A STUDY OF CODE-SWITCHING AND CODE-MIXING USED BY YOUTUBE CHANNELS: A COMPARISON OF INDONESIAN YOUTUBERS

Risna Afryanti*
Bukhari Daud
Kismullah Abdul Muthalib

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

YouTube is one of the biggest platforms where people around the world can share informative videos. In YouTube, we can find the code-switching and code-mixing phenomenon easily. There are two dominant types of code-switching and code-mixing. The first type is code-switching and code-mixing used by Group 1: Indonesian YouTubers who live abroad, while the second type is code-switching and code-mixing used by Group 2: Indonesian YouTubers who live in the country. This study aimed to find out which group switched and mixed language the most. The transcripts of the chosen YouTube video were the collected data. The qualitative method was used in this study, and the data were analyzed using document analysis based on the framework of Myers-Scotton (1993) and Muysken (2000). The result showed that Group 1 used code-switching and code-mixing the most, with a total of 288 pieces of data. Group 2 used code-switching and code-mixing with a total of 262 pieces of data. The most dominant type of code-switching used by both groups was intra-sentential, a total of 154 pieces of data. The less dominant type of code-mixing used was insertion, a total of 253 pieces of data.

Keywords: bilingualism, code-mixing, code-switching

INTRODUCTION

English as the universal language is necessary to be mastered by Indonesian people. Considering many international dealings such as foreign affairs, economic transactions, educational events, tourism, and
cultural exhibition are conducted in English. Indonesia is known as a bilingual or even multilingual society. When bilingual or multilingual people communicate with each other, they have to choose a certain code to express their feelings. According to Lyons (1995), certain situations require people to use codes in social communication so that our expressions can be understood.

As stated by Kasim, Yusuf, and Ningsih (2019), changing or mixing code from one language to another when engaged in a conversation is a common thing that is usually called code-switching. Code-switching is very useful in communicative strategies used in certain situations and conditions that may be linguistic, psychological, social, or pragmatic (Nilep, 2006). Appel and Muysken (2006) argue that code-switching is used to achieve different functions in social interaction as a functional communication model. There are many things that can be studied in the language transition process. Gardner-Chloros (2009, p.5) believes that studying the term code-switching will give researchers the opportunity to study the process of unifying morphemes or words from different languages that can be combined, and to see which combination is more persistent. In addition, Baker (2006) states that there are many reasons for people doing code-switching and code-mixing such as expressing or clarifying one's identity, emphasizing something important, replacing words from the source language with the unique words in the target language, expressing concepts that have no equivalent in other language cultures, strengthen friendships, and even to relieve tension in a conversation.

Nowadays, YouTube has become the most popular social media to learn many things. YouTube is a video-sharing website in the digital world (Fadhal & Nurhajati, 2012). We can easily find the phenomenon of code-switching and code-mixing in many YouTube videos which have become a trend of speech among YouTube users. The researcher selected four videos from four different YouTube channels. The chosen videos are:

Jangan Ngomong ‘Very’ dalam Bahasa Inggris! Ft. @Puri Viera. (Naila Farhana):
https://www.youtube.com/watch?v=WiyOAmm7zDE

Fathia Izzati vs Agung Hapsah-Gagal Fokus! #FamousQuiz (Famous ID):
https://www.youtube.com/watch?v=qFNxpZEAApw
SOK INGGRIS LO! PAMER? Grammar Nazi Does Exist! (Prawidyaw):
https://www.youtube.com/watch?v=wVZEacThuEs

LULUS DOKTER DENGAN 1 JUTA SUBSCRIBERS | Clarin Hayes. (Clarin Hayes):
https://www.youtube.com/watch?v=CrrkyX-6rf0

The researcher lined up the videos into two types. The first type is the videos from non-native speakers who lived abroad which become the Group 1, and the second type is the videos from non-native speakers who never live abroad which become the Group 2. The researcher conducted a comparison between the two groups to determine which group used the most code-switching and code-mixing, and to find out the dominant types of code-switching and code-mixing that were used the most between the two groups.

