the researcher realizes that this undergraduate thesis has limitations in certain way and it is far from being perfect. Thus, critique, comment, and suggestion are expected to arrange a better paper in the future. Hopefully, this research will be useful and can give the beneficial for the readers who want to get information about gender representation.

## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	<b>I</b>
<b>ABSTRACT</b> .....	<b>II</b>
<b>DECLARATION</b> .....	<b>III</b>
<b>APPROVAL</b> .....	<b>IV</b>
<b>ADMISION</b> .....	<b>V</b>
<b>MOTTO</b> .....	<b>VI</b>
<b>DEDICATION</b> .....	<b>VII</b>
<b>CURRICULUM VITAE</b> .....	<b>VIII</b>
<b>ACKNOWLEDGE</b> .....	<b>IX</b>
<b>TABLE OF CONTENTS</b> .....	<b>X</b>
<b>LIST OF TABLES</b> .....	<b>XII</b>
<b>LIST OF APPENDICES</b> .....	<b>XIII</b>
<b>LIST OF PICTURES</b> .....	<b>XIV</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Title Confirmation .....	1
B. Background of the Problem.....	2
C. Focus and Sub Focus of the Research .....	4
D. Problem Formulation .....	4
E. Objective of the Research .....	4
F. Significance of the Research .....	4
G. Relevance Research .....	5
H. Research Method .....	5
I. Systematic of the Discussion.....	10
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Sociolinguistics .....	11
B. Bilingualism.....	11
1. Dimension of Bilingualism .....	11
2. Types of Bilingualism.....	12
C. Code.....	12
D. Code Switching.....	13
E. Code Mixing .....	14
1. Types of Code Mixing .....	15
2. Reasons of Code Mixing.....	18
<b>CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT</b>	
A. General Description of the Object	
1. Identify of the Video .....	21
2. Information About the Video .....	21
3. Biography of Merry Riana .....	22
B. Description of Research Fact and Data .....	23
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Finding .....	24
B. Discussion .....	40

**CHAPTER V CONCLUSSION AND SUGGESTION**

A. Conclusion.....46  
B. Suggestion .....46

**REFERENCES.....48**

**APPENDICES .....50**



## LIST OF TABLES

Table	Page
1. Example in the Types and reasons of Code Mixing .....	52
2. Finding the data in the Types of Code Mixing.....	53
3. Finding the data in the Reasons of Code Mixing .....	56
4. The Classification of the Data in the Types of Code Mixing .....	63



## LIST OF APPENDICES

Table	Page
Appendix 1 Transcript The Video - “ Cara Menemukan Tujuan Hidup” .....	51
Appendix 2 Table 1 the Classification of the Data in the Types of Code Mixing.....	52
Appendix 3 Table 2 the Classification of the Data in the Reasons of Code Mixing .....	52
Appendix 4 Table 3 Finding the Data in the Types of Code Mixing .....	53
Appendix 5 Table 4 Finding the Data in the Reasons of Code Mixing.....	56
Appendix 6 Table 5 the Classification of the Data in the Types of Code Mixing.....	65



## LIST OF PICTURES

1. Mery Riana's Youtube channel ..... 68
2. Video on Merry Riana's Youtube channel ..... 68



# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

The title of the research is “An Analysis the Types and Levels of Code Mixing in Motivation Video Merry Rian’s Youtube Channel”, to be able to understand the purposes of the research, the Researcher explaine as follow:

#### 1. Analysis

According to cambridge dictionary, analysis is the process of studying or examining something in an organized way to learn more about it, or a particular study of something.<sup>1</sup> It means that analysis is the act of finding out the truth of an event .

#### 2. Reasons

According to cambridge dictionary, reasons is the power of the maind think, understand, and form judgments by a process of logic.<sup>2</sup>

#### 3. Reaons

Reasonss is the power of the mind to think, understand, and form judgments by a process of logic<sup>3</sup>.

#### 4. Code

According to Wardhaught, code is a dialect or a particular language used in every oppportunity to communicate between two or more parties.<sup>4</sup>

#### 5. Code mixing

According to Yee Hoo, Code-mixing is the change of one language to another within the same utterance or in the same oral or written text.<sup>5</sup>

#### 6. Motivation video

Motivation is an encouragement with the aim of being an encouragement or activator for someone as an effort in a positive way. motivation is the desire to do or achieve something because someone really wants and enjoys or sees value in doing it.<sup>6</sup> It is a change that occurs in a person who appears symptoms of feelings, to emotions that are driven by an individual in carrying out an action because of a need, desire, and purpose. Therefore, it is a desire that is in someone who stimulates him to take various actions.From the explanation above, video motivation is to make someone do something that is contain in media such as video.

#### 7. Merry Riana

Merry Riana, (born 29 May 1980) is a Chinese-Indonesian motivator and entrepreneur.She is the eldest child and has two younger siblings.During the riots in 1998, he migrated to Singapore and then studied at the Nanyang Technological University. There, he majored in E.E.E (*Electrical and Electronics Engineering*). Although he had a lot of debt during college, his career improved after graduation and he managed to earn a million dollars in 2007. This achievement was reported in Singapore's national newspaper *The Straits Times* published on 28 January 2007. In

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<sup>1</sup> Cambridge dictionary (On-Line) available on <https://dictionary.cambridge.org/dictionary/english/analysis>. (January, 21th 2022 at 14.44 PM.)

