CODE MIXING USED BY MAUDY ON "THOUGHT

ON FAILURE + GRWM" VLOG

By

Ulfia Hanafi

2000026092

ABSTRACT

This research has a background by the code-mixing phenomenon carried out by Maudy Ayunda Indonesian artist and singer in one of her vlog entitled "Thought on Failure + GRWM"The research objectives in this thesis are divided into two, the first aims to find out the types of code mixing used by Maudy in her vlog and the second aim is to find out the reasons for the code mixing used by Maudy in her vlog.

This research uses qualitative descriptive. This research has main data utterances in the form of words and phrases taken from transcripts and subtitles in Maudy's vlog on YouTube. In collecting data, researcher used the listening method followed by note-taking techniques or what could be called observations by Sudaryanto. To analyse the data, researcher used the Miles and Huberman method by reduction, display, and drawing/verification. The approach used in this research is a sociolinguistic approach.

The research results based on the type and reason of code mixing found 31 data, consisting of 27 data found in Intra-sentential, 3 data found in Intralexical as types of code mixing. Then in the reason of code-mixing are 2 data found in the discussion of a talking particular topic, 1 data found in quoting somebody else, 1 data found in being emphatic about something, 1 data found in interjection, 1 data found in expressing group identity, and 2 data found in clarifying the speech content for the interlocutor.

Key words: *Sociolinguistics, Code Mixing, Communication, Vlog, YouTube, Maudy*

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INTISARI

Penelitian ini dilatar belakangi oleh fenomena campur kode yang dilakukan Maudy dalam salah satu vlognya yang berjudul "Pemikiran tentang Kegagalan + GRWM". Tujuan penelitian dalam skripsi ini terbagi menjadi dua, yang pertama bertujuan untuk mengetahui jenis-jenis campur kode yang digunakan Maudy dalam vlognya dan tujuan kedua untuk mengetahui alasan terjadinya campur kode yang digunakan Maudy dalam vlognya.

Penelitian ini menggunakan deskriptif kualitatif. Penelitian ini memiliki data utama berupa ucapan terdiri dari kata dan frasa yang diambil dari transkrip dan subjudul dalam vlog YouTube Maudy Ayunda. Dalam pengumpulan data, peneliti menggunakan metode mendengarkan yang dilanjutkan dengan teknik mencatat atau biasa disebut observasi oleh Sudaryanto. Untuk menganalisis data, peneliti menggunakan metode dari Miles dan Huberman yakni dengan reduksi data, penyajian data, dan penarikan kesimpulan. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan sosiolinguistik.

Hasil penelitian berdasarkan jenis dan alasan campur kode ditemukan sebanyak 31 data, yang terdiri dari 27 data ditemukan pada intra-sentential, 3 data ditemukan pada intra-leksikal. Kemudian pada alasan campur kode terdapat 2 data yang termasuk dalam pembahasan topik pembicaraan, 1 data yang termasuk dalam mengutip pernyataan orang lain, 1 data yang termasuk dalam penekanan terhadap sesuatu, 1 data yang termasuk dalam interjeksi, 1 data yang termasuk dalam mengekspresikan identitas kelompok, dan 2 data yang termasuk dalam memperjelas isi tuturan kepada lawan bicara.

Kata-kata kunci: *Sosiolinguistik, Campur Kode, Komunikasi, Vlog, YouTube, Maudy*

A. BACKGROUND

One of the sub fields in linguistics is sociolinguistics. When studying sociolinguistics, we can find out the connection between language and the social environment, language with social status, and language with politeness. In sociolinguistics we can learn many things. Sociolinguistics can make us and the people who study it find social connection in a community and understanding the motivations behind why people speak in public (Siahaan & Johan, 2020, p. 3). In social life it is not uncommon for us to meeting and hear slang words in a conversation, young and old like to do that, and people do this in a conversation to make it look interesting and cool. Not often the slang used is a foreign language, and people who can mix two languages and or can speak two languages are called bilinguals in sociolinguistics. And also, people who can mix more than two languages are called multilinguals in sociolinguistics. In sociolinguistics, bilingualism is usually defined as using two languages as well, someone who is multilingual is able to converse in multiple languages when interacting with others. (Chaer & Agustina, 2010, p. 87).