LITERATURE REVIEW

Code

Code-switching may arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. According to Wardhaugh (2006), code is a specific dialect or language chose at any moment, and two or more code parts used to be a communication system. Code is a tool for communication which understands by every speech community. The basic rule to use code as a system to communicate is mastering the code known as language. Meanwhile, Richards (2002, p.79) states that code is a term that acts as a substitute for language, type of speech, or dialect used to make it easier to discuss certain topics wherever the speaker is and to emphasize the use of language or language variations in conversation.

Nilep (2006) concludes that code is a language (or a variety of languages). Code arises from intercommunication and becomes relevant when parties to conversation treat them as such. In this thesis, code refers to the language that can be varied in forms such as a single word, phrases, or sentences. In addition, Holmes (1992) says the communication system when people are involved in a conversation is known as code. Hudson (1996) explains that the choice of language
code is related to the speaker's knowledge, value, and life experience. When a speaker uses one language code, it does not mean that the message is unclear but is one of his attempts to make it understandable.

Furthermore, Hudson (1996) states besides the opposites, a bilingual person chose the code based on the situation. A code switch can be motivated by identities and relationships between participants and is often expressed in terms of solidarity or social distancing. Code-switching has the potential to be the most creative aspect of bilingual speech and can reflect a change in other dimensions, such as status relationships between people of different backgrounds or simply the formality of their interactions.

**Code-Switching**

Code-switching is a pattern commonly recognized by bilingual speakers, which jumps spontaneously back and forth from one language of their repertoire to another (Lüdi, 2004, p.341). According to Auer (2005), code-switching is the use of a code to another code that results in the form of switching. Code-switching can be found within the utterances or between them (Spolsky, 1998 p.49). Therefore, code-switching occurs when there are two different languages used by the interlocutor to communicate at the same speech event.

Holmes (1992 p.42) described that the switching represents the solidarity among the interlocutors and divides the change of social dimensions whether it is social distance, status, formality, or functional. Likewise, McKay and Hornberger (1996, p.56) stated that a phenomenon is known as code-switching when two or more languages exist in a community and the speakers regularly switch from one language to another. Duran (1994) argued that code-switching is related to bilingual life that appears simultaneously in the development of bilingual language skills, especially when they become aware of these behaviors and then choose to use them or not on purpose. In other words, code-switching is a combination of two or more languages by combining words, phrases, and sentences.

The most common description of code-switching according to Susanto (2007, p.20), is a process that involves the alternative use of two languages or linguistic varieties in the same speech or the same conversation. Whereas Wardhaugh (2002, p.100) presented that code-switching is a process where people choose a specific code each time they speak. Trudgill (2000) stated that code-switching is switching
from one language variety to another when the situation demands and speakers can switch completely from one language to another. Hoffman (1991) explained that when phrases or sentences; tags; and exclamations insert at the end of the sentences that is code-switching. While Brown and Attardo (2000) argued that code-switching is different languages and dialects which appear in the conversation.

Furthermore, Vogt in Namba (2012) argued that code-switching may not be a linguistic phenomenon but a psychological phenomenon. The cause is obvious, namely extralinguistic or a condition called interference between languages which causes bilingualism to be very attractive to linguists. Many researchers believe that code-switching is a natural consequence of the ability to be bilingual or the competence to speak in two or more languages so that it should not be mistaken as a language deficit or the cause of decreased use of a language (Mahootian, 2006).

**Types of Code Switching**

Code-switching has several types categorized by several experts. This classification is to support an understanding of the different types of code-switching processes. According to McArthur (1998), code-switching is classified into four categories. They are tag-switching, intra-sentential switching, inter-sentential switching, and intra-word switching. McCormick (1994, p.582) defined six types of code-switching: (1) diglossia, (2) situational code-switching, (3) metaphoric code-switching, (4) code-switching consists of conversational code-switching; style-shifting; and code-mixing, (5) single-word code-switching/borrowing, and (6) integrated loanwords.

This study focused on a framework stated by Myers-Scotton (1993 p.4), who divided code-switching based on the distinction which applies to style-shifting into three types: Inter-sentential code-switching, Intra-sentential code-switching, and Tag switching.

1. **Inter-sentential code-switching**

This type of code-switching includes a clause or between sentence boundaries, where the language is different (Poplack, 1980). MacSwan (1999) states that inter-sentential code-switching involves shifting at sentential boundaries that occur in the same sentence or between the speaker's turns, where one clause or sentence in one language and the next clause or sentence in other languages and thus require fluency
in both languages for the speaker to follow the rules of both languages.