<sup>2</sup> *ibid.* (January, 21th 2022 at 14.55 PM.)

<sup>3</sup> *ibid.* (January, 21th 2022 at 14.55 PM.)

<sup>4</sup> Ronald Wardaugh, *An Introduction to Sociolinguistic*. (Oxford: Basil Black Well, 1986), p. 99.

<sup>5</sup> Judy Woon Yee Ho, “Code-mixing: Linguistic form and socio-cultural meaning”, *The International Journal of Language Society and Culture*, 2007), p.1. Available <https://aaref.com.au/wp-content/uploads/2018/05/212.pdf> (accessed on january 21th, 2022 at 15.02PM).

<sup>6</sup> Center on Education Policy, “Graduate School of Education and Human Development Washington University” *Journal of George Washington University*(Washington, D.C. : Pennsylvania Avenue NW, 2012) p. 3. Available [www.cep-dc.org](http://www.cep-dc.org) (accessed on january 21th 2022)



2006, She published his first book entitled *A Gift From A Friend* which tells the story of his life experiences while in Singapore. This book caught the attention of the Southeast Asian public, especially in Singapore. In September 2011, Alberthiene Endah published a biographical book entitled *Merry Riana: A Million Dollar Dream*. This book became a best-selling book in Indonesia at that time.

#### 8. YouTube

YouTube has become a powerful space that affords ways to consume, create, and share video. Because of YouTube and similar media venues, video performance and education have been changing.<sup>7</sup> Many videos on YouTube which can give the beneficial for the viewer including education filed.

### B. Background of the Problem

Bilingualism is a phenomenon of people who have more than one language. In a multilingual community, speakers tends to mix from one code or language to another. When people use and mix two or more codes and languages commonly called code mixing. According to Mayerhoff, code mixing generally refers to alternations between varieties, or codes, within a clause or phrase.<sup>8</sup> This means, the alternating used by bilingual spakers, they mix several or more codes of one language in clauses, phrases, sentences and so on in their speaking or writing. Therefore, the use of more than one language occurs.

In studies of bilingual language acquisition, code-mixing refers to a developmental stage during which children mix elements of more than one language. Nearly all bilingual children go through a period in which they move from one language to another without apparent discrimination. This differs from code-switching, which is understood as the socially and grammatically appropriate use of multiple varieties. Whether we aware or not, in daily life conversation children under 4 years old who live in a bilingual family often produce utterances that combine elements of both of their developing languages. Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another. This study looks closely at code-mixing in early bilingualism of Javanese and Bahasa Indonesia

According to Bentahila and Davies in Ugot, Code-mixing on the other hand is the random alternation of two languages within a sentence.<sup>9</sup> This shows that there are words that enter in different languages in a sentence and in code mixing sentences, parts of one language are use while the speaker basically uses another language. Then, other languages are often in the form of words, can also be phrases. Therefore, it is the mixing of languages in the same utterance but one language is more dominant.

There are two types found in a multilingual society, namely a language contact that has occurred, namely code mixing and code switching, but here we will only discuss one language problem, namely code mixing. Code mixing is a code given by the speaker to the interlocutor who has the aim of conveying an intention. According to Suwito, code mixing is divided into several types based on the language involved. Among them 1) insertion of elements in the form of words, 2) insertion of elements in the form of phrases, 3)

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<sup>7</sup> Christopher Cayari, "The YouTube Effect: How YouTube Has Provided New Ways to Consume, Create, and Share Music" *International Journal of Education & The Arts*, Vol. 12, No. 6, July 8, 2011, p. 2

<sup>8</sup> Miriam Meyerhoff, *Introducing Sociolinguistics*, (London and New York : Routledge: 2006), p.120.

<sup>9</sup> Mersi Ugot, "Language Choice, Code Switching and Code Mixing in Bias", (*Journal Of Humanities*, Vol 8 No 2, 2010), p.29. Available [www.globaljournalseries.com](http://www.globaljournalseries.com) (accessed on February 27th 2022).

insertion of elements in the form of baster, 4) insertion of elements in the form of repetition, 5) insertion of elements in the form of expressions or idioms, 6) Insertion of elements in the form of clauses.

Code mixing as teaching language strategy is worldwide used by teacher especially in classroom. It is because the use of code mixing makes the students more comfort in learning English as a foreign language. When the teacher teaches the students with full English non stop during the lesson, students will easily get bored since that the students do not understand or only understand few of the words used by the teacher. In order to make the students understand rapidly the meaning of a sentence or words, English teachers sometimes have to put one or two words in English sentence using Bahasa. By this way, students will feel that English lesson is not a lesson that has to be afraid of, since mixing the languages is not a big problem for the teacher and it is not considered a big mistake for students. When students start to feel comfort and enjoy along the lesson, they will pay much more attention toward the lesson. Start from this condition students will love English and curious to learn more.