In communication, people who can speak two or more languages often mix and move their languages when speaking. This seems to happen automatically when someone who is speaking meets people who come from the same area as that person, or even outside their country.

Mixing language is a thing where people will make it easier for the other person to understand what will be explained. This is now normal in social life.

The key role of bilingualism is growing in today's globalized world as a result of the interaction of cultures, economies, and societies. According to Tarigan (2009) The two signs of language have evolved into the manner in which people talk today.

People who are fluent in multiple languages or who are bilingual frequently blend their local tongue with other languages. This in sociolinguistics is called Code Mixing. According to Nirmala (2010), a person with the condition of combining two languages is known as a code mixer. Code mixing is the act of mixing more than one language in a communication and conversation. Holmes notes that code-mixing can be a marker of social identity and group membership. When two different languages are used to communicate with other people who are part of society, it is known as code-mixing (Siahaan & Johan, 2020, p. 3). There is a lot of code mixing in society, containing between Indonesian and English, Javanese and Sundanese, and others. In multilingual societies, it is typical for people to fluently switch between different languages to be able to communicate with one other.

B. METHODOLOGY

This research is categorized into descriptive qualitative. Qualitative research to analyse the code-mixing that was carried out and found in Maudy's YouTube video. The video duration is 12 minutes, the writer method used is a qualitative method in this study, and the prioritized instruments are researchers (Sudaryanto, 2015). The writer practices the descriptive method to answer the research

questions. This means that the data to be analysed is in the utterance contains form of words, phrases, and of course videotapes as sources. The main purpose of this research is to identify the types of sentences used by Maudy in her YouTube videos, then to be analysed using the types of code mixing used in Maudy's videos and to describe the code-mixing categories used in Maudy's videos. This research method consists of three sub-headings, namely data and data sources, data collection methods, and data analysis methods. According to Moleong (2002:3) data analysis is the process of processing and sorting data into patterns, categories or basic units so that the result can be found and hypotheses can be formulated, which is in accordance with the data.

1. **Data and Source of Data**

   Data are actual facts that are collected by the writer to help in problemsolving or answering issues related to research. Research data can come from a variety of sources and are gathered during research operations using a variety of methodologies. The total number of the data is 30, the data collected in this study is utterance contains form of words and phrases. The source of data is Maudy's video in her YouTube channel namely "Thought on Failure + GRWM (Get

   Ready With Me)" https://www.youtube.com/watch?v=N9nnABbVnqE.

2. **Method of Collecting Data**

   This analysis takes the *simak* method. According to Sudaryanto (1993: 136, 140), there are five strategies of data collecting techniques in linguistic

research. They are; recording technique (*Simak rekam*), which is strategy using recording instruments, note technique (*Simak catat*) which is strategy using cards, books, notes and other documents to analyze the research, separating technique (*Simak pisah*) which is the strategy to separate the data of the research, permutation technique (*Simak balik*) which is the strategy to transfer the position of words in a sentence, changing technique (*Simak ganti*) which is the strategy to change the data which are not necessary in understanding.

In this research, the writer will use two techniques proposed by Sudaryanto (1993: 136, 140) namely observation method *(Teknik Simak)* and note technique *(Simak catat)*. According to Sudaryanto (2015) that the specialist Free listening is a data gathering method that places the writer in a position where they are not participating in the dialogue or discussion that is the topic of the writer.

In doing the observation method, there are several steps that use by the writer to collect the data.

1. The researcher watched Maudy's video entitled "Thought on Failure + GRWM".

2. Download the video from YouTube.
3. Taking a note of sentences in the video which may contain code mixing and write one by one.

4. The researcher classifies the data by writing them on the data table.

3. **Method of Analyzing Data**

Data analysis is the way that researcher deal with the problems to be studied. Analysis techniques are also necessary in a study in order to complete the usefulness of the data found, which can be channelled into writing form on a regular basis, and there is also a take to produce a study that is easy to understand by readers (Sudaryanto, 2015).

Miles and Huberman (1984, as cited in Ibrahim, 2015) stated that there were three steps to data analysis. Three steps can be explained as follows:

    a. Data reduction

In this case, the writer compile data by classifying it according to the aspect of the research focus. Through this process, researchers can ascertain which data matches what was researched. This method aims to ensure that there is no unsuitable or unrelated data.

    b. Data display

In this step, the writer identified the data from Maudy's video entitled "Thought on Failure + GRWM", put them into appropriate categories as described later, and grouped them in the form of a table by using Hoffman's (1991) theory.

    c. Conclusion drawing or verification.

