THE ANALYSIS OF CODE MIXING ON BOY WILLIAM'S YOUTUBE CHANNEL

THESIS

By

RELISH SOFIE HANEYSTIY

NIM. 210916086

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTEOF ISLAMIC STUDIES PONOROGO

2021

ABSTRACT

Haneystiy, Relish Sofie. 2021. *The Analysis of Code Mixing on Boy William's YouTube Channel*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Nurul Khasanah, M.Pd.

Keywords: Code Mixing, Conversation, Boy William's YouTube Channel

Code mixing is the mixing or variation of two languages. It is very easy to find in people around. Code mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence. The use of code mixing in society it has been common. It also happens in the conversation one of the famous YouTubers in Indonesia, Boy William.

The purpose of this research was to know the kinds of code mixing used by Boy William in his YouTube channel.

The researcher applied qualitative approach. To get the data the researcher analyzed the words, phrases, clauses, and sentences that used on Boy William's YouTube channel. The researcher analyzed the types of code mixing on Boy William's YouTube channel under the title: *Chef Renata Aslinya Beda sama di TV and Karir Reza Rahardian dari figuran sampai menjadi actor terkenal*. In collecting the data, the researcher used documentation method. Then, to analyze the data, the researcher applied some step they were data reduction, data display, conclusion drawing and verification.

The results of the research showed the types of code mixing found by researcher were on *Chef Renata Aslinya Beda sama di TV* there are 9 utterances of insertion, 3 utterances of alternation, and 2 utterances of congruent lexicalization. On *Karir Reza Rahardian dari figuran sampai menjadi actor terkenal* there are 9 utterances of insertion, 2 utterances of alternation, and 3 utterances of congruent lexicalization.

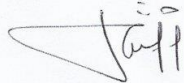**APPROVAL SHEET**

This is to certify that Sarjana's thesis of:

Name   : Relish Sofie Haneystiy

Student Number   : 210916086

Faculty   : Tarbiyah and Teachers Training

Department   : English Education

Title   : The Analysis of Code Mixing on Boy William's YouTube

                          Channel

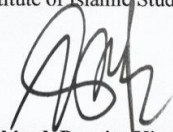Has been approved by the advisor and is recommended for approval and acceptance.

Advisor   Ponorogo, October 16th, 2021

Nurul Khasanah, M.Pd
NIP. 198406112009122003

Acknowledged by
Head of English Education Department of
Tarbiyah and teachers Training Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 198303272011012007

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name	: Relish Sofie Haneystiy
Student Number	: 210916086
Faculty	: Tarbiyah and Teacher Training
Department	: English Education
Title	: The Analysis of Code Mixing on Boy William's Youtube Channel

Has been approved by the board of examiners on:

Day   : Senin
Date   : 29 November 2021

and has been accepted as the requirement for the degree the sarjana in English Education on:

Day   : Senin
Date   : 29 November 2021

Ponorogo, 29 November 2021

Ratified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag
NIP. 196807051999031001

Board of Examiners

1. Chairman   : Dra. Aries Fitriani, M.Pd . (   )
2. Examiner I   : Dr. Dhinuk Kirana, M.Pd (   )
3. Examiner II   : Nurul Khasanah, M.Pd (   )

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama	: Relish Sofie Haneystiy
NIM	: 210916086
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi/Tesis	: The Analysis of Code Mixing on Boy William's Youtube Channel

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan senestinya.

Ponorogo, 7 January 2021

Penulis

Relish Sofie Haneystiy

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama   : Relish Sofie Haneystiy

NIM   : 210916086

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Judul Skripsi/Tesis : The Analysis of Code Mixing on Boy William's Youtube Channel

   Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

   Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 16 October 2021

Yang Membuat Pernyataan

Relish Sofie Haneystiy

NIM. 210916086

TABLE OF CONTENT

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

SURAT PERNYATAAN KEASLIAN TULISAN

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

A. Background of the Study

Language is the main instrument of communication. Language is very important in human life. Without language human being cannot communication with other people. They can't express their opinion, ideas, feeling, minds to other people or they cannot get information from other people. Language has important function as a tool to make connection between human beings. Language is essentially a set of items, calls "linguistic items", such entities as sounds, words, grammatical structures, and so on.[1]

In language learning, language and society cannot be separated. The relationship between language and society called Sociolinguistics. Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication, the equivalent goal in the sociology of language is trying to discover how

---

[1]Ronald Wardhaugh. *An Introduction to Sociolinguistics fifth edition* (Blackwell Publishing, 2006),10.

Social structure can be better understood through the study of language.[2] In this modern era many of people in this world use and mix more than one language in communication with other. In the same time, they mix their language when conversation with their friend into Indonesian and English language. In sociolinguistics that phenomenon usually called as code mixing.

Code mixing is the mixing or variation of two languages and known as code mixing. It is very easy to find in people around. Code mixing refers to the lexical items and grammatical features from two languages in one utterance or sentence. Code mixing focused in the grammar features, but it does not mean attention will not be paid to the important role of psycholinguistic and sociolinguistic factors that influence code mixing, such as levels of bilingual proficiency, mode of bilingual processing, political balance between the languages, language attitudes, and the type of interactive setting.[3]

In bilingual speech community there are three types of code mixing. The first types is insertion, insertion of lexical items or entire constituents from one language into a structure of the other language is called insertion. As example: Tergantung team, terus juga tergantung event. (It depends on the team and on the event).The second is alternation, occurs when structures of two languages are alternated indistinctly both at the grammatical and lexical level. Forthe example of alternation in

[2]*Ibid*,13.
[3]Leonita Maria EfipaniasManihuruk. *An Analysis of Code Mixing In Facebook Status.*The Episteme Journal of Linguistics and Literature. (2016), Vol. 2 (2),1.

Indonesian and English: "I mean ganti ke kalimat laen". (I mean, change it to another sentence).The third is congruent lexicalization. It refers to the material from different lexical inventories into the grammatical structure. For the example of congruent lexicalization in Indonesian and English: "Software gua buat [convert file wav] jadi mp3 gua uda expired". (My software for converting wav files to mp3 has expired).[4]

In this modern era many of people have and use social media. By having social media, people can easily get the information. Social media can be used by people to share and express the opinion, idea,minds about their daily activity or daily life. There are many kinds of social media, such as Facebook, Instagram, Twitter, YouTube, and so on.

By using YouTube, people can get many impacts, can share and upload many kinds of video, and can create their private channel. In YouTube there are various video, such as gaming videos, music videos, educational videos, and so on. YouTube can be defined as video sharing website that allows users to watch, upload and comment on videos. YouTube is one of the websites in the world for uploading and sharing the videos, creating the personal channels and providing direct broadcast for organizations.[5]

There are many famous YouTubers in Indonesia. One of them Boy William's YouTube channel. Boy William is one of Indonesian public figure and actor who active in YouTube and also fluent in speaking both of

---

[4]*Ibid*, 2.

[5]Hiyam S Ensour.*The Effect of Using YouTube on Youth Worst and Best Case*.British Journal of Applied Science & Technology. (2015),Vol.8 (3), 287.