Code mixing as teaching strategy may used to overcome some difficulties in teaching vocabulary and structure in classes especially, when the students' difficulty is in understanding the teacher's explanation toward the topics given. Code mixing can occur, if someone inserts a foreign language into Indonesian conversation. The hallmark of code mixing is when there is a relaxed situation in the conversation.

This research is essential for the readers, teachers, students and all in general. Since, code mixing in used among societies, in fact this material need to study and to understand by all especially for those who work in english education. Specifically, english students in university as teacher candidate in the coming future. They have to understand about code mixing in order to be able to teach their students and to analyze the phenomena of mixed-language use among societies. Code mixing does not only occur in the real world, but also in media such as Youtube. Many Vloggers accidentally do a code mixing speech.

Like YouTubers Merry Riana, the use of language in Merry Riana's video blogs can be grouped into various forms of language. Until finally the language used by these YouTubers can be analyzed through linguistic means. One of the problems that can be analyzed from various YouTubers is the speech, in which the speech contains a bilingualism, namely there are two languages in one speech. Merry Riana presents a video containing bilingualism, in which she speaks in Indonesian and interspersed with English, for example in the video "*how to find the purpose of life*" Merry Riana does a lot of code mixing in her speech. The language on Merry Riana's youtube video is very interesting to be used as a research because it uses more than one language, which in the video makes the viewer better understand what is being conveyed, because even though Merry mixes English and Indonesian, she shows gestures in body language passionate and easy to understand.

Merry Riana is a YouTuber who grew up and studies in Singapore. When she came back to Indonesia she experienced a culture shock. This makes Merry Riana have good English skills. Even when she was in Indonesia, she used semi-formal Indonesian. Mastery of two languages Merry Riana Code mixing itself is an insertion of one language in the core language and does not have a clear function in an utterance in communicating.

Based on the background described above, it is necessary to conduct research on one of Merry Riana's YouTube video blogs which includes code mixing. Until finally the researchers got the title, "AN ANALYSIS THE TYPES AND REASONS OF CODE MIXING IN MOTIVATION VIDEO ON MERRY RIANA'S YOUTUBE CHANNEL".

### **C. Focus and Sub Focus of the Research**

#### 1. Focus

In this research, the Researcher is interested to conduct the research to look for the use of code mixing on Merry Riana's YouTube channel. There are several Researchers who have conducted the research about and code mixing. Dealing with this research, the observer takes some relevant Researches which have been investigated.

#### 2. Sub focus

The sub focus in this research, the Researcher looks for the code mixing on Merry Riana's video YouTube channel exactly in the types and levels of code mixing. To make this research to be different with the previous research, the Researcher looks for types and reasons of code mixing argued by Hoffman theory.

### **D. Problem Formulation**

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

1. What are the types of code mixing which appear on Merry Riana's video YouTube channel?
2. What are the reasons of code mixing which appear on Merry Riana's video YouTube channel?

### **E. Objective of the Research**

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

1. To find out the types of code mixing used on Merry Riana's video YouTube channel.
2. To find out the reasons of code mixing on Merry Riana's video YouTube channel.

### **F. Significant of the Research**

There are two kinds of the essential things on this research they are, theoretical and practical. The expected advantages of the study both theoretical and practical are:

#### 1. Theoretical

This research is primary useful for the reader to enlarge their knowledge about sociolinguistics especially in code mixing, because this research contains many theories that relate with code mixing.

#### 2. Practical

##### a. For English Teachers

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

##### b. For Students

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

##### c. For other Researchers

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

## G. Relevance Research

There are several studies have similar topics to this research. For The first Researcher is Kurniati from State Islamic University of Syarif Hidayatullah Jakarta, with her thesis, “*A Sociolinguistic Analysis of Code Mixing On Nine Summer Ten Autumns Novel By Iwan Setiawan*”. In her thesis, she found the types of code mixing and interference that are existed in *On Nine Summer Ten Autumns* Novel. She selected twenty data to be analyzed. Then, from twenty data that had already analyzed, she found that nineteen data were using outer code mixing and there is no interference in the conversation of the novel and only one which was using inner code mixing.<sup>10</sup>

From the second previous research is Hanny Hairennisa, with her thesis “Code Mixing in The Students“ WhatsApp Chat”.<sup>11</sup> She examined and explains the code mixing used in WhatsApp Chat (WA) with qualitative descriptive data analysis. She analyzed the type and factor of code mixing in WhatsApp Chat. There were types of code mixing in WhatsApp chat used by students at eight semester of English Study Program at State Islamic University Raden Intan Lampung and there were three factors that cause code mixing, first being emphatic about something, second making the utterance clearer and the last not finding a word that has representation in another language except from the language.

From the last previous research is Saldi Ady Saleh, with him thesis “*An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process*”.<sup>12</sup> he discusses the code mixing used by Teachers from Zarindah learning houses in the teaching and learning process. He focuses on code mixing used by Zarindah Learning House Teachers using Hoffman's theory of Code Mixing. He concluded that there were two types of code mixing used by the teachers, such as Intra-Sentential code mixing and Involving Changes in Pronunciation, the dominant types used by the teacher was Intra-Sentential code mixing and reasons for using code mixing.