2. **Intra-sentential code-switching**

   Intra-sentential is the transition from language one to another language that occurs in the middle of sentences involving units syntax of words; phrases; or clauses (Saville-Troike, 2008). According to Poplack (1980), this type is perhaps the most complex type among the others; because it can occur at the clause, sentential, or even word level.

3. **Tag switching**

   According to Romaine (1992 p.122), switching tags occur when a tag is in one language and utterance in other languages. This switch includes single words, tags, interjections, fillers, and idiomatic expressions from one language in another. Hamers and Blanc (2000) stated that this type has minimal syntactic limitations so that does not violate syntactic rules when entered into the source language in the form of short phrases in one language and the rest in another. Examples of common English tags are "You know", "I mean", and "True".

**Code Mixing**

Mixing code from one language to another, when engaged in a conversation, is a common thing that is usually called code-mixing. Code-mixing acts as the main tool in the teaching and learning process that can improve better understanding between students and teachers when learning a language. According to Wardhaugh (2006), code-mixing is a mixing of one element without a change of topic in two codes (languages) that occurs within one sentence in informal interactions. Nababan (1984 p.32) as cited in Sucian (2013 p.6), classified the factors of code-switching are speaker’s choice; situation; behavior; and appropriate words. Holmes (1992) stated that the result of incompetence in choosing code-words can be the reason for code-mixing. Ajibola (2011, p.17) considered that the mixing of two or more languages in a speech is identified as code-mixing.

Code mixing is the borrowing of the components of another language (Poplack, 2004). In other words, the language is mixed with another language by obtaining some elements of the language known as code-mixing. In addition, Hudson (1996) described that code-mixing is used to minimize the ambiguity of certain words. But it is unnecessary
if the other language is more comprehensible. Besides, Wardhaugh (2006) argues that code-mixing interlocutors need to have more knowledge and awareness of the norms in society. As long as the member of the speech community can handle the situation, speak effectively based on their interlocutor, it does not matter to mix code. As such, code-mixing can help to pinpoint where difficulties arise in a conversation and give us insight in how grammar works for bilinguals or multilinguals.

Types of Code Mixing

Hoffman (1991) shows many types of code-mixing according to the juncture or the scope of switching where languages take place. Those are intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. Muysken (2000) explained that code-mixing has three main types; insertion, alternation, and congruent lexicalization. The researcher used this framework to analyze the data of code-mixing.

1. Insertion code-mixing

Insertion is the process of inserting elements in the colloquy such as word items or entire constituents, both oral and written, from one language into other languages (Muysken, 2000). Occasionally, bilinguals may not know the meaning of the word in their native language or be more familiar with the word in a foreign language, which leads them to do code-mixing with this type.

2. Alternation code-mixing

Alternation occurs between clauses used when the speaker mixes language with a phrase and switches one language into another language in a piece of speech. Occasionally, this type appears in one clause but is still kindly separated. Muysken (2000) divided alternation into two: flagging and doubling. There may be other language uttered by the speakers by giving flagging markers and it refers to the marked word. Meanwhile, doubling refers to the repetition of words of the same meaning in another language to emphasize their purpose using a different language.

3. Congruent lexicalization
Muysken (2000) explained that congruent lexicalization occurs when the two languages share grammatical structures. It can be the influence of dialect within language use and can be replaced lexically with elements from either language.

**The Reason for Code-switching and Code-mixing**

Hoffman (1991, p.116) divided reasons for bilingual or multilingual purposes in switching or mixing their language. The reason are to talk about a particular topic, to quote somebody else, for interjection, to express solidarity, repetition use for clarification, for expressing group identity, the intention of clarifying speech content for the interlocutor, to soften or strengthen request or command, for real lexical need, and to exclude other people when a comment intended to a limited audience.

**YouTube**

*YouTube* is a video-sharing website in the digital world (Fadhal & Nurhajati, 2012). It did not take a long time for *YouTube* to have mastered the internet media and developed into one of the most frequently visited platforms by internet users. Social media is the embodiment of the face of the digital era, which allows users to exchange information, collaborate, and establish friendships in the form of writings, photos, or videos. *YouTube* as a part of social media has a great influence in shaping lifestyles. Murti (2016) stated that even language did not escape the impact of this rapid development.