English and Indonesia. Boy William has joined YouTube since 15 October 2016 and started creating video blog content on YouTube. He is categorized as inspiring YouTubers because he has creative ideas to create video content on his YouTube channel that is different ideas from other YouTubers. On his YouTube channel he has 177 videos, 3.75 million subcribers and the video has been watched by Indonesians people 380.888.172 times. On his content, Boy William used western culture such as in the use of English language on his video. The researcher finds an interesting in Boy William's videos because the speakers usually speak Indonesia and English. This phenomenon is called as code mixing. It happens when the speaker speak and mix more than one language.

By studying this research, it helps us to know and understand more about code mixing and also we can find the reason why many people in this modern era mix their language into Indonesian and English when communication with other.

Based on explanation above, the researcher is interested to conduct a research under the title: **"The Analysis of Code Mixing on Boy William's YouTube Channel"**.

B. **Limitation of the Study**

In this study, the researcher limited the research on the use of code mixing from Indonesian language to English on Boy William's YouTube channel video under the title: **"Chef Renata aslinya beda sama di tv, Karir Reza Rahardian dari figuran sampai menjadi actor terkenal"**

C. Statement of the Problem

Based on the background of the study above, statement of the problem is formulated into:

What kinds of code mixing used by Boy William in his YouTube channel?

D. Objective of the Study

Based on the statement of the problem above, this study has some objectives described as follows:

To know the kinds of code mixing used on Boy William in his YouTube channel.

E. Significances of the Study

This research is expected to have two benefits, they are theoretical and practicalbenefits.

1. Theoretical benefits

   The result of this research is expected to gives primary knowledge for the reader about sociolinguistics especially in code mixing useful, because in this research there are many theories related with code mixing.

2. Practical benefits

   The researcher hopes that this research will give the benefits and good impacts to the English teachers, students, and also to the other researchers.

   a. For English teachers

The teachers can use this research as reference in their learning activity. The teachers can teach their students by using YouTube media because it is one interesting and alternative media to the students. They can enjoy and more spirit in the classroom activity.

b. For students

The students get more knowledge and understand about code mixing. By using YouTube media they can improve their ability in English. And they can apply in their daily life.

c. For other researchers

The result of this research can give reference and motivation if they want to conduct the research about code mixing. This research can give an idea for other researchers to do the research about code mixing in another way.

F. **Organization of the Thesis**

To make the readers easy in understanding the content of the study, this thesis is divided into five chapters which related to one another and compiled systematically.

The first chapter is introduction that introduces the whole research about background of the study, limitation of the study, statement of the

problem, objective of the study, significances of the study, and organization of the thesis.

The second chapter is previous related study and literature review which explains the previous related to this research and some theory about the types of code mixing.

The third chapter is research methodology that consists of research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings, research procedures.

The fourth chapter is finding and discussion. It contains the finding and discussion of the research as the answer of the research problem.

The fifth chapter is conclusion and suggestion which explains the conclusion of the research and provides some of suggestion for the readers, the next researchers, and the English teacher.
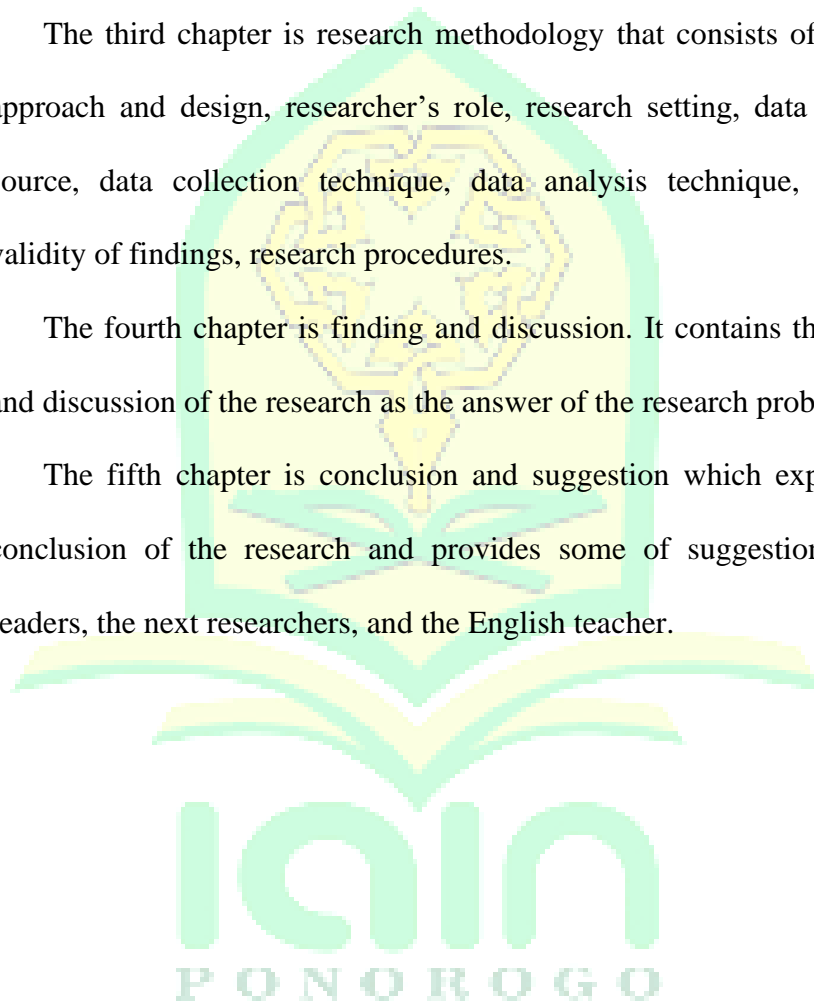
CHAPTER II

PREVIOUS RELATED STUDY AND LITERATURE REVIEW

This chapter explains the previous related to this research and some theory about the types of code mixing.

A. Previous Related Study

There are the previous studies found by the researcher. The first is presented by Agung Sukrisna from Education and Teacher Training Faculty Raden Intan State Islamic University Lampung under the title "An Analysis Using Code Mixing on Atta Halilintar's Video YouTube Channel." This research focuses on code mixing that emerges on Atta Halilintar's Video YouTube Channel. The objective of this research was to find out the types and levels of code mixing that appear on Atta Halilintar's video YouTube channel. This research was descriptive qualitative method and the human research is the main instrument of this research. In collecting the data, this research utilized documentation method. This study employed content analysis which focused on analyzing the types of code mixing which defined by Hoffman and the levels of code mixing that argued by Suwito. Then, the result of types and levels of code mixing were counted by using Sudjiono's formula. The result after analyzing the video, there were thirty four data in the types and levels of code mixing. In the types of code mixing, the highest type was intra-sentential of code mixing and the lowest type was involving a change of

pronunciation. While, in the levels of code mixing, the dominant level was word level and the lowest level was repetition word and idiom level.

The similarity of this research is the YouTube channel that analyzed. The previous studies have the same topic as code mixing. The difference of this research is analyzed about levels of code mixing.