## H. Research Method

### 1. Research Design

In conducting this research, the Researcher employes descriptive qualitative research because in this research the observer collects the data, makes an analysis, and makes a conclusion. Moleong states that qualitative research is a research procedure that produces descriptive data where the available data is obtain through write or oral words from people and their behavior, then from the results of the data collects will be examined.<sup>13</sup> In other words, qualitative analysis stress the degree of the information acquire by Researchers. The deeper and careful knowledge be got, the higher the standard of the analysis which conducted by Researchers.

According to Lincoln, qualitative research is describe as interestingresearch because Researchers make it possible to explore more detail topicswhere data or

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<sup>10</sup> Indira Kurniati, Thesis, *A Sociolinguistic Analysis of Code Mixing On Nine Summer Ten Autumns Novel By Iwan Setiawan* (Jakarta: State Islamic University of Syarif Hidayatullah Jakarta, 2014).

<sup>11</sup> Hanny Hairennisa, S1 Thesis. “*Codec Mixing In The Students’ WhatsApp Chat*”. (English study program at state Islamic of University Raden Intan Lampung. 2018). Available <http://repository.radenintan.ac.id/4821/1/HANY%20HAIRENNISA.pdf> (accessed on April January 27st 2022).

<sup>12</sup> Saldi Ady Saleh, S1 Thesis. “*An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process*”. (English University Makasar, Makasar, 2017), available <http://repositori.uin-alauddin.ac.id> (accessed on january 22nd 2022).

<sup>13</sup> Muhammad, *Metode Penelitian Bahasa* (Yogyakarta: Ar-Ruzz Media, 2014), p. 30

information is obtain through a Research worker just in case studies, anthropology works, interviews, and so on.<sup>14</sup>

## 2. Data Source

Data is the most important in the research, because without any data the research cannot be conducted. According to Emzir in Djamal, data involves anything which is written and found by Researchers in a study, the data are including interview transcript, note of observation's result, diary and document.<sup>15</sup> In this research, the data will be obtained from Merry Riana's video YouTube channel. The Researcher looks for the types and levels of code mixing that appears in Merry Riana's utterance. There is a video which the Researcher analyzes to look for the types and levels of code mixing. The Researcher apply a descriptive text as the data. The Researcher employ a descriptive text as the data because after finding the data, the Researcher explain it.

## 3. Instrumen of the Research

According to Djunaidi and Almanshur that in qualitative research uses the human research. It means, the instrument of the research is the Researchers themselves.<sup>16</sup>Hence, the Researchers should be validate by themselves about their ability in doing inquisition. So, in this study the Researcher is the main instrument, yet to make the Researcher easier in conducting the research, the Researcher need supporting instruments such as book, pen, mobile phone, digital dictionary, and laptop.

## 4. Technique of Data Collecting

In this research, documentation method use to collect the data. Documentation method is a recording of event which already happen in the past. There are three types in documentation method such as write document (including diary, life history, biography, etc), picture document (including picture, sketch, moving picture (video), and so on), and art works document (including picture, statue, movie and so on).<sup>17</sup>

Through the interpretation about documentation method, it can be conclud that documentation method is take the data from write document, picture document, and art works document. Every datum which taken by using documentation method has different ways. This research employs documentation method because the data source which betake from Merry Riana's video YouTube channel. The video be used to take Merry Riana's utterance and the other people on the video which contains as code mixing. In collecting the data, there are some steps that are done Researcher, as follow:

- a. First, the Researcher watchs the video in many times;
- b. Then, the Researcher types the transcript of the utterance on the video;
- c. Next, the Researcher identifies the code mixing by reading the transcript;
- d. The Researcher makes group of the data that do identify; and,

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<sup>14</sup> Choitrotun Nisa, "An Analysis Of Code Switching In 'Supernova: Ksatria, Putri Dan Bintang Jatuh' Novel By Dewi Lestari". *Jurnal Ilmiah Bahasa dan Sastra*, Vol. 4, No. 2, December 2014, p. 202.

<sup>15</sup> M. Djamal, *Paradigma Penelitian Kualitatif: Eddisi Revisi*, (Yogyakarta: Pustaka Belajar, 2015), p. 63

<sup>16</sup> M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruzz Media, 2009), p. 95

<sup>17</sup> Sugiyono, *Metode Penelitian Kuantitaif, Kualitatif, and R&D* (Bandung: Alfabeta, 2013), p. 204

- e. Last, the Researcher classifies the data base on the form the types and reasons of code mixing.