**The Chosen YouTube Channels**

Researchers selected four *YouTube* videos from four different *YouTube* channels. The first video comes from Naila Farhana’s *YouTube* channel. On this channel, Naila provides many tips and tricks to learn English. In 2017, Naila faced a first-quarter life crisis and post-graduation grief. Having lots of free time, she decided to start a *YouTube* channel and learn Spanish after she took her master’s studies abroad. The second video is from Famous ID’s *YouTube* channel. Famous ID is a *YouTube* channel that invites many *YouTubers* to take part in their content, focus on sharing experiences or even playing games. The researcher chose the video that invited Fathia Izzati and Agung Hapsah as the speakers. Fathia and Agung are well-known influencers on *YouTube*. Fathia often shares stories about her life, work,
opinions, and cover songs. Although at first, she sang on her YouTube channel more often than ever before, she started doing lots of interesting contents. Fathia spent her childhood in various countries such as South Africa, Canada, and the United States. This is due to her father's job as a diplomat. Apart from being a content creator, Agung Hapsah has also made many short films. His childhood was spent in Australia with his family.

The third video is from PrawidyaW's YouTube channel. She is a young mother who is enthusiastic to persuade people to learn English, even though she has never live or study abroad. She is a former student of English Literature. The fourth video is from Clarin Hayes' YouTube channel. She is a doctor and professional YouTuber affiliated with Multi-Channel Network management. She is known by the public through her YouTube channel, which broadcasts content about health; beauty; and lifestyle. She launched her first book entitled "Are You Okay?" which shares stories about psychological problems typical of the millennials. Even though Clarin never live or study abroad, she has proper English skills.

RESEARCH METHODOLOGY

This research conducted a descriptive qualitative method, which focuses on the management of the explanation and observed the video as a natural object. The researcher makes a comparison of the four chosen YouTube videos and divides them into two groups. The channels that consist of videos of the person talking in English will be analyzed based on the phenomenon of code-switching and code-mixing. All contents related to the explanation or a mention of English learning materials were not considered as data. The researcher drew the result of which group used code-switching and code-mixing the most and the dominant types of code-switching and code-mixing used between the groups the most using the framework by Myers-Scotton (1993) and Muysken (2000). The utterances of the chosen YouTube videos are the data in this research, which occurs when the speakers use code-switching and code-mixing in their conversations. The researcher used the videos that have been transcribed as the data form.

The researcher used the observation method to transcribe the data into a document form. The document analysis method was used to collect the data of code-switching and code-mixing types on the chosen
YouTube videos. The researcher inserted the collected data on the listing check based on the framework. The researcher made a table and a chart to make the data classification, and the results are easy to understand based on the types of code-switching and code-mixing proposed by Myers-Scotton (1993) and Muysken (2000).

RESULTS AND DISCUSSIONS

Based on the result, the data were presented into a chart

![Bar chart showing data distribution](chart.png)

Based on Chart 1.1, it showed that Group 1 is the group that used code-switching and code-mixing the most with a total 288 pieces of data. Meanwhile, Group 2 produced a total 262 pieces of data. The total data of code-switching from Group 1 is 140 pieces and from Group 2 is 131 pieces. The total of code-mixing from Group 1 is 148 pieces of data and from Group 2 is 131 pieces of data.
Chart 1.2 explained that the most dominant type of code-switching used is intra-sentential code-switching, used by Group 2 with a total of 94 pieces of data. The dominant type of code-mixing is the insertion code-mixing, used by Group 1 with a total of 127 pieces of data.

From the analysis of the data, it was found that both groups used all types of code-switching and code-mixing. Group 1 is the group that used code-switching and code-mixing the most, with a total of 288 pieces of data. Group 2 produced a total of 262 pieces of data. Based on the framework by Myers-Scotton (1993), the results showed that the total number of code-switching from both groups is 271 pieces of data. While based on the framework by Muysken (2000), the total number of code-mixing from both groups is 279 pieces of data. The researcher found that the most dominant type of code-switching used on the video from both groups is intra-sentential, and the most dominant type of code-mixing in this research is insertion.