The second is presented by Meilinda Fitriana from Teacher Training and Education College STKIP PGRI Pacitan under the title "An Analysis of Code Mixing in "MOP" of YouTube." This research aims to find out the types of code mixing in "MOP" YouTube channel and the reasons of using code mixing in "MOP" YouTube channel. The researcher used descriptive qualitative design. The data were in "MOP" YouTube channel which the number 166 data. The researcher collected the data by watching and understanding what the meaning of the videos, re-watch videos while write the transcript and classify the data based on the types and reasons of code mixing. Then, the data were analyzed by using data reduction, data display and conclusion drawing and verification. The result of the research showed that the types of code mixing that found in "MOP" channel of YouTube were 151 data or about 82% of intra-sentential mixing, 32 data or about 17% of intra-lexical mixing, and 2 data or about 1% of involving a change of pronunciation. The total number of code mixing is 185 data. Then, the reason of used code mixing in "MOP" YouTube channel were talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for

clarification, expressing group identity or solidarity and intention of clarifying the speech content for the interlocutor.

The similarities of this research are analyzed about the reasons of used code mixing in MOP YouTube channel, have the same topic as code mixing. The difference of this research is the YouTube channel that analyzed. The previous research analyzed MOP YouTube channel. Whereas, this research analyzes Boy William's YouTube channel.

The third is presented by Diana Kartini from English Literature Department Faculty of Adab and Humanities the State of Islamic University Sulthan Thaha Saifuddin Jambi under the title "Code Mixing Used By Sheryl Sheinafia's Followers (Case Study of *Anak Jaksel* Language Trend)". This topic research is about code-mixing that occurs in the posting of one South Jakarta artist, Sheryl Sheinafia, on her Twitter account. The purpose of this study is to illustrate how forms of code mixing that happened by Sheryl uploads on her Twitter account and what are the reasons for using code-mixing in South Jakarta, especially Sheryl's followers. This description includes: (1) the forms of code-mixing used by Sheryl on her Twitter account, (2) the reasons for using Code-Mixing used by Sheryl's followers. The writer uses Forms of code-mixing and reason for using code-mixing theory to support the writing of this thesis. And also uses descriptive qualitative methods. The technique of data collection used in this study is observation, interviews, and documents. The writer divides the forms of code-mixing based on word class theory that occurs in

Sheryl's uploads on her Twitter account. After analyzing the data and completing the research, the author found the results of the study, among others: the forms of code-mixing that appeared in Sheryl's Twitter account were nouns, adjectives, verbs, and phrases. While the reasons for using Code-Mixing used by Sheryl's followers such as: Dominance attitude and Language Attitude.

There is similarity in the topic. The previous studies have the same topic as code mixing. This research would investigate and explain the use of code mixing. The difference of this research is in the subject of study.

B. Literature Review

1. Sociolinguistics

Sociolinguistics is study about the relationship between language and society. Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how language functions in communication, the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language.[6] As sociolinguistics studies about language and society, it aims to know and investigate the kind of language used in society based on the social functions.

Sociolinguists study the relationship between language and society. They are interested in explaining why people speak differently in

---

[6] Ronald Wardhaugh. *An Introduction to Sociolinguistics fifth edition* (Blackwell Publishing, 2006),13.

different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts, provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language.[7] Furthermore, sociolinguistics also concern about how people show their identity during communication in the social community through their language. In addition, Sociolinguistics is the study of our everyday lives, how language works in the casual conversations and the media exposed to, and the presence of societal norms, policies, and laws which address language.[8]

Sociolinguistics is the study of language in relation to language. In other words, in sociolinguistics study about language and society in order to find out about what kind of thing language is, and in the sociology of language we reverse the direction of our interest.[9] On the other hand, Sociolinguistics is the study of all aspects of linguistics applied towards the connections between language and society, and the way we use it in different language situations.[10] Furthermore, Sociolinguistics is the part of linguistics which is concerned with

[7] Janet Holmes. *An Introduction to Sociolinguistics Fourth Edition* (Routledge: London and New York, 2013), 1.

[8] Ronald Wardaugh & Janet M. Fuller. *An Introduction to Sociolinguistics Seventh edition* (Wiley Blackwell, 2015), 1.

[9] *Ibid*, 15.

[10] Trisna Dinillah Harya. *Sociolinguistics (Code: Code Switching and Code Mixing).* LENTERA: Jurnal Ilmiah Kependidikan. (2018), Vol. 11, 88.

language as a social and cultural phenomenon. It investigates the field of language and society and has close connections with the social sciences, especially social psychology, anthropology, human geography, and sociology.[11]

From the explanations above, it can be concluded that sociolinguistics is the study about the relationship between society and language. Sociolinguistics also study and discusses about social aspect of language, especially the differences in language related to social factors. Sociolinguistics does not only study about language but also study about aspects of the language used by society.

a. **Code mixing**

Code mixing is the mixing or variation of two languages and known as code mixing. It is very easy to find in people around. Code mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence.[12] Code mixing focused in the grammar features, but it does not mean attention will not be paid to the important role of psycholinguistic and sociolinguistic factors that influence code mixing, such as levels of bilingual proficiency, mode of bilingual processing, political balance between the languages, language attitudes, and the

---

[11] Peter Trudgill. *Sociolinguistics: An Introduction to Language and Society Fourth Edition* (Penguin Books, 2000), 21.

[12] Pieter Muysken. *Bilingual Speech A Typology of Code Mixing* (Cambridge University Press, 2000), 1.

type of interactive setting.[13] On the other words, Code-mixing refers to the mixture between two different codes in a sentence that symbolizes the uncertainty upon which code that should be used at best. In order to attain the best communication effect, the speaker thus will mix the codes. Code mixing is the use of two languages or more by means of inserting the elements of one language to another. In the code mixing, there is a main code or the basic code in use and the code has the function of autonomy. On the other hand, the other codes that might have been involved in the conversation will be more fragments without any function of autonomy.[14] Furthermore, Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. It means that the conversant just change some of the elements in their utterance. Code mixing takes place without a change of topic and can involve various levels of language, e.g., morphology and lexical items.[15]

From the explanation above can be concluded that code mixing is the use of two languages in one utterance. They mix from one language to the other language in communication.

---

[13] Leonita Maria Efipanias Manihuruk. *An Analysis of Code Mixing In Facebook Status.* The Episteme Journal of Linguistics and Literature. (2016), Vol. 2 (2),1.

[14] Ahmad Fanani & Jean Ma'u. *Code Switching and Code Mixing in English learning process.* LingTera. (2018), Vol. 5 (1). 69.

[15] Trisna Dinillah Harya. *Sociolinguistics (Code: Code Switching and Code Mixing).* LENTERA: Jurnal Ilmiah Kependidikan. (2018), Vol. 11, 91.

1) Kinds of code mixing

There are three types of code mixing which may be found in bilingual speech community are insertion, alternation, and congruent lexicalization. In another hand, the types of code mixing are:

a) Insertion of material (lexical items or entire constituents) from one language into a structure of the other language. Insertion is the constraint in the terms of structural properties of some base or matrix structure. The process of code mixing is conceived as something skin to borrowing and insertion of an alien lexical or phrasal category into a given structure. The difference is simply the size and type of element inserted noun, adjective, verb, and the like.

For example: Andi, kamu pasti *shock* denger kabar ini

b) Alternation between structures from languages. Alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause.

For example: Dini, kamu sudah mengerjakan *your homework* belom?

c) Congruent Lexicalization of material from different lexical inventories into a shared grammatical structure. It is also the influence of dialect within language use.[16]

For example: saya lagi ngerjain tugas matematika di *computer*.