## 5. Technique of Data Analysis

In the technique of data analysis, the Researcher applies content analysis. Because, the Researcher not only collecting the data but she also analyzes the data to get the research's result. According to Leedy and Ormrod that a content analysis could be an elaborated and systematic examination of the contents of a specific body of fabric for the aim of distinguishing patterns, themes, or biases. Content analysis is usually performed on styles of human communication, as well as books, newspapers, personal journals, official document, film, television, art, music, videotapes of human interactions, transcript of voice communication, and net journal and bulletin board entries.<sup>18</sup> Therefore, the Researcher uses content analysis in the technique of data analysis because the Researcher analyzes the video and reads the transcript that Researcher writes. In this study, there are some steps that Researcher do in analyzing the data, as follow:

- a. Steps in types and levels of code mixing
  - 1) First, the Researcher analyzes the types and reasons of code mixing. In the types of code mixing the Researcher use Hoffman's theory such as intra-sentential mixing, intra-lexical code mixing, and involving a change of pronunciation. Meanwhile, in the reasons of code mixing, the Researcher use Hoffman's theory also such as, Talking About Particular Topic, Quoting Somebody Else, Being Emphatic About Spmething (Express Solidarity), Interjection (Inserting Sentence Fillers or Sentence Connector), Repitition Used for Clarification, Intention of Clarifying the Speech Content for Interlocutor, Expressing Group Identity.
  - 2) Second, the Researcher makes a table to be classify every types and reasons of code mixing that appears on the video;
  - 3) Then, the Researcher analyzes the types and reasons of code mixing that appear on the video;
  - 4) Next, the Researcher concludes the types and reasons of code mixing on the vide;and
  - 5) Last, the Researcher explaines about the types and reasons of code mixing which appear on video.

To make the classification of data analysis, the Researcher develop a coding system to each datum. Code is to reduce the data into symbol that represent it.<sup>19</sup> Code can be word or.<sup>20</sup> Phrase use to identify and outline Researchers sentence, paragraphs, or block of text. The Researcher made a code for types and reasons of code mixing. The following is the data coding:

- b. Types of code mixing  
The alphabetic capital letters be employed to classify the types of code mixing. It is presented as follows:

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<sup>18</sup>Paul D. Leedy and Jeanne Elis Ormrod, *Practical Research Planning and Design (11<sup>th</sup> ed)*, (England: Pearson Education Limited, 2015), p. 275

<sup>19</sup> Bambang Rustanto, *Penelitian Kualitatif: Pekerjaan Sosial*. (Bandung: PT. Remaja Rosdakarya, 2015), p. 73

<sup>20</sup> Bambang Rustanto, *Loc.Cit.*, p. 73

ISCM : Intra-sentential Code Mixing  
 ILCM : Intra-lexical Code Mixing  
 ICP : Involving Change of Pronunciation

c. Reason for use code mixing

- 1) Talking About Particular Topic
- 2) Quoting Somebody Else
- 3) Being Emphatic About Something (Express Solidarity)
- 4) Interjection (Inserting Sentence Fillers or Sentence Connector)
- 5) Repetition Used for Clarification
- 6) Intention of Clarifying the Speech Content for Interlocutor
- 7) Expressing Group Identity

d. The Researcher makes table to classify the data

*Example:*

In the table of the data in the types and reasons of code mixing, the Researcher makes into two table, in order to make the data classification are easy to understand. In the types of code mixing, the Researcher divides the types of intra-sentential of code mixing into, word, phrase, and sentence. And in the types of intra-lexical of code mixing, the Researcher divide into prefix and suffix. The table is written on the next page:

**Table 1**  
**The Classification of the Data in the Types and Reasons of Code Mixing**

NO	Data	Time	Types of Code Mixing						
			ISCM			ILCM		ICP	
			Word	Phrase	Sentence	Prefix	Suffix		
1	Nomor kontak seorang <i>supplier</i> badut pesta	02:20 Minutes	√						
2	oh, iya iya. <i>Event-nya</i> dimana	03:10 Minutes						√	
3	You have the number yang bisa dihubungi	04:00 Minutes			√				

**Table 2**  
**The Classification of the Data in the Reasons of Code Mixing**

NO	Data	Time	Reasons of Code Mixing						
			Talking about particular topic	Quoting somebody else	Being emphatic about something	interjection	Repetition used for clarification	Intention of clarifying the speech content for interlocutor	Expressing group identity
1	Nomor kontak seorang <i>supplier</i> badut pesta	02:20 Minutes	√						
2	oh, iya iya. <i>Eventnya</i> dimana	03:10 Minutes					√		
3	You have the number yang bisa dihubungi	04:00 Minutes			√				

## 6. Trustworthiness of the Data

The Trustworthiness of the data is needed in qualitative research. The use of validity in qualitative research is to define as the degree of confidence in the data from the study conduct by Researcher and it can help the Researcher to check the data analysis in order to reduce the Researcher's biases and prejudices. In this research, the Researcher will apply triangulation technique to support the validity of the data. Triangulation is a technique that utilizes data validity checking something else.<sup>21</sup> According to Martens, triangulation includes checking info that has been collected from completely different sources or strategies for consistency of proof across sources of data. For example, multiple strategies like interviews, observation, and documentation is used, and data is wanted from multiple sources exploitation a similar methodology.<sup>22</sup> In addition, Denzin and Lincoln propose that triangulation technique is divided into four types: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. To make these types of triangulation clear, here the explanation of them:

### a. Triangulation data

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

### b. Investigator triangulation

In investigator triangulation involves multiple Researchers in an investigation to check the same data. This type of triangulation helps to moderate and understand the observer's prejudice. As the example, two or more Researcher might analyze the open response question of questionnaire, then they will make conclusion based on the data from what they be get.