Spolsky (1998) explained that a person who has the potency to understand and master a second language is already bilingual in a multilingual society. Hoffman (1991) stated that there is some reason why someone becomes bilingual. The reasons are related to membership, administration, and education. Based on the videos of Group 1 by Naila Farhana who studied and lived abroad, it can be
concluded that the reason she switched and mixed code is because of her educational and social background. Puri Viera had lived abroad and is included in a group of multilingual society as well, thus the reason she switched and mixed code is also because of her social background. The videos of Group 2 by Clarin Hayes and PrawidyaW showed that the reason for the switching and mixing code is because of their educational background. Clarin is a medical student who used a lot of English in some medical terms. Meanwhile, Prawidya is an English Literature student. Even though they never live or study abroad, they use English in their YouTube videos many times.

Wardhaugh (2006) explained that code is a specific dialect or a language chosen at any moment used by a person with several languages in communication to capture other people's understanding. In addition, Hoffman (1991, p.116) mentioned a few moments when bilingual or multilingual used code-switching or code-mixing in their language: when they are talking about a particular topic, quoting somebody else, interjection, express solidarity, repetition use for clarification, expressing group identity, the intention of clarifying speech content for the interlocutor, to soften or strengthen request or command, because of real lexical need, and to exclude other people when a comment is intended to a limited audience.

The video of Group 1 by Naila Farhana showed that most code-switching and code-mixing phenomenon occurs for the reason to clarify something, to talk about a particular topic, for interjection, for the intention of clarifying speech content for the interlocutor, and for real lexical need. The video of Famous ID showed that most code-switching and code-mixing phenomenon occurs for the reasons to clarify speech content for the interlocutor, to quote somebody else, for interjection, to express solidarity, and repetition used for clarification. The video of Group 2 by Clarin Hayes showed that most code-switching and code-mixing phenomenon occurs for the reason to soften or strengthen request or command, for real lexical need, and to quote somebody else. The video of Group 2 by PrawidyaW showed that most code-switching and code-mixing phenomenon occurs for the reason to talk about a particular topic, to quote somebody else, for interjection, to express solidarity, repetition use for clarification, for expressing group identity, the intention of clarifying speech content for the interlocutor, to soften or strengthen request or command, for real lexical need, and to exclude other people when a comment intended to a limited audience.
YouTube is one of the social media for English learners to use to improve their English skills in analyzing code-switching and code-mixing. From the previous explanation, it can be concluded that code-switching and code-mixing are important to learn. Understanding this phenomenon will make us pay more attention to how we communicate because everybody has their style in using language and communication.

The impact of code-switching and code-mixing in English on YouTube users is the experience of an increase in Indonesian modern idiom and an improvement in English vocabulary. The use of vocabulary in foreign languages is increasing and the use of the vocabulary of the native language is decreasing. Thus, certain words are no longer used in Indonesian but in English. That will lead to the phenomenon of language loss or even language death. For example, quoted from an article "The Economist" in Weekly as cited in Ayan (2015, p.69) informing that Welsh is dying at the "heart" since the Welsh-speaking population began to be "weakened" by immigrants coming from England in the north and the west, where they are considered Welsh speakers. That has resulted in rural areas experiencing a drop in density from 87 to 58 in the 1990s while English speakers have continued to increase.

CONCLUSION AND SUGGESTION

Regarding the findings of this study, Group 1 used code-switching and code-mixing the most, with a total of 288 pieces of data. Group 2 used code-switching and code-mixing with a total of 262 pieces of data. Based on the framework by Myers-Scotton (1993), there are three types of code-switching: inter-sentential, intra-sentential, and tag switching. The researcher found that the most dominant type used in the video from both groups is intra-sentential with 154 pieces of data. Based on the framework by Muysken (2000), there are three types of code-mixing: insertion, alternation, and congruent lexicalization. The results showed that the most dominant type used is insertion with 253 pieces of data. This research only analyzed the dominant type used of code-switching and code-mixing and the comparison between the groups. Therefore, the researcher recommended for those interested in this topic analyze the impact of using code-switching and code-mixing toward the phenomenon of language loss.

REFERENCES