2) **Factors of code mixing**

Code mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes. It is as the process whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking.

There are some factors, that cause people do code mixing. Some of them are:

a) Bilingualism

It cannot be avoided that the ability to use to speak more than one language is a basic factor of code mixing. Most of the world's population is bilingual or multilingual.

---

[16] Pieter Muysken. *Bilingual Speech A Typology of Code Mixing* (Cambridge University Press, 2000), 3-4.

b) Speaker and partner speaking

Communication is the process of expressing ideas between two participants of conversation. Speaker needs partner speaking to communicate and code mixing could appear if both use and understand it well.

c) Social community

An individual lives and cooperates in one community either in monolingual or bilingual community. Now most communities are bilingual that use two languages in their interactions. In this case, an individual will be influenced by social community directly.

d) Situation

Usually code mixing occurs in relax or informal situation. This situation is closer with daily conversation and for writers is also describe as their habitual communication.

e) Vocabulary

There is not appropriate word or when there is a lack of vocabulary in one language. The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it can be combined together.

f) Prestige

Globalization era has lead people must able to speak more than one language, especially English. For many young people code mixing becomes awn style which is hoped to be modern and educational one. They mix language because of prestige.[17]

3) **Reasons of code mixing**

a) To soften or strengthen request or command

For Indonesian people, mixing and switching *bahasa Indonesia* into English can also soften a request because English is not their native tongue so it does not sound as direct as *bahasa Indonesia*. However, code mixing and code switching can also strengthen a command since the speaker can feel more powerful than the listener because he or she can use a language that not everybody can.

b) Because of real lexical need

The most common reason for bilinguals to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English-Indonesian bilingual has a word that is lacking in English, he will find it easier to say it in *bahasa Indonesia*.

---

[17] *Ibid*, 92-93.

c) To exclude other people when a comment is intended for only a limited audience

Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or people interfering their communication, they may try to exclude those people by using the language that not everybody knows.

d) Talking about a 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 their emotional feelings in a language that is not their everyday language.

e) Quoting somebody else

People sometimes like to quote a famous expression or saying of some well-known figures. In Indonesian, those well-known figures are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good at English, those famous expressions or sayings can be quoted intact in their original language.

f) Being emphatic about something

   Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, he or she, either intentionally or unintentionally, will switch from his second language to his first language.

g) Interjection (inserting sentence fillers or sentence connectors)

   Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.

h) Repetition used for clarification

   When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).

i) Intention of clarifying the speech content for interlocutor

   When bilingual talks to another bilingual, there will be lots of code switching and code mixing occurs. It

means to make the content of his/her speech runs smoothly and can be understood by the hearer.

j) Expressing group identity

Code switching and code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups.[18]

b. Code switching

Code switching is to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code switching.[19]

Code switching has become a common term for alternate use of two or more language, or varieties of language, or even speech style. Code switching is the use of more than one language by communicants in the execution of a speech act.[20]

From the explanations above, it can be concluded that code switching is switch from one language to another language. They change the use of language or dialect in communication.

---

[18] *Ibid*, 94-96.

[19] Ronald Wardhaugh. *An Introduction to Sociolinguistics fifth edition* (Blackwell Publishing, 2006),101.

[20] Trisna Dinillah Harya. *Sociolinguistics (Code: Code Switching and Code Mixing).* LENTERA: Jurnal Ilmiah Kependidikan. (2018), Vol. 11, 90.

1) **Types of code switching**

There are three types of code mixing, namely a tag code switching, inter sentential code switching, intra sentential code switching.

a) A tag code-switching

A tag code switching happens when a bilingual inserts short expressions (tag) from different language at the end of his or her utterances.

For example: There is no agenda today, *kan*?

b) Inter sentential code switching.

An inter-sentential code switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language.

For example: I take my book *ya, soalnya besok ada jam*.

c) Intra sentential code switching.

An intra-sentential switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.[21]

For example: Volume*nya*, please!

---

[21] *Ibid*, 91.

2. YouTube

a. The definition of YouTube

YouTube is a website which lets on users to watch, upload or share video by online. Generally, a considerable amount of contents can be found in YouTube, such as people talking about their interest, news, education, life, procedure in creating something, and others. Related to education, especially in language, YouTube has a crucial role in affording the information since YouTube can be accessed by the students from all the country around the world where every people have language differences.[22]

YouTube is a video sharing website on which users can upload, share and view videos. YouTube: is a very popular Web video sharing site that lets anyone store, upload and share videos with others.[23]

YouTube is the largest video sharing site on the Web. YouTube lets anyone upload videos for private or public viewing. Nowadays, in the world, YouTube is becoming popular. Many

---

[22] Yuli Nurmala & Margana. *YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century*. Journal of English Language Teaching and Linguistics. (2019). Vol. 4 (2). 264.

[23] Kabilan Muhammad. *The Use of YouTube in Teaching English Literature*. International Journal of Linguistics. (2012). Vol. 4 (2). 527.

people upload their videos on YouTube. Both YouTube channel many people can sharing their video.[24]

YouTube is one of the social media with a website that provides various kinds of videos ranging from video clips to films, as well as videos made by YouTube users themselves. He also state that now, YouTube is the most popular social media based on sharing video with long duration, where many people use YouTube as a place to work especially for young people. [25]

YouTube is one of the social media that provides many kinds of videos. By using YouTube, people can get many impacts, can share and upload many kinds of video, creating their private channel. In YouTube there are various video, such as gaming videos, music videos, educational videos, and so on. YouTube can be defined as video sharing website. Users can watch, upload and comment on videos.

b. **Boy William's YouTube Channel**

There are many famous YouTubers in Indonesia. One of them is Boy William's YouTube channel. Boy William is one of Indonesian public figure and actor who active in YouTube and also fluent in speaking both of English and Indonesia. Boy

---

[24] Celi Raes & David Togi. *An Analysis of Code Switching Used by Reza Arap on Deddy Corbuzier's YouTube Channel*. Journal of English Teaching as a Foreign Language. (2020). Vol. 6 (3). 41.

[25] Yuli Nurmala & Margana. *YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century*. Journal of English Language Teaching and Linguistics. (2019). Vol. 4 (2). 267.