<sup>21</sup> M. Djunaidi Ghony and Fauzan Almanshur, *Op. Cit.* p. 322

<sup>22</sup> Donna M. Mertens, *Op. Cit.* p. 258



c. Theory of triangulation

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

d. Methodological triangulation

In this type of triangulation, it involves using more than one option to gather data. As the example, in collecting the data by using different methods, the Researcher can use interviews, observations, questionnaires, and document<sup>23</sup>.

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

## I. Sysematic of the Discussion

This research will elaborate into three chapters. The first chapter is introduction. In this chapter contains about the title confirmation, background of the problems, focus and sub focus of the research, problem formulation, objective of the research, significance of the research, relevance research, research method and systematic of the discussion.

The second chapter is review of relate literature. This chapter is about concept of sociolinguistics, dimension and types of bilingualism, definition the types and reasons of code mixing.

The third chapter is a description of the research object. This chapter contains general description of the object consisting of identity of the video, information about video and biography of Merry Riana's and also the description of research facts and data.

The fourth chapter is a research analysis. This chapter contains about data analysis and research findings.

The fifth chapter is about conclusion and recommendation. This chapter contains conclusion and recommendation.

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<sup>23</sup> Norman K. Denzin and Yvonna S. Lincoln, *Handbook of Qualitative Research* (Yogyakarta: Pustaka Belajar, 2009), p. 271

## CHAPTER II REVIEW OF LITERATURE

### A. Sociolinguistics

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

Sociolinguistics is relate to the relationship between society and language which aims to understand the structure of language and how language functions in communication. Fishman says that there are three characteristics in study of sociolinguistics such as characteristic of language varieties, the characteristic of their functions, and the characteristic of their speakers. Three of them are constantly interact and changes one another within a speech community.<sup>1</sup> In addition, sociolinguistics is study about the human's everyday lives and how language uses in the conversation. The presence of societal norms, policies, and law which address language.<sup>2</sup>

In the field of sociolinguistics are studying about the relationships between two things, such as the connection among language and colonies, between the use of language and the social structures in which the users of language live.<sup>3</sup> Holmes adds that sociolinguistics learns about the intercourse among language and society. They are fascinated in discussing why they use different languages in different situations and they pay attention by identifying social functions of language in conveying social meaning.<sup>4</sup>

From several previous definitions about sociolinguistics which argue by experts, it can be summarized that sociolinguistics is a branch of linguistics which studies about language which relate with community, variety, function and the users of language. Every group has their own identity of the language to communicate to each other.

### B. Bilingualism

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

According to Spolsky, bilingualism is an individual who has ability to speak in two languages and it has some functional ability in a second language.<sup>5</sup> Richard says that bilingual is someone who engages two languages with some degree or proficiency but usually bilingual people have a better knowledge in one language than others.<sup>6</sup>

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

#### 1. Dimension of Bilingualism

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

<sup>2</sup> Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistics (7th Ed)* (Blackwell Publishing, 2006),

<sup>3</sup> Bernard Spolsky, *Sociolinguistics* (Oxford: Oxford University Press, 1998), p. 3

<sup>4</sup> Janet Holmes, *An Introduction to Sociolinguistics (4th ed)* (New York: Routledge, 2013), p. 1

<sup>5</sup> Bernard Spolsky, *Op. Cit.*, p. 45

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

There are five dimensions of bilingualism that argued by Baker:

- a. Age (simultaneous/ sequential);
- b. Ability (incipient/ receptive/productive);  
Incipient : Incipient is someone who just know the another languages.  
Receptive : Receptive is someone who just be able to listen and read. It means, they can understand what people are talking about but they cannot apply it.  
Productive : Productive is someone who just be able to speak and write the language that they just learn it.
- c. Between two languages that they know, they must balance;
- d. Development (ascendant – second language is developing; recessive – one language is decreasing), and
- e. Contexts where each language is acquired and used (e.g. Home,school).<sup>7</sup>

## 2. Types of Bilingualism

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

### a. Compound Bilingualism

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

### b. Balanced Bilingualism

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

### c. Subtractive Bilingualism

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

### d. Additive Bilingualism

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

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

### A. Code

In human interaction with each other, they usually draw on distinction code in divergence fettle. Code is a dialect or a particular language used in every opportunity to communicate between

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

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

two or more parties.<sup>9</sup> Rahardi says that Code is a speech system in which elements of language are applied that have different characteristics in which these characteristics are in accordance with the background, speaker, and relationship in communicating between the speaker and listener.<sup>10</sup>

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

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

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

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

## B. Code Switching

Code switching appears because the ability of someone who can use more than one languages in the conversation of his or her in daily life. As Adi says that code switching occurs when a bilingual applies two or more languages during his/her interaction with another bilingual.<sup>13</sup> Yuliani adds that code switching happens there is the third person in conversation between two people and it can change the language which they use and also it can change the situation and topic of the conversation.<sup>14</sup>

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

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

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

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

<sup>12</sup> *Ibid.*, 79

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

<sup>14</sup> Wenny Yuliani, "An Analysis Of Code Switching In The Novel 9 Summers 10 Autumms". English Department, Faculty of Humanities: Andalas University, p. 2

they switch their language they will look more prestigious. They will be easier to switch the language because they have the ability to use another language in interaction.