In this section, the writer draw conclusions or verify them. After classifying the data displayed in the form of a table, the researcher will

be able to draw conclusions and verify them based on the objectives of the study.

C. ANALYSIS AND DISCUSSION

Type of Code-Mixing

Following Hoffman's theory about code-mixing, they are intra-sentential code mixing, intra-lexical code mixing, and involving change a pronunciation which are described as follows:

1. Intra-sentential

The first type of code-mixing here refers to the shift of language in a form of word, phrase, or clause in one sentence.

a. *Dan aku kepikiran mau bikin* **Maudy's thought** *sembari aku siap siap.* (Datum 1)

The phrase "Maudy's thought" Here, Maudy explains that she will make a vlog entitled Maudy Thoughts, which indicates that Maudy is thinking about making something related to her own 'thoughts' or 'ideas' while getting ready to do other activities. This indicates multitasking or contemplating ideas while performing other tasks.

b. *Di muka aku tuh* **moisturizer, sunscreen***, dan yang gitu-gitu lah.* (Datum 2)

The words "moisturizer" and "sunscreen" was chosen by Maudy to explain to the audience what skincare Maudy uses on her face before

applying makeup. She spoken in English while the sentence is mostly in Indonesian. Thus, the sentence is classified as intra-sentential codemixing.

c. *Aku tuh sempet takut banget menerima* **opportunity.** (Datum 5)

The word "opportunity" was used by Maudy because he felt the word was more appropriate or more effective in conveying certain nuances of meaning compared to the alternative in Indonesian, or perhaps Maudy didn't immediately remember the correct Indonesian word when he explained.

d. *Selama masa kecil kita justru udah punya* **track record** *yang cukup baik*. (Datum 6)

The phrase "track record" Maudy chose it because this term is widely recognized and understood by many people as a way to refer to the history or achievements of someone or something in a more formal or specific context.

e. *Kalau* **concealer** *aku biasanya taruh di bawah mata aja sama* **in any redness.** (Datum 7)

Maudy uses the word "concealer" to refer to the use of makeup products that are used to cover dark circles under the eyes and redness on the face, this occurs due to personal preference or habits in applying makeup products. https://www.youtube.com/watch?v=N9nnABbVnqE

Meanwhile, the phrase "in any redness" can arise from habitual factors and also certain terms in the field of beauty are more often said in English. Maudy feels that this phrase is more precise and specific in English compared to the translation or equivalent in Indonesian.

f. *Ditambah lagi kalau misalnya kita itu* **millenials** *atau* **GenZ** *yang lumayan aktif di sosial media*. (Datum 8)

Maudy uses the words "millennials" and "GenZ" to replace the terms today's children, she does this to describe certain age groups accurately.

2. Intra-lexical

The second type of code-mixing usually happens at the word level which mixes language and other languages in a word. It usually involves some grammatical features and rules whether in language base or other languages such as the attachment of prefixes and suffixes.

a. *Jadi tinggal masuk aja ke rutinitas* **makeup look**-*nya.* (Datum 3)

The particle "nya" used to emphasize or identify something specifically. Similar to the use of "the" in English to indicate something specific. Therefore, the sentence is included in intra-lexical code-mixing.

b. Lipstick *tu ngaruh banget*, **look**-*nya langsung beda.* (Datum

24)

The same as the data sentence above, the particle "nya" used to emphasize or identify something specifically. Similar to the use of "the" in English to indicate something specific. Therefore, the sentence is included in intra-lexical code-mixing

3. Involving a change of pronunciation

Involving a change of pronunciation features means the speakers speak a word in a language with the pronunciation in different language. In this video, researcher could not find any data that classified as the type of code-mixing involving a change of pronunciation.

Reasons of Using Code-Mixing

1. Talking particular topic

a. *Kenapa sih* **mindset learning and growth** *itu penting banget*?