William has joined YouTube since 15 October 2016 and started creating video blog content on YouTube. He is categorized as inspiring YouTubers because he has creative ideas to create video content on his YouTube channel that is different ideas from other YouTubers. On his YouTube channel he has 271 videos, 4.52 million subcribers and the video has been watched by Indonesians people 535.504.803 times. On his content, Boy William used western culture such as in the use of English language on his video. The researcher finds an interesting in Boy William's videos because the speakers usually speak Indonesia and English. This phenomenon is called as code mixing. It happens when the speaker speak and mix more than one language.
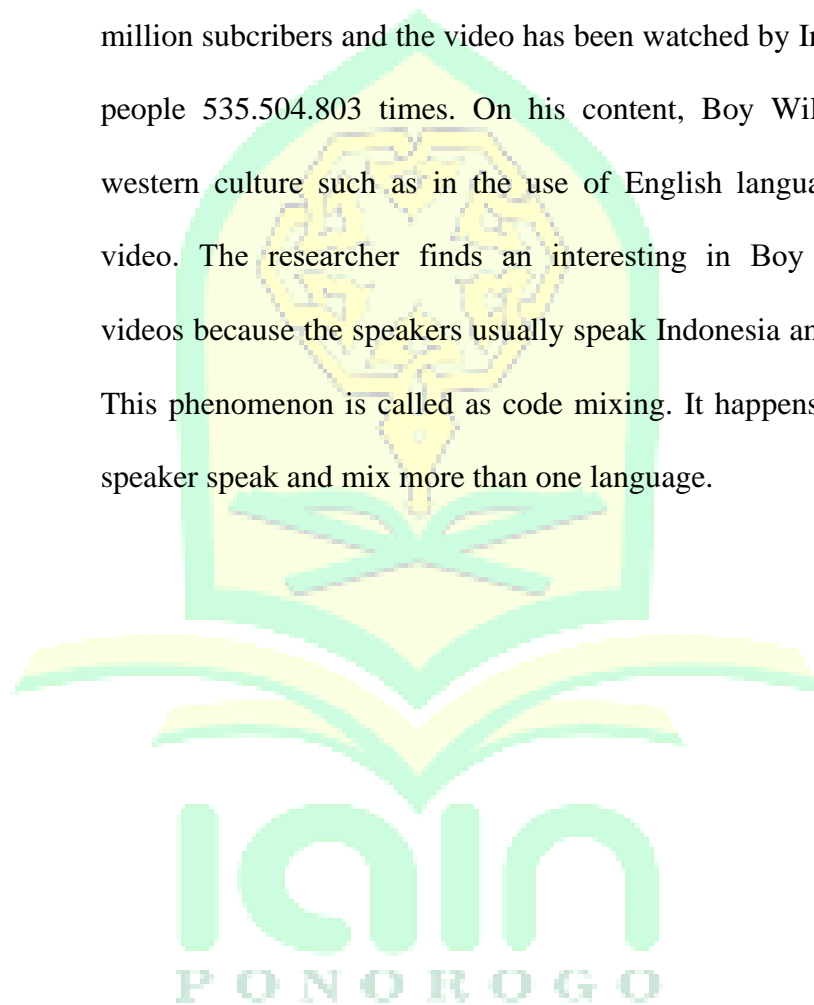
CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings, and research procedures.

A. Research Approach and Design

In conducting this research, the researcher used a qualitative approach. This approach related to the sentences, words, and pictures. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied.[26]

B. Researcher's Role

Researcher becomes key instrument. Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. The researcher used a protocol an instrument for collecting data but the researchers are the ones who actually gather the information.[27]

In this research the researcher becomes the observer. The researcher observed the cases related to the natural setting based on the real situation

---

[26] Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction*. (Malang: UM PRESS, 2013), 75-76.

[27] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*. (SAGE Publication, 2014).

on Boy William's YouTube channel. The researcher observed this research to know the contexts of code mixing happen on Boy William's YouTube channel. By studying this research, it helps us to know and understand more about code mixing and also we can find the reason why many people in this modern era mix their language into Indonesian and English when communication with other.

C. Research Setting

This research was conducted on Boy William's YouTube channel. The researcher chooses Boy William's YouTube channel because on his content, Boy William used western culture such as in the use of English language on his video. The researcher finds an interesting in Boy William's videos because the speakers usually speak Indonesia and English.

D. Data and Data Source

1. Data

The data are very important in conducting the research. Data is any information was taken by researcher to answer the research problem. In this study, the data was taken from Boy William's YouTube channel. To get the data the researcher analyzed the word, phrase, clause, and sentence that used in Boy William's YouTube channel.

2. Data Source

    a. Primary data

        The primary data is a source in which the creator was a direct witness or in some other way directly involved in or related to the event.[28]

        The primary data was taken from words, phrases, clauses and sentences on Boy William's videos YouTube channel.

    b. Secondary data

        The secondary data is a source that was created from primary sources, secondary sources, or some combination of the two.[29]

        The secondary data was taken from the book from Pieter Muysken: Bilingual Speech a Typology of Code Mixing, journals from Trisna Dinillah Harya: Sociolinguistics (Code: Code Switching and Code Mixing), Leonita Maria Efipanias Manihuruk: An Analysis of Code Mixing in Facebook Status, Ahmad Fanani & Jean Ma'u: Code Switching and Code Mixing in English learning process, and some previous studies related with this research from Agung Sukrisna: An Analysis Using Code Mixing on Atta Halilintar's Video YouTube Channel, Meilinda Fitriana: An Analysis of Code Mixing in "MOP" of YouTube,

---

[28] R. Burke Johnson & Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, (SAGE Publication, 2014).
[29] *Ibid.*

Diana Kartini: Code Mixing Used By Sheryl Sheinafia's Followers (Case Study of *Anak Jaksel* Language Trend)".

E. Data Collection Technique

The data collection is very important thing in the research because it can determine the result of the research. Without data the researcher can't get the information. In this research, the researcher used documentation to collect data. This research used documentation method because the data source was taken from Boy William's video YouTube channel. The video used to take Boy William's utterance and the other people on the video contains as code mixing.

There are some procedures of research which must be done by the researcher.

1. The researcher downloaded the video

2. The researcher watched the video in many times

3. The researcher typed the transcript of the utterance on the video

4. The researcher identified the code mixing by reading the transcript

5. The researcher classified the data based on the form the types of code mixing.

F. Data Analysis Technique

To analyze the data, researcher needs through some steps are data reduction, data display, conclusion drawing and verification.

1. Data Reduction

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. The data reduction transforming process continues after fieldwork, until a final report.

2. Data Display

   Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, based on that understanding.

3. Conclusion drawing and verification

   Conclusion drawing and verification is the result of analyzing that answers the research problem based on data analysis.[30]

G. **Checking Validity of Findings**

   The validity of the data is needed in qualitative research. The use of validity can help the researcher to check the data analysis of the research. In qualitative research, data can be categorized good data if the data are valid. In this research, the researcher will apply triangulation technique to support the validity of the data. Triangulation is a validation approach using multiple investigators, methods, data sources, and theoretical

---

[30] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA: SAGE Publication, 1994), 10-11.

perspectives in the search for convergence of results.[31] The source of data referred to the types of code mixing. In checking the data, the researcher asked expert to check the data that have been collected by researcher. It is because, to reduce the researcher bias or prejudice.

H. Research Procedures

In this research there are some procedures of research which must be done by the researcher.

1. The researcher finding the research problem and the theory used.

2. The researcher collecting the information, compiling research design, reviewing reference related to the research problem statement.