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

The concept of code switching is divided into two they are metaphorical and transactional code switching. Metaphorical code switching is concerns the various communicative effect the speaker intends to convey. For example, teachers deliver formal lectures in the official standard form Indonesian, but lectures shift to regional dialect when they want to encourage discussion among the students. Meanwhile, transactional code switching comes under heading of the type of switching most commonly discussed as being controlled by components of the speech event like topic and participants. Thus, while the components of the speech event such as speaker, topic, listener, setting has not changed, the tone of the interaction has been altered by a switch in language.<sup>15</sup>

### C. Code Mixing

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

There are many adepts who define about the explanation of code mixing. Mujiono and his friends view that code mixing is strategy of communicative in bilingual groups where colonies are able to speak using two languages as long as doing conversation.<sup>16</sup> Saputra in Wulandari adds that code mixing is the use more than a language which speakers or writers mix two codes or more languages in discourse.<sup>17</sup>

In addition, according to Nababan in Yuliana that code mixing is the change of the language during interaction within the same expression or in the equal of spoken or written text.<sup>18</sup> Meanwhile, Jendra in Sumarsih argues that code mixing is a mixture of two or more languages with different combinations but still in the same clause.<sup>19</sup>

Through several definition about code mixing which deliver by experts above, it can be conclude that code mixing is the ability of someone who can mix the language over doing interaction to each other, yet their conversation is still in the same situation it is just their language which they change. In other hand, there are some factors which are influence people mix their language, such as the background of their education, social, culture, economic, environment, and etcetera.<sup>20</sup>

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<sup>15</sup> Suzanne Romaine, *Language in Society An Introduction to Sociolinguistic* (2<sup>nd</sup> ed), (United States: Oxford university Press, 2000), p. 59

<sup>16</sup> Mujiono, Rahayu Wilujeng and Muhammad Suharto, "Code Mixing as a Communication Strategy Performed by Outbound Call (OBC)". *International Journal of Social Sciences & Educational Studies*, Vol. 3, No. 3, March 2017, p. 5

<sup>17</sup> Santika Wulandari, "Indonesian - English Code Mixing in Raditya Dika's Manusia Setengah Salmon". *Journal on English as a Foreign Language*, Vol. 6, No. 1, March 2016, p. 72

<sup>18</sup> Nana Yuliana, Amelia Rosa, and Luziana Pininto Sarwendah, *Loc. Cit.*

<sup>19</sup> Sumarsih, Masitowani Siregar, Syamsul Bahri, and Dedi Sanjaya, *Loc. Cit.*

<sup>20</sup> Santika Wulandari, *Op. Cit.* p. 72-73

## 1. Types of Code Mixing

According to Hoffman that there are three types of code mixing<sup>21</sup> based on syntactical patterns, as follow:

### a. Intra-sentential code mixing

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

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

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

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

### b. Intra-lexical code mixing

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

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

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

Based on the example above, it can be said the conversation between first speaker and second speaker do type of code mixing in intra-lexical code mixing because the first speaker gives the addition of word "save" with "menge" and the second speaker says "nge-follow" whereas it should be "follow". So, it can be concluded that the first speaker and the second speaker mix the language between English and Indonesian language at the level of word and it is called with intra-lexical code mixing.

### c. Involving a change of pronunciation

This type of code mixing that occurs at the phonological level. It means, when Indonesian people speak in English, the word that they say is modification to Indonesian phonological structure.<sup>22</sup> For example, the word of "hello" is said "halo" or the word "television" is said "televisi". This phenomenon happens to the actress from Indonesia, she is Cinta Laura. When Cinta Laura speaks in Indonesian language, she still looks like speak in English, because her pronunciation when speak in Indonesian language is a bit same with English pronunciation.

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<sup>21</sup> <sup>21</sup> Charlotte Hoffman, *An Introduction to Bilingualism* (New York: Roudledge Tailor and Francis Group, 1991)

<sup>22</sup> Charlotte Hoffman, *An Introduction to Bilingualism* (New York: Roudledge Tailor and Francis Group, 1991), p. 112

Meanwhile, Suwito in his book divides two types of code mixing: inner code mixing and outer code mixing.<sup>23</sup>

#### 1) Inner code mixing

Inner code mixing is mixing the language with their native language. Usually it happens in Indonesia, because Indonesia has many traditional languages in every region. So, they mix the Indonesian language with their region language by inserting the elements of their own language or elements of varieties and style into their dialect.

*Example:*

Revan : Dew, kamu *bogoh* sama Bintang *nyak*?

(Dew, you like Bintang, Don't you?)

Dewi : Enggak lah, *Maneh ulah* fitnah Saya!

(No, you don't insult me!)

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

#### 2) Outer code mixing

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

*Example:*

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

Yusuf : Really, terus di mana sekarang *your a new bag*? Gak kamu pakek?

(Really, then where is your a new bag? Don't you wear it?)