   (Datum 15)

   The sentence above, Maudy opened a discussion about why it is very important to always want to learn and develop. This indicates a topic of conversation that aims to explore the reasons why such a mindset is so important in personal, career or educational development. The phrase mindset learning and growth shows that the topic discussed was the main topic that was brought up when Maudy was at GRWM.

b. **Lipstick** *tu ngaruh banget*, **look**-*nya langsung beda*. (Datum

24)

The sentence above, Maudy changed the topic of conversation which was previously discussing mindset learning and growth to another conversation because she was getting ready to leave. The words lipstick and look show that the topic discussed turns into a discussion of the makeup she is currently using.

2. Quoting somebody else

So, *aku di ajarin* **makeup artist** *aku, Kak Philipe* (Datum 20)

This is part of citing Maudy's personal experience with her makeup artist named Philipe. Maudy got real learning and experience from Kak Philipe and then showed this experience to the audience through her vlog.

3. Being emphatic about something

Jadi itu juga semakin **feeding into** *rasa takut kegagalan itu*. (Datum 9)

Maudy here shows emphasis on how an event previously experienced made Maudy feel fear or failure. Maudy expresses a deep emotion or continuous worry about a problem or reflects strong empathy with these feelings.

4. Interjection

So, *kadang-kadang kalau aku lagi ada acara yang lebih besar dan aku* **makeup** *sendiri*. (Datum 11)

Here Maudy talks about her personal experience starting with the word "so" to attract her audience's attention before conveying the information.

Maudy spoke quietly about her personal experience when she had to dress up herself for an important event.

5. Repetition used for clarifying

Repetition is used as a strategy for clarification or understanding, and helps listeners to understand what the speaker means. Repetition is usually done by reviewing information or instructions. In this video, the researcher could not find any data that is classified as the type of repetition used for clarifying.

6. Expressing group identity

Ditambah lagi kalau misalnya kita itu **millenials** *atau* **GenZ** *yang lumayan aktif di sosial media*. (Datum 8)

In the example above, Maudy talks about certain age groups, shown when Maudy says "millennials" and "GenZ". Not only does it categorize people into certain age groups but also often links them about their behavior, preferences and worldview, this is shown when Maudy says "who are quite active on social media" which of course refers to "millennials" and " Genz".

7. Clarifying the speech content for the interlocutor

a. *Aku tuh anaknya nggak terlalu jago masang* **eyeliner** *yang* **liquid** *gitu*. (Datum 19)

The sentence above talks about how to use or skills when Maudy applies makeup. Combining "eyeliner" with "liquid" becomes "liquid

eyeliner" is a way to clarify the speaker's content for the interlocutor or audience. Maudy provides additional specifications regarding the type of eyeliner she uses, because "eyeliner" can be in several forms, namely pencil, gel, and liquid. By clarifying "liquid" Maudy provides additional information that helps her audience understand the context or specific details about what is being discussed, that Maudy is not really able to apply liquid eyeliner.

Data 2:

b. *Biasanya abis* **foundation** *tuh aku pake* **liquid contour** *dulu* **and liquid blush**. (Datum 12)

The sentence above discusses the steps that Maudy takes when she applies her makeup. This involves conveying information, sequence, or explaining Maudy about the makeup process that she does. The goal is to ensure the audience understands the steps Maudy takes when applying her makeup.

D. CONCLUSION AND SUGGESTION

This research focuses on an analysis of code mixing used by Maudy on "thoughts on failures + GRWM (Get Ready With Me)" VLOG. This research analysed the data based on two problem formulations, which are to analyse the type of code mixing and the reasons for code mixing by using the theory from Hoffman (1991). After analysing and getting the results, the researcher can classify into three types of code mixing based on Hoffman's theory, they are:

intrasentential, which found 27 data, in intra-lexical, which found 3 data, and for involving change of pronunciation code mixing, the research has not found any data.

Then, for the reason of code mixing, Hoffman's (1991) divides that into seven categories: talking about a particular topic, which found 2 data. Being empathetic about something, which found 1 data. Interjection, which found 4 data. Expressing group identity, which found 1 data. Clarifying the speech content for the interlocutor, which found 2 data. Quoting somebody else, which found 1 data, and for repetition used for clarification, the research has not found any data.

The researcher hopes that the further research suggests using surveys or interviews to conduct direct analysis of communication. Furthermore, the authors recommend that future researchers, especially those who wish to discuss code mixing, examine this topic further in new contexts. It is recommended that students, especially those focused on English, start learning and practicing code mixing more as this will help them expand their vocabulary and improve their understanding of the language in general.

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