3. The researcher conducting the observation, survey and collect the data.

4. The researcher conducting data analysis, drawing conclusion and writing research report.

---
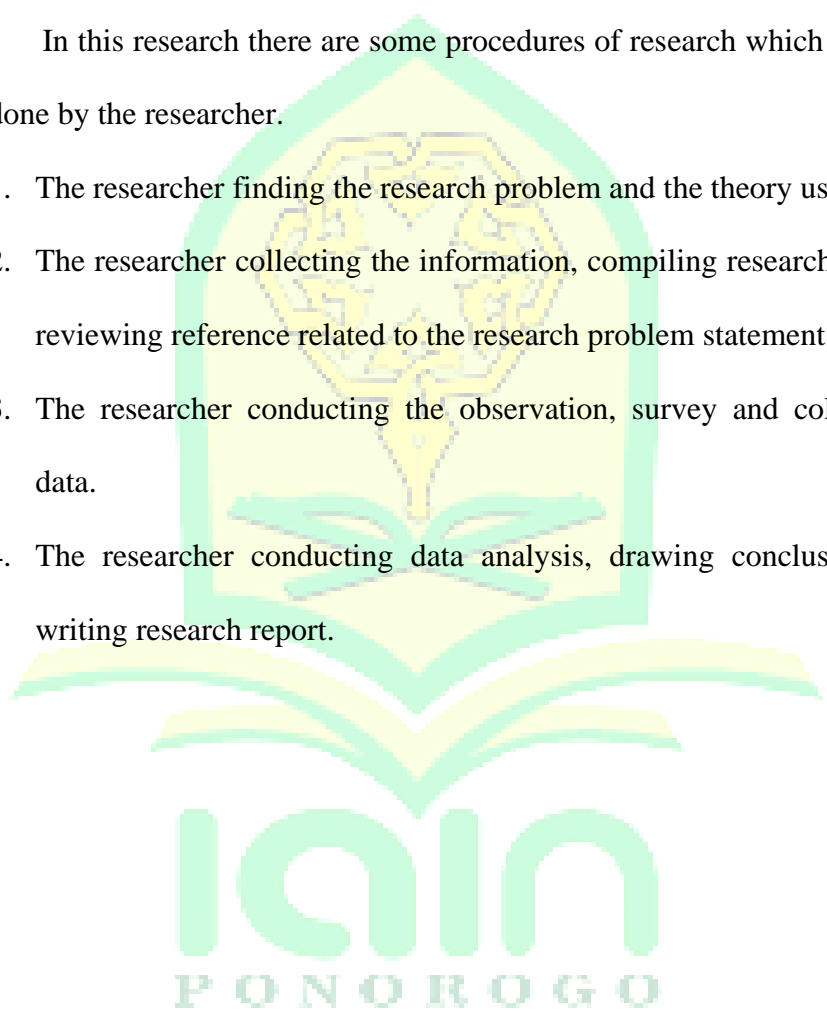
[31] R. Burke Johnson & Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, (SAGE Publication, 2014).

CHAPTER IV

CODE MIXING FOUND ON BOY WILLIAM'S YOUTUBE CHANNEL

This chapter contains the finding and discussion of the research as the answer of the research problem.

A. Finding

In this chapter presents the findings of the study based on the data collection. The data was collected by the researcher was taken from the utterances of Boy William's video. The video was taken from Boy William's YouTube channel.

1. *Chef Renata Aslinya Beda Sama di TV*

In *Chef Renata Aslinya Beda Sama di TV* they are:

a. Insertion

Insertion happens when the speakers used Indonesian language then insert in the middle of the utterance with English word. Insertion can be seen in the following data:

1) Kan lo yang *challenge* gua duluan. (in 0:15 minutes)

2) Baik, *all good.* (in 0:21 minutes)

3) Itu acara *real*, real cooking. (in 0:28 minutes)

4) Trus gua pura-pura *judging.* (in 0:42 minutes)

5) Lo tiba-tiba di *calling* gitu. (in 2:24 minutes)

6) Gua suka *party* dan gua suka di rumah. (in 3:22 minutes)

7) *At least* harus bisa. (in 5:41 minutes)

8) Masak kan itu *part of* hidup mandiri. (in 5:47 minutes)

9) Kalau mimpi gua pengen bisa tinggal di *countryside* ditempat yang udaranya enak. (in 6:52 minutes)

b. Alternation

Alternation occurs when clause and sentence followed by subject, verb, and object. Alternation can be seen in following data:

1) Itu acara real, *real cooking.* (in 0:28 minutes)

2) *Just look like* a jalan. (in 1:14 minutes)

3) *What's your dream* kedepannya. (in 6:50 minutes)

c. Congruent lexicalization

Congruent Lexicalization occurs when a single word or phrase in Indonesian people say same with the phonological in English. Congruent lexicalization can be seen in following data:

1) Sekarang lagi *shoot* master chef. (in 0:26 minutes)

2) Gua suka hidup yang *simple.* (in 7:01 minutes)

2. *Karir Reza Rahardian dari figuran sampai menjadi actor terkenal*

In *Karir Reza Rahardian dari figuran sampai menjadi actor terkenal* they are:

a. Insertion

Insertion happens when the speakers used indonesian language then insert in the middle of the utterance with English word. Insertion can be seen in the following data:

1) Gua ngrasa nggak terlalu pinter untuk *memanage* sosial media pribadi misalnya. (in 2:06 minutes)

2) Bro lu kalau bikin instagram ya bro, gua yakin *followers* nya langsung 3 jutaan. (in 2:13 minutes)

3) Coba-coba ikut *modeling*. (in 4:09 minutes)

4) Gua ikut *casting.* (in 4:15 minutes)

5) I think banyak orang yang bisa punya *opportunity* yang sama. (in 5:40 minutes)

6) Maksud gua sebagai sosok perempuan mungkin menyebabkan gua sangat *respect* juga dengan perempuan. (in 8:34 minutes)

7) Dia *support* karir lo banget nggak? (in 9:06 minutes)

8) Dia *happy* lu jadi artist. (in 9:09 minutes)

9) Biasanya orang tua takut *men*, ntar lu *ngedrugs* lah. (in 9:11 minutes)

b. Alternation

Alternation occurs when clause and sentence followed by subject, verb, and object. Alternation can be seen in following data:

1) *I think* banyak orang yang bisa punya opportunity yang sama. (in 5:40 minutes)

2) Dia juga harus *make sure* anaknya baik-baik aja dll. (in 8:55 minutes)

c. Congruent lexicalization

Congruent lexicalization occurs when a single word or phrase in Indonesian people say same with the phonological in English. Congruent lexicalization can be seen in following data:

1) Jarang banget liat lu di *social media.* (in 1:44 minutes)

2) Dia happy lu jadi *artist*. (in 9:09 minutes)

3) Semua orang di dunia ini *actor.* (in 12:55 minutes)

B. Discussion

In this part of research explained all of the data that have been found on Boy William's YouTube channel about three types of code mixing, there were insertion, alternation and congruent lexicalization.

1. *Chef Renata Aslinya Beda Sama di TV*

In *Chef Renata Aslinya Beda Sama di TV* they are:

a. Insertion

Insertion happens when the speakers used indonesian language then insert in the middle of the utterance with English word. Insertion can be seen in the following data:

1) Kan lo yang *challenge* gua duluan. (in 0:15 minutes)

This conversation happens when Boy William is surprised with Renata's skill when driven his car. Renata said "Kan lo yang *challenge* gua duluan" she used Indonesian utterance then she mixed to English word "*challenge*". It is included to insertion, because she mixed foreign language to Indonesian language.

2) Baik, *all good.* (in 0:21 minutes)

In the video Boy William asked about Renata's condition. Then Renata answered using Indonesian language, and she

mixed to English word *"all good"*. It is included to insertion, because word *"all good"* is an adjective.