Putri : *I am lazy* untuk makeknya takutnya kamu *jealous* lagi sama Saya.

(I am lazy to wear it I am scared if you are jealous of me)

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

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<sup>23</sup> Suwito, *Pengantar Awal Sociolinguistik Teori dan Problema* (Surakarta: Universitas Sebelas Maret, 1983), p. 76

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

a) Insertion

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

*Example:*

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

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

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

b) Alternation

Alternation occurs between clauses meaning that alternation isuse when speaker mix his or her language with a phrase. For

*Example:*

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

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

The conversation above is talking about the home work. The first speaker ask to the second speaker that he have done his homework by using Indonesian language but the first speaker mixeIndonesian language with English language in his utterance by saying your home work. Then, the second speaker respond to the questionof the first speaker by replying “Belom Put, kemaren Aku *a little bitbusy* sama perlombaan buat pramuka”. From the responding of the second speaker, he mix Indonesian language with English, the English word which identify as mixing the language is “*a little bit bussy*”.The code mixing that the first speaker and second speaker include in type of alternation code mixing because they mix in phrase.

c) Congruent lexicalization

Congruent lexicalization is the influence of dialect within language use. It means, when the speaker speaks in his or her utterance the words which come out from his or her mouth it is like foreign language. For instance, Indonesian



official language has some dialect with English word. Usually, it happens in spoken form.<sup>24</sup>Here the example of the conversation:

Rangga : Ki, kamu lama sekali mengangkat *telephone* Saya, kamu lagi sibuk?

(Ki, you are very long to accept my telephone, are you still busy?)

Riki : Maaf Ngga, Saya lagi ngerjain tugas di *computer* nanti gak *focus* ke hp.

(Sorry Ngga, I am doing my task on computer and I do not focus to my phone)

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

In analyzing the Merry Riana's video YouTube channel, the Researcher look for the types of code mixing by using Hoffman's theory. Basically, three of them are same and every theory has difference purpose to identify the word which indicates as code mixing. Many of sociolinguistics who define about the types of code mixing, the researcher just propose three experts because it has already represent all the theory that support about the types of code mixing.

## 2. Reasons for Using Code Mixing

There are a number of possible reasons to code mixing from one language to another and these how will be considered. The reasons for using code mixing happens in community are because the switcher recognizes that the use of either of two languages has its value in the term of the rewards and costs which accrue the user. The switcher chooses a "middle road" in the term of possible rewards and decides to use both languages in the single conversation. There are four reasons for code switching to occur:

Firstly lack of knowledge of one language or lack of facility in that language on a certain subject. The second reason for the code mixing is its use including certain person presents from apportion of conversations. It is known that those persons do not know the language used for mixing.

While the third reason uses code mixing is also used as stylistic device to indicate a change in the tone of his conversation, at a certain point or to signal the introduction of subject more or less formal than what had been under discussion. The fourth reason is an attempt to impress another with his virtuosity in one language or at least in one prestige language. Besides those reasons there are also a number of reasons for the code mixing from one language to another by Hoffman. There are seven reasons for bilinguals to mix their languages.<sup>25</sup> The seven reasons are as follows:

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<sup>24</sup> Pieter Muysken, *Bilingual Speech A Typology of Code Mixing* (United Kingdom: Cambridge University Press, 2000), p. 3

<sup>25</sup> Hoffman, Charlothe. (1991). *An Introduction to Bilingualism*. New York: Roudledge Tailor and Francis Group.

a. Talking About Particular Topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language. The case can be found in Singapore, in which English language is used to discuss trade or a business matter, Mandarin for international “Chinese” language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

b. Quoting somebody else

A speaker switches code to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. In Indonesian, those well-known figures are mostly from some English-speaking countries. Then, Myers–Scotton give example mixing between English and Swahili. “Lakini ni-ko SURE u-ki-end-a.” (But I’m sure if you go). They explain that the matrix language is Swahili. SURE is an embedded English language on it. Otherwise if one clause in which obviously has grammatical structure of one language and in the following clause is arranged based on its grammatical structure of other language, so she has switched the code. In short, the code which involves in code mixing is on the form of pieces (word or phrases).

c. Being Emphatic About Something (Express Solidarity)

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his first language.

d. Interjection (inserting sentence fillers or sentence connectors)

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Darn!, Hey!, Well!, Look!, etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally. The following are examples of the usage of interjection in sentences:

1. Indonesian\_English Dompoku ketinggalan di taksi! Shitt! (My wallet was left in the taxi!)

2. Spanish\_English Chicano professionals saying goodbye, and after having been introduced by a third speaker, talking briefly:

A : Well, I’m glad to meet you.

B : Andale pues (O.K.Swell). And do come again. Mm?

- e. **Repetition Used for Clarification**  
When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages (codes) that he masters to say the same message. Frequently, a message in one code is repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message. For example : English\_Hindi  
Father calling his small son while walking through a train compartment, “Keep straight. Sidha jao” (keep straight).
- f. **Intention of Clarifying the Speech Content for Interlocutor**  
When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his 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.
- g. **Expressing group identity**  
Code switching and code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.



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