3) Itu acara ***real***, real cooking. (in 0:28 minutes)

   The utterance above happens when Boy William asked to Renata that in the master chef is it real cooking or not. Then she answered by using Indonesian and mixed to English. The word *real* included to insertion.

4) Trus gua pura-pura ***judging.*** (in 0:42 minutes)

   The bold utterance was included insertion. In the video, Boy William asked to Renata that in the master chef is it real cooking or not, then she said by using Indonesian word and mixed to English. The word *judging* included to insertion.

5) Lo tiba-tiba di ***calling*** gitu. (in 2:24 minutes)

   In the video Boy William asked about the first time Renata becomes chef like now. In conversation the speaker mixed two languages such as Indonesian language and English language. The utterance above is included to insertion, because Boy William said in Indonesian language and mixed to English word *calling*, instead of *dipanggil*.

6) Gua suka ***party*** dan gua suka di rumah. (in 3:22 minutes)

   Renata told to Boy about her hobby if she liked party and she liked at home. The utterance above, Renata mixed

Indonesian language with English language. The English word *party* included to insertion, because it is noun.

7) ***At least*** harus bisa. (in 5:41 minutes)

Renata was in English word *at least* then mixed to Indonesia. In the video Boy William asked to Renata about Renata husband's criteria be able to cook or not. Then Renata answer by using English and mixed with Indonesian language. The word *at least* included to insertion.

8) Masak kan itu ***part of*** hidup mandiri. (in 5:47 minutes)

Renata said her husband's criteria be able to cook because cooking is part of independent life. The bold word above included to insertion. In this utterance above, the speaker used Indonesian language and English language.

9) Kalau mimpi gua pengen bisa tinggal di ***countryside*** di tempat yang udaranya enak. (in 6:52 minutes)

The word *countryside* was indicated insertion. In the video, Boy William asked to Renata about her dream. Then Renata answered by using Indonesian language then mix to English.

b. Alternation

Alternation occurs when clause and sentence followed by subject, verb, and object. Alternation can be seen in following data:

1) Itu acara real, ***real cooking.*** (in 0:28 minutes)

The utterance above happens when Boy William asked to Renata that in the master chef is it real cooking or not. Then she answered by using Indonesian and mixed to English. The word *real cooking* included to alternation because it is clause.

2) ***Just look like*** a jalan. (in 1:14 minutes)

This conversation happens when Renata is confused on the road. It is one way street or two way street. The word "*just look like*" included to alternation because it is clause followed by object.

3) ***What's your dream*** ke depannya. (in 6:50 minutes)

In the video, Boy William asked about Renata's dream. He used English and mixed with Indonesian language. The word *what's your dream* included to alternation.

c. Congruent lexicalization

Congruent lexicalization occurs when a single word or phrase in Indonesian people say same with the phonological in English. Congruent lexicalization can be seen in following data:

1) Sekarang lagi ***shoot*** master chef. (in 0:26 minutes)

In the video Boy William asked about Renata's activity now. Then she answered if she shooting master chef. In the utterance above, Renata mix Indonesian language and English language. The word *shoot* included to congruent lexicalization.

2) Gua suka hidup yang *simple.* (in 7:01 minutes)

   Renata told to Boy William about her life if she liked a simple life. And she mixed Indonesian language and English language. This mix of two languages was included to congruent lexicalization. The word *simple* is foreign language which has similar meaning in Indonesia.

2. ***Karir Reza Rahardian dari figuran sampai menjadi actor terkenal***

   In *Karir Reza Rahardian dari figuran sampai menjadi actor terkenal* *they are:*

   a. Insertion

   Insertion happens when the speakers used Indonesian language then insert in the middle of the utterance with English word. Insertion can be seen in following data:

   1) Gua ngrasa nggak terlalu pinter untuk ***memanage*** sosial media pribadi misalnya. (in 2:06 minutes)

      Boy asked to Reza Rahardian why he seldom on social media. The utterance *Gua ngrasa nggak terlalu pinter untuk memanage sosial media pribadi misalnya*. The word "*manage*" included to insertion because the speaker mixed Indonesian language and English language.

   2) Bro lu kalau bikin instagram ya bro, gua yakin ***followersnya*** langsung 3 jutaan. (in 2:13 minutes)

Boy and Reza Rahardian told about social media. Boy William said if Reza Rahardian has instagram, he must have many followers. The bold word **followers**, was indicated to insertion. In this utterance Boy William mixed Indonesian language and English language.

3) Coba-coba ikut **modeling**. (in 4:09 minutes)

In this utterance Reza Rahardian said to Boy William about his experience before he becomes an actor. The speaker mixed two languages in the video. The word *modeling* in *coba-coba ikut modeling* included to insertion.

4) Gua ikut **casting**. (in 4:15 minutes)

Reza Rahardian told to Boy William about his experience. The word *casting* included to insertion because the mix of two languages in a sentence.

5) I think banyak orang yang bisa punya **opportunity** yang sama. (in 5:40 minutes)

In the video, Reza Rahardian told about his effort to become the famous actor like now. He must work very hard. In the utterance *I think banyak orang yang bisa punya opportunity yang sama*. The word **opportunity** included to insertion.

6) Maksud gua sebagai sosok perempuan mungkin menyebabkan gua sangat **respect** juga dengan perempuan. (in 8:34 minutes)

Reza Rahardian told about his life with his single mom. He is very proud and respect of his mom. The word *respect* included to insertion because it is noun. In this utterance Reza Rahardian used Indonesian language then mixed to English.

7) Dia **support** karir lo banget nggak? (in 9:06 minutes)

In the video, Boy William asked to Reza Rahardian about his mother's support about Reza Rahardian's career. The word *support* included to insertion.

8) Dia **happy** lu jadi artist. (in 9:09 minutes)

Boy William asked to Reza Rahardian about his mom opinion with his career. Boy William used Indonesian language then mixed to English language. The word *happy* included to insertion because it is adjective.

9) Biasanya orang tua takut **men**, ntar lu **ngedrugs** lah. (in 9:11 minutes)

In the sentence above, Boy William used Indonesian language and mixed to English. The word *men* and *drugs* included to insertion.

b. Alternation

Alternation occurs when clause and sentence followed by subject, verb, and object. Alternation can be seen in following data:

1) *I think* banyak orang yang bisa punya opportunity yang sama. (in 5:40 minutes)

In the video, Reza Rahardian told about his effort to become the famous actor like now. He must work very hard. In the utterance *I think banyak orang yang bisa punya opportunity yang sama*. The word *I think* included to alternation because it is clause. In this utterance Reza Rahardian used English and then mixed to Indonesian language.

2) Dia juga harus ***make sure*** anaknya baik-baik aja dll. (in 8:55 minutes)

Reza Rahardian said to Boy William about his mom. He is very proud of his mom. The word *make sure* included to alternation because it is clause. In this utterance Reza Rahardian mixed Indonesian language and English.

c. Congruent lexicalization

Congruent lexicalization occurs when a single word or phrase in Indonesian people say same with the phonological in English. Congruent lexicalization can be seen in following data:

1) Jarang banget liat lu di ***social media***. (in 1:44 minutes)

Boy William said *jarang banget liat lu di social media*. The word *social media* as foreign language and mixed to Indonesian language. The word *social media* is foreign language which has similar meaning in Indonesia.

2) Dia happy lu jadi *artist*. (in 9:09 minutes)

The word *artist* is foreign language which has similar meaning in Indonesia. It is included to congruent lexicalization.

3) Semua orang di dunia ini *actor*. (in 12:55 minutes)

Boy William and Reza Rahardian told if in our daily life like an actor and all of people in this world is an actor. The word *actor* in *semua orang di dunia ini actor* included to congruent lexicalization because it has similar meaning in Indonesia. In this utterance Boy William used Indonesian language and mixed to English language.
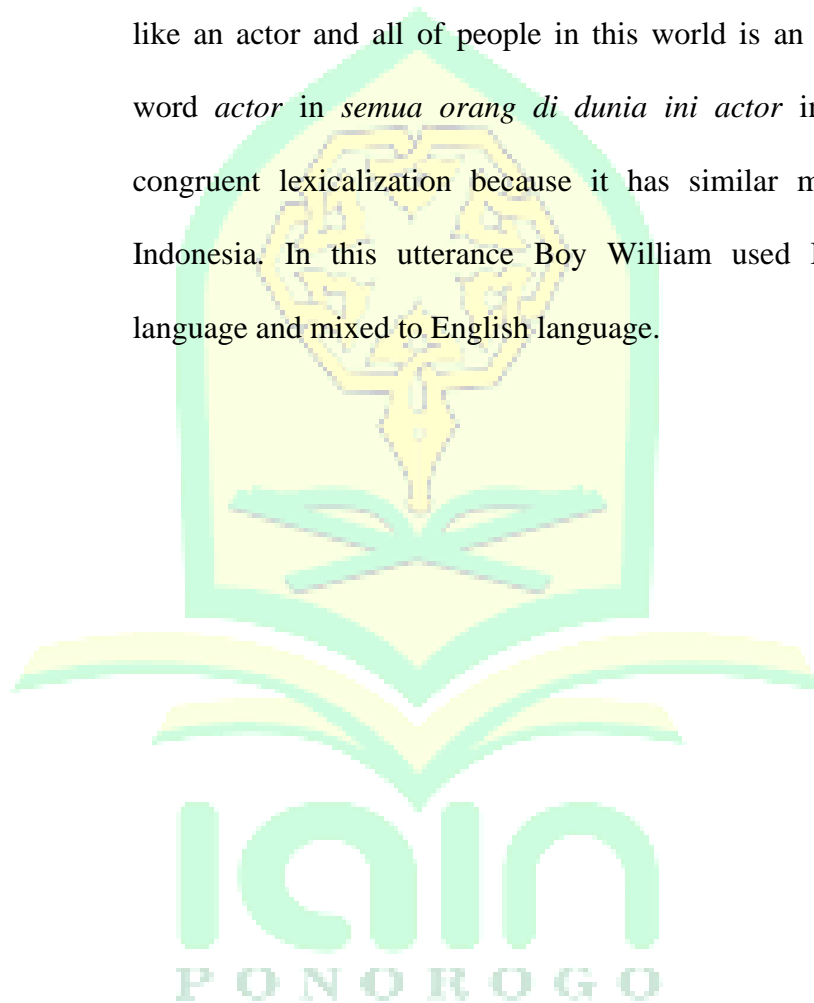
CHAPTER V

CONCLUSION AND SUGGESTION

The fifth chapter is conclusion and suggestion which explains the conclusion of the research and provides some of suggestion for the readers, the next researchers, and the English teacher.

A. **Conclusion**

After analyzing and getting the result, the researcher found several of code mixing on Boy William's YouTube channel. The researcher analyzed a video of Boy William's YouTube channel by using Muysken's theory about the types of code mixing. The types of code mixing are categorized in to three types such as, insertion, alternation, and congruent lexicalization.

As the result, in types of code mixing on *Chef Renata Aslinya Beda di TV* there are 9 utterances of insertion, 3 utterances of alternation, and 2 utterances of congruent lexicalization. On *Karir Reza Rahardian dari figuran sampai menjadi actor terkenal* there are 9 utterances of insertion, 2 utterances of alternation, and 3 utterances of congruent lexicalization.

B. **Suggestion**

Based on the result of the research and considering the conclusion above, the researcher provides some of suggestions as follow:

1. The Readers

For the readers who want to get more knowledge about code mixing in someone's utterance especially in the types of code mixing,

the researcher hope that this research can help the readers. The researcher thinks that learning new language is very important in this modern era. There is a lot of thing that we can use to improve our ability in new language one of them is YouTube. By using YouTube media they can improve their ability in new language. And they can apply in their daily life.

2. The next Researchers

For the next researchers, the researcher hope that this research can be useful for them if the next researchers want to conduct the research about code mixing especially on YouTube. Besides YouTube, the next researchers can conduct the research about code mixing by using other media such as Facebook, Instagram, novel, or film.

3. The English Teacher

As the result of the analysis the video, the researcher gives the suggestion for the English teacher that YouTube can give the advantages in teaching learning process as media to teach his or her students. Many vocabularies in English that can be taken in the video that researcher analyzed and by watching the video, the students can improve their vocabulary mastery and their new language.

BIBLIOGRAPHY

Adnan Latief, Muhammad. *Research Methods on Language Learning an Introduction*. Malang: UM PRESS, 2013.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*. SAGE Publication, 2014.

Dinillah Harya, Trisna. *Sociolinguistics (Code: Code Switching and Code Mixing). LENTERA: Jurnal Ilmiah Kependidikan*. Vol. 11, 2018.

Ensour, Hiyam. *The Effect of Using YouTube on Youth Worst and Best Case. British Journal of Applied Science & Technology*. Vol.8, No. 3, 2015.

Fanani, Ahmad and Jean Ma'u. *Code Switching and Code Mixing in English learning process. LingTera*. Vol. 5, No. 1.

Holmes, Janet. *An Introduction to Sociolinguistics Fourth Edition*. Routledge: London and New York, 2013.

Johnson, R Burke and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publication, 2014.

Maria EfipaniasManihuruk, Leonita. *An Analysis of Code Mixing In Facebook Status, The Episteme Journal of Linguistics and Literature*.Vol. 2, No. 2, 2016.

Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*. USA: SAGE Publication, 1994.

Muhammad, Kabilan. *The Use of YouTube in Teaching English Literature. International Journal of Linguistics*. Vol. 4, No. 2, 2012.

Muysken, Peter. *Bilingual Speech A Typology of Code Mixing*. Cambridge University Press, 2000.

Nurmala, Yuli and Margana. *YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century. Journal of English Language Teaching and Linguistics.* Vol. 4, No. 2, 2019.

Raes, Celi & David Togi. *An Analysis of Code Switching Used by Reza Arap on Deddy Corbuzier's YouTube Channel. Journal of English Teaching as a Foreign Language.* Vol. 6, No. 3, 2020.

Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society Fourth Edition*. Penguin Books, 2000.

Wardhaugh, Ronald. *An Introduction to Sociolinguistics fifth edition*, Blackwell Publishing, 2006.

Wardaugh, Ronald and Janet M. Fuller. *An Introduction to Sociolinguistics Seventh edition*. Wiley Blackwell, 2015.